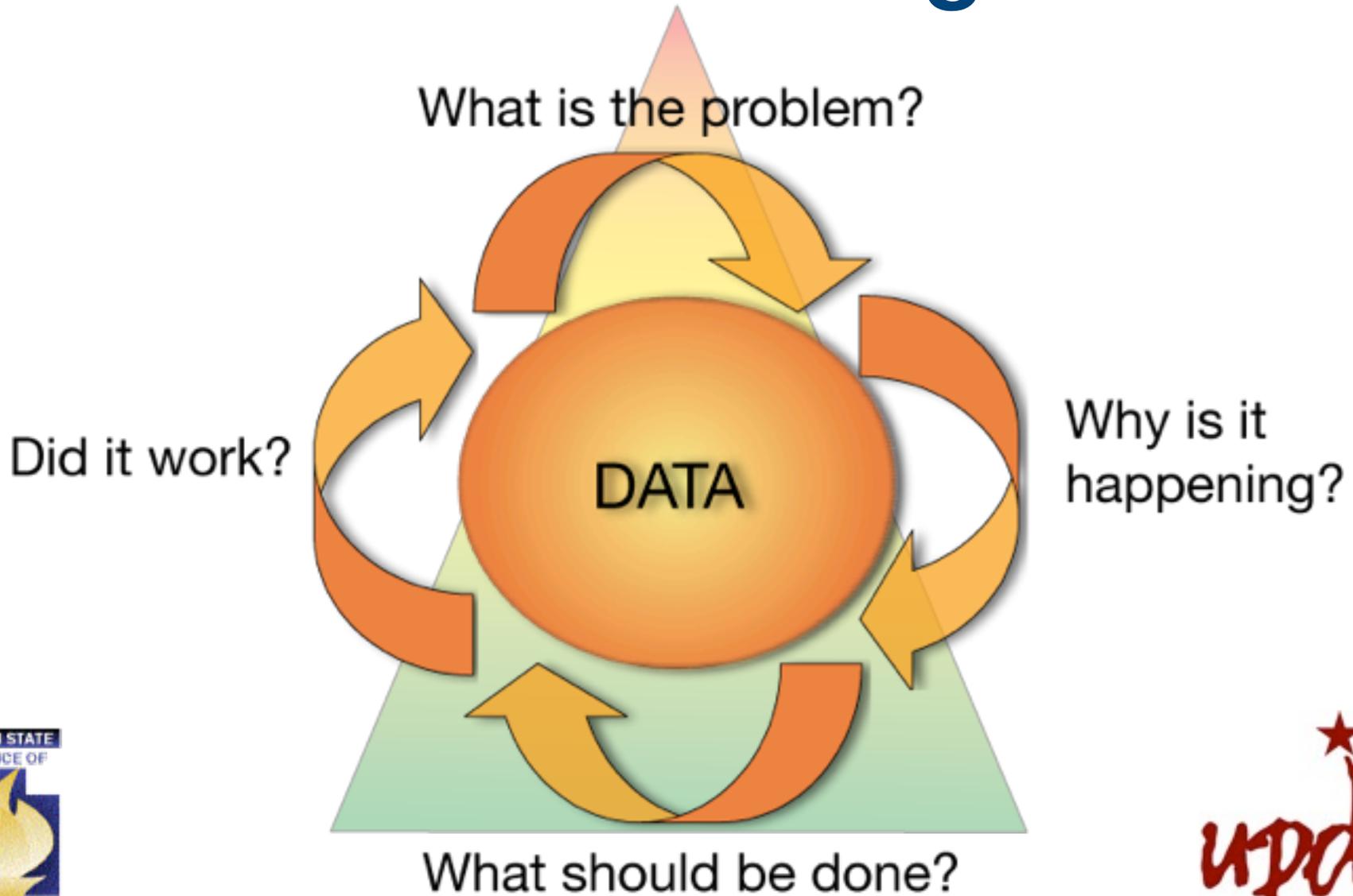


ABC Problem Solving Process



ABC-UBI Systems Team Meeting Agenda

Program Development Meeting		Data-Based Problem Solving Meeting	
Review	<ol style="list-style-type: none"> 1. Review notes from last meeting 2. Ensure that essential roles are covered for meeting functioning 3. Follow up last month's target discussion, decisions, and actions 	Review	<ol style="list-style-type: none"> 1. Review notes from last meeting 2. Evaluate system support/intervention plans from previous meetings (Plan Evaluation phase of problem solving) 3. Ensure that essential roles are covered for meeting functioning 4. Review last month's data summary and other relevant data discussions and decisions
Target	<ol style="list-style-type: none"> 1. Discuss the system level target including identification, analysis using data, plan development ideas, and evaluation 2. Remember when developing the system it is important to ask "what is the simplest thing we can do that has the greatest impact?" 3. Online Meeting Notes Hint: Select Target from ABC-UBI calendar or Other if primarily working on Consensus Building for integrated model 	Target	<ol style="list-style-type: none"> 1. Follow the four step process: <ul style="list-style-type: none"> • What is the problem? • Why is it happening? • What should be done? • Did it work? 2. Look to guiding questions and problem solving considerations if your team gets stuck in the process 3. Utilize monthly data summary and other data routinely collected to maintain focus on predictable system failures and emerging needs 4. Online Meeting Notes Hint: Select Problem Solving Process
