

# Classroom Problem Solving

Tim Lewis, Ph.D. & Linda Bradley

Center for PBS  
College of Education  
University of Missouri



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## Overview of Tier 2 Supports

At our school we are responsible to teach academics and social behavior skills. We teach all students our academic curriculum to address grade level expectations (GLEs). We teach all students to be safe, respectful, responsible learners in the classroom, hallways, playground and all other settings. We know these Tier 1 universal (green section in the graphic below) that we teach, practice and recognize every day help create a predictable and positive learning environment.

However, some students do not respond to our quality Tier 1 universal academic and behavioral instruction. These students who need additional support display minor and fewer major misbehaviors than the “high flyers” in Tier 3. Students who need additional support may display behaviors externally or of equal concern, are students who internalize the stress of school and home. The goal is to provide support to these students to meet their needs, to keep them in class learning and to avoid escalation to more intensive services.

### A Continuum of Support for All

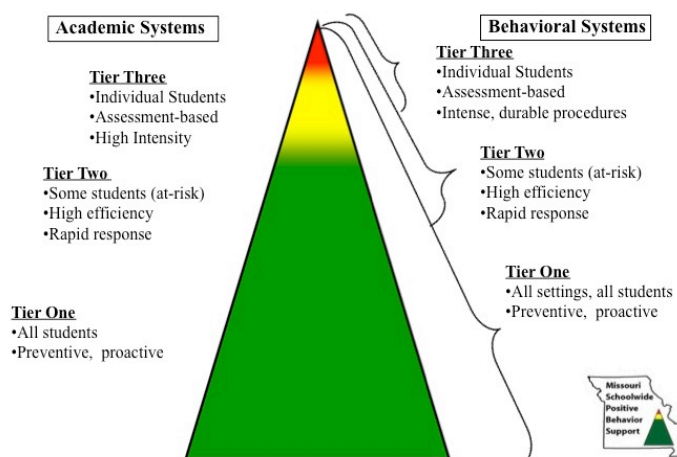
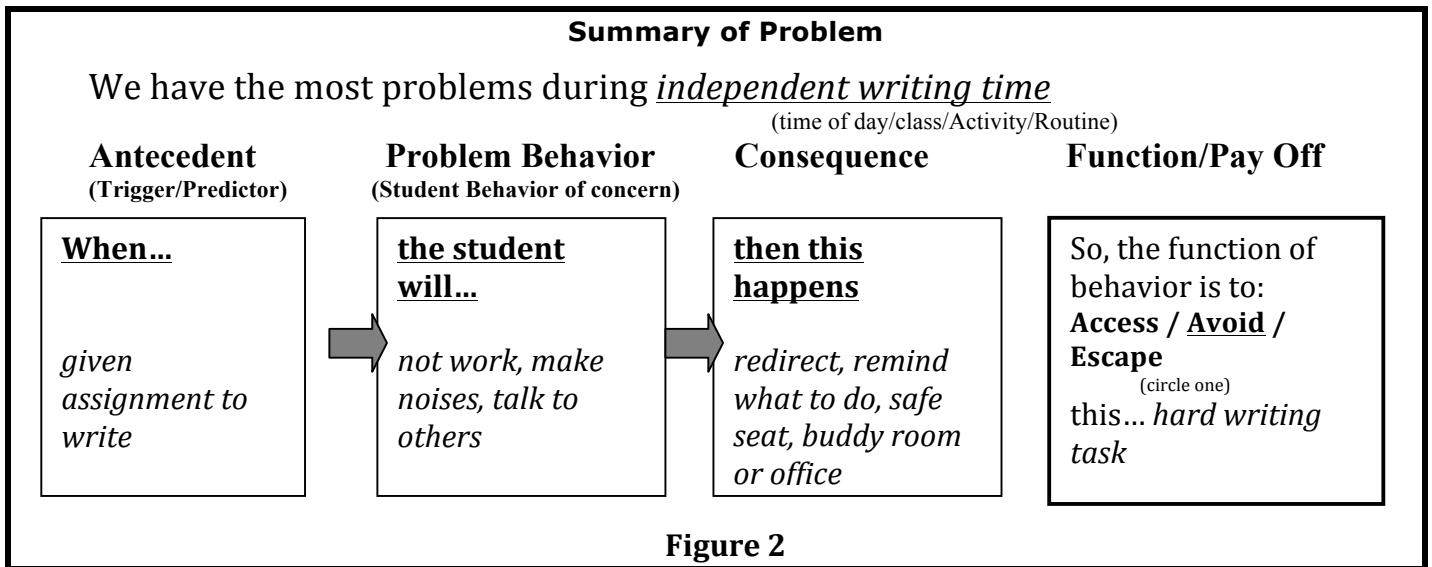


Figure 1

At our school we are changing the way we think about student behavior. Behavior is not good or bad, rather repeated problem behavior serves a purpose for the student. Problem behavior pays off for the student by getting what is wanted or avoiding what is uncomfortable, difficult or even boring. Misbehavior is also a form of communication that is generally very effective in getting needs met. Misbehaving works so students do it again. Our job is to make a professional judgment (hypothesize) about what purpose or function the behavior is serving the student and then decide what we can do to get that need met in a safe, respectful, responsible learning way. To make these decisions, we use the tried and true ABC's of behavior. We can use the ABC's to describe misbehavior (Figure 2).



We can also use the ABC science of behavior to plan interventions (Figure 3). When planning interventions we may decide to start with an observable description of the behavior, then brainstorm antecedents that will set the student up for success.

| <b>Intervention Plan</b>   |  |  |
|--|--|--|
| Antecedent<br>(Set student up for success by teaching, precorrecting, practicing, scaffolding, etc.)   | Replacement Behavior / Skill<br>(What we want the student to do instead) | OutCome<br>(What happens when student demonstrates behavior / skill)   |
| <p><i>Scaffold work by providing a starter sentence, picture prompt, choice of topic</i></p> <p><i>Determine expectation for the amount of work to be done (2 sentences, 3 paragraphs, etc.)</i></p> <p><i>Teach student expected amount of work and behavior.</i></p> <p><i>Review goal with student</i></p> <p><i>Precorrect student to review his "Best Effort Folder"</i></p> <p><i>Teach student to put post-it on desk when needs help and what to do while waiting.</i></p> | <p><i>Complete assigned (modified) independent writing tasks</i></p>     | <p><i>Quick teacher attention when post-it is displayed</i></p> <p><i>Conference at the end of independent writing to discuss progress toward goal</i></p> |

**Figure 3**

## 1. Tier 2 Responsibilities

The Tier 2 Team process is a professional learning community approach involving the classroom teacher, grade level teams, grade level Tier 2 Team representatives, intervention coordinators and the building Tier 2 Team. Responsibilities of all are described below.

