Developing Effective Systems for Tier 3

Lessons from our problem solving journey

Today's Presenters

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EXCELSIOR SPRINGS
MIDDLE SCHOOL
Learners Today, Leaders Tomorrow

Excelsior Springs Middle School

Grades:
6-8

Enrollment:
646

Community:
Suburban

Demographics:
87% White, 4% Hispanic, 2% Black, 7% other
48% free or reduced lunch eligible

Faculty:
39 teachers, 2 instructional coaches,
2 counselors, 2 administrators

Excelsior Springs Middle School

Our Journey as a Learning Community

2007-08	PLC	1605 major ODRs
2008-09	PBS (Tier 1)	920 major ODRs
2009-10	RtI	610 major ODRs
2010-11	PBS (Tier 2)	548 major ODRs
2011-12	PBS (Tier 2)	433 major ODRs
2012-13	PBS (Tier 3)	495 major ODRs
2013-14	PBS (Tier 3)	398 major ODRs

"The effectiveness of the actions we take depends on the quality of questions we ask." (Vogt, Brown & Isaacs, 2003)

Tier 3 is about asking how to "maximize those strengths and minimize the kind of limitations that are present." (Sugai, 2011)

Our Focus Today

- ESMS process to help students through middle school transition.

- How we at ESMS help students bridge the gap from elementary to high school.

Specific Tier 3 Topics

- Process to complete FACTS A, B, and BIP.

- Data collection from multiple teachers.

- Parent and student involvement.

- Meeting timelines.

Tier 3 Core Team

Molly Kuebler – Facilitator, Intervention Coach, Academic Expert

Keelie Stucker – Assistant Principal

Valerie Staponski – Data Coordinator, Recovery Room

Bob Mason – Counselor

Chelsea Wallace – Teacher (Tier 2)

Mary DiGirlamo – Teacher (Tier 1)

Donna Thompson – District Behavior Specialist

Developing Effective Systems for Tier 3

Core Meeting

Lessons from our problem solving journey

Core Meeting

- Review student plans from previous year
- Identify students through school-wide data
- Data decision rule

  - *Unsuccessful Tier 2*
  - *Major 7*
  - *Minor 12*
  - *Tier 3 nomination*

- Set up interviews
- Set up parent meetings

Data Collection

- Tier 3 Checklist

- Teacher feedback, FACTS Part A

- Academic data

- Additional data

Tier 3 Action Plan Form

PBS Tier 3 Team Meeting Agenda and Minutes

EXCELSIOR SPRINGS
MIDDLE SCHOOL

	Date:	Time:	Location:	Facilitator:	Recorder:	Administrator
Today's Meeting	1/30/13	6:40-7:10am	Library	Molly Kuebler	Val Staponski	Keelie Stucker
Next Meeting	2/13/13	6:40-7:10am	Library	Molly Kuebler	Val Staponski	Keelie Stucker

Team Members in Attendance: Donna Thompson, Bob Mason, Molly Kuebler, Chelsea Wallace, Val Staponski, Mary Digirlamo.

Today's Agenda Items
1. Discuss current Tier 3 Students
2. Discuss students meeting data decision rule

Potential Problems Raised
1.
2.
3.

1. Current Tier 3 Students	Discussion/Decision/Task (if applicable)	Who?	By When?
	• Student 1 : Mr. Teacher has met with Student 1 and went over expectations of the new Tier 3 plan. Molly has met with all teachers to go over the plan • Student 2 :Donna has confirmed summary statement fro observation and talked with 5th grade teacher—small step reward and built relationship. Molly observe in Mr. Social Studies class Donna observe in Miss. Math class	Molly, Donna	2/13/2014
2. Students meeting data decision rule	**Discussion/Decision/Task (if applicable)**	**Who?**	**By When?**

