P S T

Problem Solving Teams

1 **2** **3**

™

An efficient, effective school-based problem-solving teams process.

For more information visits PST 1-2-3 at www.pst123.com
or
contact Wesley Sims, Ph.D., NCSP at welseys@ucr.edu

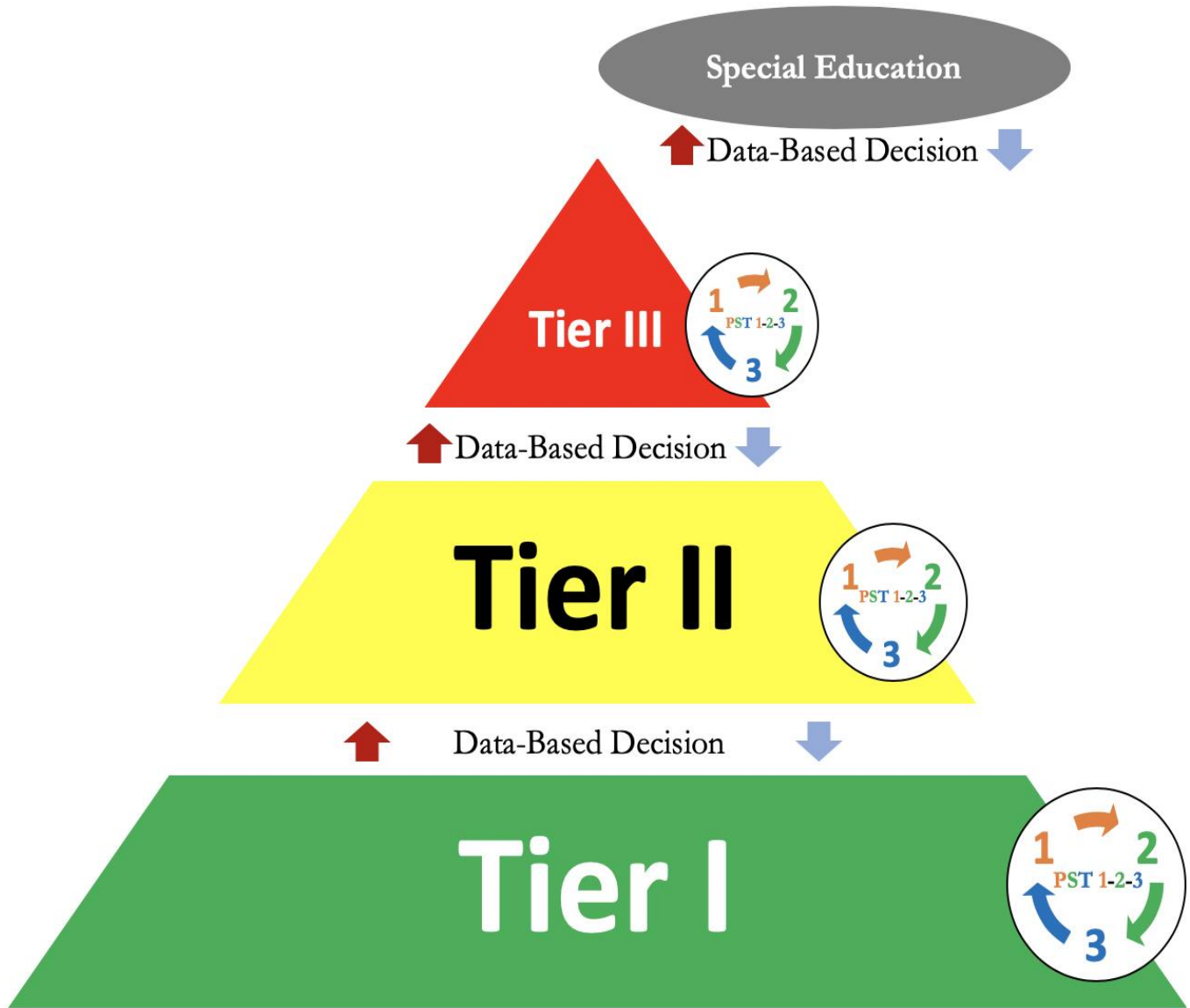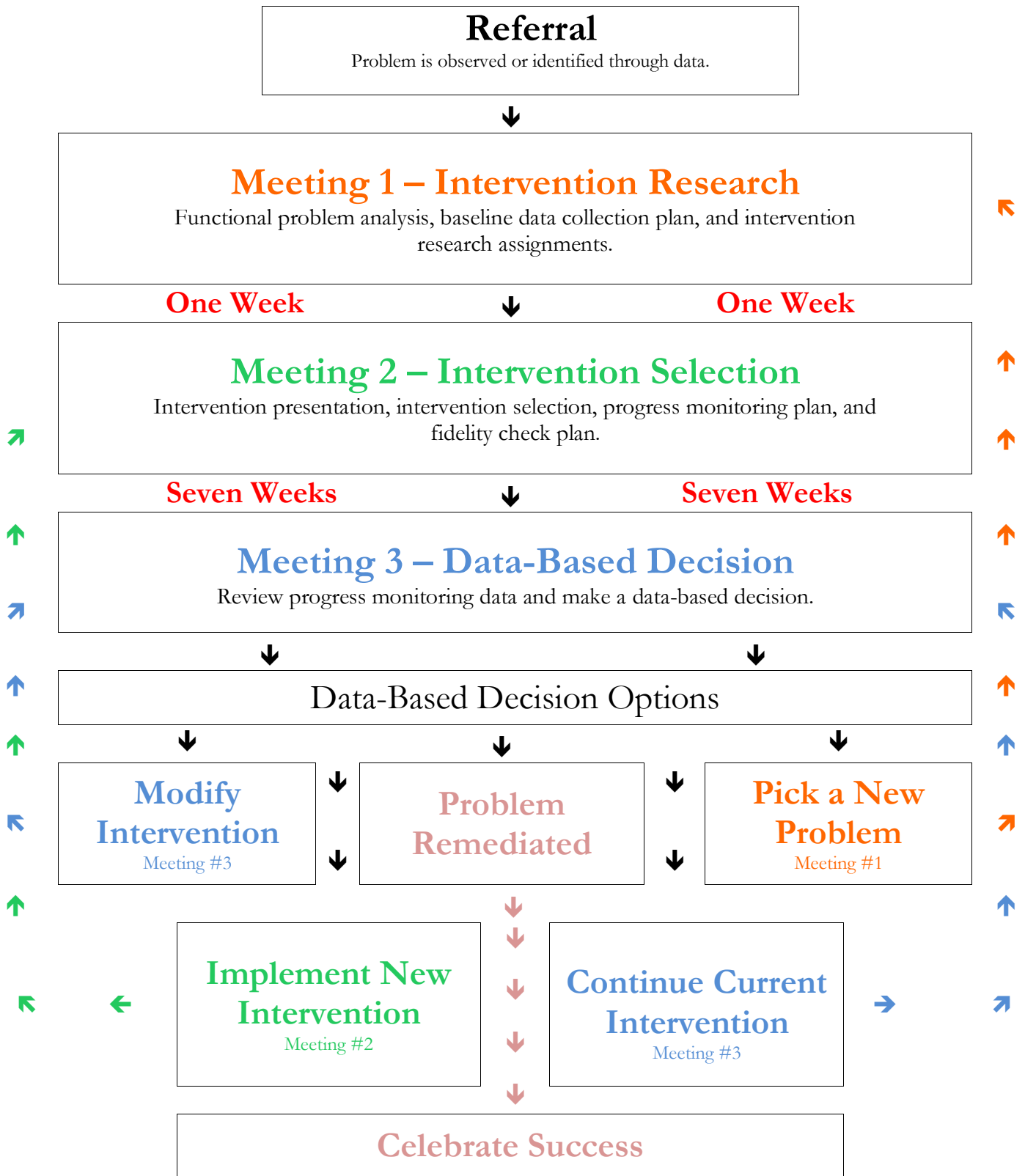# Table of Contents

PST 1-2-3 Problem-Solving Process

Referral
Problem is observed or identified through data.

