

SMS



GOING FOR GOLD WITH CHECK-IN / CHECK-OUT



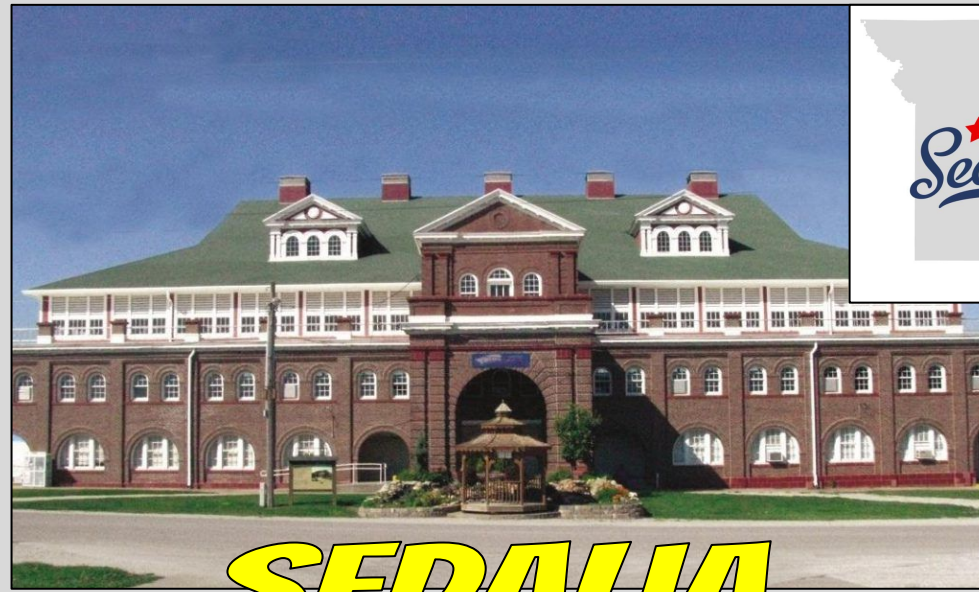
CREATING PLACES
WHERE **EVERYONE** BELONGS



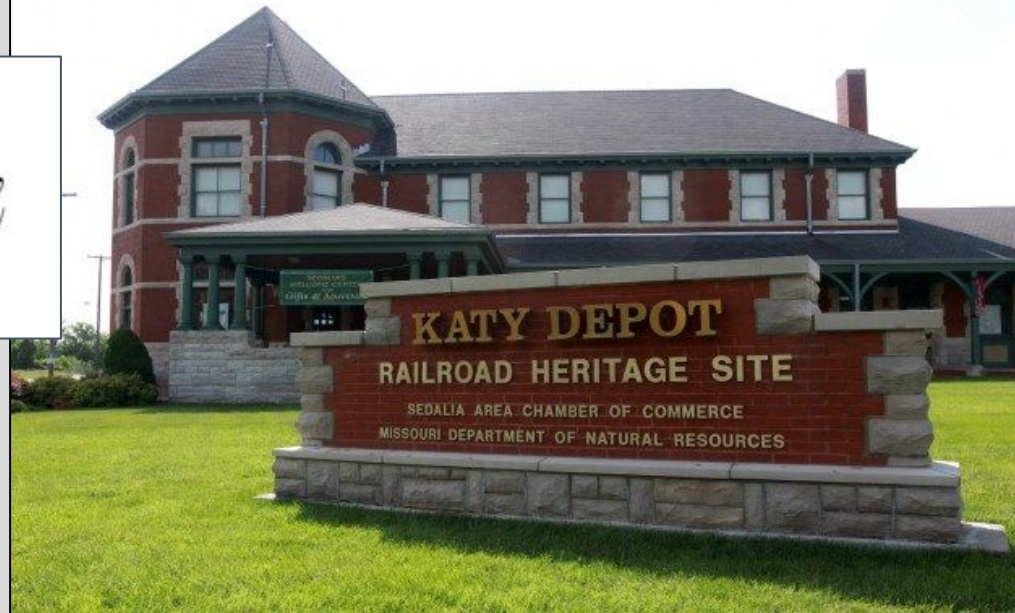
SEDALIA MIDDLE SCHOOL



CREATING PLACES
WHERE **EVERYONE** BELONGS

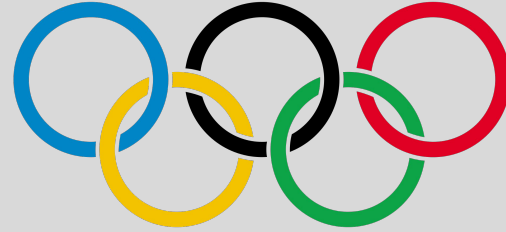


SEDALIA HOME OF THE TIGERS!



