Leading & Coaching School Teams for Effective Team-based, Data-driven Problem Solving within MTSS

BRIAN GAUNT, PhD
BGAUNT@USF.EDU
UNIVERSITY OF SOUTH FLORIDA
19TH ANNUAL INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

Objectives

• History & Efficacy for RtI Problem Solving process (e.g., behavioral consultation model).

• Overview of the process
  • Practice

• Implementation Guidance and Common Barriers to Fidelity of Process

Critical Components of MTSS (Florida Example)
Organizing MTSS as Systems–Practices–Data

Think-Pair-Share (3 min)

What do the “tiers” in MTSS represent?

Mapping the Tiers for “Whole Child” Supports

Having “Stuff” is Insufficient...
Problem Solving Model

Tilly, 2002:

- Behavioral Consultation (Krasscheff & Banga, 1991; Sheldrake, 1999).
- IDEAL problem-solving model (Buss, 1986).
- Functional Analysis of Behavior/Functional Behavioral Assessment (Kopp & Hore, 1999; Tilly et al., 1999).
- Curriculum-Based Measurement (Baes, 1999; Nnea, 1999).
- Action Research (Bacca, 1994).
- Heartland AEA’s Problem-solving Model (Rood & Yochle, 1995).

All have same 4 thematic questions:

- What is the problem?
- Why is it happening?
- What should be done about it?
- Did it work?

Implement the SAME Process for Making Decisions at All 3 Tiers

Overview of Problem-Solving Research:

- Teams are important.
- More training = higher levels of PS fidelity.
- Higher levels of PS fidelity = better student outcomes.
- Any problem-solving process is likely better than no process in use for better outcomes.
- Effectiveness of PS can be enhanced when parents/caregivers are involved (CBC) & when performance feedback is provided to teams.
- Low levels of PS implementation fidelity makes associations with student outcomes difficult.
- Research on Problem Analysis is mixed.
- PS can have a positive impact on reducing SPED disproportionality.
Problem ID Across the Tiers

Summary of Problem Solving Steps Across the Tiers

<table>
<thead>
<tr>
<th>Process of EF at Each Tier</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem identification</td>
<td>Determine if 50% of students are scoring below expectations</td>
<td>Determine if students: (a) Are not responding to interventions (e.g., Tier 1)</td>
<td>Determine if students: (a) Are not responding to Tier 1 intervention (e.g., Tier 2)</td>
</tr>
<tr>
<td></td>
<td>(b) Are receiving insufficient Tier 1 intervention</td>
<td>(b) Are not receiving Tier 2 intervention</td>
<td>(b) Are not receiving Tier 3 intervention</td>
</tr>
<tr>
<td>Problem analysis</td>
<td>Investigate hypotheses: (a) Is the effect of the intervention sufficient? (b) Are the results significant?</td>
<td>Investigate hypotheses: (a) Are the results sufficient and significant? (b) Are the results consistent with existing research?</td>
<td>Investigate hypotheses: (a) Are the results sufficient and significant? (b) Are the results consistent with existing research?</td>
</tr>
<tr>
<td>Plan Development &amp;</td>
<td>Align with SIP targets of Tier 1 &amp; Tier 2: Design a Tier 2 plan for problem solving.</td>
<td>Plan targets for Tier 2: Design a Tier 2 plan for problem solving.</td>
<td>Plan targets for Tier 3: Design a Tier 3 plan for problem solving.</td>
</tr>
<tr>
<td>Implementation</td>
<td>Evaluate Tier 3 Performance: (a) Evaluate Tier 3 performance data to identify interventions</td>
<td>Evaluate Tier 3 performance data to identify interventions</td>
<td>Evaluate Tier 3 performance data to identify interventions</td>
</tr>
<tr>
<td></td>
<td>(b) Evaluate Tier 3 performance data to identify interventions</td>
<td>(b) Evaluate Tier 3 performance data to identify interventions</td>
<td>(b) Evaluate Tier 3 performance data to identify interventions</td>
</tr>
</tbody>
</table>

Group Activity -

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

 Becker, T., & behavioral concerns.

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?

Think about Tier 2 for problem solving:

What is the problem?
Problem Identification Overview

- **Purpose of this step**: establish the priority for problem solving and verify the scope of problem to be solved in relation to goal or expectation.

- **Outcome of this step**: develop a measurable and objective statement of the problem and a statement of goal or expectation.

Problem Identification: Guiding Questions

1. What is our Tier 1 expectation or goal?
2. What is the current level of our students’ performances? Gap?
3. How are others performing (Peer Comparison)?
4. What are the trends in our students’ performance patterns? Gap?
5. What will be our priority (i.e., objective measurable statement of problem to solve).
6. Develop 1-year SMART Goal for improvement

Discuss: Tier 1 Priority??