⬇

Meeting 1 – Intervention Research
Functional problem analysis, baseline data collection plan, and intervention research assignments.

One Week ⬇ **One Week**

Meeting 2 – Intervention Selection
Intervention presentation, intervention selection, progress monitoring plan, and fidelity check plan.

Seven Weeks ⬇ **Seven Weeks**

Meeting 3 – Data-Based Decision
Review progress monitoring data and make a data-based decision.

⬇   ⬇

Data-Based Decision Options

⬇   ⬇   ⬇

| **Modify Intervention** Meeting #3 | **Problem Remediated** | **Pick a New Problem** Meeting #1 |

Implement New Intervention Meeting #2   **Continue Current Intervention** Meeting #3

Celebrate Success

Pre-PST 1 Meeting Questionnaire

1. Describe this student's strengths.

2. What is the most pressing difficulty facing this student?

3. What information led you to this conclusion?

    a. What data has been collected to indicate a deficit in this area (i.e. DRA, ITBS, Tungsten, State Assessment, CBM, discipline referrals, FBA, parent report, observation, attendance, etc.)?

4. Is the student receiving extra help in this area already? If yes, please make sure the person helping is invited to the **PST 1** meeting.

5. Of the skills needed to succeed in this subject area, which have been mastered?

6. In your opinion where should supplemental instruction begin (i.e., which component should we start with)?

7. Are they any behaviors that may be contributing to this student's difficulties?

8. What is the most pressing, harmful, difficult, etc. behavior?

9. What does this behavior look like? (Use the example of the last time this behavior was observed).

10. Are behavioral expectations posted and covered in your classroom?

    a. How often are these expectations revisited in you classroom?

11. Is the targeted behavior explicitly or otherwise covered by your classroom expectations?

12. When does this behavior occur? When it occurs, how long does it last?

13. What happens immediately before this behavior occurs? (Is there something that triggers this behavior?

14. What happens immediately after this behavior occurs?

15. How have you tried to address this behavior to this point?

16. What activities or other rewards does this student enjoy?

Problem Solving Team 1-2-3 Intervention Guide

Student: _____   Teacher: _____

Grade: _____   Case Manager: _____

Meeting #1 – Date:

1. What are this student's strengths?

2. What is the Function-based Problem Definition identified problem(s)?

3. What is the primary area of intervention focus?

4. How will baseline data be collected?

    a. By whom?

    b. When?

5. Who are the individuals responsible for doing intervention research (If behavior, classroom observations and interest inventory)?

6. Has the parent/EDM been notified of this concern? Yes / No

7. Date parent/EDM was contacted: _____ By whom: _____

Meeting #2 – Date:

7. What is the intervention that was selected?

8. Goal statement incorporating baseline data:

9. Who will be responsible for implementing/conducting the intervention?

10. How often will the intervention be conducted? Intervention Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday

11. How long will the intervention last (duration of each session, not number of weeks)?

12. Where will the intervention take place?

7

13. How will the student's progress be monitored?

    a. By whom?

14. When/How often? Progress Monitoring Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday

15. Who will check fidelity of intervention implementation?

16. Who will check for fidelity of progress monitoring?

17. Develop SMART goal statement:

18. When will the **PST** reconvene to review progress monitoring data?

Meeting #3 – Date:

19. Was the intervention implemented with fidelity?

    b. If so, proceed.

    c. If not, why?

20. What was the overall trend indicated by progress monitoring data? Was the goal achieved?
Please Attach Baseline and Progress Monitoring Data

21. What was the team's decision regarding this data? (i.e. continue current intervention, modify current intervention, implement new intervention, redefine target problem, celebrate remediation?)

