

Tier 2 Problem Solving Facilitation Guide



Tier 2 problem-solving meetings are an essential tool for schools seeking to improve student outcomes. However, without effective facilitation, these meetings can easily become unproductive or unfocused. This facilitation guide is designed to help meeting facilitators plan, structure, and guide problem-solving discussions, ensuring a collaborative approach that drives actionable outcomes.

This document provides guidance for facilitating problem solving at the Tier 2 level, and can be used in conjunction with the [Tier 2 Problem Solving Worksheet](#) (PSW). Each screenshot of the PSW in this document contains numbered fields with corresponding sample prompts, as well as examples or notes. The italicized text offers suggested language to use when facilitating a team through each step of the problem-solving process.

Using this step-by-step guidance will help facilitators to keep discussions on track and lead problem-solving meetings that are focused, efficient, and ultimately effective in generating solutions that meet the team’s goal of improving student outcomes.

Pre-Meeting Preparation

Prior to engaging in Tier 2 problem-solving, meeting details should be established. This will significantly improve the efficiency of the initial team meeting.

- **First, determine the group of students and the focus of the problem solving.** For example, students in which specific grade level or course (e.g., 4th grade, Algebra 1), and in what content area (e.g., reading, math, attendance or behavior). (*Documented on the PSW, #1 below*)
- **Next, determine the data source** that identified the need for problem solving. (*#2 below*)
- **Lastly, determine who is expected to participate on the problem-solving team.** This should always include teachers for the grade level or course, interventionists, and any content area experts (reading, math, behavior, etc.). (*#3 below*)

Pre-Meeting Preparation		
School:	Grade/Content Area and Focus:	1
Meeting Date:	Data Source:	2
Team Members:		3
	Sample Prompt	Documentation Examples or Notes
1 Grade/Content Area and Focus	<i>“Which students are we problem solving for and what are we focusing on?”</i>	“2 nd grade math,” “7 th grade ELA,” “Kindergarten social skills,” etc.
2 Data Source	<i>“What data indicated that some students are in need of supplemental intervention?”</i>	This is typically data from universal reading or math assessments (Star, iReady, Map, etc.), ODR reports, attendance reports, or screeners addressing emotional, behavior, or social skills.
3 Team Members	<i>“Who will participate as a team member in the Tier 2 problem-solving meeting?”</i>	The team should include teachers for the student group, interventionist(s), as well as any content area specialists or experts.

Step 1: Goal Identification/Problem Identification

During the goal identification/problem identification step, teams determine which students are in need of supplemental intervention.

Step 1: Goal Identification/Problem Identification – What do we want students to know and be able to do?		
Expected Level of Performance:		
4	Students will _____, as measured by _____.	
Criteria for Identifying Students for Tier 2 Intervention:		
5		
	Sample Prompt	Documentation Examples or Notes
4	<i>“What is our expectation for every student within the group, and how will we measure the student performance?”</i>	Students will “demonstrate grade-level skills as measured by Star Reading data,” “earn 0-1 ODRs as measured by ODR reports,” “be absent no more than 10% of instructional time as measured by attendance reports,” “have 0-1 early warning indicators as measured by EWS data.”
5	<i>“Do we have the resources to provide supplemental intervention to all students not meeting expectations?”</i> <i>If not, “Given our resources, what cut score or threshold will we use to determine who will receive Tier 2 intervention?”</i>	Teams need to consider how student needs will be addressed through planned improvements to Tier 1 <i>and</i> the resources available for providing supplemental intervention to determine a cut score or threshold for Tier 2 intervention.

Step 2: Problem Analysis

During the problem analysis step, teams determine what common skills deficits should be targeted and which students would benefit from supplemental instruction addressing those skills. A Tier 2 PSW will be completed for each intervention group.

Step 2: Problem Analysis – Why is the problem occurring?		
Target Skill: 6		
Student Group: 7		
	Sample Prompt	Documentation Examples or Notes
6	<i>“Looking at the universal screening data, what needs or skill deficits do our students have in common?”</i>	If available, use domain or skill information provided by the universal screener to determine common needs or skill deficits. If discreet skill information isn’t available, then use other available data to determine common needs or skill deficits. If no data is readily available,

		teams may need to collect additional information to identify areas to target.
7 Student Group	<i>"Which students will be grouped together to receive the supplemental intervention that matches their need or skill deficits?"</i>	List the students who will be served in the same small intervention group. Complete a separate Tier 2 PSW for each group.

Step 3: Intervention Design and Implementation

In this step the team will develop a comprehensive plan to address the need or skill deficit identified in Step 2. As a part of the comprehensive plan development, the team will document details of the intervention, establish the support needed for the interventionist, determine how intervention fidelity will be documented, and identify how progress will be monitored. It is important in this step to be as detailed as possible in the planning so that all members of the team are clear on what will be done.

