Classroom Problem Solving

Tim Lewis, Ph.D.
University of Missouri
OSEP Center on Positive Behavioral Intervention & Supports
pbis.org

pbis.org

- School-wide Positive Behavior Support: Implementers’ Blueprint and Self-Assessment
- Evaluation Blueprint for School-Wide Positive Behavior Support
- Blueprint for School-wide Positive Behavior Support Training and Professional Development

pbismissouri.org

- Workbooks (Tiers 1-3)
- Video examples
- Classroom mini-modules
- Summer Institute presentations

Starting Point....

- We cannot “make” students learn or behave
- We can create environments to increase the likelihood students learn and behave
  - Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
School-wide Positive Behavior Support

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful

### Essential Features at the School Level

- Teams of educators within the school (administrator)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
- Acknowledge student mastery of social skills
  - Positive Feedback
- Readiness across Tiers (*universals always a priority*)
- Access to on-going Technical Assistance
Universal School-Wide Features

- Clearly define expected behaviors (Rules)
- All Settings
- Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

RAH – at Adams City High School
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep the room neat, keep to the right, use appropriate language, don’t interrupt; allow others to pass</td>
<td>Pay attention in class, push in your chair, be courteous to all staff and students</td>
<td>Keep area clean, put trash in can, be mindful of others’ personal space, freshen up</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings; monitor time to get to class</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
</tr>
<tr>
<td>Honor</td>
<td>Do your own work, tell the truth</td>
<td>Be considerate of years and others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>

Benton Elementary School

<table>
<thead>
<tr>
<th>Safe</th>
<th>Abide by rules; report any problems; ask permission to leave any setting</th>
<th>Abide by the right to go; classrooms are tidy</th>
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<td>Respect</td>
<td>Treat others the way you want to be treated; use an active listener</td>
<td>Be on time; attend regularly; follow class rules</td>
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Always working on Universals

- Annual Self Assessment Survey
- Annual implementation fidelity check
- Monthly / Annual review of discipline data
In Place Percentage

- 1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.
- 2. Expected student behaviors are taught directly.
- 3. Expected student behaviors are rewarded regularly.
- 4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.
- 5. Consequences for problem behaviors are defined clearly.
- 6. Distinctions between office vs. classroom managed problem behaviors are clear.
- 7. Options exist to allow classroom instruction to continue when problem behavior occurs.
- 8. Procedures are in place to address emergency/dangerous situations.
- 10. School administrator is an active participant on the behavior support team.
- 11. Staff receive regular (monthly/quarterly) feedback on behavior patterns.
- 12. School has formal strategies for informing families about expected student behaviors at school.
- 13. Booster training activities for students are developed, modified & conducted based on school data.
- 14. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.
- 15. All staff are involved directly and/or indirectly in school wide interventions.

Priority for Improvement Percentage

- Low
- Medium
- High

SWS - Current Status

SWS - Priority for Improvement
SWPBIS Tiered Fidelity Inventory Version 2.0

Available from OSEP TA-Center www.pbis.org www.pbisapps.org

No Cost Assessors Training PowerPoint and Assessors Training Video at www.pbisapps.org

Total score (TFI)

Sub-scale report

Sub-subscale report
### Item Report

**School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory**

**Demonstration-School Challenged**

**School Year:** 2017-18

**Data Completed:** 7/19/2017

<table>
<thead>
<tr>
<th>Tier 1: Universal SWPBIS Core Features</th>
<th>1/3/17</th>
<th>1/18/17</th>
</tr>
</thead>
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<tr>
<td><strong>Team Composition:</strong> 1. Team includes a (a) student/teacher/parent/administrator and individual site to provide: (a) student behavioral tracking; (b) student tracking; (c) tracking of student academic and behavior patterns; (d) knowledge about the experiences or the lesson plan; (e) school climate/behavior. 2. Team meeting minutes (for each meeting, a) minutes, b) defined meeting date, and c) a completed plan.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Implementation:</strong> 1. Behavioral Expectations: (a) has five or fewer positive behavioral expectations for students at each grade level (b) defined student behavior, (c) defined student behavior, (d) defined student behavior.</td>
<td>6</td>
<td>2</td>
</tr>
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**Using Behavioral Infraction Data**