### Teacher Responsibilities

Grade level teachers are responsible for a wide range of tasks to ensure students who do not respond to Tier 1 universal schoolwide positive behavior support components of teaching, practicing, giving specific performance feedback and effectively responding to behavioral errors. The teacher regularly tracks data to identify students who need Tier 2 support and take the student to the grade level team when:

- they have reached \_\_\_ major Office Discipline Referrals
- minor incidents persist \_\_\_ minors entered into SWIS
- attendance a concern \_\_\_ per trimester
- academic concerns – to be determined
- concern for students with internalizing behaviors

Another important responsibility of the teacher is to implement targeted classroom interventions and Tier 2 Small Group Interventions with fidelity. That means all steps to implement the interventions are followed consistently every day. Data must be collected and reviewed to determine the effect of interventions on student goals. Only with accurate data can it be decided if the intervention should be continued, changed or faded.

Communication is another important responsibility of the classroom teacher. Keeping family members aware of concerns will avoid any surprises at conference or grade card time. Seeking ideas from family members helps them be a part of the decision making as you go through the process. As required, teachers may need to gain parent permission for supports.

See the ***Positive Behavior Support Checklist*** in the Resource section for a complete list of steps to consider to support student behavior.

### Grade Level Team Responsibilities

Grade Level Teams (GLT) are the heart and soul of our Tier 2 system. During the behavior GLT meetings, members have two jobs: 1) to share ideas with their teammates discussing a student and 2) to reflect on and adopt strategies for students in their class who exhibit similar behaviors and functions of behavior.

The Grade Level Teams will develop a schedule, such as:

- 1st meeting, review data and brainstorm for social behavior interventions.
- 2nd meeting, review data and brainstorm for academic interventions.
- 3rd meeting, review progress monitoring data for students discussed during 1st week (social behavior).
- 4th meeting, review progress monitoring data for students discussed during 2nd week (academics).

## **Tier 2 Team Grade Level Representatives Responsibilities**

The representative from the Tier 2 Team who attend the weekly GLT meetings is the link between the GLT and the Tier 2 Team. The representative:

- Guides the GLTs through the process of defining the problem behavior, deciding the function, identifying a replacement goal and selecting interventions.
- Will refer students to Tier 2 Small Group interventions suggested by the GLT.
- Serves as a resource to assist teachers with students' concerns.

## **Tier 2 Small Group Intervention Coordinators Responsibilities**

Coordinators for Tier 2 Small Group Interventions manage all aspects of their assigned intervention, such as Check In/Check Out, Targeted Social Skills Groups and Targeted Academic Supports. This includes:

- Providing staff development for all implementing the specific intervention
- Processing referrals
- Insuring fidelity of intervention implementation
- Collecting and reviewing student data to measure student progress toward goals
- Sharing data with homeroom teacher monthly and all staff quarterly

## **Tier 2 Team Responsibilities**

The Tier 2 Team is responsible for the overall management of the system of support for Tier 2 students and teachers. The Tier 2 Team:

- Serves as problem solving team for students requiring Tier 2 interventions
- Develops targeted interventions that are continuously available
- Matches student need with appropriate targeted intervention
- Connects targeted interventions with schoolwide expectations
- Communicates about interventions with faculty and staff
- Monitors implementation of classroom and targeted interventions and student response to intervention
- Reviews data to recommend future action (fade, maintain or intensify)

## **“Full” Tier 2 Team (Tier 2 team plus 1 teacher from each grade level)**

**Once a month** the Tier 2 Team plus 1 teacher from each grade level meet to review and give feedback about the Tier 2 process. In addition this “Full” Tier 2 Team group receives additional professional development throughout the year. Members of “Full” Tier 2 Team provide assistance and expertise to grade level teams.

## 2. Student Identification Process

It is important all teachers regularly review classroom data to determine if students meet criteria for Tier 2 support. Following are the data decision rules used to identify students who meet the criteria for Tier 2 interventions.

- They have reached \_\_\_\_ major Office Discipline Referrals
- Minor incidents persist \_\_\_\_ minors entered into SWIS
- Attendance a concern \_\_\_\_ per trimester
- Academic concerns – to be determined
- Concern for students with internalizing behaviors

Here is a list of “Externalizing behaviors”:

- Disrupting class
- Refuse to do work
- Noncompliant/Refuse to follow directions
- Minor physical contact
- Property misuse
- Inappropriate verbal language
- Poor task completion

It is important to also keep those students who we exhibit internalizing behavior in mind and nominate them for Tier 2 interventions as appropriate. Examples of internalizing behaviors include:

- Exhibits sadness or depression
- Sleeps a lot
- Appears unmotivated
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting, head banging)
- Withdrawn

The first step to nominate a student for assistance from your grade level team is to follow the directions on the yellow ***Nomination for Assistance Tier 2 Form A*** (see Forms section of this handbook) and give to your Tier 2 Team Grade Level Representative.

### 3. Function Based Matching Process

When teachers have identified a student for Tier 2 interventions, the Grade Level Team will use **Grade Level Team Tier 2 Intervention Form D** (Resource Section) to brainstorm:

1. **Summary of Problem** --when the problem behavior occurs, what happens after the problem behavior and what is the function or pay off for the student.
2. **Replacement Behavior**-- What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix]
3. **Student Goal** (Measurable; Consider level of typical peer):
4. **Intervention Plan**—Antecedent Interventions (How we will set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.), Replacement Behavior and Response/Consequences (What happens when student demonstrates behavior / skill). See **Antecedent Interventions** (in Resource Section)
5. **Progress Monitoring (Assessment for Learning)**—How progress toward the student goal will be monitored
6. **Date the Plan will Begin**
7. **Action Plan**—the tasks that need to be completed to be sure the Intervention Plan is completed as planned

A **follow up meeting** of the grade level team will be held to share data on the student's progress toward his/her student goal. At that time it will be decided:

- To continue the intervention
- To maintain or modify the intervention
- To try other interventions
- To refer the student to a Tier 2 Small Group Intervention

Remember Grade Level Team members have these jobs **during the team meetings**:

1. To share ideas with their teammates discussing a student and
2. To reflect on and adopt interventions for students in their class who exhibit similar behaviors and functions.
3. To discussion and problem solve implementation barriers and struggles
4. To discuss what worked and why and to celebrate



## **TIER 2 INTERVENTIONS**

Ongoing student assessment and progress monitoring, through the collection and review of accurate and appropriate data, will be used for decision making to determine the level of support individual students need.

Students who are identified as academically and/or behaviorally at-risk, as determined by data, may qualify for a function-based Tier 2 intervention. Tier 2 supports consist of targeted classroom and/or small group interventions. Available initial small group interventions are listed below. A plan to measure outcomes for each student receiving Tier 2 small group interventions will be developed.

### **1. Check In/Check Out (CICO)**

Purpose: The Check In/Check Out (CICO) process will provide systematic performance feedback for identified Tier 2 students who may benefit from daily organizational and behavioral support and positive adult attention. This intervention is most appropriate for students who seek or enjoy adult attention. This intervention also provides a positive communication link between home and school, sets students up for success, each morning, and can be faded to develop student self-management.

Coordinator: \_\_\_\_\_

### **2. Social Skills Groups**

Purpose: Social Skills Group (approximately 2-10 students in each group) will provide specific social skills training/instruction, based on the student's identified function of behavior. Replacement social skills behaviors identified from the Derby School Wide Matrix will be taught and practiced. Communication about skills addressed will be provided to classroom teachers of participating students. Student performance of skills will be acknowledged by all participating adults.

Coordinator: \_\_\_\_\_

### **3. Academic Supports**

Purpose Statement: Students who display inappropriate behaviors and social skills may also struggle with academic achievement. The results from curriculum based assessments will be utilized to monitor academic progress of all students. Students who are identified as at-risk may receive additional academic support. Learning concerns will be identified and targeted academic accommodations will be developed.

Coordinator: \_\_\_\_\_

## **4. Intervention Implementation**

The plan your grade level team helped you create is not worth the paper it is printed on if the interventions are not implemented consistently and as planned. This means each time the student has an opportunity to work on his/her goal, all staff will do their part to set the student up for success and give the student feedback about his/her performance as outlined in the plan. If any teacher needs support to implement the plan, contact their Tier 2 Team grade level representative team.

Another important point is to implement the plan and give it time to work. It is not unusual to see some pretty dramatic positive changes in a short period of time if the plan matches the function and is implemented with fidelity. With some students, we may need to persist and continue the plan long enough for the student to see we are going to be consistent in our implementation. Of course, if there is a dramatic and persistent increase in misbehavior, the plan will need to be reviewed.

## **5. Monitoring and Evaluating Progress and Making Decisions**

Gone are the days when we make decisions only by our “gut.” Monitoring progress on student learning targets is not a new idea. A simple method to monitor progress on the student goal will be decided by the grade level team. It will be important to select a method of monitoring progress (assessment for learning) that addresses the student goal. For example, if the goal is for the student to do 100% of his work (even if it is less than most of his peers) the method of progress monitoring could be a daily + or – to indicate how the student performed toward that goal. In preparation for the follow up meeting, the teacher could then calculate the number of +’s earned divided by the total number of days the student worked toward his goal. Only by collecting objective progress monitoring data will we know the student’s progress which will help make future decisions.

Progress monitoring data will also be collected by the Tier 2 Small Group Intervention coordinator. These data will be regularly reviewed by the coordinator and shared with the classroom teacher to make decisions about maintaining, revising, fading or discontinuing the Tier 2 Small Group Intervention.

At the building level, the Tier 2 Team will also collect data. The TIER 2 TEAM team will collect the total number of students receiving Tier 2 interventions (classroom and small group) and regularly review their progress. The Tier 2 Team will be responsible for sharing the “Big Picture” of progress of students receiving Tier 2 interventions to all staff.

## **6. Strategies for Communication**

Because there are several layers to the Tier 2 process, communication is critical! Just as important is regular and thorough communication with families to gain permission if needed and to keep them up-to-date on the plan. Other staff, such as specialists, special educators, and paraprofessionals who will be expected to implement the interventions as planned also need information to accurately and consistently implement the plan.

## Tier 2 Process Checklist

This checklist is provided to help guide staff through the process of accessing support for any student who is not responding to Tier one, universal academic and/or behavior expectations as compared to typical peers in the classroom. **Forms to use are in bold.**

| Date Completed | Process Steps   | Staff Responsible                                  |
|----------------|---|--|
|                | 1. Review data (see list of data sources, page 14) and identify student who needs Tier 2 support.   | Teacher  |
|                | 2. Discuss data and concerns with parents.  | Teacher  |
|                | 3. Complete the <b>Teacher Section of Form A: Student Nomination for Tier 2 Assistance:</b> and give to my Tier 2 Team grade level representative.  | Teacher  |
|                | 4. Self Assess Tier One – Schoolwide and Tier One-Classroom interventions by reviewing the <b>Form B: Positive Behavior Support Checklist and Self Assessment</b>                                       | Teacher  |
|                | 5. Complete <b>Tier 2 Team Rep Section of Form A: Student Nomination for Tier 2 Assistance</b>  | Tier 2 Team grade level rep.                       |
|                | 6. Discuss self assessment of Tier One – Schoolwide and Tier One - Classroom of the <b>Form B: Positive Behavior Support Checklist and Self Assessment.</b>   | Teacher and Tier 2 Team grade level representative |
|                | 7. Make classroom environmental modifications based on self assessment of Tier One – Schoolwide and Tier One-Classroom of the <b>Form B: Positive Behavior Support Checklist and Self Assessment.</b>   | Teacher  |
|                | 8. Add nominated student’s name to the <b>Form C: Tier 2 Progress Monitoring Form.</b> Schedule review at Grade Level Team.   | Tier 2 Team grade level rep.                       |
|                | 9. Schedule grade level team meeting to discuss student.  | Tier 2 Team grade level rep.                       |
|                | 10. Review <b>Form A</b> and complete Function Based Matching Process to develop environmental interventions for student, using <b>Form D: Grade Level Team Tier 2 Function Based Matching Process.</b> | Grade Level Team                                   |
|                | 11. Schedule follow up meeting.   | Grade Level Team                                   |
|                | 12. Copy completed Tier 2 forms and give to teacher(s). Keep original. Copy in student permanent file.  | Tier 2 Team grade level rep.                       |
|                | 13. Implement targeted interventions from <b>Form D</b> and collect student progress monitoring data.   | Teacher(s)   |
|                | 14. Refer to and update <b>Form C: Tier 2 Progress Monitoring Form.</b>   | Tier 2 Team grade level rep.                       |
|                | 15. Send reminder to teacher 2 school days before the Follow Up Meeting.  | Tier 2 Team grade level rep.                       |
|                | 16. Bring student progress monitoring data to Follow Up Grade Level Team Meeting.   | Teacher  |

| <b>Date Completed</b> | <b>Process Steps</b>  | <b>Staff Responsible</b>               |
|-----------------------|---|--|
|                       | 17. Discuss student's progress toward his/her goal during follow up meeting using <b>Form E: Follow Up Meeting</b> and decide whether to maintain, modify or refer to a Tier 2 Small Group Interventions (e.g. Check in/Check out, Social Skills Group) | Grade Level Team                       |
|                       | 18. Regularly refer to, update and follow up on student using the <b>Form C: Tier 2 Progress Monitoring Form.</b>   | Tier 2 Team grade level representative |

