

Collaborative Problem Solving/Planning

(Problem Solving for the Problem Solving Team)

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Calls for change

- No Child Left Behind (NCLB), 2001
- Individuals with Disabilities in Education Improvement Act (IDEIA), 2004
- Multi-site Conference on the Future of School Psychology, 2002

School Psychologists as Change Agents

- School psychologists can, should, and must play a significant role in changing American education!
- Discrepancy between where school psychologists **actually** spend most of their time where they **want** to spend more of their time
(Meacham & Peckham, 1978)
- Special education-related activities dominate practices of many school psychologists
(Curtis, Grier, Abshier, Sutton, & Hunley, 2002; Curtis, Lopez, Batsche, & Smith, 2006)

Problem

- The preparation of most school psychologists has not included knowledge and skills relating to systems change
- Only recent NASP standards for training programs address system-level influence and change
- School Psychology: A Blueprint for Training and Practice III

Problem (continued)

- Sarason (1990) purports that a lack of understanding of systems functioning and change principles **has doomed** many school reform efforts to failure from the start
- **We have the means and tools to make the change, but we have failed to implement those practices effectively in a specific school setting.**

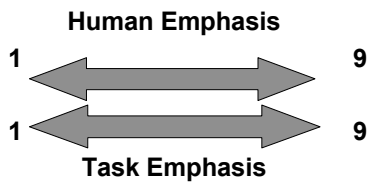
School psychologists need 3 areas of expertise. . .

1. Understanding of human behavior from a social systems perspective
2. Familiarity with principles for organizational change
3. Ability to use collaborative planning and problem solving procedures

Goals of Collaborative Problem Solving/Planning

1. Resolve or improve the problem
2. Improve the problem-solving/planning skills of all involved in the process

Effective Problem Solving/Planning Groups



Steps of Collaborative Problem Solving/Planning

1. Describe the problem and goal in concrete, descriptive, behavioral terms
2. Analyze the specific issue chosen by factors that may help to reduce or eliminate the problem or those that serve as a barrier to its resolution
3. Select one barrier
4. Brainstorm strategies that can be used to reduce or eliminate the barrier

Steps of Collaborative Problem Solving/Planning (Continued)

5. Design multiple action plans including who, what, and by when each step will be done
6. Develop a follow up plan for each action plan
7. Develop an evaluation plan
8. Determine a time line to decide if progress is being made

Example of Collaborative Planning/Problem Solving

Background:

- Forward Thinking School District
- Progressive Middle School
- Pilot school to implement 3-tier model
- Team is developed
- Team: Principal, AP, School psychologist, reading specialist, district general education curriculum specialist, special ed teachers, general ed teachers, social worker

Step 1. Describe the problem and goal in concrete, descriptive, behavioral terms

- Problem: Teachers were told to bring data to meetings but they are not bringing data. Only about one out of ten teachers bring data to the meeting (10%)
- Goal: All teachers will bring data to the meetings
- Desired outcomes: 80% of teachers will bring data to meetings

Step 1. Describe the problem and goal in concrete, descriptive, behavioral terms

- Problem:
- Goal:
- Desired outcomes:

Step 2. Analyze problem; Identify resources and barriers to achieve the desired outcomes

<p>Resources (+)</p> <ul style="list-style-type: none"> ■ Staff meetings for discussion and information sharing ■ Grade-level meetings for discussion and information sharing ■ Personnel familiar with data collection procedures and data available ■ District supports use of PS model ■ Articles for teachers on data collection ■ Training through district ■ Meeting reminders 	<p>Obstacles (-)</p> <ul style="list-style-type: none"> ■ Teachers don't know what data to bring ■ Teachers don't know why they are collecting data ■ Teachers don't have time to collect the data before the meeting ■ Not easy to use database ■ Some teachers disagree with use of problem solving model ■ Lack of teacher skills in data collection and problem solving
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Step 2. Analyze problem; Identify resources and barriers to achieve the desired outcomes

