

Problem Solving - Response to Instruction/Intervention Training Outline

	Year One	Year Two	Year Three
Day 1	<p>Curriculum</p> <ul style="list-style-type: none"> Change Model - Consensus, Infrastructure, Implementation Big Ideas of Problem Solving Four Problem Solving Steps – Overview Problem Identification Problem Analysis Intervention Design/Implementation Response to Instruction/Interventions Three Tiered Model of Service Delivery Law – NCLB, IDEA, Florida Rule/Statute Formation, Function and Purpose of Problem Solving Teams <p>Data Collection</p> <ul style="list-style-type: none"> Beliefs Survey Perception of Practices School Personnel Satisfaction 	<p>Curriculum</p> <ul style="list-style-type: none"> Review of Year 1 Training Consensus Focus on Tier One Four Problem Solving Step State RtI Plan National RtI Data Review Data from Year One SAPSI Data Survey Data Skill Assessment Data Strategies for Consensus Roles for Team Members <p>Data Collection</p> <ul style="list-style-type: none"> Perception of Practices School Personnel Satisfaction Skill Assessment Training Evaluation 	<p>Curriculum</p> <ul style="list-style-type: none"> Problem Solving Case Study Example Tier Three Problem Identification T1, T2, T3 data source Linking the Tiers in context Using Tier Two data to determine effectiveness of Tier Two and appropriateness of Tier Three intervention T3 Problem Analysis Hypothesis Generation, Validation, Prediction Statements Worksheet - Problem Identification, Problem Analysis School Blueprint - Consensus <p>Data Collection</p> <ul style="list-style-type: none"> Skill Assessment Training Evaluation
	Days 1 & 2 back to back	Technical Assistance Session (s)	Technical Assistance Session (s)

Day 2	<p>Curriculum Step 1 – Problem Identification Tier One Data Sources Academic, Behavioral Replacement Behaviors Current Performance Benchmark Performance Peer Performance Gap Analysis</p> <p>Data Collection Perception of Skills Beliefs Survey Skill Assessment Training Evaluation</p>	<p>Curriculum Data Feedback Activity Examples: Tier 1 Data Indicating Tier 2 Needs Tier 2 Defined & Characterized Standard Treatment Protocol Strategies for Identifying Tier 2/Standard Protocol Needs Tier 2 and the K-12 Reading Plan Decision Making at Tier 2</p> <p>Data Collection Skill Assessment Training Evaluation</p>	<p>Curriculum Case Study Review Review Y3D1 Content Briefly Skill Assessment Performance Review Integrated Tier One, Tier Two, Tier Three Scheduling with examples Review of Master Schedule & Resource Maps Tier Three Intervention Development Characteristics of Tier Three Interventions Intervention Support Comprehensive Intervention Plan Tier Three: Components 1 & 2 Green Book Examples/References Worksheet - Intervention Development</p> <p>School Blueprint – Infrastructure Collect School Blueprint – Consensus</p> <p>Data Collection Skill Assessment Training Evaluation</p>
	Technical Assistance Session (s)	Technical Assistance Session (s)	Technical Assistance Session (s)

Day 3	<p>Curriculum Step II – Problem Analysis Data Feedback Activity Review: Problem Identification Big Ideas/Concepts of Problem Analysis Hypothesis/Prediction Statement Assessment & Hypothesis Validation Examples of Hypothesis Generation and Evaluation</p> <p>Data Collection Skill Assessment Training Evaluation</p>	<p>Curriculum Data Feedback Activity Intervention Evaluation Protocol Resource Maps Intervention Evaluation Plan Goal Setting Resource Mapping Activity Intervention Integrity Types Barriers Improving Assessing</p> <p>Data Collection Skill Assessment Training Evaluation</p>	<p>Curriculum Case Study Review Review Y3D2 Content Briefly Skill Assessment Performance Review Tier Three Intervention Design Intervention Integrity Documentation Examination of Integrity measures currently used to assess Tier Three Tier Three Rtl Progress Monitoring Arrangements (frequency, data source, who, etc.) Content specific measures Decision Rules Actions when Rtl is Positive, Questionable, Poor Movement among Tiers relative to student need Complete Comp. Intervention Plan with supporting Resource Map & Schedule SLD TAP</p> <p>School Blueprint - Implementation Collect School Blueprint – Infrastructure Data Collection School Personnel Satisfaction Survey Perceptions of Practices Skill Assessment Training Evaluation</p>
	Technical Assistance Session (s)	Technical Assistance Session (s)	Technical Assistance Session (s)

