



# Problem Solving: Using Tier 2 Group Data



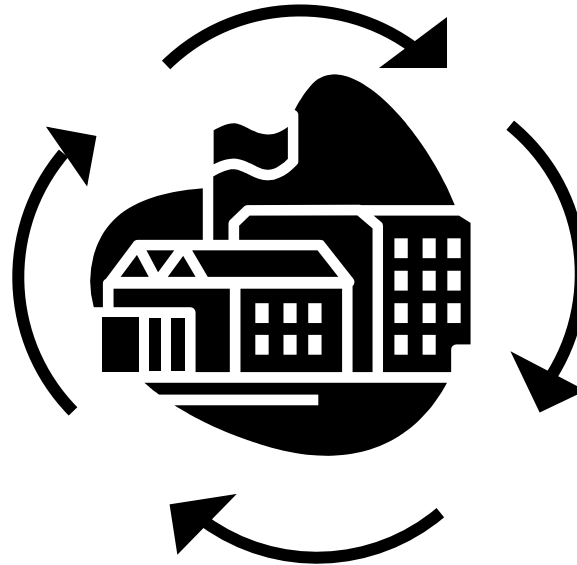
# Problem-Solving Process

**Step 1: Problem Identification**

**What's the problem?**

**Step 4: Response**

**to Intervention**  
**Is it working?**



**Step 2: Problem Analysis**

**Why is it occurring?**

**Step 3: Intervention Design**

**What are we going to do about it?**

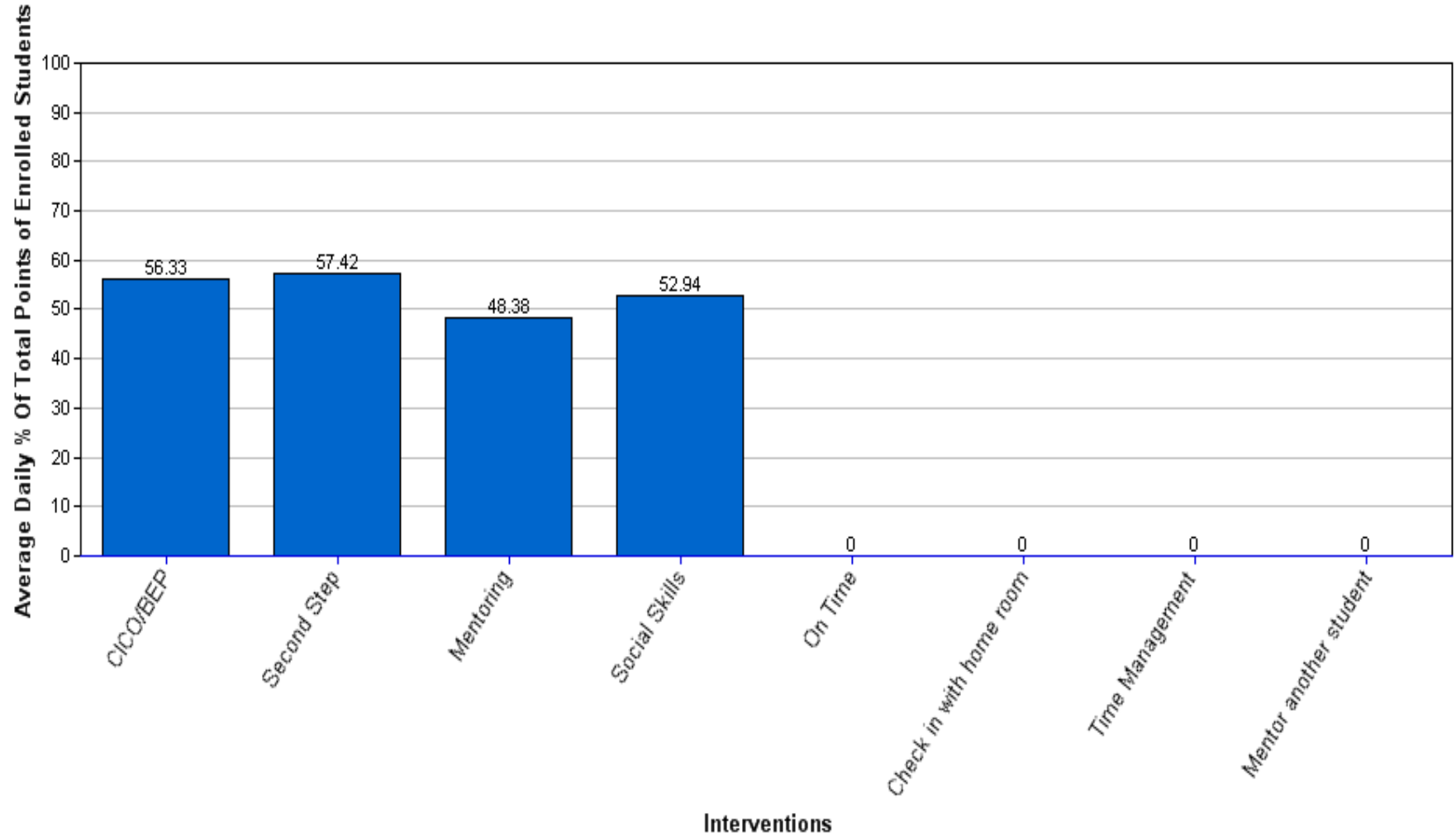
# Step 1: Identify the Problem

- Step 1 is critical to the process and often the most overlooked part of the process!!!!
- Review existing data
- Develop a behavioral definition
  - Observable and measurable

