

Strengthening the System

Engaging in the
Problem-



Solving

Process



A bit about me...

35 years in education!



San Antonio Children's Center



Northern Navajo Agency



Name, District, Role



**When was a time that the
“power of yet” helped you?**



WHY: from whom have we heard about the importance of explicit strategies to foster relationships, climate, culture, & partnerships?



Celeste Malone



Stacy Skalski



Jaime Harris



Lauren Evanovich



Amanda Witte



Sara Kupzyk



Pat Connor



Javier Castellote



Ruth Cross



Mari Lou Hemmeter



Dominique Smith



Adam Welcome

EVERYONE!

Expectations

Be Ready

- **Me-** have everything all set to go for you in the fore and background
- **You-** click on the live links when they appear in chat, you may want your phone for activities 😊

Be Respectful

- **Me-** respond to your comments/ questions/ responses
- **You-** use chat field for questions/ comments/ responses

Be Responsible

- **Me-** stay focused on the target objectives, make it fun and engaging for you, take care of your needs
- **You-** participate fully, take care of your needs



Target Objectives



- Label qualities/ characteristics of effective teams
- Recognize and celebrate key team operating procedures
- Describe and illustrate the 4 step problem-solving process as it applies to social, emotional, and behavioral decision-making



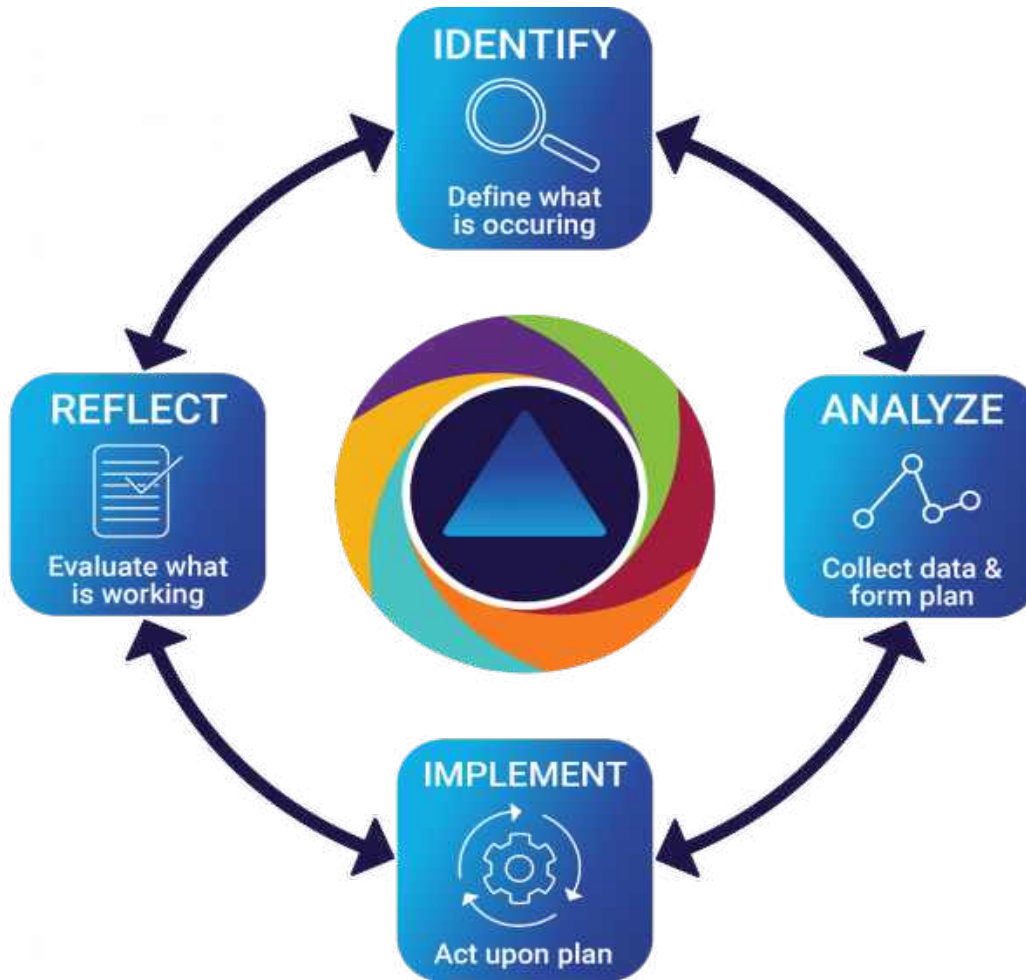
“One of the things that I recommend, or really two things, is that all staff meetings occur in a circle and include these three signature practices.”




1. Welcoming/Inclusion Activities
2. Engaging Strategies, Brain Breaks, and Transitions
3. Optimistic Closures

CASEL (Collaborative for Academic, Social, & Emotional Learning)

Problem-solving (tactical) meeting



A black and white portrait of Helen Keller, shown from the chest up in profile, facing right. She has dark, wavy hair styled in a bun and is wearing a high-collared, textured garment. The background is a soft, out-of-focus grey.

