

# Tier 2 Problem Solving Worksheet



Problem Solving Meeting	
School:	Who currently supports the students being discussed (e.g., general education and ESE teachers)?
Meeting Date/Time:	Team/Grade Level:
Team Members:	What grade level or content area is being discussed?
Other Members:	Who else is participating in the problem solving meeting (e.g., administrators, student services, coaches)?

What general area is being discussed (reading, attendance, etc.)?

Step 1: Problem Identification	
Focus:	What is expected/desired for <i>every</i> student, e.g., "Attend school 90% or more of the time," "Score at or above a 798 scale score," "Receive no more than one office discipline referral," etc.
Expectation:	
Data Source:	What data source is used to measure the expectation (FAST data, attendance or discipline reports, etc.)?
Criteria for Identifying Students for Tier 2:	Considering all available resources, as well as adjustments to core instruction based on Tier 1 problem solving, what cut score is used to determine who will receive Tier 2 intervention (if different from "below the expectation")?

Step 2: Problem Analysis	
Target Skill:	Student Group:
What specific skill area is targeted for Tier 2 intervention (typically a foundational or prerequisite skill necessary for success in Tier 1)?	Which students share similar/same need?

Step 3: Intervention Design/Implementation	
Plan for Intervention	What intervention will be used with the group of students?
Selected Intervention:	Specifically on what days, and at what time?
Provider:	Who will deliver the intervention?
Days/Times:	Location:
	Where the intervention will be provided?
Plan for Support	
Support for Intervention Provider (e.g., modeling, materials):	What support will be given to the intervention provider, where, and when?

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<b>Plan for Fidelity</b>	
Fidelity Measure:	What data will be collected to ensure the intervention was delivered in the <i>amount</i> it was planned?
Data Collected By:	When/Where: Who will collect the data, when and where?
Fidelity Measure:	What data will be collected to ensure the intervention was delivered in the <i>way</i> it was planned?
Data Collected By:	When/Where: Who will collect the data, when and where?
<b>Plan for Progress Monitoring</b>	
Progress Monitoring Measure(s):	What data will be collected to know if the group is making progress? (Should directly measure the target skill.)
Data Collected By:	Who will collect the data, on what day and time?
Progress Monitoring Days/Times:	When will the data be reviewed for decision making?
Goal:	Date/Time of Review: What is the goal (for the target skill)?

<b>Step 4: Response to Intervention</b>		
When is the review meeting?		Are next steps based on 70% or more, or less than 70% of the group having made progress?
Meeting Date/Time:	What percent of students <i>in the group</i> responded to the intervention?	
Group Response to Intervention:		
Plan Revisions Based on Intervention Effectiveness: <input type="checkbox"/> for 70% or More of Group <input type="checkbox"/> for Less Than 70% of Group		
Updated Plan (e.g., Intervention, Support, Fidelity, Progress Monitoring):		
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;">                 What are the next steps? (Include any changes to the intervention, or the support, fidelity or progress monitoring plans)             </div>		
Next Meeting Date:	When will team meet again to review data and make decisions?	