## List of Data Sources to Review for Student Nomination for Tier 2 Assistance

| Concern                | Data Decision Rule                    | Data Source  |
|------------------------|---------------------------------------|--|
| <b>Attendance</b>      |                                       |  |
| Attendance             | ___ per trimester                     |  |
| <b>Social Behavior</b> |                                       |  |
| Major Social Behavior  | ___ major office discipline referrals |  |
| Minor Social Behavior  | ___ minor office discipline referrals |  |
| Minor Social Behavior  | ___ safe seat                         |  |
| <b>Academics</b>       |                                       |  |
| Reading                |                                       | K Monthly Assessment<br>DRA-2<br>SRI<br>Comprehension Assessment<br>Other:   |
| Writing                |                                       | K Monthly Assessment<br>District Benchmarks Writing Assessment<br>Spelling Inventory<br>Other:                             |
| Mathmatics             |                                       | Kindergarten Monthly Assessment<br>Math Facts Assessment<br>Math Computation Assessment<br>Intervention Math Test<br>Other |

# TIER 2 FORMS

| <b>Form</b>  | <b>Page</b> |
|--|-------------|
| Form A<br>Student Nomination for Tier 2 Assistance                         | 16          |
| Form B<br>Positive Behavior Support Planning Checklist and Self Assessment | 18          |
| Form C<br>Tier 2 Grade Level Progress Monitoring                           | 20          |
| Form D<br>Grade Level Team Tier 2 Function Based Matching Process          | 21          |
| Form E<br>Tier 2 Follow Up Meeting   | 23          |

## Form A Student Nomination for Tier 2 Assistance

**Teacher Section:** 1) Complete this section. 2) Give to the Tier 2 Team representative for your grade level.

Student: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Student Strengths: \_\_\_\_\_

What Motivates Positive Behavior for Student?

\_\_\_\_\_

\_\_\_\_\_

**My Concern** (check any that apply)

|            |       |          |       |
|------------|-------|----------|-------|
| Attendance | _____ | Behavior | _____ |
| Reading    | _____ | Writing  | _____ |
| Math       | _____ | Other    | _____ |

**Provide Baseline Data for All Concerns Checked Above**

**Attendance:** Did student start the first day of school year? Yes\_\_ No \_\_  
If no, date student entered school: \_\_\_\_\_

**Behavior**

1. Attach SWIS report of major office referrals from Success Center Supervisor.

How many **major** office referrals for this student? \_\_\_\_\_

For each Possible Function below, write the total number from Major report.

|                        |                    |                            |
|------------------------|--------------------|----------------------------|
| Obtain peer attention  | Avoidance of peer  | Avoidance of task/activity |
| _____                  | _____              | _____                      |
| Obtain adult attention | Avoidance of adult | Provoked by peers          |
| _____                  | _____              | _____                      |
| Other                  | Unknown            |                            |
| _____                  | _____              |                            |

2. Attach SWIS report of minor office referrals from Success Center Supervisor.

How many **minor** office referrals for this student? \_\_\_\_\_

For each Possible Function below, write the total number from Minor report.

|                        |                    |                            |
|------------------------|--------------------|----------------------------|
| Obtain peer attention  | Avoidance of peer  | Avoidance of task/activity |
| _____                  | _____              | _____                      |
| Obtain adult attention | Avoidance of adult | Provoked by peers          |
| _____                  | _____              | _____                      |
| Other                  | Unknown            |                            |
| _____                  | _____              |                            |

3. Attach classroom Time Out of Instruction log.

**Academics:**

1. What common grade level interventions have been implemented?

Where they effective? Yes No

2. **Reading** Assessment Levels (all that apply for your grade level)

|                      |       |     |
|----------------------|-------|-----|
| K Monthly Assessment | DRA 2 | SRi |
|----------------------|-------|-----|

|  |                        |
|--|------------------------|
| What Comprehension Assessment were done? | What were the results? |
|--|------------------------|



3. **Writing** Assessment Levels

K Monthly Assessment

District Benchmarks Writing Assessment Score: 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_

Spelling Inventory Level

4. **Mathematics** Assessment Levels

K Monthly Assessment

Math Facts Assessment

Computation Assessment

Intervention Math Test

**Math Topic Test**

| Topic | Score | Topic | Score |
|-------|-------|-------|-------|
| 1     |       | 8     |       |
| 2     |       | 9     |       |
| 3     |       | 10    |       |
| 4     |       | 11    |       |
| 5     |       | 12    |       |
| 6     |       | 13    |       |
| 7     |       | 14    |       |

5. Attach Grade Level Monthly Assessment Record.

**Teacher, Stop Here** and give this Form A to your grade's representative on the **Tier 2 Team team**.

**Tier 2 Team grade level representative complete this box:**

**1. Attendance**

A. Total number of days of school for student (using date on Page 1 of Form A): \_\_\_\_

B. Total days absent \_\_\_\_

C. Compute student's percent of attendance:

\_\_\_\_ Days of attendance / \_\_\_\_ Total Days of School for student (A above) X 100 = \_\_\_\_ % of attendance

**2. Behavior**

A. Compute number of **major** referrals per days of school attended:  
\_\_\_\_ Majors / \_\_\_\_ Days of Attendance (1. A above) = \_\_\_\_

B. Compute number of **minor** Buddy Room referrals per days of school attended:

\_\_\_\_ Minors / \_\_\_\_ Days of Attendance (1.A above)= \_\_\_\_

C. Compute number of **time out of instruction incidents** per days of school attended (1.A above):

\_\_\_\_ Time Out of Instruction incidents / \_\_\_\_ Days of Attendance = \_\_\_\_

D. OPTIONAL: Compute the total minutes student has been out of instruction \_\_\_\_

**3. Date of review of Form B Positive Behavior Support Planning Checklist and Self Assessment for Tier 1—schoolwide PBS and Tier 1 classroom with classroom teacher:** \_\_\_\_

**4. Date Student Discussed at Grade Level Team Meeting** \_\_\_\_

## Form B

### Positive Behavior Support Planning Checklist and Self Assessment

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Tier One—Schoolwide PBS:** All Staff Consistently Teach, Give Specific Performance Feedback and Respectfully Redirect All Students.

