



Student Intervention Team/Problem Solving Process Extended Step By Step Outline

Step 1	If the student's progress is a concern after providing differentiated instructional strategies and universal interventions, prepare for the Student Intervention Team/Problem-Solving meeting.
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- The general education teacher will document research-based interventions and accommodations/modifications that have been provided for the student and the progress/growth made by the student using the SIT Student Information Packet. Documentation will include data and information provided by the student's parents about strategies used at home in collaboration with the classroom teacher.
- The general education teacher contacts the student's parents to explain the SIT/Problem-Solving process and invites them to attend the meeting. Parents are given the **Request from Parent/Guardian for Student Information** form. SIT/P-S paperwork is turned into the team coordinator and a case manager is assigned.
- The case liaison meets with the general education teacher to discuss the behavior/skill area of concern, assists with problem identification and provides guidance regarding the SIT/P-S process. The case liaison also helps the general education teacher to document interventions and accommodations/modifications that have already targeted the area of concern prior to the SIT/Problem-Solving Process meeting, and recommends data gathering techniques to collect baseline data on the specific concern prior to the SIT/Problem-Solving Process meeting.

Step 2	Begin SIT/Problem-Solving process by collecting, screening and analyzing data.
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- The classroom teacher meets with the SIT/Problem-Solving Team to discuss progress/achievement and possible targeted interventions that may be necessary to support student growth. The student's parents are participants in the developing interventions to be utilized at home and at school.
- The parent's perspective is integrated into the meeting discussion, and they may be expected to take part in the prescriptive solution.



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- The problem-solving process continues by determining the need for additional information to help guide the selection of appropriate, prescriptive academic/behavioral targeted or intensive interventions. Additional targeted assessments may be determined to be necessary.
- The SIT/Problem-Solving Team assigns action/interventions using SIT/P-S Student Improvement Plan **form**.
- If a targeted assessment or prescriptive intervention which is not offered to all peers is indicated, parents give permission for targeted assessments and/or interventions on the Thompson School District Parent-School Partnership **form**.

Step 3	Research-based intervention #1 Implement school-based actions and collect data.
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- Implement the targeted or intensive actions recommended by the SIT/Problem-Solving Team and collect data to evaluate the student's progress/growth.
- Use CBM probes (AIMSweb, Dibels, Acuity) or other research-based progress monitoring process. Interventions previously implemented by the school staff or parents are important historical information and should be used to select appropriate interventions based on current student needs.
- SIT/P-S case liaison checks in with general education teacher weekly to support the implementation of the intervention and the gathering of progress monitoring data. Use the Progress Monitoring Data Analysis Sheet **to assist in the discussions**.

Step 4	Monitor student progress.
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- After the research-based recommended intervention(s) have been implemented (6-8 weeks, with fidelity), the general education teacher and parents return to the SIT/Problem-Solving Team to discuss the data.
- Using student progress data, the team evaluates the effectiveness of the intervention.
- The SIT/Problem-Solving Team utilizes the problem-solving process to determine further actions. If the student's progress demonstrates success, continue to infuse strategies within the classroom to continue to support student achievement. If the student's progress indicates a lack of responsiveness, move to Step 5.



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Step 5	Research-based interventions #2 (if needed) Implement targeted actions and collect data.
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- Implement the targeted or intensive actions recommended by the SIT/Problem-Solving Team and collect data to evaluate the student's progress/growth.
- If a targeted assessment or prescriptive intervention which is not offered to all peers is indicated, parents give permission for targeted assessments and/or interventions on the Thompson School District Parent-School Partnership form.
- Use CBM probes (AIMSweb, Dibels, Acuity) or other research-based progress monitoring process. Interventions previously implemented by the school staff or parents provide important historical information and should be used to select appropriate interventions based on current student needs.

Step 6	Evaluate student's responsiveness to interventions.
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- Return to the SIT/Problem-Solving Team to determine student progress. Use the Progress Monitoring Data Analysis Sheet **to assist in the discussions.**
- Determine further actions. If the student's progress demonstrates success, continue to infuse strategies within the classroom to continue to support student achievement. If the student's progress indicates a lack of responsiveness to the interventions/actions, continued intervention and assessment may be necessary.
- If special education eligibility is being discussed, a special education representative must be included in the problem solving process.



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Step 7	Determine special education eligibility.
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- At the point a referral for special education eligibility assessment is made, the process ceases to be a function of general education and becomes a special education process.
- Informed consent should be obtained by a special education provider. The sixty (60) calendar day timeline begins on the date that written, signed consent is received by the district, not the date it is signed.
- If a Specific Learning Disability (SLD) is suspected, the data compiled through the SIT/P-S process will play a critical role in the determination of disability. Therefore, this information should thoroughly reflect the student's lack of response to evidence-based interventions related to the suspected area of deficit, and must be made available to special education staff prior to the initiation of the referral.
- Any screening of the required five areas (physical, cognitive, social-emotional, communicative, educational) should be completed, if information has not already been gathered.
- Use the Determination of Disability pages in the IEP process. This determination should generally be made through a review of existing data that has been collected through the SIT/problem-solving process. No additional assessments may be required at this point.
- Parent and school staff reviews data that has been collected at an IEP conference to determine whether the student is eligible as having a disability.

Step 8	Continue to monitor student progress.
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- Service providers continue to document.
- This information should be reviewed with the student's IEP team, including the student's parents, on an ongoing basis to gauge the effectiveness of academic/behavioral instruction.

SIT/P-S Process Flow Chart

