

Guided Tier 2 Problem Solving Worksheet



School:
Grade/Content Area and Focus: <i>Indicated the grade level(s) or content area and the general area of focus.</i>
Meeting Date:
Data Source: <i>What data identified the need for problem solving?</i>
Team Members: <i>Team should consist of teachers for the students being discussed (gen ed and ESE), as well as content area experts, student services staff, etc., as needed.</i>

Step 1 – Problem Identification: What is the problem?

Expected Level of Performance: <i>What is expected/desired for every student and how is that measured?</i> Students will _____, as measured by _____.
Criteria for Identifying Students for Tier 2 Intervention: <i>Considering all available resources (including adjustments to core instruction based on Tier 1 problem solving), what cut score/threshold is used to determine who will receive Tier 2 intervention (if different from “below the expectation”)?</i>

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

Target Skill: <i>What target skill area will this intervention target?.</i>
Student Group: <i>Which students share the same or similar need? List the names of students who will be served in this small group.</i>
Notes:

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

Skill/focus of improvement: <i>Restate the identified "Target Skill" from Step 2.</i>			
Intervention Plan	Support Plan <i>What support will be given to the intervention provider, by whom, when, and where?</i>	Fidelity Documentation	Progress Monitoring Plan
<p>Who is responsible?</p> <p>What is the selected intervention? <i>What intervention will be used with this group of students?</i></p> <p>When will it occur? <i>On what days, at what time, for how long, etc.?</i></p> <p>Where will it occur? <i>Where will the intervention be provided?</i></p>	<p>Who is responsible?</p> <p>What will be done?</p> <p>When will it occur?</p> <p>Where will it occur?</p> <p><i>Use this section if additional support will be provided.</i></p> <p>Who is responsible?</p> <p>What will be done?</p> <p>When will it occur?</p> <p>Where will it occur?</p>	<p>Who is responsible?</p> <p>What will be done? <i>What data will be collected to monitor that the intervention is being provided as planned (amount, method, quality)?</i></p> <p>When will it occur?</p> <p>How will data be shared? <i>How will this information be shared with the intervention provider?</i></p> <p><i>Use this section if additional dimensions of fidelity will be monitored.</i></p> <p>Who is responsible?</p> <p>What will be done?</p> <p>When will it occur?</p> <p>How will data be shared?</p>	<p>Who is responsible?</p> <p>What data will be collected and when? <i>What data will be collected to know if the group of students is making progress?</i></p> <p>When will team reconvene to evaluate progress? <i>When will the data be reviewed for decision making?</i></p> <p>The plan will be considered effective if approximately 70% of students are making progress toward the goal.</p>
Goal (SMART): <i>What is the goal for the target skill?</i> By _____, students will _____, as measured by _____.			
Notes:			

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

Review Date: _____

Team Members: _____

Group Response to Intervention: *What percent of students in this group responded to the intervention?* _____% of students made sufficient progress toward the goal within the expected timeframe.

Plan Revisions Based in Intervention Effectiveness: *Indicate effectiveness of the plan, and identify plan for next steps*

☐ for $\approx 70\%$ or More of Group (intervention considered effective)

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)

For any student who did not respond to effective Tier 2 intervention, first review fidelity documentation and address, if needed. If fidelity is good, increase intensity of the intervention and monitor, or return to earlier steps of problem solving.

☐ for Less Than $\approx 70\%$ of Group (intervention considered *not* effective)

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) *or* ☐ consider a different Tier 2 intervention that matches the students' need *or* ☐ return to Step 2 and reconsider the skill area addressed (document all changes or adjustments)

If less than 70% of the group is making progress, no decisions can be made about *an individual student's* performance.

Changes or adjustments to the plan: *What are next steps? (Include any changes to the intervention, or to the support, fidelity or progress monitoring plans)*

Next Meeting Date: *When will team meet again to review data and make decisions?*

Notes: