

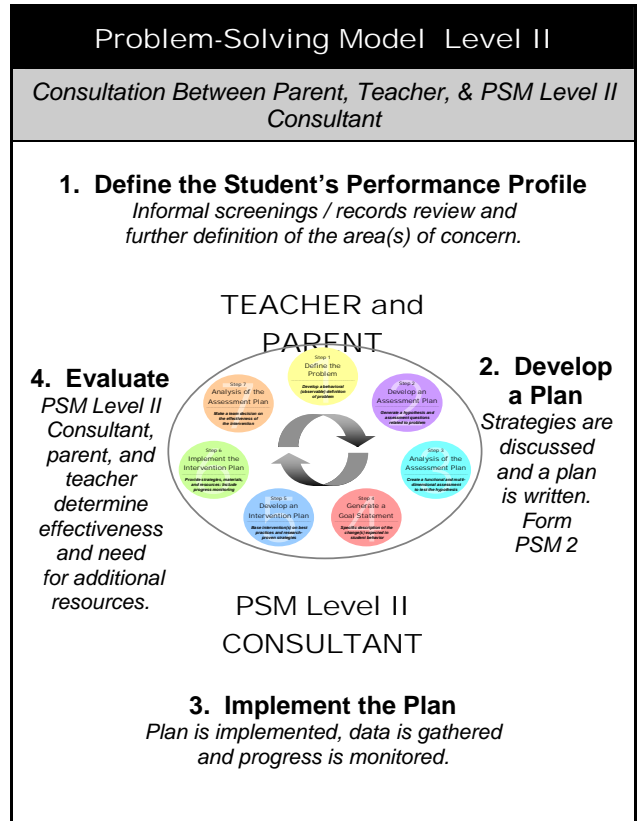
Description of Problem-Solving Model (“PSM”) Level II

Purpose of PSM Level II

- To gather data about an area targeted for instruction/intervention
- To re-define the area of concern
- To develop / monitor new plans to increase performance in area of concern
- To get help from other teachers
- To examine how targeted area(s) impairs student functioning

Description of PSM Level II

When a parent and teacher are not successful at increasing performance to an acceptable level in area(s) of concern or that targeted area is determined to be too significant to address at PSM Level I, additional resources are sought. Many schools have created teams of teachers and other school personnel that function as a source of assistance to teachers, parents, and students. These teams can be referred to by a variety of names such as Student Success Teams, Teacher Assistance Teams, or Problem-Solving Teams. These teams engage in the problem-solving process by defining a student’s performance profile, analyzing areas of concern, generating solutions to address concerns, and designing interventions for implementation in the classroom. The teams consist of the child’s parents and teacher, other teachers in the school, and support staff (i.e. guidance counselor). Central Administrative staff or the student may also participate on the team. They provide informal consultation and assistance, but they are not directly involved with development, implementation, or monitoring of the intervention. If more involvement is needed by central administrative staff at this time, or if the area of concern is considered too significant to address without additional resources, the concern should be directed to the PSM Level III Team.



Typical RTI Level II Activities

1. Describe the Student’s Performance Profile

During PSM Level II, a Consultant from the PSM Level II Team talks with the child’s teacher and parent about the child’s functioning and gathers information such as vision, hearing, health, and attendance. Through discussion with the parent and teacher, the Consultant further defines the student’s performance profile. Screening information confirms the existence of discrepant academic skills or behavior compared to other children. It also rules out any medical or physiological deficit that may be impacting the problem. This screening process helps estimate the severity of the area(s) of concern.

2. Develop a Plan

A PSM Level II Consultant then works with the teacher and parent to develop strategies that the classroom teacher can use to address the problem. Parents and teacher agree upon a reasonable intervention by listing possible solutions based on information from the data collected. Strategies are developed that offer solutions that have a reasonable probability of success based on professional expertise and knowledge of effective practice. Solutions should be feasible and acceptable to the teacher and be able to be implemented with integrity. A PSM Level II intervention plan should include

specific procedures and strategies, person(s) responsible, objectives with specific criteria, methods of measuring outcomes, date(s) in which activities will occur, and documentation of parental participation.

3. Implement the Plan

The teacher and other responsible individuals implement the intervention. At this level, collection of data on a regular basis is useful for decision-making. Data collection methods that do not require outside assistance are most feasible at this level.

4. Evaluate Progress

If the student's performance does not improve at an acceptable rate, the general education intervention is modified. This process recycles as often as needed or the team may decide to move to PSM Level III if: an ongoing review indicates that change has not occurred at desired rates; parents request involvement of additional resources; or the team desires assistance in gaining new knowledge regarding the identified area of concern. The following are indicators of when to consider moving from PSM Level II to PSM Level III:

- Anytime the PSM Level II Team determines a need for more assistance to determine the appropriate resources for a student
- Anytime a "red flag" appears. A sample list of red flags (indicators of a need for intensive interventions) is included on the next page
- If given the current plan, the student is not making anticipated progress and more assessment data is needed to determine the instructional changes that are needed. Teams are cautioned not to wait too long until problems become very severe and stressful for the student or individuals implementing the interventions

PSM Level II Checklist

<i>Consultant, Parent, and Teacher Actions at PSM Level II</i>
<input type="checkbox"/> Teacher meets with a PSM Level II Consultant
<input type="checkbox"/> PSM Level II file is opened
<input type="checkbox"/> Hold third Parent / Teacher Conference with PSM Consultant
<input type="checkbox"/> Write PSM Level II Intervention Plan (<i>form PSM-2</i>)
<input type="checkbox"/> Provide any materials to parents for home intervention plan
<input type="checkbox"/> Implement Level II intervention plan for at least 15 days
<input type="checkbox"/> Document Progress during intervention
<input type="checkbox"/> Review effectiveness of Level II plan after 15 school days
<i>Decision Making by Consultant, Parent, and Teacher</i>
<input type="checkbox"/> Level II intervention plan successful: Return to Level I
<input type="checkbox"/> Revise and/or continue PSM Level II intervention plan
<input type="checkbox"/> Move to PSM Level III

Sample "Red Flags" for moving to PSM Level III

- Student moves in from another district or area with interventions / services provided in the past
- Student moves in and appears to have had very different instruction, has significant gaps in learning, or comes from an area with different standards
- More specialized assessment data is needed to determine the cause of the problem
- Student has been referred to the PSM Team a number of times and specific strategies or specific instruction has been provided
- Student has had significant medical trauma or mental health concerns or issues
- Below 10th percentile on standardized tests such as ITBS or CBM
- Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance
- Student does not meet grade level standards and benchmarks in more than one academic area
- Student appears unable to participate in any academic activities
- Student is potentially harmful to self or others
- Behavior consistently interferes with learning of self or others in the classroom
- Behavior significantly disrupts classroom functioning
- Severe behavior problems have been seen over time
- Disciplinary / office referrals occur on a regular basis