

Tier 3 Student Support Meeting Process

Core Team Meeting

- Identifies student for Tier 3 Intervention and:
 - Identifies action team members
 - Determines who will notify action team members
 - Assigns action team member(s) to review student records
 - Assigns action team members(s) to interview staff, parent/family, student

Prior to next meeting: Action Team Members are notified of their participation and date of meeting. Record review and interviews are completed.

Action Team Meeting 1

- Team summarizes information collected (Adapted FACTS - Part A)
- Team identifies A-B-C for each problematic setting and generates a summary statement (Adapted FACTS - Part B)
- Team determines details for completing observations:
 - Who
 - When (dates and times)
 - Where (settings where problem behaviors occur and do not occur)
- Schedule meeting 2

Prior to next meeting: Observations are completed.

Action Team Meeting 2

- Team reviews and summarizes observation data
- If summary statement was not confirmed
 - Determine details for additional observations and schedule next meeting
- If summary statement was confirmed
 - Identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to misbehavior, and emergency plan
 - Document implementation plan
 - Determine method of data collection for monitoring progress
 - Schedule meeting 3

Prior to next meeting: Personnel identified in BIP implementation and monitoring components collect progress monitoring data.

Action Team Meeting 3

- Team reviews BIP implementation plan - did everyone implement with fidelity?
- Team reviews progress monitoring data
 - Based on data, the team will determine whether to: reteach adults and/or students; continue; modify; intensity
- Schedule next review meeting



PBS Tier 3 Team Meeting Agenda and Minutes

	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
<ol style="list-style-type: none"> 1. 2. 3.

1. Current Tier 3 Students	Discussion/Decision/Task (if applicable)	Who?	By When?
	<ul style="list-style-type: none"> 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?
	<ul style="list-style-type: none"> Student 3: Start paperwork—interviews have been set up see Tier 3 google doc for assignment. Meeting next week with mom Student 4: Start paperwork—will start interviews and set meeting up after meeting with other student 	Val Team members (checklist)	2/13/2014 2/13/2014
	•		

Additional Discussions



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

Student Name: XXXXXX Date: Grade: 7th

Description of Problem Behavior

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

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	
<i>Elective 1: Art (1st)</i>	Will never work, a little bit argumentative when redirected.	
<i>Elective 2 (7th)</i>	Inappropriate responses and not completing class work.	
<i>Science(2nd)</i>	Complete disrespect, Unwillingness to do anything Argumentative, Questioning all direction Carelessness	
<i>ELA 2-(8th)</i>		MAP—Basic SRI-1115 Advanced
<i>ELA 1 (4th)</i>	Wants to leave the classroom all the time—asks to go to SLC, locker, bathroom, office, counselor	RCBM—133 words/min-average MAZE-29/9 average—says he rushed
<i>Math(6th)</i> <i>SS (5th)</i>	shows disrespect, lack of concern for other students and can often be defiant.	
<i>PE(7th)</i>	Disrespect towards students and teachers Following Directions the first time even when he doesn't want to.	

Classroom Intervention

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures? yes

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? yes

If no, review implementation of Effective Classroom Practices with the Classroom Teacher.



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

XXXXXXXXXX

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

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

Submit

Never submit passwords through Google Forms.

ESMS Context Analysis (Screenshot of results from google form that teachers fill out)

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)

XXXXXX--Staff Interview Questions—Mrs. XXX

1. Describe a typical day for the child in your class
He spends a great deal of time off-task, talking out, not paying attention, and trying to get out of class.
2. What type of activity does the child choose when engaged in “free time”?
I’m uncertain what he likes to do during “free time”
3. What are some things the child does very well?
He works very hard when given a manual-labor job—stapling papers
4. What are some of the child’s challenges?
He has challenges when he’s given a redirection
5. What are your goals for the child?
Not be disruptive or cause a distraction, remain quiet during instruction and be respectful to all students and staff
6. Describe exactly what the child is doing when they are engaging in the problem behavior.
At any time he can be engaged in a problem behavior
7. What is the most common response to the problem behavior?
He say “geez, what did I do?”
8. Does anything occurring on a regular basis seem to make the behavior more likely?
His behavior is displayed on a regular basis.

