Team Initiated Problem Solving for High School Teams Attending APEX Summer Institute Attitash, NH

August 16, 2012

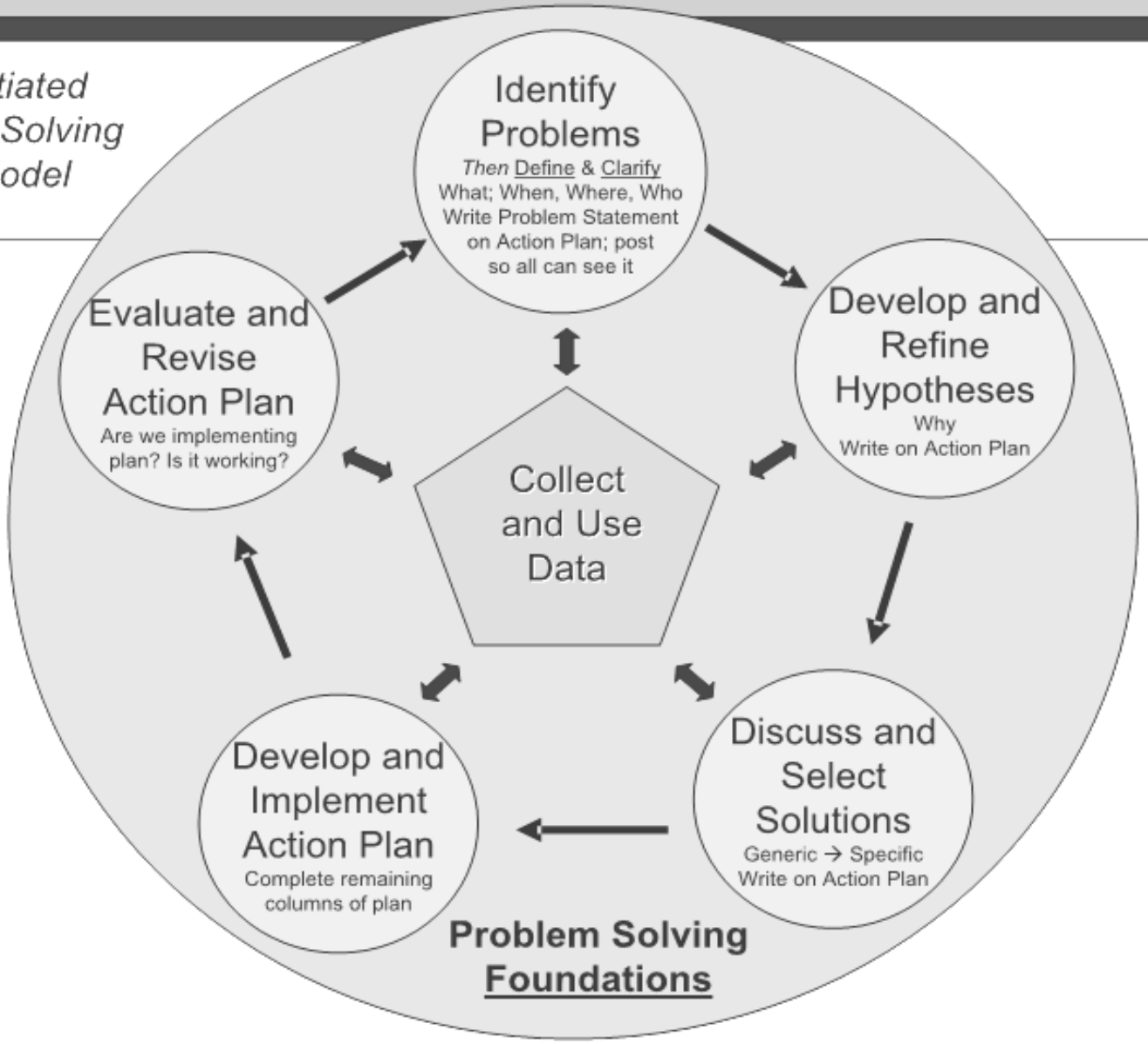
Howard S. Muscott, Ed.D., Director
New Hampshire Center for Effective Behavioral Interventions and Supports at SERESC
www.nhcebis.seresc.net; 603-206-6891;
hmuscott@seresc.net

Team Initiated Problem Solving Model

J. Stephen Newton, Robert H. Horner, Anne W. Todd, Bob Algozzine, Kate M. Algozzine (2010)

- Four year grant funded by U. S. Department of Education's Institute of Education Sciences -- 2008-2012
- **Goal**: Develop a "problem-solving model" for school teams that results in active use of data to (a) define problems, (b) build solutions, and (c) transform solutions into practical action plans.

Team Initiated Problem Solving (TIPS) Model



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Team Initiated Problem Solving Model
Newton, et al (2010)

1. Define core outcomes
2. Identify measures used to monitor the core outcomes
3. Establish and apply standards for the identified measures
4. Collect and use data throughout

Key Questions We Want Answered

What are the broad core outcomes you hope to achieve this year?

How do they connect to your school improvement goals/accreditation process?

To create safe and productive learning environments characterized by respect, responsibility, safety and achievement.

What are you Trying to Accomplish this Year?

- Develop/design the features?
- Build capacity through training and TA?
- Increase faculty, administration, family buy in?
- Improve fidelity of implementation?
- Improve school climate?
- Reduce problem behaviors, suspensions, expulsions?
- Improve positive behavior?
- Increase time for learning?
- Increase academic achievement?
- Other?

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Begin with Broad Core Outcomes or Key Questions

1. What do you want to achieve in terms of student behavior this year (broad core outcomes)?
2. Do you have past and/or current data (Valid) to answer the questions? Is it accurate? (Reliability)
3. If not, how can you get valid and reliable data?

Key Features of Effective Data Systems

1. The data is used to answer important questions about outcomes
2. The data are accurate
3. The data are very easy to collect (1% of staff time)
4. The data are collected continuously
5. The data collection should be an embedded part of the school cycle not something "extra"

Key Features of Effective Data Systems

6. Data should be summarized prior to meetings of decision-makers (e.g. weekly)
7. Data are used for decision-making
    1. The data must be available when decisions need to be made
    2. The people who collect the data must see the information used for decision-making
8. The data are used to celebrate success

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Potential Data Sources

Problem Behavior Incident Reports
Office Discipline Referrals
In and Out of School Suspensions
Surveys on Bullying, Harassment, School Safety Tardies, Absenteeism, Staff Surveys, Climate Surveys, Courses Failed, etc.

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Data-Based Decision Making and PBS Teams; Standards

Newton, Horner, Algozzine, Todd, Algozzine (in press)

- Establish standards for outcome measures:
  a) Level, trend, and variability of the school's referrals during the previous school year;
  b) Level, trend, and variability of referrals of other schools of similar size and grade level (e.g., a national average); and
  c) Social expectations of the school's community members, faculty, and students.

Team Initiated Problem Solving Model

Newton, et al (2010)

4. Collect and Use Data (Throughout)

I. Review Current Status and Identify Problems (Primary to Precise)

II. Develop and Refine Hypotheses

III. Discuss and Select Solutions

IV. Develop and Implement Action Plan

V. Evaluate and Revise Action Plan

Main Ideas

Horner (2009)

- Decisions are more likely to be effective and efficient when they are based on data.
- The quality of decision-making depends most on the first step (defining the problem to be solved)
  - Define problems with precision and clarity

Main Ideas

Horner (2009)

- Data help us ask the right questions…they do not provide the answers
- Use data to
  - Identify problems
  - Refine problems
  - Define the questions that lead to solutions
- Data help place the "problem" in the context rather than in the students.

Using ODRs to Identify Problems

- Build a picture for the pattern of office referrals in your school.

Goal

1. Identify problems empirically
2. Identify problems early
3. Identify problems in a manner that leads to problem solving not just whining

SWIS charts that Answer Schoolwide Behavior Support Questions

Question	Use Charts
Are there Trends or Patterns across time?	*Average Referral per Day per Month*
Where are the problem behavior events occurring?	*Referrals by Location*
Where are the problem behavior events occurring?	*Referrals by Problem Behavior*
When are the problem behaviors occurring?	*Referrals by Time*
Who is contributing to the problems?	*Referrals by Student*

To work through the SWIS Big 5 Reports, we use the *Behavior Data Review Worksheet*

Behavior Data Review Worksheet: Using SWIS "Big Five" Reports

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SWIS – Data System for PBIS

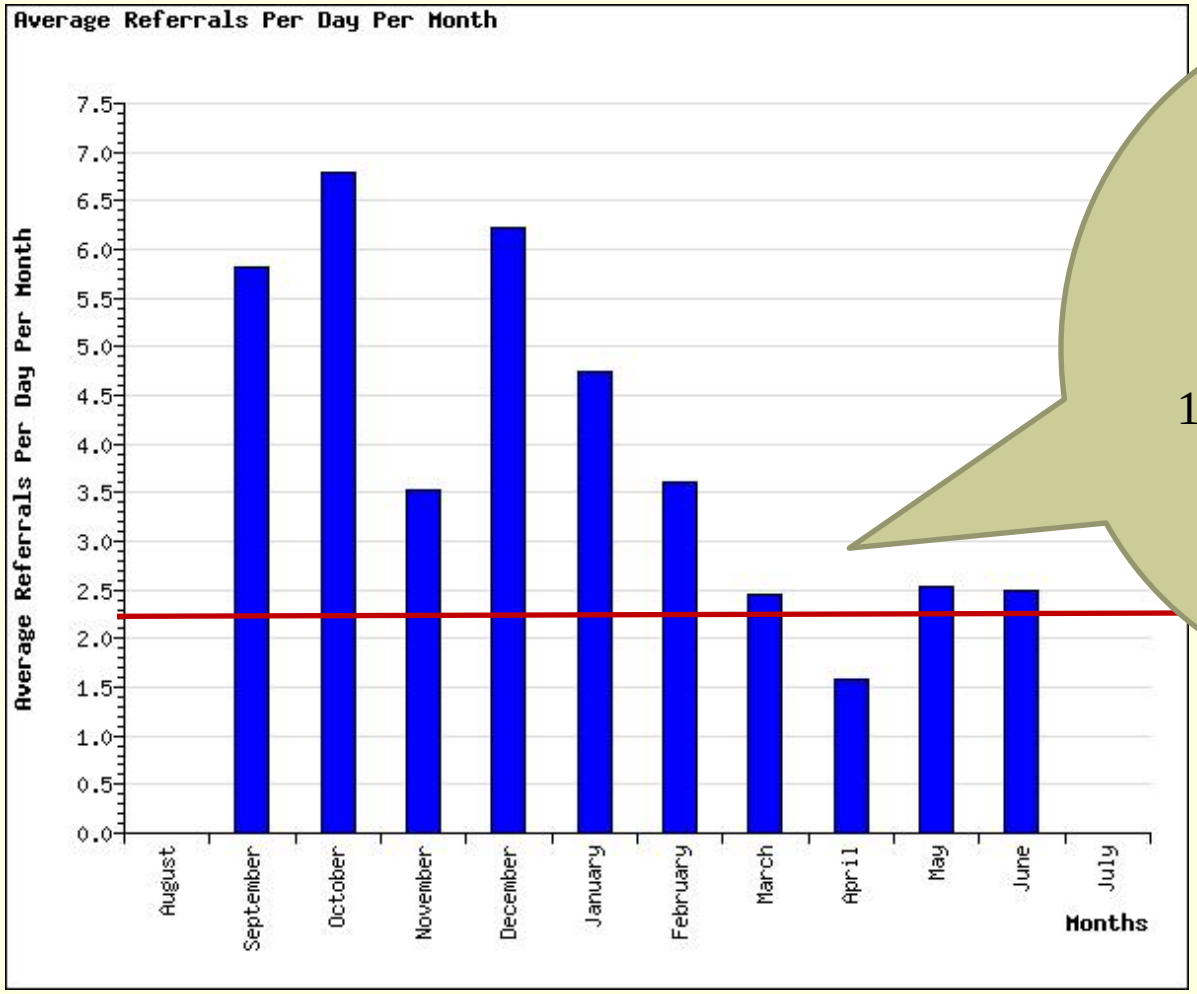
- Maintained by University of Oregon
- Web Site Based – www.swis.org
- Allows easy Student Data Input
- Creates Data Charts/Analysis
- Assists Team in Discussing Data with Staff
- Small yearly investment ($250.00)
- $50 more for Check In Check Out

SWIS summary 2009-10 (Majors Only)

