Integrating Tiered Data Based Decision Making to Address Essential Questions in an RTI Process:

Individual Problem Solving

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Todays Main Topics

- Membership of the problem solving team
- Referral process
- Steps to individual problem solving
- Characteristics of effective problem-solving meetings
- Supporting intervention follow through
- Data used to monitor outcomes
- Using tools that serve multiple purposes to work smart, effectively and efficiently

Planning, Coordination, Communication, Responding

Polls

Demographics (roles, grades)

Differentiation/Intervention/Assessment – 3 Tiers

Behavioral

Tier 3: Intensive social, emotional and or behavioral intervention such as: **Individual/crisis counseling, alternate setting for breaks, BIP based on FBA, community based intervention, medical intervention**. Evaluation (formative as well as diagnostic) may be warranted to target intervention

Tier 2: Individual (perhaps less frequent or as need) group counseling/skills training, self monitoring, frequent home-school communication and systematic behavior plans may be necessary to address problem(s).

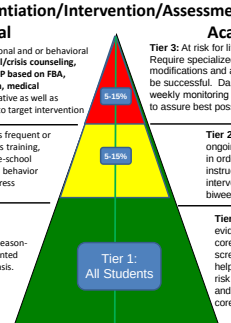
Tier 1: Effective classroom management including good instructional match and clear, reason-able expectations are implemented on a school-wide/class-wide basis. Positive interactions/ acknowledgements teach prosocial behaviors and build respectful relationships

Academic

Tier 3: At risk for life long academic difficulties. Require specialized instruction, supports, modifications and accommodations in order to be successful. Daily intensive intervention, weekly monitoring and 'diagnostic' assessment to assure best possible progress.

Tier 2: May need temporary or ongoing support and differentiation in order to succeed in core instruction. Small group intervention with weekly or biweekly progress monitoring

Tier 1: All students receive evidence-based, differentiated core instruction. Universal screening 3+ times per year helps to identify students most at risk to prioritize for intervention and to evaluate effectiveness of core instruction



Tiered Problem Solving

Review

Individualized problem solving meetings for most intense and or complex problems

Progress Monitor Check up Meetings to change interventions if when warranted (based on progress monitoring data)

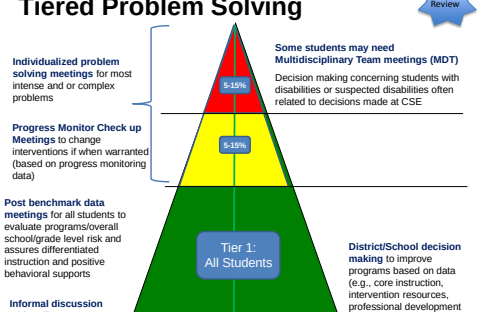
Post benchmark data meetings for all students to evaluate programs/overall school/grade level risk and assures differentiated instruction and positive behavioral supports

Informal discussion with colleagues

Some students may need Multidisciplinary Team meetings (MDT)

Decision making concerning students with disabilities or suspected disabilities often related to decisions made at CSE

District/School decision making to improve programs based on data (e.g., core instruction, intervention resources, professional development needs) **(All tiers)**



RTI Problem Solving

The problem solving process

"A process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that improves significantly the school performance of individual and/or groups of students" - Batche (2007)

(Bergan,1977) discusses five stages:

- Problem Identification
- Problem Analysis
- Goal Setting
- Intervention Planning
- Evaluation of effectiveness

DBDM is part of the RTI problem solving process and addresses the following questions

- What do the students know? (**What are their needs and what do we need to teach?)**
- **Are programs in our school effective** in meeting student needs? (Are there certain groups whose needs are not being addressed?)
- **Who are the students who we prioritize for additional supports?**
- Is the student making progress (**Do I stay the course or make an instructional adjustment**)?
- **What do we need to do to improve our educational system for all students?** (e.g., materials, scheduling, professional development)

Data needs to be organized and communicated effectively with key audiences

Response to Intervention (RTI)

A tiered problem solving process in schools might be:

Informal consultation with colleagues (All tiers)

Post Benchmark Data Meetings (All tiers September, January and May/June, but focus primarily on tiers 2 and 3 in January and May/June)

Checkup Data Meetings (efficient and responsive) (Tier 2 and 3 at about the October 10 week and March 30 week points)

Effective problem solving team meetings to identify and understand more complex problems for individual students. Plan and evaluate interventions (typically Tiers 2b and 3)

Multidisciplinary Team (MDT) meetings – CSE decision making (initial reviews, re-evaluation review panning)

District/School RTI team meetings - Make decisions concerning resources, decision making and infrastructure

Why Grade Level Meetings? Do the Math!

Review

If we *only* did *individual student* problem solving:

Typical school of 450 students

About 20% need some form of a problem solving process to assure that they are receiving necessary academic and or behavioral supports = **90 Students**

Two traditional individualized 30-40 minute problem solving team meetings per week (Identify problem; Understand problem; Set goals, Plan intervention, Plan to evaluate and support intervention) starting in the fall.

40 weeks in a school year; Meet on 80 students.

The last 10 of the 90 students get meetings in July (and this is without follow up meetings!)

Many students need multi-tiered, targeted supports in September with follow up.

Step 6 Identify students who need further meeting or diagnostic assessment

Review

Discuss and prioritize students who need different type of meeting (e.g., Parent or Individualized problem solving meeting) and or assessment

Student Name	Additional assessment (Please specify type)	Person(s) responsible for further assessment	Additional meeting? Please specify	Person responsible for planning/date of meeting/invitees

Build an RTI Infrastructure that supports appropriate timely assessments that can address important questions

- **RTI benchmark assessments** that might be able to specify students' needs efficiently (some can be somewhat diagnostic).
- **Additional diagnostic assessments** that clearly and more thoroughly specify needs (When possible collect these assessments on prioritized students *before* grade level data meetings and before the individual problem solving team meeting).
- **Progress monitoring assessments** that measure desired intervention outcomes (Is it working?)

Individual Student Problem Solving Team Meeting

Frequency	Members	Responsibilities
As needed, plan on at least one or two 30-40 minute meetings per week. Follow up meetings with teachers scheduled and/or as needed	Student's teacher, interventionist(s) working with student and or who may assist in process, school psychologist, school administrator (optional), and or other staff that can facilitate discussions based on data and match problems to interventions.	Identify and understand more complex problems for individual students. Plan and evaluate interventions (typically Tiers 2 and 3).

Poll

In your school, how many individual students do you meet to discuss per week for at least 30 minutes?

__ 0-1
__ 2-3
__ 4-6
__ More than 6

Preparing for Problem Solving Meetings

- Prioritize individual meetings for students who needs them the most (consider referrals from grade level data meetings).
- Have a referral form that will help teachers to provide necessary information so that the team can 'hit the ground running' (available on www.nysrti.org – with this webinar).
- Collect any additional information needed so that the problem can be fully understood during the meeting (e.g., vision, hearing, attendance, social, emotional, behavioral, diagnostic academic data).
- Make sure data is specific enough so that the problem can be properly identified in order to be addressed
- Identify previous attempts to address the problem that have been successful or not successful. Progress monitoring charts would hopefully provide this data if done properly.
- Share data with meeting participants prior to the meeting.
- Have a menu of interventions so team knows what they can provide.

Advanced and Ongoing Preparation for Intervention Planning

School/District RTI Team with input from grade level staff complete this intervention resource inventory and update continuously

Intervention Name	Grade(s) used	Skill(s) addressed	Source of evidence	Needed supports (training, staff)	Time per day needed	Days per week	Group size	How fidelity is assessed

Meeting Steps (40 minute problem Solving Meeting)

1. Identify prioritized problem(s) (10 minutes)
- Completed referral form should help to expedite this process
- Diagnostic data will help the problem to be identified *specifically*
- Consider causal chains (If this were achieved, that would/wouldn't happen)
- *Be specific*

2. Analyze the problem What contributes to the problem? (8 -10 minutes)
- Literacy (phonics, phonemic awareness, fluency, vocabulary, comprehension)
- Math (specific skills that require instruction)
- Social, emotional behavioral (motivation, attention, engagement, disruptive behavior)
  - Other (attendance, vision, heating, limited English)

Don't get trapped into admiring the problem and discussing factors over which you have no control!!

3. Plan interventions that will address prioritized problems/needs (10 + minutes)
- Know what is an 'intervention' and what is a 'next step'

4. Set realistic but ambitious goals (Hopefully, baseline data will already have been collected) (3 minutes)
- How will you know that the problem has been 'solved'?

5. Plan how to evaluate outcomes (progress monitoring) (3 minutes)

6. Plan how to support intervention/interventionist, address challenges and follow up (3 minutes)

7. Plan parent communication (1 minute)

All information should be documented (see Problem Solving Team Minutes notes)

Effective Problem Identification (Examples)

Identify problem in specific observable terms
- Zach knows the short e and i sound but not a, o or u.
- Hannah can read nonsense words sound by sound but then blends inaccurately
- Lily reads 6th grade text accurately (97% accuracy in her social studies book) but only reads 70 words per minute.

- Lily can add double digit numbers, but makes errors on problems requiring regrouping.
- Zach has difficulty reading math assignments and therefore does not understand them when he works independently.
- Hannah does not yet add or subtract fractions with unlike denominators

Check out interventioncentral.org: *"How to Define Academic Problems for Intervention Planning"*

You can't solve the problem if you don't know what it is!

Step 2b (Data Meeting) Identify instructional needs

Diagnosis **di·ag·no·sis**

Date: 1655

1 a : the art or act of identifying a disease from its signs and symptoms **b :** the decision reached by diagnosis
2 : a concise technical description of a taxon

3 a : investigation or analysis of the cause or nature of a condition, situation, or problem <diagnosis of engine trouble> **b :** a statement or conclusion from such an analysis

http://www.merriam-webster.com/dictionary/diagnosis

Step 2b Identify instructional needs

Consider diagnostic assessments

Examples of 'Lower Level' to 'Higher Level' diagnostic assessments used in RtI

- **Informal observation of skills** (Listen to the child read, ask questions)
- **Semi-structured assessment Curriculum Based Evaluation** (e.g., assess, accuracy, error patterns in classroom text)
- **Information from universal screenings** (e.g., getting errors from universal screening assessments such as short vowel sound on LSF, recoding errors on NWF, strategies used with RCBM)
- **Commercially available assessments tests** *to survey skills (Informal reading inventories, phonics inventories, phonemic awareness assessments e.g., CTOPP-2 , academic surveys e.g., Woodcock Johnson-IV)*

Less time and $$

More Time and $$

Level and intensity of diagnostic assessment increases from Tier 1 to Tier 2 to Tier 3

Step 2b Identify instructional needs

"Drilling Down"

If the student struggles with **comprehension**, check **fluency**

If the student struggles with fluency, check **phonics and phonemic awareness**

Other factors
Motivation?
Vocabulary?
Engagement ?
Social, Emotional and or Behavioral (SEB) issues
Attendance?
Eyesight, hearing?
Not proficient in English?
Other? _____

These are also 'rule outs' or exclusionary factors that have to be considered if the student were to be referred for an evaluation of suspected learning disabilities.

