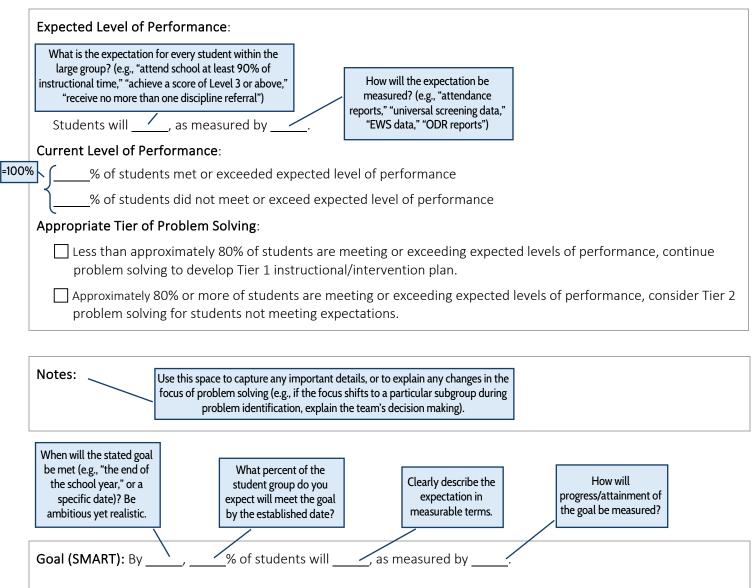
Guided Tier 1 Problem Solving Worksheet



School:	Which group of students (e.g.,	
Meeting Date:	grade level, students taking Alg. I) and what is the focus (e.g., ELA,	
Team Members:	math, attendance, behavior)?	
Student Group/Area of Concern: //		

Step 1 – Problem Identification: What is the Problem?

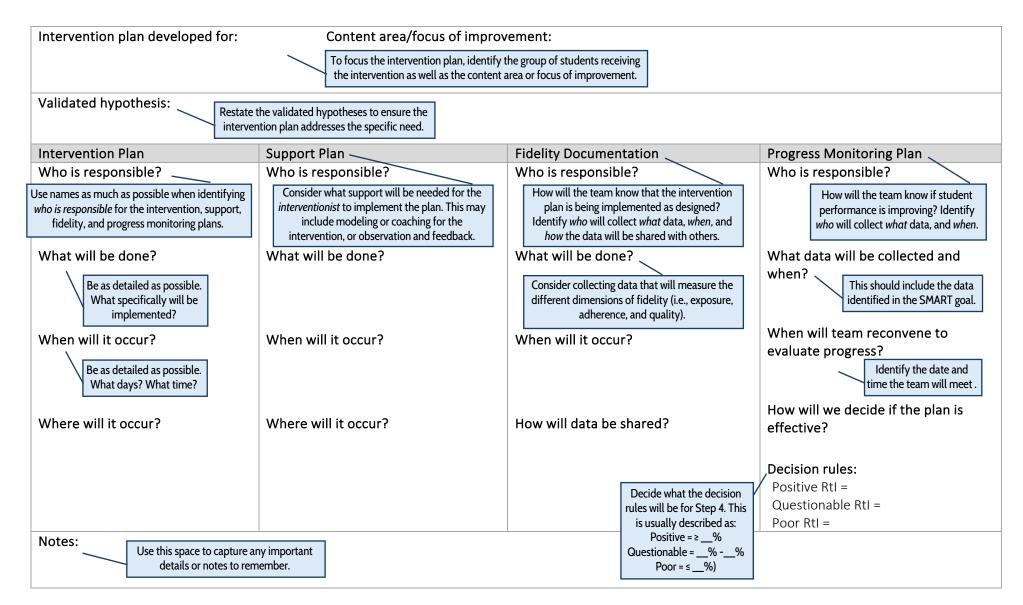




Hypothesis #1: Especially at the Tier 1 level, teams should maintain their focus on hypotheses within					
Domain: Instruction Curriculum Environment Learner the Instruction, Curriculum, and					
Hypothesis: Environment domains.					
research. They should address best educational					
practices that the team can impact.					
Prediction Statement:					
Once a hypothesis is developed, create an <i>if/then</i> statement. This helps to ensure the hypothesis is actionable and will identify what should be implemented within the intervention plan.					
Assessment Method(s): Review Interview Observe Test					
Specific Data to be Collected:					
How will the team ensure the hypothesis is true? Determine what specific assessment method/data will be reviewed or collected in order to validate the hypothesis above.					
Note: it may be necessary to pause the meeting, then reconvene when the data is available.					
Validated: Yes No					
Is the hypothesis valid? Describe how the data					
did, or did not, support the hypothesis.					
Hypothesis #2:					
Domain: Instruction Curriculum Environment Learner					
Hypothesis:					
Prediction Statement:					
Assessment Method(s): Review Interview Observe Test					
Specific Data to be Collected:					
Validated: Yes No					
Hypothesis #3:					
Domain: Instruction Curriculum Environment Learner					
Hypothesis:					
Prediction Statement:					
Assessment Method(s): Review Interview Observe Test					
Specific Data to be Collected:					
Validated: Yes No					
Notes:					
Use this space to capture any important details or notes to remember.					

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

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



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

Review Date:	Complete this step for each					
Team Members:	review meeting.					
Progress Monitorin	g Data: hts met or exceeded exped	cted level of performance				
		expected level of performance	Refer to the previously established decision rules (in Step 3) to determine the students' response to intervention.			
	Data-based decision making based on pre-determined decision rules:					
Once the student response determined, consider the p determine next steps. Be sur decisions are supported	rompts to e the team's					
Goal is <i>not</i> me	Goal is <i>not</i> met: Continue plan as designed <i>or</i> Increase intensity of current plan (document all changes or adjustments)					
	Goal <i>is</i> met: Fade intervention and monitor <i>or</i> adjustments, complete new PSW if appropriate)					
QUESTIONAB	_E					
Fidelity conce address fideli		ontinue plan as designed and mo	onitor (document adjustments to			
	No fidelity concerns: I Increase intensity of current plan and monitor if improvement doesn't occur, return to earlier steps of problem solving (document all changes or adjustments)					
	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)						
Changes or adjustm	ents to the plan:					
	d all changes to the intervention, su ss monitoring plan should be clear					
Notes:	e this space to capture any importa details or notes to remember.	ant				