22. When will the **PST** reconvene to review this student's progress?

Meeting # 1 Facilitator Agenda

Begin by assigning/reviewing the roles of:

Timekeeper	Scheduler	Focus Monitor
Secretary or Recorder	Facilitator	Engaged Participants
Case manager – If not the facilitator	Data Manager	Fidelity Monitor

Check boxes as tasks are completed

1. Strengths – 2 minutes ☐

- Query the teacher/team to determine the student's strengths

2. Function-based Problem Definition – 7 minutes ☐

- Query the teacher/team to determine the most pressing problem
- Use supplemental interview/questionnaire if necessary
- Generate a hypothesis for the function of the problem?

3. Baseline Data Collection Procedure – 5 minutes ☐

- Query the team to determine a way the identified problem area can be measured quantifiably
- Use supplemental guide if necessary

4. Intervention Research Assignments – 3 minutes ☐

- Solicit 3 volunteers to research interventions for the identified problem
- Classroom observation assignment if necessary
- Follow up RE: Function discussion if needed

5. Responsibility Assignment – 2 minutes ☐

- Review team member responsibilities
  - o Baseline data
  - o Intervention research
  - o Additional responsibilities

6. Schedule Meeting #2 – 1 minute ☐

- Discuss with team the amount of time needed to complete the baseline data collection and intervention research activities
- Schedule next meeting based on amount of time needed
- Should be no more than 2 weeks from meeting #1

7. Complete Meeting #1 section of the PST 1-2-3 Intervention Guide ☐

- Fill in student information
- Fill in date for Meeting #1
- Complete questions for Meeting #1 **ONLY**

Meeting # 1 Agenda

1. Strengths – 2 minutes ☐

2. Function-based Problem Definition – 7 minutes ☐

3. Baseline Data Collection Procedure – 5 minutes ☐

4. Intervention Research Assignments – 3 minutes ☐

5. Responsibility Assignment – 2 minutes ☐

6. Schedule Meeting #2 – 1 minute ☐

7. Complete Meeting #1 section of PST 1-2-3 Intervention Guide ☐

PST 1-2-3 Data Collection Page

Intervention #1

	Baseline	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Date									
Score									

Intervention #2

	Baseline	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Date									
Score									

Creating a Chart in Excel (97-2003)
1. Open a new Excel workbook
2. Set up your data in chart form
    - Should include student name, a data descriptor, data point, corresponding date and/or week, and normative data if available.
    - Set your data up in the workbook like it will look in a graph.
3. After data is entered click "Insert" from the menu bar and then select "Chart" Select "Line" (or whichever format you would like to use based on your data)
4. Click "Next"
5. Drag the Insert Chart window down so you can see your Excel workbook easily.
6. Click and hold in a workbook cell to make a box around all needed data.
7. Drag cursor around all data to be included in the chart. Do not catch both date and week.
8. Click "Next"
9. Fill in "Chart Title", "X Axis", "Y Axis", and select any other options you prefer.
10. Click "Next"
11. Select "As New Sheet"
12. Click "Finish"

Customizing your graph
1. Select the Chart using the tabs at the bottom of your Excel workbook.
2. Double click on various spots on your chart
    - To adjust the scale of your graph double click on the numbers of the Y Axis
    - Select desired options from the menu provided
    - To adjust the color or lines or data points double click on the line or dot desired.
    - Select desired options from the menu provided.

Adding a trendline
1. Select "Chart" on menu bar.
2. Choose "Add trendline"
3. Choose "Linear"
4. Choose data series desired.
5. Click "OK"
6. Double click on new trendline to customize.

11

Group/Class/Grade level Strengths

1. In which academic area(s) do your students perform better?

2. Describe your students' motivation to learn.

3. Describe your students' interactions/connections with peers.

4. Describe your students' willingness to volunteer for extracurricular activities/jobs.

5. Describe activities these students get excited about in the school setting.

6. Describe things that the students really enjoy.

7. Does this group of students prefer a subject(s) to others?

8. What is the general reputation of this group of students in the building?

9. Describe the overall rapport between students in this group.

Student Strengths

1. In which academic area(s) does the student typically perform best?

2. Describe the student's motivation to learn.

3. Describe this student's interactions/connections with peers.

4. Describe this student's interactions/connections with adults.

5. Does the student gravitate to a particular staff member? If yes, who?

6. Describe this student's willingness to volunteer for extracurricular activities/jobs.

7. Describe activities the student gets excited about in the school setting.

8. Describe the things that the student really enjoys. What makes him/her happy? What might someone do or provide that makes the student happy?

