

Psych Bytes

School-Based Interventions and Problem-Solving



Source: <https://www.education.ne.gov/nemtss/#>

Data-Based Problem Solving:

Is a structure to use to help accelerate student learning in academics, behavior, and other skill areas

Can be used as part of the SAT process

Uses scientifically-based or evidence-based practices

Works when the process is followed with fidelity

Is applicable at every level of the problem-solving process (Tier 1, 2, or 3)

Helps teams know when interventions are effective, or when they need to be made more intense

Source: <http://www.floridarti.usf.edu/resources/format/pdf/>

IDENTIFY

Define in observable and measurable terms what it is that we want students to know and/or be able to do

Example: Johnny will be able to read grade level multi-syllable words with 90% accuracy

ANALYZE

Collect baseline data and form a plan for instruction.

Example: Johnny is currently able to read 50% of multi-syllable words in a grade level passage. He requires additional instruction in blending sounds to increase his skills in this area.

IMPLEMENT

Put into practice your instructional plan, which includes evidence-based strategies

Example: Johnny participates in direct instruction with a teacher in a small group 20 minutes daily focusing on blending. Progress is monitored weekly.

REFLECT

Review progress monitoring data regularly (monthly) to determine effectiveness of instruction and modify intervention accordingly.

Example: After 2 months of intervention, Johnny can read 75% of multi-syllable words in a grade level passage. Intervention will continue.

WAYS TO INTENSIFY INTERVENTIONS (MOVE UP TO TIER 2 OR TIER 3)

- Increase instructional time
- Decrease size of group
- Instruction that more precisely targets skill at appropriate level (less general)
- More systematic instructional sequences
- Increase opportunity for student to practice skill
- Increase opportunity for error correction and feedback
- More explicit instruction

http://www.floridati.usf.edu/resources/format/pdf/mtss_q_and_a.pdf

MAKING DECISIONS ABOUT WHAT TO DO NEXT

- Look at your data
- Ask: what do the scores look like (Going up? Going down? Variable?)
- Analyze: why do the scores look this way? (Motivation? Attendance? Instruction?)
- Make a decision about what to do next
 - Continue Instruction without change
 - Increase goal
 - Make an instructional change

WHEN DO WE REFER FOR SPECIAL EDUCATION TESTING?

The process of a special education evaluation should be initiated after the following steps have been completed:

1. Student received multiple interventions targeted to his/her skill deficit, that have increased in intensity
2. Progress monitoring data was collected and analyzed by the Student Assistance Team
3. Student data shows a lack of response to instruction, or student progress resulted from a level of instructional support that is not sustainable in the general education setting
4. Student Assistance Team recommends special education evaluation

Additional Resources

Nebraska MTSS Framework: <https://www.education.ne.gov/nemtss/#>

Example Cut Points for Decisions: <http://nemtss.unl.edu/files/2018/11/Data-decision-rules.pdf>

Strategies to Intensify Literacy Interventions: <https://intensiveintervention.org/intervention-resources/literacy-strategies>

Strategies to Intensify Math Interventions: <https://intensiveintervention.org/intervention-resources/mathematics-strategies-support-intensifying-interventions>

Strategies to Intensify Behavior Supports: <https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions>

Progress Monitoring Graph: <https://intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing-excel>

Match Student to Intervention: <http://www.pent.ca.gov/mt/simform.pdf>

Totally Makes Sense, Right?!

ASK YOUR FRIENDLY SCHOOL PSYCHOLOGIST FOR ASSISTANCE AND CLARIFICATION ON THE PROCESS. WE ARE HERE TO HELP!



Source: https://upload.wikimedia.org/wikipedia/commons/0/0e/Confusing_street_signs.jpg

Here's what to look forward to in March:

Standardized Scores and Percentiles...What do they mean?

Congratulations to last month's drawing winner:

Jana Yokel from David City

CLICK ON THE FOLLOWING LINK TO BE INCLUDED IN OUR MONTHLY DRAWING:

<https://goo.gl/forms/DEl8EdHyme2StXb53>

ONE WINNER WILL BE CHOSEN FROM OUR ENTRIES EACH MONTH

PSYCH BYTES BROUGHT TO YOU BY . . . THE SCHOOL PSYCHOLOGISTS OF ESU 7:

ANN DUBAS, BRANDY ROSE, CASSIE OHL, HALEY STROBEL, JACKIE TERNUS, JOLYNN KAHLANDT, APRIL BECKER