4,019 schools; 2,063,408 students; 1,622,229 ODRs

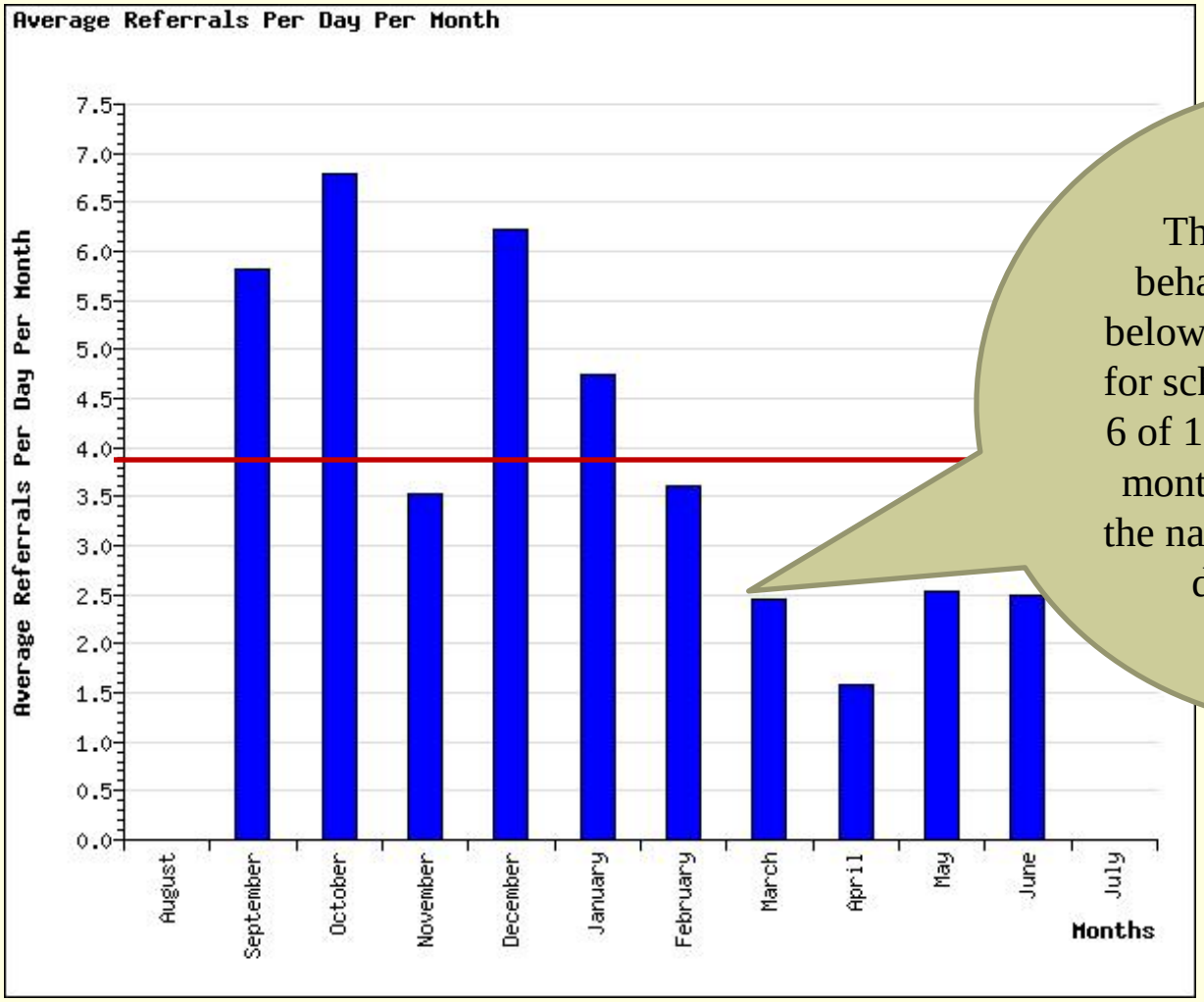
Grade Range	Number of Schools	Mean Enrollment per school	Median ODRs per 100 per school day
K-6	2565	452	**.22**
6-9	713	648	**.50**
9-12	266	897	**.68**
K-(8-12)	474	423	**.42**

Elementary School 1000 Students (1000/100 =10 X .22= 2.2)



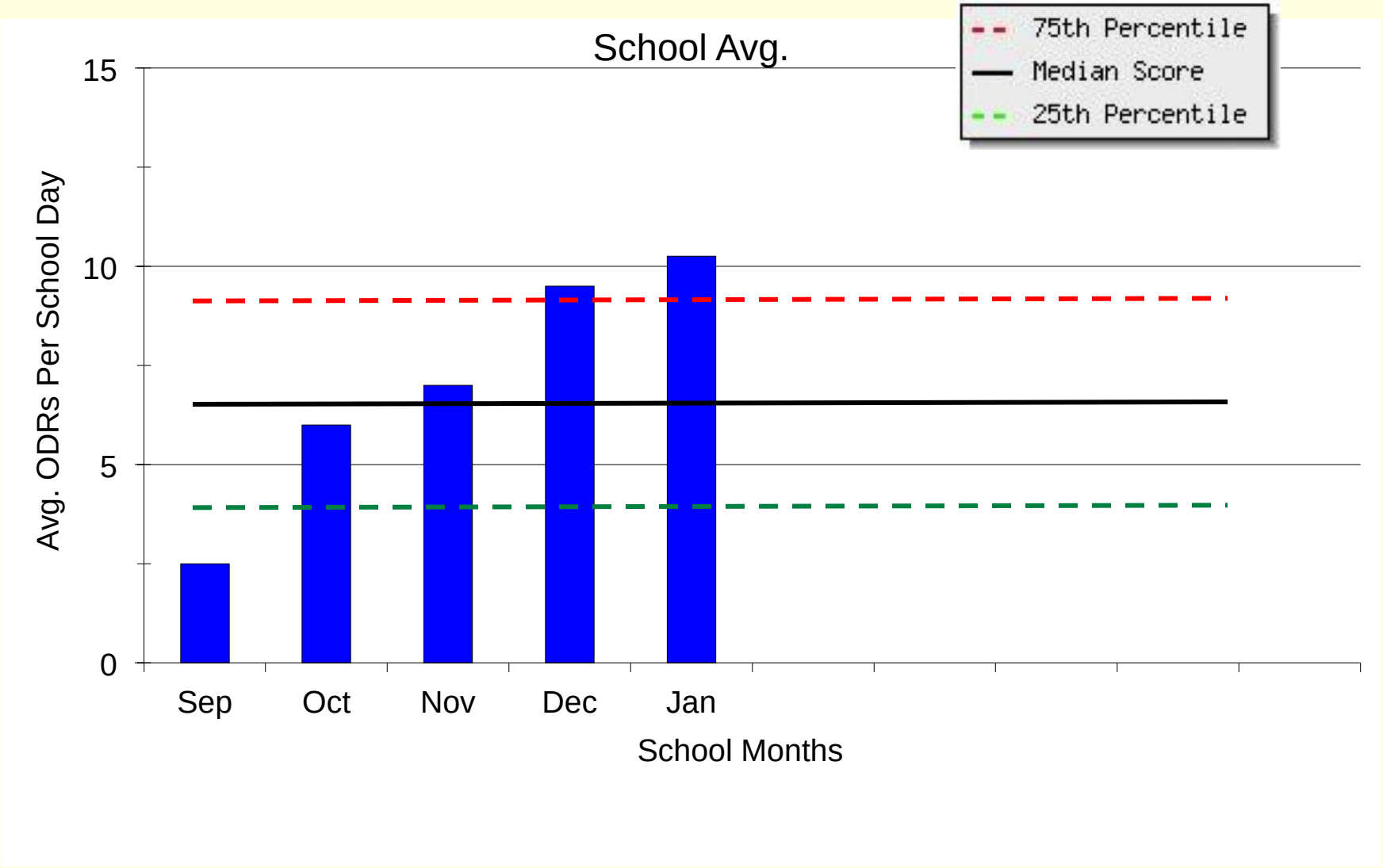
The rate of problem behavior has been above the national average for schools our size across 9 of 10 months. The past 4 months have been near or below the national average

Middle School 765 students (765/100 = 7.6 X .50= 3.8)



The rate of problem behavior has been at or below the national average for schools our size across 6 of 10 months. The past 5 months have been below the national average with a decreasing trend

Average Referrals per Day per Month



Average Referrals per Day per Month

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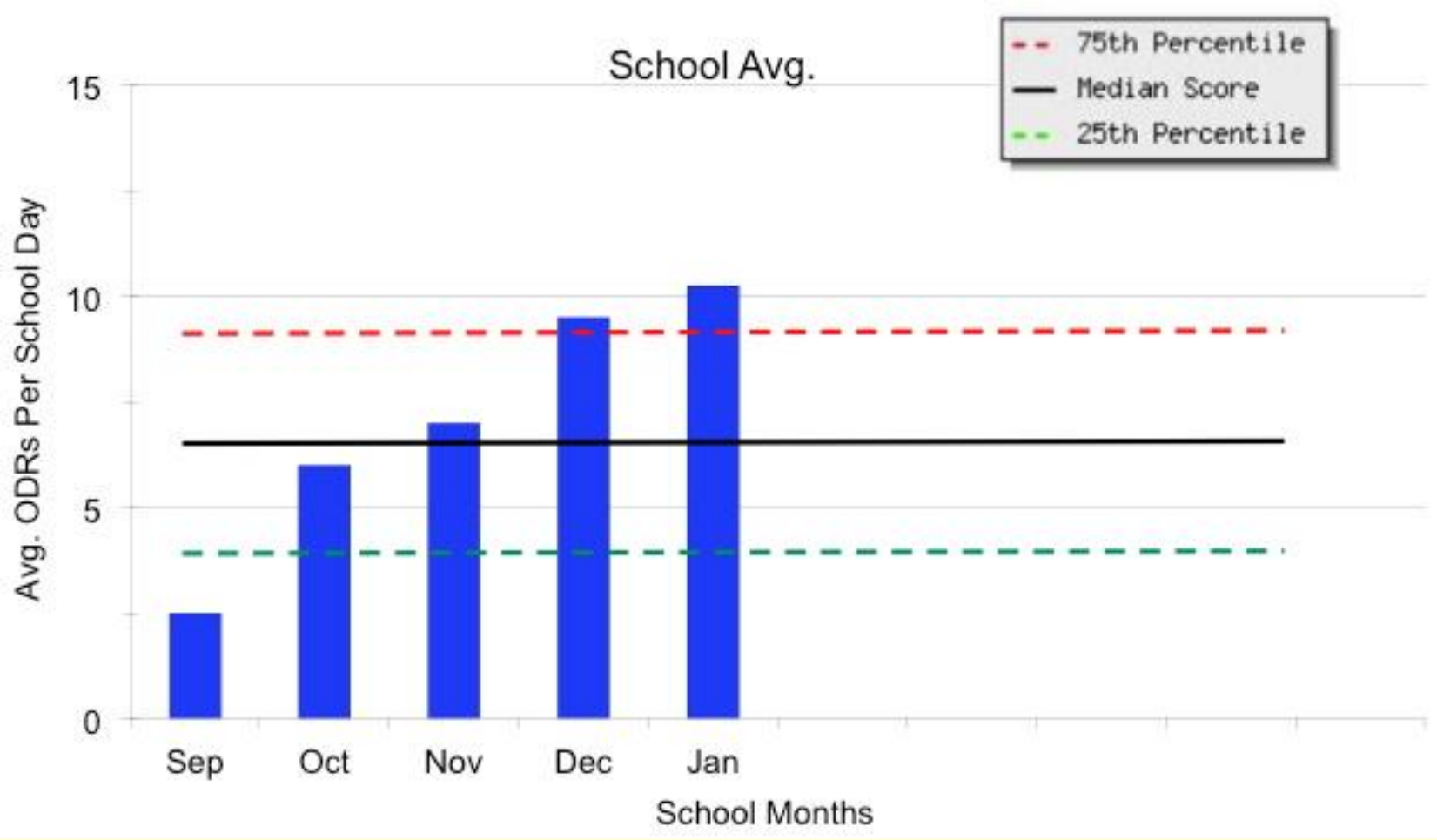
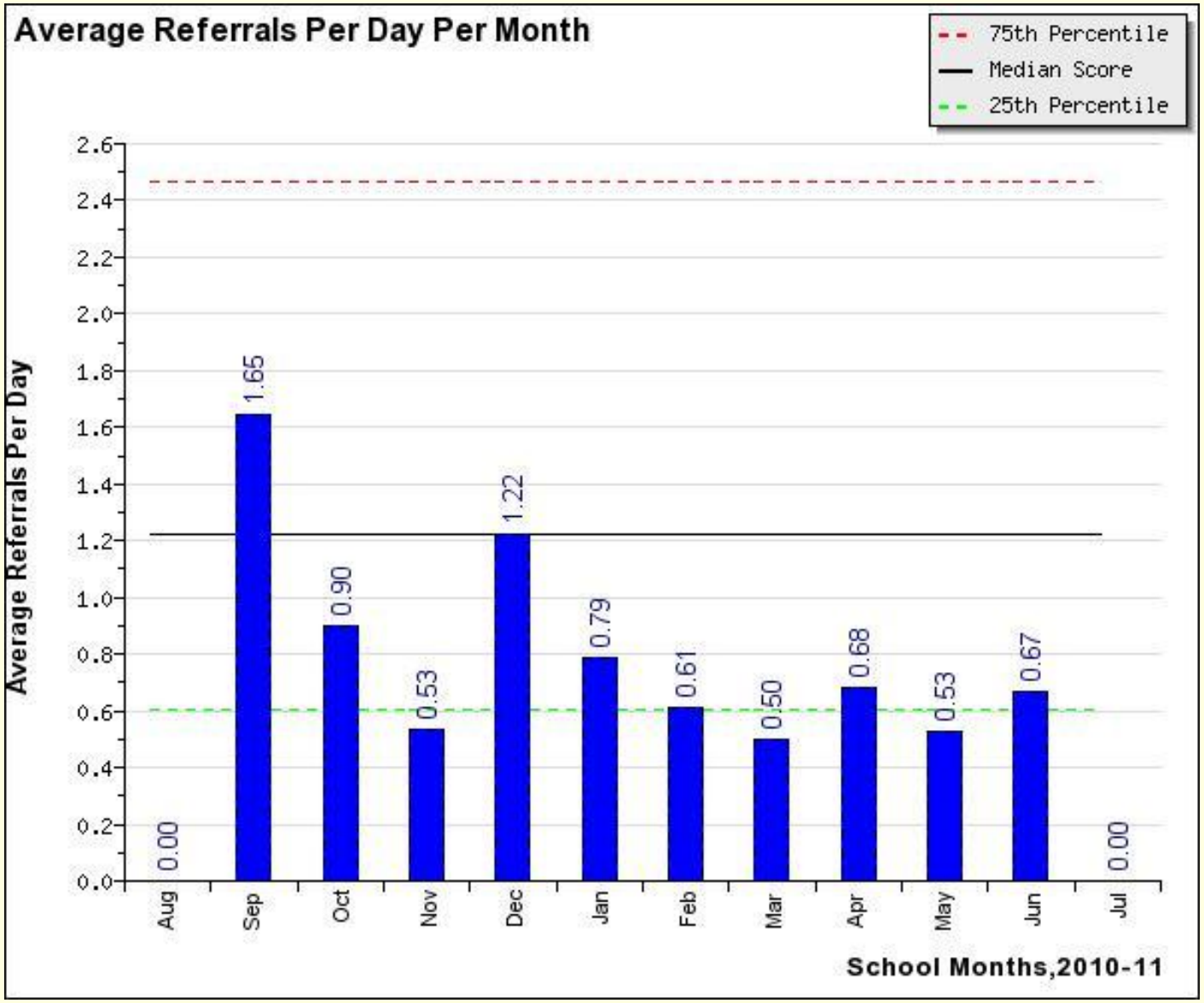
What types of problem behaviors are occurring most often? *(Referrals by Problem Behavior*)*		
When are the problem behaviors occurring? *(Referrals by Time*)*		
Who is contributing to the problems? (if > 20% of enrollment has ≥2 ODR then focus on Universal Systems) *(Referrals by Student*)*		