**For Questions or Support** See Tier 1 PBS Coaches, PBS Team and Grade Level Team

| Tier One Process   | Staff Expectations to Support Student Behavior  |
|--|---|
| 1. PBS Expectations Matrix is our Social Curriculum  | <input type="checkbox"/> I have a copy of the matrix posted in my classroom and the All Settings Poster.<br><input type="checkbox"/> I know and can recite the schoolwide expectations and current lesson.<br><input type="checkbox"/> I have the current lesson topic posted in my room.   |
| 2. All Staff Teach All Students Lessons  | <input type="checkbox"/> I teach students what we want them TO do, using weekly lesson plan.<br><input type="checkbox"/> I designate time during the weekly/daily schedule to teach, practice and review the lesson plan.<br><input type="checkbox"/> Based on data, I reteach skills from the matrix as needed.<br><input type="checkbox"/> At least 80% of students can recite the schoolwide expectations and current lesson.  |
| 3. All Staff Give All Students Specific Performance Feedback Using "ticket"                | <input type="checkbox"/> I use schoolwide expectations and language on the matrix when I give students specific performance feedback.<br><input type="checkbox"/> I strive to give high rates (4 to 1) of positive specific performance feedback.<br><input type="checkbox"/> With my students, we set classroom goals for schoolwide "tickets" and celebrations.<br><input type="checkbox"/> All students can tell why they received a "ticket".   |
| 4. All Staff Give Effective Responses and Follow Continuum of Responses to Behavior Errors | <input type="checkbox"/> I know how to give a respectful redirect using expectations language and professional teaching tone and demeanor.<br><input type="checkbox"/> I know definitions and follow procedures for classroom managed behaviors (minors) <ul style="list-style-type: none"> <li><input type="checkbox"/> Buddy Room – use SWIS information</li> <li><input type="checkbox"/> Safe Seat</li> </ul> <input type="checkbox"/> I know definitions and follow procedures for office managed behaviors (majors) |
| 5. All Staff Will Collect Minor and Major Data   | <input type="checkbox"/> I consistently and fully complete and submit all required behavior forms<br><input type="checkbox"/> I review and reflect on monthly SWIS data.  |

**Form B**  
**Positive Behavior Support Planning Checklist and Self Assessment**

**Tier One - Classroom PBS:** All Staff Consistently Implement Classroom Essential Features to Provide a Predictable and Safe Learning Environment for All Students.

| <b>Classroom Essential Features</b>  | <b>Staff Expectations to Support Student Behavior</b>  |
|--|--|
| 1. Classroom <u>Expectations and Rules</u>   | <input type="checkbox"/> I have attended <b>Classroom Expectations and Rules</b> inservice.<br><input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations.<br><input type="checkbox"/> I have filed a copy of my classroom rules in the office.<br><input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.   |
| 2. Classroom <u>Procedures and Routines</u>  | <input type="checkbox"/> I have attended <b>Classroom Procedures and Routines</b> inservice.<br><input type="checkbox"/> I have used the <u>Create Your Classroom Routines Checklist</u> to develop my classroom routines.<br><input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines.<br><input type="checkbox"/> Students can tell the classroom procedures and routines. |
| 3. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback | <input type="checkbox"/> I have attended <b>Classroom Strategies to Acknowledge Appropriate Behavior</b> inservice.<br><input type="checkbox"/> I use a variety of strategies to give positive specific performance feedback.<br><input type="checkbox"/> I provide positive specific performance feedback at a ratio of 4: 1.<br><input type="checkbox"/> Students can tell how they receive acknowledgement for appropriate behavior.                                    |
| 4. Response Strategies & Error Correction  | <input type="checkbox"/> I have attended <b>Classroom Response Strategies &amp; Error Correction</b> inservice.<br><input type="checkbox"/> I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor.<br><input type="checkbox"/> I use a variety of classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students)  |



# Form D

## Grade Level Team Tier 2 Function Based Matching Process

Student: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

Complete the Brief 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 day/class/Activity/Routine)

| <b>Antecedent</b><br>(Trigger/Predictor) | <b>Problem Behavior</b><br>(Student Behavior of concern) | <b>Response</b>                             | <b>Function/Pay Off</b>   |
|--|--|---|---|
| <b>When...</b>                           | <b>The student will...</b>                               | <b>Then this happens<br/>(teacher does)</b> | So, the function of behavior is to:<br><b>Get or Avoid</b> (circle one) |

**2. Replacement Behavior** (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])

Continue on next page ⇒

**3. Student Goal** (Measurable; Consider level of typical peer, see *Matching Progress Monitoring Methods to Student Goals: Example*, Page 25 of this handbook):

**4. Intervention Plan** (See *Antecedent Interventions*, Page 26 of handbook)

|   |   |  |
|---|---|--|
| Intervention Strategy(ies):   |   |  |
| <b>A</b> ntecedent Interventions<br><i>(Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)</i> | <b>R</b> eplacement <b>B</b> ehavior / Skill<br><i>(What we want the student to do instead)</i> | <b>R</b> esponse / <b>C</b> onsequence<br><i>(What happens when student demonstrates behavior / skill)</i> |
|   |   | Positive Specific Feedback   |
|   |   | Corrective Feedback  |

**5. Progress Monitoring**

How will teacher monitor progress toward the student goal? (See example forms on pages 27-30)

**6. Date the Plan will Begin:** \_\_\_\_\_

**7. Action Plan**

What tasks need to be completed to be sure the Intervention Plan is completed as planned?

| Tasks to Complete                 | By Whom | By When |
|-----------------------------------|---------|---------|
| 1. Discuss plan with parents      |         |         |
| 2. Communicate plan to: (list)    |         |         |
| 3. Assign date to review progress |         |         |
| 4.                                |         |         |
| 5.                                |         |         |

**Form E**  
**Tier 2 Follow Up Meeting**

Student: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

1. Does data indicate progress toward the student goal (#3 on Form D)? \_\_\_\_yes  
\_\_\_\_no

2. Has the student met his/her goal? \_\_\_\_ yes \_\_\_\_ no

3. **If yes**, how will plan be maintained or modified?

4. **If no**, discuss:

- Was plan implemented as written?
- Why does the team think the plan did not work?
- How will plan be modified?
- Is it time to refer student to the Tier 2 Small Group interventions?