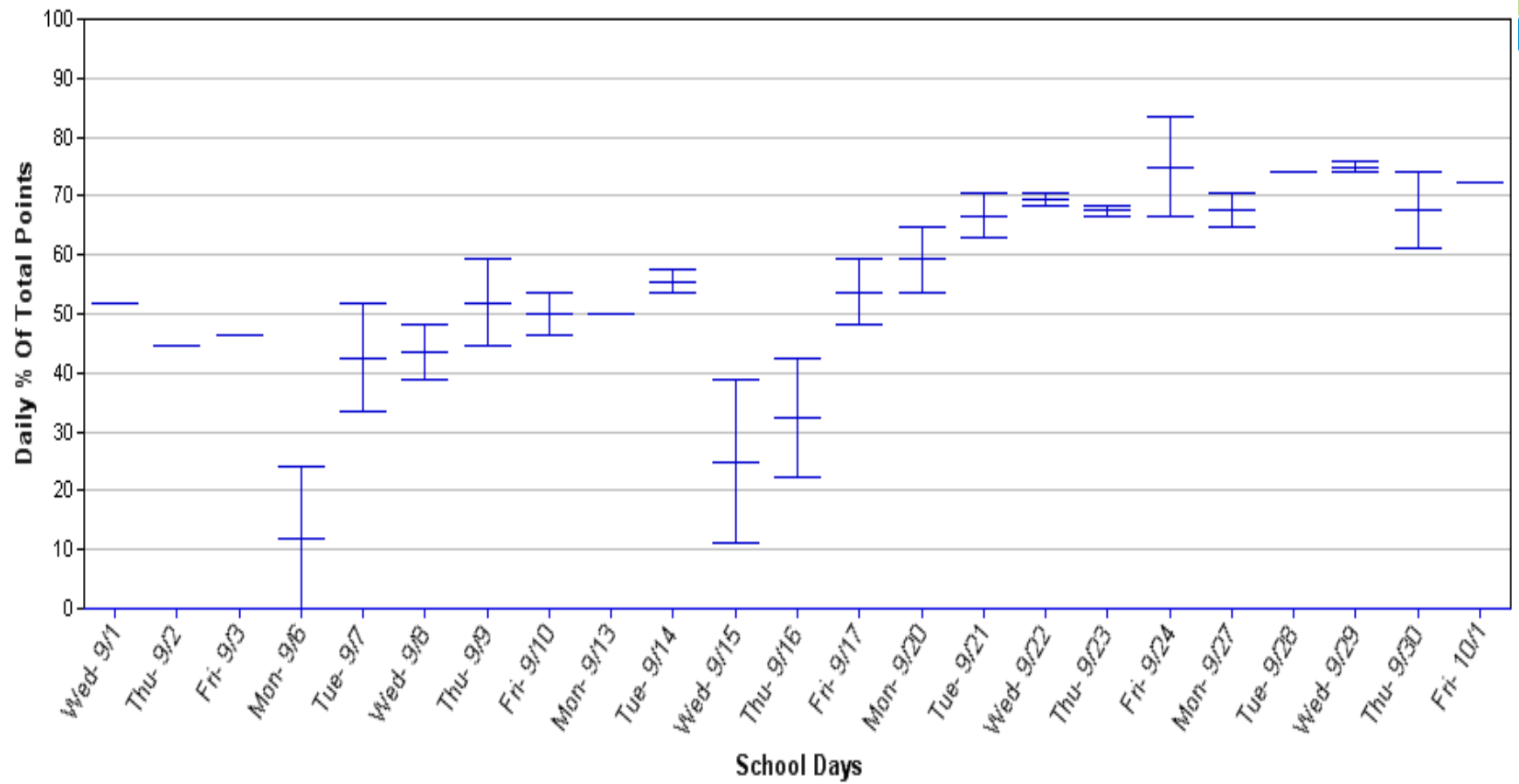
# What Systems are Problematic?

- Points by **intervention**?
  - What is the overall average of daily points earned by students in each intervention? Which interventions are successful? Which interventions are not successful?
- Average **points for all students receiving Tier 2**?
  - Are some students doing well? Are some students not doing well?
- Points by **student**?
  - Are the students who are doing well in the same intervention or in different interventions?
  - Are the students who are not doing well in the same intervention or in different interventions?
  - Are there students who are doing well overall but a few “bad days” are bringing down the averages?

