Pinning the Pendulum to the Wall: Practical Strategies to Create Lasting Change in Schools

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UC Summer Institute
Implementing Proven Practices: Strategies for a Comprehensive System of Intervention

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Of Pendula and Nails

Who am I?

The Story of the Pendulum

Objectives

- To discuss one state and intermediate unit's journey toward science-based practices
- To illustrate the importance of internal consistency in intent, program definition, job descriptions, training and evaluation of staff
- To provide examples of the coordination and supports necessary for successful implementation of Response to Intervention in schools - to keep the pendulum nailed to the wall

Acknowledgements

- The content and kudos for much of the content in this presentation go to Dr. Jim Stumme, Randy Allison, Sharon Kurns, Jeff Grimes and the Supervisors' team at Heartland Area Education Agency
- I have one of the best jobs in the world!

Quote

- We have witnessed over the last 30 years numerous attempts at planned educational change. The benefits have not nearly equaled the costs, and all too often, the situation has seemed to worsen. We have, however, gained clearer and clearer insights over this period about the do's and don'ts of bringing about change....One of the most promising features of this new knowledge about change is that successful examples of innovation are based on what might be most accurately labeled "organized common sense." (Fullan, 1991, p. xi-xii)

Iowa's Professional System Prior to Change

- Standard battery of tests for placements
  - Academic Status
  - Behavior Observation
  - Intellect
  - Speech Language
  - Motor Screening
  - Health History
  - Vision
  - Hearing
  - Educational History

“One size fits all.”
Professional System Prior to Change

- System structure forced certain professional behaviors
  - Evaluations based on nationally standardized tests
  - Frequently focused on unalterable variables (e.g., personality, IQ, presumed traits)
  - Frequent difficulty in linking assessment to school expectations
  - Was summative rather than formative
  - “Have to” limited “want tos” in assessment
  - Results of referrals were “placements” rather than matching of student needs to instruction
- Our system was global - we moved problems - and often we didn’t solve them

Heartland’s Apple

Going to scale means fundamentally developing the system at all levels.

*Fallan, 1999*

If you’re not hopelessly confused, you’re out of touch!
If you are hopelessly confused, then you only have one choice — try stuff.

*Tom Peters, Embracing Chaos, 1993*

Iowa’s Experience: How it all started

- Began in 1986-1987
- Discussions with stakeholders
  - Parents
  - Teachers
  - Administrators
  - Area Education Agency Personnel
  - Policy Makers
- Over 4000 persons contributed

A Series of Questions Were Asked

- What is working with the current system?
- What components of the system are in need of reconsideration?
- What barriers get in the way of trying these changes?
- Important - There was no presumption that what we were doing was not being done well.

Tilly, June 2009
We Began by Stating the Principles Underlying Our Change

- Communicate something of the values underlying the priorities
- Clarify the important dimensions of the changes
- Stay the same over time
- Practices will change to meet the principles as technology moves forward
- The principles will not change

Foundation Principles (the year was 1989)

In order to improve service delivery we must:

- Integrate the resources of general education, compensatory education and special education in addressing the needs of students with learning and behavior problems.
- Provide increased flexibility in the use of special education support service personnel; will not be strictly limited to students requiring special education.
- The renewed delivery system will create the opportunity to broaden the range of intervention alternatives available to students.
- The preferred environment for delivery of quality instructional and support services for students with learning and adjustment difficulties shall be the local attendance center which is closest to the home of the student and is age appropriate.
- Promote meaningful involvement of parents in the decision-making process and subsequent delivery of programs and services.

Foundation Principles – Organization of Resources

- Staff Development. Students will benefit when personnel working in education receive needed staff development. This staff development will enable regular and special education personnel to acquire skills needed to implement “best practices” for students with learning and adjustment difficulties.
- District/Building Plan. Students will benefit from better coordination and utilization of current instructional and support service personnel. This can be done in a prescriptive manner through the establishment of local building plans.

Foundation Principles – Utilization of Resources

- Functional Assessment. Students will benefit by requiring assessments which are functionally oriented and built upon a question oriented assessment plan that tests hypotheses leading to an understanding of the factors directly effecting the individual’s learning or behavioral difficulty.
- Developing Appropriate Instructional and Support Interventions. Students will benefit from a variety of innovative instructional and support interventions which will focus on bringing services to students and not students to the services.
- Direct and Frequent Progress Monitoring. Students will benefit by procedures which directly and frequently monitor behaviors that are the focus of interventions. Monitoring procedures permit ongoing reevaluation and adjustment of interventions when needed and thereby heighten the probability of helping students acquire new skills, knowledge, or ways of functioning.
- Outcome Oriented Criterion. Students will benefit by an outcome criterion focusing on gains in students’ skills, when adopted and applied to decisions about programming, placement, and reviews/evaluations.

Activity Page

<table>
<thead>
<tr>
<th>Iowa Example</th>
<th>Purpose of Document</th>
<th>Example of parallel resource from my State/Intermediate Agency/District/School</th>
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<tr>
<td>Foundation Principles Organization of Resources Utilization of Resources</td>
<td>To define in narrative why this is needed and at a general level how the system is implementing renewed practices</td>
<td></td>
</tr>
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</table>

Activity #1

- Take a look at the Activity Page
- As we walk through components that need to be aligned, there is a space for you to identify ways that your state/ agency has accomplished similar components
- Take a minute and discuss the extent to which your system has a written document similar to Iowa’s Foundation Principles
We Learned Some Things About Systems Structure

- This type of change as much to do with general education as special education
- Requires redefining "Help"
- Requires fundamentally rethinking system structures
- Needs to focus on everyone's common ground: Helping Kids
- Those who will benefit must create it

System Prior to Change

The Problem Solving Approach

Heartland AEA's Problem Solving Approach

The Importance of Alignment

If We Want Deep-Seated Change

- Our words have to align with our behaviors
- Our behaviors (e.g., professional development) must align with our intentions
- The contingencies in the system must align with our intentions
- We must manage contingencies fairly and consistently, using positive means

The Problem Solving Approach

- Intensity of Problem
  - Level IV: IEP Consideration
  - Level III: Consultation With Extended Problem Solving Team
  - Level II: Consultation With Other Resources
  - Level I: Consultation Between Teachers-Parents

Amount of Resources Needed to Solve Problem

If We Want Deep-Seated Change

- Our words have to align with our behaviors
- Our behaviors (e.g., professional development) must align with our intentions
- The contingencies in the system must align with our intentions
- We must manage contingencies fairly and consistently, using positive means

The Importance of Alignment

- All of the parts must align to support the change:
  - Stated intent
  - Global plan for skills implementation
  - Professional development
  - Job descriptions
  - Performance evaluations

Tilly, June 2009
In the main, the bureaucratic structure of the workplace is more influential in determining what professionals do than are personal abilities, professional training, or previous experience. Therefore, change efforts should focus on the structure of the workplace, not on the teachers.