Next Steps	<ol style="list-style-type: none"> 1. Assign tasks to team members and determine how progress on long range activities will be evaluated 2. List who is responsible, when the task is due, and what the task entails 	Next Steps	<ol style="list-style-type: none"> 1. Assign tasks to team members and determine how progress on long range activities will be evaluated 2. List who is responsible, when the task is due, and what the task entails

What is the problem?

Problem Identification

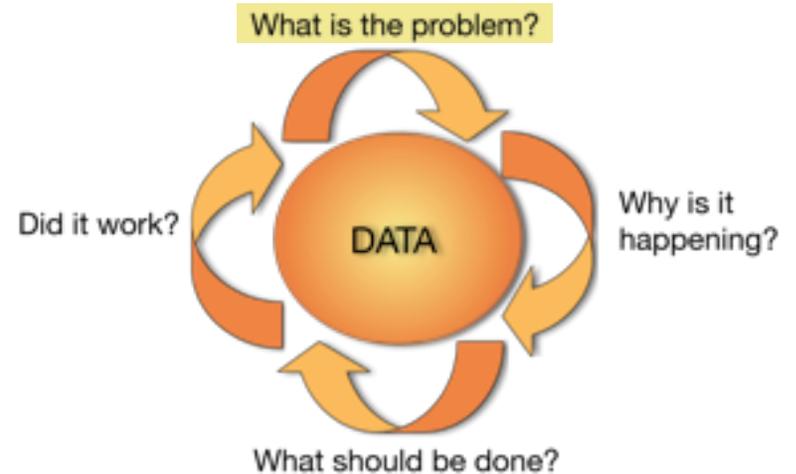
PURPOSE: To define the problem as the measurable difference between the desired outcome and the actual behavior or performance.

GUIDING QUESTIONS:

- What is the desired outcome?
- What is the actual performance?
- What is the difference between the two?
- If there is more than one problem, determine which is the highest priority?
- Is the problem school wide, grade level, whole class, small group, AYP subgroups, or individual?

OUTCOME CONSIDERATIONS

Academics, Social Behavior, Adults and Students



Why is it happening?

Problem Analysis

PURPOSE: To gather relevant information in the domains of instruction, curriculum, environment and the learner(s) through the use of reviews, interviews, observations and tests to determine contributing factors to the problem.