CREATING PLACES
WHERE **EVERYONE** BELONGS

DEMOGRAPHIC DATA



TOTAL STUDENTS

413 STUDENTS

FREE AND REDUCED LUNCHES

FULL PRICE

134 STUDENTS

REDUCED

27 STUDENTS

FREE

252 STUDENTS

ETHNICITY

WHITE

273 STUDENTS

ASIAN

4 STUDENTS

UKRAINIAN/RUSSIAN

24 STUDENTS

AFRICAN AMERICAN

40 STUDENTS

INDIAN

6 STUDENTS

HISPANIC

66 STUDENTS

504 PLANS

8 STUDENTS

SPED

61 STUDENTS



CREATING PLACES
WHERE **EVERYONE** BELONGS

PBS PROGRAM AND EXPECTATIONS

Be Safe

Be a Learner

Be Respectful

Be Responsible



CREATING PLACES
WHERE **EVERYONE** BELONGS

Sedalia Middle School Schoolwide Behavior Matrix

	All Settings	Classroom	Hallways	Cafeteria	Restrooms	Arrival & Dismissal
Be Safe	<ul style="list-style-type: none"> - Keep hands, feet, and objects to yourself - Walk - Be in assigned area 	<ul style="list-style-type: none"> - If someone bothers you: <ol style="list-style-type: none"> 1. Say, "Please stop!" 2. Ignore/Walk Away 3. Get help from a teacher - Follow safety expectations 	<ul style="list-style-type: none"> - <u>WALK</u> with a purpose - Stay to the right 	<ul style="list-style-type: none"> - Sit in assigned area unless dumping your tray - Face forward 	<ul style="list-style-type: none"> - Take care of business - Wash Hands - Place belongings in designated area 	<ul style="list-style-type: none"> - Be in assigned area - Use sidewalks and crossing zones - Be aware of surroundings
Be Respectful	<ul style="list-style-type: none"> - Follow Dress Code - Quiet Signal - Use polite language - Keep cell phones, toys, and other personal items in your locker 	<ul style="list-style-type: none"> - Be a good listener - Raise your hand - Speak in a respectful tone 	<ul style="list-style-type: none"> - Use locker time efficiently - Use your assigned locker - Take turns when accessing your locker 	<ul style="list-style-type: none"> - Single file line facing forward - Remain silent when entering the lunchroom - Remain silent in serving line - Talk quietly when seated 	<ul style="list-style-type: none"> - Give others privacy - Use nearest restroom 	<ul style="list-style-type: none"> - Follow teacher directions
Be Responsible	<ul style="list-style-type: none"> - Follow Directions - Be Accountable - Keep track of belongings - Be Organized 	<ul style="list-style-type: none"> - Be prepared - Bring all required materials to class - Turn in completed assignments. 	<ul style="list-style-type: none"> - Be on time to class 	<ul style="list-style-type: none"> - Clean up after yourself 	<ul style="list-style-type: none"> - Clean up: Throw away trash Toilet paper in the toilet Flush 	<ul style="list-style-type: none"> - Wait for designated dismissal - Be timely
Be a Learner	<ul style="list-style-type: none"> - Participate - Try your best - Be an active listener - Ask for help 	<ul style="list-style-type: none"> - Complete assignments to your best ability 	<ul style="list-style-type: none"> - Keep an eye out for others 	<ul style="list-style-type: none"> - Be a good friend - Follow cafeteria procedures - Model positive lunch expectations 	<ul style="list-style-type: none"> - Return to class quickly 	<ul style="list-style-type: none"> - Lead by example



CHECK-IN / CHECK-OUT



CREATING PLACES
WHERE **EVERYONE** BELONGS

HOW ARE STUDENTS SELECTED?