Practice Profiles

- Each critical component is a heading
- Each level of implementation becomes a dimension on the rubric associated with that critical component.

Practice Profile General

- General characteristics
- Identifies critical components
- For each critical component:
  - Identifies gold standard
  - Identifies acceptable variations in practice
  - Identifies ineffective practices (called drastic mutations)

Practice Profile Uses

- The communicate operationally the behaviors that are necessary to implement the innovation as planned.
- They can be used as self-evaluation tools
- They can be used as coaching tools (dual ratings of performance)
- They can be used to help with Job descriptions
- Once very well established, they can be used as part of the staff evaluation process

Practice Profiles Can Be:

- Long or not-so-long. We have done some that were close to 20 pages
- We have done some that were 1 page long
- Examples of both will be provided
- Pros and cons of each kind

Practice Profiles (aka Innovation Configurations)

- The Concerns-Based Adoption Model (CBAM) dimension we label Innovation Components (also called Configurations) recognizes the importance of identifying the specific parts of a change, and providing staff developers with hands-on tools for making those identifications. We call these tools Practice Profiles.
- The Practice Profile calls on leaders of an innovation to formally define how the innovation will be used in the classroom or building. The profile first includes a precise description of the resources and conditions necessary to implement the program. Then perhaps six to eight critical components of a program are identified, along with sets of descriptive examples of what each component looks like when used appropriately. Examples of a classroom practice can include definitions and descriptions of teacher and student behavior, often arrayed in terms of "Ideal," "Acceptable," and "Unacceptable" behaviors. CBAM developers have created manuals ... for developing a Practice Profile tailored to any given change.

Step 2: Comprehensive Practice Profile and Procedures Manual

Example Issue:

- Identify all potential solutions to the problem.
- Evaluate the feasibility and impact of each solution.
- Choose the most viable solution.
- Implement the chosen solution.
- Monitor and adjust as necessary.


- This example is based on problem solving practices designed for individual student problem solving.
- More recent examples are under construction using a school-wide (three-tier) model.
- Both are needed to run a comprehensive system that includes ALL students.


Critical Component: Problem Analysis

From Practice Profiles, You Can

- Write more extensive procedures manuals.
- Write specific, skills level trainings.
- Develop job descriptions.
- Develop coaching and support processes.
- Develop evaluation procedures.

Where You Can Get These

- Professional Practices in Problem Solving
Of Pendula and Nails

Heartland AEA 11 2005 procedures manual

http://www.aea11.k12.ia.us/spr/HAEAProgManual05.pdf

Activity #2
- Go back to the Activity page
- Take a minute and discuss the extent to which your system has written documentation about specific behaviors that are expected in your system
- To what extent are these types of behavioral expectations built into documents describing your procedures?

Professional Development

- Having specified what you want people to know and be able to do helps tremendously when you are writing your professional development
- Much training material is available out there on individual RII components (e.g., DIBELS website, National Center for Student Progress Monitoring etc.)

At Heartland, New Staff Get

- Problem Solving Training
- Decision Making Training
- Connecting Initiatives Training
- Progress Monitoring Training
- Problem Analysis Training
  - CBE (Reading x2, Math, Written Language, Social, Task Related Behavior)
- Training on the special education system
- IEP Training
- And probably a few more I’ve forgotten

At Heartland, Veteran Staff Get

- Needs Assessment Training
- Planning, Implementation and Evaluation Training
- Excel Training
- Facilitation Training
- Coaching Training
- Specific Training in RII

Important Point

- If you want people to do what you want them to do, you have to train them to do it.

  Gallup Poll, workplace satisfaction survey, 12 items, #1 item that accounts for most variance in people’s satisfaction at work “I know what is expected of me at work.”

  Can’t overemphasize this
Activity #3
- Go back to the Activity page
- Take a minute and discuss the extent to which your system has aligned the professional expectations with RtI skill expectations for:
  - Your new staff
  - Your veteran staff

Job Descriptions – School Psychologist

Major Areas of Accountability:
1. Serve as an advocate for all children and youth.
2. Establish and collaborate with educators, parents, children, and other professionals or agencies to ensure student success.
4. Demonstrate knowledge of evidence-based practices which promote and support the academic, social, emotional, and mental health needs of students.
5. Involves regular consultation with members of the interdisciplinary teams.
6. Participate in data analysis and evaluation, using data outcomes for implementing plans.
7. Participate in interdisciplinary staffings to determine the eligibility, appropriate planning, and re-evaluation.
8. Act in concert with legal requirements and ethical codes of the profession and the Iowa Board of Educational Examiners.
9. Participate in interdisciplinary staffings to determine the eligibility, appropriate planning, and re-evaluation for students who require special education programs and services.
10. Assist the supervisor of school psychological services as directed in the supervision of interns and/or practicum students or personnel assigned by the associate administrator.
11. Report any and all violations of rules and regulations to supervisor.
12. Other duties as assigned.

Job Descriptions – Speech and Language Pathologist

Major Areas of Accountability:
1. Collaborate with professionals and parents to observe, plan, implement, monitor, and evaluate the generalization of communication skills.
2. Provide assessments that are relevant to the presenting concern and meaningful communication skills.
3. Facilitate a variety of service delivery options, evidence-based practices, and facilitate generalization of communication skills.
4. Demonstrate knowledge of evidence-based practices and facilitate generalization of communication skills.
5. Communicate with AEA and LEA staff to effectively manage individual student programs.
6. Share knowledge with individuals and groups regarding the importance of communication.
7. Collaborate with the individual's communication needs across a variety of settings.
8. Participate in professional enrichment activities to maintain a high standard of service delivery.
9. Participate in public awareness activities to assist consumers in understanding the services provided by speech-language pathologists through the educational system.
10. Participate in interdisciplinary staffings to determine the eligibility, appropriate planning, and re-evaluation for students who require special education programs and services.
11. Assist the supervisor of school psychological services as directed in the supervision of interns and/or practicum students or personnel assigned by the associate administrator.
12. Report any and all violations of rules and regulations to supervisor.
13. Other duties as assigned.

Who You Hire is Critical
- “There are worse things than vacancies” (Randy Allison, 2001, personal communication)
- Knowing specifically what you want people to be able to do is critical to being able to hire the right people
- Hiring people who have the right attitude and the right skills but no experience is very important
- “Hiring for Skills” example
- Hiring people who have the right attitude and the right skills but no experience
- If you hire them with the skills, all the better, but that’s not really likely

Activity #4
- Go back to the Activity page
- Take a minute and discuss the extent to which the job descriptions in your system match the types of behaviors you will be looking for in implementing an RtI system?
Implementing Professional Practice Rubrics in Coaching and Evaluating

- Select casework that contains all critical components
- Both coach and player independently identify where on the practice profile each component falls, concrete ratings of performance are made by each person
- When individuals get together for case review, they walk, component by component through the case
- Only items where there is disagreement get discussed (explain)

Benefits of Using Performance Profiles for Coaching

- Requires permanent product of performance
- Allows total knowledge and control by the user (usually user-selected cases)
- The conversation is third-person, not first person (for coaching anyway)
- Allows acknowledgement of components that did not go well without penalty (for coaching)
- The goal is accuracy (at least to start)

Shorter Performance Profile

Shorter Performance Profile

Shorter Performance Profile

Shorter Performance Profile
Summary of Performance Profile

Words of Experience
- In my best David Letterman Fashion...
  - Dave’s top 10 ways to mess up RtI

Top Ten Ways To Mess Up RtI - Revised
7. Reinforce the wrong things
  - success vs. effort
  - proceduralism vs. professionalism
  - compliance vs. best interest of kids

8. Put down past practice and procedures
   - It is better to light one candle than to curse the darkness.
     - Adlai Stevenson

9. Demand agreement “My way or no way:

10. Be “THE” expert
**Top Ten Ways To Mess Up RtI - Revised**

6. Talk only about the what.

**Top Ten Ways To Succeed with RtI - Revised**

10. Start Small - Don’t kill yourself
9. Invest the resources to know what you’re doing
8. Be supportive of failure – no one fails alone!!!!
7. Promote it, don’t sell it - competing contingencies work best

**Top Ten Ways To Mess Up RtI - Revised**

5. Don’t publicize your success
4. Change the focus of your innovation year after year. The “inservice” model.
   - People going in multiple directions
   - Awareness level training
   - Competing purposes vs. unified plan

**Top Ten Ways To Succeed with RtI - Revised**

6. Let innovation spread naturally. If it is better than what came before, it will be naturally reinforced.
5. Change how you think
   - Know the “Whys” as well as the “Whats”
   - “How can we?” vs “Why we can’t”

**Top Ten Ways To Succeed with RtI - Revised**

4. Be in for the long haul, not the short burn
   - 3 to 5 year planning
   - include stakeholders
3. Give away credit
   - Reinforce participation
   - Support participation
   - Do it as a team, not an individual
   - Make sure all contributors are recognized
Top Ten Ways To Succeed with RtI - Revised

2. Pick a safe leader to work with
1. Work smart - not just hard

The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.

Michelangelo

A highly effective school leader can have a dramatic influence on the overall academic achievement of students.

Marzano, Waters, & McNulty, 2005
## Professional Practice Rubrics

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<tr>
<td>Practice profile/Innovation configuration describing expected professional practice</td>
<td>To operationally define expectations for all professionals in the system regarding general professional practice</td>
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</tr>
<tr>
<td>Procedures manual documents describing the agencies procedural practice.</td>
<td>To operationally define expectations for procedural practice within the agency (professional practice behaviors are incorporated into this document as well)</td>
<td></td>
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<tr>
<td>Professional development overview for new staff</td>
<td>To train both new and existing staff in implementing the skills necessary to run your system.</td>
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<tr>
<td>School Psychologist and Speech and Language Pathologist job descriptions</td>
<td>To examine the extent to which the job descriptions in your system match the types of behaviors you will be looking for in implementing an RtI system?</td>
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<tr>
<td>Practice profiles in the evaluation process</td>
<td>Coaching: To improve skills of in service professionals. Evaluation: To align work performance contingencies with professional practice behavioral expectations.</td>
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PROFESSIONAL PRACTICES
IN PROBLEM SOLVING

Benchmarks And
Innovation Configuration

January 1994
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PROFESSIONAL PRACTICES IN PROBLEM SOLVING

In response to requests from a large number of educators in Iowa, this document has been developed to clarify best professional practices in implementing educational problem solving systems. Educators and support services staff from seven Area Education Agencies and the Department of Education collaborated in the creation of this document. It is meant to be used as a guide in the creation of comprehensive problem solving systems and as a system evaluation tool for examining problem solving implementation.

Overview and Rationale for Problem Solving

The problem solving approach is an orientation for addressing a wide variety of educational problems, a process involving a series of steps, and a specific set of professional practices. The problem solving approach may be used by two or more people in any setting where there is a difficulty that needs to be resolved. A student assistance team can use problem solving to address a learner's chemical dependency. A curriculum committee can use problem solving when it considers the adoption of a new basal reading series. Problem solving procedures may also be used to address the educational performance problems of individual learners. The purpose of this document is to describe a set of benchmarks that define best professional practices in the process of problem solving for individual learners.

A variety of specific problem-solving models are currently in use within the state of Iowa. Among these models are collaborative problem solving (Robinson, 1990), hypothesis generation and testing (Batsche, Knoff and Ulman, 1984), and the IDEAL* problem solving approach (Branford & Stein, 1984). This document is intended to describe important practices that are common among all problem-solving models. These benchmarks are not intended to prescribe a single, specific problem-solving model.

Educational problems vary in nature and intensity. Some problems are very mild and require few resources to resolve, while other problems are very severe and require a wide variety of resources. Problem solving practices must be adapted to fit the nature of the problem. Simple and informal problem-solving procedures are often sufficient to address mild problems, but more significant problems often require more formal and systematic practices. The problem-solving process remains the same in terms of the sequence of steps used to arrive at solutions. However, the manner in which these steps are implemented varies from simple to complex, and from informal to formal. The problem solving benchmarks in this document describe the practices to be used with more difficult and complex problems. Some AEAs have chosen to recognize these ideas by describing a series of problem solving levels. The procedures described in this document would correspond with problem solving at Levels III (Consultation with Extended Problem Solving Team) and IV (Due Process/IEP Consideration).

The use of a problem-solving process requires changes in both belief and practice. Ongoing training and feedback are imperative for meaningful change to occur.

* IDEAL stands for Identify the behavior, Define the problem, Explore intervention options, Act on the plan, and Look at the results.
The remainder of this document includes beliefs related to the problem-solving process, critical components of the process, and a reference list. Although this material is comprehensive in describing skills related to problem solving, all of the skills necessary for successful professional practice are not addressed in the document. Professional problem solving requires not only knowledge of the elements included here in, but skill in other areas such as collaboration, child development, and learning theory.
Belief Statements

The following series of belief statements are inherent within the problem solving procedures in this document:

- Problem solving is a collaborative activity that involves two or more people who share expertise and responsibilities.

