

ELL COLLABORATIVE PROBLEM-SOLVING PROCESS—MEETING 1

Department of Special Education Lincoln Public Schools

The purpose of this meeting is to define and prioritize the concern(s), and to determine a data gathering system and intervention.

Student Name: _____ Grade: _____

Referring Teacher: _____ Date of Meeting: _____

ATTENDING

ELL Student Progress Form (completed by ELL teacher): <http://docushare.lps.org/docushare/dsweb/View/Collection-341126/Document-2074514>

Student File Review Form (completed by school psych): <http://docushare.lps.org/docushare/dsweb/View/Collection-336424>

1. Student Strengths:

2. Identify Student Concerns (At this time, clarifying questions will be asked)

Reading:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Letter Recognition | <input type="checkbox"/> Sight Word Recognition | <input type="checkbox"/> Reading Decoding | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Reading Fluency (rate) | <input type="checkbox"/> Reading Accuracy | <input type="checkbox"/> Identifying Main Idea | <input type="checkbox"/> Remembering Details |

Math:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Number Recognition | <input type="checkbox"/> Number Constancy | <input type="checkbox"/> Addition | <input type="checkbox"/> Subtraction |
| <input type="checkbox"/> Multiplication | <input type="checkbox"/> Division | <input type="checkbox"/> Word Problems | <input type="checkbox"/> Math Fluency |
| <input type="checkbox"/> Problem-solving | <input type="checkbox"/> Money/Time/Measurement | <input type="checkbox"/> Multiple-step Math Problems | |

Writing:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Capitalization | <input type="checkbox"/> Punctuation | <input type="checkbox"/> Generating Ideas |
| <input type="checkbox"/> Editing | <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Grammar | <input type="checkbox"/> Organization/Sequence |
| <input type="checkbox"/> Using transition words | <input type="checkbox"/> Writes Incomplete Sentences | <input type="checkbox"/> Using variety of simple and compound or complex sentences | |

Language:

- | | | |
|--|---|--|
| <input type="checkbox"/> Uses shorter sentences | <input type="checkbox"/> Following multiple-step directions | <input type="checkbox"/> Following one-step directions |
| <input type="checkbox"/> Grammatical errors in speech/writing | <input type="checkbox"/> Vocabulary knowledge & usage | <input type="checkbox"/> Expressing thoughts orally |
| <input type="checkbox"/> Expanding answers/adding details | <input type="checkbox"/> Understanding figurative language | <input type="checkbox"/> Using non-specific vocabulary |
| <input type="checkbox"/> Finding the "right words" to say | <input type="checkbox"/> Understanding new ideas | <input type="checkbox"/> Maintaining a topic of conversation |
| <input type="checkbox"/> Understanding facial expressions/gestures/body language | | |
| <input type="checkbox"/> Leaving off word endings when speaking or reading | | |

Behavior:

- | | | |
|---|---|---|
| <input type="checkbox"/> Asking for help when needed | <input type="checkbox"/> Attendance/Tardiness | <input type="checkbox"/> Attention during instruction |
| <input type="checkbox"/> Bullying others | <input type="checkbox"/> Task completion | <input type="checkbox"/> Remaining in seat/assigned area |
| <input type="checkbox"/> Study skills | <input type="checkbox"/> Following Directions | <input type="checkbox"/> Blurts out |
| <input type="checkbox"/> Nervousness/worries | <input type="checkbox"/> Overall organization | <input type="checkbox"/> Unprepared for class |
| <input type="checkbox"/> Bringing needed materials to class | <input type="checkbox"/> Makes frequent requests to leave class | <input type="checkbox"/> Taking responsibility for own behavior |
| <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Prosocial Behavior | <input type="checkbox"/> Social awareness |

Attention:

- | | | |
|--|--|--|
| <input type="checkbox"/> Focusing on teacher/instruction | <input type="checkbox"/> Orienting to speaker/board | <input type="checkbox"/> Resisting subtle classroom distractions |
| <input type="checkbox"/> Sustaining attention for long periods | <input type="checkbox"/> Loses train of thought | <input type="checkbox"/> Loses place when working or reading |
| <input type="checkbox"/> Taking notes while listening | <input type="checkbox"/> Attending to more than one task | <input type="checkbox"/> Switching between activities smoothly |
| <input type="checkbox"/> Stamina for long academic tasks/tests | | |

Short Term Memory:

- | | |
|--|---|
| <input type="checkbox"/> Repeating back simple info just presented | <input type="checkbox"/> Copying from board without frequently looking up |
| <input type="checkbox"/> Asking for info to be repeated | <input type="checkbox"/> Completing simple 2-step problems |
| <input type="checkbox"/> Repeating/explaining simple activities previously learned on same day | |

