Checklists to assist *assessments, analysis and planning for EBP*

Ehara taku toa, te toa takitahi, engari ko te toa takitini

Success is obtained through the support of many

Improving EBP in our cluster

- Challenges
- Motivation
- Scaffolding

Our background

Joining our five original clusters presented some challenges

- **4 small rural / semi-rural groups**
- **One large urban based group**
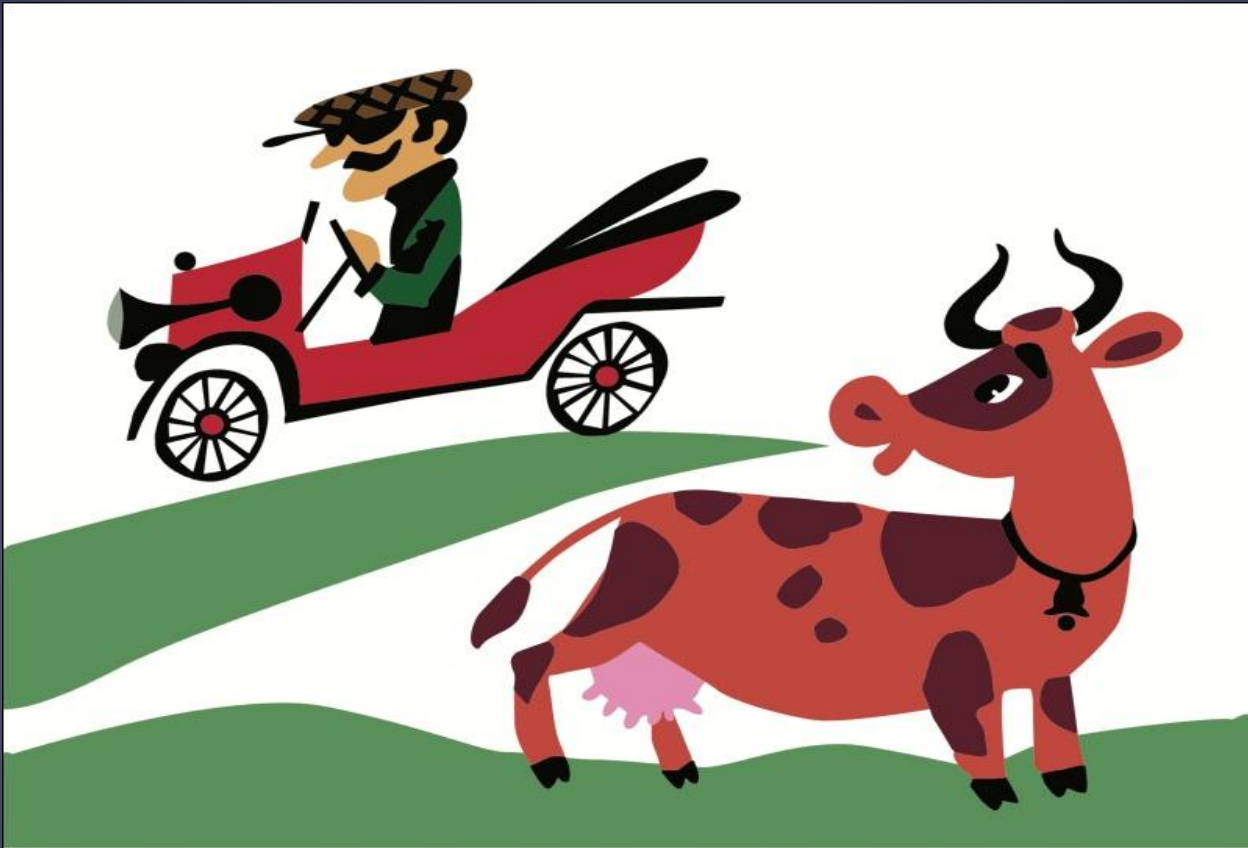- **A large geographical area to cover – representing our whole provincial district**

On the one hand	On the other
Schools valuing their RTLB Service. Excellent practice occurring	Inconsistency

The Great Divide

Town meets country!

Breaking down the Barriers

- by sending town based RTLB out to rural areas
- working across geographical boundaries to distribute HLN students on caseloads more evenly
- blending together the five Review and Intake meetings into 3
- bringing the cluster together regularly for carefully structured Hui with a focus upon whanaungatanga and manaakitanga

Distance is always something we have had to take into account – we are not able to meet readily with other clusters – we are not able to conduct PLD after school as this excludes those living furthest away.