9. What kind of books does this student choose in the library?

10. If asked, what subjects would the student report as his/her favorite?

HAVING TROUBLE DEFINING THE PROBLEM?

Use these questions:

1. What prompted this student(s)/problem to **Problem Solving Team**?
   - If primary concern is related to academics (including speech or language) complete this page.
   - If primary concern is related to behavior complete the next page.
   - If unable to choose between academics and behavior … is the behavior the result of academic frustration/avoidance or if the behavior(s) were not present would the student experience more academic success?

ACADEMICS

2. What are the problematic subject areas?

3. Which subject area is the most problematic?

4. What data has been collected to indicate a deficit in this area (i.e. DRA, ITBS, Tungsten, MAP, CBM, etc.)?

5. How does the student's performance in this area compare to the performance of his peers?

6. Is the student receiving extra help in this area already?

7. Of the components needed to succeed in this subject area, which have been mastered?

   - Which are emerging?

   - Which are deficient?

8. In your opinion where should supplemental instruction begin (i.e. which component should we start with)?

   - If you had this student in a one on one setting and could work on/teach them anything you wanted, what would it be?

BEHAVIOR

2. What are the problem behaviors?

3. What is the most pressing, harmful, difficult, etc. behavior?

4. What behavioral universals/PBIS expectations do you have in your classroom?

5. Are behavioral expectations covered in your classroom?

6. How often are these expectations revisited in you classroom?

7. Are behavioral expectations posted in your classroom?

8. Is the problematic behavior explicitly or otherwise covered by your classroom expectations?

9. How can we define the behavior in quantifiable terms? (Give example if necessary)

   - What does this behavior look like?
   - Tell us exactly what you saw the last time this occurred.

10. When does this behavior occur?
    - When it occurs, how long does it last?

11. What happens immediately before this behavior occurs? (Is there something that triggers this behavior?

12. What happens immediately after this behavior occurs?

13. What do you normally do following the behavior's occurrence?

14. In your opinion is the student getting something from displaying this behavior?

    - Is there a payoff?

15. How have you tried to address this behavior to this point?

16. What activities or other rewards does this student enjoy?

Functional Analysis of Problem

Academic	Behavior
<u>Obtain/Seeking</u> • Participation in/completion of academic tasks to obtain verbal praise • Participation in/completion of academic tasks to obtain written praise (grades) • Participation in/completion of academic tasks to obtain tangible reinforcer (money for As) <u>Escape/Avoid</u> • Behavior results in avoidance of task/demand Due to deficit in: Acquisition • The student has not been taught the desired skills • The student has not learned the desired skill • The student has not had enough help doing the task • The task is too hard for the student (developmentally inappropriate) • The student has not rehearsed the skill enough (for mastery) Fluency • Student can do the task, but not at an appropriate rate • Student has not had enough practice of a learned skill (for efficiency) Generalization • The student is unable to apply learned skill in new context	<u>Obtain/Seeking</u> • Behavior results in student getting positive or negative attention/tangible • Power struggles are negative attention <u>Escape/Avoid</u> • Behavior results in avoidance of something/someone/task/demand Due to deficit in: Acquisition • The student has not been taught the desired behavior • The student has not learned the desired behavior • The student has not had enough help doing the behavior • The behavior is too hard for the student (developmentally inappropriate) • The student has not rehearsed the behavior enough (for mastery) Fluency • Student can do the behavior, but not at an appropriate frequency, duration, or latency • Student has not had enough practice of a learned behavior (for efficiency) Generalization • The student is unable to apply learned behavior in new context

Adapted from the Evidence Based Intervention Network
EBI Network developed by Chris Riley-Tillman, Ph.D.
www.ebi.missouri.edu

