

Guided Tier 3 Problem Solving Worksheet

Student:	Team should consist of the student's teacher, as well as content area experts, student services staff, etc., as needed.	Meeting Date(s):
School:		Grade (at time of initial meeting):
Team Members:		
Parent/Guardian:		
Instruction/Intervention Review:	What interventions has the student previously received, and how did they respond? For Tier 2 interventions, also indicate the percent of students who responded positively.	

Step 1 – Problem Identification

Data Source:	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2
Expected Level of Performance:	Identify for which tier the data was collected (Tier 1-whole group, Tier 2-small group), and the specific data source. How should the student perform on this assessment to be considered on grade level or not at-risk?
Current Level of Performance:	How is the student currently performing?
Peer Performance:	What percent of the student's peers (Tier 1-whole group, Tier 2-small group) are currently performing at the expected level?
Notes:	Use this space to capture any important details or notes to remember.

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

Identify the domain for each hypothesis generated. Be sure to consider more than one domain to explain why the problem is occurring.

Hypothesis #1:

Domain: ☐ Instruction ☐ Curriculum ☐ Environment ☐ Learner

Hypothesis:

Be sure all hypotheses are focused on alterable variables, are research-based and instructionally relevant.

Prediction Statement: If ____, then ____.

Create an *if/then* prediction statement based on the hypothesis. This helps to ensure the hypothesis is actionable and 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 determine if the hypothesis is true? Indicate the assessment method that will be used to validate the hypothesis above and specify exactly what data or information will be gathered. Note: it may be necessary to pause the meeting, then reconvene when the data are 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: If ____, then ____.

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: If ____, then ____.

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

Validated hypothesis(es): <i>Restate all validated hypotheses to ensure the intervention plan addresses the specific need.</i>			
Goal (SMART): <i>What is the student's goal relative to the target skill?</i>			
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? <i>Identify by name who is responsible for the intervention, support, fidelity, and progress monitoring plans.</i>	Who is responsible? <i>Determine what support the interventionist needs to implement the intervention plan. (e.g., materials, professional learning, modeling, coaching)</i>	Who is responsible? <i>How will the team know that the intervention plan is implemented as designed? Identify who will collect what data, when, and how the data will be shared with others.</i>	Who is responsible? <i>How will the team know if the student's gaps are closing? Identify who will collect what data, and when.</i>
What will be done? <i>Be as detailed as possible. What specifically will be implemented?</i>	What will be done?	What will be done? <i>Consider collecting data that will measure the different dimensions of fidelity (i.e., exposure, adherence, and quality).</i>	What data will be collected and when? <i>This should include the data identified in the SMART goal.</i>
When will it occur? <i>Be as detailed as possible. What days? What time?</i>	When will it occur?	When will it occur?	When will team reconvene to evaluate progress? <i>Identify the date and time the team will meet.</i>
Where will it occur?	Where will it occur?	How will data be shared? <i>Identify the decision rules for determining student RtI. This is usually described as: Positive RtI ≥ ____ Questionable RtI ____ - ____ Poor RtI ≤ ____</i>	How will we decide if the plan is effective? Decision rules Positive RtI: Questionable RtI: Poor RtI:
Notes: <i>Use this space to capture any important details or notes to remember.</i>			

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

Review Date:

Team Members:

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

Indicate effectiveness of the plan, and identify next steps

☐ 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:

What are the 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:

Use this space to capture any important details or notes to remember.