- Problem solving should make use of all appropriate resources to help learners become educationally successful.

- The primary purpose of problem solving is to solve problems by designing effective individual interventions.

- Problems affecting student performance do not exist exclusively within the makeup of learners, but occur as the result of an interaction between learner characteristics and the educational setting*.

- The effectiveness of a solution cannot be determined prior to its implementation. Therefore, solutions must be implemented, monitored, reviewed, and changed as necessary.

- Problem solving interventions must be sensitive to and appropriate for: diverse educational settings, learners of all ages, and problems of different severities.

- Problem solving procedures are best applied as part of a school wide effort.

- A problem is not defined as the difference between a learner’s potential and achievement, but as the discrepancy between the demands of the educational setting and the learner’s performance in the setting.

* As used within this document, educational setting is defined as including all locations that have educational relevance to the defined problem. These could include a work site for a learner involved in a work study program, a home for an infant involved in a home-based intervention program, or a school bus for a child with behavioral problems during transportation to school, etc.
Benchmarks of Professional Problem-Solving

The procedures described in this section address critical components of the problem-solving process as applied to individual learners. These critical components include:
- parent involvement,
- problem statement,
- systematic data collection,
- problem analysis,
- goal,
- intervention plan development,
- intervention plan implementation,
- progress monitoring,
- decision making.

A definition of each critical component is provided in the body of this paper. Beneath each definition is a series of statements that describe the best practice benchmarks for implementing that component within the problem-solving process.

The benchmarks are also described by the Problem Solving Innovation Configuration in the next section. The Problem Solving Innovation Configuration delineates the variety of ways in which practitioners can implement each of the practices. More specific information is provided in that section.

Note: The sequence in which components are described is not intended to correspond exactly with the series of steps in a problem-solving process. The rationale for moving away from a step-by-step description of the process is that not all problem-solving models make use of the same sequence of steps. Also, some activities occur simultaneously during problem solving, rather than in a linear fashion. For example, the implementation of an intervention plan occurs at the same time as progress monitoring. Each of these activities is viewed as a critical component of problem solving and is described as such in this section.
Critical Component: Parent Involvement

Definition: Active parent participation is an integral aspect of the problem-solving process.

Benchmarks:
• Parents are invited to participate and are included in the problem-solving process.
• Parents are informed at all decision making points.
• Parent involvement and participation is documented.
Critical Component: *Problem Statement*

**Definition:** A problem statement is a behaviorally defined description of a problem within an educational setting*. It defines the degree of discrepancy between the demands of the educational setting and the learner’s performance.

**Benchmarks:**
- The problem behavior is stated in specific terms (precisely defined).
- The problem behavior is stated in concrete, observable terms (described as actions that may be seen or heard).
- The problem behavior is stated in measurable terms (identified as occurrences that can be counted reliably).
- The relevant domains (learner, curriculum, instruction, educational setting) are examined through systematic data collection.
- The dimensions of the behavior (frequency, intensity, duration, latency, and accuracy) and the educational setting demands are defined.
- The degree of discrepancy between the demands of the educational setting and the learner’s performance is determined.
- The problem statement focuses upon alterable variables (characteristics of the learner and/or the environment that can be changed).

* As used within this document, *educational setting* is defined as including all locations that have educational relevance to the defined problem. These could include a work site for a learner involved in a work study program, a home for an infant involved in a home-based intervention program, or a school bus for a child with behavioral problems during transportation to school, etc.
Critical Component: *Systematic Data Collection*

**Definition:** Systematic data collection is a process for collecting meaningful, relevant information about a problem. It requires the development of assessment questions, selection of data collection tool(s) appropriate to answer the question, and the use of these tools to collect data.

**Benchmarks:**
- The data-collection procedure is based on assessment questions which determine the nature of the data to be collected.
- The data-collection procedure is multi-dimensional. Data are collected from multiple settings (small group and large group activities, classroom, playground, etc.), using multiple sources of information (learner, teachers, and parents), with multiple methods of data collection (review, interview, observe and/or test), as appropriate to the specific nature of the problem.
- The data-collection procedure is relevant to the stated problem. Data are collected that are specific to the identified behavior(s) of concern.
- The data-collection procedures focus on alterable variables (characteristics of the learner and or educational setting that can be changed).
- The data-collection procedures allow for frequent and repeated measurement.
- The data-collection procedure is technically adequate. It is both reliable (repeatable) and valid (measures what is intended) in regard to the identified behavior(s) of concern.
- Data collection includes at a minimum: a direct measure of the behavior(s) of concern in the setting where it is problematic and measures of variables that may contribute to or maintain the problem behavior.
- The data that are collected provide appropriate quantitative and qualitative descriptions of the problem behavior(s) and of relevant demands in the setting.
- The data yield a quantitative discrepancy between the level of the problem behavior(s) and relevant educational setting demands.
- The data are used to form (plan and monitor) interventions.
Critical Component: Problem Analysis

Definition: Problem analysis is the complex process of examining all that is known about a problem for the purpose of identifying alterable variables related to the problem. This information is used to design interventions that have a high likelihood of success.

Benchmarks: • Problem analysis is problem centered, rather than learner-centered.
• Inferences drawn during problem analysis are data-based.
• Problem analysis focuses only on information relevant to solving problems.
• Problem analysis focuses on characteristics of educational settings and learners that can be changed, since these are the ones that lead most directly to successful intervention.
• Problem analysis determines whether a problem is the result of a skill deficit or a performance problem (can't do versus won't do).
• Problem analysis involves two or more responsible parties*. The number of responsible parties involved is determined by the level of problem analysis being conducted and the decisions being made.

* The responsible parties involved in problem solving may include parents, general education teachers, special education teachers, administrators, support staff members, or anyone else who might provide assistance with planning and implementing a problem-solving intervention.
Critical Component: Goal

Definition: A goal is a written statement of projected improvement or remediation of the problem.

Benchmarks: • A stable and representative sample of the learner’s current level of performance is collected, and a problem analysis is conducted, before the goal is written.

• The goal includes a (measurable, observable, alterable, and specific) behavior, timeline, conditions, and a criterion for acceptable performance.

• The criterion of acceptable performance is selected based on a comparison between the current level of learner performance and the demands of the educational setting.
Critical Component: *Intervention Plan Development*

Definition: An intervention plan* describes the individualized course of action for addressing a specific problem. Effective intervention plans are based on systematic data collection and problem analysis.

Benchmarks: • The intervention plan relates to the defined problem and the review of data.

• The intervention plan includes documentation of:
  —parental involvement,
  —a measurable goal,
  —a specific description of strategies, procedures, responsible parties, and review dates,
  —a progress monitoring plan,
  —a decision-making plan for summarizing and analyzing progress-monitoring data.

