**PITTSFIELD SCHOOL DISTRICT**

**PROBLEM SOLVING: INDEPENDENT PROBLEM SOLVING FOR NON-RESPONSIVENESS TO INITIAL STRATEGIES**

**WHAT HAVE YOU TRIED?**

**Whole Class**

* Whole-class routines for writing down

assignments/submitting homework

* Classroom rules/expectations developed, posted and reviewed with students often
* Establishing whole-class goals for achievement & celebrating success in meeting them
* Provide preview of work to come; key vocabulary, study guides, organizational supports
* Consideration of individual student learning styles in planning lessons
* Consistent approach to consequences through PMHS discipline system/administration.

**Small Group**

* Flexible time scheduled for enrichment/re-teaching and remediation
* Teaching organization, study skills, and/or specific test-taking/writing strategies
* Small group instruction for remediation of gaps in knowledge

**Individual**

* Regular advisor/student PowerSchool check-ins on grades, assignment completion
* Individual conversations with student to clarify academic or behavioral problems and identify possible solutions
* Parent contact to encourage regular use of PowerSchool parent portal to monitor student progress
* Teacher/advisor phone calls or conference with parent(s) to discuss concerns and/or share successes
* Consultation with Common Planning Team re: successful strategies in other classes
* Team meetings with student and/or parent(s) to discuss concerns, develop problem-solving plans
* Coordination with paraprofessionals supervising study halls (attendance and use of time)
* Teacher/advisor/team review of current IEP or 504 Plan
* Consultation with special education of 504 case manager
* Consultation with other involved support staff (advisor, school counselors, school social worker, youth specialist, nurse)
* Require students who miss class frequently to make up time after school, during Late Start Wednesdays, etc.
* Reprimand for behavior infractions
* Detention
* Provide before school/afterschool study time and support
* Consider lunch time intervention and support
* Planned interventions for “red flag” concerns (quizzes or tests below a certain score, homework or key assignments not done)
* Tutoring (NHS/peers or community volunteers?)
* Implementation of accommodations based on student needs:
	+ Extended time for assignments
	+ Break assignments into smaller parts
	+ Allowing short breaks
	+ Working in a separate location
	+ Reading directions/questions out loud
	+ Frequent checks for understanding
	+ Minimal distractions/preferential seating
	+ Dictated responses or oral testing

**Refer to School/Community Resources**

* Referral to period 9
* Refer for information on ELO’s to improve student engagement in school
* Referral to guidance for counseling, conflict resolution/mediation, clarification of academic status, information on alternative learning plans, etc.
* Referral to school social worker for supportive services
* Referral for health information/education through school nurse or PATCH Clinic
* Referral to Student Assistance Counselor for substance abuse concerns (guidance)
* Referral for school-based community counseling or agency-based services (guidance)
* Referral anger management intervention (guidance)