6 OR MORE OFFICE REFERRALS

TEACHER NOMINATION FORM

Application Form for Tier 2 Supports

Email address *

Your email

Student First and Last Name *

Your answer

Teacher First and Last Name *

Your answer

Grade *

Choose ▼



UNIVERSAL
SCREENER
SMS - Universal Screening Tool

Social, Academic & Emotional Behavior Risk Screener

Teacher Rating Scale

Please type the student's name (Last, First) *

Short answer text

Teacher name (Last, First) *

Short answer text

Copy for Sparks 17-18 SMS SAEBRS with calculations

		Score	Total	Average	Overall	Comments
1	Please type the student's name					70 Student also is classified as
2	Death					Homeless lives in shelter, with others not legal guardian, substantial conditions, etc.
3	A-10 Vothhangs					Home Issues
4	A-10 Vothhangs					Homeless lives in shelter, with others not legal guardian, substantial conditions, etc. See counselor for more
5	Falcous					EP
6	Kelley					EP
7	Falcous					Living with grandparents. Mom moved out of town and plans to move him with her later this semester.
8	Boothbanks					N/A
9	A-10 Vothhangs					SDA
10	Kelley					EP
11	Boothbanks					N/A
12	Falcous					mother is ill and in hospital out of state
13	Falcous					N/A
14	Boothbanks					Homeless lives in shelter, with others not legal guardian, substantial conditions, etc. Ryan is very combative
15	Falcous					SDA lives with grandparents
16	Boothbanks					ELL, EP
17	Death					EP
18	Pine					Home issues/frequent counselor visit
19	Boothbanks	13				N/A
20	Death					N/A
21	A-10 Vothhangs					Father previous EP/faring evaluated
22	Falcous					N/A
23	Boothbanks	10				Visited Royal Oaks as a patient, would benefit from social groups
24	Falcous					Father currently living with a grandparent but in the CPS system
25	Boothbanks	14				N/A
26	Falcous					N/A
27	Pine					Homeless lives in shelter, with others not legal guardian, substantial conditions, etc. EP Parent/Guardian
28	A-10 Vothhangs					inconsistent use of medicine
29	Boothbanks					Threatened to commit suicide multiple times this year
30	Death					Homeless lives in shelter, with others not legal guardian, substantial conditions, etc. EP
31	Falcous	14				Parent/Guardian ill
32	A-10 Vothhangs	14				EP
33	Kelley	14				N/A
34	A-10 Vothhangs	14				EP
35	A-10 Vothhangs					N/A
36	A-10 Vothhangs					Homeless lives in shelter, with others not legal guardian, substantial conditions, etc. Has a lot of difficulty
37	Falcous	14				N/A
38	Boothbanks	10				Adoption Verbs
39	A-10 Vothhangs					Adopted, Parent/Guardian ill
40	A-10 Vothhangs					Parents foster other children
41	Falcous	13				EP
42	Boothbanks					N/A
43	A-10 Vothhangs					Living (counselor outside of school)

Tylene Advanced Reporting

Home Page

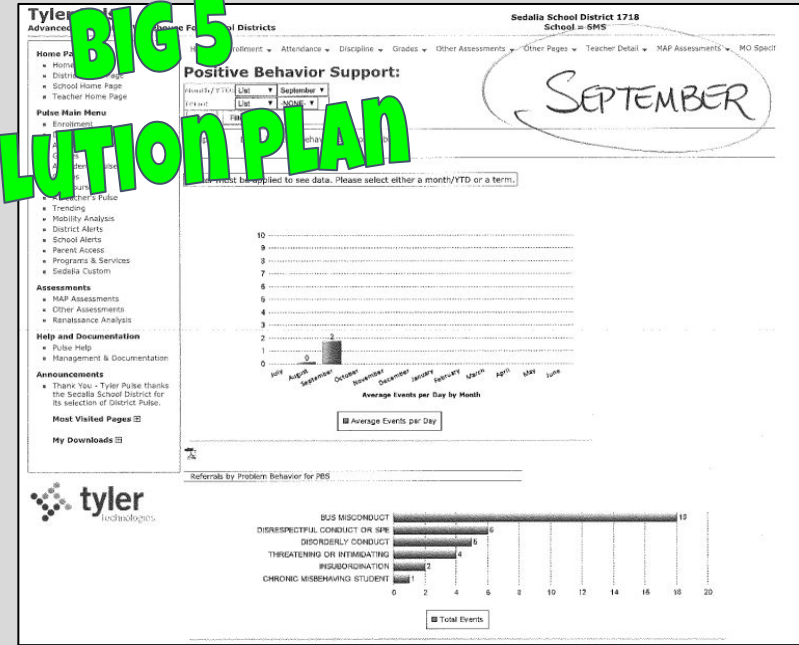
- Home Page
- District Home Page
- School Home Page
- Teacher Home Page