Checklist

Tier 3 Checklist 13-14

File Edit View Insert Format Data Tools Help   All changes saved in Drive

	A	B	C	D
1	**Name**	XXXXXX		
2	Summary Statement	When lack of sleep and during independent activity, XXXXX is directed to work he will say he doesn't have materials or will just sit there, because this happens XXXXX obtains attention from the adult, therefore the function is to obtain attention		
3				
4	**Task**	**Date Completed**	**Staff Completed**	
5	Form A			
6	Parent Interview	1/14/2014	Keelie	
7	Student Interview	1/30/2014	Val	
8	Teacher Interview 1	1/14/2014	Chelsea	Teacher 1
9	Teacher Interview 2	1/15/2014	Molly	Teacher 2
10	Teacher Interview 3	1/15/2014	Mary	Teacher 3
11	#1 Action Team meeting	1/16/2014		
12	Form B	1/15/2014		
13	Observation 1	1/22/2014	Donna-(Class 1)	
14	Observation 2	1/23/2014	Molly-(Class 2)	
15	Observation 3		Donna- Wallace	
16				
17				

FACTS Part A

Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)

Student Name: XXXXXX   Date: Grade: 7th

Description of Problem Behavior

Problem Behavior (Obtained from identification process): Disrespect toward adults and other student—not working on classwork—Following direction when given	What does it look like (Topography) Argue with teacher when redirected, inappropriate response to other students or adult, not working on assignment—wanting to leave or wander class.	Frequency Intensity Duration

Record Review to Collect Student Information

Gather relevant information about the student, which will be used to look for patterns of behavior.

	Summarize Concerns	Grade(SRI/Acuity/MAP)
Office Referrals	3-Defiance	
Class Minors	7-Disruption, Tech, Defiance	
Absences/Tardies	4-absent	
Elective 1: Art (1st)	Will never work, a little bit argumentative when redirected.	
Elective 2 (7th)	Inappropriate responses and not completing class	

Context Analysis

Tier 3 Behavior Analysis

Problem Behavior-Argues with teacher when redirected, inappropriate response to other students and adults, not working on assignments during class, wanting to leave or wander class.

* Required

Student Name

xxxxxxxxxxxx

[ ]

Hour *

[▼]

Teacher Name *

[ ]

Type of Activity *
New report for each activity that see the behavior in--if 2 activities are the same click both

☐ Large Group

☐ Small Group

☐ Independent Activity

☐ Transitions

☐ Unstructured

Context Analysis

Likelihood of Problem *
- ☐ 1-Occurs less than once a month
- ☐ 2-Occurs at least once a month
- ☐ 3-Occurs at least once a week
- ☐ 4-Occurs at least three times a week
- ☐ 5-Occurs at least once a day
- ☐ 6-Occurs at least once during each activity

Comments
If Likelihood is 4, 5, or 6 please tell what happened before and how often you see behavior

[   ]

What is the response to the problem behavior
Choose all that apply if Likelihood is higher than 1
- ☐ Adult Respond (redirect, reteach, or provide assistance
- ☐ Peer respond(look at, laugh, or talk)
- ☐ Student obtains specific object/item
- ☐ Adult withhold/remove interaction(safe seat)
- ☐ Peer withhold/remove interaction (peers don't respond)
- ☐ Activity/Task is changed
- ☐ Student is sent to buddy room or office

Context Analysis

- Responses

Teacher Name	Type of Activity	Likelihood of Problem	Comments	What is the response to the problem behavior
Teacher	Independent Activity	6-Occurs at least once during each activity	Not working on assignments Daily refuses to do work, answers "I know" when redirected to do work.	Adult Respond (redirect, reteach, or provide assistance
Teacher	Independent Activity	5-Occurs at least once a day	During bell work or any quiet work time, he asks to leave to either go to SLC, the restroom , his locker, or the office--peers are good about ignoring behavior and keeps it from escalating	Adult Respond (redirect, reteach, or provide assistance, Peer withhold/remove interaction (peers don't respond)
Teacher	Independent Activity	6-Occurs at least once during each activity		Peer respond(look at, laugh, or talk), Student is sent to buddy room or office
	Independent Activity Total	17		
Teacher	Large Group	5-Occurs at least once a day	Wanting to leave or wander during Bellwork or writing activity	Adult Respond (redirect, reteach, or provide assistance
Teacher	Large Group	6-Occurs at least once during each activity		Peer respond(look at, laugh, or talk), Student is sent to buddy room or office
	Large Group Total	11		
Teacher	Small Group	6-Occurs at least once during each activity		Peer respond(look at, laugh, or talk), Student is sent to buddy room or office
	Small Group Total	6		
Teacher	Transitions	5-Occurs at least once a day	Wanting to leave or wander during Bellwork or writing activity	Adult Respond (redirect, reteach, or provide assistance
Teacher	Transitions	5-Occurs at least once a day	Asks to leave the roon before the class starts	Adult Respond (redirect, reteach, or provide assistance, Peer withhold/remove interaction (peers don't respond)