Check In/Check Out --

Small Group Social Skills Group ---

Academic Support ---

# TIER 2 RESOURCES

| <b>Resource</b>   | <b>Page</b> |
|---|-------------|
| Matching Progress Monitoring Methods to Student Goals: Examples | 25          |
| Antecedent Intervention Examples                                | 26          |
| Student Daily Progress Report, Sample Form 1                    | 27          |
| Student Daily Progress Report, Sample Form 2                    | 28          |
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| Example 1: Form D<br>Tier 2 Function Based Matching Process     | 31          |
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## Matching Progress Monitoring Methods to Student Goals: Examples

| <b>Example Student Goals</b>  | <b>Progress Monitoring Methods</b>  |
|---|---|
| 1. Student will complete 100% of his assigned (differentiated) independent writing tasks, 4 out of 5 days               | 1. On a daily log mark a + or - to count the number of 100% complete writing assignments (differentiated for student)                   |
| 2. Student will receive 80% of possible checks (happy face, etc) per day for 10 consecutive days.                       | 2. At the end of each day, calculate the percentage of possible points earned and record.   |
| 3. Student will follow directions the first time given for 80% of classroom transitions.                                | 3. Teacher create a log with a + column and a - column and mark after transitions occur. At end of day, compute percentage.             |
| 4. Student will work 15 minutes without teacher assistance for 4 independent work sessions per day for 4 out of 5 days. | 4. Create a form with four squares for the 4 daily work sessions, mark a + or - to count the sessions the student worked for 15 minutes |
| 5. Student will bring all materials to school (pencil, homework, notebook, books) each day for 5 consecutive days.      | 5. Teacher checks in with the student each morning and have student mark a weekly calendar with a + or -.                               |
| 6. During a 2 week period, student will have 90% attendance rate.   | 6. Check attendance record  |
| 7. Student will use respectful language and tone with all staff 80% of school periods for 10 consecutive days.          | 7. Teacher create a log with a + column and a - column. After work periods, mark log. At end of day, compute percentage.                |
| 8.  | 8.  |
| 9.  | 9.  |
| 10.   | 10.   |

## Antecedent Intervention Examples

| <b>Function</b>               | <b>Intervention Strategy</b>   | <b>Example</b>   |
|-------------------------------|--|--|
| Get Attention                 | Schedule adult attention   | <ul style="list-style-type: none"> <li>• Have adult work with student</li> <li>• Have adult provide periodic attention</li> <li>• Lunch meeting with teacher</li> <li>• Behavior plan</li> <li>• Grade level or teacher triage</li> </ul>  |
|                               | Schedule peer attention  | <ul style="list-style-type: none"> <li>• Pair student with peer</li> <li>• Use peer tutoring or mentoring</li> </ul>   |
|                               | Increase proximity to student  | <ul style="list-style-type: none"> <li>• Move seating arrangement</li> <li>• Periodically move about classroom</li> </ul>  |
|                               | Provide preferred activity   | <ul style="list-style-type: none"> <li>• When adult is occupied assign more preferred activity</li> </ul>  |
| Avoid                         | Adjust demand difficulty   | <ul style="list-style-type: none"> <li>• Provide easier work</li> </ul>  |
|                               | Offer choices  | <ul style="list-style-type: none"> <li>• Allow student to choose:                             <ul style="list-style-type: none"> <li>○ Task to complete</li> <li>○ Sequence of tasks to be completed</li> <li>○ Materials to use</li> <li>○ Where to complete task</li> <li>○ When to complete task</li> <li>○ With whom to complete task</li> </ul> </li> </ul> |
|                               | Increase student preference/interest in activity                               | <ul style="list-style-type: none"> <li>• Incorporate student hobbies/interests into activities</li> </ul>  |
|                               | Assure that activities have functional or meaningful outcome                   | <ul style="list-style-type: none"> <li>• Provide activities with valued outcome</li> <li>• Write and read Social Stories</li> </ul>  |
|                               | Alter length of task   | <ul style="list-style-type: none"> <li>• Shorten activity</li> <li>• Provide frequent breaks</li> </ul>  |
|                               | Modify mode of task completion   | <ul style="list-style-type: none"> <li>• Change medium/materials</li> <li>• Replace pencil and paper with computer, etc.</li> </ul>  |
|                               | Use behavioral momentum, task dispersal  | <ul style="list-style-type: none"> <li>• Present easy requests prior to difficult requests.</li> </ul>   |
|                               | Increase predictability  | <ul style="list-style-type: none"> <li>• Provide cues for upcoming or change in activities (instructional, visual, auditory)</li> </ul>  |
| Modify instructional delivery | <ul style="list-style-type: none"> <li>• Use pleasant tone of voice</li> </ul> |  |
| Tangible Item or Activity     | Provide a warning  | <ul style="list-style-type: none"> <li>• Indicate activity is about to end.</li> </ul>   |
|                               | Schedule a transitional activity   | <ul style="list-style-type: none"> <li>• Schedule a moderately preferred activity between highly preferred and highly nonpreferred activities</li> </ul>   |
|                               | Increase accessibility   | <ul style="list-style-type: none"> <li>• Put highly preferred items within students' reach</li> </ul>  |
| Sensory                       | Provide alternative sensory  | <ul style="list-style-type: none"> <li>• Offer radio to student seeking auditory reinforcement, or visual stimuli to a students seeking visual reinforcement</li> </ul>  |
|                               | Enrich environment   | <ul style="list-style-type: none"> <li>• Fill classroom with interesting and stimulating activities</li> </ul>   |

## Student Daily Progress Report Sample Form 1

Use this form to record progress for a small group of students who have a similar goal.

Date: \_\_\_\_\_

Students' Goal: \_\_\_\_\_

+ = goal met  
- = goal not met

| Names of Students<br>with Similar Goals | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Task 6 | Daily<br>Percentage<br>Met** |
|---|--------|--------|--------|--------|--------|--------|------------------------------|
|   | + -    | + -    | + -    | + -    | + -    | + -    |                              |
|   | + -    | + -    | + -    | + -    | + -    | + -    |                              |
|   | + -    | + -    | + -    | + -    | + -    | + -    |                              |
|   | + -    | + -    | + -    | + -    | + -    | + -    |                              |

\*\*Teacher – be sure to record each student's Daily Percentage Met on the Teacher Progress Monitoring Form.

