



**Done in 15 Minutes:
Running an Effective Problem-Solving Team**


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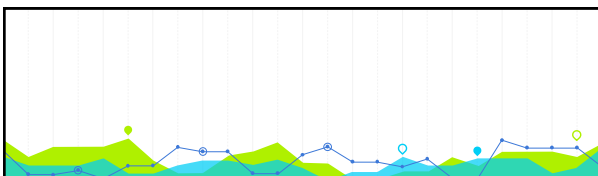
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Table 1
Mean Effect Sizes for Categories and Total

Variable	Mean		
	N	ES	SD
Student outcomes	45	1.15	.65
Teacher ratings	14	1.36	.61
Observed behavior	31	1.05	.66
Systemic outcomes	12	.90	.22
Design			
Random assignment	33	1.43	.49
Nourandom assignment	24	.64	.39
University-based	41	1.32	.51
Field-based	16	.54	.41
Total	57	1.10	.60



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Before the PST Meeting...

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Analyses Conducted at Each Tier & Who Conducts Them

Analysis	Data	By Which Team
Tier 1 Is there a classwide problem?	Universal screening data	Grade Level Team
Tier 2 Who needs intervention? What is the category of the problem? Is the student making adequate progress?	Universal screening data	Grade Level Team
	Comparisons of data from core instructional components	Grade Level Team
	Monitoring with a general outcome measure (GOM) and a skill measure	Grade Level Team
Tier 3 What is the causal variable? Is the student making adequate progress	Relevant student outcome and environmental data	Problem-Solving Team
	Monitoring with a GOM and a skill measure	Grade Level Team

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Utilizing the Grade-Level Team (aka PLC)

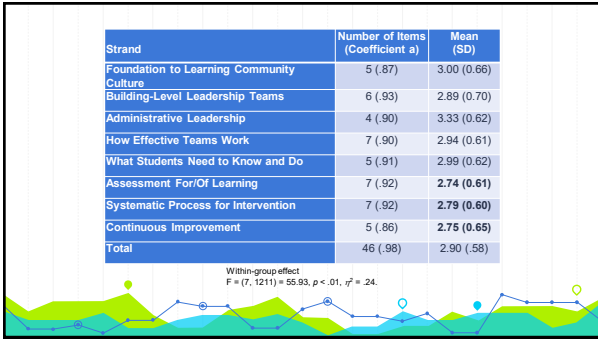
- Is there a classwide problem?
- Who needs Tier 2?
- Did we miss anyone?
- What should we do for Tier 2?
- Should we go to Tier 3?

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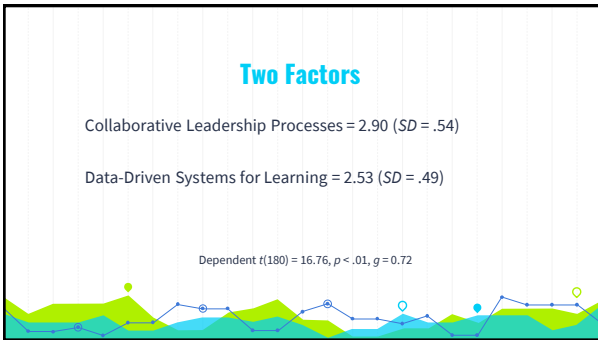
PLC Meeting Agenda

Week	Activities
1 st weekly meeting of the month (Content Focus)	<ul style="list-style-type: none"> • Grade level teams and coaches with additional personnel as appropriate • School-site established PLC focus on various topics (e.g., math, STEM, behavior, environment, or other school logical initiatives)
2 nd weekly meeting of the month/MTSS (Core Instruction Literacy Focus)	<ul style="list-style-type: none"> • Grade level teams and coaches with additional personnel as appropriate • Examine various formal and informal data to drive core instruction • Agenda will include embedded professional development on topics that address opportunities and challenges for core instruction
3 rd weekly meeting of the month (Content Focus)	<ul style="list-style-type: none"> • Grade level teams and coaches with additional personnel as appropriate • School-site established PLC focus with schools studying varied topics
4 th weekly meeting of the month/MTSS (Data Analysis)	<ul style="list-style-type: none"> • Grade level teams and coaches with additional personnel as appropriate (data management team) • Analyze screening/benchmark data • Analyze progress monitoring data • Discuss, monitor and adjust based interventions

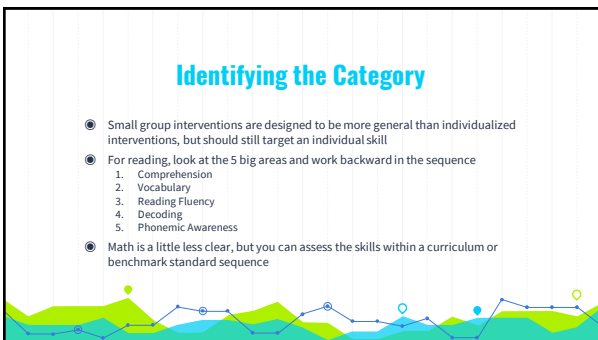
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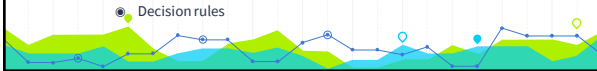
PST Activities for Each Step in the Process

