

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

Purpose of PSM Level III Problem Solving

- Provides additional support from administrative staff
- Assists teacher(s) in gaining new knowledge regarding the identified concern
- Requires in-depth analysis/assessment and further data collection
- Document plans & assist with ongoing data collection
- Measures effectiveness of intervention plans
- Assists with decision making and making instructional changes in the classroom
- Determines need for additional resources

Description of PSM Level III

When an area of concern is complex in nature, it may require additional resources. Support personnel such as school psychologists, educational consultants, school social workers, and direct service personnel (i.e., speech-language pathologists, occupational therapists, physical therapists, and early childhood specialists) may be asked to participate on the problem-solving team. The intent continues to be the provision of interventions in order to help the student perform successfully in the general education environment. A Consultant from the PSM Level III Team will act as the primary case manager and will assist with documentation, intervention design, implementation, and follow-up. Reviews, interviews, observations and testing will be done to further define and analyze the area of concern. Interventions are designed and data are gathered frequently to evaluate effectiveness.

Parent input continues to be a critical component at PSM Level III. As illustrated earlier, PSM Levels II and III of this model are connected. There is, however, a primary distinction between PSM Levels II and III. At Level III, more specialized personnel are significantly involved as members of the extended PSM Level III Team.

Typical PSM Level III Activities

1. Define the Student’s Performance Profile

At Level III, the PSM Team reviews all information. Several activities are completed to fully define the area(s) of concern.

Identify Area of Concern: Derive a general description of the concern, or the current difficulty the student is having. All concerns are noted at this time, but if there are concerns in multiple areas, these concerns should be prioritized and a target area selected.

Define the Area(s) of Concern: Define the area(s) of concern in concrete, observable terms. This definition should be clear and recognizable by observers and should include examples of the concern(s).

Validate the Area(s) of Concern: This requires the use of a standard so that comparisons can be made between what the student is actually able to do compared to what is expected. This serves as the foundation for determining a discrepancy and the magnitude of the concern.

Analyze the Area Targeted for Instruction/Intervention: Assessment questions are formulated to find out what we need to know to design an intervention plan. This includes looking at the domains of instruction, curriculum, environment, and the learner. A hypothesis is generated. This hypothesis attempts to establish an assumed cause for the area of concern and answer the question, “Why is the student performing at a level of concern?” Predictions about what will increase the student’s performance in the area(s) of concern are made and assessment procedures are used for validation until an intervention is indicated.

Write a Performance Statement: The performance statement includes a specific area of performance, a description of the dimensions of that area, a description of the setting dimensions, and a statement describing the discrepancy and its significance.

2. Develop a Plan

The PSM Level III Team develops a written intervention plan based on the assessment data that has been gathered up to this point.

Generate Possible Solutions: This step requires the team to use the information gathered from the analysis of the area targeted for instruction/intervention. Based on the hypothesis and validated prediction, the team should have specific guidance as to what intervention has the highest likelihood of success.

Evaluate the Solutions: Potential solutions should consider alterable variables, feasibility, teacher skills, and the likelihood of success. Resources to conduct the intervention must be considered and a solution must be selected that is reasonable within the general education environment. If special education resources are to be used, very short focused involvement should be planned.

Select a Solution: When selecting reasonable solutions, it is important to take into account the feasibility that the teacher can or will implement the plan with integrity. Plans that cannot be implemented the way they were designed will not generate much, if any, usable information for decision making at a later time.

Collect Baseline Data: A measurement strategy for collecting data should be identified and used to measure performance in the area of concern. Repeated collection of pre-intervention data will be useful in future problem analysis and intervention design.

Set a Goal: Write a goal including the time frame, conditions, performance, and criterion. Previous data should be considered utilizing a standard to establish expected progress (i.e., peer performance, teacher expectations, realistic/ambitious growth rates).

Write an Intervention Plan: The intervention plan should clearly identify procedures and instructional strategies to be used. Arrangements such as where and when the plan will be implemented and the materials needed to carry out the plan should be delineated. Persons responsible for all aspects of the plan are identified. It is essential that this plan is written and available to all individuals involved in the implementation of the plan.

Select Measurement Strategy: The measurement strategy employed previously should again be utilized with methods of data collection, measurement conditions, and a clearly identified monitoring schedule.

Develop a Plan to Evaluate Effectiveness: A decision-making plan with frequent data collection should be identified also with strategies for summarizing the data for evaluation. The number of data points or length of time before data analysis occurs should be agreed upon and a decision rule should be selected to guide the team in determining the need for instructional changes.

3. Implement The Plan

The intervention plan should be implemented as designed with modifications based on data analysis and in collaboration with other implementers. Implementation of the plan will require ongoing support, technical assistance, resource linking, design review, troubleshooting, positive reinforcement for the implementers, and data collection and/or analysis. All implemented plans should be progress monitored.

Progress monitoring includes regular and frequent data collection with recording/graphing of the results. Data should be systematically analyzed so that modifications may be implemented as needed. There should also be a planned review of the results to formulate conclusions and outcome decisions.

