

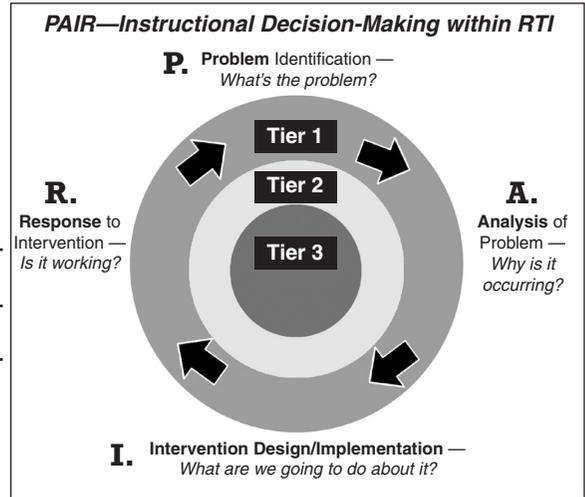
PAIR Instructional Decision-Making Process Form (Page 1 of 2)

Instructional Concern:

Content Area:

Meeting Dates: Initial _____ Follow-Up Dates (as needed) _____

Teacher's Name: _____ Collaborators' Names: _____



P

Problem Identification: *What do I know about the problem/concern?*

Define the problem by determining the difference between what is expected and what is occurring. Ask, "What is it that we want students to know and be able to do compared to what they know and are able to do?" When in discussions regarding individual students, the team may strive for additional accuracy by asking, "What exactly is the problem?"

A

Analysis of the Problem: *Why is this occurring? What data support my hypothesis?*

Analyze the problem using data to determine why the issue is occurring. Generate hypotheses related to evidence-based practices, content knowledge, knowledge and use of instructional variables, and scaffolded support provided. Link hypotheses to instruction and interventions. Ask, "Why is/are the desired goal(s) not occurring?"

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I **Implementation of a Solution (Instruction/Intervention) plan: *What are we going to do to improve and solve this problem?***

Establish a student performance goal for the group of students or individual student, delineate evidence-based interventions, ongoing progress monitoring assessments, fidelity assessments, and timeline for implementation before next meeting. Ask, "What are we going to do about it?"

R **Response to Instruction/Intervention: *Is the plan working? How do I / we know?***

Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's or group of students' progress?

Summary/Next Steps: