

**NC Department of Public Instruction  
Tier III Problem-Solving**

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Area(s) Targeted for Instruction/Intervention: \_\_\_\_\_

Problem Identification/Definition: (What is the specific problem?) \_\_\_\_\_

<b>Domain</b>	<b>Problem Analysis (Why is the Problem Occurring?)</b>	<b>Assessment Plan for Target Area(s) (Consider RIOT)</b>	<b>Person Responsible for Assessment Plan</b>
<u><b>Environmental</b></u>			
<u><b>Curriculum</b></u>			
<u><b>Instruction</b></u>			
<u><b>Learner</b></u>			

Date & Time for Review Meeting: \_\_\_\_\_

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Date: \_\_\_\_\_

Target Area(s) for Instruction: \_\_\_\_\_

Baseline Data and Validation of area(s) targeted for instruction (Student performance in targeted area <b>before</b> intervention):	Short Term Goals (Realistic/Ambitious Growth Rates)	Long-Term Goals (Benchmarks from State, District, School or Research Norms)
What is the expected level of student performance? (B)	_____	_____
What is the student's current level of performance (baseline)? (A)	- _____	- _____
What is the difference between A and B? (C)	= _____	= _____
What goal setting method was used to determine short term and long term goals?		

Hypothesis (Why is the problem occurring?):

  
  

The difference between current performance and expected performance will be reduced if:

  
  

Performance Goal (from C above):

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 Target Area(s) for Instruction/Intervention: \_\_\_\_\_ Date/Time for Review Mtg: \_\_\_\_\_  
 Goal/Prediction/Explanation: (expected growth, timeframe, behavior, criterion) \_\_\_\_\_

Procedures (Instructional Strategies):	Arrangements (Where/Frequency/Length of Time/Materials):	Person(s) Responsible:
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*Measurement Strategy (Method of data collection, measurement conditions, monitoring schedule):	Evaluation Plan (Frequency of data collection, strategies to be used to summarize data for evaluation, number of data points or length of time before data analysis/ decision rule):
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\* Attach graph or other visual representation

## NC Department of Public Instruction Tier III Problem-Solving

Student Name:	Grade:	Start Date:
Teacher:	School:	
Tier III Case Manager:	Area(s) Targeted for Instruction/Intervention:	

Goal Statement:

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Week 1 (Baseline)						Week 2						Week 3					
Date	M	T	W	Th	F	Date	M	T	W	Th	F	Date	M	T	W	Th	F
Week 4						Week 5						Week 6					
Date	M	T	W	Th	F	Date	M	T	W	Th	F	Date	M	T	W	Th	F
Week 7						Week 8						Week 9					
Date	M	T	W	Th	F	Date	M	T	W	Th	F	Date	M	T	W	Th	F

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Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Area(s) targeted for Instruction/Intervention: \_\_\_\_\_

_____	_____	_____
Baseline Data (from Tier III page 2)	Current level of Performance (after intervention)	Did the student meet the performance goal (bottom of page 2) that was set?
_____	_____	_____
Current level of Performance (after intervention)	Benchmark (long-term goal)	Difference between current level of performance (after intervention) and benchmark (long-term goal)

Check as appropriate: \_\_\_\_\_ Area targeted for instruction/intervention is no longer an area of concern  
 \_\_\_\_\_ Continue instructional/intervention plan  
 \_\_\_\_\_ Redesign or modify instructional/intervention plan  
 \_\_\_\_\_ Move to Tier IV

The following have been conducted. Results were considered and documentation is included for Tier III Problem-Solving:  
 \_\_\_\_\_ Speech Language Screening  
 \_\_\_\_\_ Social Developmental History  
 \_\_\_\_\_ Observation by an independent observer

Signature	Position	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____