A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Summer Literacy Institute

Florida PS/RtI Project, June 2025

Tier 2 Problem Solving to Improve Reading Outcomes

Essentials for successful problem solving at Tier 2

Effective
all four steps

Efficient
for *groups* of students

Objectives

Participants will:

- Understand the importance of Tier 2 as part of an effective MTSS
- Know how to identify students in need of Tier 2 intervention
- Understand problem analysis at Tier 2 and how it informs intervention design
- Understand the characteristics of Tier 2 interventions
- Know how to determine if Tier 2 interventions are effective

Access Session Materials

https://bit.ly/2025SLITier2

Tier 2

Tier 3: Intensive, Individualized, Interventions.
Individual or small group interventions.

Tier 2: Supplemental, Targeted, Strategic Interventions & Supports.
More targeted interventions and supplemental support in addition to the core curriculum and school-wide positive behavior program.

Tier 1: Core Instruction & Supports.
General instruction and support provided to all students in all settings.
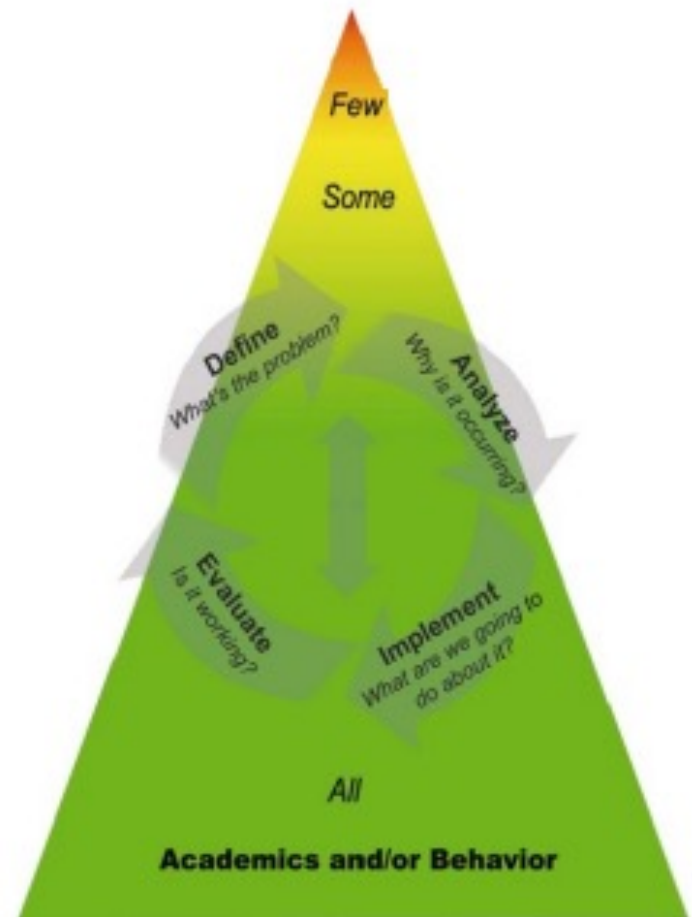
Tier 2: Part of "System"
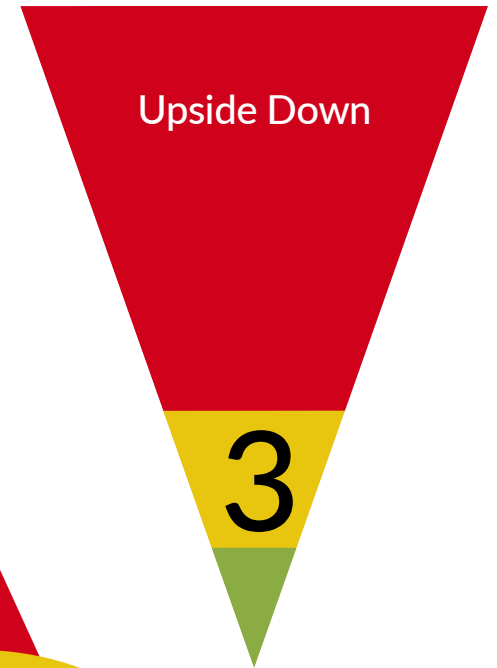
Effective Tier 2 is:

- Targeted
- Timely
- Efficient

Preparing for Problem Solving

FOCUS

EXPECTATION

DATA SOURCE
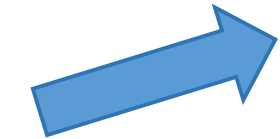
Sunshine Elementary 2nd Grade PLC

- PLC (includes both general and ESE teachers)

