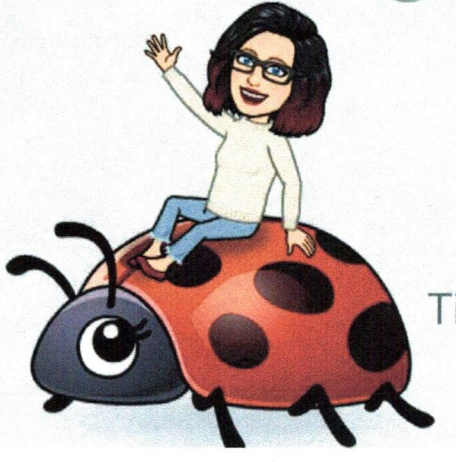
Collaboratively Problem Solving for Student Success: Using the Problem Solving with Function in Mind Process



Taryn Gaskill
Breeya Perry
Tiered System Facilitators, Special School District

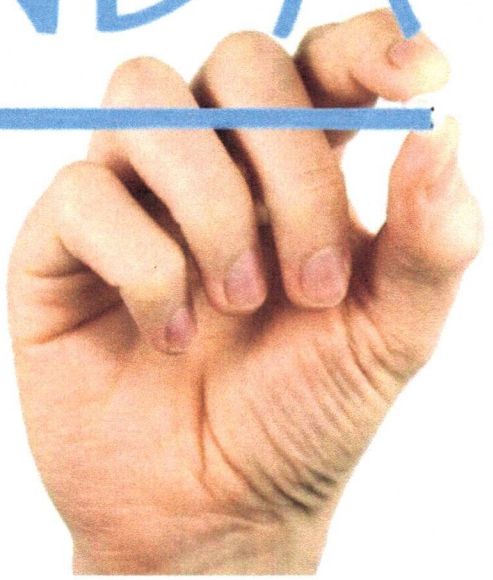
Outcomes

1. An understanding of a process for problem solving with function in mind.

1. Considerations for bringing this type of process to their own district/school.

AGENDA

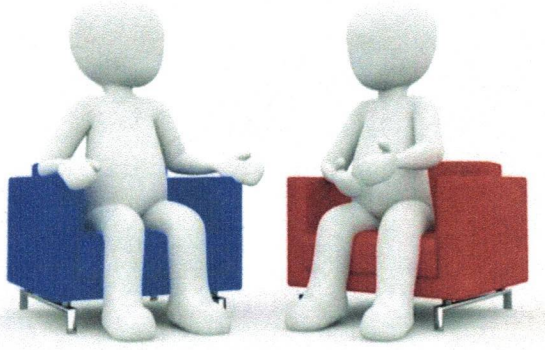
- History
- Current State
- Looking Forward
- Taking Action



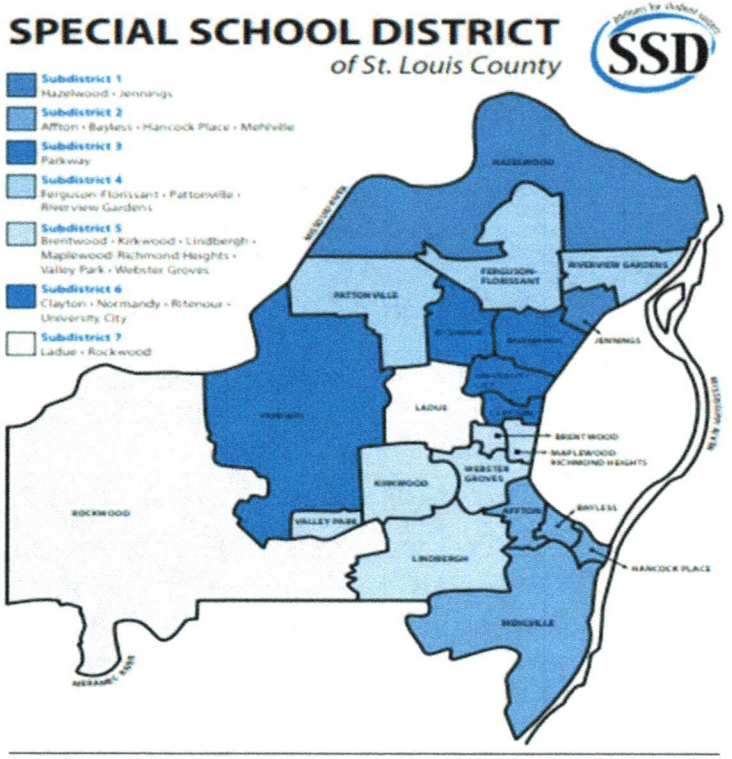
Getting in the Room...

