

# WOODBROOK: 10-Minute Problem-Solving - Meeting #1

Student:

Grade & Teacher:

## 1) BEFORE THE MEETING

- Gather data (e.g. attendance, DSA, PALS, F&P, QRI, running records, SNAP, ACAMB, referrals)
- Communicate with current and/or previous teachers that work with the child
- Assign roles of facilitator, time keeper, note taker

## 2) BACKGROUND INFORMATION - 3 MINUTES

*Recommending teacher gives background on student and the strategies they have already tried.*

### a) Background information - include race, family status

### b) Areas of concern (highlight or underline all that apply)

**Communication:** hearing, articulation, fluency, receptive language, expressive language

**Reading:** phonemic awareness, letter names/sounds, COW, decoding, sight words, fluency, comprehension, vocabulary

**Writing:** spelling, grammar, punctuation, organization, neatness, idea-generation, writing volume

**Math:** early number concepts, number sense, calculation, concepts and applications

**Behavior:** work completion, social skills, disruptive behaviors

**Other:** \_\_\_\_\_

### c) Observed behaviors and data

### d) What supports are in place (include classroom as well as Title, Math, ELL, etc)?

## 3) CLARIFYING QUESTIONS & ANSWERS - 1 minute

*Team members ask clarifying questions, and recommending teachers gives answers.*

Questions	Answers

**4) FOCUS FOR SUPPORT**

*Recommending teacher defines what specific area they would like to focus on for support*

--

**5) POSSIBLE STRATEGIES - 4 MINUTES**

*Team members list possible strategies while recommending teacher listens*


**6) NEXT STEPS - 2 MINUTES**

*Recommending teacher picks one strategy to try and develops a data collection plan*

● Strategy:	
● Data collection plan:	
● Next meeting:	
● Contact parent:	

# WOODBROOK: 10-Minute Problem-Solving - Meeting #2

Student:

Grade & Teacher:

## 1) BEFORE THE MEETING

- Contact the parent (as agreed upon in “Next Steps”)
- Gather student work including data collected (as agreed upon in “Next Steps”)
- Assign roles of facilitator, time keeper, note taker

## 2) REVIEW THE INTERVENTION - 1 MINUTE

• Was the parent contacted?	
• Was the intervention followed (no, somewhat, mostly, or yes)?	
• Was the intervention effective (no, somewhat, mostly, or yes)?	

## 3) DESCRIBE THE RESULTS - 4 MINUTES

Based on student work and data, is the intervention working?

--

## 4) CLARIFYING QUESTIONS & ANSWERS - 1 MINUTE

*Team members ask clarifying questions, and recommending teachers gives answers.*

Questions	Answers

## 5) PROGRESS AND DECISION (CHECK THE BOX THAT APPLIES) - 1 MINUTE

	Goal met, discontinue intervention
	goal met, address new problem (complete a new initial meeting form)
	Good progress, continue intervention
	Adequate progress, continue intervention
	Poor progress, change intervention (fill in section below)

**5) NEW INTERVENTION STRATEGIES (DUE TO POOR PROGRESS) - 4 MINUTES**

*Team members list possible strategies while recommending teacher listens.*


**6) NEXT STEPS - 2 MINUTES**

*Recommending teacher picks one strategy to try and develops a data collection plan*

● Strategy:	
● Data collection plan:	
● Next meeting:	
● Contact parent:	