How about a little less testing; and, a lot more problem-solving & decision-making?

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Problem = the difference between what is expected and what is desired

Problem-solving

To avoid making things worse and to increase the probability of helping
Effective Problem-solving decreases these risks:

- **Of spending too much time assessing**
- **Of selecting the wrong instructional objectives**
- **Of selecting the wrong (i.e., mis-aligned) instruction**
- **Of missing problems**
- **Of waiting too long to start work**

To reduce the overall mismatch between expected and actual performance --- here are our choices: Change of ---

1. **Instruction**
2. **Curriculum**
3. **Environment**
4. **Change the student's knowledge and skills**
5. **All four**

Step One: Behavioral Definition

Objective — the definition refers only to observable and measurable characteristics of the behavior.

Clear — the definition is so unambiguous that it could be read, repeated and paraphrased by a stranger.

Complete — the definition delineates both examples and non-examples of the behavior so that differences between occurrences and non-occurrences of the behavior can be discerned.

Step Two: Developing Assumed Causes –Hypothesis (es)

Definition: A hypothesis is a succinct and specific statement that describes the relationship between an observed reality and possible causes.

The hypothesis is:

- Specific and observable
- Testable
- Focused on alterable variables

The hypothesis is not:

- Global or unobservable
- Un measurable
- Focused on unalterable variables

Thinking Differently

→ Student problems can be defined and changed
→ **Questions will drive assessments**
→ Assessments will lead to instructional decisions and be low in inference
→ Assessments will serve multiple purposes
→ Enabled learning is the goal; rather than discrepancy or diagnosis

RIOT = Convergent Data Convergent Data from Multiple Sources

What you think is what you get:

Hypothesis Format

Hypothesis Examples

1. Dirk hits Lisa **because** Dirk's friends pay attention to him for doing so.
2. Dirk hits Lisa **in order to** get removed from instructional demanding situations.
3. Dirk hits Lisa **because** she reacts so strongly when he does so.

Hypothesis Non-example

1. Dirk hits Lisa because he has ADHD.
2. Dirk hits Lisa because he has an angry temperament.
3. Dirk hits Lisa because he has a conduct disorder.
4. Dirk hits Lisa because he likes power.

Unacceptable Practices

1. Focus on the unimportant "**So What?"**
2. Measurement not clear "**Stranger**"
3. Observers don't agree on behavior
4. Baseline data not gathered before intervention
5. No standard of comparison
6. Baseline is not a number
7. Standard of comparison is not related to behavior
8. Discrepancy is minimal..team goes forth anyway

Thinking about problem-solving: Paradigm Shifts

To Evaluation; not testing/assessment
To Focused, functional, and formative

Thinking about Decisions

1. what are the needs= what and how to teach
2. Based on data not opinion
3. focused on problems not general concerns
4. to provision of resources needed

Steps in Problem Analysis

Step One - Gather known and unknown information using RIOT procedures in the areas of environment, curriculum, instruction, and learner **(**Fact Finding)

Step Two - Develop assumed causes

Step Three - Validate Hypotheses (Record results of data collection)

Step Four - Link assessment to intervention (Indicate and write the intervention to be implemented).

Paradigm Shifts

What is the Problem ? Not child focused but breakdowns in teaching and learning
Could occur in many/could be a system problem

- Role of General, Remedial, and Special Education
- About *Every Ed*
- Non-categorical
- *No wait to fail*
- Instructional orientation not placement orientation

"The greatest impediment to problem solving is prior knowledge."

The *so-what* test: the skill/content is important if …..

→ it is a *knowledge* problem not a *display* problem
→ it is an *education* concern not a control *concern*
→ the skill/content is hazardous
→ it is pivotal to the learning of many other tasks (low in skill sequence or *tool skill*)
→ the skill/content complex
→ the skill/content requires the use of a task-specific strategy
→ it must be used with a high level of proficiency
→ it is ill-defined
→ the skill/content adds to or facilitates meaning
→ the students has expresses a preference to learn it
→ Also:

