

Problem Solving

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GOALS:

1. To learn the Problem Solving process
2. To become familiar with the 4- & 8-Step Problem Solving Worksheets
3. To be able to participate on the Problem Solving Team (PST) or provide support to the PST
4. To understand and recognize the critical components of the PST process
5. To understand the need and the uses for strong problem solving teams

Overview of Facilitator's Guide

* Purpose

- * Address educational concerns using current data to determine which research-based strategies/interventions increase student outcomes

* Contents

- * 4-Step processes and worksheets

PST Role Expectations

- * PST Coordinator
- * Meeting Facilitator
- * Recorder
- * Time Keeper

Parental Involvement

- * Decision making teams should include parents whenever appropriate
- * Consistent with state and federal special education regulations, parents should be provided documentation of repeated assessment of student's response to intervention at regular intervals and be kept informed of changes in intervention procedures

4-Step Problem Solving Process

Problem Identification

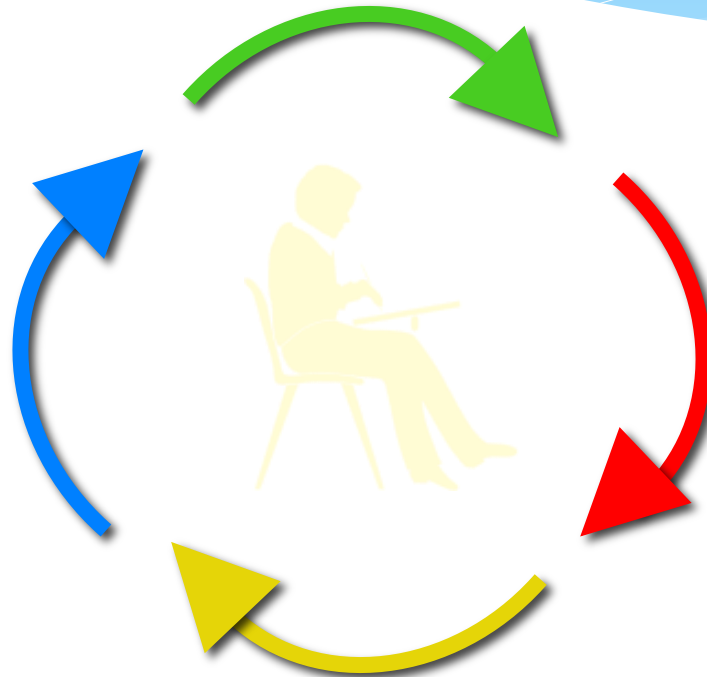
Defining Problem/Directly Measuring Behavior

Do & Review
Response to
Intervention (RtI)

Problem Analysis
Validating Problem
ID Variables that
Contribute to Problem
Develop Plan

Plan

Implement As Intended
Progress Monitor
Modify as Necessary



4-Step Problem Solving Process

STEP I: Problem Identification

- * What is the problem?

- * Define the problem in concrete, descriptive behavioral terms
 - * NO: “Johnny’s reading below grade level”
“Ben acts out a lot in class.”
 - * YES: “On an oral reading fluency probe, Johnny reads 12 wcpm with 7 errors.”
“ Ben averages 1 ODR per week.”