- Focus is reading

- PM2 FAST Reading

- Look out for **STOP**

STEP 1: Problem Identification

Step 1: Goal Identification (Problem Identification)
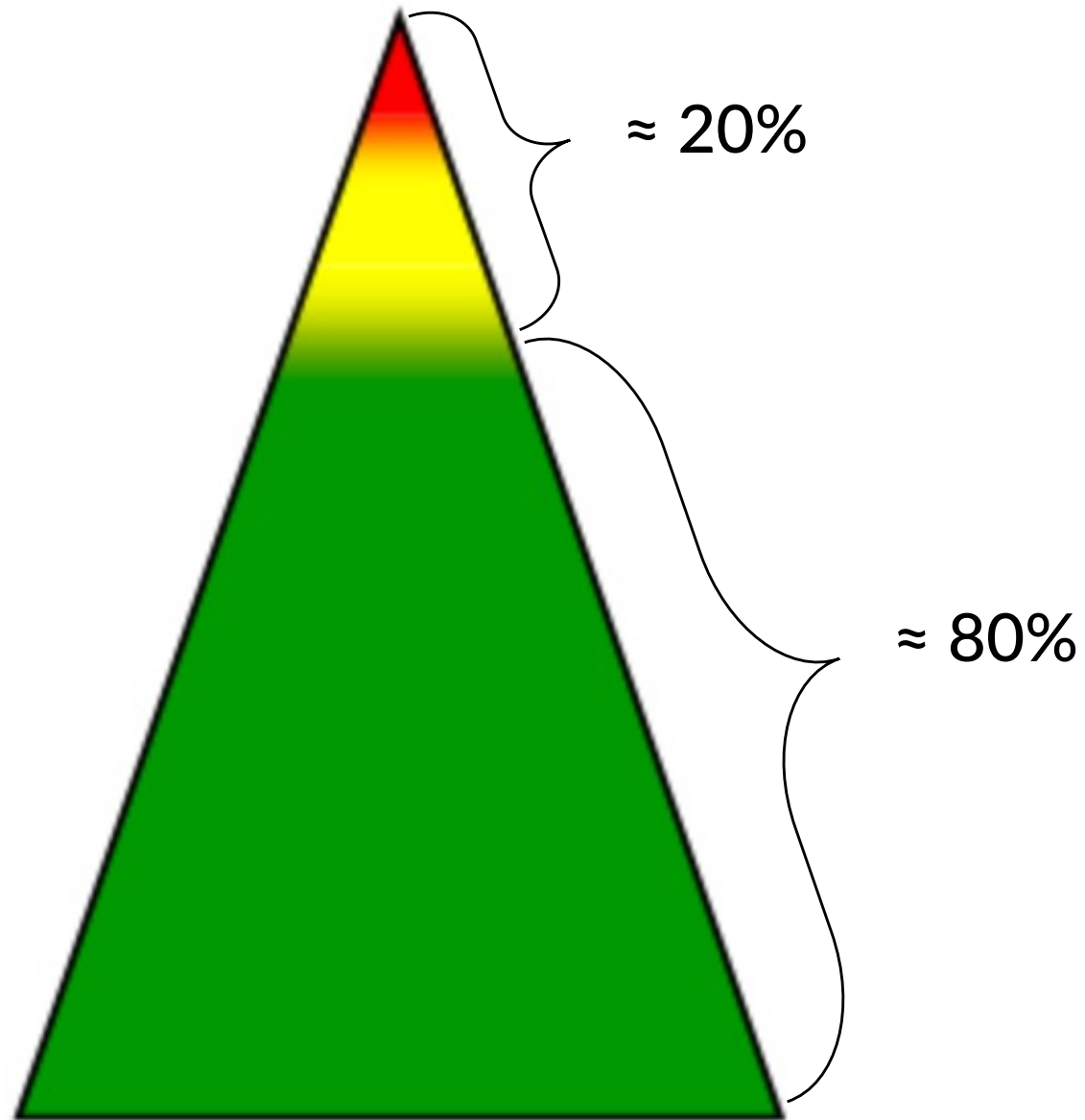*What do we want students to know and be able to do?*

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

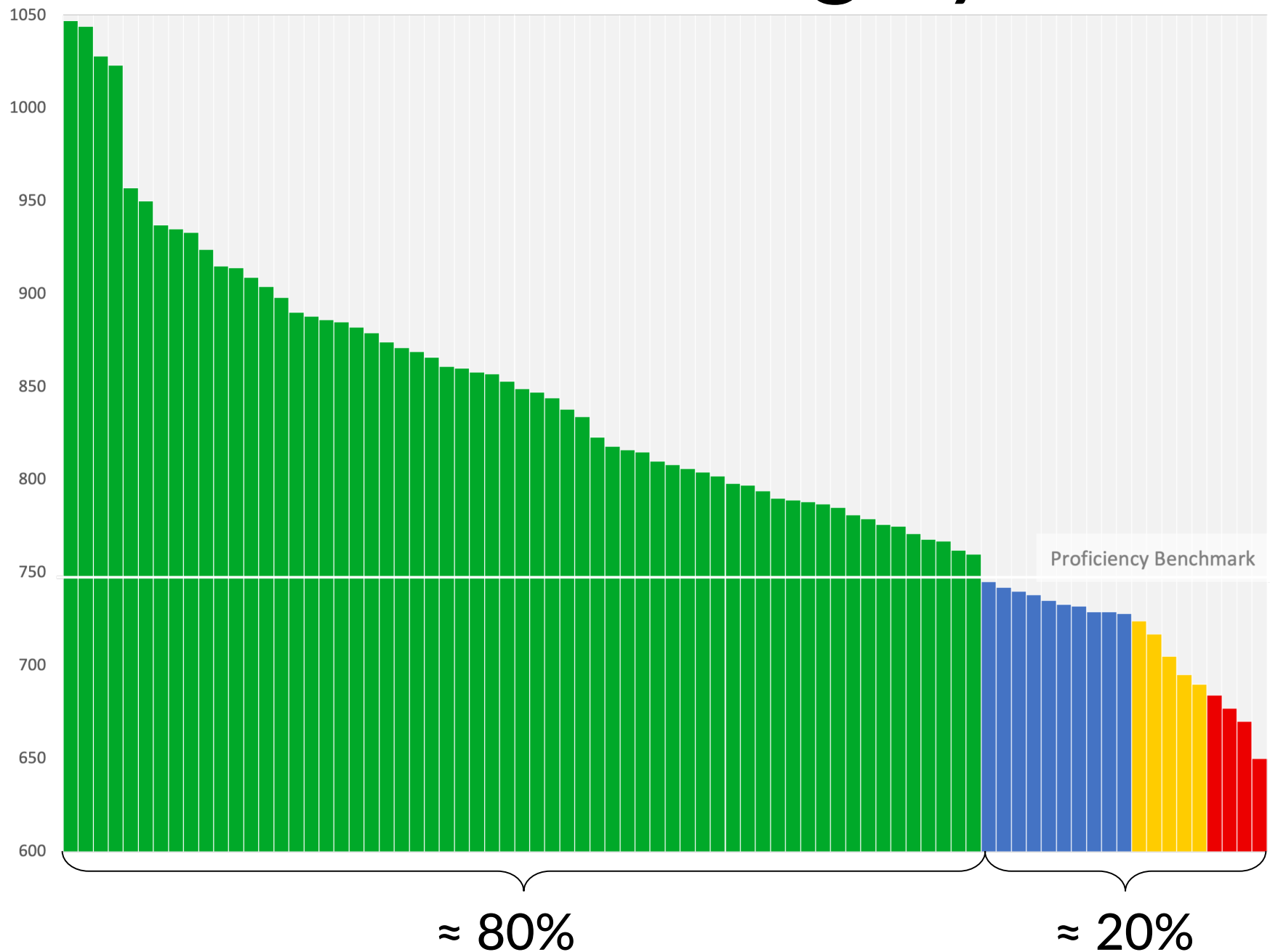**Step 2**: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
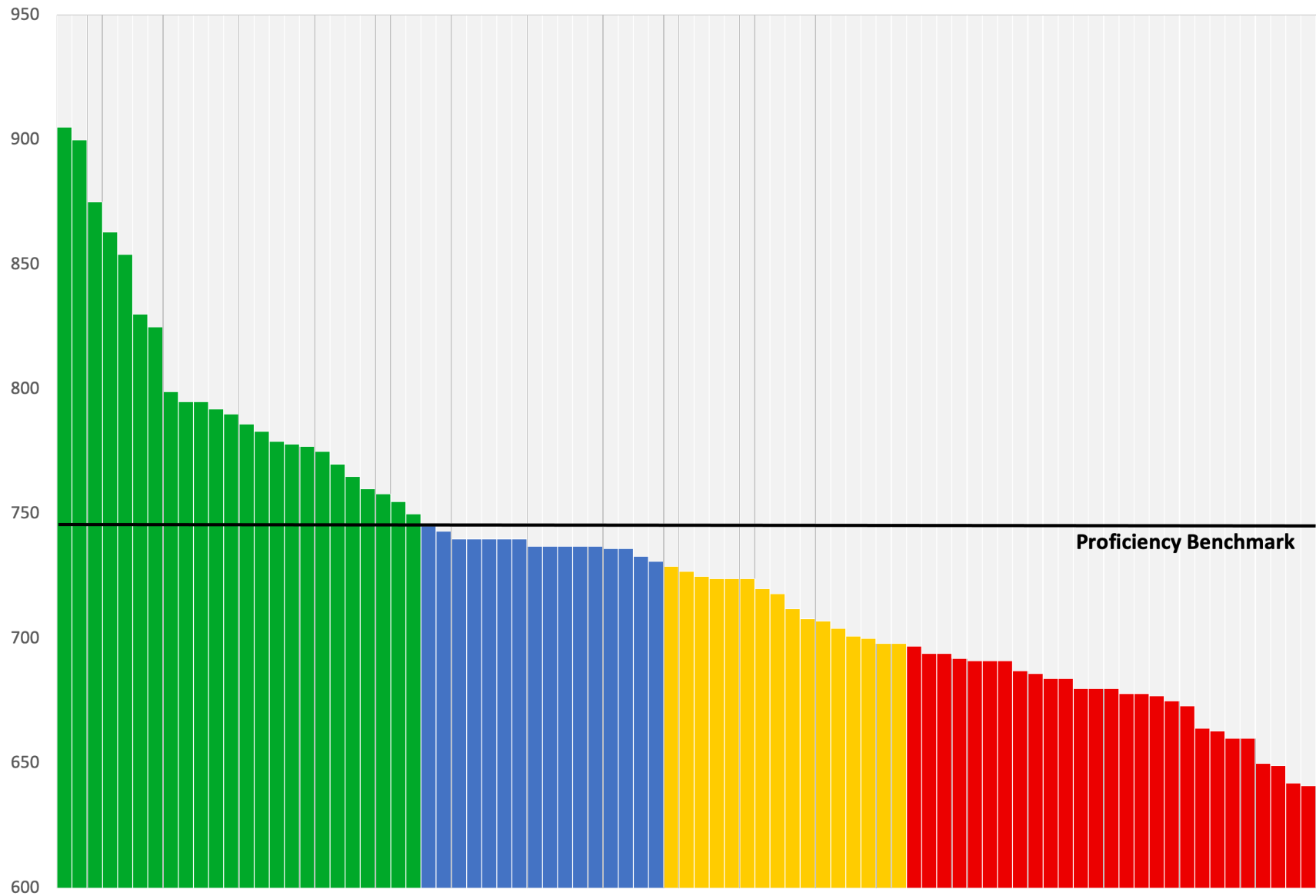*What are we going to do?*