Indicate any trends you see in Average Referrals per Day per Month.

Data Summary: Average Referrals per Day per Month

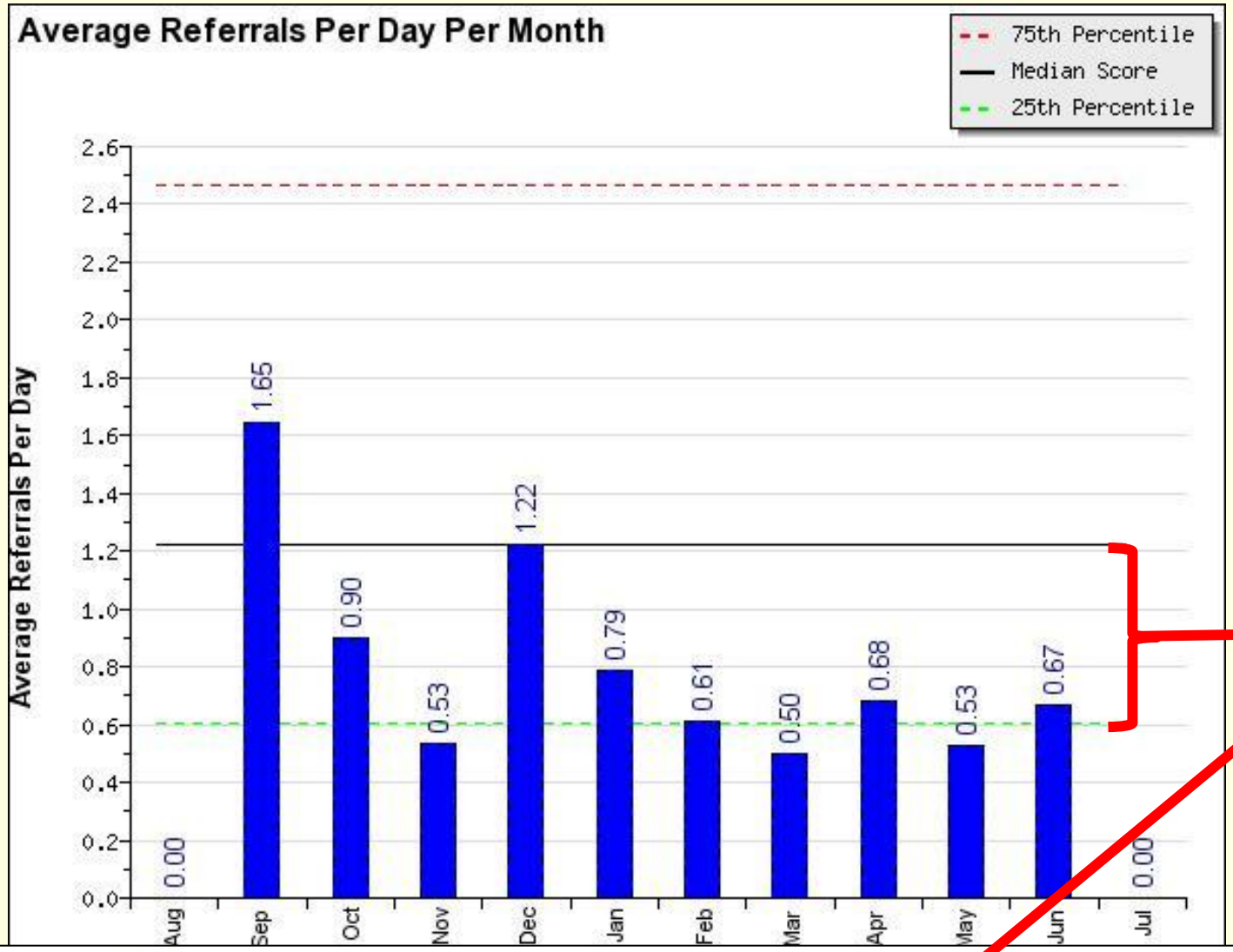


PROBLEM- Higher ODR rate than National Average
TREND- Increasing ODR across school year



National Trends for Schools: *Non-standard (K8-12), Regular Ed*

	ODRs Per 100 Students Per Day	Adjusted: ODRs Per 290 Students Per Day
Number of Schools	474	474
25th Percentile	0.21	0.61
Median (50th Percentile)	0.42	1.22
75th Percentile	0.85	2.47



MiBLSi

Behavior Data Review Worksheet: Using SWIS "Big Five" Reports

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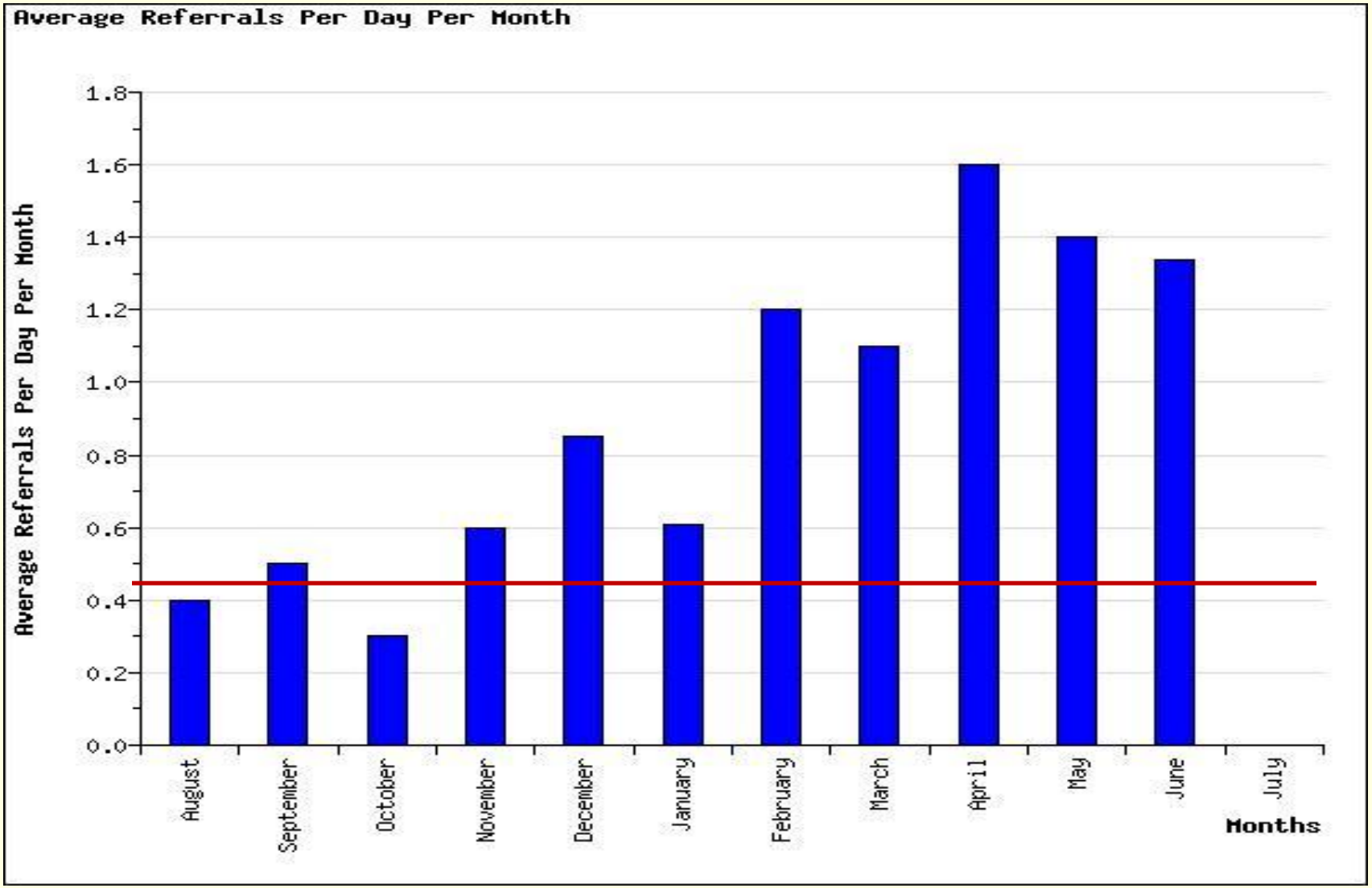
Describe the narrative for this school