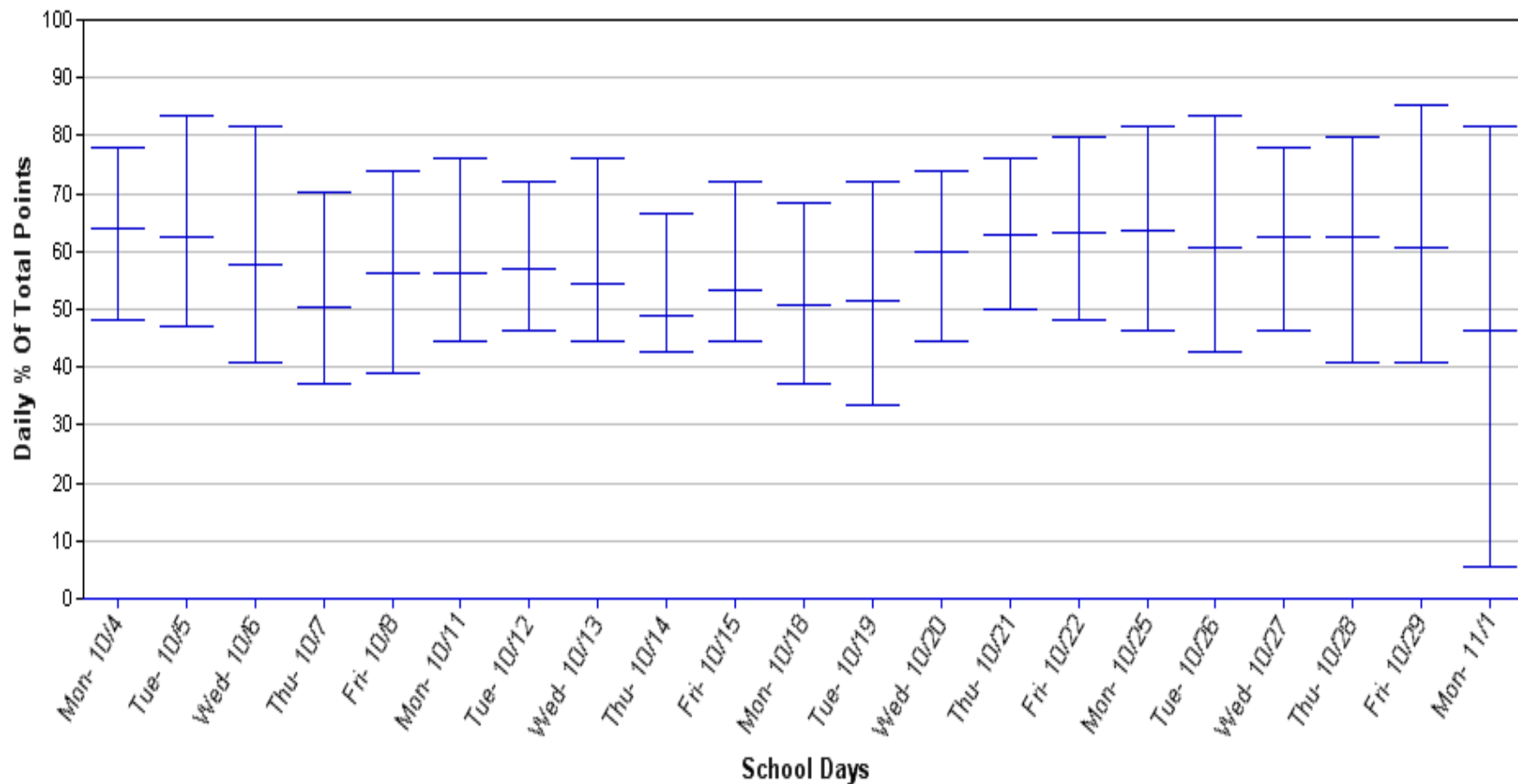
## Performance by Intervention



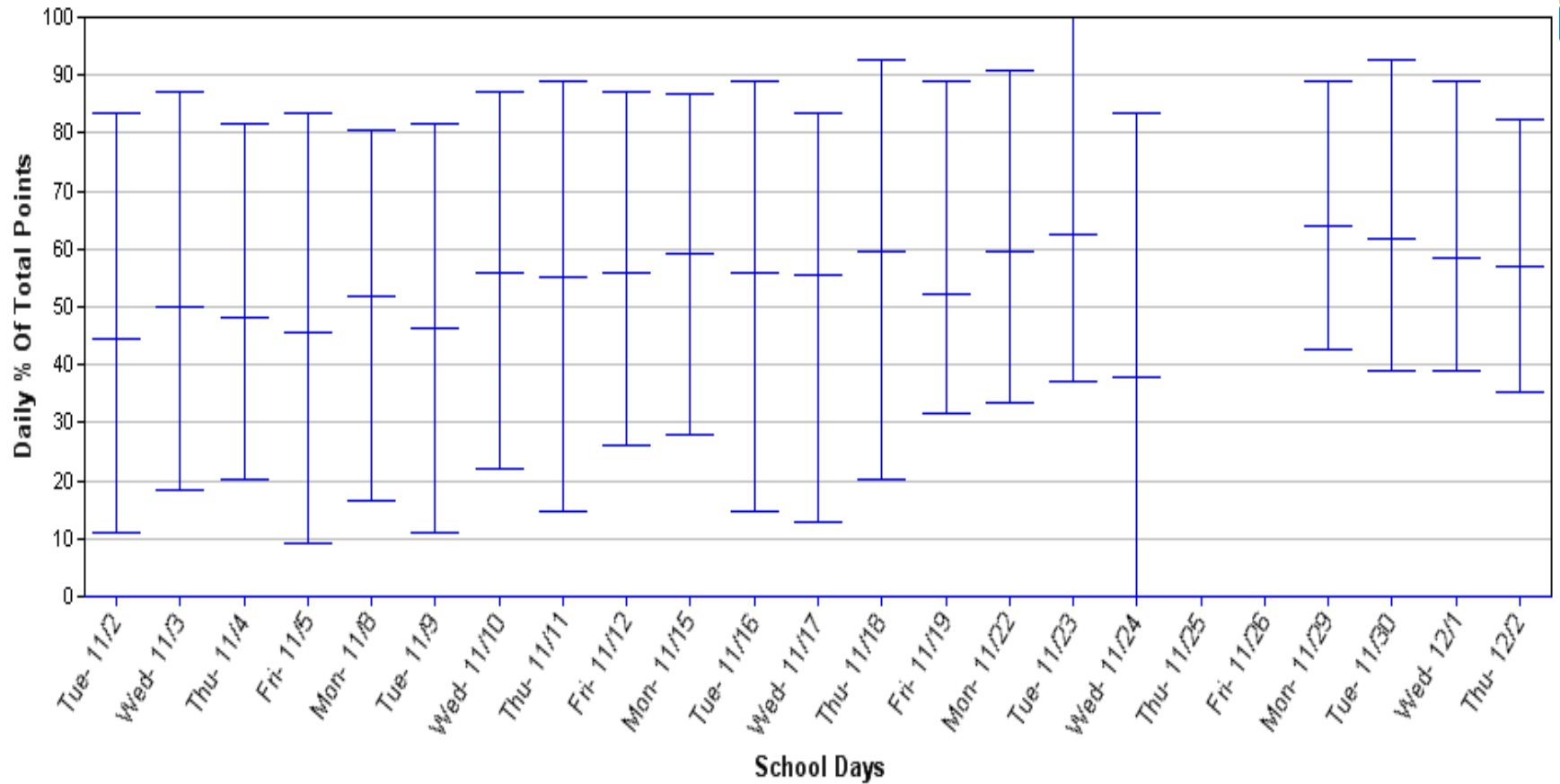
## School-Wide Tier 2 Summary Report (Wednesday, September 01, 2010 - Friday, October 01, 2010)