Tier 1 Expectation (Rule): 80% or more students will have no more than 1 ODR per year.

Example 1

Example 2
Discuss: Whose Problem Is It?

Your school shows about 48% of students are meeting grade level performance expectations (i.e., Tier 1 problem). However, the average for comparable schools shows that about 72% of students are performing toward expectations.

**Is this a districtwide Tier 1, 2, or 3 concern in your opinion?**

Brian is performing in the high-risk range on the Fall First Grade DIBLES assessment. However, 24% of his first-grade peers are also performing at the high-risk range on the same assessment.

**Is this schoolwide Tier 1, 2, or 3 concern in your opinion?**

---

"Behavior" Case Study

Differentiating between Tier 1 and Tier 2 Priorities

---

Group Activity Instructions

- Create groups of 6-8 persons.
- Find enough space to hear each other without talking over the group next to yours.
- Identify at least: additional members can be additional “teachers”.
  a. Facilitator;
  b. Note taker/Time-keeper (combined);
  c. Behavior specialist;
  d. Data specialist (e.g., school psychologist)
  e. Teacher 1 – Gen ed
  f. Teacher 2 – Special ed

---

Background: School Demographics

<table>
<thead>
<tr>
<th>SCHOOL-LEVEL DEMOGRAPHICS (ALL STUDENTS)</th>
<th>INDICATOR RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL-ENROLLMENT BY RACE/ETHNICITY (IN TOTAL)</td>
<td>RAC/ETHNICITY FOR STUDENTS WITH ODR</td>
</tr>
<tr>
<td>Total Number of Students with an ODR (Required)</td>
<td>Enrollment for Indicators death is optional</td>
</tr>
<tr>
<td>White</td>
<td>204</td>
</tr>
<tr>
<td>Hispanic</td>
<td>117</td>
</tr>
<tr>
<td>Black/African American</td>
<td>120</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>50</td>
</tr>
</tbody>
</table>

Healthy Core for Us = 448+ Students having no more than 1 ODR and 0 Suspensions

47% of total
46% of total SWD
17% of total SWD
29% of total SWD

47% of total
21% of total
22% of total
Background: History & Implementation Progress

- PBIS school for 9 years.
- Implementation Fidelity and Progress - past years

Case Study Summary from Tier 1

- Implemented Tier 1 improvements changes for the previous year targeting classroom disruption and inappropriate physical contact.
- Sunshine elementary MET Goal 1 (50% reduction of total ODRs) for classroom disruptions and classroom physical contact. Currently at 186 ODRs/100.
- Sunshine elementary DID NOT MEET Goal 2 (50% reduction of the # of students receiving a referral for class disruption or inapp, phy. contact).
  - Currently 62 students have continued ODRs for classroom disruption or classroom physical contact.

So now...Tier 1 or Tier 2?

- 62 students with 1 or more ODRs for Disruption or Inappropriate Physical Contact
- 11% of students
- All other students 89%

Goals of Tier 2

- Prevent problems from getting worse
- Early identification and support for students 'at risk' for not reaching Tier 1 performance expectations
- Provide evidence-based interventions with fidelity and ensure effectiveness based on progress data.
- Provide a supports matched to needs for performing at Tier 1
- Remediation
Step 1 & 2 - Tier 2

- Problem ( & Goal) Identification
- Problem Analysis

Generally: Identifying Students for Tier 2 Interventions

1. What is the expected level of behavioral performance at Tier 1?
   - E.g., no more than one ODR for year & zero suspensions
2. Are there students who are not meeting Tier 1 performance levels?
3. Area(s) of Concern?
   - Possible function of the behavior?
   - Social Behavior only or in conjunction with academic needs?
   - Emotional/MI concerns only or in conjunction with academic or social behavioral needs?
4. Are there students with similar concerns?

Problem Identification: What information will you need?

- Expected Level of Performance (Core Data Review)
  Are there any students not responding to an effective Tier 1 (i.e., 2+ ODRs or 1 OSS/ISS)

- Screening Data Review
  Are there any students who need strategic support for social-emotional or mental/behavioral health needs?

- Additional Data Review
  Are there any students who demonstrate a need for supports through anecdotal records?
TEAMWORK #1

- 5 min
- FACILITATORS OF EACH TEAM:
  - PLEASE USE THE FACILITATOR GUIDE TO SUPPORT YOUR ROLE IN THIS ACTIVITY.
  - Your team will address questions 1 and 2 of the guiding questions.