Positive Behavior Support:

Monthly

Live	September

BIG 5 SOLUTION PLAN

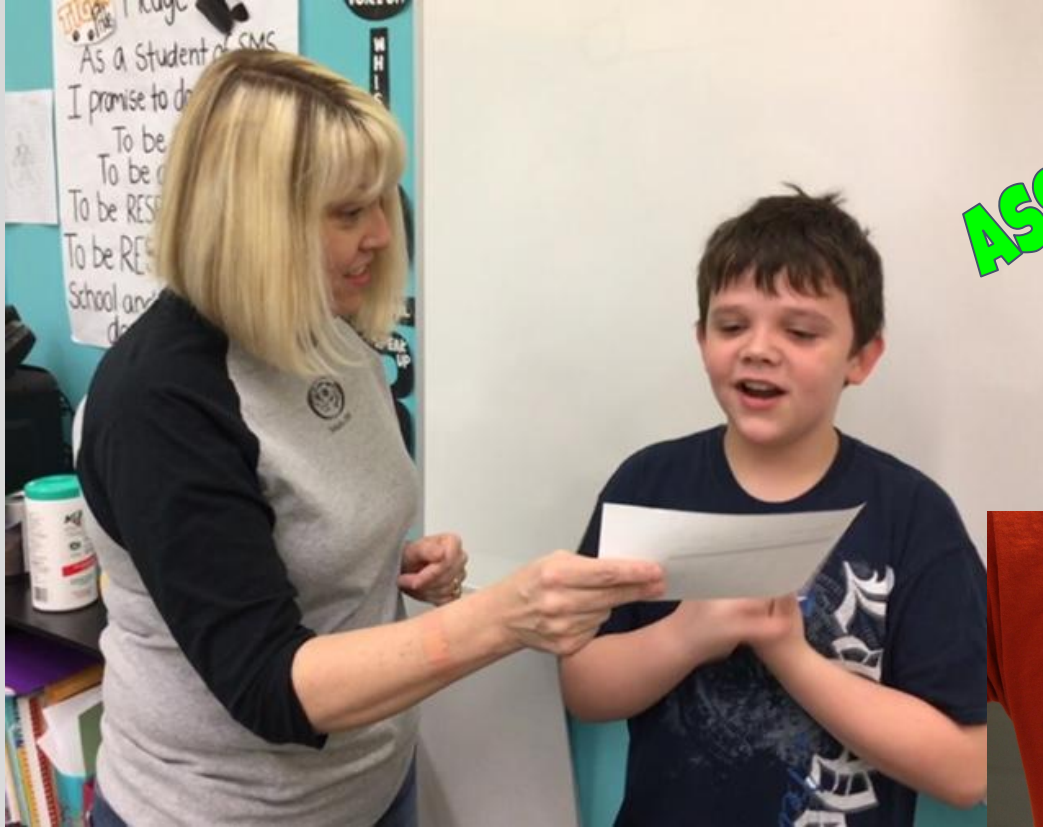


Sedalia Middle School - Sedalia 200			September	
<p align="center"><u>Precision Statement</u></p> <p align="center">Being disrespectful which is occurring with 5th grade students in the afternoon in the classrooms.</p>				
<p align="center"><u>Replacement Behavior</u></p> <p align="center">SMS expects students to show respect towards adults and students.</p>				
<p align="center"><u>SMART Goal</u></p> <p align="center">5th graders will decrease ODR's for disrespecting the educational process from 12:30-1:00 and 2:00-2:30 between October 18, 2017 and November 15, 2017, as measured by the Big-5 Data Report for the month of September.</p>				
Components	Action Steps	Person Responsible	Target Date	Evidence of Implementation
Prevent	Develop/Clarify a rule or procedure to address targeted behavior, Reteach targeted behavior	All Staff	11/15/2017	Academic Focus teachers will be expected to teach social skills lessons with a weekly focus addressing different aspects of respect. The PBS Tier 1 team will also monitor the amount of office referrals related to disrespect.
Teach	Teach/reteach identified expected behavior	Mrs. Garrison & Mrs. Fish with social lessons	11/15/2017	Administration observations
Recognition	Increase frequency of specific positive feedback (SPF) for targeted behavior/skill, Adjust reinforcers	All Staff	11/15/2017	Keep track of tiger tokens
Corrective Consequence	Review appropriate response to targeted behavior according to the behavior level/flow chart with staff. Consistently respond to targeted behavior using universal strategies (3 Questions, Guiding Hand, etc.)	All staff, Mrs Pannier (Admin) Ms. Gwaltney (Behavior Interventionist)	11/15/2017	Discuss at Tier 1 meetings twice a month

