



**Miami-Dade County Public Schools
Tier III/SST/PST Problem Solving
(Step 1: Problem Identification and Step 2: Problem Analysis)**

Student:	School:	Grade:	DOB:	ID:
Teacher:	Initial Mtg Date:	Revisions Date:		

Step I. Problem Identification: *Defining the problem.*

a. **Identify** the area(s) of concern in which Tier II/small group has been provided with poor or questionable student response:

b. **Target Skill:** (What do we want the student to do?) _____

c. **Data Collection for GAP Analysis:**

1. **Student's current level of performance (recent measure):** _____

2. **Current expected level of performance (average range or benchmark for grade):** _____

d. **GAP Analysis:** The difference between the expected performance and the student's performance: _____

Note: Students who are appropriately referred for Tier 3 problem solving by the **school** for academic performance should demonstrate an achievement level and Tier 2 rate of monitored progress that are considered to be significantly below peers. See the SST Manual for guidelines. The team should consider multiple sources of data (Tier 1 and Tier 2 Student Data Profile when making the determination.

Step 2. Problem Analysis: *Why is the problem occurring?*

a. Indicate which ICEL variables (Instruction, Curriculum, Environment, and Learner) were considered to generate hypotheses and prediction statements during the problem solving process:

1. Instruction 2. Curriculum 3. Environment 4. Learner

- b. Based on data gathered through **Review, Interview, Observe, and Test**, (RIOT), write in the data obtained to validate the hypothesis statement and indicate whether the hypothesis is alterable.

Hypothesis:

What are the most likely reasons this problem is occurring? Address Potential domains of instruction, curriculum, environment, learner

Prediction Statement:

Based upon what we've learned, what could be changed about the instruction, curriculum, environment and/or learner in order enable the student to close the identified academic or behavioral gap?

The problem is occurring because.....	If _____ would occur, the problem would be reduced	
Hypothesis 1:	Prediction 1:	
Data provided to validate or rule out hypothesis:	Validated <input type="checkbox"/> Yes <input type="checkbox"/> No	Alterable? <input type="checkbox"/> Yes <input type="checkbox"/> No
Hypothesis 2:	Prediction 2:	
Data provided to validate or rule out hypothesis:	Validated <input type="checkbox"/> Yes <input type="checkbox"/> No	Alterable? <input type="checkbox"/> Yes <input type="checkbox"/> No
Hypothesis 3:	Prediction 3:	
Data provided to validate or rule out hypothesis:	Validated <input type="checkbox"/> Yes <input type="checkbox"/> No	Alterable? <input type="checkbox"/> Yes <input type="checkbox"/> No
Hypothesis 4:	Prediction 4:	
Data provided to validate or rule out hypothesis:	Validated <input type="checkbox"/> Yes <input type="checkbox"/> No	Alterable? <input type="checkbox"/> Yes <input type="checkbox"/> No

- c. Based on the above information, select the most valid and alterable hypothesis for the target skill

3. Plan and Development: *What are we going to do about the problem?* Refer to the SST Intervention Plan FM# 6290