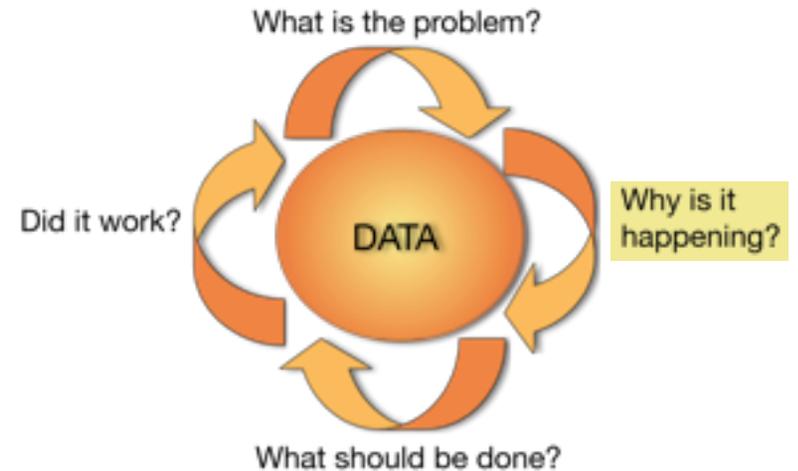
GUIDING QUESTIONS:

Have we collected data about variables that are educationally relevant and alterable?

Is there something we could change about the

- **Instruction**
- **Curriculum, or**
- **Environment**

to increase the probability that learning will occur?



IMPORTANT CONSIDERATIONS

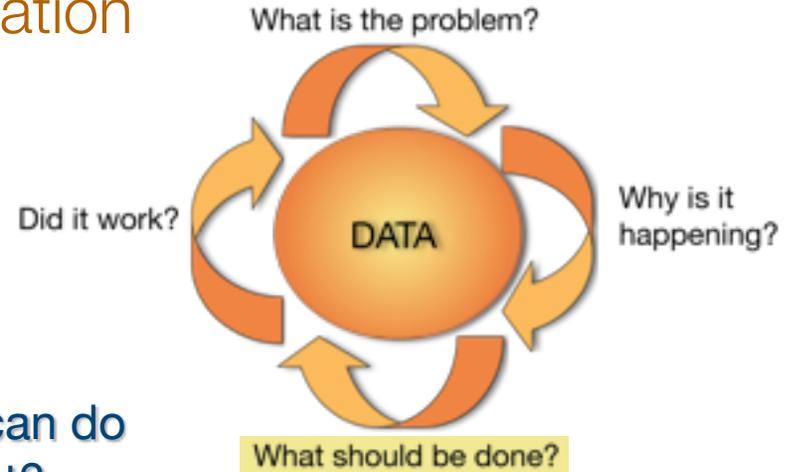
	Educationally Relevant & Alterable	Less Educationally Relevant & Inalterable
Known Information	THIS IS WHAT WE WANT!	Disregarded or Low Priority
Unknown Information	These are assessment questions	DON'T GO HERE!

What should be done?

Plan Development & Implementation

PURPOSE: To select and implement a system support or an intervention that is focused on what to teach, how best to teach it, and how to monitor progress.

What is the simplest thing we can do that has the greatest impact?



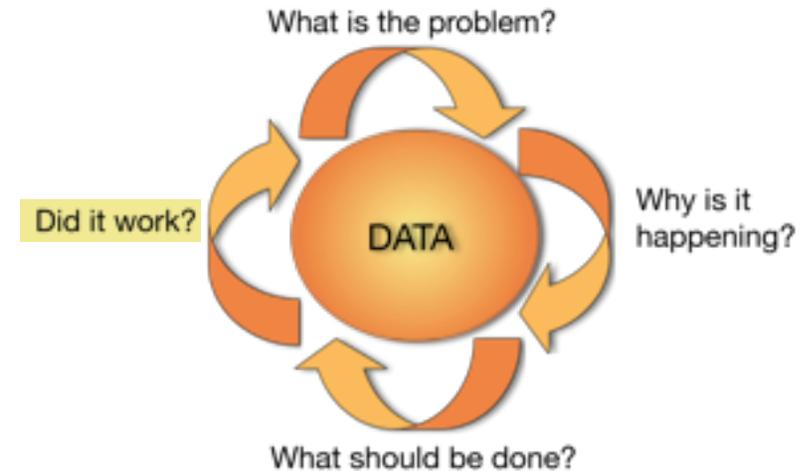
GUIDING COMPONENTS:

