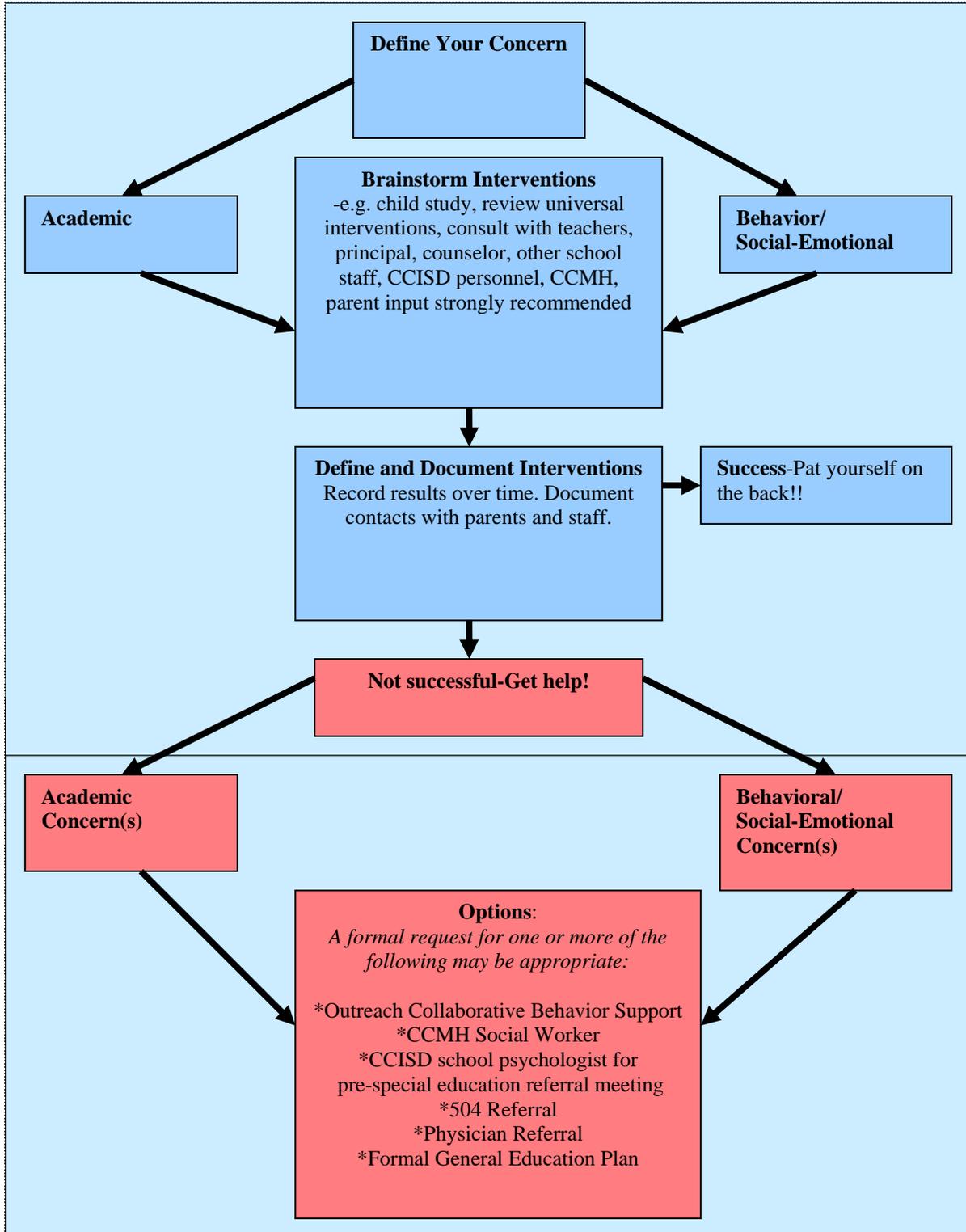


**Flowchart For Teachers**  
**Problem Solving Procedure for Student Concerns**



When teachers are concerned about the progress of students, it's usually because the child continues to have trouble learning or behaving appropriately in spite of many things that the teacher has tried. It is at this point that teachers begin to ask if the child needs to be tested. There are several things to consider before asking the administrator to arrange a pre-referral meeting with the parent for possible special education evaluation.

### **Define Your Concern**

First of all, the teacher must clearly describe what the child is doing or not doing (what specifically is the behavior, when and how often is it occurring) and show what interventions have been tried in the classroom. Generally student problems are related to behaviors or academics. It is helpful for the teacher to focus on the primary concern and determine if they believe it is related to the child having difficulty learning either the academic curriculum (academics) or the expectations for behavior and/or emotional control (behavior) or both.

### **Brainstorm Interventions**

Often it is helpful for teachers to consult with other professionals and the parent to help decide what may be causing the problem and what some appropriate ways to intervene might be. There are several resources available to teachers to help brainstorm at this level.

1. Family physician-Call the parent and ask if there are health concerns or family circumstances that the parent feels contribute to the school problems. Offer to discuss the child's behavior with the family physician or other service provider. Obtain written parent consent prior to contacting professionals outside the school system.
2. Talk to previous teachers (including preschool) to determine if similar concerns existed in the past. Determine if interventions tried in another setting may work in the current classroom.
3. Utilize the child study process in your building. Involve counselors, nurses, special education staff, Mental Health social workers and the parent to assist in the review of the concerns. Implement supports that are available in the district.
4. Consult with staff from the Intermediate School District prior to the submission of a special education referral. Social skills outreach staff, school psychologists, school social worker, speech therapists, physical therapists, occupational therapists and teacher consultants may all be consulted.

### **Define and Document All Interventions**

It is extremely important for teachers to document all interventions tried with students prior to formal assessments. Documentation should be recorded systematically. Do not write lengthy narrative explanations of what has been tried. It is best to use a formal data collection method such as daily checklists and charts to demonstrate what was tried consistently, how long, and the results (changes in behavior). A good rule of thumb is interventions should be implemented and data collected for a minimum of six weeks. There are several model checklists and recording sheets available for use. ISD personnel can provide samples.

### **Not Successful? Get More Help!**

Once classroom interventions have been tried, the data is collected and the results are documented. It may be decided to request additional support because the interventions tried were unsuccessful. At this point parental consent is often needed because the interventions are more formal and may involve standardized assessments of the student.

### **Options**

Many individuals who were consulted earlier to assist in defining the problem and determining appropriate interventions are the same people who will be involved when it is decided that more intense support is needed. These professionals are available to assist the teacher or principal through the process of obtaining services through more formal programs.