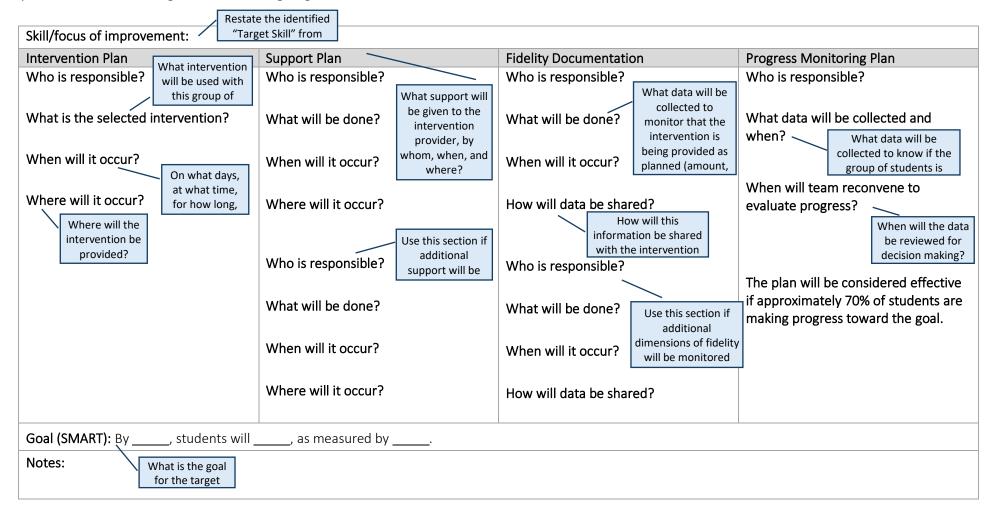
Guided Tier 2 Problem Solving Worksheet



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School:	ool: Team should consist of teachers for students being discussed (gen ed		Conda/Contant Anna and Conses			Indicate the grade level(s) or content area
Meeting Date:	ESE), as well as conte student services staff	•	Data Sour		identified the	and the general area of
Team Members				r problem		
Step 1 – Problem	Identification: What is	the Problem?				
· ·	or Performance.	What is expected/eevery student and l				
Criteria for Ider	ntifying Students for Tier 2	2 Intervention:				
Notes:		adj proble	ustments to core em solving), what ermine who will re	lable resources (inc instruction based o cut score/threshold ceive Tier 2 interve elow the expectatio	n Tier 1 I is used to ention (if	
Step 2 – Problem	Analysis: Why is the pr	oblem occurri	ng?			
Target Skill:						
Wha	at specific skill area will	Stud	dent Group: 🔷			
	s intervention target?			similar need?	s share the same of List the names of will be served in th	
Notes:				sma	ill group.	

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



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

Review Date:					
Team Members: What percent of students in this group responded to the					
group responded to the					
Group Response to Intervention:% of students in the group met or exceeded expected level of performance					
Plan Revisions Based on Intervention Effectiveness: Indicate effectiveness of the plan, and identify plan for next steps					
for ≈70% or More of Group (intervention considered effective)					
Goal is <i>not</i> met: \square Continue plan as designed <i>or</i> \square Increase intensity of current plan (document all changes or adjustments)					
Goal <i>is</i> met: \Box Fade intervention and monitor <i>or</i> \Box 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 ≈70% of Group (intervention considered <i>not</i> effective)					
Fidelity concerns: Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)					
No fidelity concerns: \square Increase intensity of current plan and monitor (if improvement doesn't occur, return to earlier steps of problem solving) or \square consider a different Tier 2 intervention that matches the students' need or \square 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 <i>an individual student's</i> 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 Next Meeting Date:					
Notes: When will team meet again to review data and make decisions?					