- System supports or interventions must be based upon data and knowledge gained through **problem identification** and **problem analysis**.
- System support or intervention plan development includes selection of a research-based practice, determination of who will be responsible for what, alignment of resources, how fidelity of implementation will be measured, how progress will be monitored, and specific scheduled decision points.
- **Progress monitoring** involves collecting, graphing and using data frequently
- **Progress monitoring** requires plan development including who, what, when, and how frequently data are collected and reviewed.

Did it work?

Plan Evaluation

PURPOSE: To determine the effectiveness of implemented system supports or interventions and make appropriate educational decisions.



GUIDING QUESTIONS:

- Was the system support or intervention successful?
- Does the plan require more time and monitoring or modification?
- Was the system support or intervention implemented with fidelity?
- Was the outcome met according to set criteria?
- Do we have the resources to sustain these supports?
- Do we need to go back to previous steps?
- Celebrate progress!

Problem Solving Considerations

Data Considerations		
ACADEMICS	BEHAVIOR	SYSTEM SUPPORT
<p>Screening/Benchmark</p> <ul style="list-style-type: none"> Curriculum-Based Measurement (CBM)/Dynamic Indicators of Basic Early Literacy Skills (DIBELS) <p>Outcome Assessment</p> <ul style="list-style-type: none"> Utah Criterion Referenced Tests <p>Diagnostic Data</p> <p>***Provides information on how and what to teach. These data should be examined in grade level and individual student team meetings</p>	<ul style="list-style-type: none"> Office Discipline Referrals (Major & Minors) Behavior Education Program - Daily Progress Report - Percentage of Points Think Time (Interclass Timeout) Tardies Absences In School Detention/Out of School Detention School Wide Positives 	<ul style="list-style-type: none"> Getting Started Survey Team Assessments Self-Assessments including surveys, program evaluation measures, or other perceptual data sources Professional Development Evaluations System Progress Monitoring Data (e.g. EBS Survey) Fidelity Checks Program specific data (e.g. BEP) School wide Evaluation Tool (SET)

Disaggregation Ideas

- Grade
- Class
- Individual teacher
- Cohorts over time (same group of students as they move through the system)
- Race/ethnicity
- Gender
- Socio-economic status
- Program/Services

Data Discussion Questions

- Are our data consistent and stable, suggesting that they are reliable?
- Is our data adequately measuring what we need to know in order to allocate resources, suggesting that the data are valid?
- If our data are lacking in reliability and/or validity, what data do we need adequately guide instructional decisions?
- What are these data telling us about curriculum and instructional practices?
- What are these data telling us about student needs?
- What are these data telling us about staff needs?
- How do these data help drive professional development activities?

Problem Solving Considerations

Infrastructure Development, Implementation, and Refining Discussion Questions

CORE

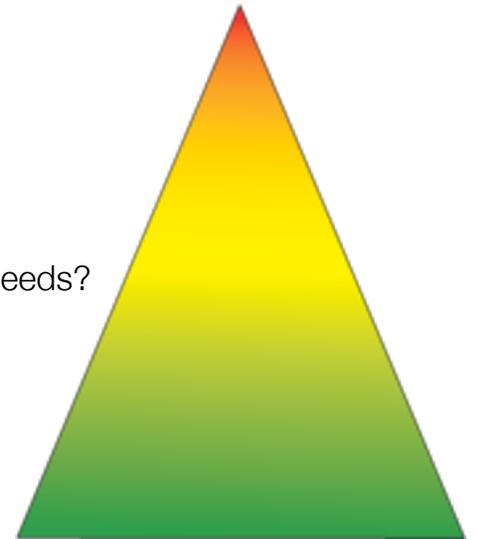
1. Is our core program sufficient?
2. For which students is the core program sufficient and not sufficient?
 - Are there patterns by racial/ethnic groups? By gender? By age?
 - What groups are on target? Behind? Ahead?
 - What do our data tell us about access and equity?
 - Is there a relationship between behavior (absences, tardies, positives, ODRs, etc.) and achievement? For which groups of students?
 - How might some school or classroom practices contribute to successes and failures? For which groups of students?
3. How will we monitor the sufficiency of our core program over time?
4. What are the alterable factors we can change to improve our performance?

