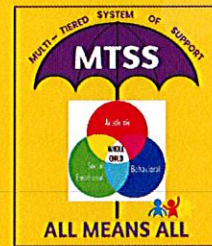


# 4-STEP PROBLEM SOLVING MODEL WITHIN AN MTSS FRAMEWORK

Alleghany County Schools  
October 2019



## Step 1: Define

What is the problem?

- Determine the difference between what is expected and what is occurring.
- What specifically do we want students to know and be able to do when compared to what they do know and are able to do?

## Step 2: Analyze

Why is it happening?

- Generate hypotheses founded in evidence-based content
- Gather assessment data to validate hypotheses.
- Link validated hypotheses to instruction/intervention
- Why is/are the desired goal(s) not occurring?
- What are the barriers to the student(s) doing and knowing what is expected?



## Step 4: Evaluate

Is it working? If not, what changes need to be made?

**Measure response to instruction/interventions** by

- using data from progress monitoring to evaluate the effectiveness of the intervention based on student response
- Progress-monitoring data should directly reflect the targeted skill(s).

## Step 3: Develop and Implement

What are we going to do?

- Using the results of the team's problem analysis, develop a goal.
- Who, What, Where, When using evidenced-based best practices
- Progress monitor for implementation integrity and student support.

\*\*\*It is important to note that the 4-step problem solving model is a continuous process that educators use to match instructional resources to student educational/behavioral need.\*\*\*

Source: Florida's Multi-Tiered System of Supports. (n.d.). Retrieved from <http://www.florida-rti.org/floridamtss/psp.htm>.

powered by