

Ask Clarifying Questions to Create a Hypothesis to Guide Intervention Changes

Question Bank

Purpose: The team should ask clarifying questions in order to analyze the data and develop a hypothesis to guide future intervention planning (e.g., skill deficit, function of behavior). The following questions may be used to help prompt discussion with your team.

Consider the secondary intervention

- Did the student receive a secondary intervention?
 - Was the secondary intervention evidence-based?
 - Was the secondary intervention an appropriate fit for the student, given skill deficits and/or function of behavior?
 - Was the intervention delivered with fidelity? (Did any factors prevent the student from receiving the intervention as intended?)
 - How frequently and by whom was it delivered?

Consider student needs and background information

- Does the student have an IEP? Is the student an English language learner?
 - If so, be sure the team is aware of the student's accommodations and present levels of performance.
- Has the teacher communicated with the student's previous teachers and parents to get a better sense of his/her performance?
- What previous interventions or supports has the student received? How has he/she responded to these interventions or supports?
- Does the data warrant a referral to special education, given the district's policies?

Consider contributing behavioral factors

- What does the team believe the student is trying to accomplish with the behavior? (What is the function of the behavior?)
 - Avoid or escape something (e.g., difficult task or social interaction)
 - Gain or obtain something (e.g., attention or stimuli)
- Consider the ABC's
 - Antecedent
 - Behavior
 - Consequence

- Is the student motivated or engaged in the current intervention?
- What motivates or engages the student?

Consider contributing academic factors

- What specific skill deficits may be contributing to problem?
- Are the academic tasks on the right level for the student?
- Are progress monitoring data being collected at the appropriate level, or is the assessment too difficult?

Consider other contributing factors

- What other factors may be contributing to the problem? (Home life, health, vision, hearing, absences, behavior, etc.)
- Are behavioral and academic struggles related?
- What conditions affect the problem? For instance, does the problem occur in a particular setting or at a certain time of day?