

**Questions and Solutions:
The Problem-Solving Process and Interventions
for a Continuum of Services**

Session 2

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Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

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The Path to Awesome
Problem Solving with a Multi-Tiered System

9:30 am – Noon

Avoiding Rocks, Thorns and Glass: Walking the Path of Precise Problem Solving

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Chesterfield County Public Schools

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Ms. Farmer: Like Regina said Daniel Pink had mentioned that it's not enough to understand, that's really loud. Is it really loud to everyone else? Okay, is that better? Is that better? Doesn't sound like, okay. Regina had mentioned that new quote from Daniel Pink, and he said that "it's not enough to know how to think, but we really need to know how to act." And when we talk about that through PBIS we do a lot of talk around scripting the moves. How do we teach teams to, to work through that PBIS process? And the center of that process is problem solving, and we work through teams through the tiers with problem solving. And we hope to have a little fun with it today, we're gonna start with a big overview and then go through each piece. But first I want to introduce our teammates, Regina mentioned that VTSS was the big umbrella for PBIS and for Rtl, and we have a ton of our teammates, your teammates in this process with us today.

00:01:04

Ms. Farmer: So PBIS folks, if you could stand up so I can find you and not forget anyone. We have [Christie, Bob Gable ?], where is my rest of my folks, oh [Jenny ?] from Radford, [Kathy, Kim, Kay ?] they are form all over, [Butler, Gena ?], and we have [Melissa ?] up here. They are oh, Carolyn that'll be presenting with me throughout the day, but they are your PBIS teammates in this process. So if you recognize anyone from your region as we work through some problem solving today please grab them and ask questions, and hopefully we'll get all of them answered all right? Let's get ready to start.

[Video - See Ms. Farmer's PowerPoint presentation]

00:02:00

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Ms. Farmer: We are all on the same team, and it's an exciting time for us too because the first, for the first time or beginning now in Virginia we're looking at how do we integrate tiered systems for both academics and behavior. And what's exciting about the process that we're doing today for problem solving is that as Cindi said, it's project or innovation neutral. So wherever you are in the process, in developing your own problem solving we can insert pieces for behavior and we can insert pieces for academics. And really build or script the moves, really figure out how we're gonna act through this process.

00:05:00

Ms. Farmer: So as we go through today you will notice at the bottom or at the top of the slides they correspond to pages in the workbook that you have. The colored on that says your path to awesome. Okay, the front is just an outline or structure for our day. It gives you pieces of the problem solving process, and what we'll be doing through each of those pieces. But we're gonna start by looking at the first few pages, you've seen a few triangles before right? Maybe just a little bit, what we might not have focused on previously is how the academics and behavior work together. So while we've had triangles in the past that have an academic side and a behavior side, what we're really encouraging you to do now and to think through is how that becomes an integrated continuum. There aren't sides, it's one triangle. So if you look on the second page you'll see how we're like to look at that triangle.

00:06:04

Ms. Farmer: In terms of what do students need from us? What do they need on their path to awesome? What do they need to be able to dance their way to graduation? Right? And when we look at students we don't label them tier two, tier one, tier three dancers, though I might be a tier three dancer. But we don't label kiddos tier one, tier two, tier three dancers we look at what steps might they need a little extra support with? Do we need a little extra practice with a tango or a waltz, are they great break-dancers and what makes them great break-dancers right, and can we grow that skill for them? Okay so when we look at the triangle now let's think of it in terms of what do students need? But also what are they really good at doing, and how do we grow that for them?

00:07:00

Ms. Farmer: How do we apply it to what they need to make them stronger so that their path to awesome doesn't have rocks and thorns and glass, and it doesn't hurt, right? Right? So that's how we're, I want you to think through the triangle today, how we're problem solving for kiddos. Think for a minute about what you have going on right now

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with your tiered system of support. Some of you have been doing it for as long as ten years, five-six years, and some of you are new to this process, and systems change takes a while. It doesn't happen overnight, right? So if your implementation, and it probably doesn't feel this awesome yet it will right? Look at on your table you have some green cards. And if you don't have enough we have more up here.

00:08:00

Ms. Farmer: If anybody is needing more, okay you have green cards. If anybody needs, okay. All right everybody needs one. Okay. Just one more, get these two we can pass them around, and okay.... We're gonna take about the next 30 seconds to answer the question prompt on the card, each of you individually just have a minute to think. How does your work in tiered systems, how does your work on your RtI, VTSS, PBIS, MTSS whatever initials you've decided to use, how does your work on that team support your students on their path to awesome?

00:09:03

Ms. Farmer: Their path to graduation, their dance? Or how is your process, your RtI process, your tiered system of support just as importantly supporting the adults on their path to awesome? Okay, so take about 30 seconds, what is it about your team, your group, your work in tiered systems, what is fabulous and wonderful about it that supports students and adults?...

00:10:00

Ms. Farmer: ...Okay about ten more seconds. Just a thought or two. Okay, here is what we're gonna do, I bet you never thought you'd do this at a VTSS meeting. We're gonna speed date. Okay, speed dating for educators. Here we go. You have written on your card what makes you awesome. Okay, we're gonna play some music for you, and if you feel so moved please jump and jive and dance. But, but the idea is that you're going to trade, oops, you're gonna trade your card with someone from an entirely different division.

00:11:02

Ms. Farmer: Okay, and you're gonna speed date, you're gonna meet them. And you're gonna say hey my name is, and you're gonna tell me what's awesome about your tiered system and how it's doing wonderful things for kids and adults. Hey nice to meet you I gotta go to my next date. And we're gonna trade cards, remember that you're gonna leave your calling card with the next person, so then the person that you go to is gonna have the, your card, and that person is gonna go to them and say hey I met this great person. And her name was such and such, and you know what's great about her tiered system? And we're gonna do that as many times as we can until the music stops, when

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the music stops come back to your seat. You ready? Speed dating for educators, ready? Go. [Tape cuts]

00:12:00

Ms. Farmer: So you're gonna look in your workbook on pages starting on page four and five, actually we're gonna start with page five. Boy speed dating works for grown-ups doesn't it? All right, raise your hand, your card if what makes that path to awesome, if you heard something or shared something on that path to awesome about data. Is it data that helps support your tiered system? Raise your card, anybody here, anything about data? Oh, oh good a few, good. Good. Not as scary as I thought, okay good. What about precision problem statements, or problem analysis, or thinking through what students need across tiers?

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Ms. Farmer: Anybody raise your hand if you heard anything like that. Okay, what about individualized supports for kids or a group of kids, did you hear anything about that? Good, what about integration of academics and behavior to support students on their way to graduation? Anything about that? Good, we have a lot of key elements already in place. So I hope as we go throughout the day you will have opportunities to share those awesome structures. Your dance moves that you've scripted for your division, we'll have numerous opportunities to share throughout the day, breaks, lunches also. So that the best ideas come from the people doing the work, that know how to do it and that have struggled through some of those hard pieces, okay. So looking at page four when we talk about problem solving or the innovation neutral process in PBIS in particular we look at that through a series of steps.

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Ms. Farmer: Okay we represent that graphically through circles because triangles weren't enough. We needed circles to add to that, and the circles help move us through the tiers, up, down and back again. And in those circles we look at what are our big outcomes for students with an emphasis on social, behavioral and academic relevance? What do they need to get to the finish line? What do we need to get them dancing across that stage at the end? Okay, and when we think of outcomes we problem solve through data, systems and practices. We begin, end and continuously circle through data.

00:15:00

Ms. Farmer: Data, data, data, data, making sure the data is culturally valid, that we're using measures to tell us what's really going on, that we're using apples to measure apples. Is that making sense? You've done it for academics for years, for behavior we'll start to look at things like office referrals, classroom observations, classroom referrals,

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attendance rates, and we'll get really in depth about this in a few minutes. And then after looking at data we'll look through some practices, what is it that we are implementing in the classroom to support student behavior across the tiers? And how are we matching that to need? But through it all we're maintaining a focus on systems, because without systems, without supporting the adults in our building, without supporting the adults in our division we're not getting much done are we?

00:16:06

Ms. Farmer: Okay, so systems are about what are we going for the adults? And you guys will have lots of work time today to plan through those systems. That systemic planning, how are we gonna support the adults in data collection at the division level, at the school level, at the classroom level? How are we gonna support the adults in implementing practices at the division level, at the school level, at the classroom level? Okay, we look at that by starting with data, defining the problem, setting goals. What do we want? What do we want to see and what do we want to happen? What solutions are we gonna put in place? Are our practices that we're using culturally relevant? Are the behaviors we're teaching children the behaviors they need to be fully inclusive members in their society, or are we teaching behaviors that make them easy for us to work with?

00:17:08

Ms. Farmer: Okay, how are we focusing on behaviors that are culturally and socially relevant to the environment they will find themselves in when they leave us? Okay, how are we monitoring implementation and progress? Woops, sorry. How are we monitoring implementation and progress throughout, again there is that data again. There we go, and through it all how are we supporting adults and helping them be culturally knowledgeable? The next four pages or so you have been doing this work already. You have your VTSS benchmarks, and this is where we're focusing today on this problem solving process.