Well-Functioning System

What if your data look like...

Proficiency Benchmark

STEP 1: Problem Identification

Review & Respond

**2025 Summer Literacy Institute: Tier 2 Problem Solving Vignette**

Step 1 – Problem Identification

QUESTION: *Which students are in need of supplemental intervention?*

Sunshine Elementary's 2nd grade Reading PLC established the criteria for Tier 2 intervention as, "students scoring at or below a scaled score of 861 on PM2 Grade 2 FAST Reading."

    Total number of 2nd grade students: 100
    Number of students scoring below a scaled score of 861: 20

Grade 2 FAST Reading (PM2 2024-25)
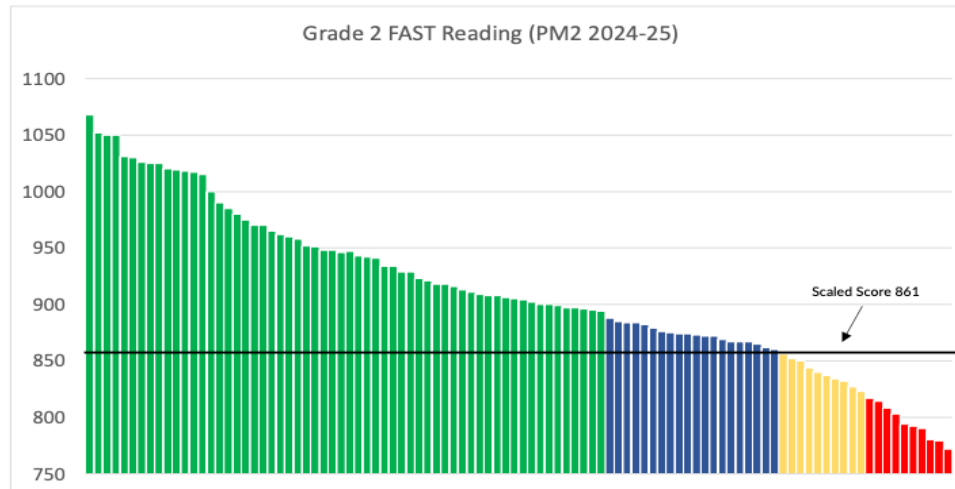
Scaled Score 861

1. What percent of 2nd grade students scored at or below a scaled score of 861 on Grade 2 FAST Reading?
2. What other sources of data would be helpful to identify students who may benefit from supplemental intervention?

1 ·

STEP 1 Discussion

- What was the PLC working to identify?

- What was the criteria that they established for Tier 2?

- How did you respond to the questions in the handout?