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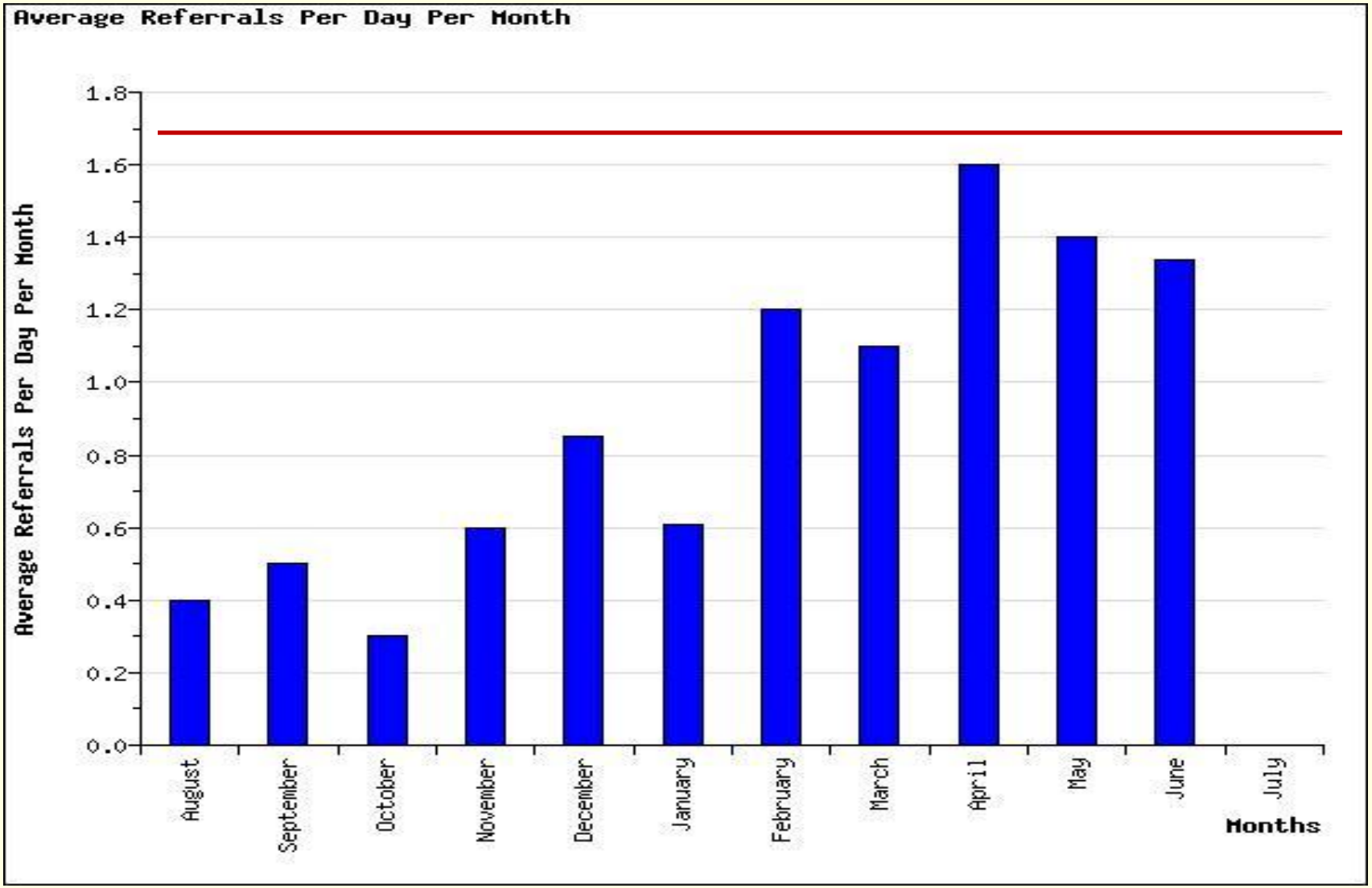


Data-Based Decision Making and The Rose School Team

Newton, Horner, Algozzine, Todd, Algozzine (in press)

- Every month last year the rate of ODRs per school day exceeded the national average of other elementary schools of comparative enrollment size (1.70 ODRs per school day per month)
- The ODR data show a minimal trend across months, but with noticeable increases in December and March.
- Each month last year, the level of ODRs per school day exceeded the level from the corresponding month during the prior school year (2003-2004)
- Teachers, families, and students have reported in letters, faculty meetings that student problem behavior is unacceptable and a barrier to effective instruction.

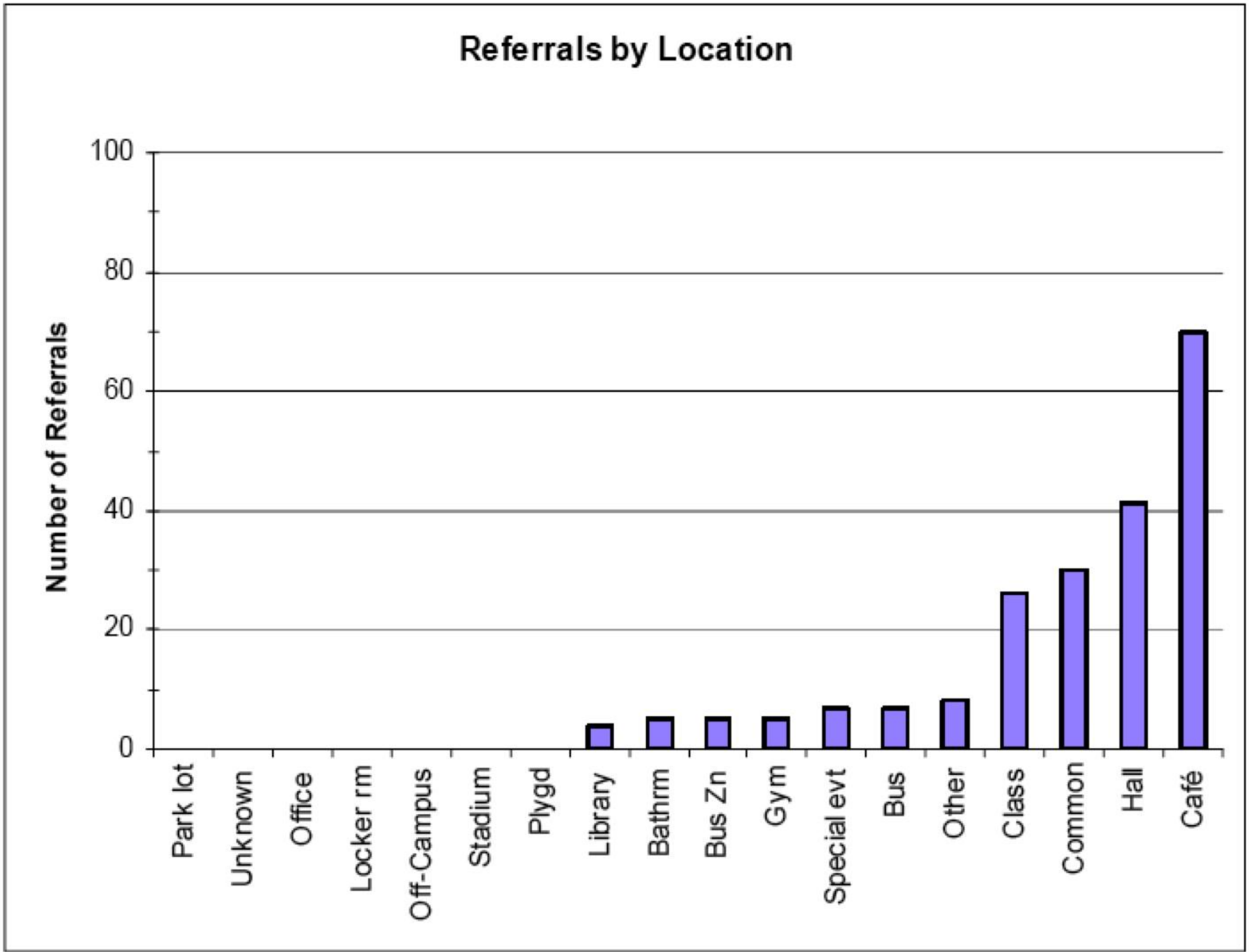
More Precision Is Required to Solve the Identified Problem

1. Define problem by identifying W**hat** problem behaviors are involved in ODRs
2. Clarify problem by identifying
   a) **When** ODRs are occurring (time of day)
   b) **Where** ODRs are occurring (location)
   c) **Who** is engaging in problem behaviors that result in ODRs
   d) **Why** are problem behaviors continuing to occur

Which Statement Is More Precise?

1a. Too many ODRs	1b. Total of 22 aggression ODRs on playground last month; twice as many as last year & showing increasing trend this year; occurring during first recess; 15 different students involved; aggression appears to provide peer attention, and resolve unclear playground rules (who gets equipment),
2a. Verbal threats and gender harassment in the cafeteria are increasing; 80% of events are from 4 students during second lunch; We are unclear what is maintaining these behaviors.	2b. Behavior in cafeteria is uncivil and unsafe.
3a. Hallway noise is too loud (disruptive) during 7th grade passing periods before and after lunch.	3b. Hallway noise is unbearable.
4a. The number of ODRs per day has increased by 20% each month since school started.	4b. The number of ODRs per day has increased by 20% each month since school started. Most incidences are with 4-6 grade, in the afternoon. Students are engaging in inappropriate language and harassment.

Referrals by Location



Referrals by Location

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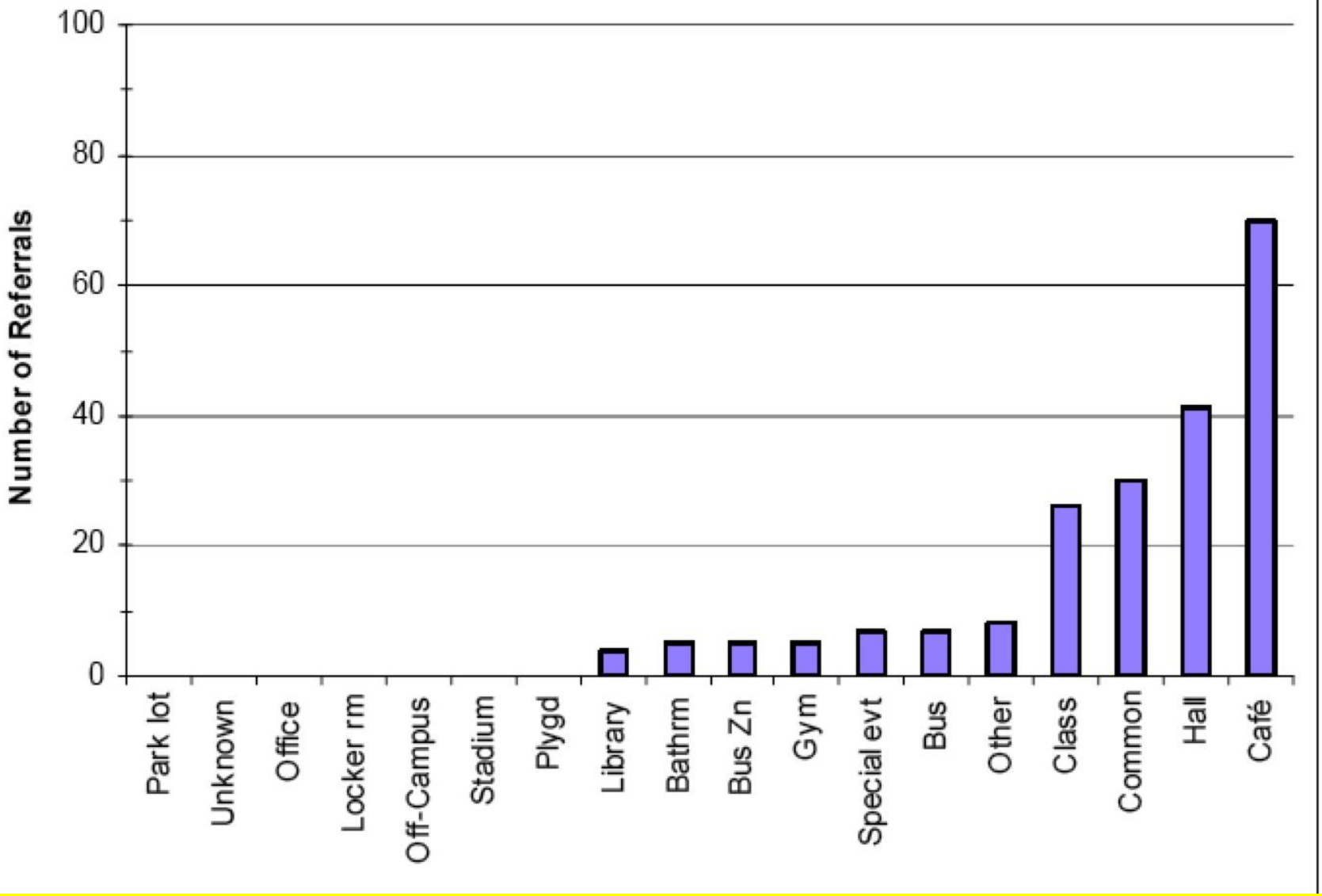
When are the problem behaviors occurring? *(Referrals by Time*)*		
Who is contributing to the problems? (if > 20% of enrollment has ≥2 ODR then focus on Universal Systems) *(Referrals by Student*)*		

