





**Broward County Public Schools**  
**Diversity, Prevention & Intervention**  
**MTSS Universal (Tier 1)**  
**Problem-Solving Guiding Questions**  
 2017 – 2018



## Universal (Tier 1) Problem Solving Guiding Questions

<b>Problem Analysis:</b>  <b>“Why is the problem occurring?”</b>	<b>General Tasks and Purpose</b>	Team examines the domains of instruction, curriculum, environmental and the learner (ICEL) to determine barriers that are preventing students from achieving success. Team identifies or collects data to verify hypotheses, then utilizes prediction statements to transition into intervention design.
	<b>Guiding Questions</b>	<ol style="list-style-type: none"> <li>1. <b>If Tier 1 is insufficient, what <i>common</i> or <i>systemic</i> barriers may be preventing a large % of students from reaching expectations?</b> <ol style="list-style-type: none"> <li>a. Consider fidelity of expected educator practices.</li> <li>b. Consider domains for generating hypotheses (ICEL):               <ol style="list-style-type: none"> <li>i. Instruction variables (I)</li> <li>ii. Curriculum variables (C)</li> <li>iii. School/Classroom/Peer Environment variables (E)</li> <li>iv. Learner variables (L)</li> </ol> </li> <li>c. For a sub-group of students, also consider <i>population-specific</i> barriers.</li> </ol> </li> <li>2. <b>What data will we gather to determine the most likely reasons why the problem is occurring?</b></li> <li>3. <b>Based validated hypotheses, what Tier 1 improvement strategies will we implement?</b> <ol style="list-style-type: none"> <li>a. Create and “<i>if, then</i>” prediction statement: <i>If</i> students are provided “X” intervention(s), <i>then</i> they will be able to (goal)</li> <li>b. When/during _____ (environment), the student(s) engage in _____ (operationally defined behavior). As a result, student(s) _____ (motivation/function and consequences).</li> </ol> </li> </ol>
	<b>Prompts</b>	Facilitator: “How well are we currently implementing effective strategies to assist students in reaching the goal(s)? Let’s consider...” <ul style="list-style-type: none"> <li>• “Are we implementing research-based strategies aligned with the identified focus?”</li> <li>• “Are we implementing these practices with fidelity?”</li> <li>• “How do we know we are implementing these with fidelity?”</li> </ul>



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<b>Plan Development &amp; Implementation:</b>  <i>“What are we going to do?”</i>	<b>General Tasks and Purpose</b> Based on prediction statement, team selects strategy to implement and develops a plan for supporting and monitoring fidelity and effectiveness of the strategy. The planning details ensure success and follow-through. Team attends to logistics, support for staff, access to materials, fidelity supports and scheduling.
	<b>Guiding Questions</b> <ol style="list-style-type: none"> <li>1. <b>Based on an analysis of the problem, what will our goal be for improving Tier 1 student performance?</b> Example: Increase % of (group) students who are reaching Tier 1 expectations for (content area) to ____ by ____.</li> <li>2. <b>What strategies or intervention(s) will be selected and implemented based on an analysis of the problem and in alignment with our Tier 1 improvement goal(s)?</b></li> <li>3. <b>Who will be responsible for supporting the educator who will be responsible for instruction/intervention?</b></li> <li>4. <b>How will fidelity of instruction be monitored?</b></li> <li>5. <b>How will student responses to Tier 1 improvements be measured?</b></li> <li>6. <b>How will “good”, “questionable”, and “poor” progress be defined based on the assessment options selected?</b></li> <li>7. <b>What decision-rules will we follow to evaluate plan effectiveness and to determine next steps?</b> <ol style="list-style-type: none"> <li>a. If “good” progress...               <ol style="list-style-type: none"> <li>i. Acceptable fidelity, then...</li> <li>ii. Unacceptable fidelity, then...</li> </ol> </li> <li>b. If “questionable” progress...               <ol style="list-style-type: none"> <li>i. Acceptable fidelity, then...</li> <li>ii. Unacceptable fidelity, then...</li> </ol> </li> <li>c. If “poor” progress...               <ol style="list-style-type: none"> <li>i. Acceptable fidelity, then...</li> <li>ii. Unacceptable fidelity, then...</li> </ol> </li> </ol> </li> <li>8. <b>What schedule of monitoring student responses will we follow to evaluate formative progress and/or evaluate summative success?</b></li> </ol>
	<b>Prompts</b> Facilitator: <ul style="list-style-type: none"> <li>• “Based on our validated hypothesis and prediction statement, what instructional strategies will we implement?”</li> <li>• “As a team, how can we make this really happen for our students?”</li> <li>• “What do we have to do to make sure we all use this strategy as planned?”</li> <li>• “Who can help us with implementation and how will we know that we are on track?”</li> <li>• “What do we have to do to make sure we all use this strategy as planned?”</li> <li>• “Who can help us with implementation?”</li> <li>• “How will we know that we are on track toward reaching our goal?”</li> </ul>

