The problem solving conducted by these teams may vary, however, there should be at least four basic steps common to the process used by schools. All steps should include parent involvement – not just informing parents, but also including them in decision-making whenever possible. Additionally, parents must be provided with copies of the child data collected as interventions are tried and monitored for children.

The following outlines the four basic steps of problem solving and briefly indicates what happens at each step.

STEP 1. Problem Identification

a. Precisely define the problem
b. Measure the skill or behavior in the natural setting to establish baseline performance.
c. Estimate the severity of the problem (use age norms or compare to peers)
d. Establish expectations for the child

STEP 2. Problem Analysis

a. Analyze antecedent, situational, and consequent conditions
b. Use ICEL components (instruction, curriculum, environment, learner) to analyze the problem
c. Collect additional data as needed to understand the cause of the problem.

STEP 3. Develop and Implement an Intervention Plan

a. Formulate a plan that uses scientific research based interventions designed to target the cause of the presenting problem.
b. Establish intervention goals
c. Develop a plan for monitoring progress, which specifies the child data to be collected, and the schedule for collecting it. Decide how the data will be displayed (e.g. chart/graph) to facilitate evaluation.
d. Implement the plan with treatment integrity and frequent monitoring of progress

STEP 4. Evaluate and Revise Plan

a. Review progress-monitoring data to determine if enough progress has been made by repeating Step 1.
b. If expectations have not been met, repeat Step 2 to further analyze the problem.
c. Revise current intervention or select a new intervention including components of Step 3