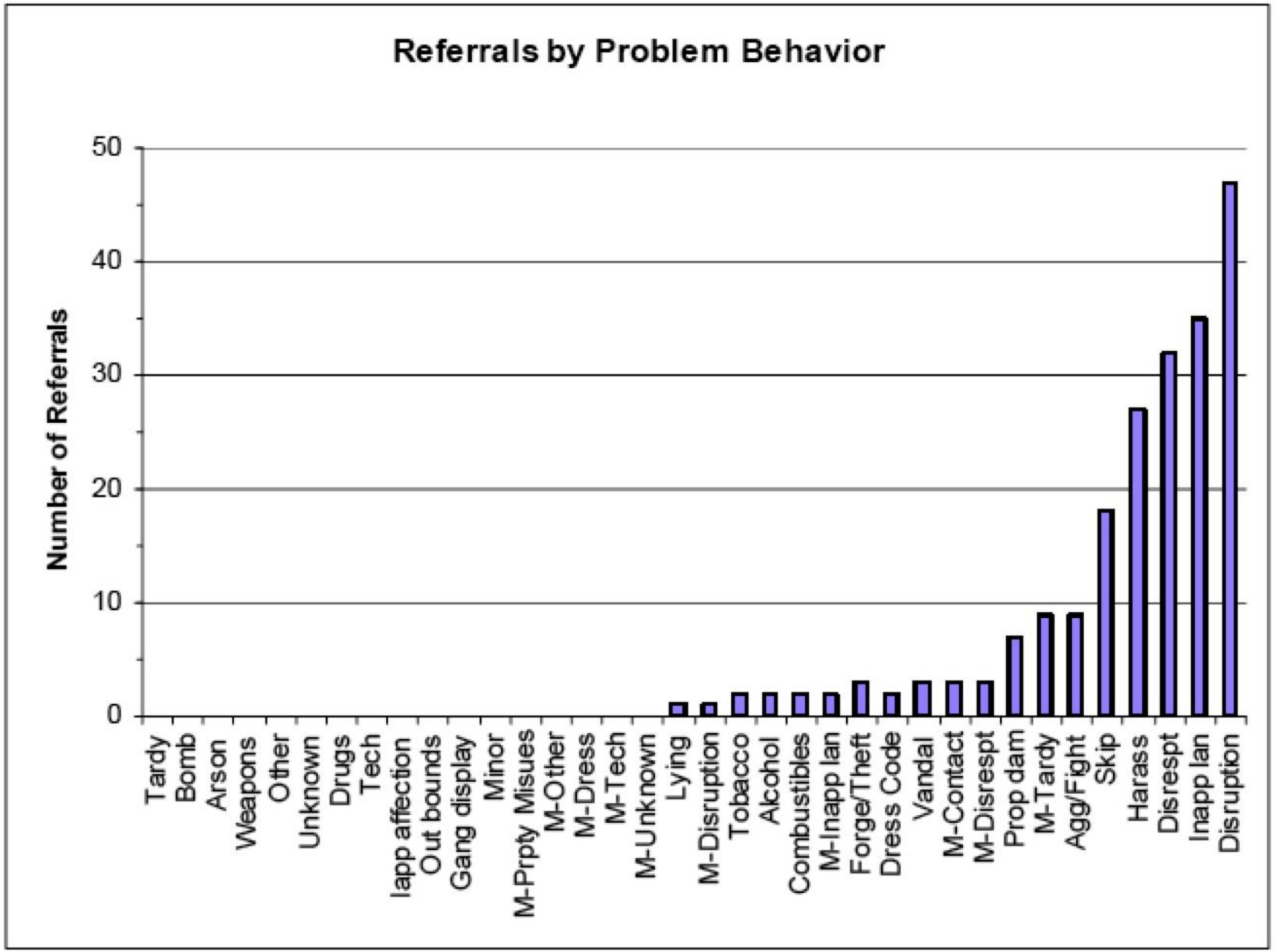
Indicate the locations in your building where you see the majority of your problem behaviors coming from.

Data Summary: Referrals by Location



Happening mostly in the Cafeteria

Referrals by Problem Behavior



Referrals by Problem Behavior

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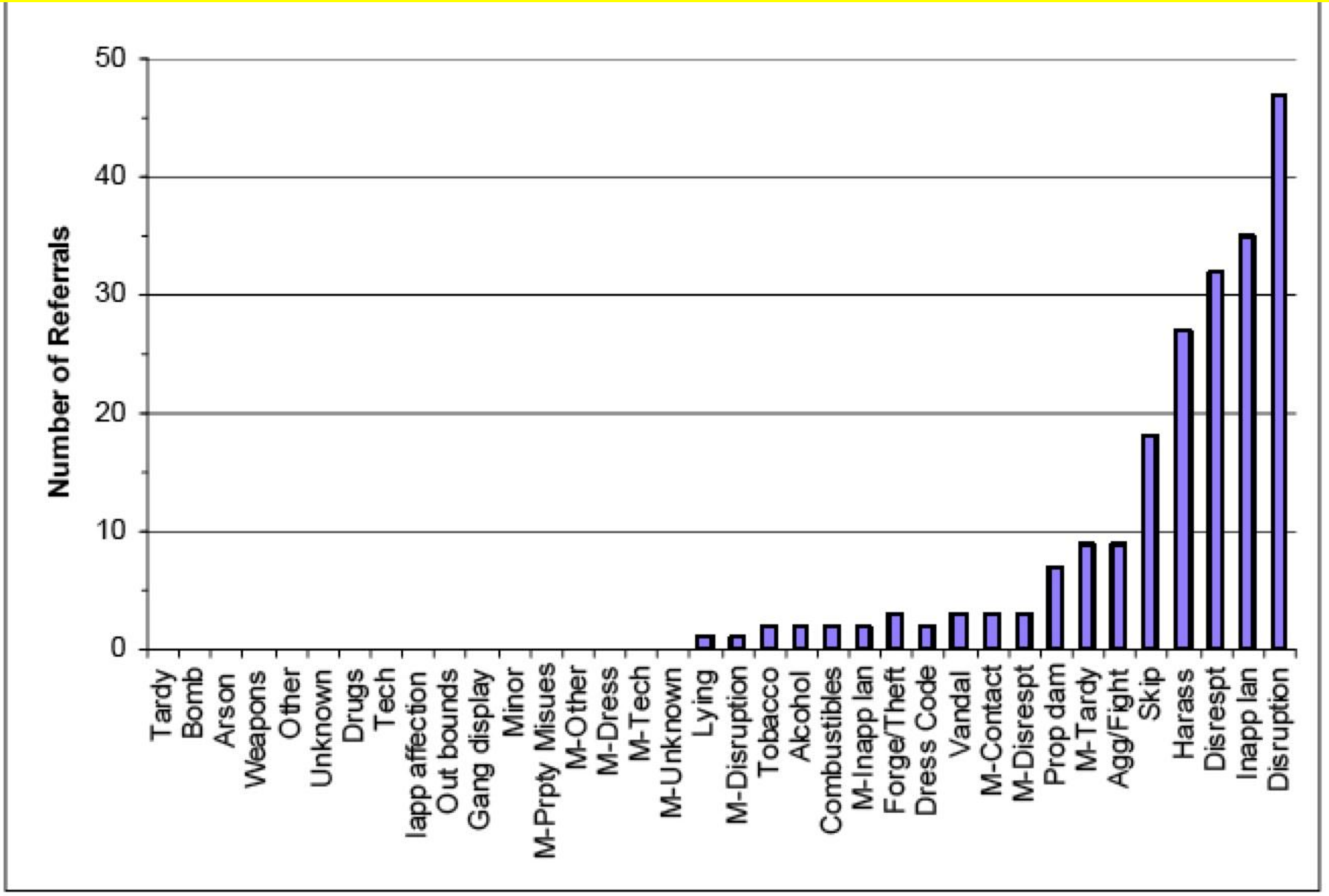
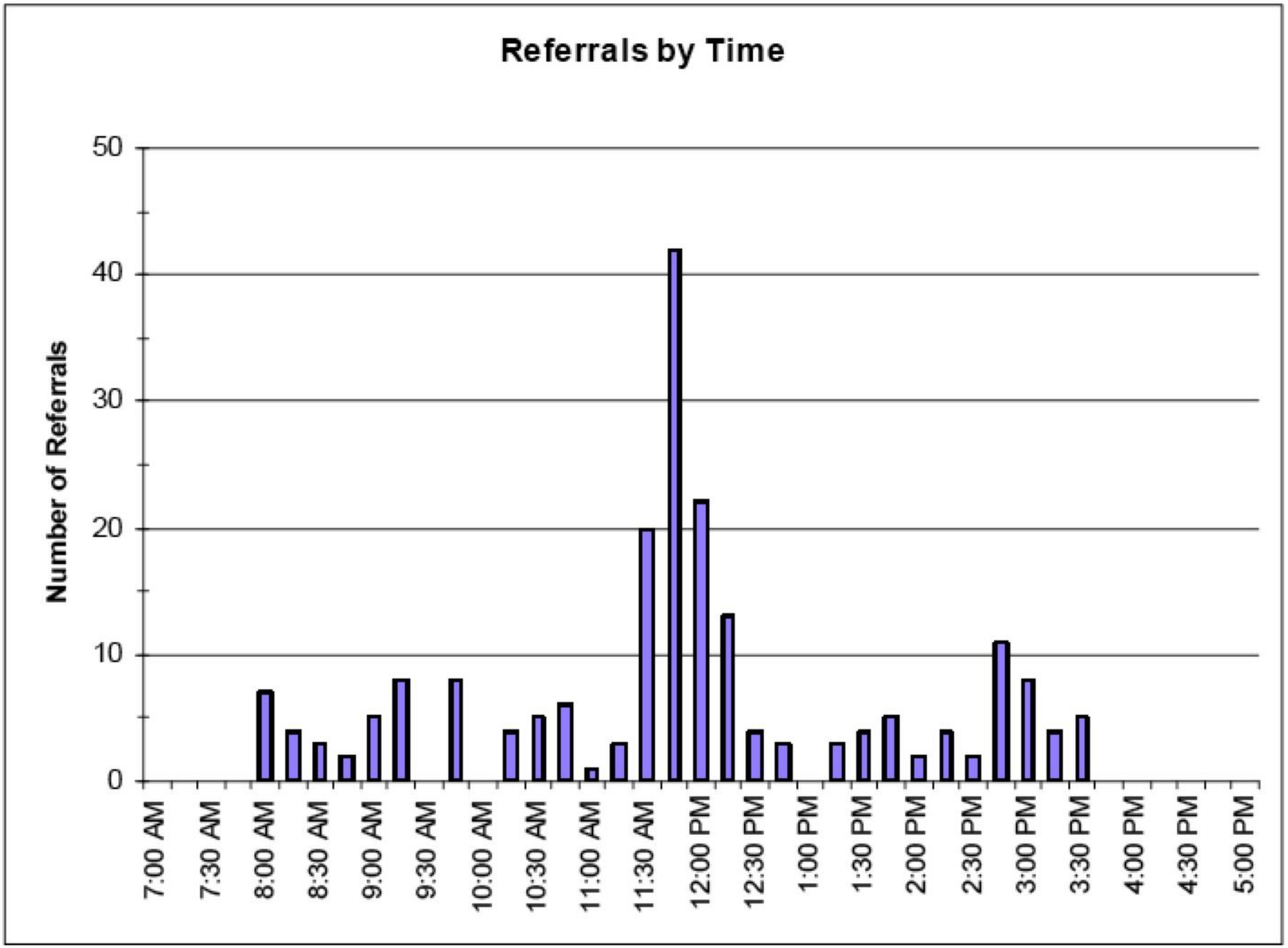
Indicate what types of problem behaviors you see occurring most often.