Interviews

- Tier 3 Checklist

  - Teachers

  - Student

  - Parents

Developing Effective Systems for Tier 3

Action Team Meeting1

Core Meeting

Lessons from our problem solving journey

Action Team Meeting 1

Members include:
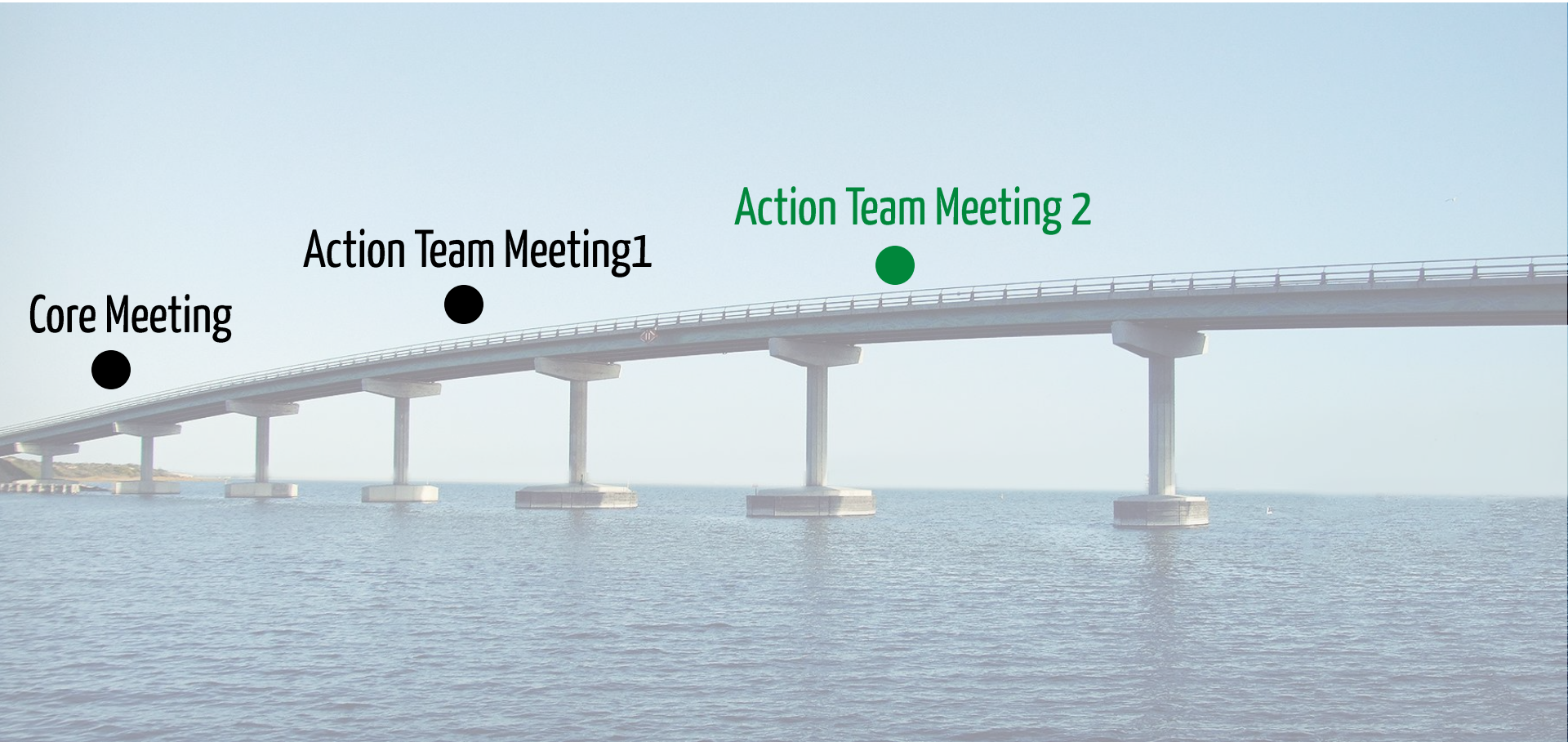
- Core Team
- Teachers of student
- Parent
- Student
- Review checklist
- Schedule observations
- Schedule next meeting in 2 weeks

FACTS Part B

Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part B)

Description of the Antecedent: Rank order the top two or three predictors of problem behavior in the context identified in Part A. Then ask follow-up questions to get a detailed understanding of each predictor.