CASE STUDY - COLLECTING ADDITIONAL SOURCES OF DATA

62 Students are not responding to Tier 1 improvements and are still exhibiting disruption or inappropriate physical contact in classrooms (ODRs).

Gather additional sources for a “whole-child” view:

SHARE OUT

What additional data sources would you want to gather or collect about these 62 students?

TEAMWORK #2 Identifying Students for T1 and T3

10 minutes: Find the following file: “Tier 2 Data by ODR & SDQ”

Are there any students who have 0-1 indicators “off-track”? How many students?

Decision rule = students who have only 1 ODR and no other concerns will be monitored at Tier 1

Are there any students who may need immediate Tier 3 supports? How many students?

Decision rule = students who have a significant (red) concern in ODRs and SDQ Total Score and at least two other indicators in yellow or red will be recommended for Tier 3
TEAMWORK #3 – Grouping Students for Tier 2

10 minutes

Find the following file: “Tier 2 Data Sort Part 1”

Look at the students in the middle who we are considering for Tier 2 supports.

Discuss as a group what patterns you see in their needs across the various data sources.

How many intervention groups can you identify?

TEAMWORK #4 – Developing Problem Statements

15 min.

Find the following file: “Tier 2 Groups by SDQ Patterns”

Identify ONE group of students from the possible Tier 2 groups.

For the selected group,

Develop a summary description (1 sentence) of their needs.

Develop an intervention goal
**Problem Analysis Overview**

- **Purpose of this step:** To identify valid reasons for why a problem is happening to inform intervention design and delivery.

- **Outcome of this step:** Identify valid hypotheses for use in developing strategies or actions to improve student outcomes.

---

**Problem Analysis at Tiers 2: How much analysis is needed?**

- **Standard Protocol Intervention:**
  - Requires little to no additional analysis beyond Problem Identification
  - Identify needs and provide evidence-based, ready-to-use, packaged intervention matched to need.

- **Blended Protocol Intervention:**
  - Requires some moderate analysis (hypothesis testing)
  - Adapt existing evidence-based, packaged interventions to ensure match to students’ needs

- **Individualized Intervention:**
  - Requires intensive analysis (hypothesis testing)
  - Create a customized package of different evidence-based strategies intervention plan matched to students' needs

---

**Discussion**

Scenario: A student has been referred for specialized supports and interventions to improve their reading comprehension performance.

What would be a "medical model" view of WHY a student may not be reading at grade level or comprehending what they read?

What would be an "ecological" view of WHY a student may not be reading at grade level or comprehending what they read?

---

**Ecological Factors**

(Comprehensive Inclusion of Hypotheses)

<table>
<thead>
<tr>
<th>Ecological Factor</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Climate</strong></td>
<td>Collaborative decision making; order &amp; discipline; parent involvement; staff dedication to student learning (e.g., beliefs); physical structure; established procedural routines; recognition for positive behavior; school pride &amp; student involvement, continuous improvement culture, etc.</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td>Teacher-student relationships - expectations; mentoring, encouragement; family-child relationships - parenting style &amp; involvement in child's education; peer relationships; interpersonal skill development; support group network; each - opportunities for positive or negative social reinforcement</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>Instructional planning, management, delivery, and evaluation practices; opportunities for feedback (positive or negative reinforcement; extinction; DRD, etc.); hierarchy of skills focus</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Match of content with student skills and culture; opportunities for deep vs. surface learning; alignment with education standards for promotion/graduation</td>
</tr>
<tr>
<td><strong>Instructional Environment</strong></td>
<td>Classroom management and arrangement; predictable classroom routines; home-school collaboration &amp; congruence of performance expectations; enriched and engaging activities; recognition for positive behavior/acad performance</td>
</tr>
<tr>
<td><strong>Learner</strong></td>
<td>Skills or abilities, physical (e.g., vision impaired) and neurological factors (e.g., ADHD; TBI), developmental history, nutritional experiences, motivation (attention or escape/avoid)</td>
</tr>
<tr>
<td><strong>School Organization</strong></td>
<td>Efficiency of resource allocation to provide supports matched to needs; supports for fidelity of instruction/interventions; scheduling systems, learning and student grouping structures, education service delivery methods (e.g., tiered system of supports)</td>
</tr>
</tbody>
</table>
**Why wasn’t Tier 1 enough?**

- Access to effective core?
- Skills deficits?
- Performance deficits?
- Interactions between academic deficits and social/emotional behavior competencies within Tier 1 context?

---

**Tier 2 Problem Identifying & Guiding Questions**

See Handout Tier 2 Problem Solving Guiding Questions

---

**TEAMWORK #5 – Developing Hypotheses**

5 min

Together as a team, choose one group to focus on and write at least 2 hypotheses for why the group of students may be exhibiting the concerns defined for their group.

