Tier 3 Problem Solving Worksheet

Student: Grace Thompson	**Meeting Date(s):** 1/23/25
School: Sunshine Grove Elementary	**Grade** (at time of initial meeting)**:** 4
Team Members:	Mr. Klepper (4th grade teacher), Ms. Chieng (interventionist), Mr. Stewart (instructional coach), Ms. Montgomery (school psychologist)
Parent/Guardian:	Mr. and Mrs. Thompson (present at meeting)
Instruction/ Intervention Review:	Tier 2 intervention group (five students): Eight weeks using Fraction Face-Off! with Ms. Chieng. Intervention determined to be effective (80% of students receiving the intervention responded positively). Grace made some progress, but not at a rate sufficient enough to meet the goal and less than that of her peers in the Tier 2 group (she increased from 14 to 25, goal was 33).

Step 1 – Problem Identification

Data Source:	☒ Tier 1 ☐ Tier 2 FAST (PM2)	☒ Tier 1 ☐ Tier 2 iReady (Winter)	☐ Tier 1 ☒ Tier 2 Math Computation Single Skill Measurement (Fractions)
Expected Level of Performance:	211 scale score (at PM3)	482 scale score	33 digits correct
Current Level of Performance:	171 scale score	405 scale score (3 or more grade levels below)	25 digits correct
Peer Performance:	198 average scale score	77% met expected level	80% met expected level

Notes: Tier 1 and Tier 2 data indicate that Grace is performing significantly below both the expectation and her peers. She will require individualized, intensive intervention to close the gap in math.

Florida's Problem Solving/Response to Intervention Project is a collaborative project between the Florida Department of Education and the University of South Florida. Learn more at https://floridarti.usf.edu

Step 2 – Problem Analysis: Why is the problem occurring?

Hypothesis #1:

Domain: ☒ Instruction ☐ Curriculum ☐ Environment ☐ Learner

Hypothesis: The instruction does not include adequate concrete and semi-concrete representations with sufficient opportunities to practice connecting concrete and semi-concrete representations to abstract representations.

Prediction Statement: If Grace receives adequate instruction using concrete and semi-concrete representations, with sufficient opportunities to practice connecting concrete and semi-concrete representations to abstract representations, then the problem would be reduced.

Assessment Method(s): ☒ Review ☒ Interview ☐ Observe ☐ Test

Specific Data to be Collected: The degree to which the instruction includes the use of concrete and semi-concrete representations, as well as sufficient opportunities to practice connecting concrete and semi-concrete representations to abstract representations.

Validated: ☒ Yes ☐ No

After speaking with the teacher and reviewing lesson plans, it was determined that although instruction included some opportunities to use semi-concrete representations, there were very few concrete representations and few opportunities to connect concrete representations to abstract representations.

Hypothesis #2:

Domain: ☐ Instruction ☒ Curriculum ☐ Environment ☐ Learner

Hypothesis: The scope and sequence of the curriculum did not allow for adequate instruction and practice on the relationship between decimals and fractions and how they can be converted reciprocally.

Prediction Statement: If the scope and sequence of the curriculum allows for adequate instruction and practice on the relationship between decimals and fractions and how they can be converted reciprocally, then the problem would be reduced.

Assessment Method(s): ☒ Review ☐ Interview ☐ Observe ☐ Test

Specific Data to be Collected: The inclusion of instruction and practice on the relationship between decimals and fractions and how they can be converted reciprocally within the scope and sequence of the curriculum.

Validated: ☐ Yes ☒ No

Upon review of the scope and sequence to determine the degree to which Grace and her 4th grade peers had been taught the relevant decimal and fraction concepts, it was noted that the curriculum had a spiral design wherein the concepts had been taught and revisited multiple times at increasing levels of complexity.

Hypothesis #3:

Domain: ☐ Instruction ☐ Curriculum ☒ Environment ☐ Learner

Hypothesis: The environment is too distracting and lacks the structure and instructional routines necessary to sustain Grace's engagement in the lesson.

Prediction Statement: If the environment is free from distractions and the necessary structure and instructional routines are established to sustain Grace's engagement in the lesson, then the problem would be reduced.

Assessment Method(s): ☐ Review ☐ Interview ☒ Observe ☐ Test

Specific Data to be Collected: The frequency of classroom distractions and the sufficiency of classroom structure and instructional routines for sustaining student engagement.