### “Big Five”

![Graph showing referral rates](image)

**Graphs by Time**

![Graph showing referral rates by time](image)
Useful Tools

- *Big 5 Generator*
- pbismissouri.org
- SWIS.org
Other

- Academic Achievement
- Attendance
- School safety
- Emotional well being
- School Climate

Turn & Talk

- Is your school regularly using the Self Assessment Survey & a measure of fidelity
- Is your school regularly using daily collected data to inform decisions

![Baseline Behavior Data Spring](image)

- 57 students with 9+ Referrals
- 1712 referrals
- 15% Tier 3 Goal 5%
- 16% Tier 2 Goal 15%
- 69% Tier 1 Goal 80%

![Post Intensifying Tier I + Classrooms](image)

- 16 Students with 9+ Referrals
- 516 referrals
- 7% Tier 3 Goal 5%
- 10% Tier 2 Goal 15%
- 83% Tier 1 Goal 80%
Building Systems to Insure High Fidelity of Classroom Practices

The Challenge

- Students spend majority of their school day in the classroom
- Majority of “discipline problems” originate in the classroom and often result in removal from instruction
- Remaining engaged in instruction essential to student academic and social success
- “Culture” of education often reinforces ineffective practices and creates barriers to implementing effective practices

Setting up the Environment

Establishing expectations (Kameenui & Simmons, 1990):

• What do I want my classroom to look like?
• How do I want children to treat me as a person?
• How do I want children to treat one another?
• What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today’s society?
• How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice

Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need
Start with Self-Assessment

ENVIROMENTAL INVENTORY

Rate each feature using the following scale:

1 - nonexistent or unpredictable  5 - consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?
- Workstations are clearly identified and correspond with instructions  1 2 3 4 5
- Traffic flow minimizes physical contact between peers and maintains teacher’s mobility  1 2 3 4 5

Attention: Does the teacher gain the attention of the students prior to instruction?
- A consistent, clear attention signal is used across instructional contexts  1 2 3 4 5
- Uses a variety of techniques to gain, maintain, and regain student attention as needed  1 2 3 4 5

Timet: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?
- Materials are prepared and ready to go  1 2 3 4 5
- Pre-requests are given prior to instructions  1 2 3 4 5
- Common interruptions are anticipated and handled with a consistent procedure. Unexpected interruptions are minimized with an emphasis on  1 2 3 4 5

Classroom Quiz

1. When the teacher ____________________________, most students stop and listen.
   Yes Sometimes No

2. When class starts, the teacher has everything ready.
   Yes Sometimes No

3. Before we start a new activity, the teacher reminds us what we are supposed to do.
   Yes Sometimes No

4. When we are asked to work by ourselves, all students work quietly and do what they are supposed to do.
   Yes Sometimes No

5. I often finish my work and do not know what I should be doing while others are still working.
   Yes Sometimes No

http://pbismissouri.org/educators/ effective-class-practice
CLASSROOM PROCEDURES AND ROUTINES
Identify, Teach, Practice, Encourage

Missouri Schoolwide Positive Behavior Support

Classroom Procedures and Routines Teacher Tool

Effective Classroom Practices
1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty

Outcomes
- Understand the benefits and qualities of effective classroom procedures.
- Understand the importance of directly teaching and regularly reviewing classroom procedures.
- Complete a self-assessment of your classroom procedures.

What Are Procedures & Routines?
- Procedures are a method or process for how things are done within the classroom.
- Classroom procedures are patterns for accomplishing classroom tasks.
- Procedures form routines that help students meet expectations stated in classroom behaviors.
Why Focus on Classroom Procedures and Routines?

• Increase instructional time by preventing problem behavior.
• Free teachers from correcting misbehavior.
• Improve classroom climate.
• Create shared ownership of the classroom.
• Develop self-discipline.