“Alone we can do so little, together we can do so much.”

Helen Keller



- Qualities
- Characteristics

 Mentimeter





Key team operating procedures:

- Agenda
- Purpose
- Norms
- Roles & responsibilities
- Minutes
- Data
- Action Steps (who, by when)

“One of the first things we encourage staff to do is create shared agreements.”



Which key(s) is/ are your team's strength?





**Remember to
CELEBRATE first!**



Take the time to celebrate. There is a brag deficit in education.



(Educator Self Care contributes to)... how well you can maintain positive relationships even when there is disagreement...





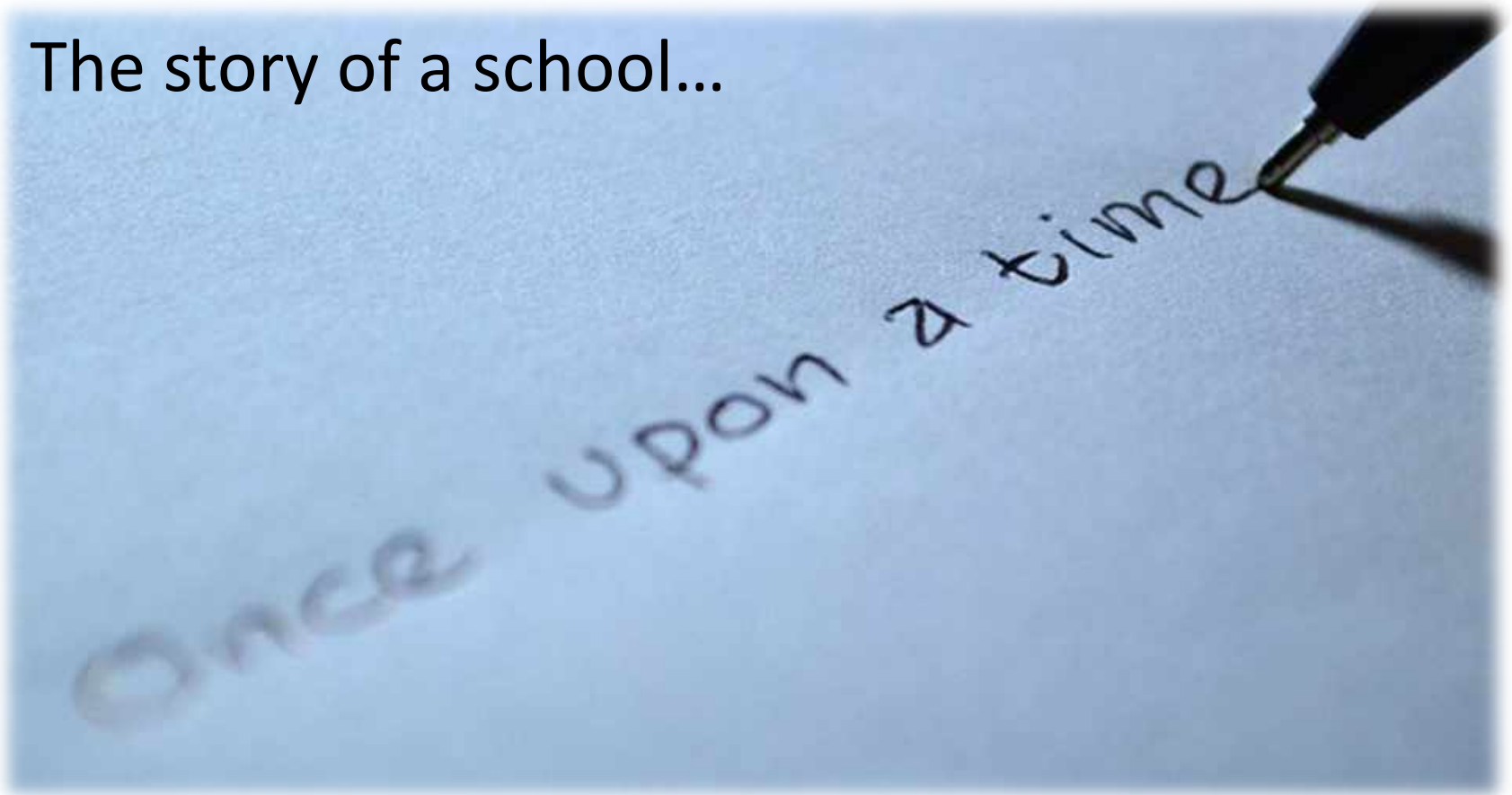
Questions to consider

A blurred image of a road with the words "MIND THE GAP" painted in yellow on the pavement.

- Is there a problem?
- Is Tier 1 meeting the needs of 80%+ of our students?
- Is there more than one problem? What is the priority?
- Is the problem school-wide, grade level, class?
- What is the problem(who, what, when, where)?

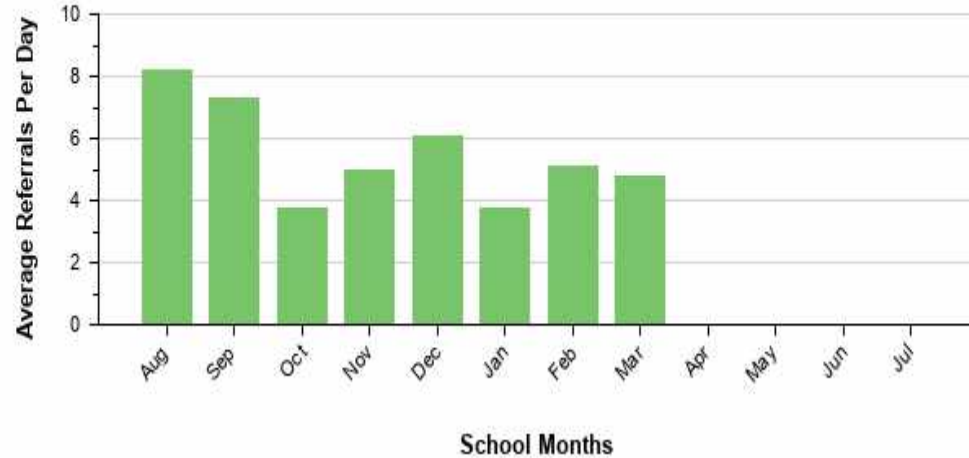


The story of a school...



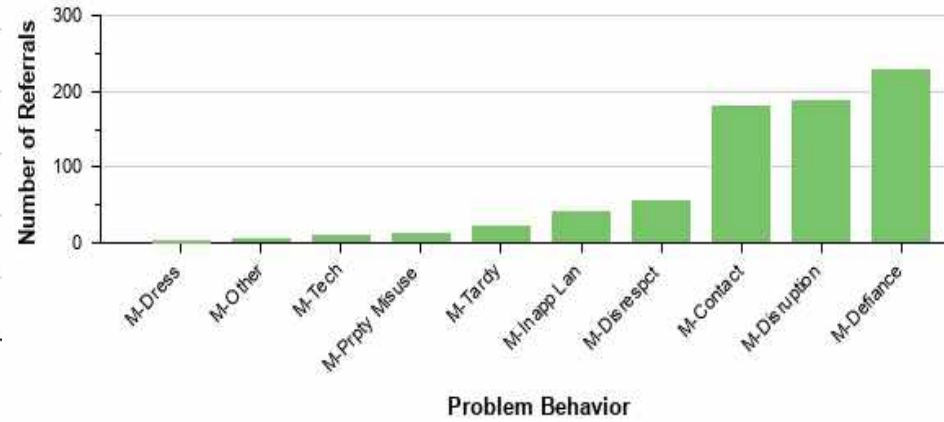
Average Referrals Per Day Per Month

Minor, 2019-20



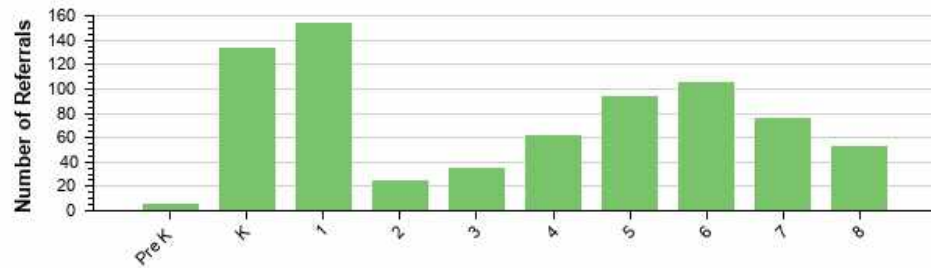
Referrals by Problem Behavior

Minor, Aug 1, 2019 - Jul 31, 2020



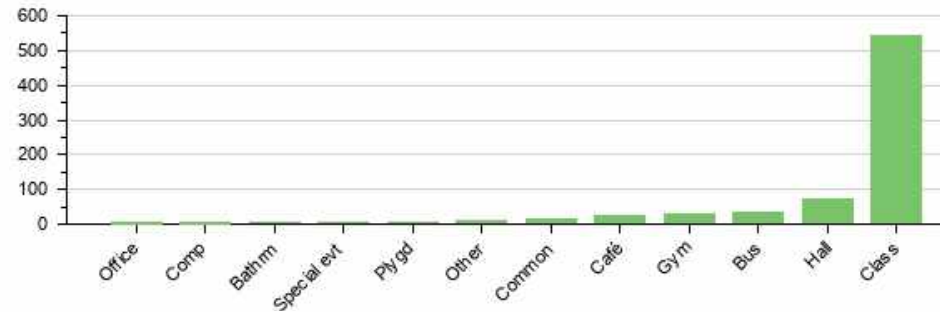
Referrals by Grade

Minor, Aug 1, 2019 - Jul 31, 2020



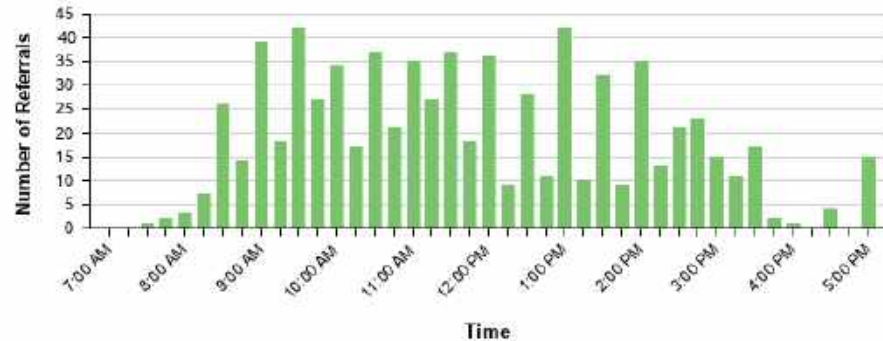
Referrals by Location

Minor, Aug 1, 2019 - Jul 31, 2020



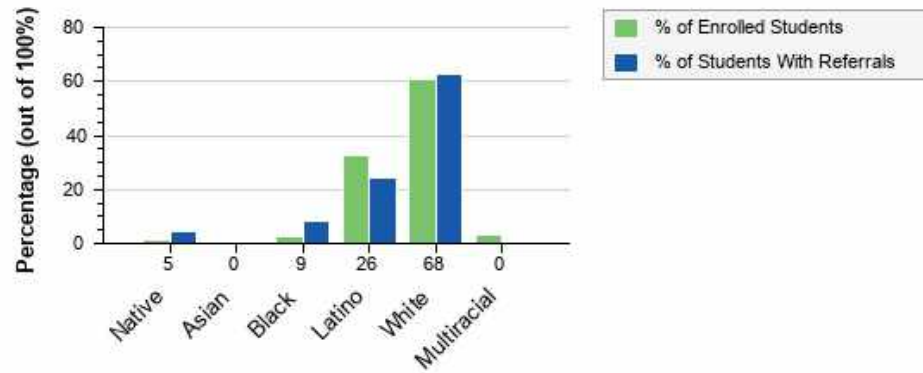
Referrals by Time

Minor, Aug 1, 2019 - May 30, 2020



Students With Referrals By Ethnicity

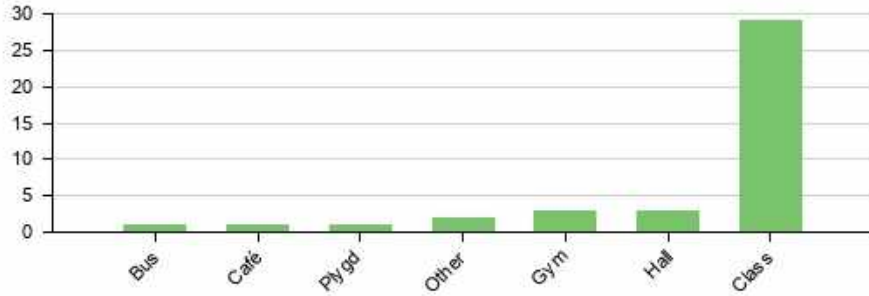
Drill Down



K-1: Aug 2019 (2 weeks), excluding 2 students

Referrals by Location

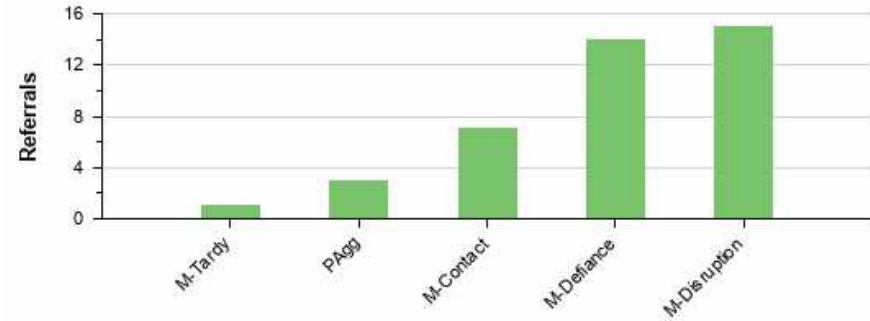
Drill Down



Location

Referrals by Problem Behavior

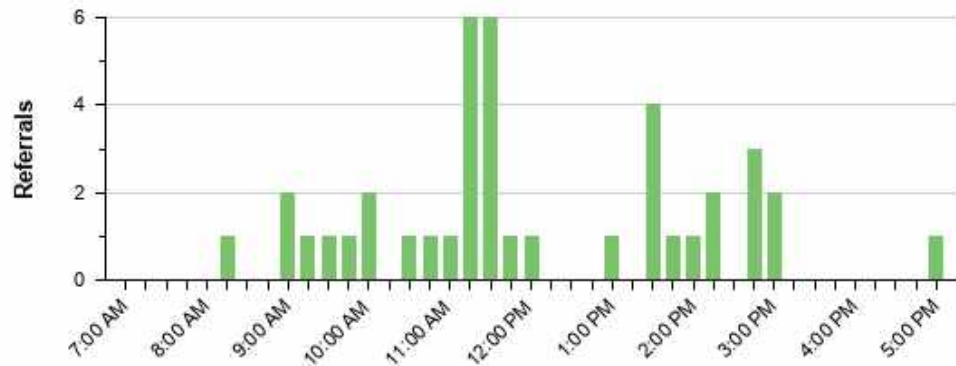
Drill Down



Problem Behavior

Referrals by Time of Day

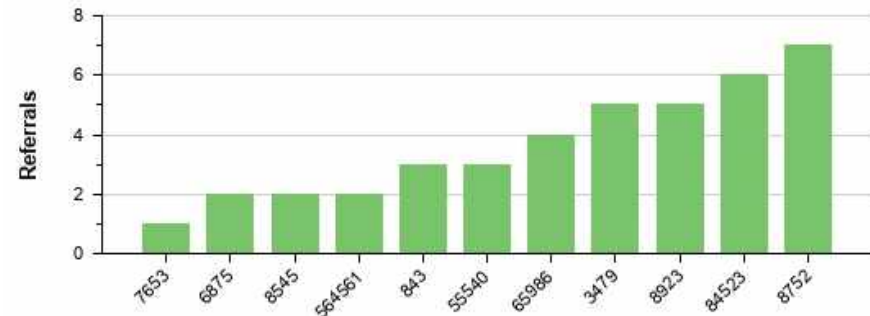
Drill Down



Time of Day

Referrals by Student

Drill Down

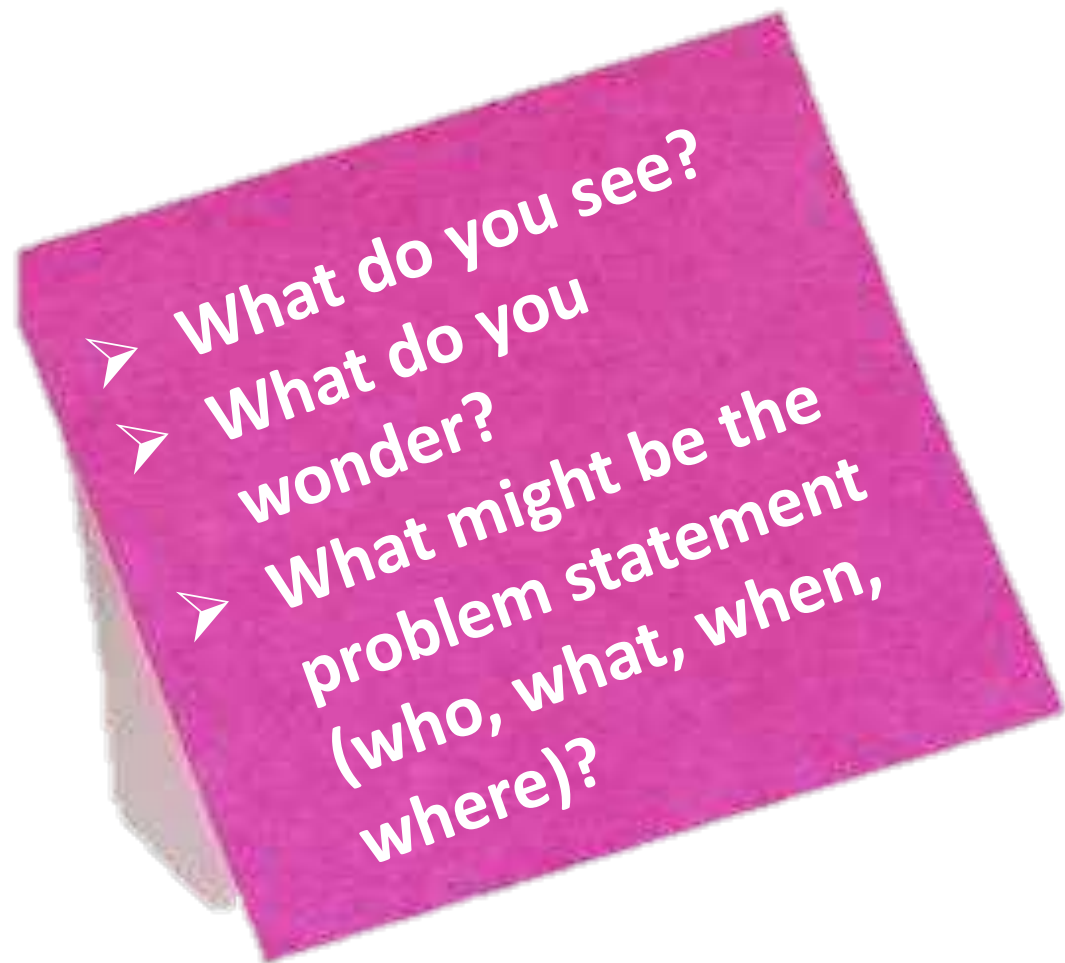


Student



padlet

- <https://padlet.com/hldrobbins/dhrbxhm76x0sxev2>



Problem Statement

- Who: *multiple students in K-1*
- What: *minor defiance & disruption*
- When: *in the 30 min before a transition (content time)*
- Where: *classroom*



Questions to consider

- Why is the problem happening?
 - 5 Whys (Sakichi Toyoda), generally, if adult behavior
 - **Function**, generally, if problem is student behavior
- What is our hypothesis?
- What is our goal?





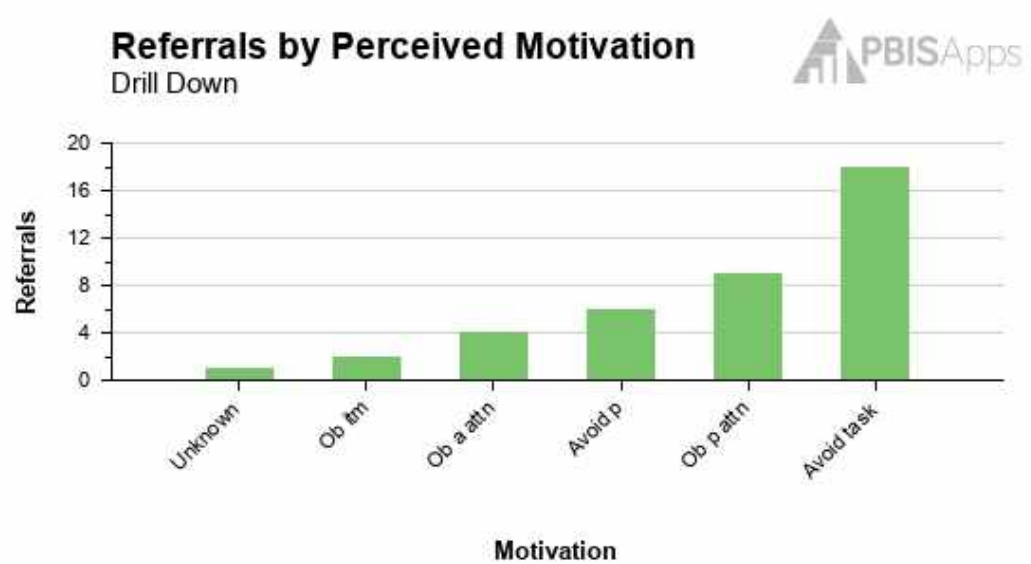
When to use 5 WHYs
with social, emotional,
or behavioral data...

- **Generally**, when the focus is on **adult** behavior e.g.,
 - On the 2019 Self-Assessment Survey (SAS), 46% of staff indicated that distinctions between office managed and staff managed behaviors is not clear.
 - WHY: Students are sent to the office for minor behavior
 - WHY: Staff do not know the definitions of minors/ majors
 - WHY: Staff members were not trained on the definitions/ process
 - WHY: PBIS team created the definitions/ process
 - WHY: No time was given for staff input or PD



Behavior Function?

What skills do the students' need?



0 = Never 1 = Occasionally 2 = Sometimes 3 = Frequently

Student ID	Steal	Lie,Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depressed	Anxious	Lonely	SRSS-E7 Total	SRSS-E7 Risk Category Low Risk, 0-3 Moderate Risk, 4-8 High Risk, 9-21	SRSS-I5 Total	SRSS-I5 Risk Category Low Risk, 0-1 Moderate Risk, 2-3 High Risk, 4-15
11111	0	0	3	1	3	2	0	0	0	2	1	0	13	High Risk	9	Moderate Risk
	0	1	1	0	1	0	0	0	0	0	0	0	3	Low	0	Low
	1	1	3	0	0	2	3	0	0	0	0	0	10	High	0	Low
	2	2	3	1	0	3	3	0	0	0	1	0	14	High	1	Low
	0	0	0	2	2	0	0	1	2	0	0	2	4	Moderate	5	High
	1	2	1	3	3	1	2	1	1	1	2	2	13	High	7	High
													0	Low	0	Low
	0	1	1	0	2	3	1	0	1	1	1	1	8	Moderate	4	High
	0	0	2	1	1	2	2	3	1	3	2	2	8	Moderate	11	High
	0	2	3	3	1	3	3	0	1	3	3	3	15	High	10	High
	0	0	2	0	0	2	2	0	0	0	0	0	6	Moderate	0	Low
	0	0	0	0	1	0	0	2	2	0	1	1	1	Low	6	High
	1	3	3	2	0	3	3	0	0	2	2	3	15	High	7	High