• The intervention strategies focus on modifying aspects of the educational setting to improve performance.

• The intervention strategies are selected based on the nature of the defined problem, parental input, and professional judgments about the potential effectiveness of strategies.

* An intervention plan is designed to address a single, specific problem. In the event that more than one problem is being addressed, a student may have more than one intervention plan.
Critical Component: Intervention Plan Implementation

Definition: Implementation involves applying the intervention plan in the way that it was designed.

Benchmarks:
- The intervention plan is implemented as written.
- Learner performance data are collected regularly and frequently (1-3 times per week), using systematic data analysis and decision making.
- Regular and frequent follow-up and professional support is provided with the evaluation of the intervention plan and the data.
- Modifications in the intervention plan are made on the basis of objective data.
- Modifications in the intervention plan are made with the agreement of responsible parties.
Critical Component: *Progress Monitoring*

Definition: Progress monitoring involves the regular and frequent collection and analysis of learner-performance data for the purpose of evaluating the effectiveness of an intervention.

Benchmarks:

- The intervention plan includes progress monitoring and decision making.
- A behavior is operationally defined (e.g., measurable, observable, and specific).
- A measurement strategy is selected that is appropriate to the dimensions of the behavior.
- The learner's current level of performance is defined.
- A measurable goal is written that describes the behavior, conditions and criterion.
- A progress monitoring graph is developed.
- Learner performance data are collected and graphed on a regular and frequent basis (1-3 times per week).
- A systematic decision-making plan is used to analyze the learner's pattern of performance.
- Modifications in the intervention plan are made, as frequently as necessary, based on progress monitoring data.
Critical Component: Decision Making

Definition: Decision making is the systematic procedure by which responsible parties summarize and analyze patterns of learner performance. The analysis assists in making decisions about the effectiveness of an intervention.

Benchmarks:
• There is documentation of parental involvement.
  • There is a clearly stated decision-making plan that is developed prior to the implementation of the intervention plan.
  • The decision-making plan is the basis for summarizing and evaluating the learner performance data.
  • Decision making includes a plan for regular and frequent support for the implementor(s) with evaluation of data and the intervention plan.
  • Decisions are made with data obtained through regular and frequent progress monitoring.
  • The decision-making plan is implemented regularly to examine the effects of the intervention.
  • The intervention is modified as necessary, based on the analysis of the learner’s pattern of performance, and with the agreement of responsible parties.
  • At the end of the goal period, the decision-making plan and learner-performance data are analyzed to determine the effectiveness of the intervention.
Problem Solving Innovation Configuration

An innovation configuration is a staff development tool that allows the developers of an innovation (such as the problem-solving process) to describe the skills related to the innovation in concrete, observable, measurable terms. When innovations are first introduced, implementors do not always apply new skills in a truly effective or "ideal" fashion. Expertise and confidence develop over time, as implementors practice the skills and receive support and feedback. An innovation configuration describes "ideal" practice in operational terms, and also describes the variations in practice that may occur as implementors apply new skills.

The Problem Solving Innovation Configuration on the following pages describes "ideal" practice in the application of problem-solving skills as well as the range of variations that may occur. Each critical component of the problem-solving process is described in terms of essential sub-components (listed in bold type on the left-hand side of each page), as well as the range of variations within each sub-component. Variations on the left-hand side of the bold line (usually designated as number 1) within each sub-component are considered to be the ideal application of that specific skill. Variations to the left of the non-bold vertical line are considered to be acceptable variations in application of the sub-component. Variations to the right of the non-bold vertical line (usually designated as number 3, 4, or 5) are considered to be unacceptable applications of a particular skill in that they may render the practice ineffective.

Example Innovation Configuration Subcomponent

Parent Participation

1. Parents are informed at all decision-making points, and are invited to participate by letter or phone; parents participate.
2. Parents are informed at all decision-making points, and are invited to participate by letter or phone; parents choose not to participate.
3. Parents are informed at all decision making points; parents are not invited to participate.
4. Parents are not informed or invited to participate.

Ideal Implementation of Critical Subcomponent (Left of Bold Line)
Acceptable Implementation of Critical Subcomponent (Left of Light Line)
Less Acceptable Implementation of Critical Subcomponent (Right of Light Line)

*Sections of this innovation configuration are based on innovation configurations developed by AEAs 6, 11, and 13.
## Critical Component: Parent Involvement

### Parent Participation

| (1) Parents are informed at all decision-making points, and are invited to participate by letter or phone; parents participate. |
| (2) Parents are informed at all decision-making points, and are invited to participate by letter or phone; parents choose not to participate. |
| (3) Parents are informed at all decision making points; parents are not invited to participate. |
| (4) Parents are not informed or invited to participate. |

### Documentation

| (1) Documentation states how and when parents are informed (parent permission is obtained when necessary); parent involvement in implementing the intervention plan is documented. |
| (2) Documentation states how and when parents are informed (parent permission is obtained when necessary); there is no documentation of parent involvement in implementing the intervention plan. |
| (3) Documentation consists of only legally required components. |
| (4) Documentation is not present. |
**Critical Component: Problem Statement**

**Definition of Behavior**

1. The description of the problem behavior is specific, observable, alterable, and measurable.

2. Problem behavior is alterable, but is stated in general terms.

3. Problem behavior is specific, observable, and measurable, but not alterable.

4. Problem behavior is stated in general terms and is not alterable.

5. Problem behavior is not stated.

**Dimension of Behavior**

1. The appropriate dimensions of the behavior (frequency, latency, duration, intensity, and/or accuracy) are identified, and those dimensions of the behavior are measured.

2. The dimensions of the selected behavior are identified but not measured.

3. The dimensions addressed are not appropriate for the selected behavior.

4. Dimensions of the selected behavior are not addressed.

**Educational Setting Demands**

1. The educational setting demands have been identified, and those dimensions have been measured.

2. The educational setting demands are identified but not measured.

3. The educational setting demands that have been identified are not appropriate for the selected behavior.

4. The demands of the educational setting have not been addressed.

**Magnitude of Discrepancy**

1. The magnitude of the discrepancy is quantified, based on a comparison between learner performance and local educational setting demands.

2. The magnitude of the discrepancy is quantified, based on a comparison between learner performance and standards outside the local educational setting.