## Student Daily Progress Report Sample Form 2

Date: \_\_\_\_\_

Student's Goal: \_\_\_\_\_

+ = goal met

- = goal not met

| Tasks ↓<br>Names ⇒     |     |     |     |     |
|------------------------|-----|-----|-----|-----|
| 1                      | + - | + - | + - | + - |
| 2                      | + - | + - | + - | + - |
| 3                      | + - | + - | + - | + - |
| 4                      | + - | + - | + - | + - |
| 5                      | + - | + - | + - | + - |
| 6                      | + - | + - | + - | + - |
| 7                      | + - | + - | + - | + - |
| 8                      | + - | + - | + - | + - |
| 9                      | + - | + - | + - | + - |
| 10                     | + - | + - | + - | + - |
| 11                     | + - | + - | + - | + - |
| 12                     | + - | + - | + - | + - |
| 13                     | + - | + - | + - | + - |
| 14                     | + - | + - | + - | + - |
| 15                     | + - | + - | + - | + - |
| 16                     | + - | + - | + - | + - |
| 17                     | + - | + - | + - | + - |
| 18                     | + - | + - | + - | + - |
| 19                     | + - | + - | + - | + - |
| 20                     | + - | + - | + - | + - |
| **Daily<br>Percent Met |     |     |     |     |

\*\*Teacher – be sure to record each student's Daily Percentage Met on their Teacher Progress Monitoring Form.

## Teacher Progress Monitoring Sample Form 1

**Directions:** After reviewing a student's Daily Progress Report Form, record the daily percentage the student received each day.

Student: \_\_\_\_\_ Start Date of Intervention: \_\_\_\_\_

Goal: \_\_\_\_\_

|                 |                 |                   |                  |                |
|-----------------|-----------------|-------------------|------------------|----------------|
| Monday<br>Date: | Tuesday<br>Date | Wednesday<br>Date | Thursday<br>Date | Friday<br>Date |
|                 |                 |                   |                  |                |
| Monday<br>Date: | Tuesday<br>Date | Wednesday<br>Date | Thursday<br>Date | Friday<br>Date |
|                 |                 |                   |                  |                |
| Monday<br>Date: | Tuesday<br>Date | Wednesday<br>Date | Thursday<br>Date | Friday<br>Date |
|                 |                 |                   |                  |                |
| Monday<br>Date: | Tuesday<br>Date | Wednesday<br>Date | Thursday<br>Date | Friday<br>Date |
|                 |                 |                   |                  |                |
| Monday<br>Date: | Tuesday<br>Date | Wednesday<br>Date | Thursday<br>Date | Friday<br>Date |
|                 |                 |                   |                  |                |



## Example 1: Form D

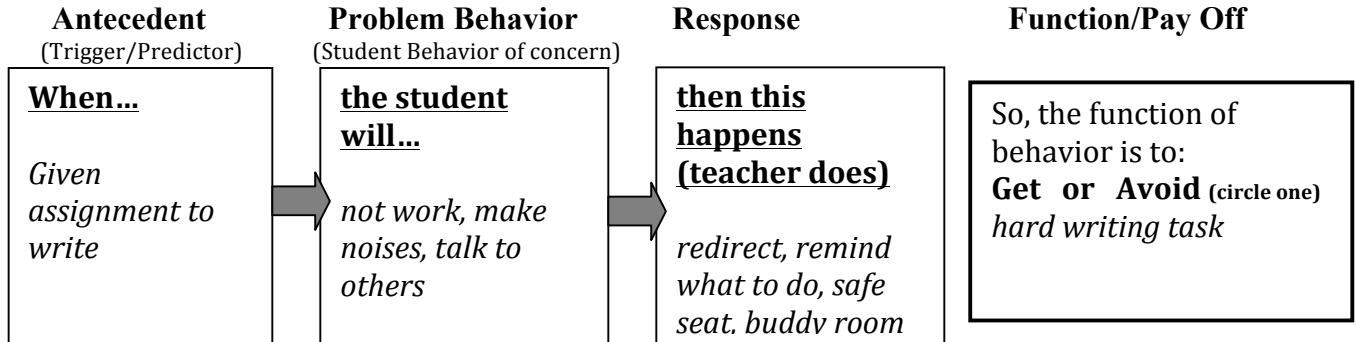
### Tier 2 Function Based Matching Process

Student: Tim Bob Classroom Teacher: Ms Great Grade: 4 Date: 1/4/2010

Complete the Brief Assessment of Function of Behavior & Matching Process with your grade level team.

#### 1. Summary of Problem

We have the most problems during independent writing time  
(time of day/class/Activity/Routine)



**2. Replacement Behavior** (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])

*Complete assignment independently, without teacher assistance*

**3. Student Goal** (Measurable; Consider level of typical peer, see *Matching Progress Monitoring Methods to Student Goals: Example*, Page 25 of this handbook):

*Student will complete 100% of his assigned independent writing tasks, 4 out of 5 days.*

#### 4. Intervention Plan (See *Antecedent Interventions*, Page 26 of handbook)

| Intervention Strategy(ies):<br><i>Adjust demand difficulty</i>   |  |   |
|--|--|---|
| <b>Antecedent Interventions</b><br><small>(Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)</small>   | <b>Replacement Behavior / Skill</b><br><small>(What we want the student to do instead)</small> | <b>Response / Consequence</b><br><small>(What happens when student demonstrates behavior / skill)</small>   |
| <p><i>Scaffold work by providing a starter sentence, picture prompt, choice of topic</i></p> <p><i>Determine expectation for the amount of work to be done (2 sentences, 3 paragraphs, etc)</i></p> <p><i>Teach Tim Bob to put post-it note on desk when needs help and what to do while waiting. Teach expected behavior.</i></p> <p><i>Review goal with Tim Bob and give precorrects</i></p> | <p><i>Complete assigned (modified) independent writing tasks</i></p>                           | <p><i>Quick teacher attention when post-it note is displayed.</i></p> <p><i>Conference at the end of independent writing to progress toward goal.</i></p> |

### 5. Progress Monitoring

How will the teacher monitor progress toward the student goal? (See example forms on pages 27-30)

*Count the number of completed writing assignments.*

6. Date the Plan will Begin: 1/6/2010

### 7. Action Plan

What tasks need to be completed to be sure the Intervention Plan is completed as planned?

| Tasks to Complete                    | By Whom  | By When   |
|--------------------------------------|----------|-----------|
| 1. Discuss plan with parents         | Ms Great | 1/5/2010  |
| 2. Communicate plan to: (list)       |          |           |
| 3. Assign date to review progress    | GLT Rep  | 1/19/2010 |
| 4. Add his assignments to sub folder | Ms Great | 1/5/2010  |
| 5.                                   |          |           |
| 6.                                   |          |           |
| 7.                                   |          |           |

### 8. Follow Up Meeting

Date: January 20, 2010

What is the student's progress toward his/her student goal (#3)?

Student completed 100% of his assigned independent writing tasks, 8 out of 9 days.

Does data indicate progress toward the student goal (#3)? X yes \_\_\_no

**If yes**, how will plan be maintained or modified?

*Continue to modify work, write a starter sentence together, maintain same level of expected work for 1 week then increase amount of work expected. Continue to conference each day.*

**If no**, Discuss these questions: Was plan implemented as written? Why does the team think plan did not work? How will plan be modified? Is it time to refer student to the Tier 2 Small Group interventions?