Working Memory:

- | | |
|--|---|
| <input type="checkbox"/> Completing thought process in writing assignments | <input type="checkbox"/> Summarizing story/test |
| <input type="checkbox"/> Multi-tasking with accuracy | <input type="checkbox"/> Completing multi-step problems, especially in math/science |
| <input type="checkbox"/> Copying from board/note-taking while being taught | |

Long Term Memory:

- | | |
|--|---|
| <input type="checkbox"/> Explaining previously-learned material/facts | <input type="checkbox"/> Recalling school events from previous week |
| <input type="checkbox"/> Remembering routines | <input type="checkbox"/> Remembering vocabulary words |
| <input type="checkbox"/> Drawing/recognizing previously-learned pictures or diagrams | |

Processing Speed:

- | | |
|--|---|
| <input type="checkbox"/> Responding to verbal directions/questions quickly | <input type="checkbox"/> Keeping pace with class |
| <input type="checkbox"/> Slow reading (control for comprehension) | <input type="checkbox"/> Completing tests/tasks on time |
| <input type="checkbox"/> Quickly finishing timed tasks accurately | <input type="checkbox"/> Recalling simple information quickly |
| <input type="checkbox"/> Writing or drawing speed | <input type="checkbox"/> Speech rate |
| <input type="checkbox"/> Physical movement | |
| <input type="checkbox"/> Sometimes seems confused after simple information is provided, not due to attention or memory | |

Executive Functioning:

- | | |
|---|--|
| <input type="checkbox"/> Organization of materials | <input type="checkbox"/> Organization of thoughts in writing/speech |
| <input type="checkbox"/> Shifting from subject to subject | <input type="checkbox"/> Keeping and utilizing planner or schedule |
| <input type="checkbox"/> Difficulty learning new concepts | <input type="checkbox"/> Difficulty understanding simple stories or concepts |
| <input type="checkbox"/> Focusing for appropriate period of time | <input type="checkbox"/> Sudden or Inappropriate Emotions |
| <input type="checkbox"/> Quickly adjusting to changes in routine | <input type="checkbox"/> Keeping track of place when working on task or when reading |
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Impulsivity |
| <input type="checkbox"/> Common sense/judgment | <input type="checkbox"/> Perspective taking/empathy |
| <input type="checkbox"/> Following rules | <input type="checkbox"/> Overall attention |
| <input type="checkbox"/> Emotional/behavioral regulation | <input type="checkbox"/> Creativity/Concept Formation |
| <input type="checkbox"/> Sense of time passing | <input type="checkbox"/> On topic/reciprocal dialogue |
| <input type="checkbox"/> Writing or drawing a basic outline of process (e.g., logical paragraph) | |
| <input type="checkbox"/> Explaining plans to meet an assignment, task, deadline or activity | |
| <input type="checkbox"/> After a short assigned problem, explaining the logic used in problem solving | |
| <input type="checkbox"/> When engaged in a problem-solving task, using feedback to help in the process (self-monitoring progress) | |

Visual-Spatial/Perceptual:

- | | |
|--|---|
| <input type="checkbox"/> Skills in puzzles/blocks | <input type="checkbox"/> Understanding right vs. left and up vs. down |
| <input type="checkbox"/> Grossly-distorted drawings that are directly copied | <input type="checkbox"/> Spatial breaks in drawing |
| <input type="checkbox"/> Ignores one side of paper while writing or drawing/coloring | |

3. Pinpoint 1-2 priority concerns (*review existing data*)**4. Brainstorm potential interventions****5. Based on prioritized concerns, choose intervention:**

Priority Concern:

Describe Intervention:

Who will implement?:

Where and When will it be implemented?:

How will it be monitored?:

What is the goal?:

6. Schedule next meeting

(The purpose of the next meeting will be to review student progress, generally about 4-6 weeks after the first meeting)

Date: _____ Time: _____ Location: _____

ELL Collaborative Problem-Solving Process—Meeting 2

Department of Special Education

Lincoln Public Schools

The purpose of this meeting is to review student progress.

Student Name: _____ Date of Meeting: _____

Attending: _____

Student Name: _____ Grade: _____ Referring Teacher: _____

1. Review interventions and data:

Priority Concern:

Describe Intervention:

Who will implement?:

Where and When will it be implemented?

How will it be monitored?:

What is the goal?

2. Determine next steps

Continue intervention and data collection as is

Modify intervention and data collection as described below.

Priority Concern:

Describe Intervention:

Who will implement?:

Where and When will it be implemented?:

How will it be monitored?:

What is the goal?

3. Schedule next meeting *(The purpose of the next meeting will be to review student progress, generally within about 4 weeks)*

Date: _____ Time: _____ Location: _____

Repeat step 2 as needed.