Intervention Research Resources

- EBSCOHOST - https://www.ebsco.com/
- ERIC - https://eric.ed.gov/
- PsychINFO - https://www.apa.org/pubs/databases/psycinfo
- What Work Clearinghouse (WWC) - https://ies.ed.gov/ncee/wwc/
- Evidence Based Intervention Network (EBI) - http://ebi.missouri.edu/
- Florida Center for Reading Research - https://www.fcrr.org/
- Intervention Central - https://www.interventioncentral.org/
- RtINetwork - http://www.rtinetwork.org/
- Intensiveintervention.org - https://intensiveintervention.org/
- The Promising Practices Network - http://www.promisingpractices.net
- Social Programs That Work - https://evidencebasedprograms.org/
- IRIS Center (Vanderbilt University) - https://iris.peabody.vanderbilt.edu/

Meeting # 2 Facilitator Agenda

1. Restate Problem/Report Baseline Data – 1 minute ☐
- Advise person responsible for this activity to review their findings

2. Intervention Presentations – 6 minutes ☐
- Allow each person that researched interventions 2 minutes to present their intervention

3. Intervention Selection – 4 minutes ☐
- Lead group discussion of interventions presented
- Consider the time and resources necessary for each intervention
- Facilitate group consensus in intervention selection

4. Develop Problem Statement & SMART Goal – 2 minute ☐
- Use baseline data to define problem in quantifiable terms
- Develop and incorporate a goal
- Use supplement to guide this step

5. Progress Monitoring Plan – 2 minute ☐
- Solicit volunteer to repeat baseline data collection procedure on regular basis
- Determine when and where PM will occur

6. Responsibility Assignment – 4 minutes ☐
- Solicit volunteers to implement selected intervention
- Determine when, where, how often, etc. intervention implementation will occur
- Determine fidelity assurance measures

7. Schedule Meeting #3 – 1 minute ☐

8. Complete Meeting #2 section of PST 1-2-3 Intervention Guide ☐
- Fill in date for Meeting #2
- Complete questions for Meeting #2 ONLY

Meeting # 2 Agenda

1. Restate Problem/Report Baseline Data – 1 minute ☐

2. Intervention Presentations – 6 minutes ☐

3. Intervention Selection – 4 minutes ☐

4. Develop Problem Statement & SMART Goal – 2 minute ☐

5. Progress Monitoring Plan – 2 minute ☐

6. Responsibility Assignment – 4 minutes ☐

7. Schedule Meeting # 3 – 1 minute ☐

8. Complete Meeting # 2 section of PST 1-2-3 Intervention Guide ☐

Developing a Problem Statement

Redefine the problem using baseline data:

GOOD – Problem definition should be quantifiable.
    Ex. – Jill's reading fluency score is currently 65 WRC (Words Read Correctly).
    Ex. – Janelle's DBR scores are on average 4 – AE (Academically Engaged), 5 – R (Respectful), and 8 – D (Disrespectful).

BETTER – Incorporate normative data, if able.
    Ex. – Jill's reading fluency score on a third grade DIBELS reading probe is 65 WRC, which falls below the 25th percentile.
    Ex. – Janelle's DBR scores are on average 4 – AE, 5 – R, and 8 – D, which fall below/above undesirable levels.

BEST – Incorporate normative data and add what expected levels should be.
    Ex. – Jill's reading fluency score on a third grade DIBELS reading probe is 65 WRC which falls below the 25th percentile, while grade level expectancy would be 84 WRC, which is the 50th percentile for 3rd grade students.
    Ex. – Janelle's DBR scores are on average 4 – AE, 5 – R, and 8 – D, which fall below/above undesirable levels, as typical scores are 8 – AE, 8 – R, and 2 – D.

Developing SMART Goals

SMART goals are:

- Specific – Targeted subject area, grade level, and student population
- Measurable – Performance/target area must be measurable and includes baseline and growth targets
- Achievable – Expected change determined by normative data (from intervention research or normative assessment data)
- Relevant – Subject area, the identified problem/goal addressing an urgent need?
- Timely – Bound by a timeframe, current reality or baseline data point

    Ex. – Jill will increase from 65 WRC to 78 WRC by the end of a 6 week intervention period, as measured by a 3rd grade DIBELS reading fluency probe administered by Mrs. Smith.
    Ex. – Janelle will increase her DBR scores from 4 – AE, 5 – R, and 8 – D to 8 – AE, 8 – R, and 2 – D in six weeks, as measured by teacher DBR ratings during the first half of the day.

