



Integrated Tiered Learning Supports Through Problem Solving

See
District Leadership: 8.2 continued...

The critical questions used at Tiers 2 and 3 are essentially extensions of the basic guiding questions used in Tier 1. Problem identification and Goal Setting, or Step 1 of the problem solving process for Tier 1, is key to ensuring integration across the tiers while simultaneously ensuring a balance between effectiveness and efficiency of using resources to provide matched supports to all students. In short, the goal(s) identified in Step 1 of Tier 1 should be the same overall goals used to drive analyses and decision-making at Tiers 2 and 3.

The following are the critical guiding questions that would be considered for students identified as needing additional supports in addition to core improvement plans, organized in the order of the cyclical problem-solving process:

Step 1:

- What do we expect all students to know, understand and do as a result of universal learning supports offered to all students?
 - Are there students for whom the Tier 1 learning supports are ineffective? If yes, identify and gather relevant data elements to determine why and for whom the Tier 1 learning supports are ineffective. If no, continue to build capacity for sustaining effective Tier 1 learning supports.
 - Is there any disproportionality (race, ethnicity, sex, ESE, grade level, class distribution, etc.) in academic/behavior outcomes? If yes, identify and gather relevant data elements to determine specifically who is experiencing disproportionate outcomes and in what areas. If no, continue to build capacity for sustaining student outcomes across all student subgroups.
 - Are no more than approximately 20 percent identified as needing additional supplemental learning supports (i.e., Tier 2)? If no, does the Tier 1 improvement plan address this?

- Are no more than approximately 5 percent of students identified as needing intensive learning supports (i.e., Tier 3)? If no, does the Tier 1 improvement plan address this?
- Are there subgroups of students for whom Tier 2 and Tier 3 learning supports currently being provided are not sufficient?
 - Are there any students who are represented in multiple groups (e.g., demonstrate needs in behavior and academic domains)? If yes, identify and gather relevant data elements to determine specifically who is experiencing needs that manifest in behavior or academic deficits and in what areas. If no, continue to build capacity for sustaining student outcomes across all student subgroups.
 - Describe the conclusions of the team that analyzed the problem, formed and verified a hypothesis to establish an understanding of the root cause of the problem.

Step 2:

- Since the core and/or supplemental learning supports are NOT sufficient for either a group of students or an individual student, what barriers have or could preclude students from reaching expectations?
 - Verify that hypotheses are focused on alterable factors.
 - Verify the established clear understanding of the situations (i.e., antecedents) that result in the outcomes being achieved for the group/student who is not meeting expectations.

Step 3:

- What learning supports will be used?
 - Identify the learning supports being designed or planned matched to the function and specific needs and related Tier 1 expectations.
 - Identify any standard protocols or generic approaches that might be beneficial for use.
 - Identify students for whom their intensive or complex needs require individualized learning supports.
- What resources are needed to support implementation of the plan?
- How will sufficiency and effectiveness of Tiers 2 and 3 learning supports be monitored over time?
 - Identify additional data will be collected to monitor progress of learning supports designed to improve targeted and specific skills/behaviors needed to help the student(s) meet Tier 1 goals.
 - Do improvements in student(s) progress monitoring data result in improvements in Tier 1 outcome data for those same students (i.e., what impact has Tier 2 and/or Tier 3 had on improving student outcomes in Tier 1 expectations)?
- How will fidelity be monitored over time?
 - Identify educator practices will be monitored, how, and for how long/often to ensure fidelity of learning supports are delivered as planned/designed?

- Are the tools used to monitor fidelity of the specific interventions appropriately selected and matched to the area of concern?
- How will “good,” “questionable” and “poor” student responses to learning supports be defined?
 - Describe how the specific or narrow goals of Tiers 2 and 3 aligned with ensuring helping the student(s) reach their overall Tier 1 goals? That is, if the students make progress in response to Tier 2 or 3 learning supports, is there an increase in performance at Tier 1.

Step 4:

- Have planned learning supports at Tiers 2 and 3 been effective?
 - Describe the team’s set of guidelines to structure a common approach to analyzing the data (e.g., “decision rules”)?
 - If students’ progress in response to Tier 2 or Tier 3 learning supports demonstrates a “good” response, and there is no increase in Tier 1 performance, what decision(s)/adjustments will the team make?
 - If students’ progress in response to Tier 2 or 3 services demonstrates “questionable” or “poor” responses, is there adequate fidelity of implementation of the learning supports? If yes, or no, what decisions/adjustments will the team make?