1. Turn to a shoulder partner and Introduce yourself (role, school/district...)

1. Discuss:
    a. How do you currently problem solve around children/youth?
    b. What is working? What are barriers?



Special School District

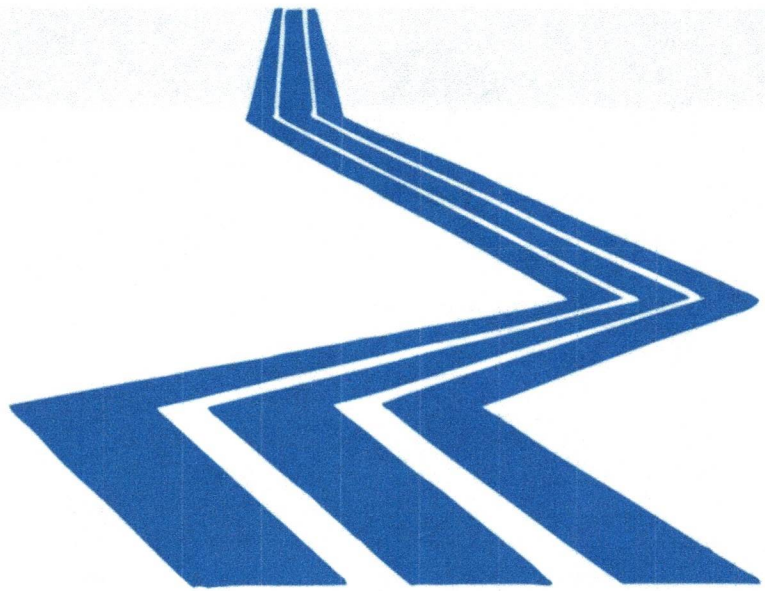


- 22 "Partner" or component districts in St. Louis County.
  - 256 public schools
  - More than 24, 000 children/youth receive services.
- Roughly divided into 3 Zones: North-Central, West-Central, and South
- SSD provides the special education staff and services within each partner district school.
- SSD services about 750 children and youth with more significant disabilities in one of the five special education schools.

Planning and Development Department

Numeracy	Literacy	Specialized Instruction Facilitators
Autism	Measurement and Assessment	Behavior Prevention and Intervention
Family Engagement		

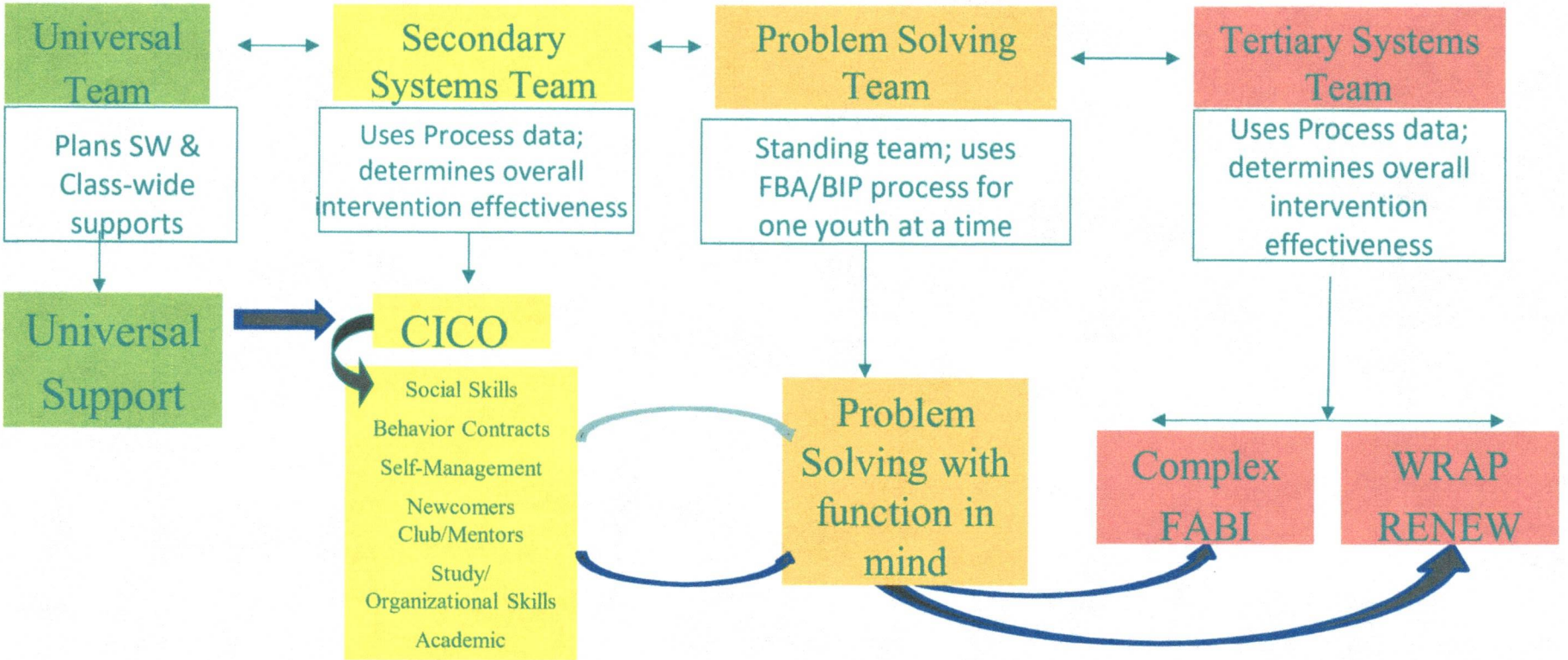
History



2012 2013

3-Tiered System of Support

Necessary Conversations (Teams)



SSD PBIS Adapted from : Eber, L. *T301fi: Tertiary Level Support and Data-based Decision-making in Wraparound* [Presentation Slide]. Retrieved from Tier 3/Tertiary Series Training Resource Guide (2010). Illinois PBIS Network

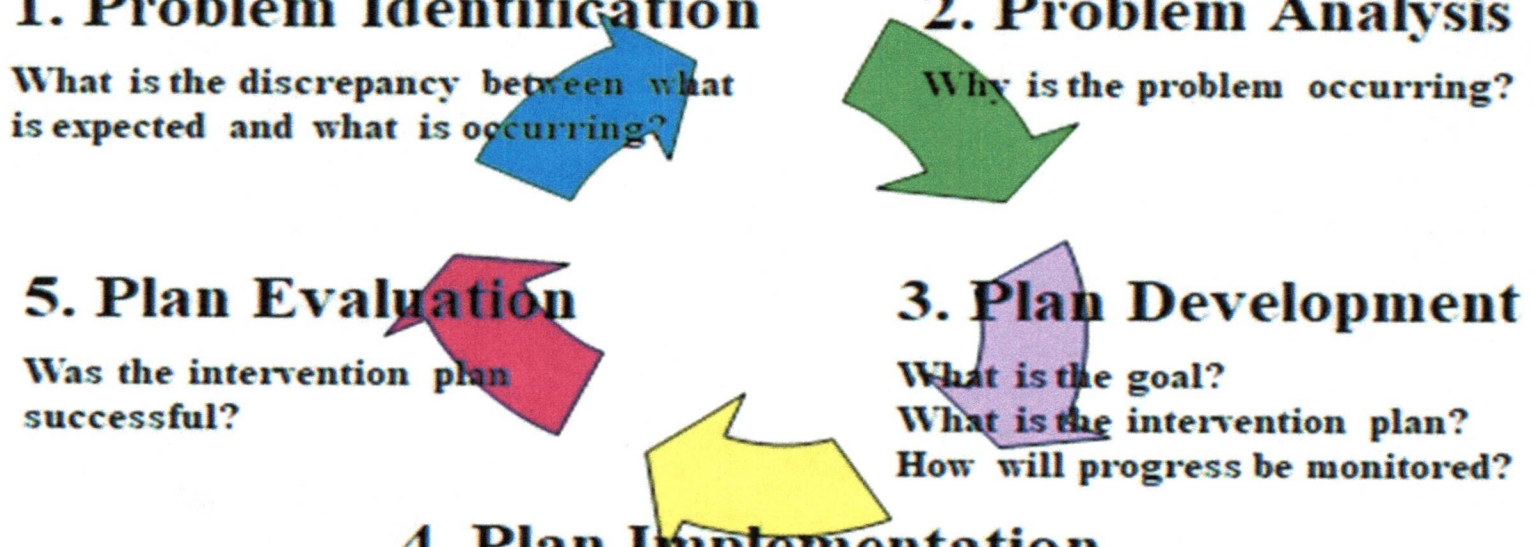
Key Considerations

Behavioral Strategies Aligned to Function

Effective Problem Solving Process

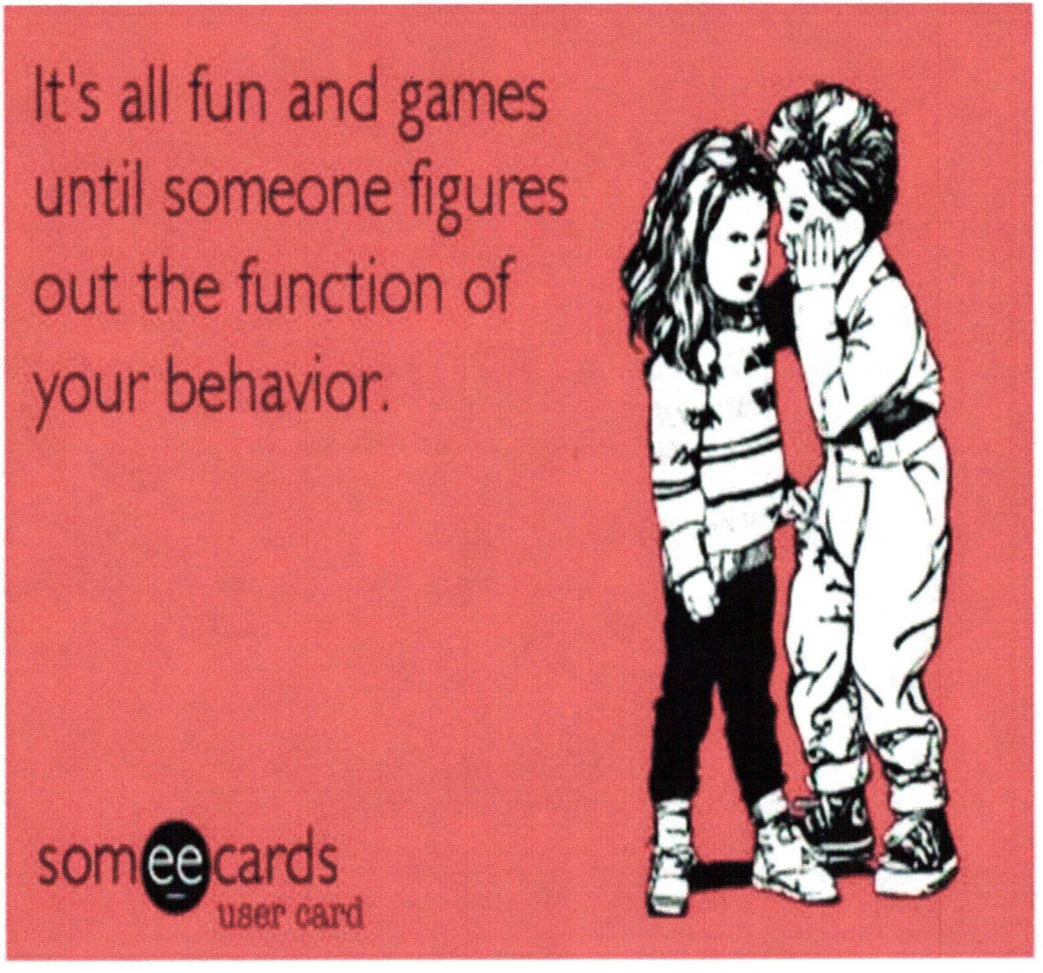
Use of a strengths-based systematic process

Steps of Problem-Solving

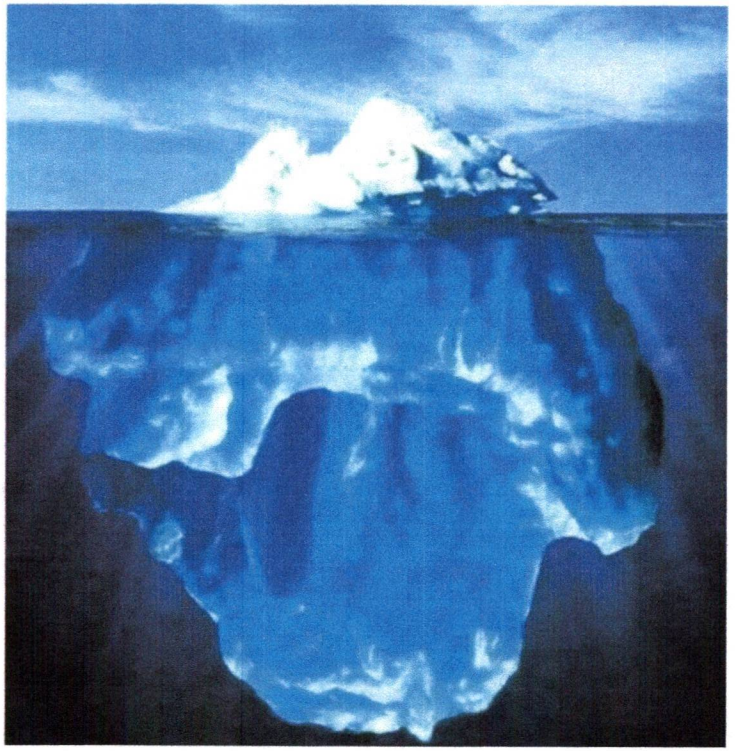


FUNCTION

Why does it matter?



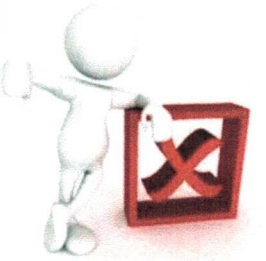
WHY IS FUNCTION OF BEHAVIOR IMPORTANT?



- Why the behavior occurs
  - Communication
- Helps us plan for future
  - Treatment/interventions
  - Responding
  - Replacement behaviors

Functions of Behavior

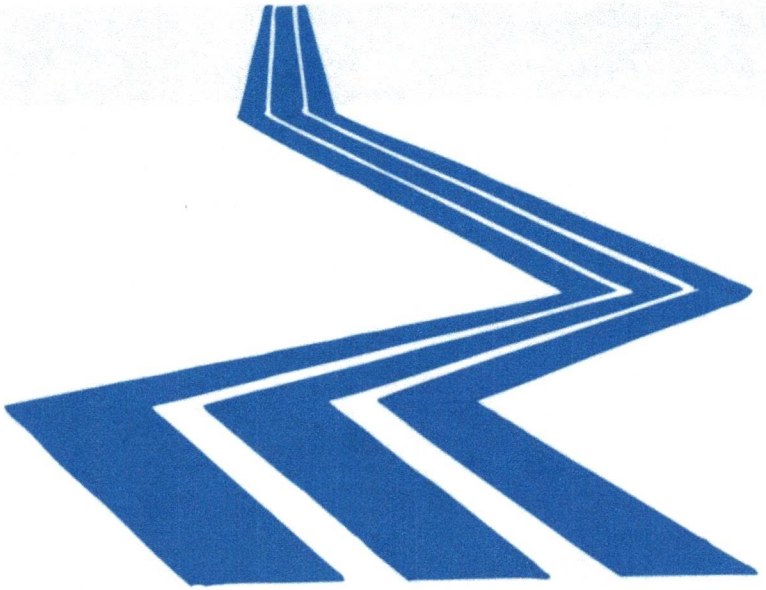
GET	AVOID
ATTENTION TASK/ACTIVITY/DEMAND TANGIBLE SENSORY	



Plan Development

Antecedent Adjustments	**Strategies to prevent problem behaviors** **Strategies to teach replacement behavior**	Adjustments or modifications made to the antecedent conditions (those that happen before the behavior) in order to increase the likelihood that the replacement behavior will occur. Teaching of the replacement behavior
Reinforcement	**Strategies to reinforce alternate behavior**	The contingent provision of a stimulus (getting something liked or taking away something disliked) following a behavior that results in an increase or maintenance of a behavior.
Extinction	**Strategies to reduce reinforcement for problem behavior**	The withholding of reinforcement of the target behavior in order to decrease the likelihood that it will occur. OR Preventing the target behavior from continuing to "pay off."

History



2012 2013 2014 2016

Problem Solving Planning Meeting

PROBLEM SOLVING WITH FUNCTION IN MIND: A COLLABORATIVE PROCESS

PLANNING MEETING

Student: **Age:** **Grade** **Date:**

Facilitator: **Time Keeper:** **Recorder:**

Other participants:

Plan (15 minutes, about 2 minutes for each question)

1. Identify student's strengths (academic, behavioral, social).

-

2. Identify 1-2 behavior(s) of concern.

-

2a. Identify, when are the behaviors most likely to occur?

-

3. Identify possible function of the student's behavior (keeping in mind what happens right after the behavior occurs)

Graph Planning Methods

Problem Solving Review Meeting

PROBLEM SOLVING WITH FUNCTION IN MIND: A COLLABORATIVE PROCESS

Review MEETING			
Student:	**Age:**	**Grade**	**Date:**
Facilitator:	**Time Keeper:**		**Recorder:**
Other participants:			

Study (15 minutes)

1. How was the plan successful?
   -

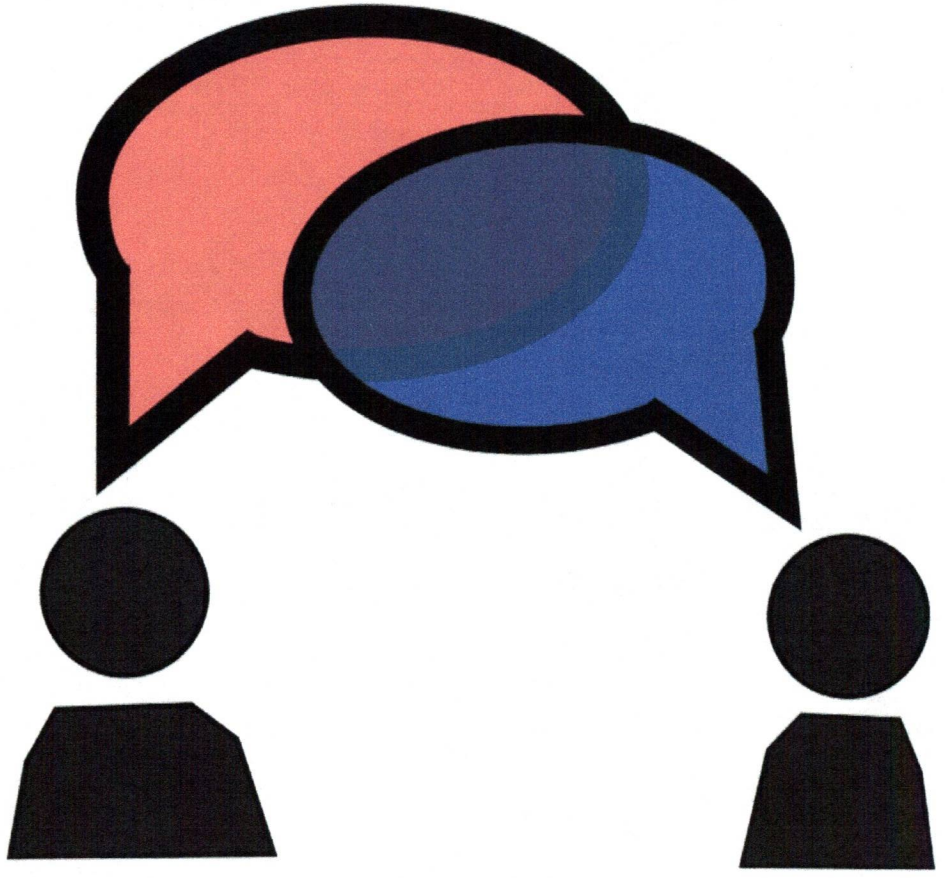
2. Using the data collected, how was the plan implemented as designed? What revisions/adjustments might be made?
   -

3. What does the student outcome data show?
   -

Turn and Talk

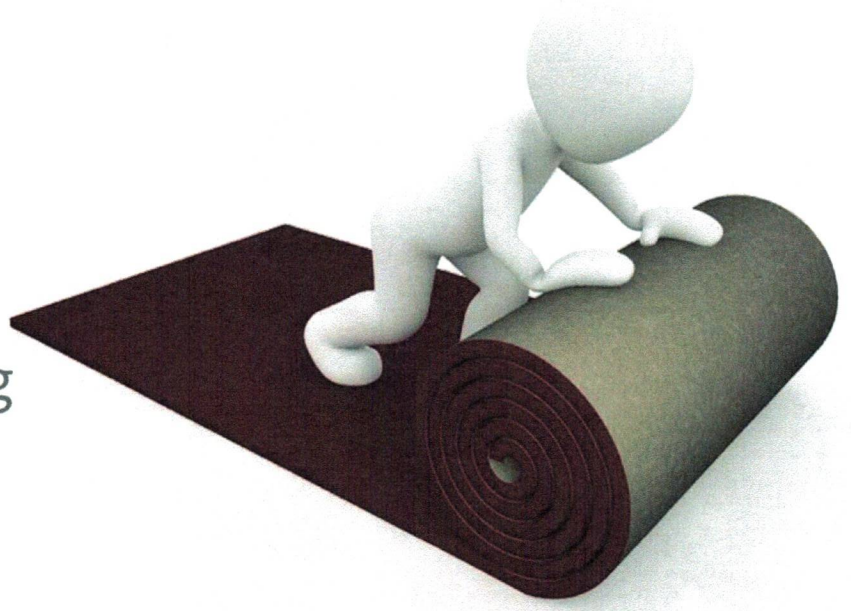
What connections are you making so far?

What questions do you have about the process?



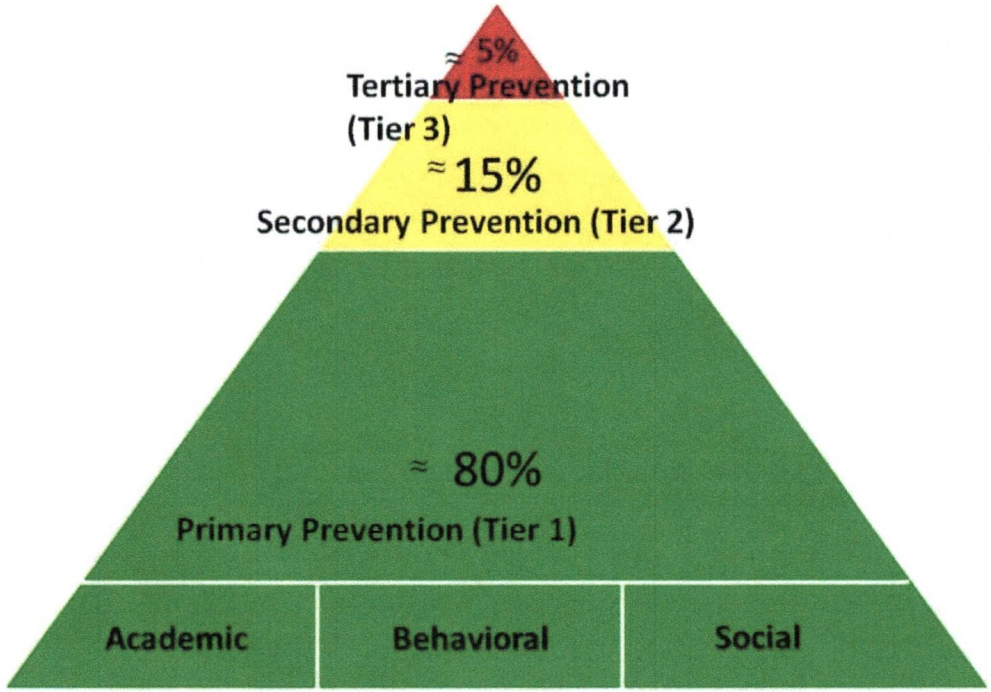
Rollout

- 2 part trainings - planning and review
- Open problem solving learning labs



Current State

Integrated Academic, Behavior, and Social/Emotional Framework



From Universals to FABI - Where to Start?

Less Intensive

More Intensive

	Key Steps/Actions	Who is Involved	Considerations for When Appropriate
Identification of Problem Behavior	☐ Team based identification ☐ Baseline ☐ Define behaviors ☐ Prioritize or narrow down behavior ☐ Is it a behavior or the environment	☐ All - General education , sped teacher, para, counselor, school psych, specials, related service, ABA, parent, coach, PBIS, EPS	☐ Universal behavior screening ☐ There is a pattern of behavior/suspensions ☐ Externalizing or internalizing behavior are occurring ☐ Academic failure
Universal Supports	☐ Commit to universals countywide ☐ Self assess ☐ Administrator or support staff assess universal checklist ☐ action plan based on universal checklist ☐ complete gap analysis	☐ All - General education , sped teacher, para, counselor, school psych, specials, related service, ABA, parent, coach, PBIS, EPS	☐ With all students always
Problem Solving with Function in Mind	☐ Meet as a team ☐ See problem solving with function process ☐ Set follow up meetings to review progress	☐ All - General education , sped teacher, para, counselor, school psych, specials, related service, ABA, parent, coach, PBIS, EPS	☐ Students not responding to lower level universals ☐ Is used by grade level team ☐ Used prior to FABI ☐ Behavior are problematic but low intensity/frequency
FABI	☐ Meet as a team ☐ See FABI process ☐ Set follow up meetings to review progress	☐ All - General education , sped teacher, para, counselor, school psych, specials, related service, ABA, parent, coach, PBIS, EPS	☐ Behaviors are significant ☐ Behaviors have a high intensity/frequency ☐ Less intensive interventions have been implemented and were ineffective ☐ A BIP is needed
Additional supports from community partners	☐ Washington University psychiatrists ☐ Community agencies ☐ Functional Analysis ☐ Comprehensive Behavior Intervention Team (CBIT) ☐ EC Behavior Team ☐ District Specialists (EPS, ABA, Facilitator, Aug com)	☐ All - General education , sped teacher, para, counselor, school psych, specials, related service, ABA, parent, coach, PBIS, EPS	☐ Universals are in place ☐ FABI has been implemented ☐ Behaviors are persisting ☐ Medical and psychological concerns are presenting

What We've Learned...

- Effective meetings
- Effective teaming
- Data visualization
- Monitoring meeting
- Explicit in training of the plan
- Understanding replacement behaviors
- Treatment integrity
- Choosing the right facilitator/note-taker
- Partnership approach between home and school

***Use this guide to plan and implement a Problem Solving Meeting. ***

Before the Initial Meeting	
• Schedule a 45 minute- 60 minute meeting with team and other staff who are involved with the student. Let them know the outcomes for the meeting (develop a function based plan)	
• Call the family member and invite to the meeting. If cannot attend, share rationale and outcomes for the meeting, and gather any information from family. Share that meeting notes will be sent.	
• Secure location for the team with enough room and access to screen/projector.	
• Access pre-coaching from Facilitator if would like to talk about the process and/or invite to the meeting as a support.	

Fidelity snapshot

_____ INTEGRITY Form

Name: _____ **Date:** _____

Directions: Complete this form at the end of the day, on at least 2 days per week.
Replacement Behavior: _____

Strategies to Prevent Problem Behavior	
Throughout the day I...	
1.	Y N
2.	Y N
3.	Y N
4.	Y N
5.	Y N
6.	Y N
	Y N
Strategies to Teach Replacement Behaviors	
Before problem behaviors occurred I...	
1.	Y N
2.	Y N
3.	Y N
4.	Y N

Looking Forward

Taking Action

Problem Solving with Function in Mind

Commitment to the Process

How might this process work within your school/organization?	
How could this process be braided with other processes currently in place?	
What students might benefit from this process?	
Who else might I need to connect with for my team (Parents, case managers, teachers, counselors, behavioral expertise, etc)?	

What's your commitment?

Taryn Gaskill tcgaskill@ssdmo.org
Breeya Perry bdperry@ssdmo.org

Steps of Problem-Solving

1. Problem Identification

What is the discrepancy between what is expected and what is occurring?

What do we want the student to do instead?

2. Problem Analysis

Why is the problem occurring?

What might be the function of this behavior?

3. Plan Development

What is the goal?

What is the intervention plan?

How is the plan matched to the function? How will seek input and communicate with others the plan?

How will progress be monitored?

4. Plan Implementation

How will implementation integrity be ensured?

How will social validity be monitored? Is the plan relevant, easy to implement, and has the promise of reaching important goals?

5. Plan Evaluation

Was the intervention plan successful?

Was the plan implemented as designed? Did the student's behavior/social emotional learning improve?

Act (5 minutes)

What	By Whom	By When

Schedule following up meeting: (date, time, place): _____

Repeat the **Review Meeting Protocol at second follow up meeting**

3. What does the student outcome data show?

3a. Based on data what parts of the plan will be continued? What might be adjusted? (If the decision is to fade, develop a plan)

3b. If data shows the plan is not effective, to what degree was it implemented and/or will the plan be modified? (If the decision is to modify the plan, record changes)

Problem Solving with Function in Mind: A Collaborative Process

REVIEW MEETING

Student: _____ **Age:** _____ **Grade:** _____ **Date:** _____

Facilitator: _____ **Time Keeper:** _____ **Recorder:** _____

Other participants: Gen Ed- _____ **SPED-** _____

Study (15 minutes) *(refer to Data Questions from CCI Page 55)*

1. **How was the plan successful?**

2. **Using the data collected, how was the plan implemented as designed? What revisions/adjustments might be made?**

Steps of Problem-Solving

1. Problem Identification

What is the discrepancy between what is expected and what is occurring?

What do we want the student to do instead?

2. Problem Analysis

Why is the problem occurring?

What might be the function of this behavior?

3. Plan Development

What is the goal?

What is the intervention plan?

How is the plan matched to the function? How will seek input and communicate with others the plan?

How will progress be monitored?

4. Plan Implementation

How will implementation integrity be ensured?

How will social validity be monitored? Is the plan relevant, easy to implement, and has the promise of reaching important goals?

5. Plan Evaluation

Was the intervention plan successful?

Was the plan implemented as designed? Did the student's behavior/social emotional learning improve?

Identify how the plan will be monitored, the measure to monitor student outcome data and how data will be recorded and graphed?

Schedule follow up meeting in the next 2 to 4 weeks (date, time, place):

5. **Identify a short-term goal (attainable in 2 to 4 weeks) for this student (consider replacement behavior).**

Based on the student's strengths and needs, identify interventions or strategies, consider function of the student's behavior. Consider Including school-wide expectations, and/or tiered interventions available within the school.

Do (15 minutes)

Components	Strategies	Function	Person Responsible
Antecedent: *(Identify strategies to prevent or teach)*			
Reinforcement: *(Identify strategies to support the desired behavior)*			
Extinction: *(Identify strategies that will not reinforce the undesirable behavior)*			

3. **Identify possible function of the student's behavior (keeping in mind what happens right after the behavior occurs)**

To ACCESS	To AVIOD
Peer/Adult Interactions	Peer/Adult Interactions
Tangibles/Activities	Tangibles/Activities
Sensory	Sensory

4. **List interventions that have been tried previously. What has been successful?**

Tier 1	
Classroom Interventions	
Tier 2	

PLANNING MEETING

Student: _____ **Age:** _____ **Grade:** _____ **Date:** _____

Facilitator: _____ **Time Keeper:** _____ **Recorder:** _____

Other participants: Gen Ed- _____ **SPED-** _____

Plan (15 minutes, about 2 minutes for each question)

1. **Identify student's strengths (academic, behavioral, social).**

2. **Identify 1-2 behavior(s) of concern.**

2a. Identify, when are the behaviors most likely to occur?

_____ **INTEGRITY Form**

Name: _____ **Date:** _____

Directions: Complete this form at the end of the day, on at least 2 days per week.
Replacement Behavior: _____

Strategies to Prevent Problem Behavior	
Throughout the day I…	
1.	Y N
2.	Y N
3.	Y N
4.	Y N
5.	Y N
6.	Y N
	Y N
Strategies to Teach Replacement Behaviors	
Before problem behaviors occurred I…	
1.	Y N
2.	Y N
3.	Y N
4.	Y N
Strategies to Reinforce for Alternative Behavior	
When desired behavior occurred I…	
1.	Y N
2.	Y N
Strategies to Reduce Reinforcement for Problem Behavior	
When problem behavior occurred I…	
1.	Y N
	Y N
Crisis Strategy (USE ONLY IF TEAM HAS CREATED A CRISIS PLAN)	
If the behaviors continued to escalate I…	
1.	Y N N/A
2.	Y N N/A
3.	Y N N/A

Other comments:

_____(number of y's)/_____ (number of possible y's) = _____% fidelity of implementation

Facilitator Protocol

Problem Solving with Function in Mind

October 2018

***Use this guide to plan and implement a Problem Solving Meeting. ***

Before the Initial Meeting	
• Schedule a 45 minute- 60 minute meeting with team and other staff who are involved with the student. Let them know the outcomes for the meeting (develop a function based plan)	
• Call the family member and invite to the meeting. If cannot attend, share rationale and outcomes for the meeting, and gather any information from family. Share that meeting notes will be sent.	
• Secure location for the team with enough room and access to screen/projector.	
• Access pre-coaching from Facilitator if would like to talk about the process and/or invite to the meeting as a support.	
• Gather materials for the meeting. Problem Solving Planning Conversation Tool- Fillable PDF Print copies of the tool for each person to have and follow along.	
• Assign roles for the meeting. ○ Facilitator ○ Recorder ○ Time Keeper	
• Set up the room and space for the meeting.	
• Send a reminder a day out and remind of the purpose of the meeting: to develop a plan!	
During the Initial Meeting	
• Welcome team members as they come in and thank them for being there. ○ Introductions if needed	
• Honor start and end times.	
• Review: ○ roles for the meeting ○ the purpose of the meeting ○ norms of collaboration (how will the team work	

together during this time in order to come up with a positive plan) - Maybe pick one or two to focus on.	
• Start the process with strengths. What does he or she like to do? Passionate about? Good at? Don't move until a good list is generated!!!!! You can use these as possible leverage items for the plan.	
• Identify a behavior of priority ○ Surface briefly concerns ○ Help the team think of a chain of behavior. What tends to happen first, next… when might we have the best opportunity to stop the behaviors from continuing. What behavior can we put a plan in place for now? ○ When do we see it happen most often?	
• Hypothesize a function ○ Might ask the teachers want typically happens after the behavior occurs? What tends to "reinforce" the behavior to occur again? ○ Why do we think the student is engaging in this behavior? To GET what? To AVOID what? ○ This is important because we want the plan and replacement behavior to serve the same function.	
• Briefly surface what has been done before but more importantly what are we/some doing that is Working?	
• Identify a GOAL- In the next 4 weeks what do we want to see the student do instead? ○ NOT outcome based (do work…) ○ Help the team construct a suitable replacement behavior ○ Instead of "target behavior" what can we teach them to do instead that still gets them their function (to get something or avoid something)	
• Brainstorm strategies to TEACH the student the replacement behavior. ○ How can that occur (social skills group, direct instruction…) ○ When can it take place? ○ Who will do it? ○ What other strategies might the student need to do the new skill?	

○ COME to consensus	
• Brainstorm <u>strategies to PREVENT</u> the problem behavior from happening ○ What can we do in the environment to increase the chance he/she will use the new skill? ○ What can the staff do to help promote more positive behaviors? ○ This is where teams may have to think "out of the box". ○ COME to consensus	
• Brainstorm <u>strategies to REINFORCE</u> the new behavior ○ When the new behavior occurs and or attempts how can ALL staff reinforce the behavior- think back to function (GET or AVOID) ○ What is the class/school already doing? How can we increase that? ○ COME to consensus	
• Brainstorm <u>strategies of EXTINCTION</u> - what will happen when the target behavior happens- how can we not do what we use to do (minimize the function). ○ IF the function is to avoid- then we want to ensure that we don't let him/her avoid when the behavior first occurs. What can we do instead? ○ IF the function is to get something- how do we minimize what we use to do (verbals, peer interactions, access to tangibles…) ○ COME to consensus	
• Review: ○ The Plan ○ To Dos- what needs to happen so the plan can start in the next couple of days	
• Determine Data Collection ○ What data can we easily collect to show how the student is responding ○ What data can we easily collect to show we are doing the plan?	
• Determine a Date to Meet for the reflection conversation.	
After the Initial Meeting	

Facilitator Protocol

Problem Solving with Function in Mind

October 2018

• Put the Plan on the Treatment Integrity Sheet	

• Follow Up Email:
  ○ Send the team the minutes of the meeting
  ○ Send the team the specific plan on a page with the Treatment Integrity
  ○ Send the specific tasks of who is doing what	

• Follow up with Families	

• Check in:
  ○ After a couple days check in to see how tasks are coming along
  ○ See if all staff know the plan	

• Ensure that teachers are collecting data
  ○ Treatment Integrity
  ○ Student Data	

Facilitator Protocol

Problem Solving with Function in Mind

October 2018

Before the Review Meeting	

• About 2 weeks before the Review meeting check in on implementation and data collection
  ○ This may be an email or face to face
  ○ This could be a brief google form to gather some informal data	

• If have not a review meeting date- schedule that with the team	

• Send a reminder email a few days before the meeting and ask team to bring:
  ○ Implementation Data
  ○ Student Outcome Data
Share that the purpose of the meeting is to review:
- What parts of the plan was implemented
- How did the student do
- What needs to be continued and/or adjusted	

• Send invitation to family and/or seek feedback	
During the Review Meeting	
• Welcome team members as they come in and thank them for being there. ○ Introductions if needed	

• Review:
  ○ roles for the meeting: Facilitator, Recorder, Timekeeper
  ○ the purpose of the meeting
  ○ norms of collaboration (how will the team work together during this time in order to come up with a positive plan) - Maybe pick one or two to focus on.	

• Surface big ideas of what has gone well overall.
This doesn't have to be specific data and or implementation but could be things like:
  - The team is working systematically
  - Family has seen some positive changes
  - Communication is getting better……
STAY POSITIVE	

• Implementation Data- How was the plan implemented as designed? Focus on	

what parts of the plan was implemented and what parts were not. NO BLAME- probe to learn why some parts were not put in place (could be I forgot, time, materials…) GOAL here is to learn what was in place and what might be continued or adjusted	
• Student Outcome Data- Then move to how did the student perform? Review data that was collected. - What patterns and trends does the team see? - What might the team contribute to the success of the plan? - How does the implementation of the plan support the success or not for the student?	
• Action Steps- Now surface: - What needs to continue? - What needs to me adjusted or put in place? - Who needs to do what? - What data will be monitored?	
• Next Review Meeting Depending on the data schedule another review meeting. Time will depend on how successful the student was already. Use your best judgment.	
After the Initial Meeting	
• Put the Revised Plan on the Treatment Integrity Sheet	
• Follow Up Email: ○ Send the team the minutes of the meeting ○ Send the team the specific plan on a page with the Treatment Integrity ○ Send the specific tasks of who is doing what	
• Follow up with Families	
• Check in: ○ After a couple days check in to see how tasks are coming along ○ Check in on data	