Data Summary: Referrals by Problem Behavior



Disruption is a problem, followed by Inappropriate Language and Disrespect

Referrals by Time



Referrals by Time of Day

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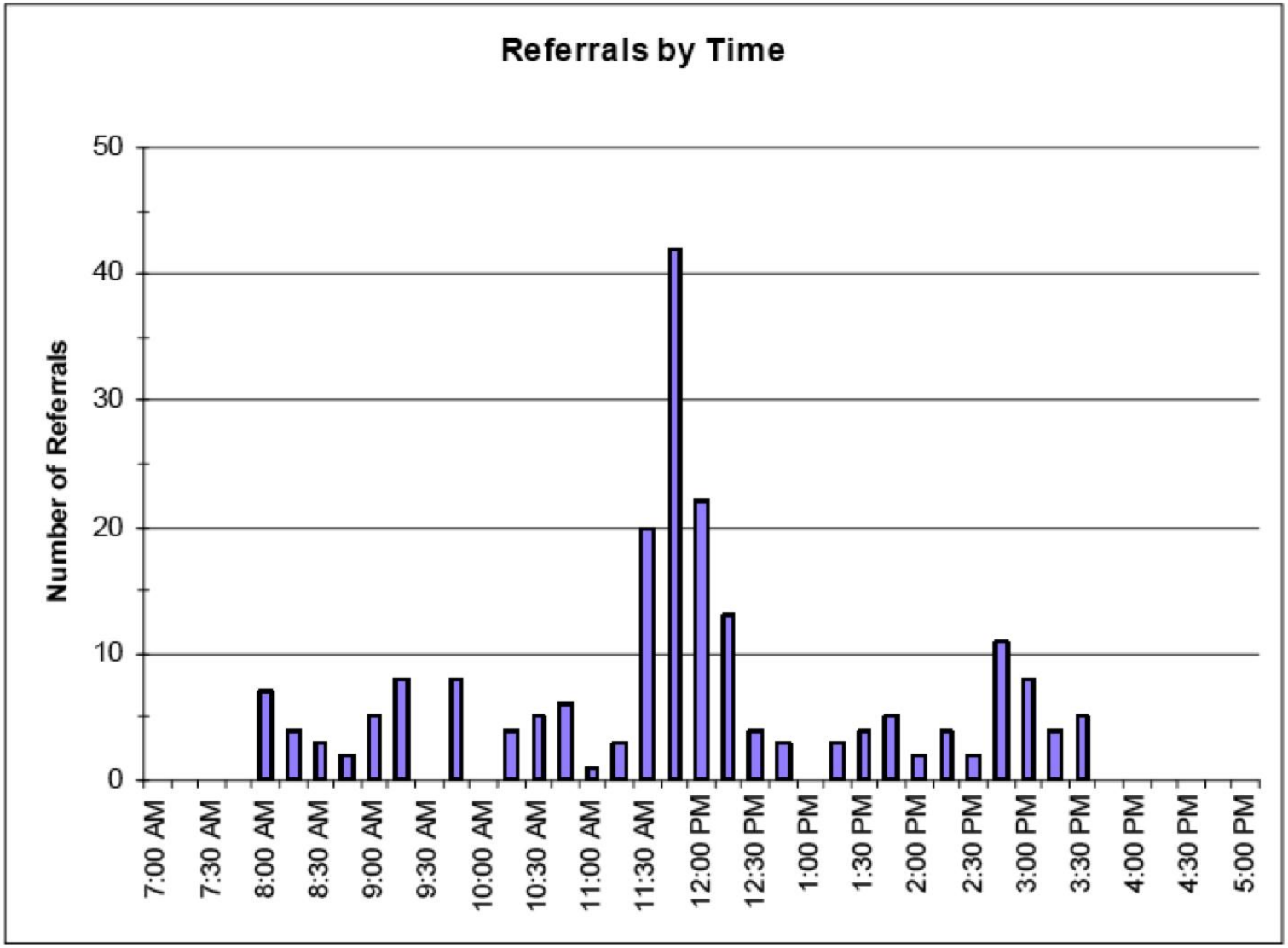
Who is contributing to the problems? (if > 20% of enrollment has ≥2 ODR then focus on Universal Systems) *(Referrals by Student*)*		

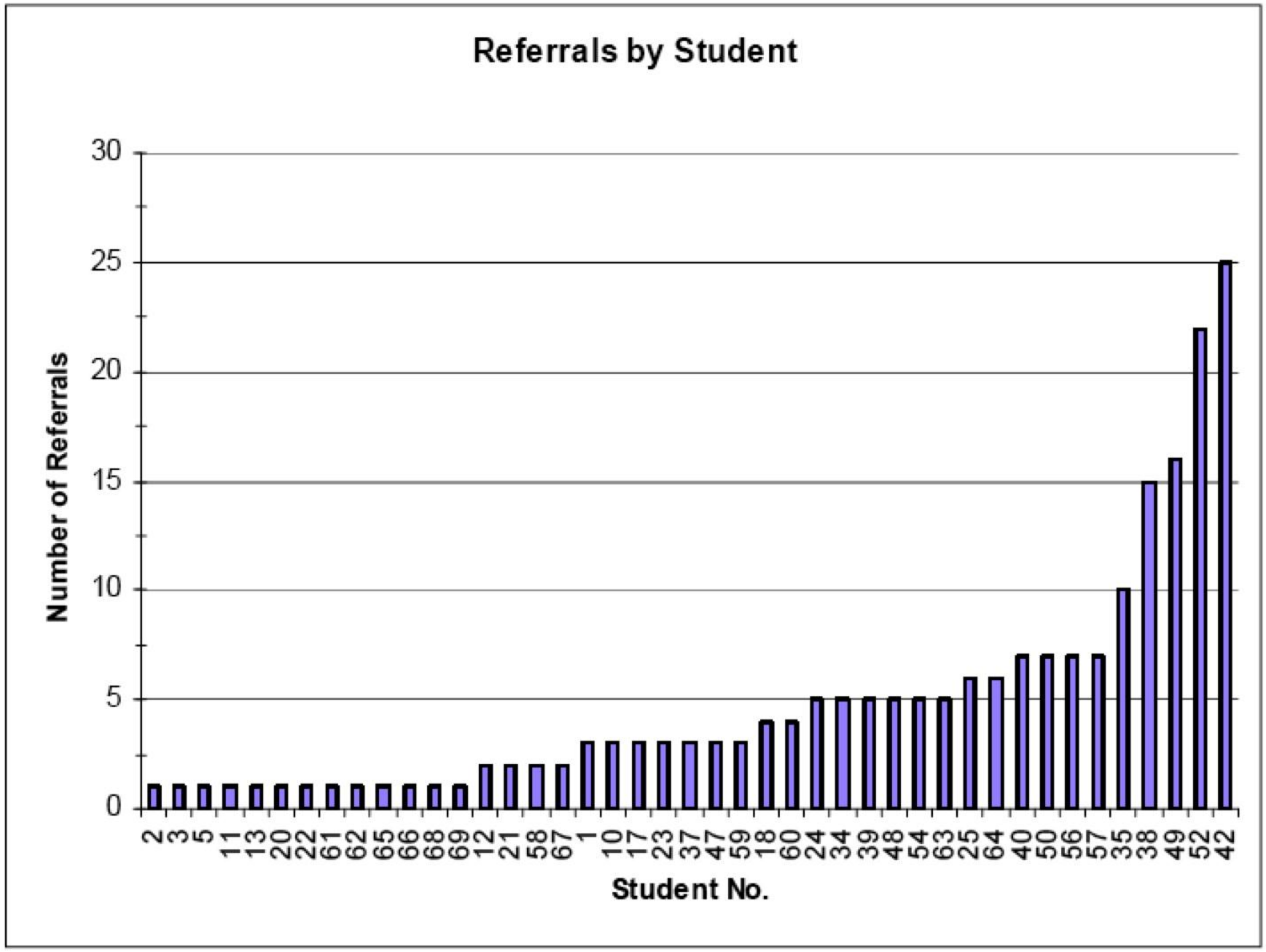
Indicate what time(s) of the day you see most of your problem behaviors occurring.

Data Summary: Referrals by Time



Happening throughout lunchtime in the cafeteria

Referrals by Student



Referrals by Student

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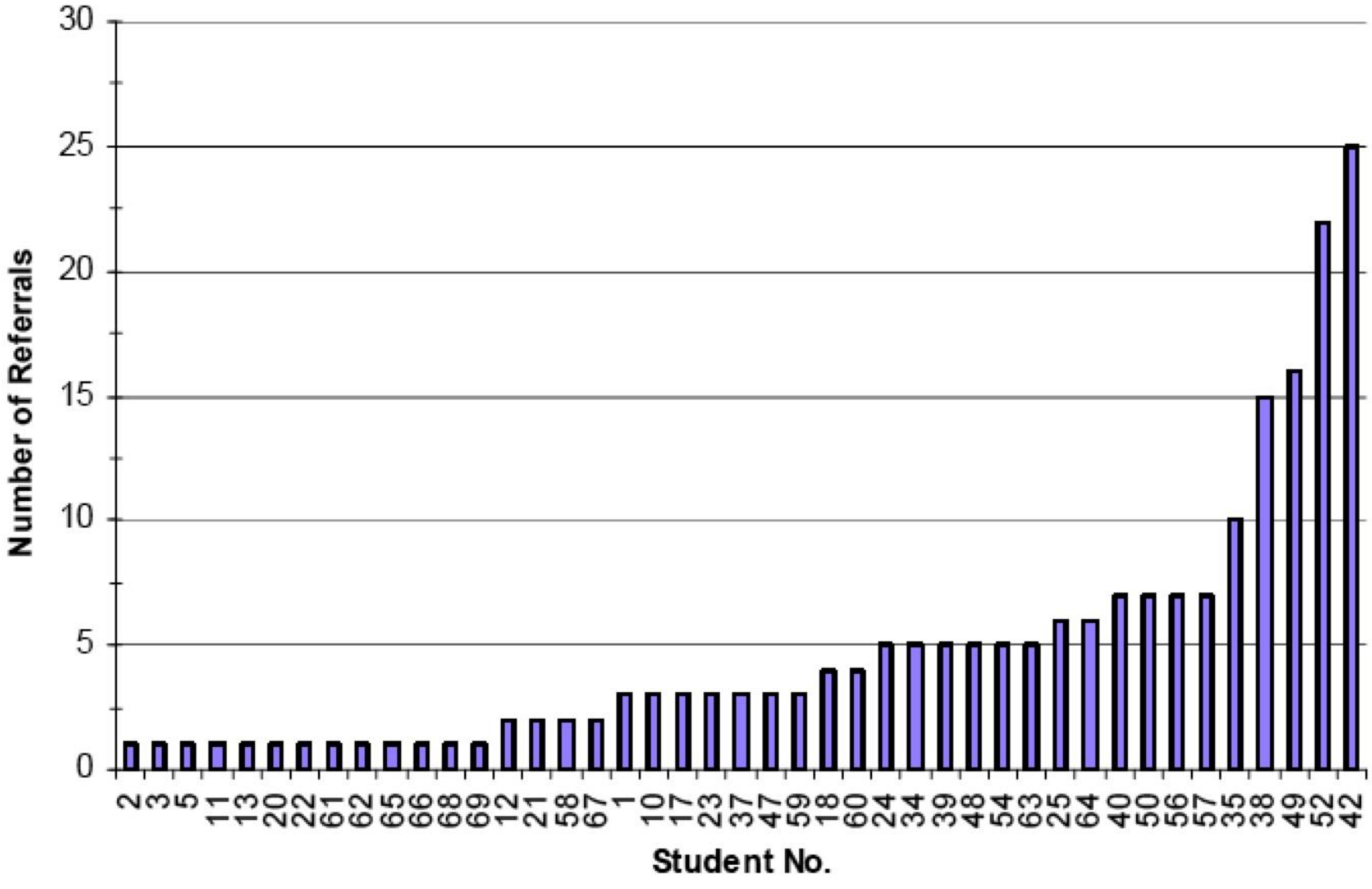
Who is contributing to the problems? (if > 20% of enrollment has ≥2 ODR then focus on Universal Systems) *(Referrals by Student*)*		