STEP 2 – Problem Analysis

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

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

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Three Approaches to Tier 2

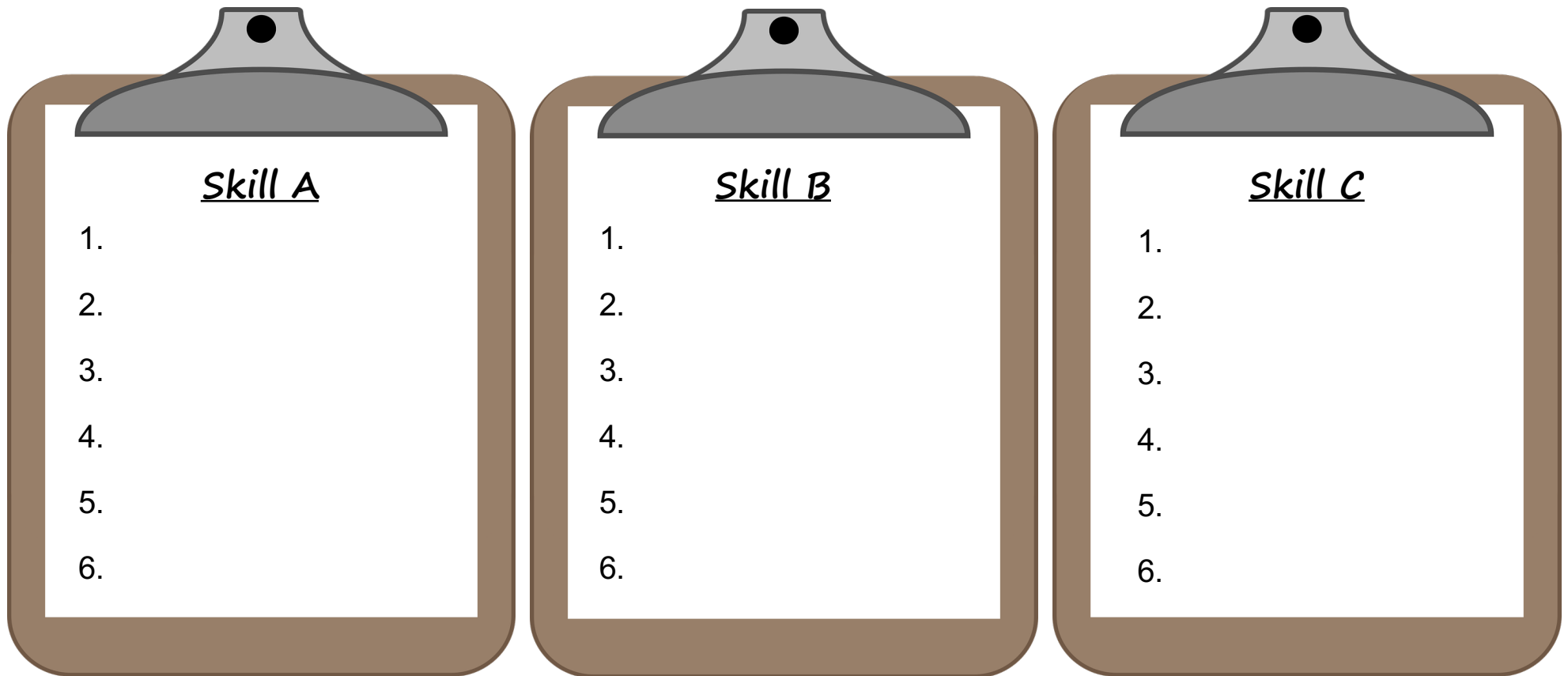|	STEP 1 Problem Identification	STEP 2 Problem Analysis	STEP 3 Intervention Design	STEP 4 Response to Intervention
Standard Treatment Protocol	UNIVERSAL SCREENING (Ensure sufficient Tier 1 + Identify Students in need of Tier 2)	None	All students receive the same evidence-based intervention	Monitor approximately 2-4 times per month
Blended Standard Protocol		Use data to group students based on skill need	Students with similar skill needs receive the same evidence-based intervention	Monitor approximately 2-4 times per month
In-Depth Problem Solving		Further assess students to identify unique needs and group accordingly	Intervention is customized to match unique learning needs of the group	Monitor approximately 2 times per month

Common Skill Deficits

What are some common or high probability needs or skill deficits that 2nd grade students have?

Skill A

1.

2.

3.

4.

5.

6.

Skill B

1.

2.

3.

4.

5.

6.

Skill C

1.

2.

3.

4.

5.

6.

Targeting Gaps in Learning

The Reading Rope

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Sunshine Elementary 2nd Grade PLC

- 20 students with a scaled score at or below 861

- Used additional data sources to identify students who may benefit from Tier 2

- PLC reviews the percent of mastery by strand and benchmark

STEP 2: Problem Analysis

2025 Summer Literacy Institute: Tier 2 Problem Solving Vignette

Step 2 – Problem Analysis

QUESTION: *Why are some students scoring at or below a scaled score of 861 on Grade 2 FAST Reading?*

The PLC reviewed data indicating level of mastery of the foundational skills measured by Grade 2 FAST Reading (i.e., Phonics and Word Analysis, Fluency) for the 20 students identified as needing Tier 2 intervention. A sample of the report is below.

School	Students
Sunshine Elementary	Students identified for Tier 2

Report for Students in Grade 2

Legend: Beginning 0-59% | Developing 60-79% | Secure 80-100%

Foundational Skills

Strands	Phonics and Word Analysis						Fluency
Benchmarks	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words	Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow)	Decode regularly spelled one-syllable words with long and short vowels	Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble)	Decode words with common prefixes and suffixes	Decode words with silent letter combinations (e.g., knight, comb, island, ghost)	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression
Student 1	20	25	15	20	18	22	25
Student 2	48	61	60	20	52	45	50
Student 3	15	13	12	11	19	20	20
Student 4	50	61	65	54	45	25	55

1. How can these data help the team begin to understand the students' needs?
2. What high probability skills gaps may be contributing to these students' underperformance?
3. What other data could the PLC review to identify specific instructional needs and select a matched intervention?