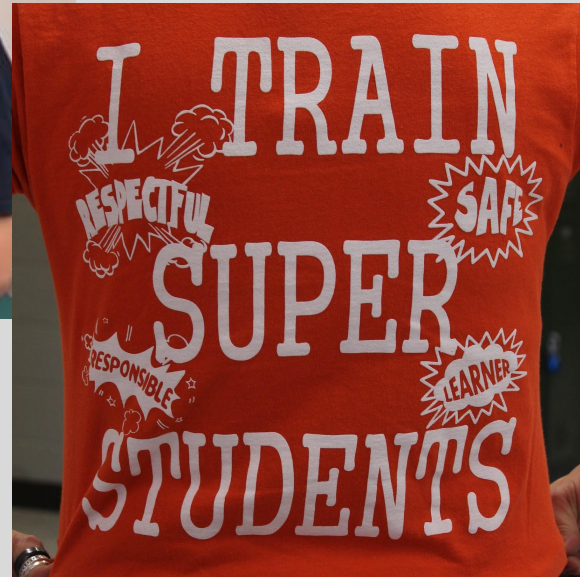
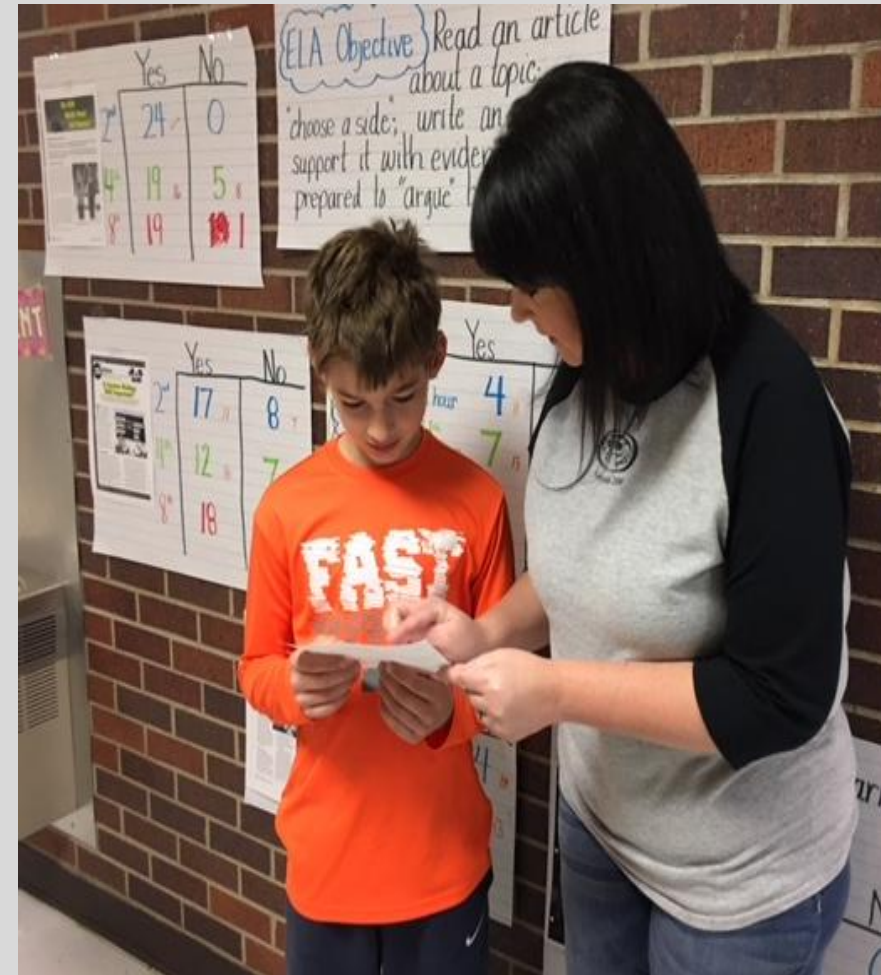


CREATING PLACES
WHERE **EVERYONE** BELONGS

WHEN AND WHERE DOES THE INTERVENTION OCCUR?