SUPPLEMENTAL

5. Why isn't core sufficient for these students?
6. What specific supplemental instruction is needed?
7. How will we deliver that specific supplemental instruction?
8. How will we know if it is working?
9. How will know if students need to move to a different level of instruction?

INTENSIVE

10. Why isn't core and supplemental instruction sufficient for meeting these students' instructional needs?
11. What specific intensive instruction is needed?
12. How will we deliver that specific intensive instruction?
13. How will we know if it is working?
14. How will we know if students need to move to a different level of instruction?



Definitions

Alterable Variables - Something that can be changed via instruction to increase academic or social behavior success. Examples include instructional time allocated, grouping, class size, reinforcement level, re-teaching, etc.

Benchmarking - Gathering curriculum based measurement data on all students at standard intervals, typically three times a year to address ongoing needs and student growth.

Fidelity of Implementation- delivery of assessment, instruction, and intervention in the way in which it is designed to be delivered. Additionally, fidelity must address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed.

ICEL - the four domains of influence for problem solving and assessment

Instruction—how we teach (teaching style, methods, feedback, groupings, etc.)

Curriculum—what is being taught (standards, benchmarks, and instructional materials that relate)

Environment—the context where learning is to occur (rules, routines, management systems, etc.)

Learner—characteristics of the individual in relation to the concern

Intervention - additional teaching, re-teaching, practice, and acknowledgment. This is in addition to what is provided through core instruction (including differentiation) and is selected based upon data and desired outcomes.

Progress Monitoring - a set of assessment procedures to determine the extent to which students are benefitting from classroom instruction or behavior interventions. Progress monitoring should occur frequently but will depend on the severity of the problem and whether it's an academic or behavior skill. Screening all students 3 times a year is NOT considered progress monitoring.

RIOT - the process of gathering data to assess the instruction, curriculum, environment, and learner during problem solving

Review—reviewing prior records or any other permanent products that might be relevant

Interview—interviewing anyone with knowledge about the topic (systems) or student(s). Multiple perspectives and input are critical for problem solving

Observe—observing instruction, environment, and/or the learner

Test—using an educationally relevant assessment or measurement tool for the purpose of instructional planning (i.e., curriculum based, behavior rating scales, etc.)

Screening - gathering data on all students. Usually conducted to identify students who may be at-risk.

Inalterable Variables - Something that may have an impact on students' academic and social behavior but CANNOT be readily changed by school staff and therefore – should not be the focus of problem-solving meetings. Examples – mental health status, home life, parenting, disability status, physical/medical status

Successful Problem Solving Teams

- Focus on student outcomes
- Focus on results not process
- Focus on prevention
- Focus on alterable vs. inalterable variables
- Continually ask “what is the smallest change we can make to get the biggest effect?”
- Focus on research-based interventions vs. interventions supported by testimonials (e.g., “I loved that intervention because....”)
- Recognize that changing student academic and social behavior involves changing adult behavior and ask “how can we create an environment that will support student learning/behavior?” when things are not working.
- Use problem solving at all levels (system, grade, individual student) and across academic and social behavior for students and adults
- Remember to celebrate when progress is made and problems are solved!
- Recognize that the problem solving process is never finished—effective educators continuously assess their practices to ensure student learning and success



ABC/UBI is a statewide training initiative to support the implementation of response to intervention (RtI) for academic and social behavior. RtI requires implementing evidence-based instruction and interventions in a tiered model, proactive screening and progress monitoring assessments, and problem-solving to support the academic and behavioral needs of ALL students.