Discussion

• Turn to a partner and identify 3 examples of procedures that have become routines
• Think of in-school and out-of-school examples

Large Group Instruction

• Have out only the materials needed for the lesson
• Sit up straight, eyes on the teacher or your materials
• Listen attentively
• Take notes if appropriate
• Raise your hand to contribute or ask a question

Activity: Creating a List of Classroom Procedures

• Think through the many activities of your day.
• Now, read through the lists of possible classroom procedures on Lists of Classroom Procedures handout.
• Put a check mark ✓ by any that you have applied in your classroom.
• Put an × by any that you think you need to develop.
• Add any that might be missing.
• Share with a partner.
Outcomes

✓ Understand the benefits and qualities of effective classroom procedures.
✓ Understand the importance of directly teaching and regularly reviewing classroom procedures.
• Complete a self-assessment of your classroom procedures.

Classroom Systems

• Teach
  • Brief in-service, single topic focus
• Practice (performance feedback)
  • Peer coaching
  • Principal “walk through”
• Direct observation / data collection

Universal/Pre Tier II Classroom Example

The Beginning – Background Info.

• School used a universal screening instrument in October of 2012.
• Results indicated that 32.3% of students were in the at-risk or high-risk range.
• Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.
Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices
  - Expectations & Rules
  - Procedures & Routines
  - Encouraging Expected Behavior
  - Discouraging Inappropriate Behavior
  - Active Supervision
  - Opportunities to Respond
- Based on data, team identified 1 practice to improve upon.

Professional Development Process & Data

- Initial ratio of positive specific feedback to correctives: 1.85:1
- October 2012 – Initial Observations, Ratio at 1.85:1
- January 2013 – Staff Professional Development on Positive Specific Feedback
- February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1
- March 2013 – Additional Staff Professional Development with Increased Practice and Supports
- May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1

End of Year Outcomes

- ODRs decreased by 39.41% from 2011-2012 to 2012-2013.
- Minor referrals decreased by 34.8% from 2011-2012 to 2012-2013.
- Classroom minor referrals decreased by 33.5% from 2011-2012 to 2012-2013.

Turn & Talk

- What does your school currently have in place to promote effective instructional and behavior management in the classroom?
Classroom Problem Solving


Study Basics

- **Subject:**
  - Seven years old
  - Identified with EBD and ADHD
- **Setting**
  - General education 2nd grade classroom with 19 other students
  - One licensed teacher and one student teacher
- **Concern**
  - Student exhibits high rates of off-task
  - Student shouts out answers and questions and comments at high rates and often inappropriate

“Function of Behavior”

- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  - Function identified as **Attention**
  - Significant antecedents: **multiple step direction and group settings**
  - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection

“Environment Assessment”

Significant variables:

- clarity of expectations & directions
- consistency of expectations
- accessibility of class schedules
- lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)
Function-based Logic

- Behavior is functionally related to the teaching environment
- Behavior is learned
- Behavior is occasioned by predictable antecedents and maintained by outcomes
  - To Get (positive reinforcement)
  - To Avoid (negative reinforcement)
Antecedents

- Events that trigger or prompt a behavior
- The student can predict the outcome of the behavior when the cue is present
- What is happening before the behavior occurs?
  - Classroom environment
  - Academic activities
  - Transition
**Consequences**

Events that follow a behavior

1. The environment “gives” something to the student and the student maintains or increases the behavior = what is being given is reinforcing to the student
2. The environment removes the student from an activity or situation and the behavior maintains or increases = the event the student is avoiding is aversive to the student

**Developing a Hypothesis**

- When this occurs (setting/condition) __________
- The student does (problem behavior operationally defined) ______________
- To get/avoid __________
To “Get” or “Avoid”

- Things student might get or acquire from behavior:
  - Attention
  - Something tangible
  - Access to preferred activities
  - Sensory stimulation

- Things students may avoid
  - Attention from adults or peers
  - Work tasks
  - Responsibilities
  - Sensory stimulation

Tier II

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
  - Informal assessment process to match intervention to student need
    - Small group Social Skill Instruction
    - Self-management
    - Academic Support
  - Progress Monitoring
  - Part of a continuum – must link to universal school-wide PBS system

Turn and Talk

What daily data are you currently collecting and how could you use the data to identify students for Classroom Supports / Tier II

