

PROBLEM SOLVING TEAM (PST) STUDENT INTERVENTION PLAN

SECTION I: Factors Considered In Determining Need for Intervention

Student's Name: _____ Sex: _____ Race: _____ Date: _____

School: Code: _____ Grade: _____ Age: _____ DOB: _____

Specific Concern(s):

Specific screening/benchmark data:

Hearing Screening Date: _____ Pass _____ Fail _____

Vision Screening (near) Date: _____ Pass _____ Fail _____

Vision Screening (far) Date: _____ Pass _____ Fail _____

Intervention History:

Date(s)	Intervention	Results
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SECTION II: Intervention Plan

Person(s) Responsible for Intervention Implementation: _____

Identified Concern(s) to be Addressed (Choose one or more from the following):

01 Reading

02 Math

03 Behavior

Types of Interventions:

Date initiated _____

reading: word-level intervention

reading: comprehension intervention

math: computation intervention

math: reasoning/problem solving intervention

behavior intervention

other intervention

Intervention Materials: _____

Intervention goal: In _____ weeks, the student will: _____

ROI goal (weekly improvement needed to achieve intervention goal): _____

Progress Monitoring Tool: _____

Frequency of Progress Monitoring: _____

Person(s) Responsible for Progress Monitoring: _____

(Attach additional goal sheets if multiple intervention goals are established by the PST)

Signatures:

PST Chair
Completion Date

Initiation Date

PST Secretary
Completion Date

Initiation Date

SECTION III. Intervention Plan Review (plan to be reviewed at least monthly)

Date of Review: _____

Recommendation: _____ Continue _____ Intensify _____ Dismiss

Changes/Comments: _____

Date of Review: _____

Recommendation: _____ Continue _____ Intensify _____ Dismiss

Changes/Comments: _____

Date of Review: _____

Recommendation: _____ Continue _____ Intensify _____ Dismiss

Changes/Comments: _____

SECTION IV. If Referring The Student For Special Education Testing:

General education shall complete a functional assessment of the classroom environment (face).

General education teacher (of the student) and the special education teacher (serving in advisory capacity on the team) shall complete the referral papers for the special education testing procedure to begin.