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	3	3	3	1.5	0	2	3	0	1	0	1	1	15.5	High	3	Moderate
	0	0	0	0	1	1	0	1	2	0	0	0	2	Low	3	Moderate
	0	1	1	0	2	2	0	1	2	2	0	2	6	Moderate	7	High
	0	1	1	1	0	1	0	0	1	2	2	3	4	Moderate	8	High
	1	1	0	0	1	0	0	0	0	0	0	0	3	Low	0	Low
	1	1	1	0	1	1	0	0	2	0	1	0	5	Moderate	3	Moderate
	2	2	3	1	3	2	3	0	1	0	2	0	16	High	3	Moderate
	1	3	3	2	1	0	3	0	1	1	3	1	13	High	6	High
														Low	0	Low
	2	3	3	1	1	3	3	0	0	1	1	1	Insert rating of 0, 1, 2, or	High	3	Moderate

K

1



Goal:

Consider not only what we want to decrease, but what we might want to increase



What might we want to see increased in this case?

Problem Statement: *multiple students in K-1 engaged in minor defiance & disrespect in the classroom the last 30 minutes of instruction before a major transition in Aug. 2019.*

Why?: *Avoid task*

Need for self management skills

Too long without a break

Maybe frustration with content demands

Goal(s): *Aug 2019- 40 incidents*

Aug 2020- <30 incidents

Time on Task 80%+ during the last 30 min of instruction before a major transition

If we are noticing that our students are having a level of need, we need to verify that through data & use of data. Then matching students level of instruction and, potentially, intervention based on the data that we have.



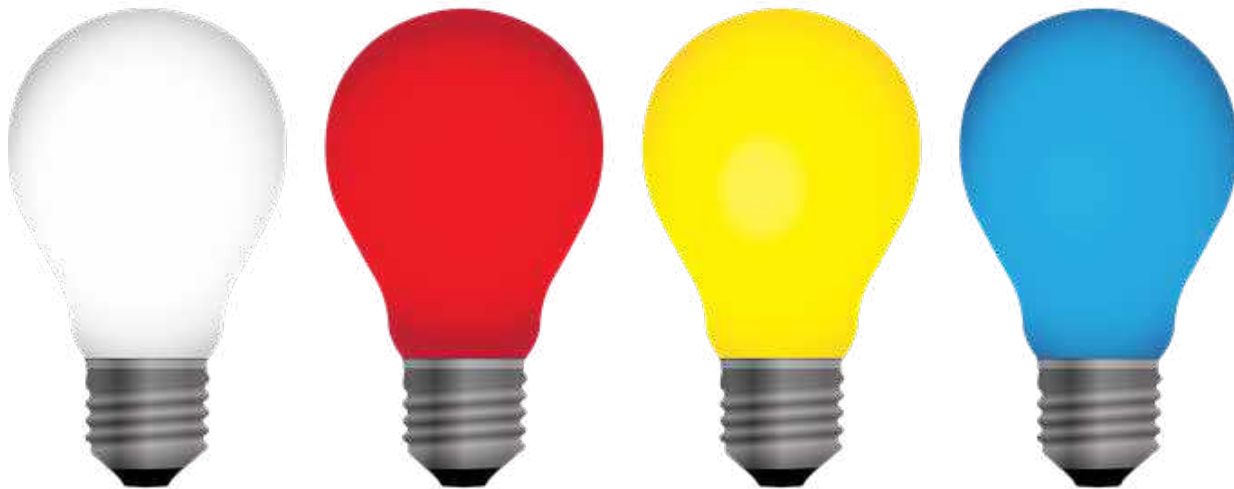


Questions to consider

- What is our plan (for behavior consider prevent, teach, reinforce, respond)?
- Is there something we can change about instruction, curriculum, environment?
- What materials/ resources are needed?
- Who is responsible for what and by when?
- How will we assess fidelity to the plan?



- Rob Horner- “Look for the **smallest** change that will have the **biggest** benefit for children.”





Solutions

Prevention: How can we avoid the problem context?

Teach: How can we define, teach, and monitor the skills students need?

Reinforce: How can we build in systematic acknowledgement for desired behavior?

Respond: What are efficient, consistent instructional actions for problem behavior? How can we restore student academic achievement, social relationships, and the environment?

Action Plan

Who will do each task & when will it be completed?



“We really do need to think about how do we develop more engaging instruction to increase equity with regards to learning outcomes as well as being able to change our disciplinary outcomes.”



We think about Restorative Practices as integrated into SEL, integrated into PBIS, or MTSS structures.



We're responding to those emotions in a way that says here's what you do when you feel this way, not you shouldn't feel this way.