00:18:00

Ms. Farmer: You've been doing this work already, you've been working in data systems practices but it might not be the language you've used. But you've seen it and you've been working through it. Okay, there are a number of problem solving processes out there, some more specific than others. Some that script the moves more than others, some that teach you how just to think, but some that teach you how to act, right? You've seen the ones from George Batsche when he came to talk to you before, all right. When we start thinking about data systems practices one structure we use is planning through each of those circles, data systems practices. So a problem solving process that might look as simple as this. And looking through at each piece and the interplay between them. PBIS takes our problem solving model, predominantly through the process of TIPS, which is team initiated problem solving.

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Ms. Farmer: That circle that you have, another circle, but this time it has a pentagram too in the middle, so. That circle takes you through the process very similar to the one you heard from George Batsche as far as the pieces, the individual elements. On the next page you'll see what that looks, what that process looks like in a form or agenda. And you can compare that as we go throughout the day we've seen some excellent examples that you've provided for us of your data team meetings. And a lot of you already have these pieces in it, some of you are using things like Baldrige, some of you are using pieces of a problem solving process.

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Ms. Farmer: And I'm sure it could look very similar and we would encourage you today to look through what pieces are the same? What are different, what might we need to integrate? The last one is, is actually based on TIPS, and it is something that we've been working through in regions six and seven to really script the moves, to take care of teaching how to act. So that we'll know the path we're on and how we're gonna get there, and you'll have some examples of that problem solving process in here. For reading, for math and for behavior that you can just use as points of reference today. But to get us started I want you to think about the problem solving process you currently have in place, and grab the purple paper in the center of your table....

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Ms. Farmer: ...I want you to take a few minutes as a, as just by yourself at first. Just by yourself, and I want you to ask yourself is the problem solving process we are currently using, the problem solving process we are currently using, think to yourself first. You're gonna write your answer big at the bottom, but don't let anybody see it yet. Are you more a mosh pit? Does your team resemble a break dance? Are you a waltz? Maybe you do the mashed potato, does it look more like a slam dance? Are we at the Macarena stage, or are you guys doing the Twist? Okay, take about ten seconds and think what is your problem solving process as it exists today the most like?

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Ms. Farmer: Just answer to yourself first, and write it really big at the bottom.... All right, at the go I want you to hold up your paper and show your teammates what you think you got going on, you ready? And then we're gonna spend the next couple of minutes defending your answer, right? So talk to your teammates and see if you're the same. Go. [Tape cuts] --ten, five, four, three, finish up your last sentence. And we're ready.

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Ms. Farmer: --Ish, we're ready. So we're not gonna ask anyone to tell on themselves, we're not gonna ask anyone to tell on themselves but we do want you think throughout the day what kind of dance are you doing, right? Are you a mosh pit? Do you spend a lot of time walking around, hitting each other? If you are and it seems a little disorganized and chaotic have we got a system for you. Does yours look more like a break dance? All right, it's pretty choreographed, there are some fancy moves going on.

00:24:00

Ms. Farmer: Think about the rationale and language that matches your system, what are some connect points between your system and this and how can we grow or beef up your system? How can we include behavior to explain academics? How can we use academics to help explain behavior? Okay, a waltz, perfectly choreographed, elegant to watch, a beauty in motion, a team everyone wants to see. Right? Hopefully what we can add to your process today is a closer look at behavior, and understanding how we can integrate behavior with academics. A mashed potato, we have a process that includes planning for monitoring and meeting goals. We're kind of doing it over and over, right? We want to look carefully at planning and meeting goals and how we're monitoring and doing that, so that we're not hitting the same problem over and over and over again.

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Ms. Farmer: A slam dance, right. A set of steps today hopefully, and the rationale that might help make your dancing a little less painful. Is it a Macarena, we have a simple approach. Everybody can learn it, it's not too complicated. We're getting there. How do we build complexity so that we're meeting everyone's needs and getting everyone to dance to graduation? Okay, or maybe it's a twist that you have now, so let's look at pivotal points in the process to help move our system forward of people. Okay, looking in your workbooks starting on page 16.

00:26:00

Ms. Farmer: ...What you see in front of you is what us PBIS-ers call a matrix. Okay, in this matrix we have what defines for your culture, your context, your environment, your school, your division, your class a core instruction around social-emotional learning. Okay, just like with academics you have a set of core instructional pieces or elements. You have core reading, you have core math.

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Ms. Farmer: Guided by the SOLs. In behavior we talk about core instruction as well. It is not a pet program that we give you. You're using your data to develop your core pieces for social-emotional learning that are relevant to your context and your community, and make sense for your students so that they are the most successful they can be. Without this set of core instruction in behavior we don't know if kids even know what to do. We

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can't begin to problem solve around advanced tiers or kids that are struggling if we haven't first problem solved around a set of core skills we want them to have. So when we're looking at problem solving around behavior just like you start with problem solving around your core instruction, we start with problem solving around core instruction for behavior.

00:28:09

Ms. Farmer: We teach that core across at settings. That's what you have on the next page, what contexts. We start with a set of core values, that's your expectations on the left. A set of core values and expectations for our school, for our school as a community. And we make sure that those core expectations are aligned with division expectations, with community expectations, with the expectations our parents and families have for our kids. How do those expectations then, what do they look like and sound like across all of our natural settings?

00:29:00

Ms. Farmer: Everywhere a student should find himself or herself, and then we make sure that we define what that core is so that kids will know exactly what to do and that adults will know exactly how to support them. We can't begin problem solving for challenges until we have been the most preventative and proactive we can be around a core set of skills. But we're gonna use the same problem solving process at universals, or at tier one, or with our core. We're still gonna look at data, we're still gonna say what is our problem for our entire school, and we're gonna define that specifically. We're still gonna say what are our goals for our entire school, for our entire division, are the goals at the classroom level even the teacher level, the teacher evaluation level in some cases, are all of those goals aligned with the school goals, with the division goals, with the goals of the community at large?

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Ms. Farmer: With the goals of the students for graduation? How are we aligning those goals from the very beginning? We're still looking at universals first to say how am I supporting my students, on the next page you see one school that, that gave a set of expectations for the adults. How are we gonna be consistent and on the same page with being preventative and proactive to support core instruction for behavior? Okay, we look carefully at core because without using that same problem solving process from the very beginning we can't begin to know if we really have a problem anywhere else. Make sense? Just like you do for academics, how are we teaching core academic skills? How are we preventing academic problems? How are we intervening at the universal level when we see kids struggle as a whole?

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Ms. Farmer: We're doing the same for behavior. We're using the data to even build in that problem solving process to build what our core relevant curriculum is. Without it we can't possibly know what our kids are truly struggling with and what they just don't know. So look at this cartoon. Okay, inadvertently Roy dooms the entire Earth to annihilation when an attempt to be friendly he seizes their leader by the head and shakes vigorously. All right, in your team for a minute or two until you hear the music discuss why this cartoon is an example of the importance of core instruction in behavior.

00:32:01

Ms. Farmer: Okay, we'll have that discussion for a few minutes. When you hear the music stop talking and we'll share, what is the importance of core instruction in behavior, and problem solving around core, and how does this cartoon relate to that? you ready? Go. [Tape cuts] Behavior is crucial. Core instruction for behavior is as crucial as it for academics, particularly when we're looking at the interplay between academics and behavior. On the back of your purple sheet of paper you just have some space, or you can write it in around or behind one of your matrices. We're gonna do a little bit of systems planning, remember we talked about without the system for supporting adults, without that systems piece we're not getting the work done for students.

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Ms. Farmer: So here is part, part one of your systems planning. Okay, the first question that you have in your planning time for the next ten-ish minutes before break, okay is this. Here is your first question for systems planning, what do we already have in place for core behavior instruction? What already exists in our division, in our building, in some of our buildings, all of our buildings, what already exists in our classroom around core behavior instruction? And part two of your systems planning, is what do we wish we had? What do we envision for our selves as a teacher, as a division leader, as a principal, as a school?

00:34:02

Ms. Farmer: What do we wish we had, what do we envision for ourselves around core behavior instruction? Okay, and related it to that who might I need to access? Who might I need to ask questions of? What support might I need to get to my wishes and my vision for behavior in core instruction? Who might I need to talk to? So first what do we have for core, two, what do we want, or need? And three, who might I access in my system to get it? Okay, we have about ten minutes until break, we're gonna plan for those few minutes when you hear the music stop.

00:35:00

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Ms. Farmer: We'll have a brief chat and then we'll go on to break. So have fun. [Tape cuts] You ready? What do we already have in place for behavior around the state, here we go?

Respondent: We have a visual that travels with the class, it's a color system and there are consequences for the different colors. So that's what we're working on right now.

Ms. Farmer: So they're working on their discipline piece, but before that I'm betting that we spent some time teaching around what that core looked like right? What we expected children to do, and how we expected them to do it.

Respondent: That started at the beginning of the year, the class got together and talked about different class rules. We were just saying how that needs to be reminded and revisited so.

Ms. Farmer: Right and PBIS we talk about that as booster sessions throughout the year, we have booster sessions around the lessons that we've taught previously. What else do we have in place for behavior for core instruction?

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Respondent 2: What are the consequences, I want to know what your consequences are because we're limited to our consequences.

Respondent: If they are on red, if they get red it's a call home from the teacher, and there is also a blue level that's at the top that's exemplary so it's, it kind of goes both ways. So that somebody is noted to be doing a really great job they're on blue and everybody in the class knows it because it's very special. But the red one is the call home.