Motivation to improve our EBP

- **Lack of teacher buy-in**
- **Inconsistency of service delivery**
- **Inconsistent standard of documentation**
- **The one-size fits all approach**
- **Referrals made in order to get TA funding**

Assessment

Assessment report- this is the evidence we put together – practice based evidence.

The assessment report needs to facilitate the process of analysis aided by knowledge and the ability to interpret the data.

Time for a little ruminating.......

In groups of 3-4 discuss what you would expect to see in a quality Assessment Report

Scaffolding the assessment phase

The purpose of using a checklist

- **To guide data collection – help us ask the right questions**
- **Identify links between successful outcomes and the effective teaching practices**
- **Provide important information about context**
- **Create rich data to inform the process of analysis and the forming of a hypothesis**
- **To provide a guide for writing reports to improve the consistency and quality of assessment reports across the cluster**

We used material from <u>The Functional Assessment of Academic Behavior</u> (FAAB) (Ysseldyke & Christenson, 2002) and PB4L literature to develop a means of gathering information about the quantity and quality of instruction for students.

Assessment information		
• **List Types of data / source of data / context of data / dates obtained**		
• **Relevant Background information**		
• **Perspective of whānau**		
• **Student perspective / student voice (e.g. from interviews)**		
• **Strengths / interests**		
• **Academic Levels (from testing and school records)**		
• **Description of behaviours (if a behaviour referral)**		
• **Information from other agencies – e.g. Special Education, Paediatrician etc.**		

4. Classroom Environment – please consider the following ecological components.		
Planning		
• Instructional match – are tasks matched according to assessment and the needs of the student/s?		
• Expectations – are expectations realistic and clear for the student/s?		

Management and Relationships		
• Environment – are there positive relationships in place for the student/s with teacher and peers?		
• Are rules and routines clearly established, taught and understood? • What proactive teaching strategies would make behaviour difficulties less likely to occur?		
• Instructional delivery: Are there opportunities for the student/s to engage with the curriculum in different ways? Does the student have access to modelling of learning strategies by peers and adults?		

As a result…..

- All practitioners – like to have the components to refer to as prompts to guide the collection of comprehensive evidence.

- RTLB have been able to show the checklist to teachers ahead of time – as a 'no surprise' approach.

- All our practitioners are now providing better quality assessment information.

- It has given Practice Leaders a structured and consistent way of mentoring when this is needed.

- Greater collaboration across the cluster – all reports must be peer reviewed before presented to schools.

- The act of writing the report, sharing and reflecting upon the data enables the process of analysis to begin.

5. Analysis

- Contexts in which behaviours / learning difficulties tend to occur

- Contexts in which behaviours / learning difficulties tend not to occur

- Possible triggers / antecedents for behaviour

- Possible functions of behaviour (functional analysis)

6. What has been tried successfully or unsuccessfully in the past to manage the behaviour or address learning needs?

7. Summarise main issues which will lead to a hypothesis.

8. State your Interim Hypothesis (This will become a Shared Hypothesis when discussed and confirmed or modified by the planning team at the planning meeting).

9. Include evidence: What evidence have you accessed to inform your hypothesis and support any interventions?

At the planning phase

We needed to address
- A wide variety of plan formats
- Consistency in goal setting
- The gathering of pre and post data
- Clear linking of the assessment report information to evidence-based strategies.

Consistency in planning ► Consistency in implementation

Collaborative Intervention Plan Checklist

1	Hypothesis is established and written	
2	Goals are Specific	
3	Measurable	
4	Achievable	
5	Realistic	
6	Timely	
7	Goals are dated	
8	Goals are strengths-based and related to curriculum	
9	Domains are identified	
10	Planned interventions are relevant and evidence based	
11	Strategies are decided – are they inclusive?	
12	Resources are planned / available	
13	Review date is set	
14	The plan is culturally responsive	
15	Does the school / teacher have capacity to implement?	
16	Roles and responsibilities are recorded	
17	Monitoring of plan has been included	
18	What will progress look like?	
19	Is manaakitanga embedded?	

When we are no longer able to change a situation we are challenged to change ourselves

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