**Individual Problem Solving: Collecting Data for Problem Analysis**

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|  | **To Answer these questions about the INSTRUCTION, we can:** | | | | |
| **Questions about the INSTRUCTION** | **Review** | **Interview** | **Observe** | | **Test** |
| * 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? * Other? | 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** | **Review** | **Interview** | | **Observe** | **Test** |
| * Are the skills taught **matched** to student need? * Is curriculum **evidence-based**? * Is curriculum the right **level of difficulty**? * Is curriculum taught with **fidelity**? * Other? | 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.

**Individual Problem Solving: Collecting Data for Problem Analysis *(continued)***

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|  | **To Answer these questions about the ENVIRONMENT, we can:** | | | |
| **Questions about the ENVIRONMENT** | **Review** | **Interview** | **Observe** | **Test** |
| * 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? * Other? | 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 |  |
|  | **To Answer these questions about the LEARNER, we can:** | | | |
| **Questions about the LEARNER** | **Review** | **Interview** | **Observe** | **Test** |
| * Any **health/developmental** concerns? * **Parental** concerns? * **Behavioral** concerns? * **English Language** Difficulties? * **Acculturation** issues? * Current and past **academic skills**? * Other? | 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) |