Ms. Farmer: All right, when we're talking about behavior sometimes consequences need to be a part of it. But when we're talking about core instruction we need to make sure that the pieces we have in place remain about instruction. So yes there might be some discipline or consequence actions in place, but how are we using them as a way to instruct about behavior? How are we using those elements in place to continue to teach to the core so that we continue to grow?

00:37:07

Ms. Farmer: Any other, what else exists in core behavior instruction?... Core behavior instruction, how are we integrating core with academics?

Respondent 3: Yo, yo listen.

Ms. Farmer: What's your dance?

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Respondent 3: My dance, are you ready?

Ms. Farmer: Okay, uh oh, see you're not prepared, you never know what you're gonna get right?

Respondent 3: It's the burning. All right, what's the question.

Ms. Farmer: Core instruction.

Respondent 3: Oh core instruction.

Ms. Farmer: Right but you can teach us all to do that.

Respondent 3: In the beginning of the year I know myself and a lot of other teachers, probably a lot of other people here we let the kids come up with their own rules. So then they have ownership, then it's meaningful to them.

00:38:00

Ms. Farmer: Exactly.

Respondent 3: Boom.

Ms. Farmer: Yeah.

Respondent 3: Wait oh yeah and we have a matrix, and we have the matrix.

Ms. Farmer: The yeah the matrix right, so they're school wide and the key with kid buy in is now we know it's culturally and contextually relevant right? Because it fits for them. Exactly, keep your list of wishes in mind, your list of wishes and your look for's around core instruction, are things that your VTSS coaches, your PBIS folks can help you get done. Right? Ask the questions, figure out who you need to access, use it as your action plan for getting those core behavior pieces in place. Use that as the beginning of your action plan for making that happen. So we are going to take a 15-minute break. When you hear, you wanna go ahead Melissa with the music?

00:39:00

Ms. Farmer: When you hear the other song we're gonna go out to a song, when you hear the second song play it's time to come back in. But dance your way out. [Music] [Tape cuts] I've got mine yeah.

Ms. Lamm: I haven't tested mine out but mine is the same as yours.

Ms. Farmer: Yeah.

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Ms. Lamm: Do you think it's the same, I didn't do the voice, I know but I wanna just test it.

Ms. Farmer: Yeah I think it's the same.

Ms. Lamm: He is giving us the thumbs up.

Ms. Farmer: All right let's get started. We have had so far this morning we've had an overview of how behavior fits into your integrated tiered system. We've had a brief examination of problem solving and why, starting with core. And now what we're gonna do starting now and throughout the rest of the day is work through each step in that problem solving process.

00:40:03

Ms. Farmer: We're gonna start at the beginning with data. Not that data is only at the beginning, it's in the middle, it's at the end, that's why it's a circle and not a line. It keeps going, and we're gonna start with data including some examples. And then we're gonna problem solve around creating your own data dashboards. And Carolyn Lamm from Chesterfield County is gonna help us do that. You ready?

Ms. Lamm: Hi, yes. I, I didn't get a chance to do the mic test, so tell me if it's too loud, or if I need to talk louder give me this, or if I need to make it quieter do this, can you hear me okay Susie I'm gonna use you, we're okay good, all right. And as Sophia said, my name is Carolyn Lamm and I am one of the PBIS systems coaches working with the state project for PBIS and under VTSS.

00:41:02

Ms. Lamm: And I also serve in Chesterfield County as the intervention coordinator. I'm sorry, what are you signaling me Kim? It goes in and out. Hmm, okay. I'm not sure why.

Ms. Farmer: This side if you can.

Ms. Lamm: Hold on, take care of the mic. Maybe if I just do this.

Ms. Farmer: It's falling over.

Ms. Lamm: Okay, we'll take care of it don't worry. All right, so I'll fix this while we're talking here if I can, sorry folks. Okay so what we're doing now is we're gonna take a little bit of a closer look at the data, let's see does that work so it doesn't fall in and out? Good, thank you all right. And what we want to do is look at the data dashboards as one way of looking at data for your teams. And you're gonna get some team planning time around what data you already have available to you that you maybe already mining for

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information, and what other data points might you want to look at, and how might you organize it so you can get the most out of your planning?

00:42:05

Ms. Lamm: And being strategic, so what we're looking at is we're gonna look at how do we make the data dance, and as you notice our young lady up here is demonstrating how to do lines, and how to do bar graphs, and making your physical so we're gonna move ahead. How can we have impact and outcomes with our data? We're gonna use the data-driven problem solving process and we're gonna look at that very closely, and we're gonna go into more detail with Sophia after this part about precision problem solving. Using that data, so that will be something you want to keep in mind as we go through this part. Of course when we're looking at our triangle our challenge always is how are we going to meet the needs of all those students, first across the board for all of our universals, what are we gonna do for those students who pop out to us as having specific needs that might be better met by targeted interventions and sometimes with intensive interventions? And as Sophia has already pointed out, a student might have intensive needs in one area and be fine with universals in another area.

00:43:00

Ms. Lamm: So we're not labeling the student. We're looking at the whole child and letting the data help define for us what kinds of supports can we differentiate for each student so that we know we're really meeting the needs? Is it not loud enough, okay I'll be a little louder okay? All right, so let's look at the, the sorry the data here. So we're looking at all, some few how are we gonna meet the needs for all of those students, and how are we gonna make that data dance for us? Well first thing we want to think about is how many pieces of data are we going to need to make, to clearly understand what the problems are and to plan our interventions effectively, and to make the match between the needs and the interventions that we've got going on? So how many pieces of data do we need? Here are some more pieces of data around what kind of dances is the students, are the students doing, or is each student doing. How are we identifying the needs? How are we making up our decision rules about which students might get interventions, what criteria are we going to use?

00:44:00

Ms. Lamm: How are we gonna get the best fit, once we do understand a little bit more about the data, and understand the problem more clearly how are we gonna get a really good fit between the interventions and the needs, and the data is gonna help us make those decisions. And then how are we going to build our continuum? What things do we already have in place that are working well for our students? What things do we have in place that maybe we've been putting a lot of time, energy and effort into but maybe aren't getting us the results and the data is gonna show us whether we're getting

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impact, or results or not. And then what can we do if we discover we have a need because the data is telling us we have an area of concern or an area of need, but we don't really have any interventions already in existence in our school that directly fit with that need? Or they might partially fit for that need, but they're not really strategically laser focused for that need, so we're gonna use the data in that way to pull all those things together. When we're looking at data, and we're evaluating what's happening with our outcomes we're looking at it down two paths.

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Ms. Lamm: One way we're looking about the data what, to tell us what is happening with students. Are they making progress? Are we getting the impact, the outcomes we want for those students, and that's one way of looking at the data. Another way we're going to be always looking at the data on a regular basis how are our interventions working? Is this something where we need to change our practices, do something different? So we're going to evaluate the interventions for fidelity of implementation, and for effectiveness of outcome. And that's the process data that we're looking at in those cases, the process integrity, the process fidelity. So we want to take stock and assess the effectiveness, what do we already have in place? How effective are those current interventions? Based on what data have we been looking at data around our interventions? When you do your resource mapping and you're gonna do a little bit of activity in a draft format about that today, when you look at you resource mapping of what interventions do we already have in place you may find that you have some interventions that you've been doing for a long time but nobody has ever looked at the data to see what impact is happening.

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Ms. Lamm: Or you've looked at some data around what impact is happening, but not looked at the whole story about what pieces of this might be begging for changes in our implementation practices, or changing the way we orchestrate that intervention, or strategically match the kids up with that intervention. So for each concern have we established effective tier one universal strategies for students? Do we go back to the basics and make sure we are doing all of our prevention, foundation pieces first before we start to throw the whole book at them as far as those more targeted or intensive interventions take a lot of time, energy and effort from us. If we're putting every student who gets referred to the office from a frustrated teacher into a tier three intervention we are going to be going crazy with our time and energy, and wearing ourselves out. And one of our elementary schools when we started this practice felt they were, we're already doing PBIS, we're already doing so much to support our students.

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Ms. Lamm: When we went in and we looked at their resource mapping they found out they had 37 students on the most intensive intervention there could possibly be. And they were exhausted, and when we re-orchestrated what was happening with the interventions they found out a lot of those students could go back to a targeted intervention that was much more low level as far as our energy and effort and those kids could still get results. So they learned how to stop wearing themselves out, so that's part of the equation here also. So do we have for ever concern do we have something on our continuum of interventions that makes a good match, is do we have something available in each tier around those concerns? Something for prevention, something for targeted, something for students when they don't respond to the targeted intervention, but really carefully strategically deciding do we need to go up to that next level or not? And then do we have some concerns where we look at our resource map of interventions and we say you know what we don't have an intervention designed for that.

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Ms. Lamm: Okay, so this is what you're gonna be looking at is what do we already have in place? And you're gonna take a little bit of time to brainstorm with your team today around this too, and Sophia is gonna lead you through an activity on that. One of the things that we did with our schools in Chesterfield when they did resource mapping is we went back and we looked at what do you have in place, universal of course, and then what do you already have in your building that's around tier two and tier three? Not designing new ones and starting to bring new tier two and tier three interventions into the mix, but of the things that you already have existing, already have up and running in your building where do they fit on the continuum, and how do we really line them up with some of those areas of categories that, that the researched evidence shows us is ways we can be effective with using those strategies in evidence based ways. So we lined them up with check-in, check-out. Do some of the things you have going on look close to check-in, check-out? Some of our schools we have a lot of schools doing community in schools where they have community folks coming in to do mentoring with students.