3. The magnitude of the discrepancy is quantified, but is based on an opinion.

4. The magnitude of the discrepancy is described qualitatively.

5. The magnitude of the discrepancy is not described.
### Critical Component: Systematic Data Collection

#### Assessment Questions

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>(1) Assessment questions:</td>
<td>(2) Assessment questions:</td>
<td>(3) Assessment questions:</td>
<td>(4) Assessment questions:</td>
<td>(5) Assessment questions are not written.</td>
</tr>
<tr>
<td>focus data collection activities on relevant, alterable factors</td>
<td>are either global or vague</td>
<td>are generated through a standard battery approach</td>
<td>focus data collection activities on relevant but inalterable factors.</td>
<td></td>
</tr>
<tr>
<td>lead to interventions</td>
<td>do not sufficiently focus data collection activities on relevant, alterable factors</td>
<td>are not linked to the behavior of concern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are linked to the behavior of concern.</td>
<td>lead to interventions.</td>
<td>are not relevant, alterable, nor related to effective interventions.</td>
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</table>

#### Multi-Dimensional

<table>
<thead>
<tr>
<th>Dimension</th>
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<th>Dimension</th>
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<tbody>
<tr>
<td>(1) A variety of assessment procedures (record review, interview, observation and or test) are used to collect data from a variety of relevant sources and settings. Procedures are selected in a flexible manner based on the nature of the problem.</td>
<td>(2) A standard group of assessment procedures are used to collect data from a variety of relevant sources and settings.</td>
<td>(3) A standard group of assessment procedures are used to collect data from a variety of relevant sources and settings without regard to relevance.</td>
<td>(4) A standard group of assessment procedures are used to collect information from a single source and setting without regard to relevance.</td>
<td>(5) A single source of data is used.</td>
</tr>
</tbody>
</table>

#### Characteristics of Data Collection Procedures

<table>
<thead>
<tr>
<th>Procedure</th>
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<th>Procedure</th>
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<tbody>
<tr>
<td>(1) Data collection procedures:</td>
<td>(2) Data collection procedures:</td>
<td>(3) Data collection procedures:</td>
<td>(4) Data collection procedures:</td>
</tr>
<tr>
<td>are technically adequate</td>
<td>are technically adequate measures</td>
<td>are technically inadequate</td>
<td>are technically inadequate</td>
</tr>
<tr>
<td>are direct measures</td>
<td>do not lend themselves to frequent and repeated measurement.</td>
<td>are direct measures</td>
<td>are indirect measures</td>
</tr>
<tr>
<td>can be collected in a frequent and repeated manner.</td>
<td></td>
<td>can be collected in a frequent and repeated manner.</td>
<td>cannot be collected in a frequent and repeated manner.</td>
</tr>
</tbody>
</table>
Defines a Discrepancy

(1) Data collection provides appropriate quantitative and qualitative descriptions of a target behavior and of relevant setting expectations, yielding a qualitative discrepancy between the two.

(2) Data collection provides a precise quantitative description of a target behavior and a general qualitative description of relevant setting expectations, yielding a qualitative discrepancy between the two.

(3) Data collection provides a general, qualitative description of both the behavior and the relevant setting expectations, yielding a qualitative discrepancy between the two.

(4) Data collection provides a description of the learner’s behavior only, without regard to the expectations of the setting. No discrepancy is described.

(5) Data are not collected on either learner behavior or the expectations of the setting.

Leads to an Intervention

(1) The outcomes of data collection are specific and permit the design of individualized interventions that directly address the behavior of concern.

(2) The outcomes of data collection are specific and generally address the behavior of concern, and can be matched to a standard, relevant intervention routinely provided to all learners in the setting.

(3) The outcomes of data collection provide general information that does not lead to an effective intervention.

(4) The outcomes of data collection are not tied to the behavior of concern, and are matched to a standard, irrelevant intervention that is routinely provided to all learners in the setting.

(5) Data are not collected.
Critical Component: Problem Analysis

Data Based

(1) Specific inferences drawn during problem analysis are appropriate, based on professional standards and relevant data.

(2) General inferences are drawn during problem analysis that are appropriate, based on professional standards and relevant data.

(3) Inferences drawn during problem analysis are based on subjective opinion.

(4) Data are collected, but no analysis occurs.

(5) General or specific inferences are drawn during problem analysis that are not based on data.

Focus of Analysis

(1) The analysis focuses on relevant, alterable variables, and uses problem-centered data.

(2) The analysis focuses on relevant, alterable characteristics of the learner.

(3) The analysis focuses on irrelevant but alterable characteristics of the learner.

(4) The analysis focuses on irrelevant and inalterable characteristics of the learner.

(5) Data are not analyzed.

Collaborative Analysis

(1) Problem analysis involves two or more persons who share responsibility for decision making.

(2) Problem analysis involves two or more persons, but decision making responsibilities are held by one person.

(3) Problem analysis involves only one person who functions in an expert role and has all decision making responsibilities.

(4) Problem analysis does not occur.

Problem Solving Innovation Configuration
## Critical Component: Goal

### A Stable and Representative Sample (Baseline Data)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A stable and representative sample of the learner’s current level of performance is collected, and a problem analysis is conducted, before the goal is written.</td>
</tr>
<tr>
<td>2</td>
<td>A single sample of the learner’s current level of performance is collected, and a problem analysis is conducted, before the goal is written.</td>
</tr>
<tr>
<td>3</td>
<td>A stable and representative sample of the learner’s current level of performance is collected, but problem analysis is conducted after the goal is written.</td>
</tr>
<tr>
<td>4</td>
<td>A stable and representative sample of the learner’s current level of performance is collected, but problem analysis is not conducted before the goal is written.</td>
</tr>
<tr>
<td>5</td>
<td>A single sample of the learner’s current level of performance is collected, and there is no problem analysis.</td>
</tr>
</tbody>
</table>

### Components of a Goal

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>A goal contains a specific behavior, conditions, and criterion.</td>
</tr>
<tr>
<td>2</td>
<td>A goal contains a specific behavior and criterion.</td>
</tr>
<tr>
<td>3</td>
<td>A goal contains a specific behavior.</td>
</tr>
<tr>
<td>4</td>
<td>A goal is written, but does not contain a specific behavior, conditions, or criterion.</td>
</tr>
<tr>
<td>5</td>
<td>A goal is not stated.</td>
</tr>
</tbody>
</table>

### Standard for Criterion Selection

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The goal performance level is selected based on objective measures of current level of student performance and the appropriate educational setting demands.</td>
</tr>
<tr>
<td>2</td>
<td>The goal performance level is selected based on a subjective analysis of the available data.</td>
</tr>
<tr>
<td>3</td>
<td>No goal performance level is established.</td>
</tr>
</tbody>
</table>
## Critical Component: *Intervention Plan Development*

### Internal Consistency

1. The intervention plan relates to the defined problem and the data analysis.
2. The intervention plan relates only to the defined problem.
3. The intervention plan relates to an undefined problem, but data were collected.
4. The intervention plan is not related to a defined problem, and data have not been collected.
5. An intervention plan is not written.