ASSIGNED TEACHER
ZONE ROOM



CREATING PLACES
WHERE EVERYONE BELONGS

WHO ARE THE FACILITATORS?

Tier 2 Team Responsibilities for the management of Support.

ELECTIVE TEACHERS

- Problem Solving for students who do not respond to classroom interventions
- Matches student need to targeted interventions.
- Connects targeted interventions with school-wide expectations
- Communicates intervention with faculty and staff
- Monitors student response to intervention
- Reviews data to recommend fading out of CICO



Staff	PBS Position	SMS Position
Sara Pannier	Administrator	Administrator
Shani Cooper-Gwaltney	Tier 2 Coach	Zone Room ISS
Shelley Lutjen	Tier 1 Co-Coach	Math Teacher
Taylor Thomas	Tier 1 Co-Coach	Science Teacher
Jeremy Fry	Tier 3 Coach	Media Specialist
Lindsey Fish	Social Skills	Counselor



CREATING PLACES
WHERE **EVERYONE** BELONGS

CLASSROOM TEACHERS

HOW ARE THEY TRAINED?

PBS NOTEBOOK

REGIONAL TRAINING

TIER 2 TEACHES STAFF

STUDENT WITH CICO FACILITATOR



CREATING PLACES
WHERE **EVERYONE** BELONGS

WHAT METHOD IS USED TO COLLECT DATA?

BASLINE DATA & FACTS

FACTS - SMS

Functional Assessment Checklist for Teachers and Staff
Please fill the form out completely for your student.

* Required

Student First Name: *

Your answer:

Student Last Name: *

Your answer:

Teacher's Last Name *

Your answer:

Problem Behavior:

Select NO MORE than two problem behaviors which you observe in your classroom setting: Student does NOT.... *

- ☐ Keep hands, feet, and objects to themselves.
- ☐ Sit in seat as expected.
- ☐ Follow teacher's directions immediately.
- ☐ Use expected language and volume appropriate for school.
- ☐ Respect others' belongings and personal space.

Hello Team!!!

John Doe has been selected to be evaluated for Tier 2 Interventions.

Please fill out Baseline sheets and go to link provided at the end of this document for FACTS. It is extremely important to do these steps so we have the necessary data we need.

BASLINE DATA SHEET / DAILY PROGRESS REPORT

There are two forms to fill out, one will be put in your mailbox the other is on a link located at the bottom of this page

In your mailbox you will receive a **CiCo Daily Progress Report** to collect Baseline Data starting **Monday-Friday of next week**

How to Fill it Out:

Over the next 5 days in your class you should keep track of the student's behavior.

This should be done without the student's knowledge.

This will allow us to collect baseline data to tell us how the student is doing with these behaviors before we start Check In Check Out (CiCo).

At the end of the five days (**Friday**), please return this form to Mrs. Gwaltney's mailbox.

How do you score the student each day??

3 = 0-1 prompts/reminders

2 = 2-3 prompts/reminders

1 = 4+ prompts/reminders

FACTS PART II

Please fill out the attached FACTS form by next **Friday**

Click on the **LINK** below to get form.

[CLICK HERE FOR FACTS](#)

DAILY PROGRESS REPORT

CiCo Daily Progress Report

Date

3 = 0-1 prompts/reminders 2 = 2-3 prompts/reminders 1 = 4+ prompts/reminders

Social Behavior	1st	2/3	4	5 th	6/7	8/9
Being Respectful	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Being Responsible	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Total Points						
Teacher Initials						