Retrieved on 9/20/15 from http://immigrationimpact.com/wp-content/uploads/2012/10/shutterstock_74707327.jpg

Using the Instructional Hierarchy to Understand and Plan Intervention

1. Is just acquiring skill (not accurate, just starting)
- Build accuracy in specific skills as accuracy develops expand skill set (modeling, *guided*, repeated practice, consider known/unknown interspersal methods that require expanding recall)

2. Is accurate but not automatic enough to execute skills functionally (mastery/fluency)
- Consider brief timed trials to improve fluency, independent practice with materials on which student demonstrated very high accuracy

3. Can demonstrate skill in one context but has difficulty generalizing to others
- Explicit instruction and guidance for generalization, teach comprehension and self monitoring strategies

Setting Goals

Short term
- By the next PSM on 11/15, Zach will read 20 sounds correctly in one minute with 95% accuracy including all short vowel sounds
- Hannah currently reads 1 recoded nonsense word (bim) correctly in one minute, by the next PSM on 11/15, Hannah will read 10 recoded nonsense words correctly in one minute with 95% accuracy

Longer term
- Lily currently reads 75 words correct in grade 6 text (below 10th percentile). In 35 weeks she will read at least 121 words correct with at least 95% accuracy. Her rate of improvement should be 1.3 words per week (85th%tile ROI) and she will be between the 10th and 25th percentile (aimsweb norms).

Setting Goals

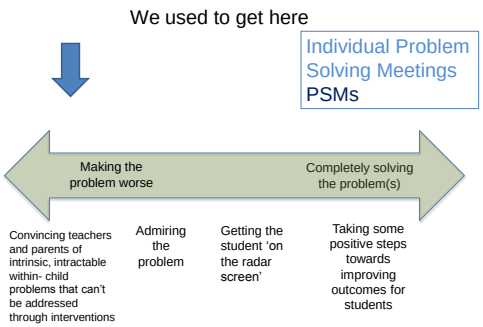
Short term
- By the next PSM on 11/15, Zach will go from teacher ratings of 6 on a 10 point Direct Behavior Rating scale (Successful 60% of the time with prompting) to 8 on a 10 point scale (successful 80% of the time with minimal prompting)
- Hannah computes 10 digits correct per minute on single-digit multiplication probes with 80% accuracy. By the next PSM on 11/15, Hannah will compute 20 digits correctly in one minute with 95% accuracy.

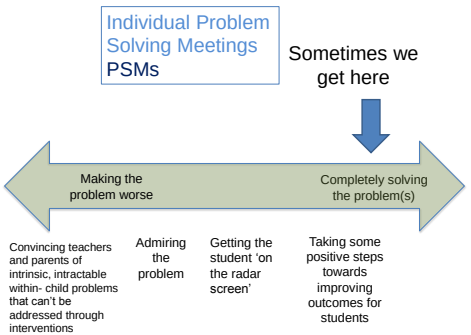
Longer term
- Lily currently reads 75 words correct in grade 6 text (below 10th percentile). In 35 weeks she will read at least 121 words correct with at least 95% accuracy. Her rate of improvement should be 1.3 words per week (85th%tile ROI) and she will be between the 10th and 25th percentile (aimsweb norms).

RTI Problem Solving

What problem solving meetings are:
- An opportunity to plan and coordinate new intervention/strategies for students were not responding to the current ones.
- A meeting of the minds of staff with different perspectives on problems so that we might think of creative solutions.
- An opportunity to share the best information/data we have about students that can be used to solve problems.
- A process to identify, understand problems and plan supports that target identified problems. Setting aside a significant chunk of time to plan new strategies is an essential part of the meeting.
- A way of documenting a plan so that we are all in a common understanding and efforts are coordinated.

What problems solving meetings are not:
- A way to get students on the radar screen (they already are based on data meetings).
- A discussion about what we can't fix.
- A challenge to certain members of the team to 'fix' the problem.
- A meeting during which we place blame on teachers, support staff, administrators, parents or students.





Poll

H

In your school do you have a process that covers: Problem identification, Problem analysis, Developing a plan, Setting goals, Evaluating the plan?

___Yes, all steps ___Some steps ___ Few or none of the steps

When is an individual problem solving process necessary?

