

## Steps in Problem Identification (Case Manager's Work Form A-Front Side)

1. List the problems of concern in **observable** and **measurable** terms

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2. Which problem needs to be targeted first and second?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. What is the discrepancy of the target student's performance and their respective peers?

Behavior/Skill 1: Target Student Performance/Peer Performance =

Behavior/Skill 2: Target Student Performance/Peer Performance =

4. For the behavior(s) that will be targeted first, please tell us what you would prefer to see instead.

Replacement Behavior for Target Behavior 1:

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Replacement Behavior for Target Behavior 2: \_\_\_\_\_

Note: When the system is in full swing all of this will be completed prior to a problem-solving meeting for a child at Tier III by the teacher and individual team members.

## Steps in Problem Analysis (Case Manager's Work Form B-Back Side)

1. What **RIOT** data could be collected for the behavior specified on the Steps in Problem Identification Form? How will these data be collected?

Review-Interview-Observe-Test

Behavior 1:

Behavior 2:

2. What **ICEL** Domains should be considered for the behavior specified on the Steps in problem Identification Form? Remember to focus on what we can control and manipulate at school.

Instruction-Curriculum-Environment-Learner

Behavior 1:

Behavior 2:

3. What is the hypothesis? Specify: Student name, behavior, conditions, discrepancy (data), and reason "why" in observable measurable terms. Should have two pieces of data to support this hypothesis with one being objective.

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Note: Consider RIOT across all domains of ICEL (See handouts). Once this form is complete you will be ready to develop an individualized intervention/behavior-learning strategy with the team.

*\*This form should be completed by the case manager and disseminated to team members prior to problem-solving meeting*

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