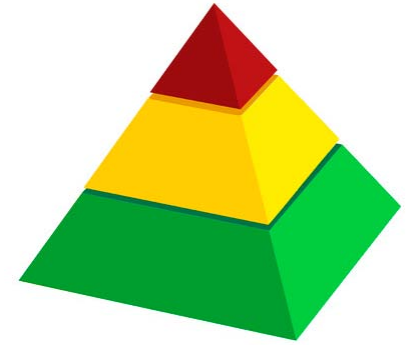


Implementing Tier 3 Systems



Excelsior Springs Middle School - June 13, 2013

Today's Presenters

Keelie Stucker, *Assistant Principal*

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— EXCELSIOR SPRINGS —
MIDDLE SCHOOL
— *Learners Today, Leaders Tomorrow* —

Demographics at ESMS



- Kansas City Region
- Grades 6-8
- 43 staff members
- 2 administrators
- 622 students



86.5% White
4.1% Hispanic
1.6% Black

49.7% eligible for free and reduced priced lunch

Our PBS Journey



Excelsior Springs Middle School



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

What will we be sharing?



- Process to complete FACTS A, B, and BIP.
- Data collection from multiple teachers.
- Meeting timelines.
- Parent and student involvement.

Tier 3 Core Team



Molly Kuebler – Facilitator, Intervention Coach, Academic Expert

Keelie Stucker – Assistant Principal

Valerie Staponski – Data Coordinator, Recovery Room

Bob Mason – Counselor

Ben Rubey – Teacher (Tier 2)

Mary DiGirlando – Teacher (Tier 1)

Donna Thompson – District Behavior Specialist

Meeting Times



- Core team meets every other week.
- Action meetings are in addition to the core team meetings.

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

Tier 3 Action Plan Form



Excelsior Springs Middle School Tier 3 Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Facilitator:	Recorder:	Administrator
Today's Meeting	1/18/2013	7:00	MS Library	Keelie Stucker	Val Staponski	Keelie Stucker
Next Meeting	2/1/2013	6:40	MS Library	Keelie Stucker	Val Staponski	Keelie Stucker

Team Members: Keelie Stucker, Val Staponski, , Mary Digirlamo, Ben Rubey, Molly Kuebler, Bob Mason, Donna Thompson, and Diane Feeley

Today's Agenda Items

1. Discuss Tier 3 students 8th grade-(-----)
2. Discuss Tier 3 students 7th grade-(-----)
3. Discuss Tier 3 student 6th grade-(-----)
4. New Students that meet the Tier 3 criteria

Additional Agenda Items

Next meeting for tier 3 falls on a Thanksgiving

Potential Problems Raised

- 1.
- 2.
- 3.

1. Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
8 th grade student- (-----)	<ul style="list-style-type: none"> • First round of observations are completed • Staff interviews are completed • interview student completed • 1st page of the FACTS doc has been completed • 2nd page with teachers comments on activities completed • 1st action team meeting held on 11/7 FACTS PART B completed • Observations assigned to confirm summary statement on Part B • Finish observations by 1/25/2013 • 2nd Action Team meeting 1/29 	Tier 3 team	1/29/2013-2 nd Action Team Meeting
8 th grade student- (-----)	<ul style="list-style-type: none"> • First round of observations are completed • Staff interviews are completed • Parent interview completed • action team meeting needs to be set up • Ben still trying to set up meeting to interview student • 1st page of the FACTS doc has been completed 	On Hold—since start of 2 nd semester not meeting requirements	

Tier 3 Action Plan Form



8 th grade student- (-----)		Tier 3 team	
2.-Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
7 th grade student- (-----)	<ul style="list-style-type: none"> • Staff Interviews-completed • Parent Interview—completed • Student interview-completed • FACTS Sheet Part A completed • 1st action team meeting 11/14/2012 • FACTS Sheet Part B Completed • BIP completed • Review Action team meeting 	Tier 3	2/1/2013
Agenda #3			
6 th grade student- (-----)	<ul style="list-style-type: none"> • Round 2—The behavior has changed so need to go back a redo observations due to this changed behavior • Observations have been set by Molly, Ben, and Val 	Tier 3 team	1/25/2013
Agenda #4			
6 th grade student- (-----)	<ul style="list-style-type: none"> • Tier 3 criteria met— • Revise FACTS Part A • Set 1st Action Team Meeting 	Tier 3 team	2/1/2013
8 th Grade student (-----)	<ul style="list-style-type: none"> • Tier 3 criteria met • Revise FACTS Part A • Set 1st Action Team Meeting 	Tier 3 Team	2/1/2013

Additional notes: Collection fo datat for tier 3 students with a drop box and 1st hour teacher holding sheet.