## School-Wide Tier 2 Summary Report (Saturday, October 02, 2010 - Monday, November 01, 2010)

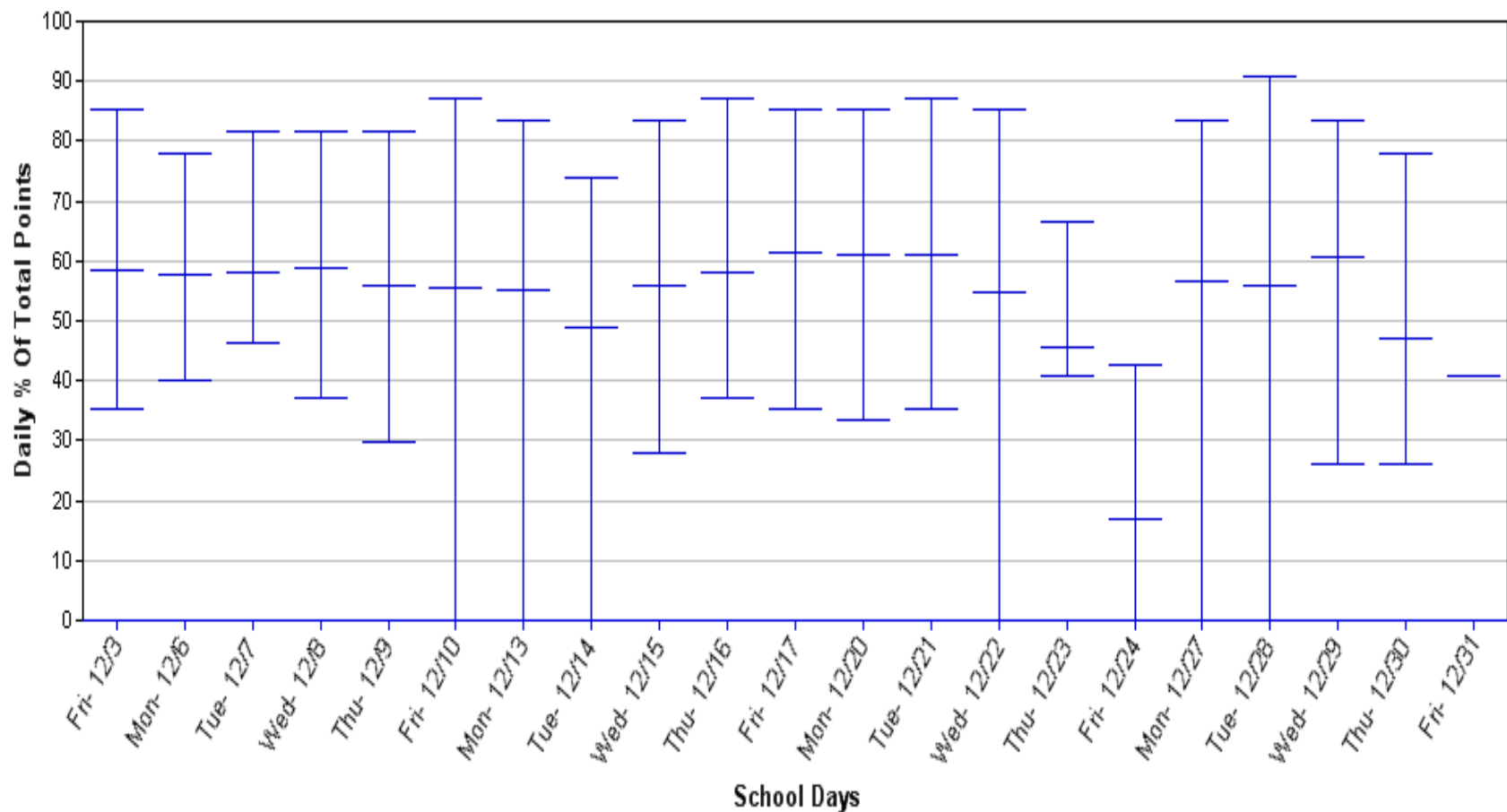


## School-Wide Tier 2 Summary Report (Tuesday, November 02, 2010 - Thursday, December 02, 2010)

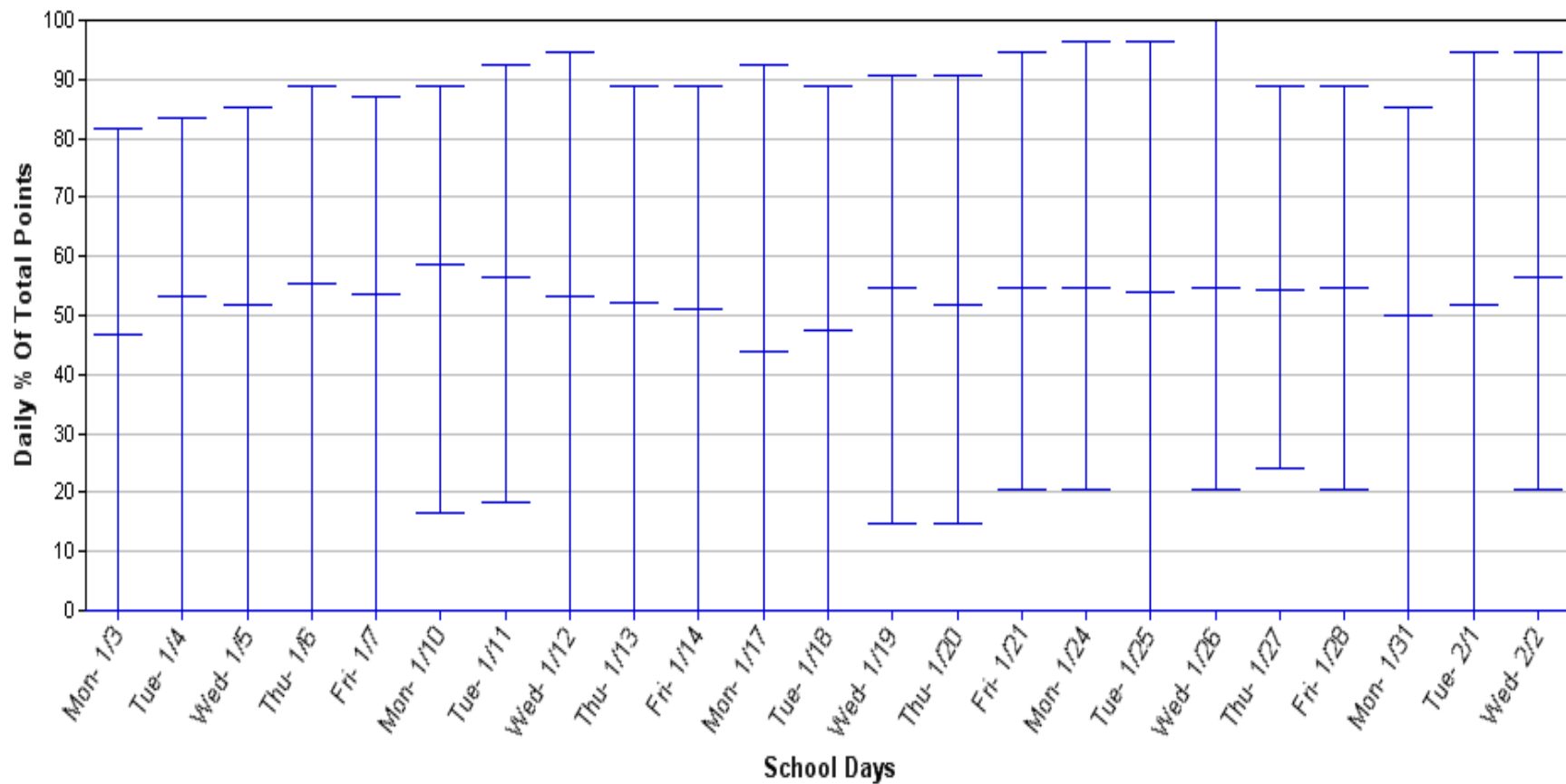




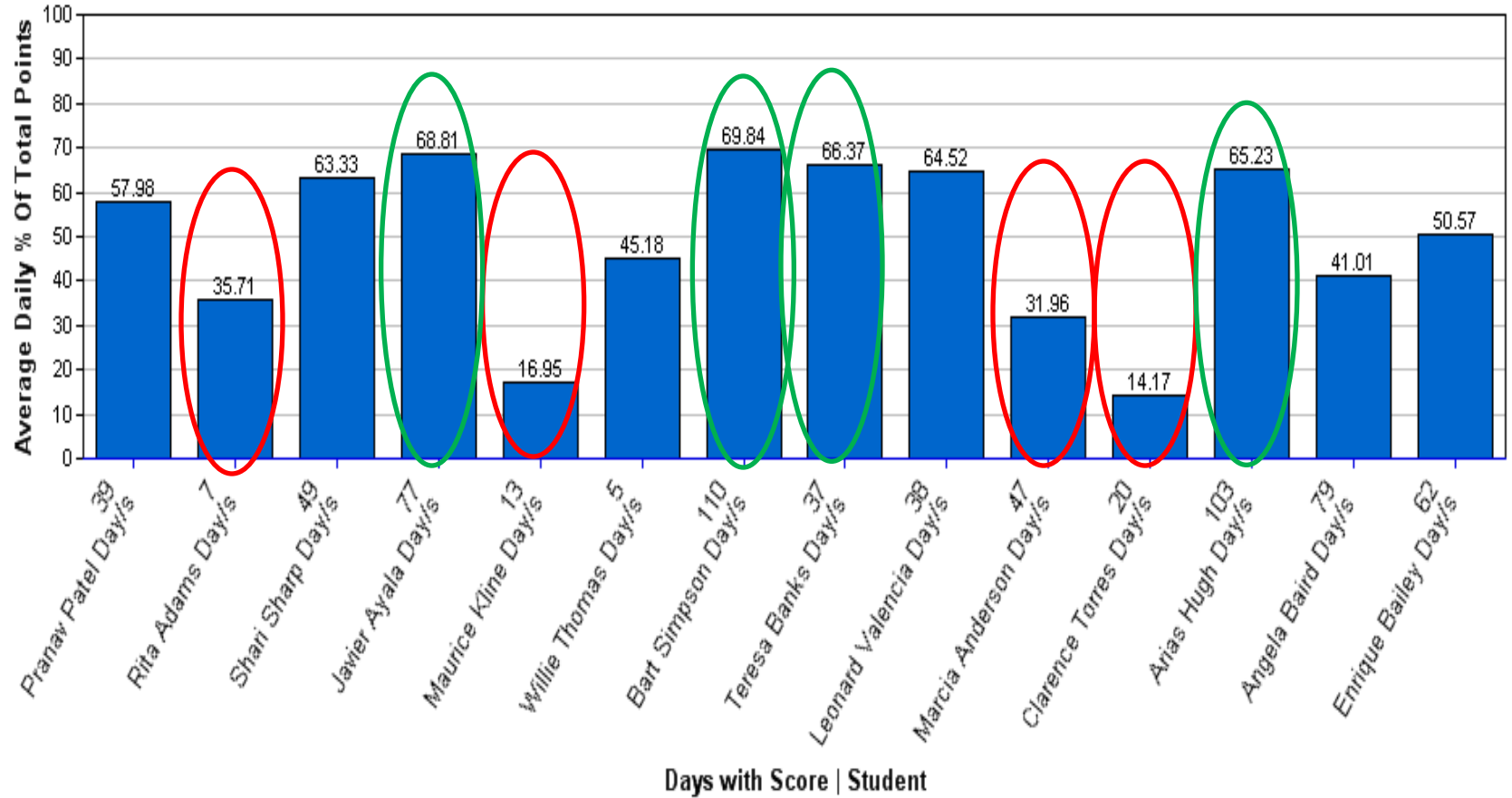
### School-Wide Tier 2 Summary Report (Friday, December 03, 2010 - Sunday, January 02, 2011)



**School-Wide Tier 2 Summary Report**  
 (Monday, January 03, 2011 - Wednesday, February 02, 2011)



### Average Daily Points by Student (For All Students)



# Additional Questions?

How long have the students been receiving Tier 2 services?