Antecedents (Rank order top 2 or 3 predictors)		Follow Up Questions – *Be as Specific as possible*
___a. Large Group Activity	___f. Task too hard	If a, b, c, d or e– Describe setting/activity/context in detail: Will ask to leave, won't sit , keeps asking—behavior disrupts and continues louder and louder
___b. Small Group Activity	___g. Task too easy	If f, g, h, or i – Describe task/demand in detail
1 c. Independent Activity	___h. Task too long	_____
2 d. Transition	___i. Physical Demand	_____
___e. Unstructured Activity	___j. Correction/reprimand	If j – Describe purpose of correction, voice tone, volume
		_____

ANTECEDENT(s) / Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens . . . **Independent Activity**	Student will . . . . Ask to leave, talk to other student, when redirected will respond inappropriately to teacher/student	Because this happens . . . Is moved to safe seat or buddy room Therefore the function is to avoid specific activity
SETTING EVENT		
Lack of Sleep		

When lack of sleep and during transition or independent activity, XXXX is likely to ask to leave, talk to other students, when redirected will respond inappropriately to teacher/student because of this XXXXX is moved to safe seat or buddy room; therefore, the function of the behavior is to avoid specific task.

How confident are you that your Summary Statement accurately explains the problem behavior occurring?

Not at all			So-so		Very confident
1	2	3	4	**5**	6

Observations

- Completed by core team members

- Checklist (signoff)

- Completed before 2nd team meeting

- ABC form

- Observation in range of classes

Developing Effective Systems for Tier 3

Action Team Meeting 2

Action Team Meeting1

Core Meeting

Lessons from our problem solving journey

Action Team Meeting 2

- Confirm summary statement from observations and conversation.

- If not confirmed go back to FACTS.

- Create the Behavior Improvement Plan.

- Monitor progress.
  - Modified Check-in, Check out

Behavior Intervention Plan

ESMS Sample Behavior Intervention Plan (Page 1)

Student Name: XXXXX   Date of Meeting: February 27, 2014

Action Team Members: Core Tier 3 Team, teachers, parent and student

1. Competing Behavior Pathway

		Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement
		When given an assignment he completes every task without disruption.	When tasks are completed without disruption, he is given positive reinforcement from the teacher. Reinforcement may be verbal or a tiger paw.

Setting Event	Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
Lack of sleep- He is up late using his electronics.	When given an independent task that involves reading or writing..	When given a task he will get up out of seat, talk to other students, or ask to leave. He will argue with the teacher about his behavior.	Is moved to safe seat or buddy room	Avoid specific independent activity