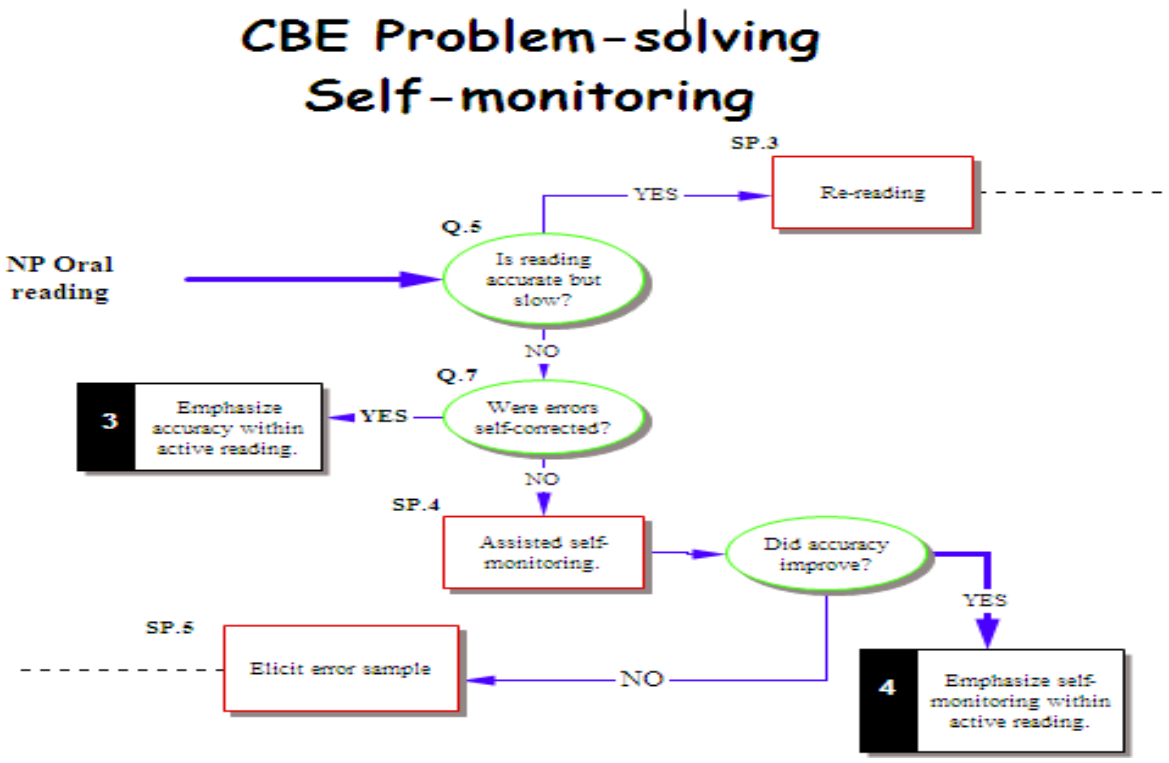
1. size of the performance discrepancy
2. size of the progress discrepancy
3. existence of dual discrepancy
4. number of situations/contexts in which the problem occurs
5. number of the skills/areas involved
6. the problem was *early in onset*
7. ***R**esistance **T**o **I**ntervention* (i.e., previous attempts at correction have failed)
8. the problem has continued for some time (i.e., duration)
9. priority for:
    - Student
    - Parents
    - Staff

Common Errors in Problem-solving:

1. ***Unalterable variables*** Spending time thinking, attending to and talking about things you can't do anything about.
2. ***Blame the victim*** Viewing the problem as student-centered.
3. ***Diagnostic/prescriptive gone feral !***
4. **Preoccupation with cause**
5. ***Paradigm fixation (***Reluctance to think differently about problem-solving & decision-making)
6. ***Oz error*** Basing inferences about intervention on systematic categories and their labels. These include taxonomic-based disability types, administrative/funding categories and/or demographic characteristics (e,g, Low SES, minority status, single parent family, ELL, LD ---)
7. ***Resistance is futile*** Stop focusing on sources of the resistance. Consider strengths in all ICEL areas.
8. ***Mind reading*** Attempting to measure the student's cognitive or perceptual processing; then use the results to guide instructional decision making.

CBE Process of Inquiry

Fact	Assumed Cause	Evaluation Question	Assessment Procedure	Conclusions
CAP = 140 wpm **Student reads 100 wpm**	**He's disabled**	**What is wrong with the student?**	**Measures of cognitive & perceptual processing**	**Outside of curriculum**
	→	→	→	
	Never taught to read quickly	**Has fluency instruction been provided?**	**Review curriculum & Interview teacher**	**What and how to teach**


CBE Problem-solving
Self-monitoring
SP.3
YES
Re-reading
Q.5
NP Oral reading
Is reading accurate but slow?
NO
Q.7
3
Emphasize accuracy within active reading.
YES
Were errors self-corrected?
NO
SP.4
Assisted self-monitoring.
Did accuracy improve?
YES
SP.5
Elicit error sample
NO
4
Emphasize self-monitoring within active reading.