

Problem-solving/RtI Worksheet

(For Individual Student Concerns)

Note: This is a digital form. If you are working in a web browser, you can print the information that you enter in this form but it will not save. To save the information you enter, please work and save in a PDF program such as the free [Adobe Reader](#). You can also print the form to fill in manually.

Date:	School:	
Student:	Grade:	Teacher:

General description of concern:

STEP I – Problem Identification: What is the problem?

1. What is the benchmark/expected level of performance?

2. What is the student's current level of performance? (Be sure to include data that directly assesses the target skill you want the student to perform.)

3. What is the peer level of performance?

4. What percentage of students in the classroom demonstrate this discrepancy?

5 Gap Analysis:

Benchmark & Student: _____

Benchmark & Peer: _____

Peer & Student: _____

6. What is the replacement behavior or target skill? (measurable, observable, reportable)

7. At what tier will this problem be addressed? (check)

Tier 1

Tier 2

Tier 3

8. Do we have enough information to complete Problem Identification?

Yes

No

If yes, go to **Problem Analysis**

If no, what information is still needed?

When will we meet again?

STEP II: Problem Analysis: Why is it occurring?

Replacement behavior or target skill (from #6, Section 1: Problem Identification)

Based on available data (gathered through review, interview, observation, testing), why do you think the replacement behavior is not occurring and what is the predicted result of actions you might take?

Below, record each hypothesis for why the replacement behavior is not occurring along with its matched prediction statement. Provide any data used to validate or refute each hypothesis, and check Yes to indicate that the data supported the hypothesis or No to indicate that it did not.

Hypothesis

(What are the most likely reasons this problem could be occurring? – address potential domains of curriculum, instruction, curriculum, environment, learner)

Prediction Statement

(Based upon what we’ve learned, what be changed about the instruction, and/or environment in order to enable the student to learn?)

“The problem is occurring because_____.”

“If _____ would occur, then the problem would be reduced.”

Hypothesis 1:

Prediction Statement:

Relevant Data:

Validated: Yes
 No

Hypothesis 2:

Prediction Statement 2:

Relevant Data:

Validated: Yes
 No

Hypothesis 3:

Prediction Statement 3:

Relevant Data:

Validated: Yes
 No

Hypothesis 4:

Prediction Statement 4:

Relevant Data:

Validated: Yes
 No

Do we have enough information to complete Problem Analysis?

If yes, go to **Intervention Implementation**

If no, what information is still needed?

When will we meet again?

STEP III: Intervention Implementation:

What are we going to do about it? Comprehensive Intervention Plan Worksheet

Who is the intervention plan being developed for? _____

What is the replacement behavior/target skill? _____

What is the expected level of performance? _____

What is the current level of performance? _____

Verified Hypotheses	Intervention Plan	Support Plan	Monitoring Fidelity	Monitoring Plan for Determining Student Progress
	<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?
	<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> data will be collected and <u>how</u> often?
	<u>When</u> will it occur?	<u>When</u> will it occur?	<u>When</u> will it occur?	<u>How</u> will we decide if the plan is effective?
	<u>Where</u> will it occur?	<u>Where</u> will it occur?	<u>How</u> will data be shared?	

Example
Comprehensive Intervention Plan Worksheet

Who is the intervention plan being developed for? _____
 What is the replacement behavior/target skill? _____
 What is the expected level of performance? _____
 What is the current level of performance? _____

Verified Hypotheses	Intervention Plan	Support Plan	Monitoring Fidelity	Monitoring Plan for Determining Student Progress
	<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?	<u>Who</u> is responsible?
	<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> will be done?	<u>What</u> data will be collected and <u>how</u> often?
	<u>When</u> will it occur?	<u>When</u> will it occur?	<u>When</u> will it occur?	<u>How</u> will we decide if the plan is effective?
	<u>Where</u> will it occur?	<u>Where</u> will it occur?	<u>How</u> will data be shared?	

STEP IV – Response to Instruction/Intervention: Is the plan working?

Attach graphed data for each review date:

Review Date: _____

Is the response to instruction/intervention:

- Positive
- Questionable
- Poor

1. If Positive:

- i. Continue current instructional supports.
- ii. Adjust goal upward.
- iii. Fade supports.

Comments/Actions:

2. If Questionable:

- i. Was intervention/instruction implemented as planned?

- Yes
- No

- ii. If no, what strategies will be utilized to increase implementation?

- iii. If yes, should intervention intensity be increased?

- Yes
- No

Comments/Actions:

3. If Poor:

i. Was intervention/instruction implemented as planned?

Yes

No

ii. If no, what strategies will be utilized to increase implementation?

iii. If yes, was instruction/intervention aligned with the verified hypothesis, or is there other aligned instruction/intervention to consider?

iv. Are there other hypotheses to consider?

v. Was the problem identified correctly?

Comments/Actions: