Guided Tier 1 Problem Solving Worksheet

School:

Meeting Date:

Team Members:

Student Group/Area of Concern:

Which group of students (e.g., grade level, students taking Alg. I) and what is the focus (e.g., ELA, math, attendance, behavior)?

Step 1 – Problem Identification: What is the Problem?

Expected Level of Performance:

What is the expectation for every student within the large group? (e.g., "attend school at least 90% of instructional time," "achieve a score of Level 3 or above," "receive no more than one discipline referral")

How will the expectation be measured? (e.g., "attendance reports," "universal screening data," "EWS data," "ODR reports")

Students will _____, as measured by _____.

Current Level of Performance:

=100%

_____% of students met or exceeded expected level of performance

_____% of students did not meet or exceed expected level of performance

Appropriate Tier of Problem Solving:

☐ Less than approximately 80% of students are meeting or exceeding expected levels of performance, continue problem solving to develop Tier 1 instructional/intervention plan.

☐ Approximately 80% or more of students are meeting or exceeding expected levels of performance, consider Tier 2 problem solving for students not meeting expectations.

Notes:

Use this space to capture any important details, or to explain any changes in the focus of problem solving (e.g., if the focus shifts to a particular subgroup during problem identification, explain the team's decision making).

When will the stated goal be met (e.g., "the end of the school year," or a specific date)? Be ambitious yet realistic.

What percent of the student group do you expect will meet the goal by the established date?

Clearly describe the expectation in measurable terms.

How will progress/attainment of the goal be measured?

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

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

Especially at the Tier 1 level, teams should maintain their focus on hypotheses within the Instruction, Curriculum, and Environment domains.

Hypothesis:

Be sure all hypotheses are alterable and based in research. They should address best educational practices that the team can impact.

Prediction Statement:

Once a hypothesis is developed, create an *if/then* 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 3 – Intervention Design: What are we going to do about it?

Intervention plan developed for:

Content area/focus of improvement:

To focus the intervention plan, identify the group of students receiving the intervention as well as the content area or focus of improvement.

Validated hypothesis:

Restate the validated hypotheses to ensure the intervention plan addresses the specific need.

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? Use names as much as possible when identifying *who is responsible* for the intervention, support, fidelity, and progress monitoring plans.	Who is responsible? Consider what support will be needed for the *interventionist* to implement the plan. This may include modeling or coaching for the intervention, or observation and feedback.	Who is responsible? How will the team know that the intervention plan is being implemented as designed? Identify *who* will collect *what* data, *when*, and *how* the data will be shared with others.	Who is responsible? How will the team know if student performance is improving? Identify *who* will collect *what* data, and *when*.
What will be done? Be as detailed as possible. What specifically will be implemented?	What will be done?	What will be done? Consider collecting data that will measure the different dimensions of fidelity (i.e., exposure, adherence, and quality).	What data will be collected and when? This should include the data identified in the SMART goal.
When will it occur? Be as detailed as possible. What days? What time?	When will it occur?	When will it occur?	When will team reconvene to evaluate progress? Identify the date and time the team will meet .
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 =

Decide what the decision rules will be for Step 4. This is usually described as:
Positive = ≥ __%
Questionable = __% -__%
Poor = ≤ __%)

Notes:

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

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

Review Date:

Team Members:

Complete this step for each review meeting.

Progress Monitoring Data:

=100%

_____% of students met or exceeded expected level of performance

_____% of students did not meet or exceed expected level of performance

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

Refer to the previously established decision rules (in Step 3) to determine the students' response to intervention.

Once the student response has been determined, consider the prompts to determine next steps. Be sure the team's decisions are supported by data.

☐ POSITIVE

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)

☐ QUESTIONABLE

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)

☐ POOR

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 adjustments to the plan:

Any and all changes to the intervention, support, fidelity, or progress monitoring plan should be clearly documented.

Notes:

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