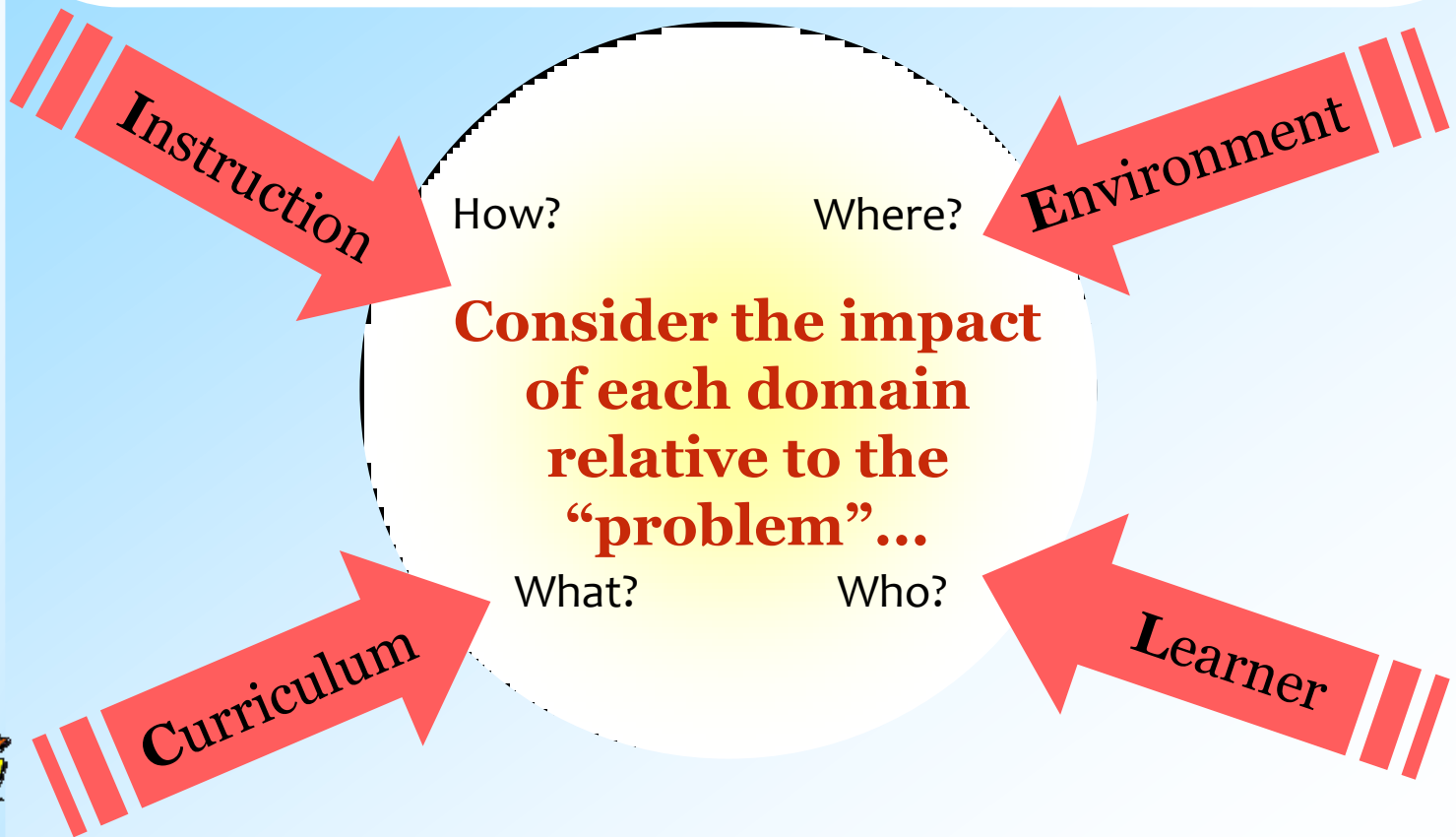
Academic and/or Behavior GAP Analysis

- * What is the expected/benchmark level of performance for building level/grade level/student level?
 - * Example: We expect 7th graders to have one or fewer ODR's per year.
- * What is the peer level of performance at the building level/grade level/classroom/student level?
 - * Example: Ben's 7th grade male and female peers average 2 ODR's per year.
- * What is the peer subgroup level of performance?
 - * Example: 7th grade male students average 2 ODR's per month.

GAP Statement

- * What is the discrepancy between current performance and expected performance?
 - * NO: Our 7th graders have more ODR's than others.
 - * YES: We expect 7th graders to receive one or fewer office discipline referrals per year during class, and our data shows the average 7th grade male is receiving 2 per month.

Verify & Contextualize the Problem: Four Domains: I.C.E.L.



Techniques: R.I.O.T.

Review

All existing data

Interview

Those pertinent to the problem

Observe

Formal & informal

Test/Assess

Using Functional Assessments



RIOT

by

ICEL

DOMAINS	R Review	I Interview	O Observe	T Test
I Instruction	Permanent products, e.g., written pieces, tests, worksheets projects	Teachers' thoughts about their use of effective teaching and evaluation practices, e.g., checklists	Effective teaching practices, teacher expectations, antecedent conditions, consequences	Classroom environment scales, checklists and questionnaires; Student opinions about instruction and teacher
C Curriculum	Permanent products, e.g., books, worksheets, materials, curriculum guides, scope & sequence	Teacher & relevant personnel regarding philosophy (e.g., generative vs. supplantive), district implementation and expectations	Classroom work, alignment of assignments (curriculum materials) with goals and objectives (curriculum). Alignment of teacher talk with curriculum	Level of assignment and curriculum material difficulty; Opportunity to learn; A student's opinions about what is taught
E Environment	School rules and policies.	Ask relevant personnel, students & parents about behavior management plans, class rules, class routines	Student, peers, and instruction; Interactions and causal relationships; Distractions and health/safety violations	Classroom environment scales, checklists and questionnaires; Student opinions about instruction, peers, and teacher
L Learner	District records, health records, error analysis, Records for: educational history, onset & duration of problem, teacher perceptions of the problem, pattern of behavior problems, etc.	Relevant personnel, parents, peers & students (what do they think they are supposed to do; how do they perceive the problem?)	Target behaviors – dimensions and nature of the problem	Student performance; find the discrepancy between setting demands (instruction, curriculum, environment) and student performance

After completion of the ICEL/RIOT Matrix, the following questions should be addressed:

- * Is this a systems or curriculum issue?
 - * If this is a systems issue, this is the point where you would move to the 8-Step Process (more on that later...)
- * Is this a skill or performance deficit?
- * Do we need more data?
 - * Continue or Discontinue?

STEP II: Problem Analysis

* Hypotheses and Prediction Statement

- * NO: James will stop blurting out if he gets something for better behavior.
- * YES: A positive reinforcement intervention for James targeting raising his hand before speaking will reduce his blurting during classroom instruction.

STEP III: Plan

- * Create a replacement behavior or target skill SMART goal statement
 - * **Specific, Measureable, Attainable, Realistic, Timely**
 - * **NO:** By the next marking period the student will improve her reading skills.
 - * **YES:** By the target date of April 21, 2012 the student will read 43 correct letter sounds and 10 whole words read on DIBELS Next Nonsense Word Fluency probes.

Intervention Plan

- * The intervention plan includes:
 - * Goal Statement
 - * The intervention or instructional strategies
 - * Implementation
 - * Fidelity
 - * Progress Monitoring
 - * Next Meeting Date

STEP IV: Do & Review

- * Response to instruction/intervention: Is the plan working?
 - * Review the implementation fidelity
 - * Determine the response
 - * Positive, Inconsistent, Not Responding
 - * Adjust the plan accordingly