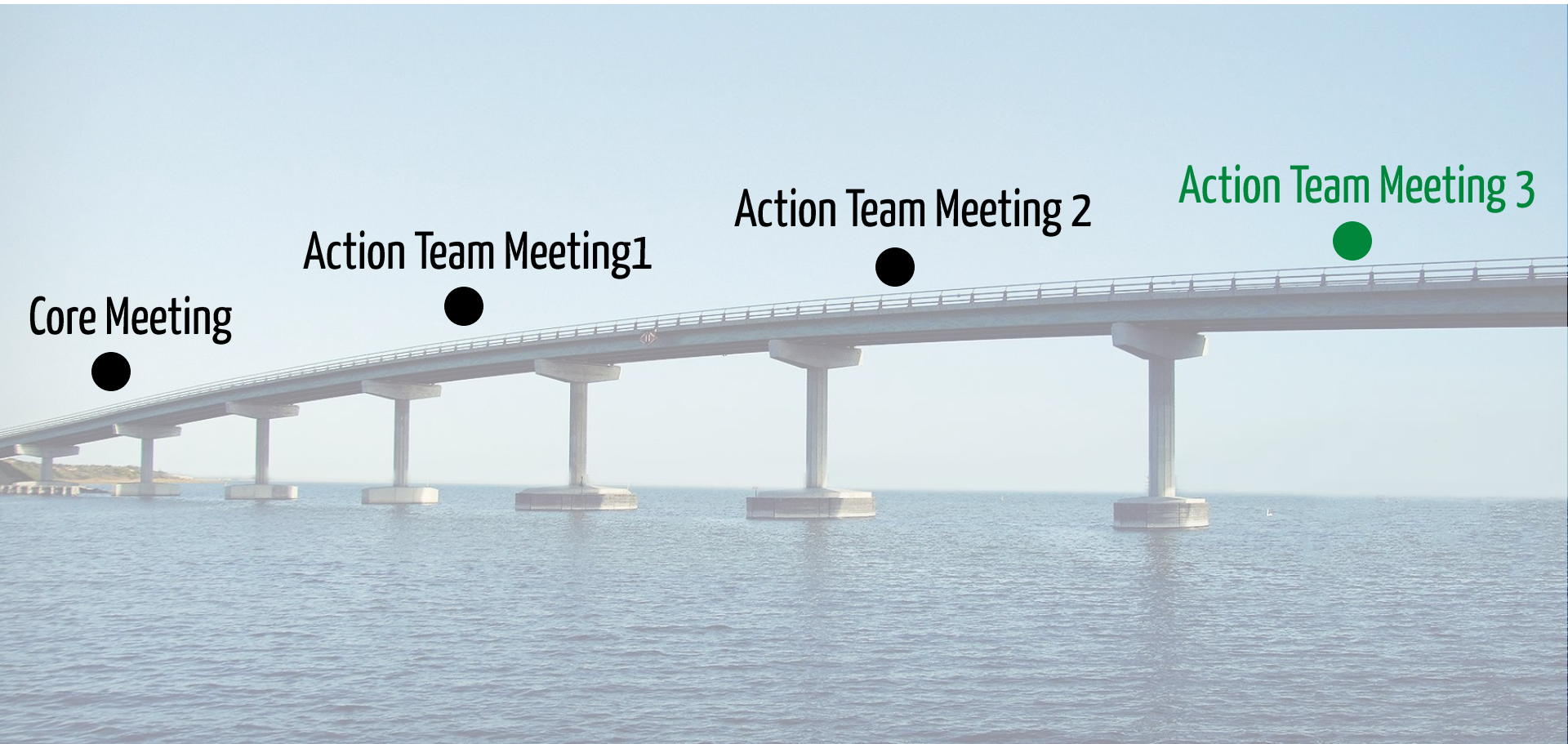| Alternative Replacement (Short Term Objective) |
|---|
| Ask to sit by/work with a partner or ask a partner for help each time he is doing independent work. |

Implementing the BIP

Intervention Coach

- Meeting and train the student.

    - Other team members may help train student

- Meeting and train all teachers individually.

Developing Effective Systems for Tier 3

Core Meeting

Action Team Meeting1

Action Team Meeting 2

Action Team Meeting 3

Lessons from our problem solving journey

Action Team Meeting 3

- Meet after four weeks of data

- Review student progress.

- Make changes if necessary.

- Check for fidelity.

Timeline

- Core Team Meeting to identify students needing BIP

- 1st Action Team Meeting, within two weeks after Core Team meeting.

- Set up Action Team Meeting #2.

Timeline

- Observations will be completed within two weeks of 1st Action Team Meeting.

- 2nd Action Team Meeting, within two weeks of 1st Action Team meeting.

- 3rd Action Team Meeting will be four weeks after plan has been created.

Challenges

- Started the process with too many students.

- Monitoring data of student progress.

- Fidelity of implementation of BIP with eight teachers in a day.

Advice on Implementation

- Start with one student and then add more as you move through the process.

- Strong foundation of PBS Tier 1 and Tier 2 practices.

- Provide training to all staff.

Successes

- Gives teachers a plan to support struggling students.

- Tool kit of ideas.

- Teachers are asking for suggestions.

- Increased communication about student issues.

Final Thoughts About Tier 3 Systems

Final Thoughts About Tier 3 Systems

- Is your **foundation** secure? Is it built to support change and continuous improvement?

Final Thoughts About Tier 3 Systems

- Are your structures for **intervention** meeting student needs? What would need to change for better delivery?

Final Thoughts About Tier 3 Systems

- How does your school **climate** support Tier 3 practices? What needs to happen to successfully introduce ideas from STI 2014 at your school?

Contact Information

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