4. Evaluate Progress

To determine the intervention's effectiveness, the decision-making plan should be used at the identified frequency. It is important to consider not only the student's level of performance, but to also consider the rate of the student's progress. Possible outcomes when evaluating an intervention include:

- *The discrepancy between expected and observed behavior of the student no longer exists. The student is expected to benefit from instruction in general education without significant modifications or adaptations.*

- *The student is making progress toward the goal, but continues to need the intervention in order to maintain the current rate of progress.*
- *The student is not making progress at the rate expected and the plan needs to be revised or modified in order to obtain the expected rate of progress. The purpose of ongoing, frequent progress monitoring is to provide the necessary data for making instructional changes when they are warranted. A successful intervention may have multiple phases as changes (based on data) are made. It may also be determined that entitlement to special education should be considered.*
- *One other possible outcome may be that the intervention is successful but the resources needed to maintain the intervention are beyond what can be reasonably continued in general education. This may also warrant consideration for special education.*

When an ongoing review of performance in the area of concern indicates change has occurred more slowly than needed to "close the gap" with peers or when resources needed for treatment plans are more than can be expected solely through general education, it is time to consider moving to Level IV and entitlement. It is important to note that if entitlement for special education is under consideration, except in few rare cases, an intervention of Level III specificity is used.

Problem-Solving Model Level III

Consultation with PSM Level III Team

1. Define the Student's Performance Profile *Forms PSM-3 and PSM-3b*

What does the student know; what should the student know; what is the discrepancy between these two

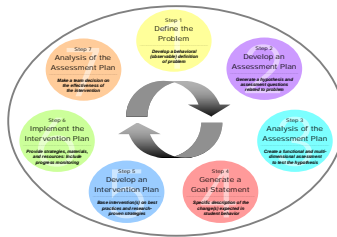
Identify area of concern Clearly define the area of concern Validate performance in area of concern Analyze the area targeted for instruction/intervention Write a performance statement

4. Evaluate

- Data analyzed to determine effectiveness
- Success determined by rate of progress and size of discrepancy
- Recycle or determine need to consider entitlement for special education

Forms PSM-3e

TEACHER and PARENT



2. Develop a Plan

- Generate possible solutions
- Evaluate solutions
- Select a solution
- Collect baseline data
- Set a goal
- Write action plan
- Select measurement strategy
- Develop plan to evaluate effectiveness

Forms PSM-3c

PSM Level III TEAM

3. Implement the Plan

Implement according to written plan Ongoing systematic data collection Follow-up as needed

Form PSM-3d

PSM Level III Checklist

Parent, Teacher, and PSM Level III Team Actions during Level III	PSM Team Member(s) Responsible
<input type="checkbox"/> PSM Level III Consultant schedules student for discussion at team meeting	PSM Level III Consultant:
<input type="checkbox"/> PSM Level III paperwork is added to student file	PSM Level III Team Chair
<input type="checkbox"/> PSM Level III Chair ensures all Level I / II paperwork and procedures are complete	PSM Level III Team Chair
<input type="checkbox"/> Complete Classroom Observation (PSM-Classroom Observation)	PSM Level III Team Member
<input type="checkbox"/> Complete Teacher Narrative Observation (PSM-Classroom Observation)	Teacher
<input type="checkbox"/> Define the Student's Performance Profile (PSM-3)	PSM Level III Case Manager
<input type="checkbox"/> Develop an Assessment Plan (PSM 3)	PSM Level III Case Manager
<input type="checkbox"/> PSM Level III Chair schedules student for discussion at team meeting	PSM Level III Team Chair
<input type="checkbox"/> Parents are invited using PSM-3a	PSM Level III Team Chair
<input type="checkbox"/> Analyze the Assessment Plan (form PSM-3b)	PSM LEVEL III Case Manager

<input type="checkbox"/> Generate a Goal Statement (form PSM-3c)	PSM LEVEL III Case Manager
<input type="checkbox"/> Develop an Intervention Plan (form PSM-3c)	PSM LEVEL III Case Manager
<input type="checkbox"/> Provide any materials to parents for home intervention plan	PSM LEVEL III Case Manager
<input type="checkbox"/> Implement Level III intervention plan for 15 – 30 school days	PSM LEVEL III Case Manager
<input type="checkbox"/> Document using <i>PSM-3d</i>	PSM LEVEL III Case Manager
<input type="checkbox"/> PSM Level III Chair schedules student for discussion at team meeting	PSM LEVEL III Team Chair
<input type="checkbox"/> Parents are invited using <i>PSM-3a</i>	PSM LEVEL III Team Chair
<input type="checkbox"/> Analyze the Intervention Plan (<i>PSM-3e</i>)	PSM LEVEL III Case Manager
<input type="checkbox"/> Team reviews effectiveness of Level III intervention plan	PSM LEVEL III Case Manager
Decision Making by Student Success Team	PSM LEVEL III TEAM Member(s) Responsible
<input type="checkbox"/> PSM Level III intervention plan successful: Return to PSM Level II or discontinue	PSM LEVEL III Case Manager
<input type="checkbox"/> Not enough data gathered: Continue PSM Level III intervention plan	PSM LEVEL III Case Manager
<input type="checkbox"/> Revise and continue PSM Level III intervention plan	PSM LEVEL III Case Manager
<input type="checkbox"/> Move to PSM Level IV	PSM LEVEL III Case Manager