

PROBLEM-SOLVING WORKSHEET

Team Members:

Role:

Student: _____

Date: _____

Concern:

Details:

Alternative Interventions Brainstormed:

Interventions (s) To Be Tried First:

Implementation Steps:

When?

Who?

Implementation Steps	When?	Who?
_____	_____	_____
_____	_____	_____
_____	_____	_____

How Will the Plan Be Monitored?

What Are the Criteria for Success:

Date and Time of Next Appointment: _____

CLASSROOM MODIFICATIONS

Instructional Level

Let student work at success rate level of about 80%.
Break down task into sequential steps; list, color code.
Sequence the work with easiest problems first.
Base instruction on cognitive need (concrete, abstract).

Instructional Materials

Fold or line paper to help student w/spatial problems.
Use graph paper or lined paper turned vertically.
Draw arrows on test/worksheet to show related ideas.
Highlight/color code on worksheets, texts, tests.
Mark the material that must be mastered.
Reduce the amount of material on a page.
Use a work processor for writing and editing.
Provide a calculator or computer to check work.
Tape reference materials to student's work area.
Have student read text while listening to audiotape.

Format of Directions and Assignments

Introduce multiple long-term assignments in phases.
Read written directions or assignment aloud.
Leave directions on chalkboard during study time.
Write cues at top of work page (noun = _____).
Ask student to restate or paraphrase directions.
Have student complete first example with teacher prompt.
Provide folders for unfinished work and finished work.

Instructional Strategies

Use concrete objects to demonstrate concepts.
Provide outlines, semantic or graphic organizers,
or webbings.
Use voice changes to stress points.
Point out relationships between ideas, concepts,
and/or vocabulary.
Repeat important information often.

Teacher Input Mode

Use multisensory approach for presenting materials.
Provide written copy of information on chalkboard.
Demonstrate skills before student does seatwork.

Student Response Mode

Accept alternate forms of information sharing.
Allow taped or written report instead of oral.
Allow students to dictate info to each other.
Allow oral report instead of written report.
Have student practice speaking first to self and then to small groups.

Test Administration

Allow students to have sample practice test.
Teach test-taking skills.
Test orally.
Supply recognition items (not just total recall).
Allow take-home tests.
Ask questions requiring short answers.

Grading Policies

Grade some items, tests, assignments on pass/fail basis.
Grade on individual progress or effort.
Do not penalize for spelling on a test.
Change the percentage needed to pass.

Modifications of Environment

Seat according to attention or sensory need.
Remove students from distractions.
Keep extra supplies on hand.

From "Regular Education Modifications for Mainstreamed Mildly Handicapped Students," by S.M. Munson, 1987, *Journal of Special Education*, 20, pp. 48-49.