Prevent	<ul style="list-style-type: none">• <i>Add brain breaks to the 30 min of instruction before transition</i>• <i>Ensure engaging activities during last 30 min.; whiteboard</i>• <i>Ensure students academic experience success</i>
Teach	<ul style="list-style-type: none">• <i>Teach how to ask for help</i>• <i>Teach how to ask for and take a 2 min. break</i>
Reinforce	<ul style="list-style-type: none">• <i>Increase rate of performance descriptive feedback during last 30 min. of instruction</i>• <i>Ripple effect; praise peers</i>• <i>Increase use of school-wide reinforcement system</i>
Respond	<ul style="list-style-type: none">• <i>Reteach expectations (model, demonstrate, practice)</i>• <i>Pivot from junk behavior (planned ignoring)</i>



Remember to connect with families positively first and then include/ inform families about plans...

One of the most significant drivers for intervention success is the parent/ teacher relationship.



“...making sure we are trying to contact families with different modalities.”



Fidelity check strategies



- Permanent products:
 - Lesson plans
 - Teaching tools
 - Sign in-sheets

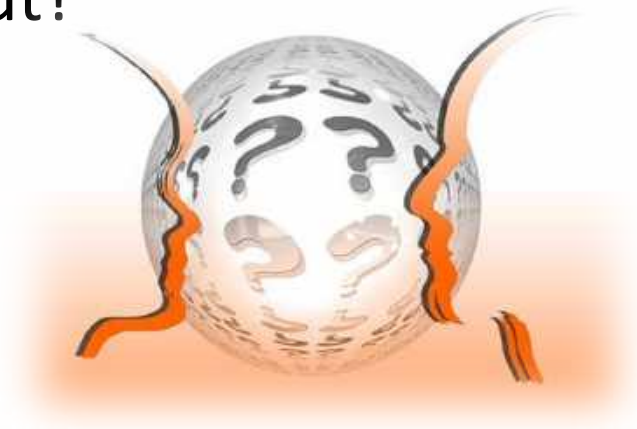


Not started	Partially Implemented	Fully Implemented
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Questions to consider

- Did we implement our plan with fidelity?
- Were the decrease/ increase goals met?
- What are our next steps? Do we intensify, modify, fade or discontinue plan
- What do we need to communicate out?



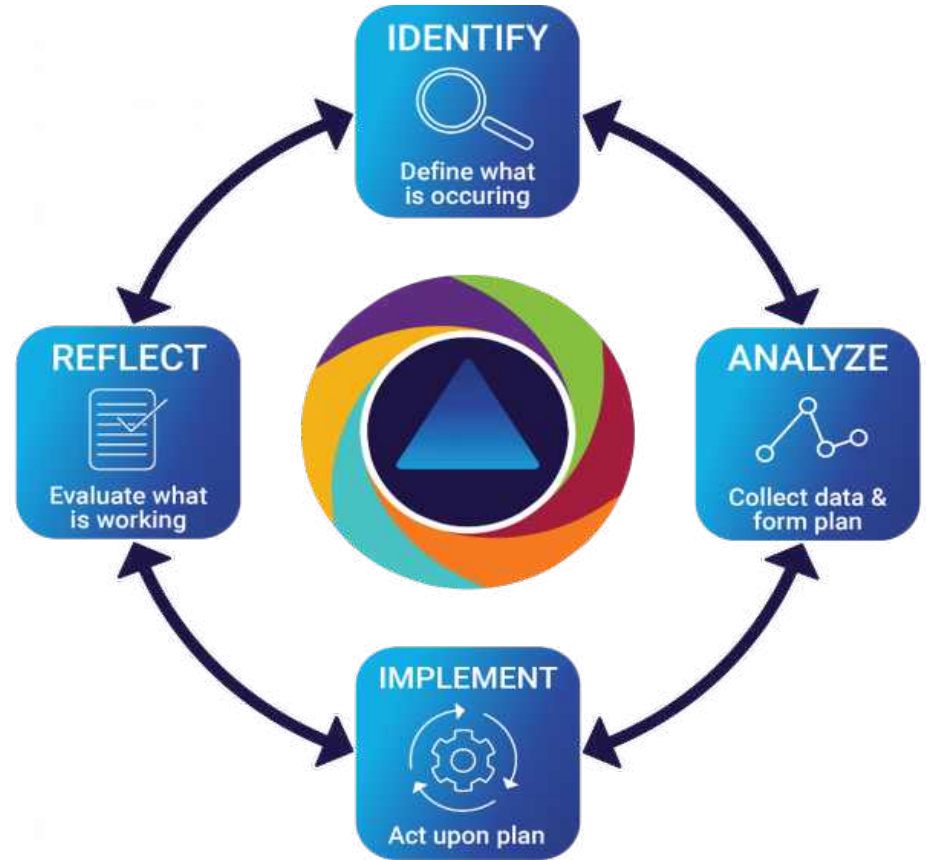
Problem-solving

PROCESS



NASP

“We have to figure out how to walk through those doors into a process that allows us to investigate all of them.”





Code: 34 74 88 3

Rank what your team currently does best, with 1 being best...



Target Objectives



- Label qualities/ characteristics of effective teams
- Recognize & celebrate key team operating procedures
- Describe and illustrate the 4 step problem-solving process as it applies to social, emotional, and behavioral decision-making





One word



Feel free to contact me anytime!



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