"An ounce of prevention is worth a pound of cure" - Ben Franklin

Perspective #1
"We did it and it doesn’t work"
- 8th grade math teacher

Perspective #2
"Challenges are what make life interesting and overcoming them is what makes life meaningful"
A problem solving process to further research and improve student outcomes

Naturalistic inquiry
- field-based problems
- research gaps

Single case design
- feasibility
- social validity
- effectiveness

Randomized control trials
- demonstration
- change curve
- implementation

What issues have you experienced with tiers 1 & 2?
Discuss with your neighbors and share

“There is no such thing as failure, only early attempts at success”

Problem Solving for Prevention at Tiers 1 & 2

Problem Solving for Tiers 1 & 2

Issues with failure- guided by field experiences
Tier 1
1. Remediate entire tier 1 plan
2. Check schoolwide and individual buy-in
   a) resistance
   b) Administrative support
   c) Responsiveness
3. Put in place classroom management coaching cycle
Tier 2
1. Avoid “one size fits all” approach with single-dimension intervention
   a) Resources
   b) Training
   c) Efficiency/social validity
Let’s take apart the big picture:

Problem Solving for Tiers 1 & 2

When fidelity is the problem problem (look at practices).

Schoolwide Evaluation Tool (SET)

WHAT DO WE SEE?

- Posters on the wall
- No consistent language
- Students don’t know expectations
- Teachers refer to classroom rules
- Inconsistent reinforcement and consequence systems
大数据问题解决
分析学校级评价工具（SET）和质量基准（BOQ）数据

4步一级干预过程
1. 建立一个新的、代表性的PBIS领导团队
2. 每月举行PBIS会议
   • 可能需要外部的指导/支持
3. 重新培训，开发新的PBIS框架
   用于处理一级
4. 继续保持执行的精确度，支持的意见，学生数据分析
   • 问题解决方法，使用现有数据

案例示例

当精确度是问题的根源（看看人们的看法）
What do we see?

• Leadership team is excited
• Administrator is not on board, doesn’t prioritize, or doesn’t support
• Remaining staff are unconvinced
• Top-down approach to change
• Philosophy issues
• Slow to start

Content acquisition + buy-in + performance deficit = < 80% fidelity

• Competing initiatives, priorities (failing schools, academics, new district issues)
• Student buy-in (middle, high school issues)
• Resource problems (time, money)
• Discipline and climate improvement not apparent

When overall fidelity is not the problem...

• Rates of ODRs higher with certain teachers
• Classrooms with poor climate, punitive practices
• Academic failure and poor attendance
• Teacher burnout

Administrator and teacher buy-in discussions: ongoing communication to work toward building and maintaining 100%/80%

1. Pre-implementation
2. Immediately following initial implementation
3. Annual basis
   • Anonymous voting
   • Yes
   • Maybe
   • No (why not)
   • Interviews

Problem Solving for Tiers 1 & 2

- Tier 1 PBIS
  - Lack of discipline reduction without Alignment
  - Fidelity is less than 80%
  - Remediate Tier 1
    - Analyze data for buy-in issues across school
  - Fidelity is at or above 80%
    - Analyze data for classroom management coaching
    - Analyze data for buy-in issues for targeted group

- Tier 2 PBIS
  - Implementation
    - Standard treatment protocol
    - Plan in place with fidelity
    - Plan in place without fidelity
      - Look at resources, training, time, efficiency
      - Problem solving approach
    - Plan in place with fidelity
    - Plan in place without fidelity
      - Look at resources, training, time, efficiency
Classroom Management Coaching Model
(McDaniel, Yarbrough, & Ruma, 2014)

- Assessment

- Ongoing coaching

Classroom management assessment (McDaniel, Mitchell, & Lewis, in preparation)

Coaching cycle
Classroom Management Coaching Steps

- Initial
- Tension Building
- Follow-up
- Evaluation
Problem Solving for Tiers 1 & 2

When overall fidelity is not the problem...

What do we see?
- Individual or small groups of teachers who do not buy-in
- Schools within a district who do not buy-in
- “those students” approach
- Saboteurs

Targeted Buy-in Issues (McDaniel & Kim, in preparation)
1. Outcomes
   1. Perceptions/opinions
   2. ODRs
2. Challenges
   1. District/state support
   2. Administrative turnover, lack of support
   3. Teacher buy-in, training, support
   4. Student buy-in
   5. Lack of parent/community involvement: shared value, communication
   6. Secondary school settings
   7. Poverty
   8. Culture (high need, high transiency)
   9. Need for quality mental health, counseling, pre-k

Moving Beyond Tier 1
- Tier 1 in place with fidelity
- Classroom Management practices are positive, proactive, aligned with SW-PBIS
- Teachers, administrator buy-in is 100%/80%
- Positive, proactive wraparound services are in place
Tier 2 and Avoiding the “one size fits all” Approach

What do we see?
• Subjectively assigning students to tier 2
• Limited intervention choices
• Minimal training
• Limited time/priority for targeted supports and interventions
• Inconsistent movement to tier 3 due to “lack of response”

Tier 2 Framework for Identification and Intervention (McDaniel, Bruhn, & Mitchell, 2015)

Strengths & Difficulties Questionnaire (Goodman, 1997)
• Free assessment validated for ages 4-17
• 25 items across 5 domains:
  • emotional symptoms,
  • conduct problems,
  • hyperactivity,
  • peer problems,
  • prosocial behavior
• Total difficulties score equals sum of first 4 domains
• Likert-type scale (i.e., not true, somewhat true, certainly true)
• Scores for each subscale: normal, borderline, abnormal
• Teacher, parent, and self-report forms, 1 page per student
Strengths and Difficulties Questionnaire

More information can be found at:
www.SDQinfo.com
Scoring:
www.sdqscore.org

McDaniel, Bruhn, Mitchell, 2015

Hyperactivity/Inattention (Self-Regulation Strategies)

- Goal-setting
- Self-monitoring
- Self-graphing

Borderline (6)
Abnormal (7–10)

Peer Problems (Social Problem Solving)

- Contracts
- Problem-solving activities
- Social-skills instruction

Borderline (4)
Abnormal (5–10)

Emotional Symptoms (Cognitive-Behavioral Therapy)

- e.g., Brief Coping Cat

Borderline (5)
Abnormal (6–10)

Conduct Problems (CICO Variations)

- CICO
- Abnormal (4–10)

Prosocial (Social Problem Solving)

- Contracts
- Problem-solving activities
- Social-skills instruction

Borderline (5)
Abnormal (0–4)

DPR Results from CICO+Goal Setting

Direct Observation and DPR Results from CICO+Goal Setting

Direct Observation of Negative Social Behavior from Matched Social Skills Instruction
If the Tier 2 problem solving approach is not working

Consider Tier 2 Standard Treatment Protocol
(McDaniel, Lochman, Powell, & Boxmeyer, in preparation)

Coping Power
(Lochman, Baden, Boxmeyer, Powell, Qu, Salekin, & Windle, 2014)

- Child component
  - 34 sessions
  - Weekly
  - Small group with trained leader
- Parent component
  - 16 sessions
  - Large/small group

Coping Power Child Component Focus

- Ability to set short and long term goals
- Organization and study skills
- Anger management skills
- Social skills
- Problem-solving skills
- Ability to resist to peer pressure
- Entry into positive peer groups

Coping Power Parent Component Focus

- Praise and positive attention
- Clear rules and expectations
- Promotion of child study skills
- Appropriate discipline practices
- Parental stress management
- Family communication and problem-solving
- Reinforcement of problem-solving skills the children the learn in Coping Power

Problem solving process Furthering research to improve student outcomes

Naturalistic inquiry
- Field-based problems
- Research gaps

Single case design
- Feasibility
- Social validity
- Effectiveness

Randomized control trials
- Demonstration
- Large scale implementation
References


Questions/Discussion

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