

**Miami-Dade County Public Schools**  
**Division of Special Education**  
**Response to Intervention (RtI) Problem Solving Checklist**

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_

**Directions:** Schools are to complete the Problem Solving Checklist prior to the submission of a referral for program consideration by documenting with a check mark the presence or absence of the required documentation including the evidence in the space provided.

<b>Problem Identification</b>	<b>Present</b>	<b>Absent</b>	<b>Evidence/Notes</b>
Replacement behavior(s) was identified.			
Data were collected to determine the current level of performance for the replacement behavior.			
Data were obtained for benchmark (i.e., expected) level(s) of performance.			
Data were collected on the current level of peer performance or the data collected adequately represents average peer performance.			
A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted.			
<b>Problem Analysis</b>			
Hypotheses were developed across multiple domains (e.g., curriculum, classroom, house/family, child teacher, peers) or a functional analysis of behavior was completed.			
Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill defect.			
Data were available or identified for collection to verify/nullify hypotheses.			
At least one hypothesis was verified with data available at the meeting.			
<b>Intervention Development/Support</b>			
Goals were clearly selected and related directly to benchmarks.			
Interventions were developed in areas for which data were available and hypothesis were verified.			
At least some discussion occurred about the use of evidence-based interventions.			
A plan for assessing intervention integrity was agreed upon.			
Frequency, focus and dates of progress monitoring agreed upon.			
Criteria for positive response to intervention were agreed upon.			
An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur).			
<b>Tier 3 Follow Up</b>			
Progress monitoring data were presented graphically.			
Documentation of implementation of the intervention plan was presented.			
A decision regarding good, questionable, or poor RtI was made.			
A decision to continue, modify, or terminate the intervention plan was made.			
A decision to continue, modify, or terminate the intervention support plan was made.			