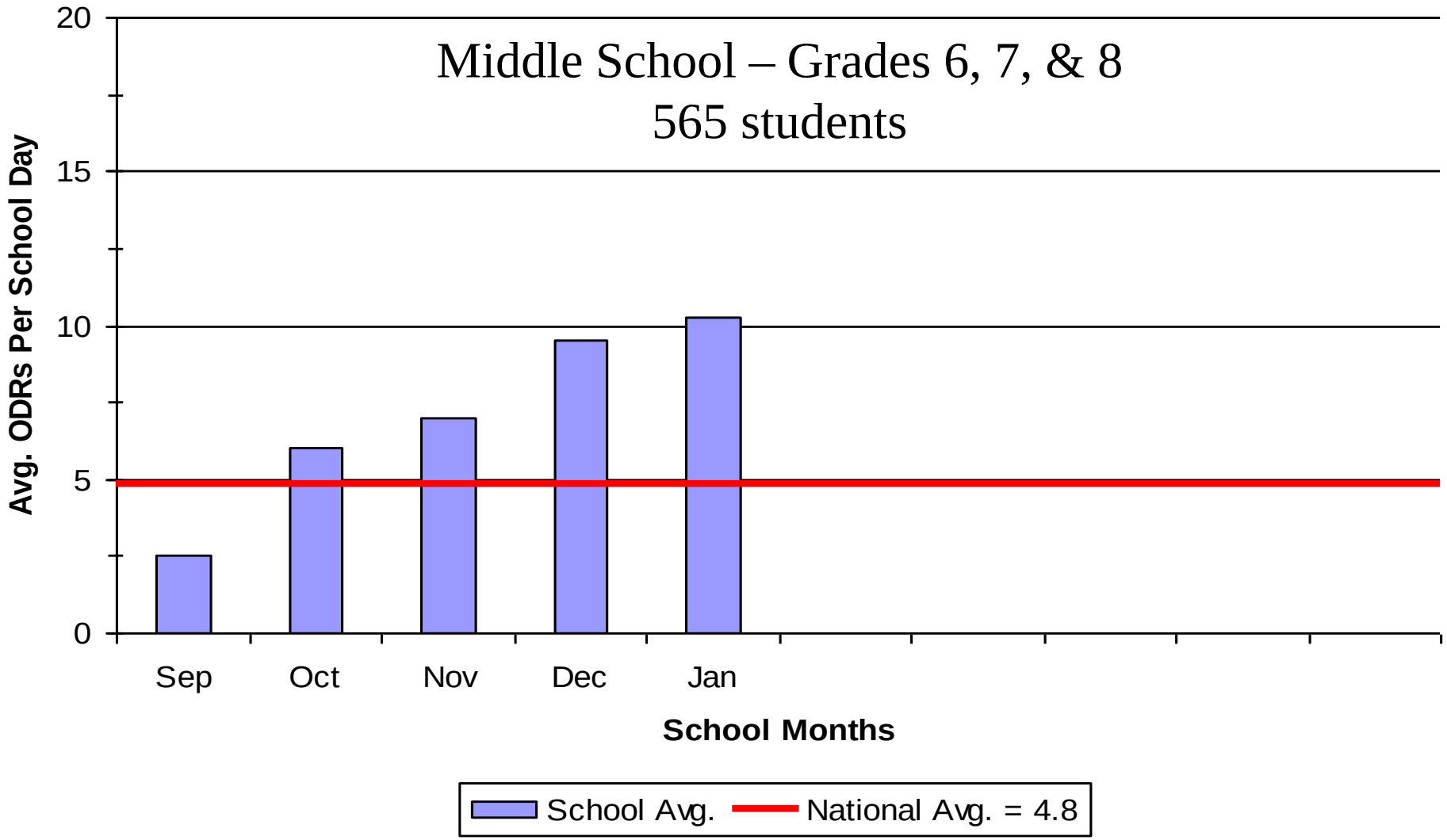
Indicate the number of students with 0-1, 2-5 or 6+ discipline referrals.

Data Summary: Referrals by Student



About 3% of students with 2 or re ODRs, 12 students with 5 or more ODRs, 5 students with >30 ODRs

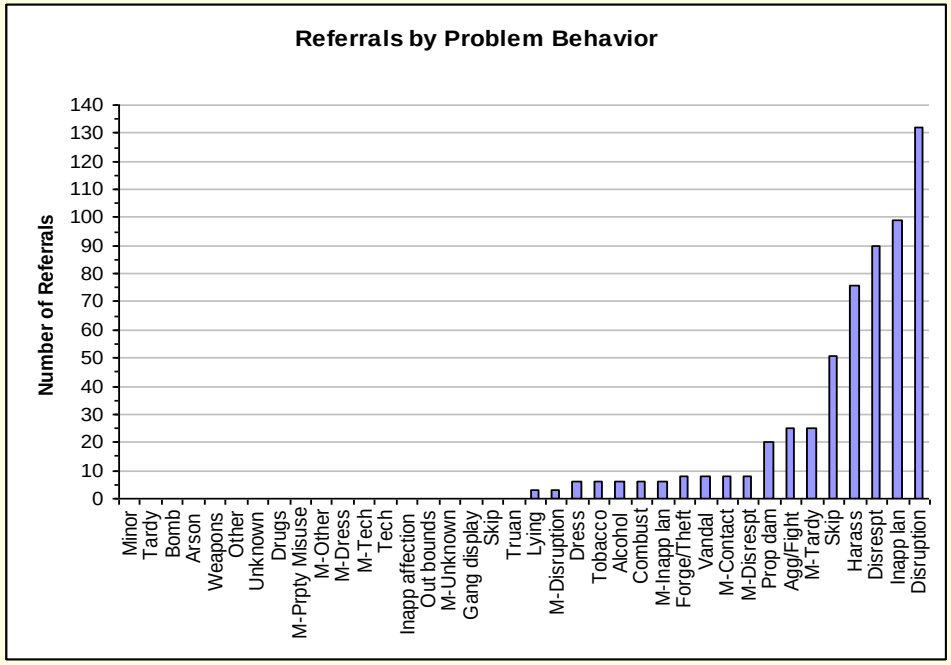
Trevor Test Middle School
Is there a problem? If so, what is it?

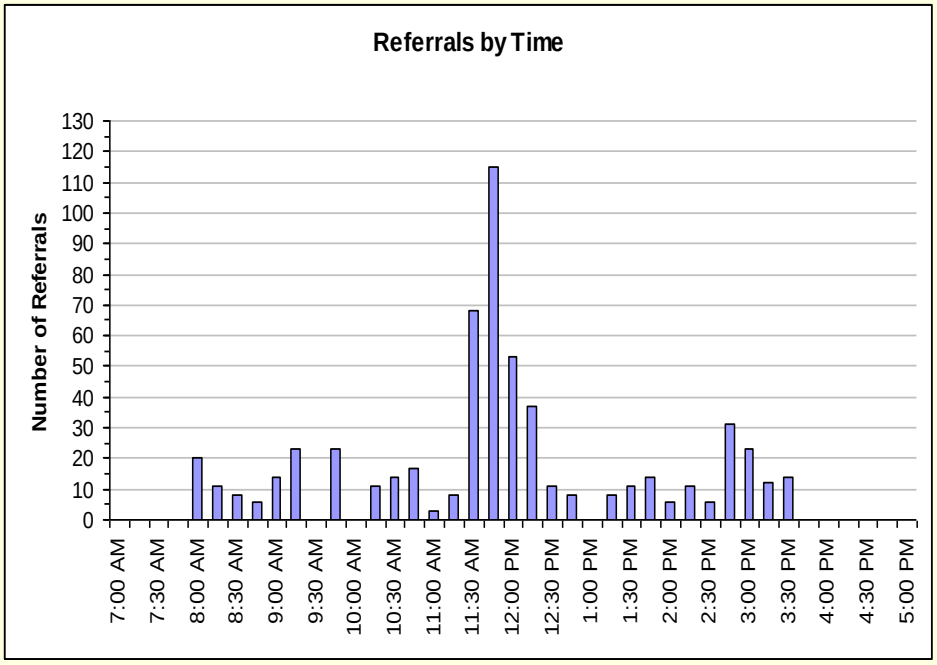


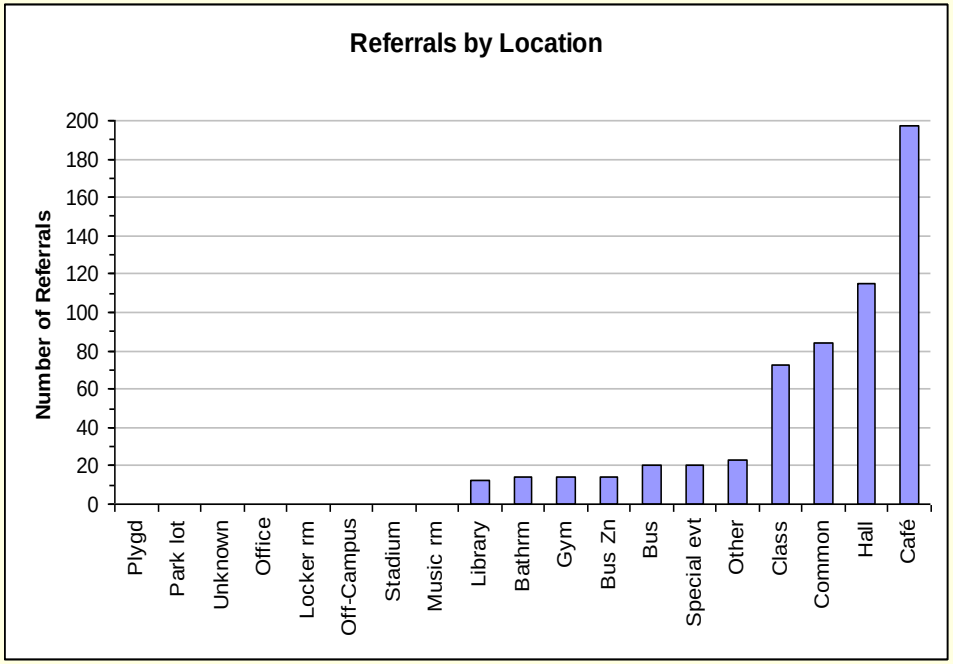
Trevor Test Middle School
Identified Problem

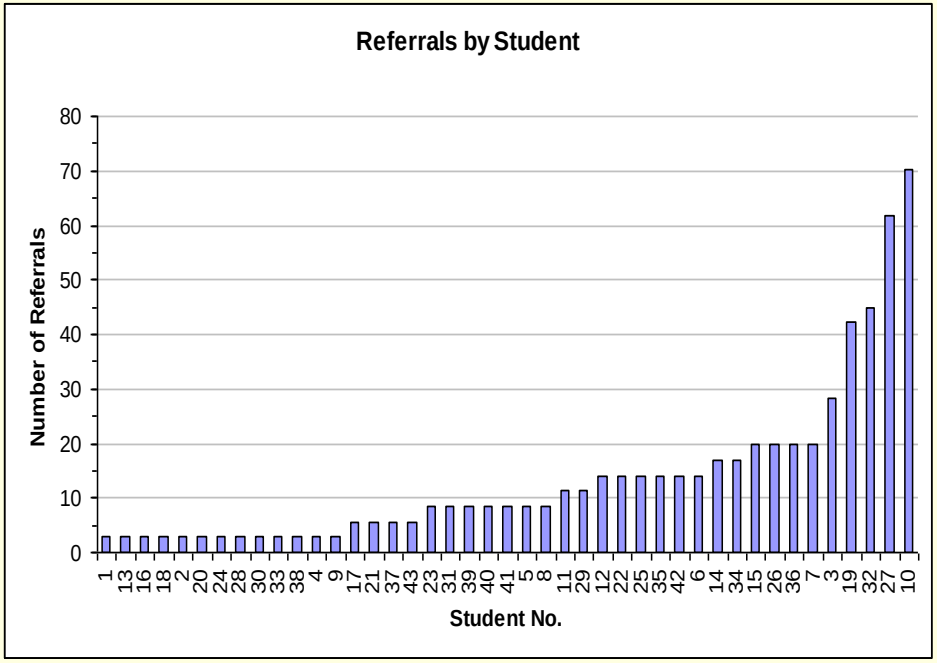
- Identified problem
  - Last 4 months, Major ODRs per day higher than national average
  - Increasing trend across all 5 months

Trevor Test Middle School 11/01/2007 through 01/31/2008 (last 3 mos.)









Trevor Test
Logical Inferences Based on Big 4

1. Most Disruptions occur in Cafeteria
2. Most Disruptions occur in Cafeteria between 11:30 AM and 12:00 PM
3. Most instances Inappropriate Language occur in Cafeteria between 11:30 AM and 12:00 AM

Now…use a Custom Graph to confirm (or disconfirm) your inferences, starting with Disruptions, by grade level

Trevor Test
Precise Problem Statement

- Many instances of disruption (what)…
- occurring in cafeteria (where)…
- between 11:30 AM and 12:00 PM (when)…
- with large majority involving 6th graders (who)…
- particularly Student #10 (who)

Team Initiated Problem Solving Model

Newton, et al (2010)

4. Collect and Use Data (Throughout)

I. Review Current Status and Identify Problems (Primary to Precise)

II. Develop and Refine Hypotheses

III. Discuss and Select Solutions

IV. Develop and Implement Action Plan

V. Evaluate and Revise Action Plan

NH CEBIS
New Hampshire Center for Effective Behavioral Interventions and Supports

Hypothesis

- Is best explanation for what the data and your experience tell you
- Provides a possible "why" for other Ws you discovered
- AND guides you toward possible solutions

Developing a Hypothesis Based on Data: WHY!

