| Participants will:* Understand what a structured problem-solving process entails and how data is used throughout the process
* Establish the role of the school team in the problem-solving process
* Analyze data to identify red flags to begin the process of a root-cause analysis
* Practice defining problems with precision and establish goals
* Start to determine practices and systems needed to achieve an identified goal
* Establish a process to monitor outcomes and fidelity of the implementation plan
* Develop a shared understanding of the role of a data analyst
 |
| --- |
| ***Reflective Activity*** | ***Guiding Questions/Notes*** |
| **Overview** |
| *How are you ensuring that your Tier 1 is healthy at the core?* |  |
| **Define: What is the problem?** |
| *Exploring Data* *Sources* | [DIDM-for schools data sources and red flags](https://docs.google.com/document/d/12rEV_5WKHLd34MhPb-F4ZIeKHvvNeu2e/view) |
| *Identifying Red Flag/s* | What do you **Notice**?What do you **Wonder**? |
| *Developing a Problem Statement* | What, who, when and where. How precise can you get? ([worksheet pg. 2](https://docs.google.com/document/d/1-BLCpW7_rpj_rq87k3QHM-btV_iapaZDAhc7FouS9tA/edit)) |
| **Analyze: Why is the problem occurring?** |
| *Stakeholder Feedback* | How are you currently obtaining student and family feedback?Which stakeholder groups do you need to obtain feedback from? Who is the problem impacting?Discuss the method(s) by which feedback will be gathered. |
| *Step 1:* *Developing a Precision Statement* | Revisit your problem statement. Individually brainstorm as many possible contributing factors of the problem that you can. *Use data to justify your claims!* |
| *Step 2:* *Developing a Precision Statement* | Categorize/cluster the possible root causes. *Consider what additional information may be needed.* |
| *Step 3:* *Developing a Precision Statement* | **Social Behavior Statement:** The most significant concern of the team is (what)\_\_\_\_\_\_, defined as\_\_\_\_\_\_. It is taking place most often(where, includes location)\_\_\_\_\_\_\_ and the behavior occurs (frequency)\_\_\_\_\_\_\_ and is most likely to happen(when)\_\_\_\_\_\_\_. The students most often engaging in this behavior are (who)\_\_\_\_\_\_. The team believes this behavior is a result of (why)\_\_\_\_\_.**Academic:**The most significant concern of the team is (what)\_\_\_\_\_\_\_ defined as\_\_\_\_\_\_ and is evidenced by\_\_\_\_\_\_\_. Students (who)\_\_\_\_\_\_\_ are most likely to experience difficulty with this skill. The team believes this issue is due to (why)\_\_\_\_\_\_. |
| *Start a SMART Goal* | Revisit your draft precision statement. Practice developing a SMART goal based on that statement.  |
| **Implement: What are we going to do about the problem?** |
| *Team time reflection:* *Think of an intervention you have been involved with.*  | How was it approached?What was strong?Was anything missing? |
| *Resource Mapping* | What is already in place to address this problem? |
| *Selecting Practices* | On what areas might you focus when selecting practices to address your precision statement?**Academic:*** Pre-teach
* Teach
* Cue
* Practice with feedback
* Reinforce
* Error Correction

**Behavior:*** Prevention
* Teaching
* Acknowledging
* Extinguish
* Correct
 |
| *Develop Solutions for Systems* |  |
| **Evaluate: Is the Plan Working?** |
| *Evaluate fidelity & outcomes* |  |
| **Closing** |
| *Call to Action!* | What is an immediate next step to facilitate a DIDM process at your school?What support does your school need to implement DIDM? |