Summary of Problem Solving Steps Across the Tiers

Purpose of PS at Each Tier	Tier 1	Tier 2	Tier 3
Problem Identification	Determine if sufficient % of students are meeting both academic and behavior expectations	Determine if students: (a) Are not responding to core (severity), or (b) Demonstrate sufficient Tier 1 need to warrant supplemental supports (intensity)	Determine if student(s): (1) Are not responding to Tier 1 or 2 (severity), or (2) Demonstrate sufficient Tier 1 need to warrant intensive individualized supports (intensity)
Problem Analysis	Investigate hypotheses about: (1) School Climate/Culture (2) Fidelity of Tier 1 academic practices. (3) Fidelity of Tier 1 behavior practices (4) Interactions between classroom management and instruction	Investigate hypotheses about: (1) Access to *effective* core (sufficiency & fidelity of Tier 1) (2) Skill deficits (low to mod) (3) Performance deficits (4) Interactions between academic deficits and social/emotional behavior competencies within Tier 1 context.	Investigate hypotheses about: (1) Access to effective core (sufficiency & fidelity of Tier 1) (2) Sufficiency & Fidelity of Tier 2 (if applicable) (3) Skill deficits (mod to intense) (4) Performance deficits (5) Complex Interactions between multiple academic deficits and/or social/emotional behavior competences within Tier 1 context.
Plan Develop & Implementation	Align with SIP (inclusive of PBIS & RtI) & implement school-wide, grade-wide, or class-wide changes with fidelity.	Plan Options for **_strategic_** interventions: (1) Standard protocol • *(low analysis needed)* (2) Adapted standard protocol • *(moderate analysis needed)* (3) Customized intervention • *(in-depth analysis needed)*	Plan Options for **_intensive_** interventions: (1) Standard protocol • *(low analysis needed)* (2) Adapted standard protocol • *(moderate analysis needed)* (3) Customized intervention • *(in-depth analysis needed)*
Plan Evaluation	Evaluate same Tier 1 data sources in Problem ID to determine if the plan is working and next steps for continuous improvement of Tier 1.	(1) Evaluate Tier 2 progress monitoring data to evaluate effectiveness of Tier 2 intervention(s) (2) Evaluate Tier 1 data sources for improvements in Tier 1 due to Tier 2 effectiveness for the students	(3) Evaluate Tier 3 progress monitoring data to evaluate effectiveness of Tier 3 intervention(s) (4) Evaluate Tier 1 data sources for improvements in Tier 1 due to Tier 3 effectiveness for the students