<p>Resources (+)</p>	<p>Obstacles (-)</p>
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Step 3: Select one barrier

Select one obstacle from the list

- Select an important obstacle, but avoid identifying the most important one
- In early stages of skill development, choose something likely to be workable
- Other obstacles will be selected later

Resources (+)

Resources (+)

- Staff meetings for discussion and information sharing
- Grade-level meetings for discussion and information sharing
- Personnel familiar with data collection procedures and data available
- District supports use of PS model
- Articles for teachers on data collection
- Training through district
- Meeting reminders



Obstacles (-)

Obstacles (-)

- Teachers don't know what data to bring
- Teachers don't know why they are collecting data
- Lack of teacher time
- Not easy to use database
- Some teachers disagree with use of problem solving model
- Lack of teacher skills in data collection and problem solving

Step 4: Brainstorm strategies

Brainstorm strategies to reduce or eliminate only the obstacle selected

- These are only ideas!
- Not limited to ideas on Resource list – they are only a stimulus

Step 4: Brainstorm strategies

- Presentations to staff on importance of collecting data
- Use grade level meetings to discuss data collection issues
- Use in service days to provide additional training
- Contact district to inquire about training opportunities/resources
- Write an article for school newsletter on data collection and problem solving
- Disseminate publications on use of data in problem solving to teachers

Step 4: Brainstorm strategies

Step 5: Design multiple action plans including who, what, and by when each step will be done

Design a concrete plan of action, specifying who, will do what, and by when

- Contract for action
- Name or title
- Detailed description
- Specific date

Step 5: Design multiple action plans

What	Who	When	Follow-up
Present on collecting data at staff meeting	Willy the School Psychologist	4/6 Next staff meeting	
Schedule mtg with grade level team to discuss data collection and respond to questions	Charlie the principal	Will email all team leaders by next Tues	
Write article on data based decision making for newsletter	Violet the Gen Ed teacher	Will submit to editor by Apr 28th	

Step 5: Design multiple action plans

What	Who	When	Follow-up

Step 6: Follow-up plan

Establish detailed procedures for follow-up & evaluation of progress

- Prompts for action
- Periodic updates
- Additional support
- Modification or New action plan

Step 6: Follow-up plan

What	Who	When	Follow-up
Present on collecting data at staff meeting	Willy the School Psychologist	4/6 Next staff meeting	Principal will contact Willie one week before staff mtg for pres
Schedule mtg with grade level team to discuss data collection and respond to questions	Charlie the principal	Will email all team leaders by next Tues	Will cc team If not, Veruka will email Charlie
Write article on data based decision making for newsletter	Violet the Gen Ed teacher	Will submit to editor by Apr 28th	George will ask Violet about article at next team meeting

Step 7. Make an evaluation plan

Selected barrier: Teachers do not understand why they are collecting data

Who: Will

What: Administer survey before and after intervention to assess teachers current knowledge and beliefs regarding data collection

When: By 4/1

Step 7. Make an evaluation plan

Selected barrier: Teachers do not understand why they are collecting data

Who: Will

What: Present survey results to staff

When: By April staff meeting

Step 7. Make an evaluation plan

Desired outcome: 80% of teachers will bring data to meetings

Who: Charlie the principal
What: Determine % of teachers bringing data to meetings each week
Follow-up: Charlie will present data to team at monthly meetings

Step 7. Make an evaluation plan

Desired outcome:

Who:
What:
Follow-up:

Step 8. Describe process and timeline for making decisions regarding how to proceed

- At May meeting, team will decide if intervention is working based on evaluation criteria

Step 8. Describe process and timeline for making decisions regarding how to proceed

- At May meeting, team will decide if intervention is working based on evaluation criteria

Key Components

- Move through Process, One Step at a Time
- Record/Display All Information
- Problem Solve (20 minutes)
- Process (5 minutes)
- Repeat Cycle
- Summarize

Tips about Systems Change

- Stages of Concern (Hall and Hord)
- Types of Implementers (Rogers)
- Conclusion (this slide is not finished)