STOP

2 -

Review & Respond

STEP 2: Problem Analysis

- Individual teachers reviewed data for their students

- Examined other assessments to determine barrier skills

- Compared findings with other PLC members for grouping

Intervention Grouping

Phonics (Beginning)

1. Sally Albertson (Curtis)
2. Steven Hillard (Curtis)
3. Billy Moncrief (Thatcher)
4. Amy Timmons (Harrison)
5. Johnny Nguyen (Medina)
6. Eva Casillas (Gray)

Phonics (Intermediate)

1. Christine Masters (Medina)
2. Rick White (Medina)
3. Scott Gow (Gray)
4. Alena Tyson (Harrison)
5. Chris Angus (Curtis)
6. Jessica Griffen (Thatcher)

Fluency

1. Eric Ramirez (Thatcher)
2. Joni Coffman (Gray)
3. Robert Smith (Harrison)
4. Katie Stepler (Harrison)
5. Weston Chavez (Curtis)
6. Meghan Davis (Medina)

STEP 3 – Intervention Design

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

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

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Characteristics of Tier 2

- Evidence based
- More time
- Narrow focus
- Teacher led
- Small group
- Increased progress monitoring

Resource Map

Skill Area	Progress Monitoring Tool	Interventions	Grade(s)	Support for Intervention
Phonemic Awareness	PSF	KPALS	K	B. Bowden
		SRA Phonemic Awareness Kit	K – 1	R. Arozarena
		FCRR Student Center Activities	K – 1	Y. Diaz
Phonics	NWF	Early Interventions in Reading	K – 3	J. Siri
		1st Grade PALS	1	L. Fuchs
		FCRR Student Center Activities	K – 3	K. Cash
Fluency	ORF	PALS	2 – 5	B. Lowe
		Early Interventions in Reading	2 – 5	H. Ramirez
		FCRR Student Center Activities	1 – 5	I. Paredes
Vocabulary and Comprehension	Maze	Elements of Reading	2 – 3	L. Raley
		FCRR Student Center Activities	K – 5	C. Bethancourt
		Corrective Reading	K – 5	J. Aranda

Detailed Plan for Intervention

WHO? WHAT? WHEN? WHERE?
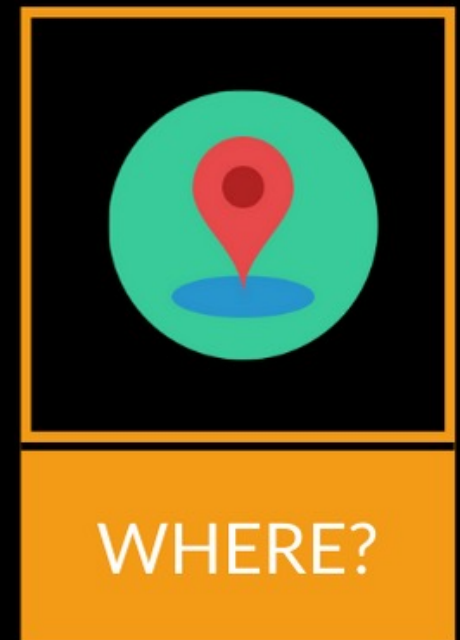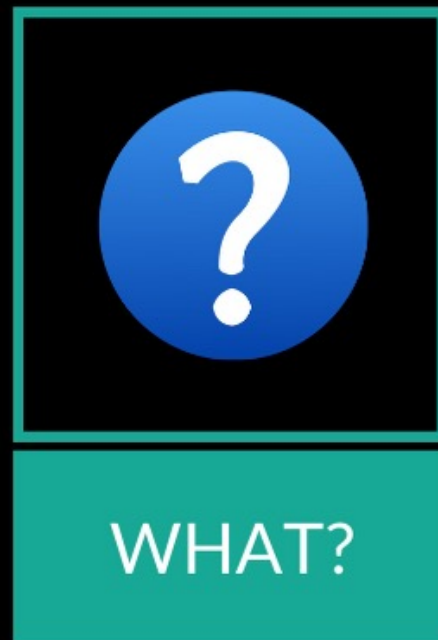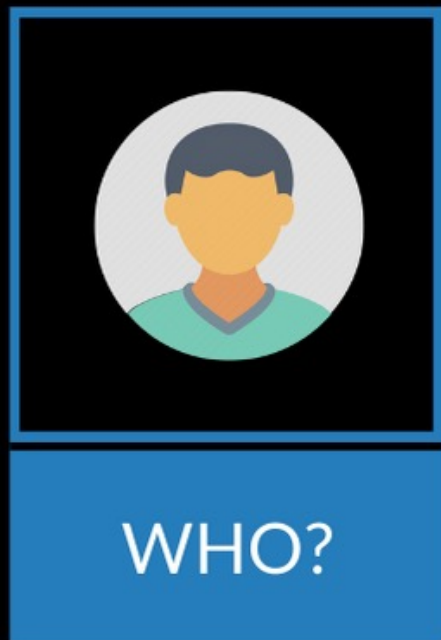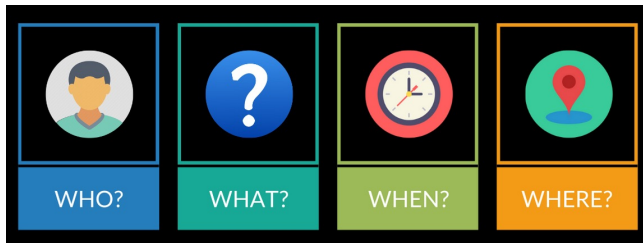
Comprehensive Intervention Plan

Skill/Focus of Improvement:			
Goal (SMART): By _____ , students will _____ , as measured by _____ .			
Intervention Plan	**Support Plan**	**Fidelity Documentation**	**Progress Monitoring Plan**
Who is responsible? What is the selected intervention? When will it occur? Where will it occur?	Who is responsible? What will be done? When will it occur? Where will it occur?	Who is responsible? What will be done? When will it occur? How will data be shared?	Who is responsible? What data will be collected and when? When will team reconvene to evaluate progress? How will we decide if the plan is effective? Decision rules: Positive RtI = Questionable RtI = Poor RtI =