What solutions come to mind so far given your hypotheses??
Types of Interventions for Behavior or Mental Health at Tier 2

- Social-emotional learning programs
- Mental or behavioral-health programs
- Counseling/Therapy
- Social Skill programs
- Restorative Practices
- Trauma-Informed Care Interventions
- Classroom management
- Interventions for Executive Functioning (e.g., Programs for ADHD)

Step 3 – Plan Development

Plan Development & Implementation Overview

- **Purpose of this step:** To use valid hypotheses for developing actions to "remove" the barriers identified in Step 2.

- **Outcome of this step:** Comprehensive, detailed plan of actions is developed, and all members trained to facilitate plan use

Chat Activity

When developing an intervention plan for a student, what elements or information should be included in their intervention plan? How much detail would you want to see and why?
Step 4 - Plan Evaluation

Plan Evaluation Overview

- **Purpose of this step:** To use valid hypotheses for developing actions to "remove" the barriers identified in Step 2.

- **Outcome of this step:** Comprehensive, detailed plan of actions is developed, and all members trained to facilitate plan use
Problem Solving Implementation Guidance & Common Barriers to Address

Reflections & Discussion

What is familiar to you in this process?

What is new to you in this process?

What seems challenging to you or uncomfortable about engaging in this process?

"Use Data" vs. "Used by the Data"

"Many of these [school] improvements were possible because teachers trusted that data were used for school improvement. This is important in light of research that shows teacher suspicion of data (Ingram, et al., 2004). Principals in this study ensured that data were used for diagnostic purposes that were seen by teachers as beneficial and non-threatening. We may characterize this by suggesting that practice was improving because these schools were helping teachers use data rather than be used by data."

Burns et al., 2005

"Although sufficient philosophical and empirical evidence supports the validity of the problem-solving team theoretical construct (e.g., Burns, Vanderwood, & Ruby, 2005) and efficacy within well controlled university-based studies (e.g., Burns & Symington, 2002), implementation inconsistencies have prevented widespread effectiveness."

Ruby, et al., 2011

"It is clear from our two studies that training, whether it is the typical district model...or more intensive support provided by university faculty, is not sufficient in settings that have not created a culture of problem solving."

(Pg. 251)

Overview of Implementation Science

System variables to support fidelity of Problem-Solving process fidelity.

Effective Practice

Effective Implementation

Enabling Contexts

Problem Solving Process as an “evidence-based” process that requires its own fidelity of use

Discussion

What conditions are needed in schools to support & sustain the fidelity of the problem solving process at all three tiers and for all student areas of need?
Groups that Approach Success or Avoid Failure

Avoid Failure

Approach Success

Leadership & Competency Drivers

Leadership Characteristics
- Vision, focus, consistent message of implementation
- Focus on schools
- Relationships based on respect & shared responsibility
- Expert problem-solving
- Investment in PD

Coaching Responsibilities
- Effective interpersonal communication
- Data-based problem-solving
- Content Knowledge
- Team Facilitation
- Supportive leadership
- Provide PD
- Evaluate impacts

What is a School-Based Leadership Team?

- Measuring implementation progress & fidelity
- Organizational Problem Solving
- School Improvement Planning

- Distributed Leadership
- iLab hands-on desk approach
- Leaders as coaches; Coaches as leaders

- NOT a one-time event...but an ongoing process of meeting teacher needs
- Focus on buy-in within context of existing responsibilities

- Foundation for effective data-based decision making

- More than software or data systems infrastructure for access & use
- Data culture is key
- Structured problem-solving process

Competency Driver: "Systems Coaching"

Leaders (District) who Coach (with data)

Leaders (Principals & Teachers) who Coach (with data)

Leaders (Teachers) who Coach (with data)

Students & Parents

Leaders...as coaches...as leaders

Leaders...as
Coaching, Performance Feedback, Professional Evaluations while addressing system barriers for sustainable use

**You Are Here**

Different People Respond to Change Differently

Managing Complex Change

- **Vision**
- **Skills**
- **Incentives**
- **Resources**
- **Action Plan**

= Change
= Confusion
= Anxiety
= Resistance
= Frustration
= False Starts

Adapted from Koocher, T.

Different People Have Different Types of Concerns

Stages of Concern (CBAM; Hall & Hord, 2006)

Implications for matching PD to adult learner needs
Quick Chat Activity

Please share 1 “take-away” that you learned or valued from today’s workshop?

Thank You!

Enjoy the rest of the Conference.

Enjoy Jacksonville.

Travel home safely!

Brian Gaunt, PHD
bgaunt@usf.edu
University of South Florida
19th annual International Conference
On Positive Behavior Support