Try the "IF, THEN" check:
    "If we use the Wilson reading program, then we can expect Jill's WRC score to increase from 65 to 78 in 6 weeks."

    "If Janelle participates in check-in, check-out, then we can expect her DBR scores during the first half of the day to increase from 4 – AE, 5 – R, and 8 – D to 8 – AE, 8 – R, and 2 – D in six weeks."

Intervention Fidelity Check

Observer: _____   Date: _____
Location: _____   Time: _____
Student: _____   Implementer: _____

1. Intervention implementer is person noted on "Intervention Guide."	YES	NO
If no, why?		
2. Intervention occurring at time noted on "Intervention Guide."	YES	NO
If no, why?		
3. Intervention activity is consistent with description noted on "Intervention Guide."	YES	NO
If no, why?		
4. Intervention lasted the length of time noted on the "Intervention Guide."	YES	NO
If no, why?		
5. Was this intervention session atypical in any way from other intervention sessions?	YES	NO
If yes, explain.		

Additional comments/observations…

_____

_____

_____

_____

_____

_____

_____

_____

Intervention Implementation Log

Date	Activity Description	Teacher Signature	Student Signature

Meeting # 3 Facilitator Agenda

1. Restate Problem/Goal – 1 minute   ☐
- Review problem/goal definition
- Use information from Intervention Guide

2. Restate Intervention – 2 minute   ☐
- Review the intervention
- Review who, when, where, how often, etc. of intervention

3. Intervention Fidelity Check – 2 minutes   ☐
- Check to ensure the intervention was implemented as planned
- If not, why?

4. Report Progress Monitoring Data – 4 minutes   ☐
- Advise person responsible for this activity to review their findings
- Information should be accompanied by a graphic representation of information

5. Discuss Progress Monitoring Data – 5 minutes   ☐
- Facilitate discussion about what this data indicates
- What was the overall trend
- Was the intervention effective?
- Was the goal met?

6. Make a Data Based Decision – 5 minutes   ☐
- Facilitate discussion of what this data means/what can we conclude
- Facilitate discussion of where team should go next

7. Reschedule Next Meeting – 1 minute   ☐

8. Complete Meeting # 3 section of PST 1-2-3 Intervention Guide   ☐
- Fill in date for Meeting #3
- Complete questions for Meeting #3 ONLY

Meeting # 3 Agenda

Check boxes as tasks are completed

1. Restate Problem/Goal – 1 minutes ☐

2. Restate Intervention – 2 minutes ☐

3. Intervention Fidelity Check – 2 minutes ☐

4. Report Progress Monitoring Data – 4 minutes ☐

5. Discuss Progress Monitoring Data – 5 minutes ☐

6. Make a Data Based Decision – 5 minutes ☐

7. Reschedule Next Meeting – 1 minute ☐

8. Complete Meeting # 3 section of PST Intervention Guide ☐

PST 1-2-3 Data-Based Decision Making

Based on the trend analysis of the graphed baseline and progress-monitoring data, make a data-based decision about next steps.

Problem Remediated – Celebrate Success!

Continue Current Intervention – Reconvene in six weeks for another meeting #3.

Modify Current Intervention – Reconvene for another meeting #2 (one week) or #3 (six weeks) as needed.

Implement New Intervention – Assign research duties and reconvene in one week for another meeting #2.

Pick a New Problem – Reconvene in one week for another meeting #1.

Consider a Referral for Evaluation to Determine Eligibility for Special Education Services
   If team has progressed through multiple interventions and data does not indicate sufficient progress.

Allen, S. J., & Graden, J. L. (2002). Best Practices in Collaborative Problem Solving for Intervention Design. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 565-582). Washington, DC, US: National Association of School Psychologists.