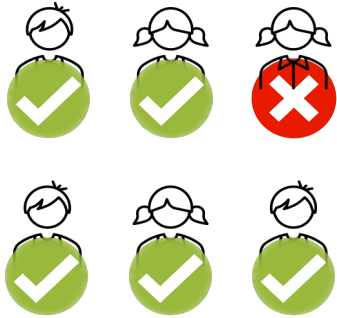# Plan for Intervention
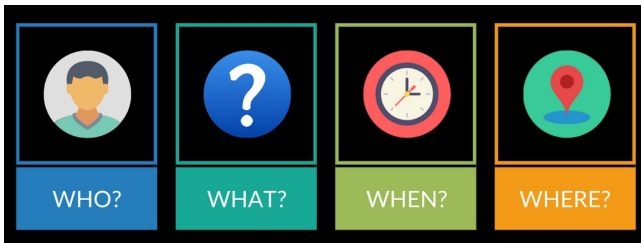
| Skill/focus of improvement:			
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? → **Who?**	Who is responsible?	Who is responsible?	Who is responsible?
What is the selected intervention? → **What?**	What will be done?	What will be done?	What data will be collected and when?
When will it occur? → **When?**	When will it occur?	When will it occur?	When will team reconvene to evaluate progress?
Where will it occur? → **Where?**	Where will it occur?	How will data be shared?	
	Who is responsible?	Who is responsible?	The plan will be considered effective if approximately 70% of students are making progress toward the goal.
	What will be done?	What will be done?	
	When will it occur?	When will it occur?	
	Where will it occur?	How will data be shared?	
Goal (SMART): By _____, students will _____, as measured by _____.			
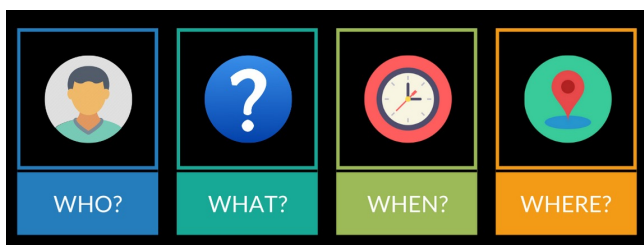
Plan for Support

Skill/Focus of Improvement:

Goal (SMART): By _____ , students will _____ , as measured by _____ .

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible?	Who is responsible? ← **Who?**	Who is responsible?	Who is responsible?
What is the selected intervention?	What will be done? ← **What?**	What will be done?	What data will be collected and when?
When will it occur?	When will it occur? ← **When?**	When will it occur?	When will team reconvene to evaluate progress?
Where will it occur?	Where will it occur? ← **Where?**	How will data be shared?	How will we decide if the plan is effective? Decision rules: Positive RtI = Questionable RtI = Poor RtI =

Plan for Fidelity

| WHO? | WHAT? | WHEN? | WHERE? |

Skill/Focus of Improvement:

Goal (SMART): By _____, students will _____, as measured by _____.

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible?	Who is responsible?	Who is responsible? ← **Who?**	Who is responsible?
What is the selected intervention?	What will be done?	What will be done? ← **What?**	What data will be collected and when?
When will it occur?	When will it occur?	When will it occur? ← **When?**	When will team reconvene to evaluate progress?
Where will it occur?	Where will it occur?	How will data be shared? ← **How?**	How will we decide if the plan is effective?

Decision rules:
 Positive RtI =
 Questionable RtI =
 Poor RtI = |
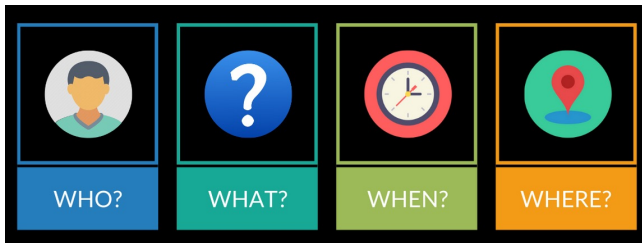
Plan for Progress Monitoring

Skill/Focus of Improvement:			
Goal (SMART): By _____, students will _____, as measured by _____.			
Intervention Plan	**Support Plan**	**Fidelity Documentation**	**Progress Monitoring Plan**
Who is responsible?	Who is responsible?	Who is responsible?	Who is responsible?
What is the selected intervention?	What will be done?	What will be done?	What data will be collected and when?
When will it occur?	When will it occur?	When will it occur?	When will team reconvene to evaluate progress?
Where will it occur?	Where will it occur?	How will data be shared?	How will we decide if the plan is effective?
			Decision rules: Positive RtI = Questionable RtI = Poor RtI =

Who? → What? → When? → How? →

What if the response is...

Positive?
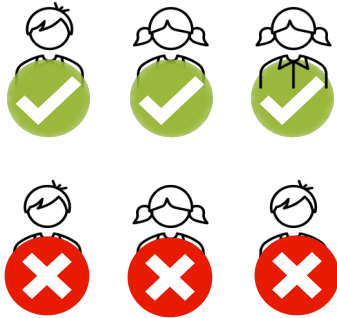
Questionable?
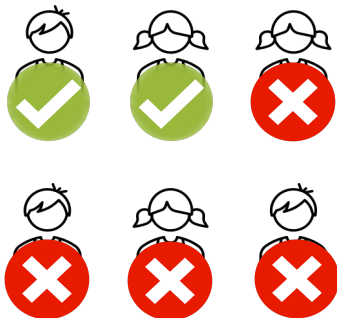
Poor?

Decision Rules – Positive RtI
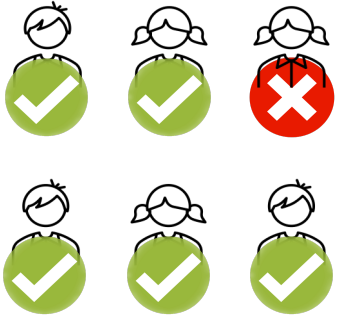
Positive?

Approximately 70% of students in the small group are improving at a rate that will enable them to reach the goal within the designated timeline.

Decision Rules – Questionable RtI
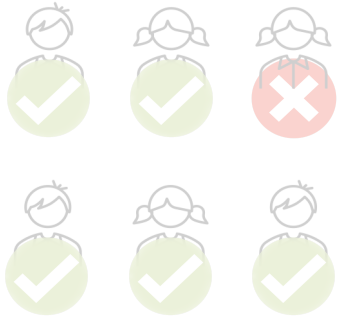
Positive?