- How long does an intervention need to be in place before results can be expected?

What was the “baseline” data for students? Have students shown growth?

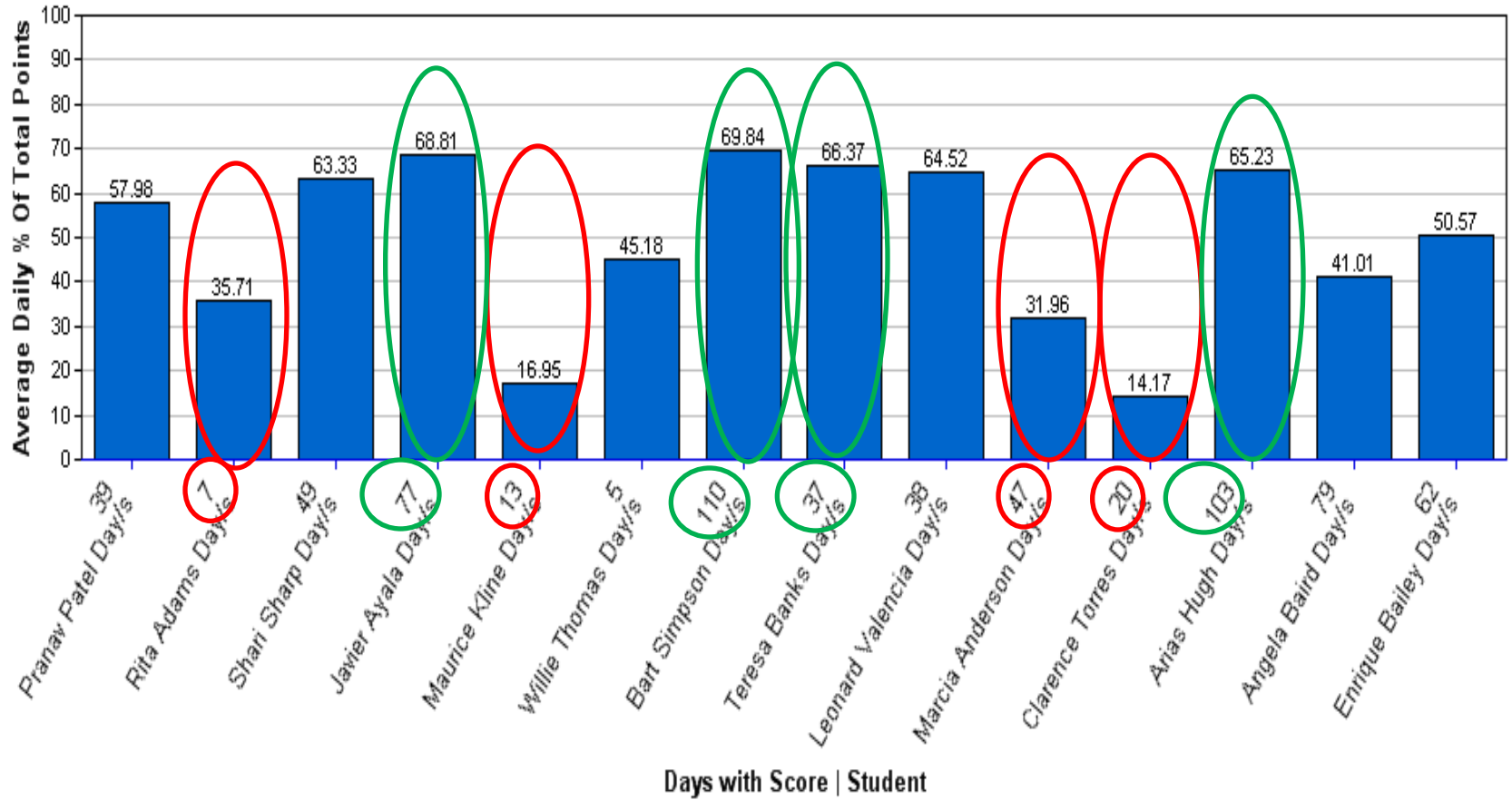
Has one intervention been more successful with students over others?

Is there 1-2 students in an intervention whose lack of progress bringing the groups average down?

Have there been any changes to the Tier 2 services provided to students?

What does the fidelity data show?