Validated: ☐ Yes ☒ No

During observation of Mr. Klepper's classroom instruction and Ms. Chieng's Tier 2 intervention, strong classroom management and instructional routines were noted. Grace was observed being fully engaged and not at all distracted throughout both lessons.

Hypothesis #4:

Domain: ☐ Instruction ☐ Curriculum ☐ Environment ☒ Learner

Hypothesis: Grace lacks the pre-requisite knowledge of equivalent fractions.

Prediction Statement: If Grace has the pre-requisite knowledge of equivalent fractions, then the problem would be reduced.

Assessment Method(s): ☒ Review ☐ Interview ☐ Observe ☐ Test

Specific Data to be Collected: Grace's pre-requisite knowledge of equivalent fractions.

Validated: ☒ Yes ☐ No

Review of unit assessments and work samples indicated that Grace is not able to identify fractions of equal value.

Notes:

Step 3 – Intervention Design: What are we going to do about it?

Validated hypothesis(es): (1) Instruction has not included adequate concrete and semi-concrete representations with sufficient opportunities to practice connecting concrete and semi-concrete representations to abstract representations, and (2) Grace lacks the pre-requisite knowledge of equivalent fractions.

Goal (SMART): By May 20, 2025, Grace will complete 50 digits correct per minute (DCPM) on a math CBM probe.

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? Ms. Chieng **What will be done?** 1. Show Grace concrete and semi-concrete representations that illustrate equivalent fractions and other prerequisite fraction concepts and procedures. Ensure representations most accurately model the concept or procedure being addressed. 2. Connect the concrete and semi-concrete examples to the mathematical notation. 3. Provide Grace with multiple opportunities to practice these examples to reinforce her understanding. **When will it occur?** Daily, 10:30-10:45 **Where will it occur?** Ms. Chieng's classroom	**Who is responsible?** Mr. Stewart **What will be done?** Provide concrete representations (e.g., fraction bars, fraction tiles, fraction circles) to Ms. Chieng with information on which ones most accurately model various concepts or procedures. **When will it occur?** 1/31 **Where will it occur?** Ms. Chieng's classroom Additional support plan, if needed: **Who is responsible?** Mr. Stewart **What will be done?** Model lesson format outlined in intervention plan. **When will it occur?** 2/3 & 2/4, at 10:30 **Where will it occur?** Ms. Chieng's classroom	**Who is responsible?** Ms. Chieng **What will be done?** Complete attendance sheet **When will it occur?** Daily, during intervention **How will data be shared?** Upload to SharePoint Additional fidelity documentation plan, if needed: **Who is responsible?** Mr. Stewart **What will be done?** Observe intervention and provide feedback **When will it occur?** 2/5 & 2/6, then every 2-3 weeks as needed **How will data be shared?** Feedback provided immediately following lesson	**Who is responsible?** Ms. Chieng **What data will be collected and when?** Math CBM collected weekly on Fridays **When will team reconvene to evaluate progress?** In six weeks, on 3/18 **How will we decide if the plan is effective?** Review of Math CBM trend data, using the following decision rules: **Decision rules** Positive RtI: ≥ 35 DCPM Questionable RtI: 30-34 DCPM Poor RtI: ≤ 29 DCPM

Notes: Grace will continue to participate in the Tier 2 intervention group with Ms. Chieng using Fraction Face-off! intervention during I/E block.

Step 4 – Response to Instruction/Intervention: Is it working?

Review Date: 3/18/25

Team Members: Mr. Klepper (4th grade teacher), Ms. Chieng (interventionist), Mr. Stewart (instructional coach), Ms. Montgomery (school psychologist)

Data-based decision making based on pre-determined decision rules:

☐ POSITIVE RtI

Goal is *not* met: ☐ Continue plan as designed *or* ☐ Increase intensity of current plan (document all changes or adjustments)

Goal *is* met: ☐ Fade intervention and monitor *or* ☐ Identify new goal, modify plan (document all changes or adjustments, complete new PSW if appropriate)

☒ QUESTIONABLE RtI

Fidelity concerns: ☐ Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)

No fidelity concerns: ☒ Increase intensity of current plan and monitor; *if improvement doesn't occur* ☐ return to earlier steps of problem solving (document all changes or adjustments, complete new PSW if appropriate)

☐ POOR RtI

Fidelity concerns: ☐ Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)

