



*A Multi-Tiered
System of Supports*

A Collaborative Partnership Between Florida's Problem Solving/Response to Intervention Project, Florida's Positive Behavior Support Project, and the Florida Department of Education

Problem-Solving Crosswalk

4-Step Problem-Solving Model	----- connections -----	8-Step Small Group Planning & Problem Solving Process
Step 1: Problem Identification <i>(Is there a problem and what is it?)</i>	The function of this step is to identify the problem and goal (in concrete, descriptive, behavioral, measurable terms) and the discrepancy between current and expected performance.	Step 1: Establish priority; define <u>Desired Outcome</u> and how it will be measured
Step 2: Problem Analysis <i>(Why is the problem happening?)</i>	This step is designed to Identify the reasons why the goal has not yet been achieved. Hypotheses targeting barriers to success are considered and those most likely to be impeding goal achievement are specified for further plan development.	Step 2: <u>Brainstorm</u> resources/positive factors <i>and</i> potential barriers Step 3: <u>Identify one barrier</u> and identify in behaviorally descriptive terms
Step 3: Intervention Design <i>(What can be done about the problem?)</i>	Based upon verified hypotheses and/or identified barriers, comprehensive intervention plans are created with detailed direction as to what, and when specific instruction/intervention activities will occur with fidelity, including the identification of personnel to implement the instruction/intervention and the support structured for them.	Step 4: <u>Brainstorm</u> strategies to reduce or eliminate identified barrier Step 5: <u>Develop multiple action plans</u> to reduce or eliminate identified barrier: who, what, by when Step 6: <u>Specify follow-up plan</u> for each action plan (verification and evaluation)
Step 4: Response to Intervention <i>(Did the intervention work?)</i>	Plans for gathering the data necessary to determine the effectiveness of the instruction/intervention are made and rules for the determination of good, questionable, or poor response are created. Data are then collected and evaluated to inform subsequent instruction/intervention.	Step 7: Develop plan for evaluating reduction or elimination of identified barrier <i>REPEAT PROCESS (STEPS 3 – 7) FOR ALL BARRIERS IDENTIFIED IN STEP 2</i> Step 8: Develop plan for evaluating progress toward achievement of desired outcome