Burns, M. K., Peters, R., & Noell, G. H. (2008). Using performance feedback to enhance implementation fidelity of the problem-solving team process. *Journal of School Psychology*, *46*(5), 537-550.

Deno, S. L. (2005). Problem-solving assessment. *Assessment for intervention: A problem-solving approach*, 10-40.

Erchul, W. P., & Sheridan, S. M. (2014). Overview: The state of scientific research in school consultation. In *Handbook of research in school consultation* (pp. 15-24). Routledge.

Iverson, A. M. (2002). Best Practices in Problem-Solving Team Structure and Process. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 657-669). Washington, DC, US: National Association of School Psychologists.

Kovaleski, J. F. (2002). Best practices in operating pre-referral intervention teams. *Best practices in school psychology IV*, *1*, 645-655.

Martens, B. K., DiGennaro Reed, F. D., & Magnuson, J. D. (2014). Behavioral consultation: Contemporary research and emerging challenges. Routledge.

Reinke, W. M., Sims, W., Cohen, D., & Herman, K. C. (2018). Problem Solving within an RTI Framework: Roles and Functions of Effective Teams. In Handbook of Response to Intervention and Multi-Tiered Systems of Support (pp. 96-119). Routledge.

Rosenfield, S., Newell, M., Zwolski, S., Jr., & Benishek, L. E. (2018). Evaluating problem-solving teams in K–12 schools: Do they work? *American Psychologist, 73*(4), 407-419.

Sims, W. A., King, K. R., Preast, J. L., & Burns, M. (Under Review). Do school-based problem-solving teams work? A meta-analysis. Manuscript Under Review.

Sims, W. A., King, K. R., Wichoff, M., Mandracchia, N., Womack, T., & Mercado-Anazagasty, J. (Under Review). Educator reported implementation and outcomes trends for school-based problem-solving teams. Manuscript Under Review.

PST 1-2-3 Resource Links

- www.pst123.com
- www.ebinetwork.missour.edu
- www.interventioncentral.org
- https://ies.ed.gov/ncee/wwc/
- https://intensiveintervention.org/
- https://www.fcrr.org/
- www.scholar.google.com
- https://www.ebsco.com/
- https://rti4success.org/missouri
- https://www.fastbridge.org/
- https://dibels.uoregon.edu/
- https://www.pearsonassessments.com/professional-assessments/digital-solutions/aimsweb/about.html

Problem-Solving Team Efficiency Measure (PSTEM)

Directions:
Rate the quality with which each step or component of the problem-solving team process is completed. Ratings should range from 1 - 5. Place the rating in the time frame in which it was completed, rate 0 if not observed.

	0 – 2 min	2 – 4 min	4 – 6 min	6 – 8 min	8 – 10 min	10+ min	N/O
	1 (poor)	2 (fair)	3 (average)	4 (above average)	5 (exemplary)		0 (n/o)
1. Student Strengths Identified							
2. Problem Identification							
3. Functional Problem Analysis/Function Identification							
4. Baseline Data Procedure/Data							
5. Consideration of Evidence-Based Interventions (at least 3)							
6. Evidence-Based Intervention Selection							
7. Goal Identification							
8. Progress Monitoring Procedure							
9. Intervention Implementation Fidelity Plan							
10. Visual/Graphic Representation of B/PM Data							
11. Intervention Implementation Fidelity Check							
12. Discussion/Interpretation of B/PM Data							
13. Data-Based Decision Relative to Goal							
14. Follow-up Plan Developed/Discussed (if determined unnecessary)							
Totals from columns above	←	←	←	←	←	←	←
Multiply column total by	X 6	X 5	X 4	X 3	X 2	X 1	X 0
Point Totals							

15. Number of observed functioning roles carried out my team members (i.e. time keeper, note taker, facilitator, etc. with max. score of 5)

Total points from each column above for PSTEM Total Efficiency Score

Extremely Efficient (341 +)	Efficient (256 - 340)	Moderately Efficient (171 – 255)	Inefficient & Likely Ineffective (86 – 170)	Inefficient & Ineffective (0 – 85)