### Average Daily Points by Student (For All Students)



# Students By Intervention

Rita Adams--2nd Step, baseline 40%

Maurice Kline-2nd Step, baseline 24%

Marcia Anderson-2nd Step, Mentoring (1/11/11), baseline 40%

Clarence Torres--CICO/BEP, Social skills (1/21/11), baseline 16%

Javier Ayala--2nd Step, Social skills (1/5/2011), baseline 45%

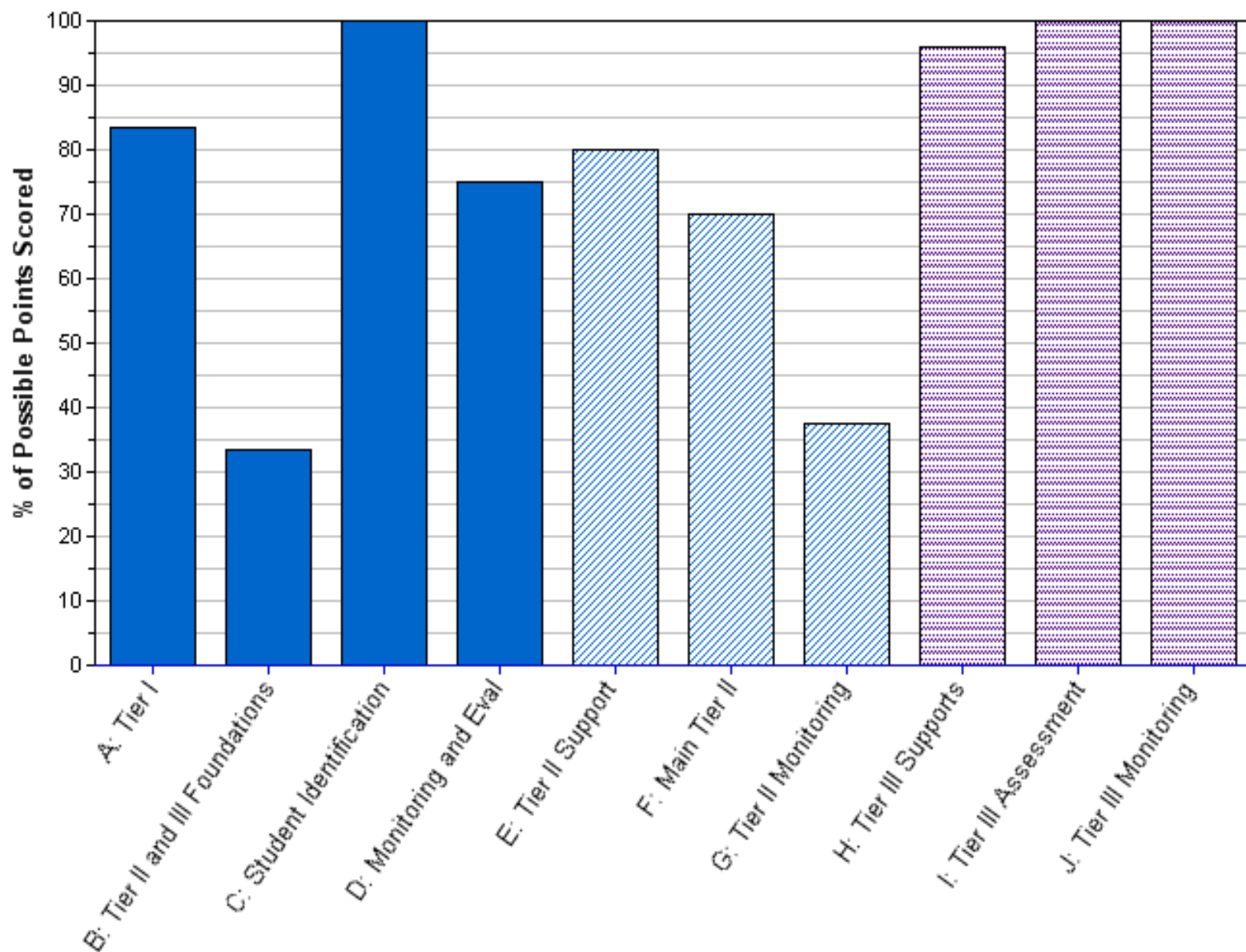
Bart Simpson--CICO/BEP, 2nd step (10/18/11), baseline 38%