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Ms. Lamm: It kind of looked like check-in, check-out because there was a lot of adult one on one time with students that might be like coaching, but they found out that those community mentors weren't tying their time with the students down to specific goals that the students were working on. They were tied to the school wide goals around check-in, check-out. So they weren't making the best use of that time with those community mentors coming in, so it kind of looked like check-in, check-out, but when they analyzed it with the resource mapping they realized they had some room to grow. What are we going as far as those function based interventions? Do every, does every student who needs a function based intervention need a full-blown FBABIP? Or can we do some more brief interventions around function based interventions? So you'll take a look at that, and our schools did this resource mapping. This is an example from one of the

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elementary schools, where they filled up their resource map with here is all the things that we already have in place before we even start implementing PBIS.

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Ms. Lamm: Wow, it looks really busy and full, and yours might look like that too when you put your resource map together and you brainstorm all the things that are going on in your building already. But like I said when they started to go back and look strategically at some of those things for example, this school has all kinds of interventions going on, but they're one of the schools that had that mentoring program. And they really hadn't lined their mentoring with their community mentors up, with evidence based practices for goal setting, and progress monitoring and getting feedback on a regular basis from the teachers back to those mentors. So they were able to tighten that up, they also, this is this particular elementary school when they looked at their data and they discovered their needs, their high priority needs and concerns, they noted that one of their top three priorities it was that they had a lot of students with attendance concerns, absences. And yet when they looked at all of that plethora of interventions, there wasn't a single intervention that addressed attendance.

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Ms. Lamm: Nothing at the tier one level for prevention, nothing at the tier two, nothing at the tier three level. So of course this school went back and they designed their interventions, tier one, tier, two, tier three for attendance and made those strategically part of their resource map. So your data is gonna tell you a lot about you go back and forth between your data and your resource mapping, you don't do resource mapping one time, you don't do data analysis one time, it's an ongoing process where you're constantly reflecting on your practices and how to tighten up your priorities and address your needs strategically. So this is some of those, those interventions that came up on that resource mapping for those schools, and for example this is another thing to look out for too. A lot of our elementary schools and middle schools, we have a very active community mental health center that comes and they'll do programs and activities in the schools. And these are pre-packaged programs, and my goodness they're free, and somebody from community mental health, a social worker and a psychologist comes in and runs this program in your school. Isn't that nice?

00:52:00

Ms. Lamm: And so every year they sign kids up for that program, and send them off to meet with that mental health professional and do that activity. But when we looked at the resource mapping and trying to make the match between what are your concerns and do you have interventions that match those concerns, well let's look at a couple of those. They had some of those, those for example girls on track and at the elementary level it's called girls on the run, they were signing up some girls who had an interest in

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physical activity. And we said, well gee now what are some of your concerns, well some of their concerns that their data came up with was we have some students who are underperforming, seemed less engaged in school, or maybe some of those same kids who are having attendance, absence concerns, could those kids be candidates that maybe we would want to use decision criteria and make sure they were high priority to get to be in girls on the run in physical activity would be a real connection point for them that might be them reengaged about school, and excited about setting goals for themselves, and feeling achievement, and having satisfaction at school?

00:53:00

Ms. Lamm: Huh? Okay, so maybe we could line up an intervention we already have in our building directly with a need or concern that our data has identified for us. So we wanted to make sure that they were making strategic use of those interventions. Okay so these are some of the girls from girls on the run, and now they're doing a much better job where these are girls on track, cause these are middle school girls. And they're doing a much better connection of mixing in some of those students who have those high priority needs with an intervention that might be a real engagement activity for them. It was an already existing intervention, another school, or several of our schools had peer buddy programs, where they had peer buddy programs and often who they were assigning as peer buddies were the kids who were the bright shining stars of the school. The kids who are already good citizens, and who were already doing their best at school and they got to be peer buddies. But we had some other students who could benefit from learning social skills through helping others, and so now they're lining up much more strategically some of those students who need some engagement activities and some chance to practice their social skills and their helping skills and their communication skills by being peer buddies.

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Ms. Lamm: So they didn't take the intervention off the table, they just strategically lined it up with their data telling them how to match it up with their needs and concerns. Okay, so what are practices that are in place at each tier of the triangle at your school? what do you already have going on that's universal? What do you already have going on that might be at tier two, a targeted intervention just for some students? What kinds of things do you have going on that already exist that address the needs of students who need intensive interventions? And we want you once you're looking at the data here in a moment to go back and think how might we make those connection points between what our needs are and what already exists? And how could we fine-tune or, you know, adapt some of those interventions so they're more directly addressing and making a match between the needs and the intervention. Also are the interventions that we're doing evidence based interventions. Like we said the peer, the community mentoring that was coming in really the research shows that if you just have a grown up show up

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and sit and talk with students for a while and say hi I'm your buddy, and I care about you, and I value you, you will get some students who respond to that intervention.

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Ms. Lamm: As far as showing improvement in achievement or improvement or attendance or engagement, but you get a much higher percentage of students benefitting from that if we add in progress monitoring and goal setting, and constant feedback between the teachers and how the student is doing with progress monitoring, that getting back to the coach. And apply that in the coaching session very directly, that's applying an evidence based practice to something that might have been, you know, a nice thing to do for the students but doesn't have as much impact because it wasn't evidence based. And then how are you measuring the effectiveness of those interventions? All that, those interventions that you saw on that green triangle, when they, we asked that one simple question. Of those interventions, how many of them are you actually doing a progress measure that tells you whether or not students are making progress after being part of that intervention?

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Ms. Lamm: Is there some data point that you're measuring to see if there is progress and outcomes for students? And when we ask that question we had to disappear almost every single one of the interventions that was on that triangle, cause they weren't really doing progress monitoring. When we asked the further question, of those interventions how many of them are assessing, evaluating the effectiveness of the intervention implementation, are you checking on a regular basis to see if we could tighten up how we're implementing this and make it more strategic, make it more effective? No we're not doing that at all, we've just been doing the same thing we've been doing for the last six years. And we've never once sat down and noticed, or took a chance to look at how effective is it being for us? And then who are the service delivery personnel? How are we giving them specific professional learning around evidence based practices, so they can be more effective with their practices in the time that they're applying those interventions? That is precious times, extra time for interventions takes a lot of time and energy and effort from us, it's our biggest currency value.

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Ms. Lamm: So we've gotta really strategically look at how we're spending that time, energy and effort. All right. So we've looked, we're gonna be looking later on at some real life examples, Chad Knowles is gonna get up here and tell us a little bit about some things that they did at Meadowbrook High School. But just as an example they're gonna talk about how their team analyzed data to identify school wide concerns, and together with their faculty and staff they looked at, they had a big concern around tardies, too many tardies were happening. Too many times students were out of class and roaming

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the hall, and taking a little bit too long to get back to their destination. And so they were missing instructional time, and they were also concerned about dress code violations, there were big areas of concern. And again when they looked at what interventions do we have in place for students, what are we doing school wide for prevention? They realized that hey, tier one is really where we need to start. We need to do something universal for all the students around reeducating the students with our expectations, changing teacher and staff practices, because that's the most effective way to make the intervention happen.

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Ms. Lamm: And so they went back and really invested in that, I'm gonna let Chad talk to you about that later on this afternoon. But you'll see some examples, and they got some really good results about that. But this was sort of their process. They prioritized their school wide goals by looking at the data, the data told them that my goodness we really need to work on reducing interruptions to instructional time with tardies and roaming the halls. And so we gotta take care of those hall pass violations, and tardies, so they're gonna design and implement an intervention using evidence based practices, going back to teaching the core instruction that Sophia was talking with you about this morning. And looking at those tier one universal supports before putting any advanced tiers into place, and determining what outcomes were they going to track to see if they were making impact. So before you launch any intervention with PBIS, you're always going to determine up front what's gonna be a data marker that we're gonna use so that we can see if we're being effective or not, are we going to make impact or not and how are we going to look at that.

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Ms. Lamm: And how often are we going to track that, and Chad can tell you about how they reported out to their staff around that. he's gonna give you some examples of what they did with that. Okay, and so you know, you always want to start with you tier one, so if you're going to establish the tier one interventions before moving up to tier two and tier three then you want to look at what is our core instruction and are we addressing that first? If we're worried about tardies then we better see that reflected in our core instruction for all of the students. So are we making sure we're making that really clear to the students that these are our concerns and how we're gonna take care of them. Do we have, and they created a signal in the hallways for when the tardy bell rings, there is a warning bell before the bell that you're in the classroom. But before the weren't making use of that extra warning bell, well now they have a procedure for something that happens when that warning bell goes off, all conversations are to end. Students have to part ways and scurry on to their classes, and teachers can signal the kids to end conversations and to move on.

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Ms. Lamm: And so by the staff practices and the student expectations being clearly put together they got some results with that. So before launching an intervention you want a data point to monitor. So we don't want to do your resource mapping activity yet, but you might want to think about when we're looking at our interventions what data point would we monitor to make sure if we're being effective or not. Okay so your data dashboard and what data criteria will be considered. I'm gonna come back to that in just a moment, but let's go back to the, to the resource mapping question. You're gonna do an activity on that coming up right Sophia? Okay, so just thinking you might want to do a little like pre-warm up around that just think about what are some things that might be tier two or tier three interventions that you, that already exist in your building, that when you come back and do the resource mapping activity you might want to take a close look at some of those questions around you know, what are we doing as far as matching it up to our needs in our building?