Student Questions: XXX

1. Describe a typical day for you
Wake up in the morning early. Eat breakfast at home. Play video games before school. Mom brings to school. Here from breakfast. Come get sheet, walk around, and then go to class. Get a snack and eat. If tired lay down for nap. Play Xbox live. Wait until mom gets home at 6:30—eat dinner and then get on Facebook. Bedtime is varied—usually around 10:00 to 11:00. Might be later if on phone.
2. What do you like to do after school when you get home each day?
Play Xbox—get on facebook—talk/text on phone
3. Do you spend time with friends or people your own age?
Spend time with friends playing Xbox
4. What is your favorite class in school?
Like math and PE—does not really like school or like the sub for math
5. What do you like about that class?
PE—likes the teacher—says he is nice.
Math—favorite subject
6. Do you have people in your classes that you like to work with?
XXXXX and XXXXXXXX
7. What are some things that you do very well?
Get in trouble. Level up in Xbox
8. What are some things you have trouble with?
Not getting in trouble such as listening, following directions, and doing school work.
9. What are you goals for yourself at home and at school?
Home—getting to prestige master on Xbox live.
School—Not get in trouble, getting through high school. Wants to join military and be on active duty.

ESMS Tier 3 Checklist (Google Doc: all Tier 3 core members have access and able to edit)

	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				

ESMS A B C Observation Form

Observer: Teacher Student: XXXXXXX Location: Social Studies Class Date: _____

Time	Antecedent	Behavior	Outcome/Consequence
	Activity		
Prob. Beh.	During: Transition/ Independent activity	When: student is asked to work	Student will: ask to leave, talk to other students, when redirected will make comments, noises and argue with teacher
	Because: this happens is moved to safe sea, buddy room or office. Therefore the function is to avoid activity		
11:30	<input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify: was given social studies packet to work on and read	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: Was redirected back to social studies packet	Argued about how stupid the assignment was. There was not point to it <input checked="" type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> get specific activity/object <input type="checkbox"/> get specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/task removed <input type="checkbox"/> specific sensory input removed Notes:
11:35	<input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify:	<input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: was removed to hallway for conversation to regroup and come back and work on social studies packet	Made noises and sounds—looking around to see if anyone was looking <input checked="" type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes:

<p>11:36</p>	<p> <input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity </p> <p>Specify:</p>	<p> <input checked="" type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task </p> <p>Notes: was removed to hallway for conversation to regroup and come back and work on social studies packet</p>	<p>Teacher redirected student, was told again that this was stupid and he was not doing anything wrong</p>	<p> <input checked="" type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input checked="" type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed </p> <p>Notes:</p>
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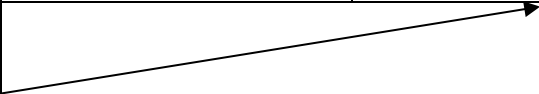
ESMS Sample Behavior Intervention Plan (Page 1)

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) When given an assignment he completes every task without disruption.	Reinforcing Consequences for Desired Replacement When tasks are completed without disruption, he is given positive reinforcement from the teacher. Reinforcement may be verbal or a tiger paw.	
Setting Event Lack of sleep- He is up late using his electronics.	Triggering Antecedent When given an independent task that involves reading or writing..	Problem Behavior 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.	Maintaining Consequences Is moved to safe seat or buddy room	Function 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.		

2. Intervention Strategies

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce Desired Behavior
At morning check in, Mrs. Staponski will check to see if he has had breakfast or if he needs a mint and some water to help him wake up.	<ul style="list-style-type: none"> • Work with partner to complete tasks if the assignment allows for partner work. • Sit by a preferred peer to complete independent work if partner work is not acceptable 	<ul style="list-style-type: none"> • Teachers will show him how to ask for a partner to work with or preferred peer to sit by for independent work (time, volume, and tone). It may vary by each class/teacher. 	<ul style="list-style-type: none"> • If classwork is completed all day, he will be rewarded with five minutes at the end of the day to talk with the secretaries or help out in the Learning Commons.