Event	Personnel	Activity	Timeline
Referral to PST	Grade Level Team	Identify students not making adequate progress with Tier 2 interventions	Monthly grade level team meetings; that examines intervention data
Initial Consultation	Student's teacher & consultant	Behaviorally define problem; collect baseline data	Within 2-5 days of initial request for assistance
PST Conference	PST	Conduct problem analysis; brainstorm interventions; assign implementation responsibilities to specific personnel	Within 2 weeks of request for assistance
Follow-up consultation	Student's teacher & consultant	Assess teacher's understanding of the intervention; assess intervention integrity; problem solve unforeseen difficulties	Within 3-5 school days after PST conference/ meeting
Review effectiveness	Grade Level Team	Examine intervention effectiveness data to determine if student needs are being met	Subsequent grade-level team meetings that examine intervention data
Follow-up conference	PST	Report on effectiveness and identify different interventions as needed	Approximately 2 weeks after follow-up consultation

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Referral to PST

- ALWAYS from grade-level team
 - Routine meeting
 - Decision rules
 - Sign off
- ALWAYS with data
 - Routine data collection
 - Decision rules



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Grade-Level Team Meeting - Progress

- Who is making sufficient progress?
 - Should we discontinue and write a transition plan?
- Who is not making sufficient progress?
 - Should we make a change within the tier?
 - Should we change tiers?
- Is there anyone new that we should talk about?



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Team Members

- Referring teacher
- Principal
- Another general education teacher from same grade
- Special education teacher
- School psychologist
- Others as needed (another teacher, Title I teacher, SLP, counselor, social worker, nurse, etc.)

Table 2.1—Variance of Behavioral Rates Between Groups of Schools

Group	n	M	SD
Group 1	13	149.33	75.00
Group 2	12	76.40	176.22

Note. The t value for the comparison of Group 1 and 2 is 2.08 (p < .05).

Table 2.2—Variance of Behavioral Rates Between Groups of Schools

Group	n	M	SD
Group 1	13	44.05	28.88
Group 2	12	26.40	5.95

Note. The t value for the comparison of Group 1 and 2 is 2.08 (p < .05).

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Team Roles

- Systems Manager - Organizes meeting & monitors status
- Consultant
- Problem-solving Facilitator

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Consultation

- Within 2 to 5 days of referral
 - Behaviorally define problem
 - Prioritize
 - Observe kid/baseline data
- Conduct meeting within 2 weeks
 - 10 to 15 minutes
- Meet within 2 weeks of conference
 - discuss the teacher's understanding
 - assess implementation integrity
 - problem solve previously unforeseen difficulties with the intervention

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Meeting Agenda

Step	Who	Time
Prior to meeting: Complete first page of PST student form with baseline data	Referring teacher	Before meeting
Describe student and share data	Referring teacher	5 min
Determine intervention to address deficit	Team	5 min
Plan intervention implementation, data collection, & next steps	Team	5 min

Adapted from the National Center on Intensive Intervention

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Instructional Hierarchy: Stages of Learning

	Acquisition	Proficiency	Generalization	Adaption
Learning Hierarchy	<ul style="list-style-type: none"> Slow and inaccurate 	<ul style="list-style-type: none"> Accurate but slow 	<ul style="list-style-type: none"> Can apply to novel setting 	<ul style="list-style-type: none"> Can use information to solve problems
Instructional Hierarchy	<ul style="list-style-type: none"> Modeling Explicit instruction Immediate corrective feedback 	<ul style="list-style-type: none"> Novel practice opportunities Independent practice Timings Immediate feedback 	<ul style="list-style-type: none"> Discrimination training Differentiation training 	<ul style="list-style-type: none"> Problem solving Simulations

Haring, N. G., & Eaton, M. D. (1978). Systematic instructional procedures: An instructional hierarchy. In N. G. Haring, T. G. Lovitt, M. D. Eaton, & G. L. Hansen (Eds.), *The fourth R: Research in the classroom* (pp. 23-46). Columbus, OH: Charles E. Merrill.

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Learning Process

Acquire

➔

Maintain

➔


Generalize

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Problem Analysis

- At the end of the lesson, can the kid do it? (Learn it in the first place?)
- If the kid learns it, does she remember it the next day?
- If she remembers it, can she apply or use it?


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Acquire
Back it up!
Make it easier



Retain
Increased repetition within lesson (IR)
Increased repetition across lessons or frequent review



Generalize
Comprehension or application interventions
Integrate a variety of forms of the letters, words, numbers etc., including those similar to how they are to be used

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Problem-Solving Facilitator

- Timer
- Assessment
 - Does the information align with the purpose for the assessment?
 - Is the information about an alterable variable?
 - Does this information directly link to instruction/intervention? (Hosp, 2008)
- Research-based intervention?
- Keeps conversation about that which is relevant and under school's control

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Questions?

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