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Ms. Lamm: What are we doing as far as progress monitoring, or evaluating the effectiveness of those interventions. What are some things that pop into your mind that might be tier two or tier three activities that are already going on in you building. And then looking back at that question about the basics, have we done something preventively school wide before we got to applying those interventions for the kids who are having troubles? Did we do anything presentably around that? So I'd like you to think of, you're sitting basically with your teams together, something in your building that you're doing that's been designed as an intervention, that you are trying to match it to a need. And I want you to think it through, did we look at tier one, two, three? Did we think about progress monitoring and looking at it for evaluation? So just take a moment and come up with at least one intervention that you know of in you building, and see if you, if it, if it would stand up to those questions or not. So just take a moment. [Tape cuts]

01:02:00

Respondent 4: You have a tardy warning bell and then you have the bell.

Ms. Lamm: Oh yeah just to share it with the whole group.

Respondent 4: Oh no, no, no, no. I'm not a good spokesman. You can say that you heard it, I mean just say it.

Ms. Lamm: It's better if it comes from one of you do you mind if one of you says it?

Respondent 5: We have a concern in consistency and the need of a plan.

Ms. Lamm: Would you mind saying it, okay. Would you mind if I ask you to say it? Is that okay? Take one more minute, sorry that was loud. Lesson learned, do you folks have a concern you'd like to share, or anything? Okay.

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01:03:01

Ms. Lamm: Do we have a thought from this table that you'd be willing to share, what were you talking about, what was the point you were making. Huh? You shared already. All right. Okay. Do you have a thought or an ah ha to share? Do you have a thought to share? What would it be?

Respondent 6: Not yet.

Ms. Lamm: Not yet, okay. Have a thought to share over here?

Respondent 7: No we don't.

Ms. Lamm: No thoughts at all to share? Okay, okay, five, four, three, bring your conversation to a close, thank your partners for talking. And we have a couple people who made a comment here. Okay. All right, so I was just listening if there were some comments that came out of your discussion, things that you were thinking about that might kind of get your brain warmed up for this.

01:04:06

Ms. Lamm: Okay, okay so I'm gonna ask can you tell me your name, I'm sorry.

Respondent 5: My name is Linda.

Ms. Lamm: Lind you're from?

Respondent 5: Mecklenburg County.

Ms. Lamm: Okay so what was the thought that came up for your group over here?

Respondent 5: For our group we have, we're thinking about consistency from building to building and throughout the division. And a plan, a set plan.

Ms. Lamm: Okay, okay, so consistency would help is one of the things that you were coming up with there, okay and then I was noticing over here you had kind of an ah ha over here. I'm gonna, just tell who you are please.

Respondent 4: Oh hi, I'm Jennifer [Kidwell ?] with North Hampton County Public Schools. My ah ha was we have a real problem with tardies, and so I had to ask the simple question when you spoke about the warning bell. So you have three bells, and it, it makes sense as something that I think we should try. You have your bell to change classes, you have a, a warning bell cause usually our warning is you know, administrators in the hall way going you got a minute, you got a minute.

01:05:08

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Respondent 4: And so it, it was just simple but it made sense, but I had to question it because it was so simple so thank you.

Ms. Lamm: Okay, all right good, so having a procedure for that warning bell. Because you actually had that warning bell going off in the past, but it, people were just ignoring it. So when you put in place the procedure for the staff and the expectation with the kids where you practice here is what happens when the warning bell goes off, conversations close, we turn away from face to face and scurry to the classrooms and teachers will signal you and prompt you. And the teachers are very active in signaling and prompting about that warning bell. So it made a huge difference in the actual outcomes for the student. So this is just an example of tying the data tells us we have a problem, it looked at the common problem obviously tardies getting kids making it to class. And yet we didn't have a strategic plan, the data told us something but we didn't have a tier one even intervention in place for it. So the data is gonna tell you where do we go for our interventions.

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Ms. Lamm: And always start with what's our prevention, if we're moving up the ladder to the more time-intensive interventions. Okay so the data dashboard, so let's go through this quickly and what I want you to think about as we go through this part is what data do you have access, which Sophia asked you as we set this up, what data do you have access to already? Maybe what data are you already looking at? How are you using that data to create data points for yourself? Is there other data that maybe you're not looking at that would be valuable data points for you to look at? So think about that as we just go through this activity, this example. And then you're gonna get a chance to discuss that at your table. So you have this on page, I think it's 20 in your workbook, thank you and Melissa is being Vanna in the background so you can find page 20. So and you wanna also look at page 19, right before that. Which summarized all together some of those questions around how are we using data? So you might just want to flip back and forth between page 19, page 20 to help kind of set you up for your next activity where we're gonna give you a little bit of team planning time.

01:07:08

Ms. Lamm: All right, so data criteria and having a data dashboard, a data dashboard is nothing mysterious by the way. A data dashboard is just simply saying we've got lots of pieces of data, Jeanean Phelps is in the room and she's going to be talking from [Bailey Bridge ?] Middle School this afternoon, and she was giving me a really clear picture about how they were really trying to use their data, but for every data meeting when they got together people were literally running from different ends of the building carrying sheaves of paper with them. And spreading all the paper out on the table, and looking at this, this piece of information and then oh let's change focus and look at this piece of information. It was hard to bring it all together, and integrate it together, and I

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see a lot of head nodding around the, the table, the table, so at you team meetings you're running around with lots of pieces of paper scattered all over the table and not sure what pieces of data do we want to focus on. And how do those pieces of data talk to each other?

01:08:02

Ms. Lamm: A data dashboard is simply a way of organizing it so that you can just like on your dashboard you want to see the important things light up on your dash. For example, my fuel almost empty signal is on this morning. I know that tells me today I need to get some gas before I drive any place far away. If you get that little you know, genie lamp thing that comes up, oh my goodness we might want to check on the oil. That's not just make a wish for a genie to come out of the bottle, we want some things to light up on your dashboard that are important to you. And that's what we mean by a data dashboard, what pieces of information do you want to light up for you? So you're paying attention to them on a regular basis, efficiently and effectively at your regular, at least monthly data review sessions that you're having. So this is an example of a data dashboard that was put together by Virginia VEWS, the Virginia Early Warning System and some of our high schools are piloting that. I'm not suggesting that you use this one, but it's a really nice example of a data dashboard.

01:09:03

Ms. Lamm: Because what it does is it actually gives you a really clear line of criteria for if students are on track and their course performance in core subjects if they are on track they are meeting all graduation requirements with Cs or better in all areas. This is at the high school level, if they're on track their GPA is 2.5 or more. Huh, if they're at risk for off track let me move my shadow up here it will help, then they might be 2.0 to 2.49, if they're less than 2.0 my goodness they're off track. They've got decision criteria, if they have less than 1.5 grade point average they're highly off track, less than 1.0 extremely off track. So they've got their data criteria for several data points for whether a student is on track, at risk of being off track, or now this nice big bold black line are they officially off track, are they highly off track or extremely off track?

01:10:00

Ms. Lamm: They have their decision criteria in place that helps them, and helps high schools decide if they've got some students with some concerns. And then you can look at any of the data points in column, like you could just look at the attendance factors. You could just look at the office discipline factors, and what makes a student on track, slightly off track, off track, highly off track, extremely off track, what are the decision points? What are the data criteria? And some schools have not put these pieces together yet of making a really clear template for themselves of what they consider to be on track or off track behaviors. So let's look at a list of, these are pretend students, and

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these are high school students so they're in grades nine through twelve. And let's take a look at what it would mean if we had a data dashboard and we were looking at students through the lens of the data dashboard. So we're looking and let's look first at attendance. We've got this little group of students, let's look at what's going on with their attendance.

01:11:03

Ms. Lamm: This is the percentage of time they're making it to school, all of these kids are missing ten percent or more of their days in school. that's a concern right, wouldn't you be concerned if you had students who were missing ten percent or more of their days in school? All right so all of these students are in that category, we maybe have an intervention to meet the needs of students who have attendance concerns. Which of those students would be top priority to go into that intervention? To match up with that intervention? If we just had this data in your own mind think of a couple of students that just pop out to you just with that data point in mind that would pop out to you and say I think those two students are top priority, need to go into that intervention for kids with attendance concerns, what would they be? Turn to your partner, just your elbow partner and just say which two students would you pick if that's all you knew about the students? Okay.

01:12:00

Ms. Lamm: Okay, all right okay. Did you all kind of pick a couple of kids just based on that data point, all right then let's go ahead and let's look at another data point, let's add another data point into the mix about these students. Let's look at their GPA from last year, and put that into the mix. Okay, now that you have that data point does anything else stand out to you about those students? If something else stands out to you about those students turn to your elbow partner and talk about what now stands out to you.... Mind saying that for the group? Okay. Okay, I'll give you five, four, three, two, one, thank you. All right and I'm just gonna pick on Kelly here, thank you and Kelly what was something that stood out to you now?

01:13:00

Respondent 8: Tia's GPA versus how often she's in school.