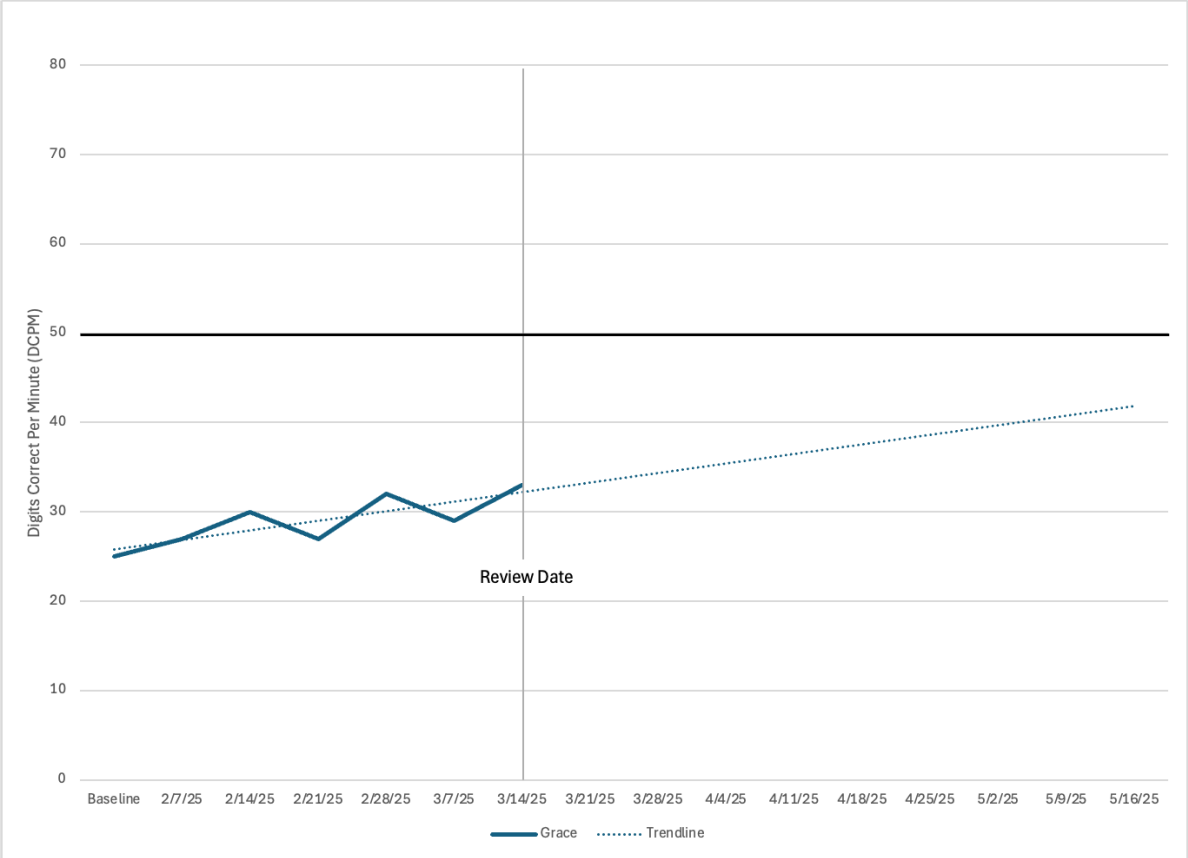
No fidelity concerns: ☐ Return to earlier steps of problem solving to consider replacing the intervention (still addressing validated hypothesis), revisiting other viable hypotheses, or reassessing problem identification (document all changes or adjustments, complete new PSW if appropriate)

Attach all available progress monitoring data.

Changes or adjustments to the plan:

Daily intervention will increase from 15 to 20 per session beginning 3/19.
New decision rules:
Positive RtI > 48 DCPM
Questionable RtI = 37-47 DCPM
Poor RtI < 36 DCPM

Next meeting date: 5/13/25

Notes: Grace is making some progress, but not at the rate needed to reach the goal by the goal date. (See graphed progress monitoring data on page 6.) The team decided to continue the current plan but will increase the time for each intervention session by five minutes so that Grace will have more opportunities to practice the concepts and receive feedback. The intervention will be daily, from 10:30-10:50 in Ms. Chieng's classroom. Fidelity documentation will continue as planned, as will the plan for monitoring progress. Goal will stay the same (complete 50 digits correct per minutes by May 20).

Progress monitoring data (3/18/25):