- Gaining answers to the "what, who, when, and where" questions explored during the problem definition and clarification process will quickly guide team members to begin asking "why" questions

Developing a Hypothesis Based on Data: WHY!

- Why do these particular types of problem behavior account for a large majority of ODRs?
- Why does this particular group of students account for a large majority of this particular type of problem behavior and ODRs in general?
- Why is this type of problem behavior and ODRs in general happening most often at this time of the day?
- Why is this type of problem behavior and ODRs in general happening most often during these months?
- Why is this type of problem behavior and ODRs in general happening most often in this school location?

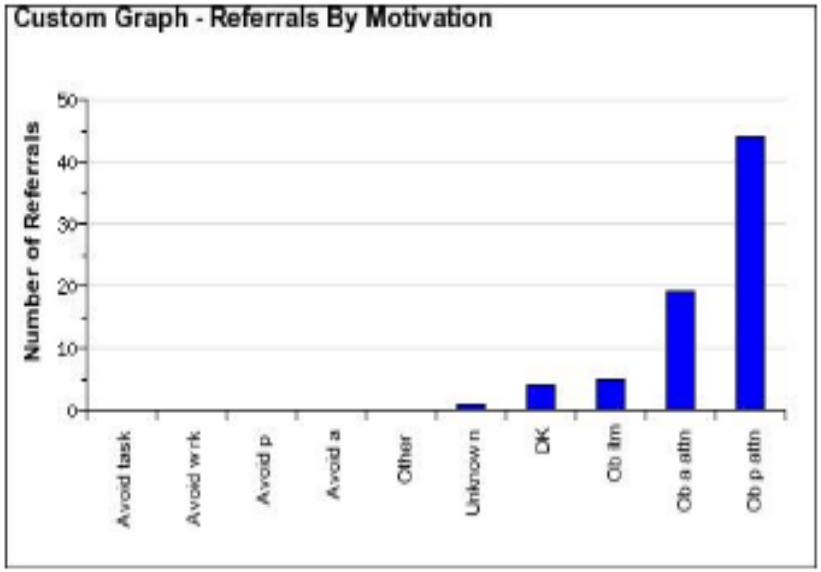
Custom Graph

Trevor Test Middle School

Modify Report | Main Menu

Referrals: 73
Graph Type: Motivation

Generated: 10/28/2009, 8:33:31 PM
All Referrals & Minors
11/01/2007-01/31/2008



Referral Type: All Referrals & Minors
Student:
Staff:
Date: 11/01/2007-01/31/2008
Time: 11:30 AM-12:00 PM
Grade:
Graph Type: Motivation
Gender: Both Male & Female

IEP: All Students
Show Student Names: No
Show Staff Names: No
Student Ethnicity:
Location: Café
Problem Behavior: Disruption
Motivation:
Others Involved:

Admin Decision:
Other Information:
Extra Info 1:
Extra Info 2:
Extra Info 3:
Other Student Info:
Other Staff Info:

Modify Report | Main Menu

Trevor Test
Hypothesis Statement

- Many instances of disruption occurring in cafeteria between 11:30 AM and 12:00 PM; large majority involving 6th graders, particularly Student #10…
- because (a) cafeteria overcrowded at that time, (b) 6th graders have received insufficient instruction in cafeteria expectations, and (c) disruption results in attention from adults and peers

Developing a Hypothesis Based on Data: WHY!

- A large proportion of students are engaging in disruption and aggression/fighting on the playground during recess because (a) we have not developed playground-specific expectations and taught them to students; (b) playground supervisors have not been included as participants in the planning, teaching, and evaluation of the school's behavioral expectations; and (c) disruption, aggression, and fighting are resulting in access to peer attention and time with preferred recreation equipment.

Team Initiated Problem Solving Model

Newton, et al (2010)

4. Collect and Use Data (Throughout)

I. Review Current Status and Identify Problems (Primary to Precise)

II. Develop and Refine Hypotheses

III. Discuss and Select Solutions

IV. Develop and Implement Action Plan

V. Evaluate and Revise Action Plan

CLOSE TO HOME by John McPherson

The faculty's new biker gang dress code dramatically reduced discipline problems at Welsner Junior High.

NH CEBIS
New Hampshire Center for Effective Behavioral Interventions and Supports

Discuss and Select Solutions

- Effective solutions typically combine team members' knowledge about the local context, the specific problem, and behavioral theory.
- Information about the what, who, when, and where of problem behaviors and a hypothesis about why problem behaviors occur
- Leads a team to generate, discuss, and select from the following five broad solution strategies, those that "fit" their hypothesis statement (plus safety)

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Solutions – Generic Strategies

- Prevent – Remove or alter "trigger" for problem behavior
- Define & Teach – Define behavioral expectations; provide demonstration/instruction in expected behavior (alternative to problem)
- Reward/reinforce – The expected/alternative behavior when it occurs; prompt for it, as nec.
- Withhold reward/reinforcement – For the problem behavior, if possible ("Extinction")
- Use non-rewarding/non-reinforcing corrective consequences – When problem behavior occurs
- Consider Safety issues

Trevor Test Middle School

Hypothesis - cafeteria overcrowded; 6th graders with insufficient instruction in cafeteria expectations; attention from adults and peers rewarding disruption

Prevent "Trigger"	Change lunch schedule so fewer students are eating between 11:30 AM & 12:00 PM?
Define & Teach	Focus on 6th graders; define cafeteria expectations; develop and post expectation signage in cafeteria; demonstrate/teach expectations in class periods occurring just prior to lunch
Reward/Reinforce	Set up "Friday 5" (extra 5 mins. of lunch time on Friday, if no ODRs occur in cafeteria during lunch time)
Withhold Reward	Ensure staff don't argue back and forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up Friday 5
Corrective consequence	Ensure active supervision during lunch (add one supervisor between 11:30 AM and 12:00 PM?); ensure quick corrective consequence, per our handbook
Other	Determine whether Behavior Support Program has been initiated for Student #10; if it has, make sure it includes focus on disruption in cafeteria
Safety	

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Develop and Implement Action Plan: Include Concise Descriptions

1. Defined and clarified problem;
2. Hypothesis generated by the team;
3. Selected solution(s) and task(s) that must be undertaken in order to implement the solution;
4. Name of the PBS Team member who will coordinate completion of a task;
5. Date by which a task will be completed; and
6. Goal, timeline, and decision rule concerning the expected effect of implementation on the targeted problem

Problem Solving Action Plan

Precise Problem Statement	Solution Actions	Who?	When?	Goal, Timeline, Rule & Updates
Many 6th grade students are engaging in disruption, inappropriate language and harassment in cafeteria and hallway during lunch, and the behavior is maintained by peer attention	**Prevention:** Maintain current lunch schedule, but shift classes to balance numbers **Teach**: Teach behavioral expectations in cafeteria	Principal to adjust schedule and send to staff Teachers will take class to cafeteria; Cafeteria staff will teach the expectations	Changes begin on Monday Rotating schedule on November 15	**Goal:** Reduce cafeteria ODR's by 50% per month (Currently 24 per month average) Measure: 1. ODRs 2. Brief fidelity survey **Timeline:** Review monthly
	Recognition: Establish "Friday Five": Extra 5 min of lunch on Friday for five good days **Extinction:** Encourage all students to work for "Friday Five"… make reward for problem behavior less likely	School Counselor and Principal will create chart & staff extra recess	Principal to give announcement on intercom on Monday	
	Corrective Consequence- Active supervision and continued early consequence (minor/major ODR's)	Hall and Cafeteria Supervisors	Ongoing	
	Data Collection – Maintain ODR record & supervisor weekly report	Data entry person & Principal shares report with supervisors	Weekly	

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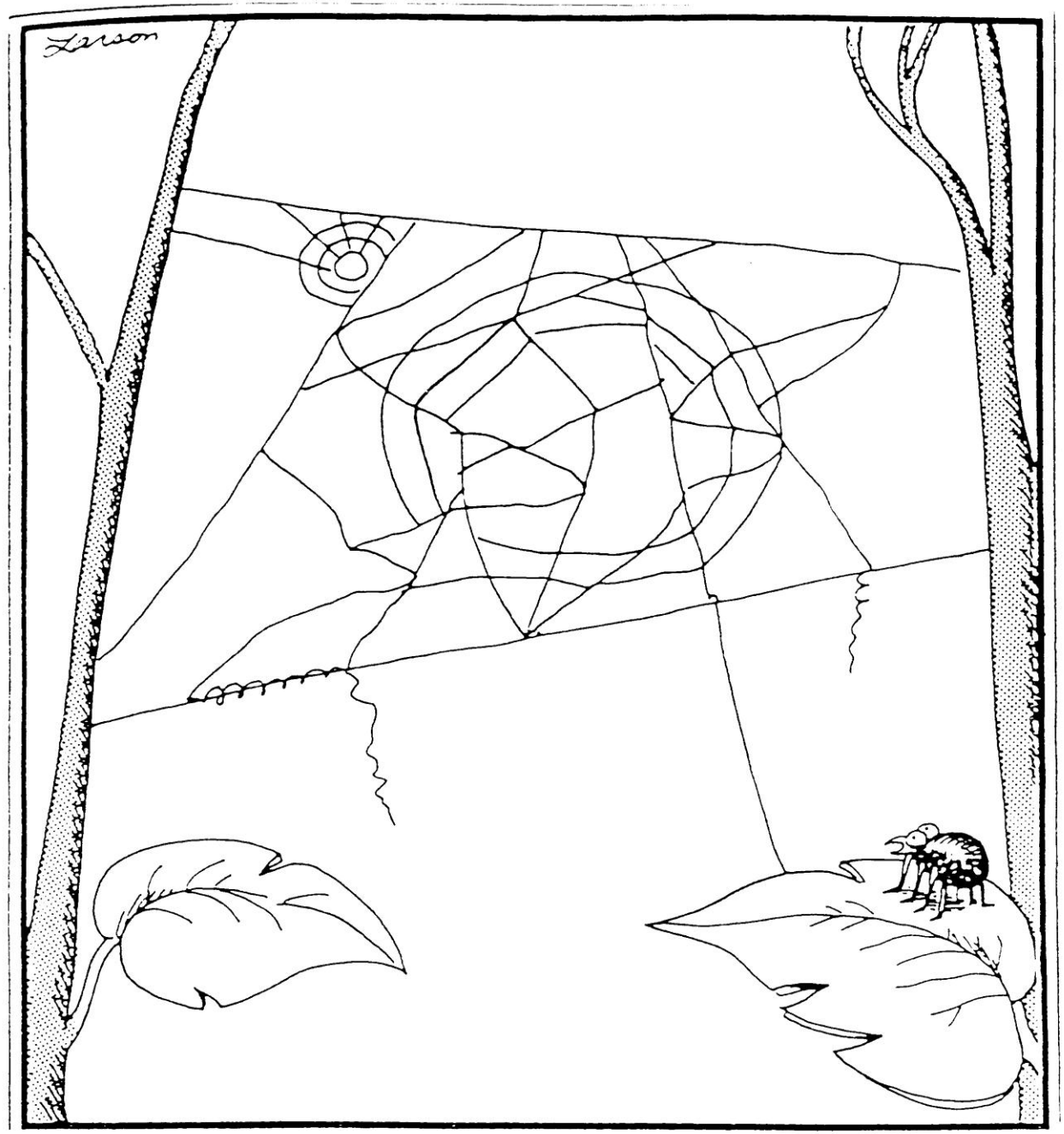

"Whoa! . . . That CAN'T be right!"

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Monitoring and Evaluation

- Fidelity
  - Did we do what we said we would do?
    - Make it simple
- Student Outcomes
  - Did our intervention produce the outcomes we were expecting
    - Use the right data to answer the questions you are asking

Solution Actions

- Choose the solutions that will create an environment that makes the problem irrelevant, inefficient, and ineffective.
  - Choose least amount of work that will have the biggest impact on decreasing the problem.

Are we doing the plan?

1 ….. 2 …..3 ….. 4 ….. 5

No Yes

monitors to assess implementation of plan

Team Initiated Problem Solving Model

Newton, et al (2010)

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Evaluate and Revise As Needed

- If the solution has not produced the desired effect (the goal) within the established timeline, the team should revise the hypothesis (which may be faulty) and/or the specific solutions that were implemented.
- The team will (a) establish a *revised* goal, timeline, and decision rule for the revised solution; and (b) implement the revised solution in an effort to solve the problem.

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