Teresa Banks-Mentoring, Social Skills (1/19/11), baseline 50%

Arias Hugh-CICO/BEP, Mentoring (1/17/11), baseline 30%

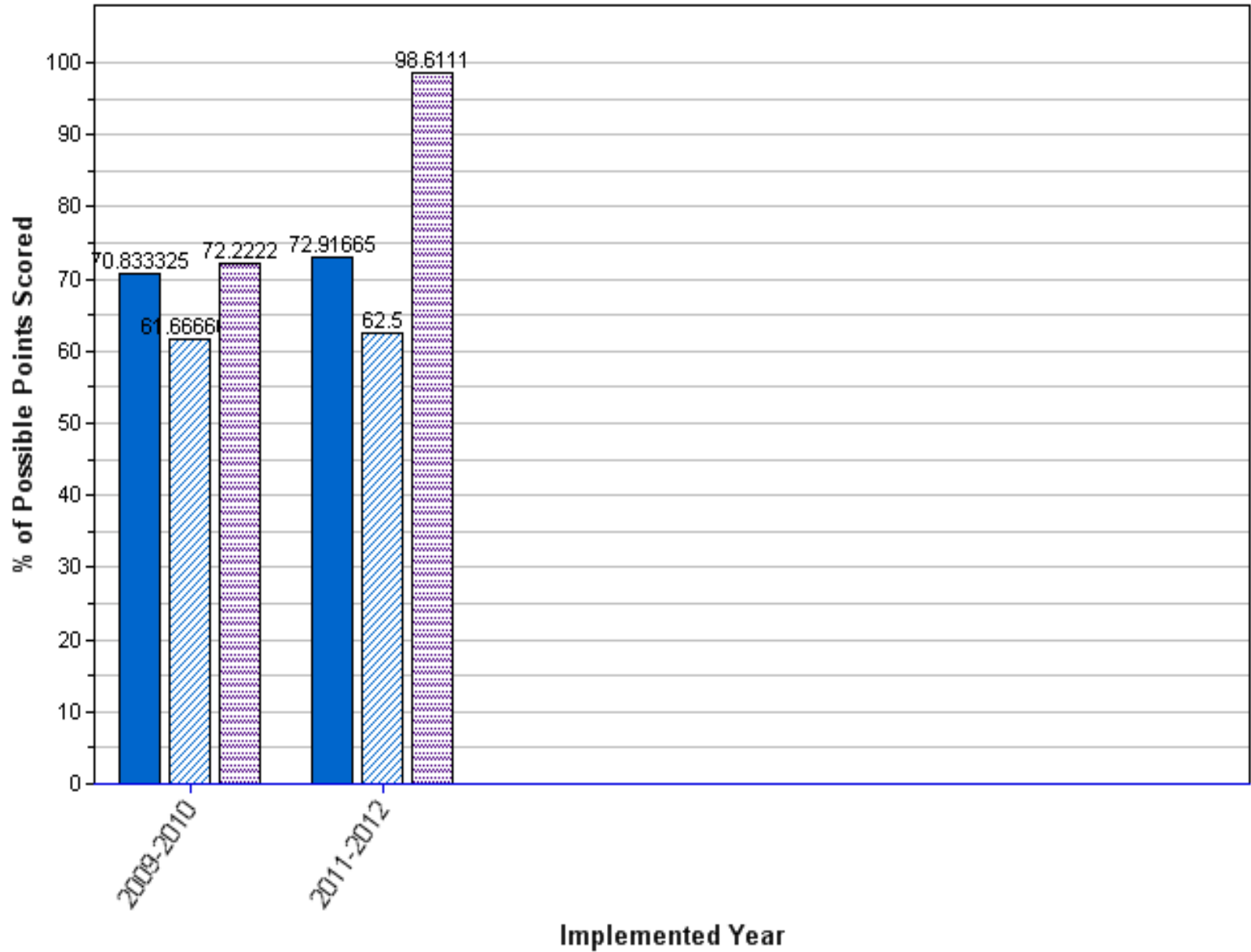
# B.A.T. Subsection Report

■ Foundations    ▨ Tier II    ▩ Tier III



Multi-Year B.A. I. Report

■ Foundations    ▨ Tier II    ▩ Tier III





# Data Summary

**Using the chat box, how would you summarize this data?**

# Problem Identification

Using the chat box, how would you summarize this data?

Using the chat box develop a goal statement that address the problem identification statement developed.

# Step 2: Problem Analysis

- Develop hypotheses and assessment questions
  - Make educated guesses as to WHY the problem is happening
  - Examine environmental factors, not just within child factors
  - Confirm problem ID statement (if necessary)
- Select possible data collection methods to refute/confirm hypotheses
  - Direct observation, reports, graphs, teacher/team nominations, etc.

# Brainstorm Hypotheses

There may be multiple reasons why the Identified Problem is an issue, brainstorm all possible reasons

Make sure address look at all factors (ICEL)

- Instructional
- Curriculum
- Environment
- Learner

# Sample Hypotheses

## Instruction

- Is the curriculum being implemented with fidelity?
- Is the frequency of instruction enough?

## Curriculum

- Does the curriculum being used address the students needs?

## Environment

- Are teachers reinforcing the skills in their classrooms?
- Are we progress monitoring frequently enough?
- How often do we collect & analyze student data?
- How often do we assess school-level Tier 2 data?

## Learner

- Are the students receiving the correct curriculum?
- Are the students getting enough opportunities to practice the skills?
- Have the students been receiving the services long enough?

# Brainstorm Hypotheses

Using the chat box brainstorm hypotheses as to why the problem identified above is occurring.

- Instructional
- Curriculum
- Environment
- Learner

# Refute/Confirm Hypotheses

For each hypotheses identified data may need to be collected to confirm or refute possible hypotheses

Data to collect (RIOT)

- Review
- Interviews
- Observation
- Test

# Examples of Data to Collect

## Review

- Student work
- Progress monitoring data

## Interviews

- Students
- Classroom teachers
- Individuals providing the services
- Parents

## Observation

- Tier 2 instruction
- Check in and check on of BEP

## Test\*\*\*

- Temporarily remove the service and see impact on student<sup>24</sup>



# Matching Hypotheses to Data Sources

Hypotheses	Possible Data Sources
Second Step is not being implemented with fidelity	<ul style="list-style-type: none"><li>• Review student work samples</li><li>• Interview students</li><li>• Observe lessons</li></ul>
Second Step is only being implemented one time a month	<ul style="list-style-type: none"><li>• Interview teachers</li><li>• Interview person providing the Tier 2 services</li><li>• Review progress monitoring data</li></ul>
Second Step is not meeting the needs of the students	<ul style="list-style-type: none"><li>• Review the curriculum</li><li>• Interview teachers</li><li>• Review classroom tracking forms/ODR data</li></ul>
Teachers are not reinforcing the skills being taught to the students	<ul style="list-style-type: none"><li>• Observe students in the classroom</li><li>• Interview students</li></ul>
Most of the students have not been receiving the intervention long enough	<ul style="list-style-type: none"><li>• Review attendance records, progress monitoring data</li><li>• Review curriculum guide/manual</li></ul>

# Brainstorm Hypotheses

Using the chat box brainstorm data to collect for the hypotheses.

Hypotheses:

- Second Step is only being implemented one time a month
- Teachers are not reinforcing the skills being taught to the students

Hypotheses	Possible Data Sources

# Step 3: Develop & Implement the Plan

- Brainstorm intervention strategies
  - Should directly link to your prediction statement (and goals).
  - Building up and maintaining your Tier 1 system should be part of your interventions
- Develop a **specific** plan for implementation
  - Identify roles, responsibilities, timelines
  - Remember to include fidelity measures



# Step 4: Evaluate the Plan

- Look at the data you selected to measure your progress towards the goal.
- Ask yourself...
  - When will we evaluate our progress?
  - Did we meet the goal?
  - Do we need to develop a new plan?
  - Were our problem ID statement and analysis correct?
  - Or, develop a plan to maintain or fade out the intervention if it was successful

# Evaluating progress on Tier 2

- Use the **Action Plan** to evaluate progress towards full implementation
  - Modify based on data, faculty feedback, as necessary
- Progress Monitoring data, interviews, other data
  - Classroom tracking forms
  - Daily Point sheets
  - Observations
  - Other products (attendance to Tier 2 service, EBD referrals, achievement, etc...)

# Questions



# Next Online Chats

Secondary Implementation

March 7, 2013

2:30 pm – 3:30 pm EST

1:30 pm – 2:30 pm CST



# Contact Information and Resources

## FLPBS:RtIB Project

- Phone: (813) 974-6440
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- Facebook: [www.facebook.com/flpbs](http://www.facebook.com/flpbs)
- FLPBS on Twitter: [@flpbs](http://www.twitter.com)

## OSEP TA Center on PBIS

- Website: [www.pbis.org](http://www.pbis.org)

## Association on PBS

- Website: [www.apbs.org](http://www.apbs.org)