- Check In/Check Out ---
- Targeted Social Skills Group ---
- Academic Support ---

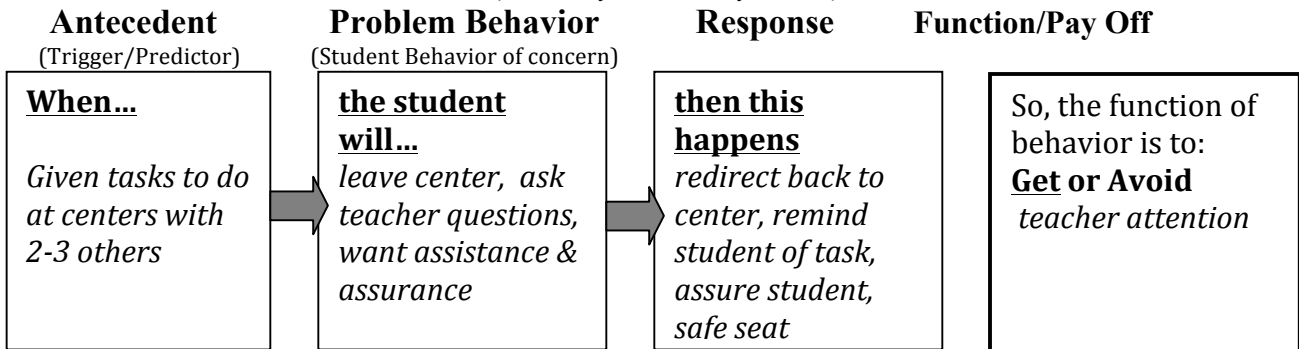


## Example 2 Form D

### Tier 2 Function Based Matching Process

#### 1. Summary of Problem

We have the most problems during *small group centers*  
(time of day/class/Activity/Routine)



**2. Replacement Behavior** (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])

*Stay in center and work*

**3. Student Goal** (Measurable; Consider level of typical peer, see *Matching Progress Monitoring Methods to Student Goals: Example*, Page 25 of this handbook):

*Student will stay in center and work 80% of center times per day for 10 consecutive days.*

#### 4. Intervention Plan (See *Antecedent Interventions*, Page 26 of handbook)

|   |  |  |
|---|--|--|
| Intervention Strategy(ies):<br><i>Schedule adult attention</i>  |  |  |
| <p><b>A</b>ntecedent Interventions<br/><small>(Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)</small></p>  | <p>Replacement <b>B</b>ehavior / Skill<br/><small>(What we want the student to do instead)</small></p> | <p>Response / <b>C</b>onsequence<br/><small>(What happens when student demonstrates behavior / skill)</small></p>  |
| <p><i>Reteach tasks to be completed at each center.</i></p> <p><i>Precorrect student to stay in center and work until the timer goes off.</i></p> <p><i>Teach peers to compliment each other for their work</i></p> <p><i>Teach goal &amp; individual point sheet</i></p> | <p style="text-align: center;"><i>Stay in center and work until timer goes off.</i></p>                | <p><i>Check in with student and give positive specific feedback for staying in center and working.</i></p> <p><i>Mark point sheet after each center time</i></p> |

#### 5. Progress Monitoring

How will the teacher monitor progress toward the student goal? (See example forms on pages 27-30)

*At the end of each day, calculate the percentage of possible points earned and record.*

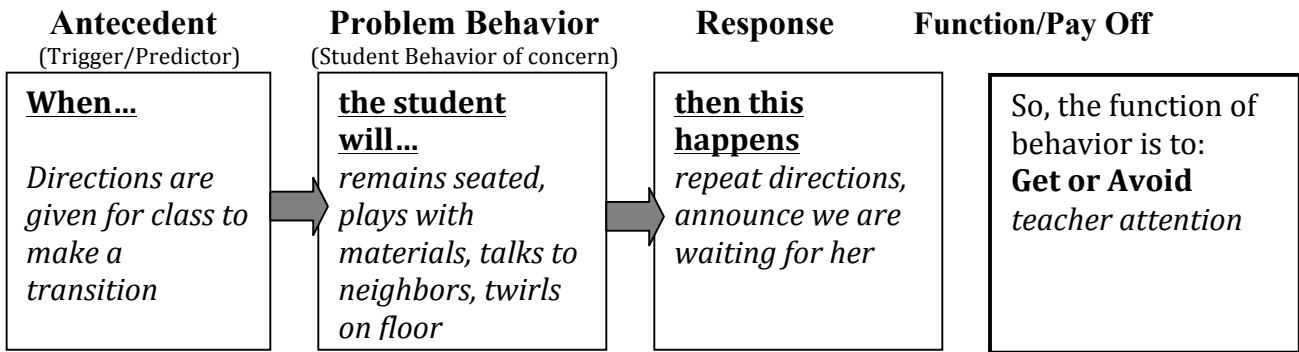
## Example 3 Form D

### Tier 2 Function Based Matching Process

#### 1. Summary of Problem

We have the most problems during *major classroom transitions (lining up, move to carpet, to desk, etc.)*

(time of day/class/Activity/Routine)



**2. Replacement Behavior** (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])

*Follow directions first time given*

**3. Student Goal** (Measurable; Consider level of typical peer, see *Matching Progress Monitoring Methods to Student Goals: Example*, Page 25 of this handbook):

*Student will follow directions for classroom transitions 80% of the time for 5 consecutive days.*

**4. Intervention Plan** (See *Antecedent Interventions*, Page 26 of handbook)

| Intervention Strategy(ies):<br><i>Schedule adult attention</i>   |  |  |
|--|--|--|
| Antecedent<br>(Set student up for success by teaching, precorrecting, practicing, scaffolding, etc.)   | Behavior / Skill<br>(What we want the student to do instead)                 | OutCome<br>(What happens when student demonstrates behavior / skill)   |
| <p><i>Reteach following directions.</i></p> <p><i>Precorrect student before directions are given</i></p> <p><i>Use the student as a model for others</i></p> | <p style="text-align: center;"><i>Follow directions first time given</i></p> | <p><i>Give student positive specific feedback each time he follows directions the first time.</i></p> <p><i>Show student the progress monitoring log when he follows directions the first time.</i></p> <p><i>Lunch with teacher when goal is met.</i></p> |

#### 5. Progress Monitoring

How will he teacher monitor progress toward the student goal? (See example forms on pages 27-30)

*Teacher create a log with a + column and a - column and tally after transitions occur. At end of day, compute percentage.*