Classroom Problem Solving

- Process leader
  - Classroom teachers, Specialist teachers
- Tier II/III Team partner
  - School Psychologist, Counselor, Administrator
- Process
  - Data-based decision making
    - Guiding questions
  - Function-based intervention
    - Teach replacement
    - Environmental alterations / supports
  - Monitor progress
Classroom Problem Solving

- Student meets data decision rule
- Classroom teacher completes preliminary forms (documents student progress to date)
- Problem solving lead walks team through problem solving process
- Tier II/III Team partner attends if team is unable to identify patterns leading to intervention or when significant concerns noted
- Plan put in place
- Student progress monitored and reported at weekly meetings

Classroom Problem Solving Process

- Develop intervention based on function of behavior
- Environment changes
  - Student skills to teach/practice/reinforce
  - Monitor progress
  - Same data that brought them to your attention
  - Problem and Appropriate behavior
  - Teacher observations

Form D

Grade Level Team Tier 2 Function Based Matching Process

Student: ________________________ Classroom Teacher: ________________________ Grade: ______

Correctly assess the level assessment of Function of Behavior & Matching Process with your grade level team.

1. Summary of the Problem

We have the most problems during ________ (Time of the day/other behaviors)

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Problem Behavior</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

2. Replacement Behavior
(What do we want the student to do instead? An observable behavioral skill from the schoolwide PBIS expectations matrix)

3. Student Goal (Measurable; Consider level of logical peer, see Matching Progress Monitoring Method to Student Goals; Example: Page 25 of this manual):

4. Intervention Plan (See Antecedent Interventions, Page 29 of handbook)

<table>
<thead>
<tr>
<th>Antecedent Interventions</th>
<th>Replacement Interventions</th>
<th>Response(s) / Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What we want the student to do instead)</td>
<td>(What happens when student demonstrates desirable behavior)</td>
<td>Problem Specific Feedback</td>
</tr>
</tbody>
</table>

Corrective Feedback

5. Progress Monitoring

Form will indicate when and progress toward the student goal? (See example forms on pages 27-30)
Antecedent Intervention Examples

<table>
<thead>
<tr>
<th>Function</th>
<th>Intervention Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: Attention</td>
<td>Schedule small group discussions</td>
<td>Have adult work with student</td>
</tr>
<tr>
<td></td>
<td>Have adult work with student</td>
<td>Lunch meeting with teacher</td>
</tr>
<tr>
<td></td>
<td>Subcontract tasks</td>
<td>Classroom plan</td>
</tr>
<tr>
<td></td>
<td>Provide local or in-classtime</td>
<td>Grade local or in-classtime</td>
</tr>
<tr>
<td>Avoid: Problem behavior</td>
<td>Provide peer tutoring or monitoring</td>
<td>Peer student tutor pair</td>
</tr>
<tr>
<td></td>
<td>Increase proximity to student</td>
<td>Monitor seating arrangements</td>
</tr>
<tr>
<td></td>
<td>Provide preferred activity</td>
<td>When student is engaged, assign more</td>
</tr>
</tbody>
</table>

Accommodations Guide Model

Classroom Problem Solving Video
http://www.vimeo.com/54954199

http://coe.lehigh.edu/cars

CARS
CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS
Moving Youth Toward Success

Accommodations Guide Worksheet

1. Gather materials:
   - Student Individualized Education Program (IEP)
   - Three samples of student work demonstrating frequent errors or low grades

2. Identify Broad Problem Areas:
   What are the general indicators of concerns? Check all that apply:
   - Academic
     - Reading
     - Math
     - Writing
   - Attention/Behavioral
     - Following Directions
     - Easily Distracted
     - Attentive to Detail
     - Problem & Time Management
     - Test Anxiety
### Behavioral Concerns: Learning Disorders/Not Taking Effort/Attention to Detail

**Type of Problem:**
- Reading
- Sensory processing
- Executive function

**Recommended Accommodations:**
- Use of manipulative objects
- Use of large print
- Increased time to complete work
- Highlighting text
- Handout of information

