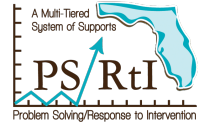


# Problem Solving Across the Tiers



Problem Solving Steps	Descriptions at Each Tier		
	Tier 1	Tier 2	Tier 3
Step 1: Goal Identification (Problem Identification)	The difference between the percent of students currently meeting expectations and the percent of students expected to meet those expectations is identified.	Small groups of students for whom Tier 1 instruction is insufficient are identified.	A few students for whom Tier 1 and Tier 2 services are not sufficient are identified through a review of Tier 1 and/or Tier 2 data.
Step 2: Problem Analysis	Hypotheses focus on systemic instruction, curriculum, and environmental variables at the classroom, school, district, and community levels.	Available data is analyzed for patterns in student knowledge and skill deficits to determine the focus of small group interventions based upon high probability barriers.	Individualized problem-solving yields hypotheses that focus on instruction, curriculum, environment, and learner variables that are potential barriers for the students not meeting expectations.
Step 3: Intervention Development & Implementation	Specific and detailed plans are developed with the changes to be made to the content and structure of instruction for all students based on validated hypotheses.	Tier 2 interventions are selected based on common knowledge and skill deficits and provided in addition to and in alignment with Tier 1 instruction.	Tier 3 interventions are individualized based on validated hypotheses and provided in addition to and in alignment with Tier 1 and Tier 2 instruction.
Step 4: Response to Intervention	Changes in the percentage of students meeting expectations should be examined to determine positive, questionable, or poor response.	Progress is monitored more frequently to determine effectiveness of Tier 2 intervention which is demonstrated when approximately 70% of students within the group have a positive response.	Progress is monitored very frequently to determine if the student is demonstrating a positive, questionable, or poor response.