Step 3: Intervention Design and Implementation – What are we going to do?

8 Skill/focus of improvement:

	Sample Prompt	Documentation Examples or Notes
8 Skill/focus of improvement	<i>"To make sure our plan is targeted, we'll indicate the skill or focus of improvement for this intervention group."</i>	Repeating the "Target Skill" on page 2, identify the skill area/focus of improvement.

Intervention Plan

9 Intervention Plan Who is responsible?	Sample Prompt: <i>"Considering the identified common need or skill deficit for this group, what standard protocol intervention will we use? As we create this intervention plan, it's important that we're as specific and detailed as possible so that everyone is clear on who is doing what, and when. We want to write it so that anyone can pick up this plan and know exactly what we're doing to improve outcomes for this group of students."</i>	
10 What is the selected intervention?		
11 When will it occur?		
12 Where will it occur?		
	Sample Prompt	Documentation Examples or Notes
9 Who is responsible?	<i>"Who will deliver this intervention? Let's make sure to write down the person's name and role."</i>	Use the person's name when identifying who is responsible for the intervention. The person responsible should be involved in the planning; at a minimum, how the person/people will be informed of their responsibility should be documented in the plan.
10 What is the selected intervention?	<i>"What exactly will be done?"</i>	Consider the available standard protocol interventions that address this group's need or skill deficit(s). Use the name of the intervention, being as detailed as possible. The school's standard protocol resource map is a valuable tool for identifying the selected intervention.
11 When will it occur?	<i>"On what days and at what times will the intervention take place?"</i>	Indicate exactly when the intervention will be used with the group of students (e.g., Tuesdays and Thursdays, from 2:00-2:30pm). Be as detailed as possible.

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12 Where will it occur?	<i>"Where will it happen?"</i>	Indicate exactly where the intervention will occur. For example: in Ms. Smith's classroom.
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Support Plan

13 Who is responsible?	Sample Prompt: <i>"We just identified ___ as the person who will deliver the intervention. Now, we're going to create a plan to support them so that the plan will be implemented with the highest level of fidelity. ___, what would be helpful to you to make sure the intervention is delivered as we intend it to be? This could include modeling or coaching, observation and feedback, support with materials, or even just reminders. Again, we're going to be as specific and detailed as possible so that everyone is clear on who is doing what, and when."</i>	
14 What will be done?		
15 When will it occur?		
16 Where will it occur?		
	Sample Prompt	Documentation Examples or Notes
13 Who is responsible?	<i>"Who will provide support to the person(s) delivering the intervention?"</i>	Use the person's name when identifying who will provide support. The people responsible should be involved in the planning; at a minimum, how the person/people will be informed of their responsibility should be documented in the plan.
14 What will be done?	<i>"Specifically what support will be provided to the person(s) delivering the intervention?"</i>	Ask the person responsible for implementation what would be helpful to them. In addition, consider what barriers could keep the plan from being executed as designed. If adjustments to instruction, materials, curriculum, or scheduling are involved, include securing the necessary permissions from leadership, providing professional learning/training, ensuring all materials are available, etc.
15 When will it occur?	<i>"On what days and at what times will the support be provided?"</i>	Use dates and times if appropriate; be as detailed as possible.
16 Where will it occur?	<i>"Where will the support be provided?"</i>	Indicate exactly where it will occur; be as detailed as possible.

Fidelity Documentation

17 Who is responsible?	Sample Prompt: <i>"How can we measure the fidelity of the intervention? In other words, how can we document that what we intended to happen, actually happened?"</i>	
18 What will be done?		
19 When will it occur?		
20 How will data be shared?		
	Sample Prompt	Documentation Examples or Notes
17 Who is responsible?	<i>"Who will be responsible for collecting the fidelity data?"</i>	This may be the person delivering the intervention, and/or someone observing the intervention.
18 What will be done?	<i>"How will we know that the intervention plan is being implemented as designed?"</i>	For example, if the plan involves providing additional instruction to the students, consider how the team will know the instruction was provided (dosage), and whether the instruction was delivered as designed,

		e.g., were all the parts/steps delivered, was the script followed (adherence/quality).
19	When will it occur?	<i>"When will fidelity data collection occur?"</i> Use dates and times if appropriate; be as detailed as possible.
20	How will data be shared?	<i>"How will the fidelity data be shared with the intervention provider(s) and the team?"</i> Consider providing interim opportunities for reviewing fidelity data with the intervention provider(s) to strengthen fidelity of intervention implementation.