### Planning and Time Management

**Type of Problem:**
- Reading
- Sensory processing
- Executive function

**Recommended Accommodations:**
- Use of manipulative objects
- Use of large print
- Increased time to complete work
- Highlighting text
- Handout of information

### Test Anxiety

**Type of Problem:**
- Reading
- Sensory processing
- Executive function

**Recommended Accommodations:**
- Use of manipulative objects
- Use of large print
- Increased time to complete work
- Highlighting text
- Handout of information

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### Accommodations for Students with ADD/ASD

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### Meet with the Student for Input and Preferences

- Write any notes in the box below.
- Encourage the student to share their thoughts about the accommodations.
- Student input and preferences are valuable and should be considered.

---

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### Meet with the Student for Input and Preferences

- Write any notes in the box below.
- Encourage the student to share their thoughts about the accommodations.
- Student input and preferences are valuable and should be considered.
CASE Study

Participant Description

- Externalizing behaviors
- Low academic abilities
- 3rd Grade academic functioning
- General education co-taught History class
- Teacher selected interventions (based on feasibility)
  - Accommodations
  - Positive Teacher/Student Interactions
Model Implementation

Step #1:

- Collect three samples of student work demonstrating frequent errors or low grades.
- Identify accommodations provided in IEP
Student IEP Accommodations

• Testing:
  • Alternative setting
  • Extended time for completion
  • Read test to student (if requested)

• Assignments and Instruction:
  • Lower difficulty level—shorten assignments
  • Provided structured time to organize materials
  • Frequent reminders of rules
  • Check often for understanding/review
  • Extended time for oral responses
  • Extended time for written responses
  • Maintain assignment notebook
  • Bathroom break first 5 mins. of class, unless emergency
  • Use lined paper for written assignments
  • Assist or provide notes and study guides
  • Extended to create assignments (1 ½ weeks or as agreed upon w/ teacher)

Step #2:

• Identify general indicators of concern

  • Writing, specifically difficulty organizing writing
    • “Couldn’t complete short answer”

  • Attention to detail
    • “Chose wrong answers on multiple choice and selected obviously wrong answers”

  • Planning and time management
    • “Ran out of time to complete the test even when given multiple class periods”

Step #3

• Identify accommodations matched to student’s needs

  • Writing: Difficulty Organizing Writing
    • Graphic Organizers

  • Attention to Detail
    • Assign a Peer Partner
    • Use Graphic Organizers
    • Chunk Large Assignments into Smaller Tasks

  • Planning and Time Management
    • Chunk Large Assignments into Smaller Tasks
    • Graphic Organizers

Step #4: Coordinate accommodations

Model Accommodations

Writing: Difficulty Organizing Writing
• Graphic Organizers

Attention to Detail
• Assign a Peer Partner
• Use Graphic Organizers
• Chunk Large Assignments into Smaller Tasks

Planning and Time Management
• Chunk Large Assignments into Smaller Tasks
• Graphic Organizers

IEP Accommodations

• Testing:
  • Alternative Setting
  • Extended time for completion
  • Read test to student (if requested)

• Assignments and Instruction:
  • Lower difficulty level—shorten assignments
  • Provided structured time to organize materials
  • Frequent reminders of rules
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  • Extended time for oral responses
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  • Maintain assignment notebook
  • Bathroom break first 5 mins. of class, unless emergency
  • Use lined paper for written assignments
  • Assist or provide notes and study guides
  • Extended to create assignments (1 ½ weeks or as agreed upon w/ teacher)
Step #5:
• Meet with the student for input and preferences
  • Student agreed with teachers concerns.
  • Student agreed to all suggested accommodations.
• Student requested:
  • A different seat with less distractions during independent work.
  • Materials if he forgot to bring them.

Step #6:
• List accommodations to be implemented and evaluated.
• Prioritize
• Determine instruction or testing
• Define and describe conditions:
  1) Use graphic organizers (I/T) All in class work, Teacher-created or pre-made organizers.
  2) Change seat to reduce distractions (I/T) Student and teacher will meet to discuss alternative seat, can be changed if student does demonstrate classroom expectations.
  3) Materials be given to student if forgotten (e.g. pencil) (I/T) Student must request material at the start of the class and give teacher collateral for the return of material at the end of the class period.