### Intervention Plan Components

1. The intervention plan includes documentation of: parental involvement, definition of behavior, measurable goal, strategies, procedures, responsible parties, review dates, progress monitoring plan, and decision making plan.
2. The intervention plan includes, at a minimum, documentation of: parental involvement, definition of behavior, measurable goal, strategies, procedures, responsible parties, and progress monitoring.
3. The intervention plan includes, at a minimum, documentation of: parental involvement, definition of behavior, measurable goal, description of strategies, procedures, and responsible parties.
4. The intervention plan includes, at a minimum, documentation of: general goal, description of strategies, and responsible parties.
5. The intervention is a list of strategies.

### Intervention Strategies

1. The intervention strategies:
   - modify the educational setting to improve performance
   - relate to the defined problem
   - are selected with professional judgment.
2. The intervention strategies:
   - modify the educational setting to improve performance
   - relate to the defined problem
   - are selected from perceptions of success and feasibility.
3. The intervention strategies:
   - relate to the defined problem
   - are selected from perceptions of feasibility.
4. The intervention strategies:
   - relate to general problems
   - are a brainstormed list.
5. The intervention strategies:
   - are unrelated to the problem
   - do not demonstrate sound professional judgment.

*Problem Solving Innovation Configuration*
Critical Component: Intervention Plan Implementation

Implementation

(1) The intervention plan is implemented as written, and modified when necessary based on systematic data analysis, and with the agreement of responsible parties.

(2) The intervention plan is implemented as written and modified when necessary by the agreement of responsible parties.

(3) The intervention plan is implemented, is not successful, and is not modified.

(4) The interventions plan is not implemented as designed.

(5) The intervention plan is not implemented.

Monitoring Schedule

(1) Data are collected and graphed 1-3 times per week, with systematic data analysis and decision making; the intervention plan is modified as indicated by data and decision making rules.

(2) Data are collected and graphed 2-4 times per month, with systematic data analysis and decision making; the intervention plan is modified as indicated by data and decision making rules.

(3) Data are collected and graphed 2-4 times per month, with systematic data analysis and decision making; necessary changes in the intervention plan are not implemented.

(4) Data are collected and graphed 2-4 times per month; decision making is based on informal data analysis or subjective perceptions only.

(5) Little or no data are collected.

On-Going Support

(1) Scheduled and frequent support is provided with the evaluation of the intervention plan and data.

(2) Scheduled and frequent support is provided with the evaluation of the intervention plan.

(3) Scheduled support is provided on a limited basis.

(4) Unscheduled support is provided on a limited basis.

(5) No support is provided.
## Critical Component: Progress Monitoring

### Definition of the Behavior

| (1) The description of the problem behavior is specific, observable, alterable, and measurable. | (2) The description of the problem behavior is stated in general terms but is alterable. | (3) The description of the problem behavior is specific, observable, and measurable, but not alterable. | (4) The description of the problem behavior is stated in general terms and is not alterable. | (5) A description of the problem behavior is not stated. |

### Measurement Strategy

| (1) The dimension for the behavior is identified and the appropriate measurement strategy to match the dimension is selected. | (2) The dimension for the behavior is identified and an inappropriate measurement strategy to match the dimension is selected. | (3) The dimension for the behavior is not identified and an inappropriate measurement strategy to match the dimension is selected. | (4) The dimension for the behavior is not identified and there is no measurement strategy. | |

### Current Level of Performance

| (1) A stable and representative sample is collected; a discrepancy is quantified by comparing learner performance and local educational setting demands; the discrepancy is significant and addressed. | (2) A stable and representative sample is collected; a discrepancy is quantified by comparing learner performance and local educational setting demands; the discrepancy is not significant and the problem is redefined. | (3) A stable and representative sample is collected; no comparison is made between learner performance and local educational setting demands. | (4) A sample is collected; no comparison is made between learner performance and local educational setting demands. | (5) There is no sampling of the behavior. |

### Goal

| (1) A measurable goal is established including conditions, criterion, and timelines. The goal is written and displayed on a graph. | (2) A measurable goal is established including conditions, criterion, and timelines. The goal is written and not displayed on a graph. | (3) A measurable goal is established including conditions, criterion, and timelines. The goal is neither written nor displayed on a graph. | (4) A non measurable goal or an incomplete goal is established. | (5) A goal is not established. |

### Monitoring

| (1) Data are collected and graphed on a regular and frequent basis (1-3 times per week). | (2) Data are collected and graphed on a regular basis (2-4 times per month). | (3) Data are collected regularly but not graphed (2-4 times per month). | (4) There is no scheduled or regular data collection; data are collected irregularly and are graphed. | (5) Data are not collected. |

Problem Solving Innovation Configuration
Decision-Making Plan

(1) A decision-making plan is used to make decisions on a scheduled basis; modifications are made to the intervention when necessary.

(2) A decision-making plan is established but used inconsistently; modifications are made to the intervention when necessary.

(3) A decision-making plan is established and used for decision making but necessary modifications to intervention plans are not made.

(4) A decision-making plan is established, but not used.

(5) No decision-making plan is established.
# Critical Component: Decision Making

## Decision Making Plan

<table>
<thead>
<tr>
<th>1) The decision making plan:</th>
<th>2) The decision making plan:</th>
<th>3) The decision making plan:</th>
<th>4) The decision making plan:</th>
<th>5) A decision-making plan is not developed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• is developed prior to intervention implementation</td>
<td>• is not developed prior to intervention implementation</td>
<td>• is developed prior to intervention implementation</td>
<td>• is not implemented on a scheduled basis.</td>
<td></td>
</tr>
<tr>
<td>• is used for summarizing and evaluating student performance data</td>
<td>• is used for summarizing and evaluating student performance data</td>
<td>• is used for summarizing and evaluating student performance data</td>
<td>• is not implemented on a scheduled basis.</td>
<td></td>
</tr>
<tr>
<td>• is implemented on a scheduled basis.</td>
<td>• is implemented on a scheduled basis.</td>
<td>• is implemented on a scheduled basis.</td>
<td>• is not implemented on a scheduled basis.</td>
<td></td>
</tr>
</tbody>
</table>

## On-going Support

| 1) Scheduled and frequent support is provided with the evaluation of the intervention plan. | 2) Scheduled support is provided on a limited basis. | 3) Unscheduled support is provided on a limited basis. | 4) Support is not provided. | |

## Modifications

| 1) Appropriate data-based modifications are made when necessary, and with the agreement of responsible parties. | 2) Appropriate data-based modifications are made when necessary, by one person | 3) Modifications are made without data, but with the agreement of responsible parties. | 4) Modifications are made without data, and by only one person. | 5) Modifications are not made. |
Position: Title: School Psychologist

Qualifications:
Appropriately licensed/certified by the Iowa Board of Educational Examiners
Post Masters level of professional training in an approved school psychology program with institutional recommendations.
Specialists or Masters plus thirty hours or equivalent preferred.
Basic computer and technology skills.