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the desired effects on student behavior?

Yes	So-So	No
x		
x		
x		
x		

If some of our ratings are “So-So” or “No,” what can we do to improve things?

Data Collection



- Tier 3 checklist
- Teacher feedback, FACTS Part A
- Academic data
- Additional data

FACTS Part A



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

Student Name: (-----) Date: 10/23/2012 Grade: 8th

Description of Problem Behavior

<u>Problem Behavior</u> (Obtained from identification process) Argues and refuses to work	<u>What does it look like</u> (Topography) Sitting not working, making noises, putting head down	<u>Frequency</u> Daily	<u>Intensity</u> 3	<u>Duration</u>
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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 (ODR)		
Classroom Minors		
Absences/Tardies		

FACTS Part A



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)
<i>Elective 1:Health</i>		
<i>Elective 2: Art</i>	Not working, lays head down, muttering under breath, redirect and still won't work	
<i>Science Biebighauser</i>	Not working or minimal effort on assignments. He starts work but give up easily if he doesn't know the answer right away	
<i>Reading Riechers</i>	not working or minimal effort	SRI: 628 Low comprehension (8 th grade should be 900) Maze – 15/2 Low comprehension and fluency.
<i>English Language Art-Seiter</i>	Frustrated at assignment, gives up, gets bored, acts out	Acuity ELA – Basic 26% RCBM – 134/2 Average fluency

FACTS Part A



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)
<i>English Language Art-Seiter Math Gibson</i>	Frustrated at assignment, gives up, gets bored, acts out	Acuity ELA – Basic 26% RCBM – 134/2 Average fluency
		Acuity Math – Below Basic 23%
<i>Social Studies List</i>		
<i>PE</i>	Has no respect for authority, does what he wants	
Other:i.e. nurse or counselor visits		

FACTS Part A



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.

Context Analysis of Social/Behavioral Performance

* Completed by each of the student's classroom teachers

List the Activities/Context in order of Priority for Behavior Support: Select routines with ratings of 5 or 6:
(Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).)

	Activities/Context	Problem Behavior(s)
Context 1		
Context 2		

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 – <i>Be as Specific as possible</i>
___a. Large Group Activity ___f. Task too hard ___b. Small Group Activity ___g. Task too easy _1_ c. Independent Activity _2_ h. Task too long ___d. Transition ___i. Physical Demand _3_ e. Unstructured Activity ___j. Correction/reprimand	<p>If a, b, c, d or e– Describe setting/activity/context in detail <u>After large group instruction when it is independent or unstructured work time refusing to work</u></p> <p>If f, g, h, or i – Describe task/demand in detail <u>Shuts down when asked to do 2+ pages of work.</u></p> <p>If j – Describe purpose of correction, voice tone, volume _____</p>



FACTS Part B



Description of the Consequence: Rank order the consequences that appear most likely to maintain the problem behavior in the context identified in Part A. Ask follow-up questions for consequences ranked #1 & 2.

Consequences (Rank order top 2 consequences.)	Follow-Up Questions – <i>Be as Specific as possible</i>
<p>___ a. adult(s) respond (look at or talk to student)</p> <p>___ b. peer(s) respond (look at, laugh or talk to student)</p> <p>_x_ c. get specific activity</p> <p>___ d. get specific object</p> <p>___ e. get specific sensory input</p> <p>___ f. removed from adult(s)</p> <p>___ g. removed from peer(s)</p> <p>___ h. specific activity removed</p> <p>___ i. specific sensory input removed</p> <p>_x_ j. task avoided</p>	<p>If a or b – Which adults or peers respond? _____</p> <p>_____</p> <p>How did the adults or peers respond?</p> <p>_____</p> <p>If c, d or e – What specific item, activity or sensory input did the child get? <u>“Student A” is sent to the office where he gets to watch and hear what is going on in the school.</u></p> <p>If f or g – From which adults or peers was the child removed?</p> <p>_____</p> <p>If h, i, or j – Describe specific task/activity/sensory input removed. <u>“Student A” is sent to the safe seat or office, therefore he doesn’t have to do his assignment.</u></p> <p>(Specifically describe the type of work within subject areas)</p> <p>Can the student independently perform the task? Y N</p> <p>Is further assessment needed to ID specific skill deficits? Y N</p>

FACTS Part B



SETTING EVENT(s): Rank order any events that happen outside of the immediate context (at home or earlier in the day) that commonly make problem behavior *more* likely or *worse* in the context described above.