Ms. Lamm: And what does, does that make you wonder? Okay cause here is a kid who is now for some reason only coming 60 percent of the time, she's got a really high GPA. Would that be worth a conversation to maybe find out more? Okay so that extra data point gives us another perspective, sorry, on the students that make a difference. Okay let's add in another data point, let's look at their credits for graduation. These are high school students on track for graduation, okay. That might give you some more information to digest, to chew on all right. Let's look at their core grades. How are the students doing? And now maybe we've got some stories about kids, and, and it's an

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interesting phenomenon at schools. For schools who have not had a decision criteria, a data dashboard way of getting students matched up with interventions what often becomes the primary way of getting a kid matched up to an intervention is what we call the squeaky wheel syndrome.

01:14:04

Ms. Lamm: Somebody speaks up about this child, this child is so annoying in my class that I'm going to collar you is the, the school counselor and say, you have to do something about we'll pick somebody up there, you have to do something about Carlos. Carlos is, you know, he flipped me the bird again this morning and he said something really obnoxious, and it interrupted my whole class. And you have to do something about Carlos, or maybe the counselors all know Toby. Toby has problems, Toby does have problems but you know what he frequently goes and talks to the counselors, we know all about his home situation. We know that there is no dad in the household, that mom works two jobs. He's really been parenting younger kids in his family, yeah he misses a lot of school, yes he kind of flakes off in school and sometimes sleeps. But he's so loveable and everybody loves him, and let's make sure he gets an intervention. So Toby gets an intervention cause everybody is talking about Toby, and Toby we're gonna give Toby the gold card of interventions because we like Toby.

01:15:02

Ms. Lamm: Maybe Carlos gets more of the consequence oriented interventions around punishing and getting him out of school, and maybe we need to send him to the alternative school. And even though he and Toby don't have very largely different data the way the kids get an intervention has been more around, around the squeaky wheel syndrome. And then sometimes the little ones like Tia who is real quiet in school, and real polite and doesn't disturb anybody, and she's not bothering anybody, no interruption to instruction because of Tia, everybody thought Tia was doing just fine. In fact maybe when we get our data team together and we look at the data maybe when we say anybody know Tia? everybody goes, huh who is Tia? Oh my gosh Tia is on my roster, I didn't even know she was on my list of kids. So when we look at the data sometimes kids pop out that wouldn't have gotten help from the squeaky wheel syndrome of getting interventions.

01:16:02

Ms. Lamm: So we want to keep looking at these different data points, so let's look at data behavior referrals. Oh my goodness, okay Toby is racking up a lot of discipline referrals. But you know he has that tough situation at home, and eh comes and he talks to the counselors all the time. But then there is Carlos who is really obnoxious and he's got an attitude, and you know what though we look underneath the attitude for Carlos and we look at the data, what we often discover is we've got a performance deficit.

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We've got a kid who cannot succeed, he's tried and tried and everything he has tried he always fails. And so he feels very disenfranchised and very angry about school. But there is a learning issue that has not be addressed and it's almost masked by the discipline referrals and the behavior. So this is why we want to take a look at the data and what it can do for us, and then we want to look at our interventions and make sure that those are working for us too. So we're using the data dashboard to determine criteria to include on the data dashboard on the first place, what are the data points that are important for us to consider?

01:17:05

Ms. Lamm: For us to look at, what do we want you know, Virginia VEWS has what they put on their data dashboard, what do we want to put on our data dashboard? And then when we put it on the data dashboard what kind of criteria would we use for deciding this is a kid that we really want to look at, my goodness some you know, big flashing lights are going off about this student. And then of course we're gonna go back and we're gonna try to establish decision rules for how to prioritize that criteria, match the intervention to the identified concerns, determine the criteria to review for progress monitoring, and making sure we share that data dashboard information regularly with the staff to identify the concerns. And this is why we're going after it this way, this is why we're designing this intervention, this I why we're asking for this kind of help from you to meet these students' needs. Okay, so what data criteria would be considered at your school? What might you want to put on your data dashboard? We know you can't make final decisions about that here today cause you don't have your whole team here.

01:18:02

Ms. Lamm: But with the people that are here from your school let's have a little bit of conversation time about what data criteria might you want to see on that data dashboard? What would be important to get on there so that you're making informed decisions about a student, and making informed decisions about what are the needs and really being able to understand those needs in a more complex way rather than the simple one data point way. So let's take about ten minutes to spend some time discussing what data points might you want on your data dashboard, and why. You won't probably be able to decide on your criteria at this point, but you might have some good conversation about what could we pull together. And think about is this data we have access to easily, or do we have to go hunting for some data that maybe we haven't been looking at on a regular basis that's important to put on our data dashboard? [Tape cuts]

01:19:00

Ms. Lamm: Yes.

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Respondent 9: I was just wondering if there was anyway that you could send me, send us the slideshow. Just there is a lot of information and it looks really good. But trying to frantically take notes and try and listen, so I just listen.

Ms. Lamm: What we're trying to be careful of is we're not trying to do the training for PBIS today, we're only trying to raise peoples' awareness today. So what we're trying to do is say upcoming we're going to be doing specific training around some of these things, okay sure. Yes. [Tape cuts] Thank your team partners for the discussion time. We're gonna take a couple of comments from folks just to process a little bit about hat you came up with. One of the things that we were getting a good, a good perspective on from [Jenn Branley ?] over here was just looking at students gifted and talented, they also have a need for differentiated supports. And they have some concerns that need to be addressed in a way too, so let's get everybody's attention back.

01:20:02

Ms. Lamm: Let's do the five, four, three, two, one thank you, thank you for the help on the opposite side of the room over there. Okay so [Joan ?] you want to just tell us a little bit about, here.

Resp. 10: I'm [Joan Brownly ?] I'm a gifted specialist for Prince William County, and we've developed a model that is not a triangle it's a diamond. And we're addressing both the needs for remediation and extension. And one other thing that I wanted to say is that I know with gifted kids there is such a connection between behavior and achievement, that it's really hard to separate those. And so it's really important to have both the behavior interventions and the extension.

Ms. Lamm: And I was noticing some of the things that you had down on your data dashboard, whether they're over age for their grade was down there, and looking at some other factors that you put in place.

Resp. 10: And time off task was there.

01:21:04

Ms. Lamm: Time off task, okay that could be some data that you could access through observation and use that in your decision criteria for some of the students. Okay, and then we had some other people here with some comments to make, coming over, they still left you to do it didn't they, okay so can you make the point that you were making before?

Resp. 11: Yeah, my name is [Jill Dolam ?], I'm an assistant principal in Charlottesville City Schools, and we were discussing just the progress we're trying to make to have a more refined system, and we're, we're a school that is in and out of school improvement this past year we made it by the skin of our teeth. So I think there is this pressure on

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teachers feeling that our students are not performing as well as they think they might be, and that everyone is in tier two and three, and as an EIT team we feel like everyone is in tier two and three. We're trying to manage them all, and with the help of Ms. Pierce I went through our spreadsheet and started color coding based on MAPS and PALS, and you know, who truly would be tier two and three.

01:22:12

Resp. 11: And it was a big ah ha that we really don't have as many kids as we thought we did, and that teachers are defining things as intervention when really it's just good instruction, and having that conversation with them to take some of that stress off, that you really are doing a good job. The students are making growth, it just may not be the growth as the neighboring school, you know, those types of things and how we need to refine what we're calling intervention, what we're calling good instruction and to take some of the pressure off. I don't know is that--

Ms. Lamm: Absolutely, yeah that's great, yeah cause that's, that's using the data dashboard in your criteria for on track, off track, you know, to really redefine do we need to just go back and invest in tier one core instruction as prevention? And do we, you know, our students are mostly falling that area and that in their urgency to not be a school in improvement they're trying to flip all the kids up into a tier two or tier three intervention.

01:23:07

Ms. Lamm: When really they just need to go back and reinvest in the basics, and using your data dashboard can really help you map that out and show, demonstrate that to your teachers. So that's, that's a really useful comment. And then we had somebody over here who was gonna share their, yeah thank you all right. What's some of your data criteria was that you wanted to put on our, your data points on your data dashboard, can you identify who you are.

Resp. 12: Hi, I'm Katie [Wajicki ?] from Powhatan. We are exactly at this point in creating our data dashboard. So we were incredibly excited to have this opportunity right now, thank you. We're working on reading and math interventions. We haven't really gotten into the behavioral intervention piece yet, so we're, our data that we're looking at is more geared towards those things. And we were just thinking about of course the attendance, with looking at absences and tardies. Words Their Way, PALS, QI, SCORES, we use AIMSweb for progress monitoring and for universal screening for math.

01:24:04

Resp. 12: Data tracking information for students who are receiving interventions, which would be unique to the, whatever that intervention was. Grades, SOLs, benchmarks and

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trying to bring in some behavior we were thinking about looking at office referrals or bullying referrals. And maybe introducing an idea of a behavior rubric, things that are not necessarily gonna result in a referral but that the teachers are saying maybe impacting instruction.

Ms. Lamm: Okay great thank you. Did you have something you wanted to add from over at your table, or? Anybody else have something from their table they just wanted to add as a comment or an ah ha that you came up with? You've okay, okay. All right, well then let me, whoops, playing with the mic is gonna be my big challenge for today. Excuse me while I put this back on, thank you Chad for hanging on to that for me.

