Individual Problem Solving: Collecting Data

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	To Answer these questions about the **INSTRUCTION**, we can:			
Questions about the INSTRUCTION	**R**eview	**I**nterview	**O**bserve	**T**est
• Is the student present for instruction (i.e., **attendance**)? • Is instruction **explicit** (i.e., model-lead-test format)? • Is the **pacing** brisk (Frequent Opportunities to Respond)? • Is **corrective feedback** provided? • Are **engagement** strategies used?	Attendance reports for core and intervention periods Lesson plans for explicit routines	Teachers to determine instructional strategies used and expectations for learning Students to determine their perception of instruction (i.e., is it clear & engaging?)	Core AND Intervention instruction to determine: ➤ # of opportunities to respond per minute ➤ # of student errors made ➤ % of student errors corrected ➤ % of time engaged ➤ Instructional strategies used	All students in cohort group to determine aggregate peer performance as compared to a proficiency standard
	To Answer these questions about the **CURRICULUM**, we can:			
Questions about the CURRICULUM	**R**eview	**I**nterview	**O**bserve	**T**est
• Are the skills taught **matched** to student need? • Is curriculum **evidence-based**? • Is curriculum the right **level of difficulty**? • Is curriculum taught with **fidelity**?	Online resources to determine if curriculum is evidence-based Curriculum materials to determine: ➤ Are skills taught matched to student need? ➤ Is it at the right level of difficulty (e.g. instructional vs. frustrational)	Teachers to determine their perceptions of curriculum (i.e., is it the right difficulty level & instructionally matched to student need)	Core AND Intervention periods to determine: ➤ Fidelity to the curriculum ➤ Student success rate in the curriculum (i.e., % of correct responding)	All students in cohort group to determine aggregate peer performance as compared to a proficiency standard

This table can be used by Individual Problem Solving teams to determine what information to collect in the domains of Instruction, Curriculum, Environment, and Learner. Collected information will then help determine why a student continues to struggle despite prior instructional and intervention supports, and will help in developing an individualized intervention to increase student success.

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Questions about the **ENVIRONMENT**	To Answer these questions about the **ENVIRONMENT**, we can:			
	Review	**I**nterview	**O**bserve	**T**est
• Is the **physical setup** conducive to learning? • Does **behavior management system** support & reinforce student learning? • Is there a positive **student-teacher relationship** where the student feels valued? • Is the student's **culture** honored and valued?	PBIS plan to determine rules & expectations for student behavior and how/when they are taught Discipline policies and procedures # and type of classroom office discipline referrals	Teachers and support staff to determine classroom expectations Teachers to determine behavior management system Student and peers to determine perception of class culture and knowledge of classroom expectations	Core AND Intervention periods to determine: ➢ Physical setup of classroom ➢ Are classroom rules & expectations taught and consistently reinforced? ➢ Ratio of positive to negative teacher-student interactions (Should be at least 4:1 ratio) ➢ Level of cultural inclusion	

Questions about the **LEARNER**	To Answer these questions about the **LEARNER**, we can:			
	Review	**I**nterview	**O**bserve	**T**est
• Any **health/developmental** concerns? • **Parental** concerns? • **Behavioral** concerns? • **English Language** Difficulties? • **Acculturation** issues? • Current and past **academic skills**?	Cumulative files (Screening, Progress Monitoring, In-Curriculum tests, State Tests) Health records for health, vision, or hearing concerns Developmental history Intervention records for response to prior instruction Language/acculturation info	Teachers, support staff, for their perception of student strengths and struggles Parents for their perception of student strengths and struggles, and acculturation info Student for their perception of their strengths and struggles	Student throughout the day to determine: ✓Student behavior ✓Student success rate ✓Student interaction with peers and environment	Student with the following tools: ✓Curriculum-Based Evaluation ✓Diagnostic Tests ✓Other standardized norm referenced tests (if necessary) ✓Language Proficiency tests (if necessary)