___ hunger _1_ lack of sleep ___ illness ___ missed medication ___ conflict at home
 ___ conflict at school ___ homework not done ___ change in routine _2_ failure in previous class

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens . . . Independent work time	Student will Sit and do nothing (no classwork) because the teacher sends him to the office or safe seat.	Because this happens . . . He avoids the activity, he is sent to the office or safe seat Therefore the function is to obtain/ avoid <u>doing his work</u>
SETTING EVENT		
When asked to work		

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

Not at all

1

2

So-so

3

4

5

Very confident

6

Context Analysis



Description of Problem Behavior: Argues and refuses to work

1) Activity:	2) Likelihood of Problem: Low High	3) Comments:	4) What is the response to the problem behavior?
INDEPENDENT	1 2 3 4 5 6	<p>If Likelihood of Problem Behavior is a 4, 5, or 6</p> <p>Please explain what went on before behavior started, how long behavior lasted, and how often you see this behavior</p>	<p>(Write the # of the response that most often applies & is most likely maintaining the problem behavior.)</p> <ol style="list-style-type: none"> 1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. Student sent to timeout or office
1B-Teacher	1 2 3 4 5 6	Refuse to work, sit and do nothing	

Context Analysis



Description of Problem Behavior: Argues and refuses to work

1A-Teacher	1 2 3 4 5 6	Argue when asked to get to work.	
2-Teacher	1 2 3 4 5 6		
3-Teacher	1 2 3 4 5 6		
4-Teacher	1 2 3 4 5 6		
5-Teacher	1 2 3 4 5 6	Will sit and do nothing does not argue about this just won't work when redirect	1(4-5x), redirected, new papers given,
6-Teacher	1 2 3 4 5 6		
7-Teacher	1 2 3 4 5 6		
8-Teacher	1 2 3 4 5 6	Refusing to work continues the until sent to safe seat	

Tier 3 Checklist



Summary Statement During independent work when given instructions, "Student A" will sit and do nothing because the teacher sends him to the safe seat. Therefore the function is to avoid working.

Task	Date Completed	Staff Completed	
Form A	11/10/2012	Valerie	
Parent Interview		Keelie	
Student Interview			
Teacher Interview 1	email	Valerie	Teacher 1, Teacher 2
Teacher Interview 2	email	Valerie	Teacher 3, Teacher 4
Teacher Interview 3	email	Valerie	Teacher 5, Teacher 6
#1 Action Team meeting	11/7/2012	All teachers, Tier 3 Team, no parent or student	
Form B	11/17/2012	at meeting	
Observation 1	11/9/2012	Valerie	Social Studies
Observation 2			
Observation 3			

#2 Action Team BIP	Date completed	Actions, Resources	Person Responsible	Data Collected and Procedures	Goal Review Date	Evaluation Decision
Behavioral Goal #1	1/29/2013	Listen and participate	Valerie	CiCo		
Behavior Goal #2						
Safety Plan	Phase	What student does	Staff Response			

#3 Action Team Review

Generalization and Maintenance	Strategy	Person Responsible	Timeline



Action Team 1



Members include:

- Core Team
- Teachers of student
- Parent
- Student

Core Team Meeting



- Review checklist and progress towards BIP.
- Review new data.

Action Team Meeting 2



- Confirm summary statement.
- Create the Behavior Improvement Plan.
- Monitor progress.
 - Modified Check-in, Check out

Implementing the BIP



Intervention Coach

- BIP is emailed to all teachers.
- Meeting with student.
- Meeting with all teachers individually.

Action Team Meeting 3



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

Timeline



- 2nd Action Team Meeting, within two weeks of 1st Action Team meeting. (Set up review 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.

Advice



- Start with one student and then add more as you move through the process.
- Strong foundation of PBS Tier 1 and Tier 2 practices.

Successes



- Gives teachers a plan to deal with struggling students.
- Big tool kit of ideas.
- Teachers are asking for suggestions.
- Increased communication about student issues.

Contact Information

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