01:25:00

Ms. Lamm: Should just have one I should be carrying around, okay so let's go ahead and just finish up what we're doing with the data dashboards here. I just wanted to share with you an example from one of the schools and then we'll flip it back to you. What our schools did in Chesterfield when they came up with, we, we did this activity with them. They had done their resource mapping at their schools. We went through this activity at one of the PLCs with the administrators and, and counseling coordinators. And the schools over, this was over a year ago, they went back to their, to their schools and to their IT people where they could get the data from, and they put more demands on the IT people as far as we want this data in front of us. We want it, and I see head nodding, we want it easily accessible. We don't want to have to come with 20 pieces of paper from 20 different data sources that we printed out, off the computer, off the printer, and then run to a meeting together. So how can we make it more efficient for ourselves, so they actually came up with a data process for pooling the information together in one place.

01:26:00

Ms. Lamm: And all of our secondary schools now have access to this, this didn't exist before even though we had all these different pieces of data, we didn't have a way to pull it together. And this isn't like the way to do it. Your data sources in your school division are unique to your school division and the ways you have to pull it together. But if you go and you talk to your IT people, and you say we really want a data dashboard. We want to pull it together, easily accessible, what can you do? These are the pieces of data we want, and Jeanean Phelps and some other folks from our school division were prime leaders from our PBIS schools in asking for these data dashboards. So we got something where they could put down some of those data points, and I'll share with you a little bit what some of those data points are. Of course we've blocked out the student names, but you can pull this up in real time and access this. And you can change the criteria, up in that little teal colored background area in the upper right hand corner you can put in what criteria you want to look for. So you can put how many, we're gonna

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look at kids with absences of five or more, we want to look at kids who failed English, yes.

01:27:01

Ms. Lamm: We want to look at kids who failed math, yes. We want to look at courses failed from all the courses that are available, not just core instruction. Well then we want to look at kids who failed two or more courses, we want two or more Ds and Fs, kids with two or more suspensions. They, that's what they're pulling up right now, but then they can go back and they can say well let's just look at kids who have ten more absences, or let's look at kids who have failed none of their core courses but are failing something else. So they, you can change your criteria and see what students you pull up. And that helps you then use your data dashboard in a very interactive way to help make decisions and to see your criteria for decisions about who is going to benefit from an intervention that you have available and how to match up interventions to the student needs. You can also look at SOL results from previous school years, you can look at some of the other data from marking periods, and you can select the time frame that you want to look at it in.

01:28:00

Ms. Lamm: We're blocking out the students names, but these are real screen shots. So we're looking at what can we do as far as looking back over the marking period and tracking backwards, and what team are they on if they're in the middle school teams? Can we, then we can take, click on a student's name and you can go down into more detail for the students, finding out things about their current course grades, what their [Co-GAT ?] test results are, their [DRA ?] test results, their SOL test results. You can go back three years and pull that up, so if you're working with sixth grade students in a middle school you can go back and look how they're performing in fifth grade and fourth grade back at the elementary level, and see if that data is gonna inform, like it would be interesting to look at that for Tia for example, that ninth grader. How, if she's been performing beautifully in the past but now she's got 60 percent of her time in school, she's missing 40 percent of her days, has that been a pattern for her back in eighth grade, back in seventh grade? Is this something just recently that happened, maybe a family issue that came up? You would, this would give you a way to explore that and to look backwards.

01:29:01

Ms. Lamm: Did it have impact, or have her scores been getting worse, have her grades been getting worse, so you're getting a little history on the students as well as you're making decisions. And then this is an actual middle school example of where they took this data system and they decided what they wanted to put on their data dashboard, this is from [Bailey Bridge ?] Middle School, and Jeanean Phelps an AP from [Bailey Bridge

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?] and the principal I think will also be here this afternoon to share a little bit about their school. but this is, I just thought you might want to see what they put on their data dashboard. You know, we asked you what data points might you want to look at? They wanted o look at retentions, they wanted to look at whether, the special Ed. status for the student. They wanted to look at absences, failed English or not, failed math, the number of courses failed over all. The number of Ds, this is just what they decided was their criteria to put on here. Number of Ds and Fs overall, number of suspensions, testing concerns. And then they were looking at also what are we doing in response to that? They wanted that to be on their data dashboard too, so cause that was important information for informing whether we're doing anything right now that's already making impact, or we've done some things and it's still not making impact.

01:30:07

Ms. Lamm: Have we already had team conferences or student conferences for this student around some of these concerns? Have we done a parent conference, or a team conference with a parent? Have we given them before or after school academic help already? Have they gotten, are they involved in any extracurricular activities, or is this a kid who is not involved in anything currently at school? That's important information, or they have math and reading electives to help them with their, their core areas of concern, are the students participating in that? Did we give them an elective in that? Have we don't any modified scheduling for this student? And then we're looking at other things that might be factors, did the counselor initiate a session with the student, go and talk to the student? Did the student come to talk to the counselor unasked? Did they seek the counselors out in some way shape or form? And that might be important information to know too.

01:31:01

Ms. Lamm: Have they been involved in any of the counseling small groups, and if so has that had any impact or not? And they're gonna talk to you about the [GOBI group ?], that's what they call their check-in, check-out group. And has the student participated in that and has that had impact or not? Have we referred them to Eagle Time, which is something that can happen at the high school level where the student is a candidate for that. And then what kind of action plans have we put in place for the student if anything, and do we have any special notes about the student that would be important factors that might just not fit easily in a category? So these are useful things to put in place, and you might, you know, this is when they gave it a lot of thought, they took a lot of time to decide what was gonna be on their data dashboard, what was relevant to them, and they made it so they could change the criteria if they needed to depending on what they were trying to look at. They were trying to identify for concerns, so how many pieces of data does it take? How much data points do we need to really understand problem clearly, so we can plan interventions, so we can make the match between needs and

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interventions? Well it's not just I think we've made the point, it's not just one data point that you want to look at.

01:32:07

Ms. Lamm: That doesn't tell us enough about the dance. One data point tells us some information, but would you know enough about the kind of dance that's going on just from this one piece of data that's up here, this one picture? What would happen if you got some more pieces of data? Would that help you understand the dance, and the context and what's going on with that student? What if you got even some more perspectives, if we noticed what the hands were doing and not just the feet. What if we looked at a little bit more about a different point of view, a different perspective, took the data from a different point of view? What if we looked at some more pieces and put the pieces together, and you know, how many data pieces do we need? The more data pieces we have the more we understand what's going on in the context, and we didn't pull it up for you cause it would have to go to the internet but there is a little, we can give you the web link there is a lovely dance that shows what goes on with this persons' dance the whole way through.

01:33:03

Ms. Lamm: Where you get all the data pieces together, so that's our point, and we want to understand what the, making the match, identifying concerns and making the match. So what, I think these are kind of our summary points for what we just did here, was no matter how much data we have at our fingertips, no matter how many interventions we have on that resource map, we really need to understand our concerns clearly before we can effectively match the interventions to the needs. And that's the process that you want to use around your data driven problem solving. It's really kind of a magical synergy that you get going together when you get all the right data in the right place, and it's not just getting kids hooked up to interventions by the squeaky wheel syndrome, but you're taking all the factors into consideration. So, and that leads us right into the precision problem solving, which is what you need to do in order to make the data dance for you. that's what Sophia is gonna leave us, that's, that's by the way the breakdance site. So we'll make sure you get a copy of that and maybe we can put that out with the, the, you know, materials afterwards or something.

01:34:06

Ms. Lamm: Okay Sophia.

Ms. Farmer: No I've got one. Okay turn it off. Okay, well I was, was on. Okay, beautiful dance when done well right, but it's easy when we're dancing to sometimes focus on what students you know, where we've messed up, and, and how we might trip up right? So I encourage you for, for those of you that even have these beautiful dashboards, and

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the steps carefully choreographed, and you're looking at your dances, to also have a data point around what is going well for a student? Where is a student successful>

01:35:02

Ms. Farmer: To get a clear picture of where the problem is and how we are helping students in aligning that with a level of supports, we really need to know what's going on. Behavior is about environmental and contextual change, so what are we doing when things are going well, and why is it going well, and could we apply it to places where things are not going so well. So I encourage you that you know, if you have your big data dashboards and they look beautiful, that we keep in mind where are things going well? Where is the student successful, and how can we grow that for them and make it happen in other arenas both academic and behavioral? So you have been dancing along some data, that's the first step in our process. If you look back at page 11. Okay, okay, page 11, and I told you this was the format we generally use in PBIS, it can take different picturesque or colorful views, but this is the general format that we use for problem solving around PBIS.

01:36:08

Ms. Farmer: Okay, the data dashboard activity you just did, the very top of that where it says evidence or data that identifies need, that's a very simple dashboard. It's a simple way to check up, are we looking at suspensions, are we looking at referrals, what academic, academic data are we accessing? It's a very simple way of putting it, and they can get very complex. But the next piece of that is then to go into problem analysis or problem ID. We've done data, so we're gonna define the problem. And that's that next section in that process, looking clearly at what is going on with our kiddos. Precise problem statements let us know what's happening, what we can see, but further delve into what's going on beneath the surface, what don't we know, what is not immediately obvious for students.

01:37:06

Ms. Farmer: Page 21 is where we are.... Previously when George Batsche came and spoke to you, and you have in your benchmarks they call it problem analysis, problem ID, developing hypotheses, PBIS refers to it as problem identification, precise or precision problem statements. All right, different language, same concept, and you have some examples on page 21 of what that might sound like for reading. The more data points we can enter into that precision problem statement the more effective we're gonna be in later matching interventions to that problem to address what we're doing, so it doesn't become enough just to say oh they're failing reading.

