

## **Is/Is Not Decisions**

### **PROCESS**

- In one column write the facts that are known about a problem, where it is, what its effects are, when it occurs, and so on. For example, the boys scored higher than the girls in four of the five test batteries.
- In a second column, write the facts that are known to not be part of the problem. For example, boys and girls are doing equally well in daily assignments.

### **ALTERNATIVES**

- Small groups generate “is” and “is not.” Report and agree on the most significant examples.
- Follow this with data gathering based on the is/is not analysis.

### **TIPS**

- Provide categories for “is”: Where, when, to what extent, and with whom does the problem occur?