Step #7:
• Teach the accommodations
  • Assign a peer partner
  • What are the appropriate behaviors of working with a peer?
  • What noise level can you work with a peer?
  • What does helping vs. doing look like?
  • Use graphic organizers
    • How do I use graphic organizers (5 paragraph outline, flow chart, venn diagram, checklist, etc.)?
  • Chunk large assignments into smaller tasks
    • How do I use a checklist?
    • How do I manage my time?
  • Change seat to reduce distractions
    • How do I transition?
    • When is it appropriate to move?
  • Materials given to student if forgotten (e.g. pencil)
    • How do I know what materials I need?
    • What is appropriate collateral?

Step #8:
• Examine at least three samples of student work/tests to determine if there is a change in the performance trend
  • Class Grade Increased from a 24% to a 77%
  • Highest class grade he had received since beginning high school!
Field Elementary School

- High Diversity
  - School has 290 students; 50% minority; 20% English Language Learners; 13% special education
- Instructional leader turnover
- Poverty
  - 79% of students qualify for free and reduced lunches
- Highly transient population

Field Elementary School

- Teachers and Staff committed to the increasing academic and social success of all students
- A committed Principal who supported faculty in their efforts to change the way they taught to improve children’s lives
Field Elementary School

- Academic Standing
  - Annual Yearly Progress (AYP)
  - 5% of all students scored proficient in 2005, according to the Missouri Assessment Program. Breakdown by group:
    - 0% African American
    - 18% Caucasian
    - 0% Students with disabilities
    - 0% English Language Learners
    - 7% Free/Reduced Priced Lunch

Field Elementary School

- Literacy
  - In 2004–05, 44% students required intensive support for reading and writing

- Social Behavior
  - In 2003-04 Averaging 10.4 discipline referrals per day

- Positive Behavior Supports
Impact

### Field Literacy Data 04-05

![Field Literacy Data 04-05](image)

**Core Reading and Intervention Schedule**

<table>
<thead>
<tr>
<th>Core</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>9:00-10:30</td>
</tr>
<tr>
<td>1st</td>
<td>9:00-10:30</td>
</tr>
<tr>
<td>2</td>
<td>10:00-11:30</td>
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<tr>
<td>3</td>
<td>11:00-12:30</td>
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<tr>
<td>4</td>
<td>1:45-3:15</td>
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<tr>
<td>5</td>
<td>1:00-2:30</td>
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<td></td>
<td>12:25-12:55</td>
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<tr>
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</tr>
</tbody>
</table>

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**Structure**

- Core Reading: 90 min, 5 days a week, with Intervention Groups 45 min, 4 days a week, with (5th day individual focus)
  - Tier III: Classroom Teacher
    - Reading specialists, Sp Ed, ELL, Sp. Lang., K-2 SRA Reading Mastery, 3-5 Wilson Reading Systems
  - Tier II: Classroom Teacher
    - Reading Mastery or Soar to Success
  - Tier I: Classroom Teacher
    - Enrichment based on themes of core program

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**Core Reading and Intervention Schedule**

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Data Collection

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Benchmark

Tier III
Fall, Winter & Spring
Every Other Week

Tier II
Fall, Winter & Spring
Every Other Week

Tier I
Fall, Winter & Spring
Once a month

Also utilize as needed:
• Developmental Reading Assessment (DRA & DRA-2)
• Scholastic Reading Inventory (SRI)
• District Writing Assessments

Field Literacy Data

Phoneme Segmentation Fluency

Dynamic Indicators of Basic Early Literacy Skills
First Grade Class Progress Graph

Average 3rd Grade Benchmark

November 2004 - May 2005

1st Grade, Tier I
1st Grade, Tier II
1st Grade, Tier III

Legend

Intensive
Strategic
Benchmark


Tier I
Tier II
Tier III

Intensive
Strategic
Benchmark

Score Above Goal
Score at Goal
Score Below Goal

Score Above Benchmark
Score at Benchmark
Score Below Benchmark