Guided Tier 3 Problem Solving Worksheet

Student:	
School:	
Meeting Date (s):	
Grade (at time of initial meeting):	
Team Members: *Team should consist of the student's teacher, as well as content area experts, student services staff, etc., as needed.*	
Parent/Guardian:	
Instruction/Intervention Review: *What interventions has the student previously received, and how did they respond? For Tier 2 interventions, also indicate the percent of students who responded positively.*	

Step 1 – Problem Identification

	☐ Tier 1 ☐ Tier 2	☐ Tier 1 ☐ Tier 2	☐ Tier 1 ☐ Tier 2	☐ Tier 1 ☐ Tier 2
Data Source:	*Identify for which tier the data was collected (Tier 1-whole group, Tier 2-small group), and the specific data source.*			
Expected Level of Performance:	*How should the student perform on this assessment to be considered on grade level or not at-risk?*			
Current Level of Performance:	*How is the student currently performing?*			
Peer Performance:	*What percent of the student's peers (Tier 1-whole group, Tier 2-small group) are currently performing at the expected level?*			
Notes: *Use this space to capture any important details or notes to remember.*				

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

Hypothesis #1:

Domain: ☐Instruction ☐Curriculum ☐Environment ☐Learner *Identify the domain for each hypothesis generated. Be sure to consider more than one domain to explain why the problem is occurring.*

Hypothesis: *Be sure all hypotheses are focused on alterable variables, are research-based and instructionally relevant.*

Prediction Statement: If _____, then _____. *Create an if/then prediction statement based on the hypothesis. This helps to ensure the hypothesis is actionable and identify what should be implemented within the intervention plan.*

Assessment Method(s): ☐Review ☐Interview ☐Observe ☐Test *How will the team determine if the hypothesis is true? Indicate the assessment method that will be used to validate the hypothesis above and specify exactly what data or information will be gathered. Note: it may be necessary to pause the meeting, then reconvene when the data are available.*

Specific Data to be Collected:

Validated: ☐Yes ☐No

Hypothesis #2:

Domain: ☐Instruction ☐Curriculum ☐Environment ☐Learner

Hypothesis:

Prediction Statement: If _____, then _____.

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: If _____, then _____.

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?

Validated hypothesis(es): *Restate all validated hypotheses to ensure the intervention plan addresses the specific need.*			
Goal (SMART): *What is the student's goal relative to the target skill?*			
Intervention Plan	**Support Plan** *Determine what support the interventionist needs to implement the intervention plan (e.g., materials, professional learning, modeling, coaching).*	**Fidelity Documentation** *How will the team know that the intervention plan is implemented as designed? Identify who will collect what data, when, and how the data will be shared with others.*	**Progress Monitoring Plan** *How will the team know if the student's gaps are closing? Identify who will collect what data, and when.*

Who is responsible? *Identify by name who is responsible for the intervention, support, fidelity, and progress monitoring plans.*
 	
What will be done? *Be as detailed as possible. What specifically will be implemented?*
 	
When will it occur? *Be as detailed as possible. What days? What time?*
 	
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? *Consider collecting data that will measure the different dimensions of fidelity (i.e., exposure, adherence, and quality).*
		
		When will it occur?
		
		How will data be shared?
			Who is responsible?
			
			What data will be collected and when? *This should include the data identified in the SMART goal.*
			
			When will team reconvene to evaluate progress? *Identify the date and time the team will meet.*
			
			How will we decide if the plan is effective? *Identify the decision rules for determining student RtI. This is usually described as:*
			Positive RtI ≥ __
			Questionable RtI __ -__
			Poor RtI ≤ __
			
			Decision rules
			  Positive RtI:
			  Questionable RtI:
			  Poor RtI:

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:

Data-based decision making based on pre-determined decision rules: *Indicate effectiveness of the plan, and identify plan for next steps*

☐ POSTITIVE RtI

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)

☐ QUESTIONABLE RtI

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, complete new PSW if appropriate)

☐ POOR RtI

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, complete new PSW if appropriate)

Attach all available progress monitoring data.

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