# Putting it ALL Together: Tier 2 Problem Solving Notetaker

## Problem Solving Process

### Fill in the Blank:

While in Tier 1,  specifically spells out the requirements for , there is  an  item for .

Tier 2 Leadership Teams will       to use            decision-making across     , choosing and monitoring      , and evaluating       and       data.

*Question:*

Which problem solving process does your Tier 2 team use?

**Notes:**

*Question:*

Does your Tier 2 team use the same or a different problem solving process to build and monitor the system AND to support and monitor the intervention process?

*Question:*

Does your Tier 2 team use a problem solving meeting guide?

## Data Review

Notes:

*Question:*

Does your Tier 2 team review data at the beginning of the year to identify at risk children?

*Question:*

Does your Tier 2 team review data at periodically scheduled dates throughout the year?

*Question:*

Does your Tier 2 review data as part of an ongoing response to teacher or parent reports of concern using a written request for assistance?

### Fill in the Blank:

As the Tier 2 Team reviews      , they also interpret the data based on level of      .

Ideally,       data sources that are used by a team would be       a       point designating      .

The that the team develops for       children in need of further       and       should use a  of  data sources.

**Notes:**

## Identify Need

*Question:*

Has the Tier 2 Team ensured strong implementation of Tier 1?

*Question:*

Is the Tier 2 Team able to move from vague problem statements to more precise problem statements (precision statements)?

*Question:*

Is the Tier 2 Team able to determine the function of a student’s behavior?

### Fill in the Blank:

In order to create a precision statement, the Tier 2 Team will answer questions such as      ,      ,      ,      ,and      .

**Notes:**

**Activity: Write it down!**

Use the problem solving process to develop a precision statement. Start by reflecting on a case in your building. This might be an individual student or a group of students. Avoid any severe and challenging behavior situations. The appropriate target for this activity is one focused on teaching and prevention.

Step One: Determine what data sources you will use to develop a problem statement.

Step Two: Take a moment to briefly describe the concern. The statement may not be particularly detailed at this step.

Step Three: Using the process that you have learned in this module and the data sources you have identified in Step One, start answering the following questions: What is happening? Where is it happening? When is it happening? Who is involved? Why is the problem happening?

Step Four: Take the answers from Step 3 to write a precision statement.

**Notes:**

**Activity: Write it down!**

Consider the case you reflected on above for the Precision Statement activity. Are you able to determine the function? If so, what is it?

## Select. Plan. Implement. Monitor.

### Fill in the Blank:

Once the Tier 2 Team has identified the       and determined the       of the behavior, the next step is to       the needs of the child / children to an       that is       appropriate and       sensitive.

*Question:*

Does the Tier 2 Team know if the behavior is the result of a skill deficit or a performance deficit?

**Notes:**

**Activity: Write it down!**

Step One: Return to the challenging behavior you identified for the Precision Statement activity and for the Consider the Function activity.

Step Two: Now, determine more information about the why of the behavior. Is this a skill deficit or a performance deficit?

Step Three: Identify an intervention that would match the need.

Step Four: Describe the rationale for selecting that particular intervention and how that it supports the need.

### Fill in the Blank:

After teams have matched the       to the      , the next step involves       a detailed             .

*Question:*

When a student is receiving an intervention, does the Tier 2 Team have a way to document details to help monitor the intervention and monitor the child’s progress?

**Notes:**

*Question:*

Does the Tier 2 Team have a policy that outlines how and when families are informed and involved in the Tier 2 process including:

* Process in place to notify families of identified intervention needs
* Opportunities for families to support the process and reinforce skill development
* Process to provide ongoing updates of progress

**Activity: Write it Down!**

Step One: Return the challenging behavior you identified in the precision statement, Consider the Function, and Match the Need activities.

Step Two: Begin by documenting components of the intervention. Start with who and what.

Step Three: Continue documenting the components of the intervention with when and where.

Step Four: Discuss opportunities for home / school partnership to support the intervention.

### Fill in the Blank:

As the intervention proceeds, the team will use      ,       strategies to       implementation      .

After an intervention is implemented, the team *should* see an  in targeted appropriate behavior and a  in challenging behavior.

*Question:*

How does your Tier 2 Team monitor intervention progress?

**Notes:**

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**Notes:**

## Review and Reflect

### Fill in the Blank:

If a lack of progress is noted, teachers can  the intervention  or with a  member to plan for a  in the .

*Question:*

How does your Tier 2 Team know if the child is making adequate progress?

*Question:*

How does your Tier 2 Team know if the targeted behavior is increasing and the challenging behavior is decreasing?

*Question:*

How does your Tier 2 Team know when to continue an intervention and when to discontinue the intervention and keep problem-solving?

*Question:*

What questions does your Tier 2 Team ask when a child is not making progress with an intervention?

**Notes:**

### Fill in the Blank:

Decision rules will help the team know when to       /       interventions, when to engage in additional      , and when to consider more       support.

*Question:*

What decision rules does your Tier 2 Team consider?

**Notes:**

**Activity: Write it down!**

Step One: Return to the challenging behavior you identified for the Precision Statement, Consider the Function, Match the Need, and Plan for Implementation Activities.

Step Two: Determine if the practice was implemented as designed.

Step Three: Was the practice implemented as frequently as planned? Was the practice easy to integrate into existing instructional routines?

Step Four: Did the child respond as planned?

## Evaluate the System

### Fill in the Blank:

The , , and  of Tier 2 are all designed to provide a targeted level of support for children at risk.

**Notes:**

*Question:*

Does your Tier 2 Team evaluate the number of children receiving Tier 2 intervention?

*Question:*

Does your Tier 2 Team evaluate the number of children who have successfully achieved intervention goals?

*Question:*

Does your Tier 2 Team evaluate the established intervention data decision rules?

*Question:*

Does your Tier 2 Team evaluate interventions to determine fidelity of implementation?

**Notes:**

**Activity: Write it down!**

Step One: Return to the PBIS Action Plan started in the Are you ready for Tier 2? Module (or any Action Plan that you are currently using) and update the actionable steps to build the Tier 2 system (Steps Two, Three, and Four).

Step Two: Determine how the team will analyze data to identify needs and which data sources will be considered.

Step Three: Determine how the team will select and implement evidence-based interventions. Consider how progress will be determined.

Step Four: Determine how the team will evaluate the effectiveness of the Tier 2 system.