Accountable: Supervisor of School Psychological Services

Primary Objective of Position:
Assist associate administrator while under the direct supervision of supervisory services that assist parents and professionals in meeting the educational needs of children and youth.

Major Area of Accountability: *
1. Serve as an advocate for all children and youth.
2. Consult and collaborate with educators, parents, children, and other professional agencies to improve student outcomes.
3. Provide functional academic & behavioral assessments that are relevant to presenting problem and student characteristics and are intervention and resource guided.
4. Develop individual, group or system level interventions which improve or identify problems or concerns, including academic, social/emotional/behavioral health needs as they relate to educational progress.
5. Provide support, instruction, technical assistance, and ongoing monitoring toward measurable, identified goals for students at individual, group, or systems level.
6. Provide staff development through membership in professional organizations, development, consulting, and research.
7. Involvement in data analysis and evaluation, using data outcomes for improvement plans at an individual, group or systems level.
8. Engage in public awareness activities that assist consumers in understanding and the anticipated outcomes of these services.
9. Act in concert with legal requirements and ethical codes of the profession.
10. Participate in interdisciplinary staffings to determine the eligibility, appraisal, planning, and re-evaluation for students who require special education programs.
11. Assist the supervisor of school psychological services as directed to the interns and/or practicum students or personnel assigned by the associate.
12. Report any and all violations of rules and regulations to supervisor.
13. Other duties as assigned.

Requirements: Bending, carrying, climbing, must be able to travel between lifting, pushing-pulling, reaching, sitting, standing and walking.

Working Conditions:
1. Includes extremes of temperature and humidity.
2. Hazards include stairs and communicable diseases.

**Length of Contract:** 192 days

*All areas of accountability considered essential functions of the job.

1/06

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Position Title: Speech-Language Pathologist

Qualifications:
* Appropriately licensed/certified by the Iowa Board of Educational Examinations
* Masters degree in speech pathology or communications disorders from a training institution or qualified by Statement of Professional Recognition
* Certificate of Clinical Competence preferred

Accountable to: Speech-Language Services Supervisor

Primary Objective of the Position:
Apply principles, methods and procedures for an analysis of speech and language comprehension and production to determine communicative competencies. Intervention strategies and services related to speech and language development, literacy development as well as disorders of language, voice, articulation and voice disorders of language, voice, articulation and voice disorders (Iowa Administrative Rules of Special Education 41.9) that adversely affect educational performance (Iowa Administrative Rules of Special Education 41.9).

Major Areas of Accountability:

1. Collaborate with professionals and parents to observe, plan, implement and facilitate generalization of communication skills.
2. Provide assessments that are relevant to the presenting concern, and develop intervention strategies and services related to speech and language development, literacy development as well as disorders of language, voice, articulation and voice disorders (Iowa Administrative Rules of Special Education 41.9) that adversely affect educational performance (Iowa Administrative Rules of Special Education 41.9).
3. Use a variety of service delivery options, evidence-based practices, and generalization of communication skills.
4. Manage time, organize material, and communicate with AEA and LEA effectively manage individual student programs.
5. Monitor individual progress towards measurable goals and objectives.
6. Share knowledge with individuals and groups concerning communicative performance.
7. Advocate for the individual's communication needs across a variety of service delivery.
8. Develop and/or participate in professional enrichment activities to improve individual student's communicative performance.
9. Engage in public awareness activities to assist consumers in understanding services provided by speech-language pathologists through the educational system.
10. Participate in or utilize specialized services to provide better programs for individuals with complex needs.
11. Participate in supervision of practicum students.
12. Serve as an advocate for all children and youth.
13. Report any and all violations of rules and regulations to supervisor.
14. Other duties as assigned.

Requirements:

http://www.aea11.k12.ia.us/employment/SLP.html

5/21/2006
Bending, carrying, climbing, must be able to travel between job sites, lifting pulling, reaching, sitting, standing, and walking.

**Working Conditions:**
1. Includes extremes of temperature and humidity.
2. Hazards include stairs and communicable diseases.

**Length of Contract:** 192 days

*All areas of accountability considered essential functions of the job.

1/06

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HEARTLAND AEA 11

Position Title: Consultant Special Education

Qualifications:
* Appropriately licensed/certified by the Iowa Board of Educational Examiners
* Master's level of professional training in special education or other education
* Hold consultant endorsement
* Four years of successful experience. Two of those years must be in special education

Accountable to: Supervisor of Special Education Consultants

Primary Objective of Position:
Assist the associate administrator while under the direct supervision of the supervisor of region-wide consultant functions as delegated.

Major Area of Accountability:

1. As instructional and support service specialist, the consultant shall provide ongoing counsel and evaluation in curriculum activities and methodological techniques at both the individual and system level.
2. Serve on the diagnostic educational evaluation team considering placement or program change for children requiring special education services. Ensure parental involvement in such activities.
3. Provide evaluation of appropriate placement of pupils as support teachers and assessment of pupil progress within instructional programs. Certify appropriateness of placement and pupil progress to the associate administrator.
4. Provide evaluation of instructional practices.
5. Provide recommendation for instructional program adjustments as requested.
6. Assist teachers with designing special education programs for individual children. A major responsibility will be assisting district teachers in designing services for children in the least restrictive settings, by consultation with general and special education teachers.
7. Serve as an advocate for all children and youth.
8. Be available upon request to local and area administrators in regards to support for instructional personnel.
9. Participate in the recruitment process for staff as requested by the associate administrator.
10. Assist in the coordination of local and area staff development by the organization of and facilitation of programs. Perform demonstration teaching for in-service and parent education activities.
11. Assist in the development of professional development activities and area staff.
12. Be responsible for periodic and specifically requested program evaluation.
13. Assist in the development and maintenance of annual reports as requested.
14. Report any and all violations of rules and regulations to supervisor.
15. Maintain ethical standards of the Iowa Board of Educational Examination and be knowledgeable of legal requirements.
16. Other duties as assigned.

**Requirements:** Bending, carrying, climbing, must be able to travel between lifting, pushing-pulling, reaching, sitting, standing, and walking.

**Work Conditions:**
1. Include extremes of temperature and humidity.
2. Hazards include stairs and communicable diseases.

**Length of Contract:** 192 days

*All areas of accountability considered essential functions of this job.

1/06

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