Approximately 70% of students in the small group are improving at a rate that will enable them to reach the goal within the designated timeline.
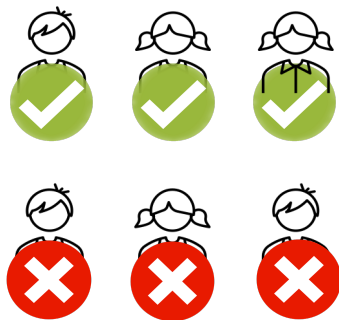
Questionable?

Fewer than 70% of students in the small group are progressing at a rate that will allow them to reach the goal within the designated timeline.

Decision Rules – Poor RtI
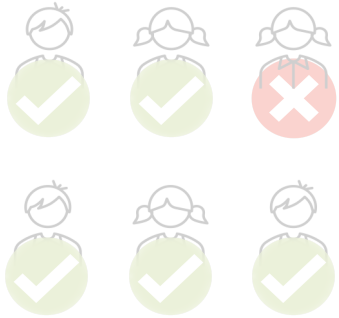
Positive?

Approximately 70% of students in the small group are improving at a rate that will enable them to reach the goal within the designated timeline.
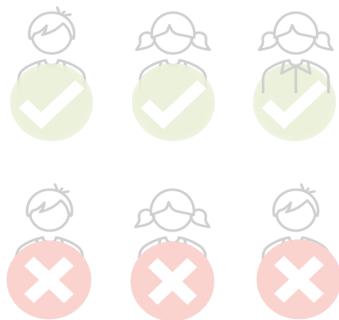
Questionable?

Fewer than 70% of students in the small group are progressing at a rate that will enable them to reach the goal within the designated timeline.
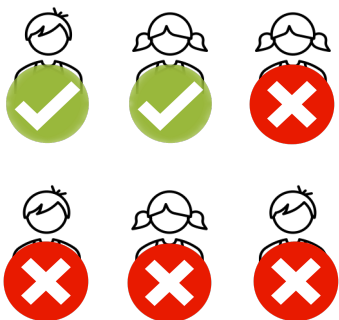
Poor?

For most students in the small group, the gap between expected and current levels is widening.

Sunshine 2nd Grade PLC

- Students in need of Tier 2 grouped by need

- Phonics instruction is one area of need

- Ms. Smith to lead a Tier 2 phonics group

STEP 3: Intervention Design

Review & Respond

Step 3 – Intervention Design

QUESTION: *What supplemental intervention will be provided to small groups of students with similar needs?*

1. When could the planned intervention occur? Complete the Intervention Plan by indicating when the intervention will occur in the first column.
2. How could the fidelity of the intervention plan be monitored? Indicate your response in the "Fidelity Documentation" column below. Consider both quantity and quality.

Skill/Focus of improvement: Phonics

Goal (SMART): By 3/14/25, students will identify ≥ 60 CLS and ≥ 18 WRC per minute, as measured by DIBELS NWF probes.

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? Ms. Smith	Who is responsible? Ms. Siri	Who is responsible? Ms. Smith	Who is responsible? Ms. Smith
What is the selected intervention? Early Interventions in Reading	What will be done? Provide intervention materials	What will be done?	What data will be collected and when? DIBELS NWF, every other Friday beginning on 1/17
When will it occur?	When will it occur? by 1/13/25		When will team reconvene to evaluate progress? 3/14/25 at 3:30 PM
	Where will it occur? Ms. Smith's classroom	When will it occur? Each intervention session	
Where will it occur? Ms. Smith's classroom	Who is responsible? Ms. Siri	How will data be shared? Documentation will be uploaded into the shared OneDrive folder	How will we decide in the plan is effective? Percentage of students meeting the goal.
	What will be done? Model first two lessons Observe Ms. Smith and provide feedback	Who is responsible? Ms. Siri	Decision rules: Positive RtI: ≥70% Questionable RtI: 26%-69% Poor RtI: ≤25%
	When will it occur? Modeling: 1/13, 1/15 Observation: 1/17, 1/20, 1/24, 1/27, 1/31, 2/12, 2/26, 3/12	What will be done?	
	Where will it occur? Ms. Smith's classroom	When will it occur? 1/17, 1/20, 1/24, 1/27, 1/31, 2/12, 2/26, 3/12	
		How will data be shared? Documentation will be uploaded into the shared OneDrive folder	

STOP

PS RtI

STEP 4 – Response to Intervention (RtI)

Step 1: Goal Identification (Problem Identification)
What do we want students to know and be able to do?

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

Step 2: Problem Analysis
Why is the problem occurring?

Step 3: Instructional/Intervention Design
What are we going to do?

