

# Guided Tier 2 Problem Solving Worksheet



School:	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.	Grade/Content Area and Focus:	Indicate the grade level(s) or content area and the general area of focus.
Meeting Date:		Data Source:	What data identified the need for problem solving?
Team Members:			

## Step 1 – Problem Identification: What is the Problem?

Expected Level of Performance:	What is expected/desired for every student and how is that measured?
Students will _____, as measured by _____.	
Criteria for Identifying Students for Tier 2 Intervention:	
Notes:	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”)?

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

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

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

Skill/focus of improvement: <span style="border: 1px solid black; padding: 2px;">Restate the identified "Target Skill" from Step 2</span>			
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
<p>Who is responsible? <span style="border: 1px solid black; padding: 2px;">What intervention will be used with this group of students?</span></p> <p>What is the selected intervention?</p> <p>When will it occur? <span style="border: 1px solid black; padding: 2px;">On what days, at what time, for how long, etc.?</span></p> <p>Where will it occur? <span style="border: 1px solid black; padding: 2px;">Where will the intervention be provided?</span></p>	<p>Who is responsible? <span style="border: 1px solid black; padding: 2px;">What support will be given to the intervention provider, by whom, when, and where?</span></p> <p>What will be done?</p> <p>When will it occur?</p> <p>Where will it occur?</p> <p>Who is responsible? <span style="border: 1px solid black; padding: 2px;">Use this section if additional support will be provided</span></p> <p>What will be done?</p> <p>When will it occur?</p> <p>Where will it occur?</p>	<p>Who is responsible? <span style="border: 1px solid black; padding: 2px;">What data will be collected to monitor that the intervention is being provided as planned (amount, method, quality)?</span></p> <p>What will be done?</p> <p>When will it occur?</p> <p>How will data be shared? <span style="border: 1px solid black; padding: 2px;">How will this information be shared with the intervention provider?</span></p> <p>Who is responsible?</p> <p>What will be done? <span style="border: 1px solid black; padding: 2px;">Use this section if additional dimensions of fidelity will be monitored</span></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? <span style="border: 1px solid black; padding: 2px;">What data will be collected to know if the group of students is making progress?</span></p> <p>When will team reconvene to evaluate progress? <span style="border: 1px solid black; padding: 2px;">When will the data be reviewed for decision making?</span></p> <p>The plan will be considered effective if approximately 70% of students are making progress toward the goal.</p>
Goal (SMART): By _____, students will _____, as measured by _____.			
Notes: <span style="border: 1px solid black; padding: 2px;">What is the goal for the target skill?</span>			

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

Review Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

What percent of students *in this group* responded to the intervention?

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 *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 ≈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: \_\_\_\_\_