01:38:04

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Ms. Farmer: It isn't enough just to say oh comprehension is an issue, it isn't enough just to say fluency is an issue. But how do we put the pieces together? So it might sound like as identified by student performance by question data in first nine weeks benchmarks the most significant concern of the team is identifying main idea. This is a tier one precision problem statement, we're using that precision problem statement at every level of the process. Okay, I've looked at my school wide data, and I've said, identifying main idea is a concern. This concern occurs across grade levels using non-fiction text, with students in fifth grade demonstrating the greatest need. And I'm also going to include a why, so I'm not only gonna include a who, a what, a when and a where, but even with academics I'm gonna begin to consider the why.

01:39:06

Ms. Farmer: Why might this be a concern for our students? For main idea it could be that we've noticed in our data, in formative assessments, and teacher observations that they just have difficulty summarizing multiple key points. I have a very clear idea of what need exists, where specifically, why that might be, how much easier is it going to be now for me to pick an intervention that's going to address those pieces specifically. So I'm not whack-a-mole well let's try this one, right? We are really looking at specifically and clearly I have these immediate concerns, what intervention is going to make the most sense if I have students who cannot identify main idea because they cannot summarize main points.

01:40:05

Ms. Farmer: And I'm gonna come in really hard with my interventions in fifth grade, everybody needs it, we're gonna make it a school wide effort. So we're gonna systemically plan to give the teachers resources around that, but fifth grade we're gonna pile on some resources for a little bit of time, see if we can't get them moving up. Make sense? And then you have an example in there of what that might look like for math, but make sure we're including the who, the what, the when, the where and the why. Otherwise we're losing some of the specificity we need to make the perfect match, and as Carolyn said we want to make sure that we are problem solving in a way that is easy, efficient and effective. We don't want to waste our time on an intervention that might not have been the best match. I don't know about you but I don't have time for it in my day, all right.

01:41:00

Ms. Farmer: So we want to make sure we're getting the most perfect match we possibly can. Behavior, when we're adding the who, the what, the when, the where and the why we have to be sure that we're considering the brain imbalance for behavior. The beauty of it is if we're considering behavior and the brain staying in balance, we're keeping the brain, not just for kiddos but for adults, in optimal learning conditions. And if I have

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optimal learning conditions I'm increasing instructional time, right? I know when I was in the classroom I needed all the minutes I could get. Right, so we want to make sure we're keeping the brain in balance, so what are we doing around our core instruction that is preventative and proactive, that keeps the brain in a place of balance?

01:42:04

Ms. Farmer: That keeps our brains in a problem solving mode in the front, in that pre-frontal cortex of our brains what are we doing about that? We're, we're maintaining balance to understand how best to do that, we need to understand that that can be changed by many factors. Not just what we do preventatively and proactively but how we react to behaviors we see both academic and behavior. Cause, cause just existing is behavior right? So what, when we talk about behavior we talk about academic behaviors, time on task, learning, right? Reading behaviors, and we talk about behavior in the sense of the big old fits, right? So when I say behavior I don't just mean the behavior that's office referral worthy, okay. So we talk about balance as fragile, and understanding how to keep that brain in balance for optimal learning conditions, and to do that we need to understand what it is we do before and after a behavior that affects the environment.

01:43:09

Ms. Farmer: And how we can change what we do before and after a behavior to create the optimal environment for learning? If you look at the bottom of page 22 and this we'll talk about as a way to introduce to you some of that language of behavior that we're gonna begin to incorporate in our precise problem statements. Okay, even at the universal level, even at the beginning level we're going to start looking at the why for behavior. Why do we think students are doing what they're doing? Why do we think adults are doing what they're doing? Okay, why are we even dancing to begin with?

01:44:00

Ms. Farmer: Because we can, because we can. And because we wanted to get them to graduation, right? We're dancing because we can, we're dancing because it's fun, and it's exciting, and we want all of our kids to graduate. But lucky for us no matter which behavior we're looking at, we're examining, we're problem solving around, whether it's universal tier two, tier one, whether it's adults, whether it's kids, whether it's wide out there behaviors, or whether it's academic behaviors lucky for us there are really only two functions of behavior. There are really only two whys. So lucky for us there is really only two whys we have to consider right? One of those whys is that we're always trying to get something, right? We're always trying to get something. Whether that's attention, whether that's some sort of sensory stimulation or input, or whether that's something tangible or an activity.

01:45:04

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Ms. Farmer: Okay, that's one why. Are kids trying to get my attention, are kids trying to get each other's attention, are kids trying to get adults' attention at the big time level, mama's? Okay, are kids trying to get something? Why are we doing what we do? The second reason is that we want to get out of something, we want to avoid it or escape it. Anybody know somebody that might not like math class so much? Right, anybody know someone that might want to get out of math class a little bit? All right, what type of behaviors do you see when you want to get out of math class? You're a little bit ticked off is the word I'll use.

01:46:00

Ms. Farmer: And that might look like slamming down your books, that might look like walking out of the classroom, that might look like right, pitching a fit as they say, right? So our job in our problem statement now is to say, okay why? We know it's gonna be one of two whys, when we problem solve, right? We know it's gonna be one of two whys, and it's gonna be one of two whys attributed to one of those three things. Sensory, social or tangible, so now let's go back and look at your problem statement example that incorporates both reading and behavior as an example. When we examine the why not only do we start to look at why are we struggling in reading, could be that we don't know how to summarize several key points, but why are we struggling in behavior? So when you look at the reading and behavior example on page 21 does your problem statement sound something like, as identified by office referrals, attendance, teacher observations and reading assessments, the most significant concern of the team for Anthony, a tenth grader is disrespect?

01:47:17

Ms. Farmer: Okay, disrespect is defined as what? I need to know what that is, I need to know. Now I've got the who, I need the what and the where. Disrespect is refusing to comply with directions, puts his head down on his desk, yells at his teacher, slams his book down, and door shut, and walks around the room. When, I'm answering, most often during English block when asked to read aloud. Why? I know why academically because his reading fluency rate is consistently below peers, it is hypothesized that the behavior is maintained by escape from task.

01:48:01

Ms. Farmer: And that fluency relates, rates remain low due to lack of access in fluency instruction at his independent instructional level. So we are not just examining academics anymore, we're taking a close look at how the behavior is contributing to the academics, and how is the academics playing into the behavior? Okay, who, what, when, where and why? So why do we dance? Do we do it for the applause? Do we do it for the attention because it's fun? Because we can, do we do it to make the world stand up and take notice, kid president does. He wants all us to stand up and take notice and

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dance, and make it awesome. Or do we do it to get away from the stress of the world? Right, look at page 23.

01:49:00

Ms. Farmer: If we don't include the why, that could hurt man, that would be one of the rocks, glasses, or thorns we would step on if we ignore the why of behavior, and the why of academics it could really hurt because we would be taking up all this time and we wouldn't be doing as Carolyn said something that's easy, efficient and effective anymore. Right? To ignore the why, it hurts because it takes time, and if we ignore the why, if we ignore the why we could actually make behavior worse because we could be inadvertently reinforcing a behavior we don't want to see anymore right? We could accidentally causing the problem, or making it much worse and I know you don't want to do that. All right, so for the next few minutes until you hear the music we are gonna spend some of that systems planning time that's on page sorry, 23.

01:50:03

Ms. Farmer: Remember we're not doing anything that we're not spending some systemic planning time around. So think about some of the data dashboards you've had, and how you have used the data that you currently are using to create your problem analysis, your problem ID, your hypothesis, or your precision problem statements, whatever you call it. And I've seen some of your data team meeting forms, and you have it right up there under data. Okay, I've seen them. Considering the problem statements you are currently using, let's plan around ask yourself some of those systems questions. Okay, ask yourself how might I begin to incorporate behavior? If I don't know behavior yet, if I'm not using behavior yet, who in my division can I access to teach me about behavior?

01:51:00

Ms. Farmer: Because while we can boil behavior down to basically two functions, it can get complicated right? Kids love to throw us behavior that can serve different functions at different times, or different behaviors that serve the same functions, so kids like to throw a lot of stuff at us. Right, so consider the problem statements, the problem analysis, the problem IDs that you are using right now. Ask yourself these systemic questions, if I need to start incorporating behavior how, who can I access, who can I ask, who can tell me about it? Right, if I'm already doing it what behavior data points can I interplay with academic data points, how am I gonna go about doing that? How am I going to go about teaching that? Do I have a school in my division that could use some support around this? Or not, is there a school that's doing it really well that could be a support to the schools that aren't, or haven't started or don't know yet?

01:52:02

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Ms. Farmer: Right, so let's spend, what time is it? Eleven fifty-two, let's spend ten minutes, we're gonna problem solve, do the systemic work around our problem ID statement because if we don't like Carolyn said, if we can't precisely identify the problem we're going to waste some time around intervention, all right. So ten minutes to systemically plan for how we're gonna beef up problem statement.... This thing keeps coming out of my shoe from my heel. [Tape cuts] These are conversations that we're just beginning today. I hope you'll be able to start the questioning, and say how are we gonna take this back to our division, to our school?

01:53:00

Ms. Farmer: There is a lot of time spent around problem ID, and identifying problems because like we said without it we're gonna be much less effective and efficient in our problem solving. Okay, now we've spent a lot of the morning on process and problems, problems, problems right? After lunch we're gonna pivot to the positive, and talk about goal setting and what we can do about it. So we have lunch from 12 to 1, I think is right, so enjoy. It's out there already. [Music]