Day 4	<p>Curriculum Step III – Intervention Design and Implementation Data Feedback Activity Review: Consensus, Infrastructure, Implementation Linking Problem Analysis to Intervention Intervention Design Intervention Content Intervention Plan Intervention Integrity, Support, Documentation Integrating Tiers of Intervention</p> <p>Data Collection Skill Assessment Training Evaluation</p>	<p>Curriculum Data Feedback Activity State Board of Education Rules 6A-6.0331 – General Education Intervention 6A-6.03018 – SLD 6A-6.03017 – EBD Procedural Safeguards Effectiveness of Tier One Effectiveness of Tier Two Tier Three Decisions</p> <p>Data Collection Beliefs Survey Perception of Skills Skill Assessment Training Evaluation</p>	<p>Curriculum Review Y3D3 Content Skill Assessment Performance Review Case Study – Eligibility decisions SLD Eligibility</p> <p>Collect School Blueprint - Implementation</p> <p>Data Collection Beliefs Survey Perception of Skills Skill Assessment Training Evaluation</p>
	Technical Assistance Session (s)		

Day 5	<p>Curriculum Step IV – Response to Intervention Rationale for Progress Monitoring Graphing Goal Setting Interpreting Graphs Decision Making Positive Response to Instruction/Intervention Questionable Response to Instruction/Intervention Poor Response to Instruction/Intervention Review of Problem-Solving Steps</p> <p>Data Collection Beliefs Survey Perception of Skills Skill Assessment Training Evaluation</p>		
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Developing a Training Resource Map

Step 1: All training should be conducted with at least 2 trainers per session. Identify the total number of district staff available to train and the total number of days that they are available to train:

Staff Available

Number of Available Days

Step 2: Approximately 10 School-based Leadership Teams should be trained at any one session. You can do more, but the amount of time available for support during training will diminish as the number of teams being trained at any one session increases.

Identify the Total Number of SBLTs to be Trained: _____

Divide the number above by 10: _____

This number is the total number of training sessions that would have to occur for each day of the training.

Example: 30 teams to be trained, 10 teams at one time. Therefore, 3 training sessions will be needed for each day.

If there are 5 days of training during the year and each day requires 3 training sessions to accommodate all teams, then a total of 15 days of training will be needed for the First Year.

How many days of training will be needed during Year 1 for your district?

Total Days of Training: _____

Step 3: Each day of training will require at least 1 day of follow-up/technical assistance provided in a group setting (same groups as were trained). Therefore, 1 day of technical assistance will be required for each “training cohort” from step 3. So, if you have only one group of SBLTs being trained you need only 1 follow-up session after each training day. If you have 3 groups of SBLTs being trained you will need 3 follow-up session. For the year, you will need 5 days of follow-up TA based on a 5-day training schedule for each training cohort.

How many cohorts will be trained for each day? _____
Number of cohorts X 5 days/TA/year: _____

Total number of group training/TA sessions per year=

Total number of training days + Total TA Days=

Step 4: Now that you have the total number of **minimum** training and TA days, you have the total number of days that must be allocated to this effort. Given the staff that you have assigned and the number of days that they can allocate to this effort, **DO YOU HAVE ENOUGH STAFF?**

Please remember that the district also must provide on site TA as needed. This usually requires at least visits/year for each SBLT. Usually, you can conduct 2 visits per day, so add 2 days/year/SBLT for this.

EXAMPLE:

30 SBLTs to be trained
10 per training session-3 training groups per session

5 days of training X 3 groups per day=	15 days
5 days of TA X 3 groups/day=	15 days
3-5 visits of on-site TA/SBLT=	60 days (30 teams@3-5 visits or 2 days/year)

TOTAL Staff Days Per Year/Person= 90 Days
If you will need 2 trainers/session then it will be 180 personnel days.