Is it Working?
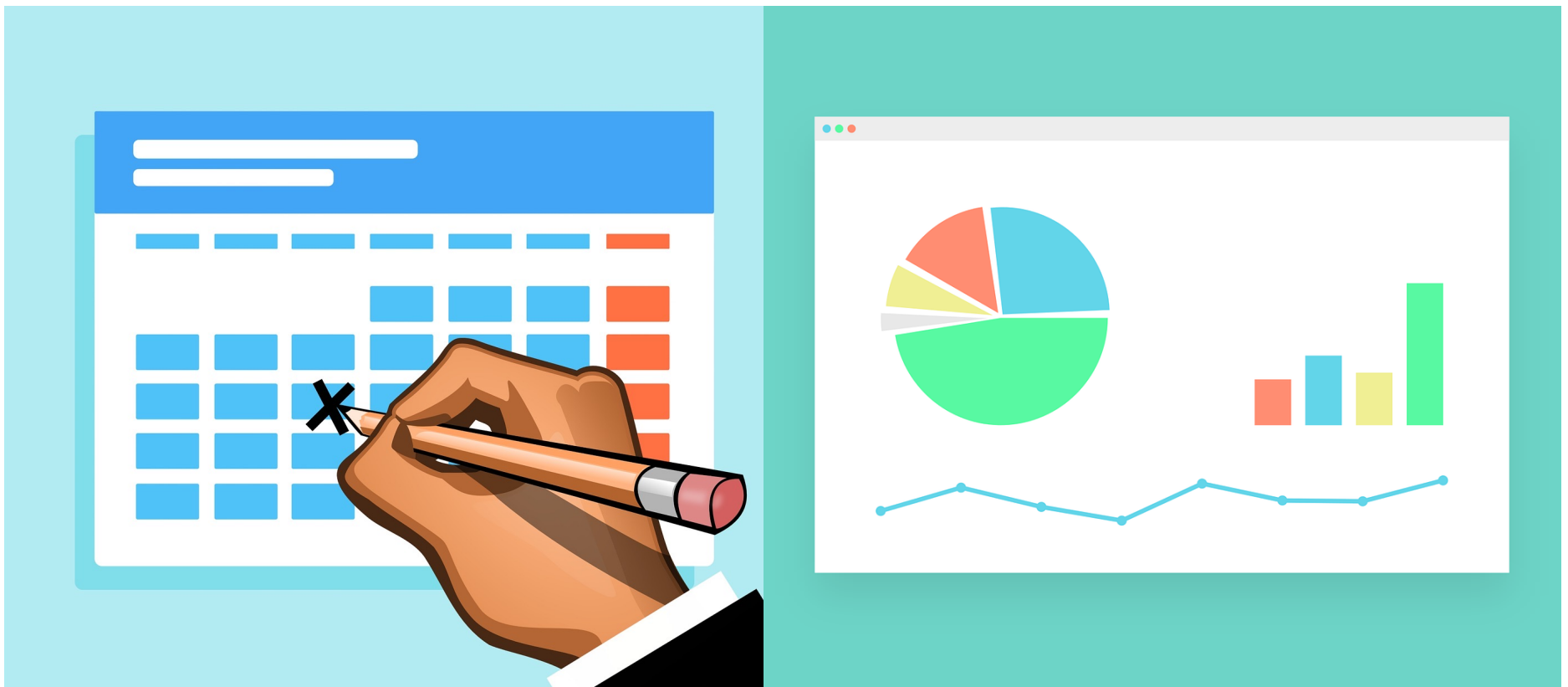
Is The Group Making Sufficient Progress?
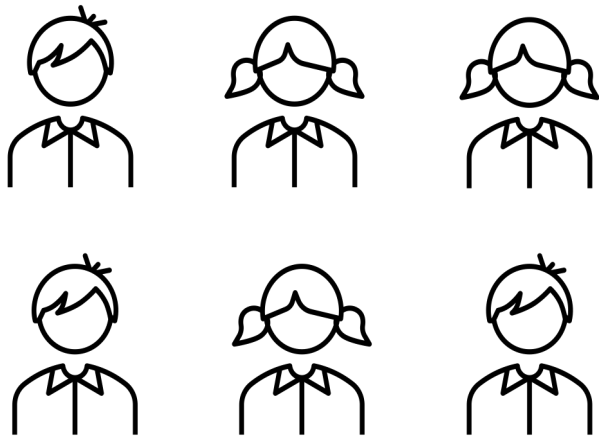
≈70%
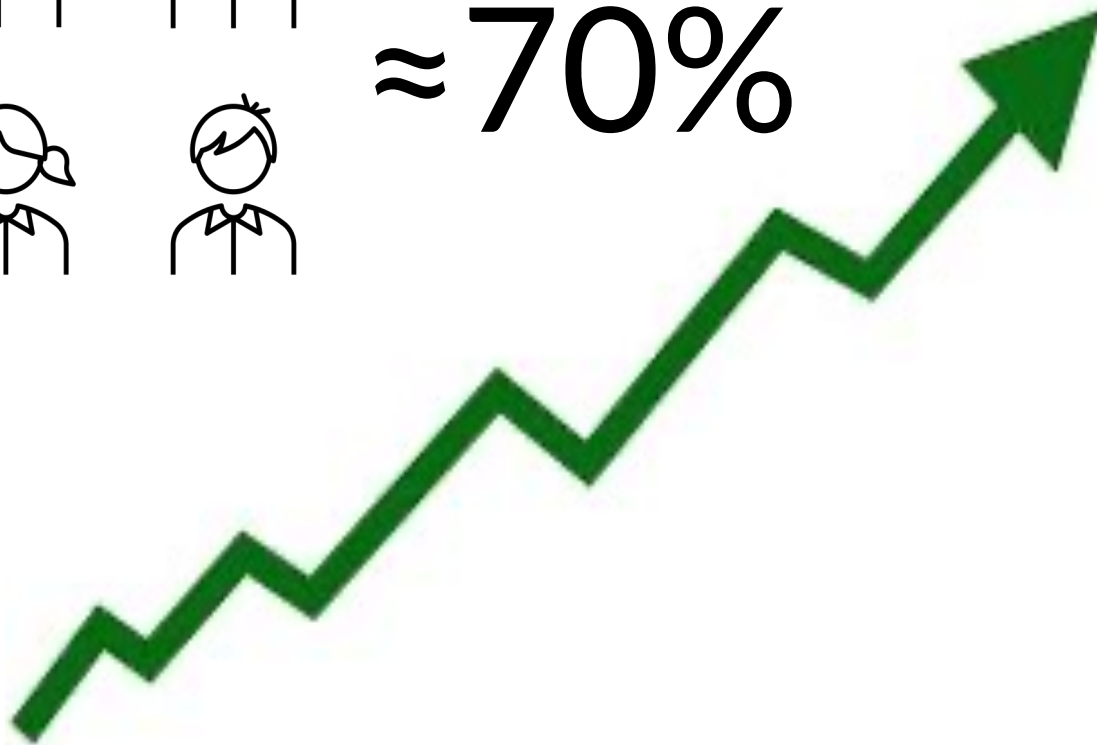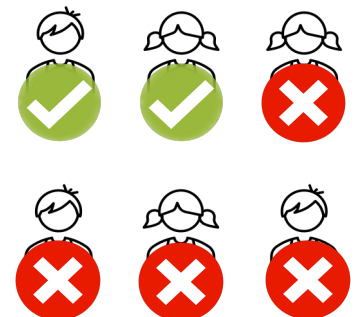
Determining Tier 2 RtI

How is the group responding?

Positive

Questionable

Poor

Poor

CHECK FIDELITY!

Fidelity is good

Fidelity is poor

Return to previous steps of problem solving

Address fidelity

Ms. Smith's Tier 2 Intervention Group

- Early Interventions In Reading (phonics intervention)

- Approximately 8 weeks

- Progress monitoring every two weeks

STEP 4: Response to Intervention

Review & respond

Thinkific Courses

Thank you, and please connect with us!

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✕ @flpsrti #flpsrti

f flpsrti

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in Florida PS/RtI Project

Problem Solving & Response to Intervention Project

A collaborative project between the Florida Department of Education and the University of South Florida

A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention