SECTION 3: PROBLEM ANALYSIS
OUTLINE

- What is the purpose of the Problem Analysis section?
- How do I discriminate if the problem behavior is due to a skill or performance deficit?
- Do I need additional hypotheses?
- How do I test each hypothesis?
- Why do I need to include a conclusive statement?
The purpose of the Problem Analysis section is to identify probable causes for the problem, providing an evidence-based foundation for the selection of the intervention.

After identifying the problem, the next step is to determine why the problem is occurring.
- Identify environmental (and other) conditions related to the referral problem.

**Problem Analysis** = systematic process of assessment and evaluation to better understand the nature and possible solution for the problem:

- Collection, summary, and use of information
- Verify or reject relevant hypotheses related to both the cause and solution of a problem.
**HOW DO I DISCRIMINATE IF THE PROBLEM BEHAVIOR IS DUE TO A SKILL OR PERFORMANCE DEFICIT?**

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>□ The problem behavior is hypothesized as a skill or performance deficit</td>
<td>□ There is no hypothesis regarding skill or performance deficit.</td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>□ Data are used to test the hypothesis.</td>
<td>□ Data are not used to test the hypothesis.</td>
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</table>
**HOW DO I DISCRIMINATE IF THE PROBLEM BEHAVIOR IS DUE TO A SKILL OR PERFORMANCE DEFICIT?**

- Determination of the type of problem the student is exhibiting
- “Can’t do” vs “won’t do”
- If they do better on an easier task, we say it’s a skills deficit.

**Observations / Teacher Interview**
- Differences in performance across different opportunities

<table>
<thead>
<tr>
<th>Can’t Do</th>
<th>Won’t Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquisition/Skill deficits</strong></td>
<td><strong>Performance deficits</strong></td>
</tr>
<tr>
<td>Child does not have the skill or behavior in his/her repertoire</td>
<td>Child knows how to perform the behavior or skill, but does not do so</td>
</tr>
<tr>
<td>Remediated by directly teaching the concept/skill/behavior</td>
<td>Remediated by multiple opportunities to perform behavior and increasing the rate of reinforcement</td>
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</table>
DO I NEED ADDITIONAL HYPOTHESES?

<table>
<thead>
<tr>
<th>3.2</th>
<th>Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment.</th>
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<tbody>
<tr>
<td></td>
<td>□ Multiple hypotheses are not developed</td>
</tr>
<tr>
<td></td>
<td>□ Hypotheses are untunnable.</td>
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<tr>
<td>3.3</td>
<td>□ Each hypothesis is stated in observable/measurable terms.</td>
</tr>
<tr>
<td></td>
<td>□ Hypotheses are not stated in observable/measurable terms.</td>
</tr>
</tbody>
</table>
DO I NEED ADDITIONAL HYPOTHESES?

- At least TWO additional hypotheses
- Consider *two or more areas*
  - a) Child factors
    - can’t/won’t do
  - b) Curriculum
  - c) Instruction
  - d) Environment
DO I NEED ADDITIONAL HYPOTHESES?

- Circular problem analysis is unacceptable
  - Student has autism so he has communication problems so he has autism
  - Student has ADHD so he has attention problems so he has ADHD

- Does not identify alterable variables
- Does not identify contributing/maintaining factors
- Does not inform intervention
| 3.4 | Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis. |
|     | Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis. |
HOW DO I TEST EACH HYPOTHESIS?

- Assessment
  - RIOT (as an example)

- Observation

- Empirical data directly associated with each hypotheses

  Should guide selection of Intervention

Hypothesis testing
  - Confirm/reject each hypotheses

- Brief experimental analysis (empirical support)
  - “test driving” interventions to see what will work
### WHY DO I NEED TO INCLUDE A CONCLUSIVE STATEMENT?

<table>
<thead>
<tr>
<th>3.5</th>
<th>A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A conclusive statement formally describing the cause of the problem is not included</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Does not lead to a logical intervention.</td>
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</tbody>
</table>
WHY DO I NEED TO INCLUDE A CONCLUSIVE STATEMENT?

- To formally describe the cause of the problem and to lead to a logical intervention
- Based on the data, this hypothesis is the best supported, and my intervention will follow that hypothesis
- This statement transitions directly into the intervention
3.1 WHAT IS THE PROBLEM (BEHAVIOR OR SKILL) THAT IS PRESENTED AS A DEFICIT?

Include your response -
3.2 WHAT ARE THE TWO OR MORE HYPOTHESES THAT HAVE BEEN GENERATED?

Include your response -
3.3 Each hypothesis is stated in observable/measurable terms

Include your response -
3.4 How have proposed hypotheses been empirically tested? Have each hypothesis been addressed and either rejected and/or confirmed?

Include your response -
3.5 WHAT IS THE CONCLUSIVE STATEMENT PROVIDED THAT FORMALLY DESCRIBES THE CAUSE OF THE PROBLEM AND INFORMS THE INTERVENTION(S)?

Include your response -