Progress Monitoring Plan

21	Progress Monitoring Plan Who is responsible?	Sample Prompt: <i>"How can we measure the effectiveness of the intervention? What data can we use to monitor how well our plan is working to improve outcomes for this small group of students?"</i>	
22	What data will be collected and when?		
23	When will team reconvene to evaluate progress?		
		Sample Prompt	Documentation Examples or Notes
21	Who is responsible?	<i>"Who will be responsible for collecting the progress monitoring data?"</i>	This may be the person delivering the intervention or may be someone specifically trained to administer the progress monitoring tool.
22	What data will be collected and when?	<i>"What data will we collect to determine student progress, and how frequently will the data be collected?"</i>	Consider what data will help the team know that the intervention is resulting in improved student outcomes. Typically, this is an assessment of the particular skill being taught, and may also include the data used to determine the expected level of performance in Step 1. It is important that the frequency of data collection makes sense for measuring changes in the skill or skills being addressed.
23	When will the team reconvene?	<i>"On what day and at what time will we meet to determine progress?"</i>	Identify when the team will meet to determine intervention effectiveness. This should be more frequent than the scheduled universal screener assessment, but should also make sense based on anticipated growth in the skill or skills being addressed. The next review meeting should be scheduled, identifying the day, time, and location, and participants should be clear on their responsibility to come prepared, especially those who are responsible for bringing data.

SMART Goal

Goal (SMART): By <u>24</u> , students will <u>25</u> , as measured by <u>26</u> .			
		Sample Prompt	Documentation Examples or Notes
24	Goal Date	<i>"By when do we want this goal to be met?"</i>	<i>"By the end of the school year" or "by December 18, 2025."</i> The goal date should be ambitious, yet realistic.

<p>25 Performance</p>	<p><i>“What exactly do we want students to do or achieve?”</i></p>	<p>This performance is usually related to demonstration of the particular skill being addressed. For example, “read 96 words correct per minute.”</p>
<p>26 Measurement</p>	<p><i>“How will we measure progress or attainment of the goal?”</i></p>	<p>This will likely match the assessment identified in the Progress Monitoring plan. For example, “AIMSweb 3rd grade ORF probe.”</p>

Step 4: Response to Intervention/Instruction

During Step 4, the team reviews RtI data and determines if the intervention plan is working as planned to achieve the desired outcomes. It’s important that the team meets at the designated time and follows the progress monitoring plan (i.e., what data will be reviewed, how the team will decide effectiveness). All decisions made during Step 4 should be clearly documented, and a subsequent follow-up meeting should be scheduled after each RtI meeting, as appropriate.

Step 4: Response to Intervention/Instruction – Is it working?		
<p>Group Response to Intervention: 27 % of students in the group met or exceeded expected level of performance</p> <p>Plan Revisions Based on Intervention Effectiveness: 28</p> <p><input type="checkbox"/> for ≈70% or More of Group (intervention considered effective)</p> <p>Goal is <i>not</i> met: <input type="checkbox"/> Continue plan as designed <i>or</i> <input type="checkbox"/> Increase intensity of current plan (document all changes or adjustments)</p> <p>Goal is met: <input type="checkbox"/> Fade intervention and monitor <i>or</i> <input type="checkbox"/> Identify new goal, modify plan (document all changes or adjustments, complete new PSW if appropriate)</p> <p>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.</p> <p><input type="checkbox"/> for Less Than ≈70% of Group (intervention considered <i>not</i> effective)</p> <p>Fidelity concerns: <input type="checkbox"/> Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)</p> <p>No fidelity concerns: <input type="checkbox"/> Increase intensity of current plan and monitor (if improvement doesn’t occur, return to earlier steps of problem solving) <i>or</i> <input type="checkbox"/> consider a different Tier 2 intervention that matches the students’ need <i>or</i> <input type="checkbox"/> return to Step 2 and reconsider the skill area addressed (document all changes or adjustments)</p> <p>If less than 70% of the group is making progress, no decisions can be made about <i>an individual student’s</i> performance.</p>		
<p>Changes or adjustments to the plan: 29</p>		
<p>Next Meeting Date: 30</p>		
	Sample Prompt	Documentation Examples or Notes
<p>27 Group Response to Intervention</p>	<p><i>“Looking at our progress monitoring data, what percent of students in this intervention group are making progress?”</i></p>	<p>The data to answer this question was identified in Step 3. Indicate the percent of</p>

		students who are making sufficient progress toward the goal.
28 Plan Revisions Based on Intervention Effectiveness	<i>"We'll indicate whether more or less than around 70% of the students in this intervention group are making progress, and then decide our next steps."</i>	Following the prompts provided, determine next steps.
29 Changes or adjustments to the plan	<i>"Now that we know our next steps, let's clearly describe our plan for moving forward."</i>	Clearly document all changes to the plan. If needed, complete a new Comprehensive Intervention Plan (Step 3).
30 Next Meeting Date	<i>"On what day and at what time will we meet again to determine progress?"</i>	The next review meeting should be scheduled, identifying the day, time, and location, and participants should be clear on their responsibility to come prepared, especially those who are responsible for bringing data.

To view an example of a completed Tier 2 Problem Solving Worksheet, click [here](#).