- When educators who work closely with a student (e.g., classroom teacher) feel that the problem is multi-dimensional (e.g., academic and behavioral) and requires careful individualized planning and coordination.
- When a student is not responding to Tier 2/3 interventions and staff want to take a closer look at all of the issues that may be preventing success in school.
- When a student is suspected of having a disability.

What are characteristics of effective problem solving teams?

- Team roles are defined. There is a **structured (but not rigid)** consultative process.
- **A collegial, comfortable atmosphere with** a high degree of **professionalism and respect.**
- **Focus is on what can happen to help the student**, not on what's wrong with the student.
- Focus on **what we have control over.**
- Set realistic goals so that all stakeholders (including parents, teachers, support staff and school administration) **get on the 'same page' as to what success would look like.**

What are characteristics of effective problem solving teams?

- A **'menu' of *evidence-based* resources** that target a variety of academic, social, emotional and behavioral needs, that are readily available are identified for each grade level.
- **Staff have the training and resources** to follow though with intervention as prescribed.
- **Interventions** (including implementation and their outcomes) are **closely monitored and supported**.

What are characteristics of effective problem solving teams?

- **Visual display of data** should be available (e.g., graphs and or tables) prior to the meeting.
- **Follow up meetings support teachers** in making interventions more feasible as well as more effective.
- **Students don't need to have disabilities in order to get intensive, targeted, and timely interventions.**
- **Help may begin as soon as the teacher requests the meeting.**

Multidisciplinary Team Meetings

Frequency	Members	Purpose
As needed (or when parents request CSE evaluation)	Principal, special education director, special education staff, reading staff, nurse, school psychologist, literacy coordinator, social worker and or any other staff who may have a supportive or diagnostic role.	To manage formal services provided to students through the Special Education Department. Students are referred to MDT when problems persist despite various attempts to intervene and the student is suspected of having an educational disability.

Multidisciplinary Team Meetings

A coordinated RTI process provides an infrastructure that can also be used for CSE decision making.

- **CSE Decision making (initial referrals, re-evaluation reviews, annual reviews)**
- **Use of RTI checklist to assure that RTI was implemented prior to CSE referral**
- **Setting IEP goals**
- **Use of RTI data for CSE decision making – Using data from RTI to determine 'dual discrepancy'.**

Please join me on our next webinar: "District and School Level Decision-Making" when among other topics, I will go over decision rules that district should develop when using data from the RTI process for special education eligibility

Multidisciplinary Team Meetings

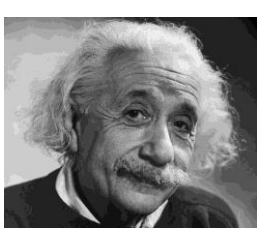
Example of RTI or IEP Goal using CBM Reading measures

Billy is currently reading 26 words correctly per minute with 80% accuracy when reading second grade standardized passages. Over 35 weeks, he will make 1.6 words per week rate of improvement which will be a 75th percentile rate of improvement. At the end of 35 weeks, he will read at least 82 correctly words per minute with 95% accuracy (25th percentile) when reading these second grade passages.

Multidisciplinary Team Meetings

Example of RTI or IEP Goal using CBM Math measures

Susan recently earned 12 points on a standardized, 8 minute, 7th grade Math Computation probe (25th percentile). The probe consists of _____. Over 35 weeks, she will make .6 points per week rate of improvement, which will be a 75th percentile rate of improvement. At the end of 35 weeks, she will earn at least 33 points per 8 minutes (50th percentile) on these 7th grade math calculation problems.



http://www.dekuebattery.com/wp-content/uploads/2016/08/albert-einstein-intriging-questions-01.jpg

"We can't solve problems by using the same kind of thinking we used when we created them"

- Albert Einstein

"The definition of insanity is trying the same thing over and over and expecting a different result"

– Probably not Einstein?

Thank you!

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37