Goal: 23

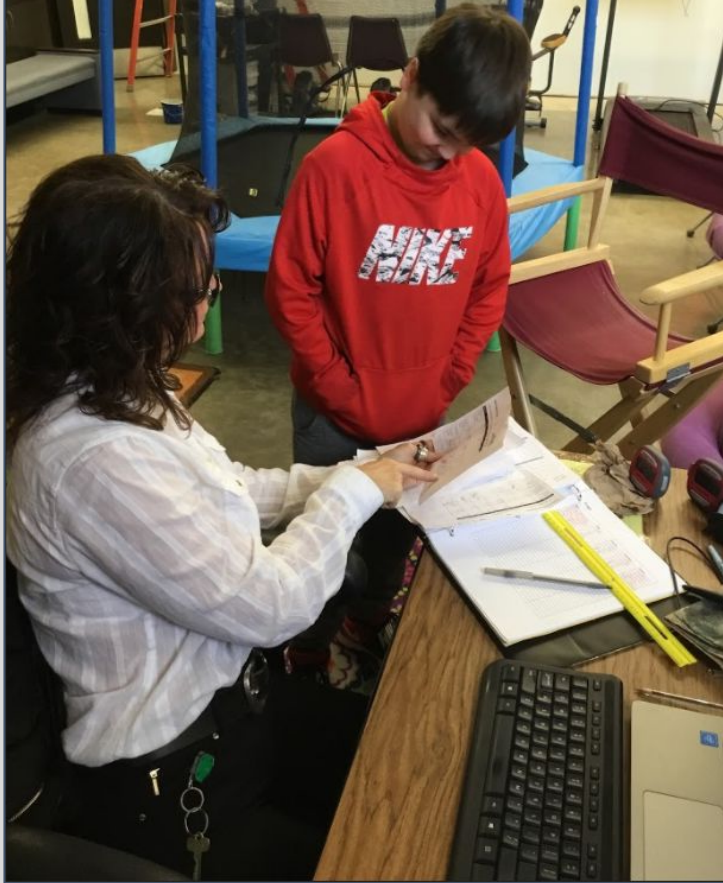
Score: /36 points



CREATING PLACES
WHERE **EVERYONE** BELONGS

WHO COLLECTS THE DATA?

TIER 2 COACH/ISS/ZONE ROOM COORDINATOR
TEACHERS COLLECT DPR'S



Advanced Tier 2 Spreadsheet - SMS - 2017/2018

File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 7:35 AM by Shani Cooper-Gwaltney

Date	Notes	Goal	Goal Line	Points Possible	Points Earned	Percent	Name	10 day Avg
10/23/17		80	80.00%	30	27	90.00%	Camron Schirra	115.00%
10/24/17	lost		80.00%			#N/A		
10/25/17	took home		80.00%			#N/A		
10/26/17			80.00%	30	32	106.67%		
10/27/17			80.00%			#N/A	Weekly Avg	98.33%
10/30/17			80.00%			#N/A		
10/31/17			80.00%	30	27	90.00%		
11/1/17			80.00%	30	15	50.00%		
11/2/17			80.00%	30	29	96.67%	Weekly Avg	78.89%
11/3/17	ISS		80.00%			#N/A		
11/6/17			80.00%	30	36	120.00%		
11/7/17			80.00%	30	28	93.33%		
11/8/17			80.00%	30	30	100.00%		
11/9/17			80.00%	30	22	73.33%	Weekly Avg	101.33%
11/10/17			80.00%	30	36	120.00%		
11/13/17			80.00%	30	35	116.67%		
11/14/17			80.00%	30	34	113.33%		
11/15/17			80.00%	30	24	80.00%		
11/16/17			80.00%	30	36	120.00%	Weekly Avg	107.50%
11/17/17			80.00%			#N/A		
11/20/17			80.00%	30	34	113.33%		
11/21/17			80.00%			#N/A		
11/22/17	Thanksgiving Breal		80.00%			#N/A		
11/23/17	Thanksgiving Breal		80.00%			#N/A		
11/24/17	Thanksgiving Breal		80.00%			#N/A	Weekly Avg	113.33%
11/27/17	ISS		80.00%			#N/A		
11/28/17	ISS		80.00%			#N/A		
11/29/17	ISS		80.00%			#N/A		
11/30/17			80.00%			#N/A		
12/1/17			80.00%	30	35	116.67%	Weekly Avg	116.67%
12/4/17			80.00%	30	34	113.33%		
12/5/17			80.00%	30	34	113.33%		

Daily Points



CREATING PLACES
 WHERE **EVERYONE** BELONGS

ADVANCED TIER II SPREADSHEET

HOW IS THE DATA USED BY THE TEAM?

Hello Team!!!

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SMS Tier 2 Meeting Agenda, Minutes and Problem-Solving Action Plan Form																								
Today's Meeting	Date: Oct 13, 2016	Time: 7:00-7:50	Location: Library Media Center	Norms: SW-PBS Builds a foundation of consistency in positive interactions within our school and community. We will establish school-wide expectations to create a climate of cooperation, academic excellence, respect, and safety.																				
Next Meeting		7:00-7:50	Library Media Center																					
Team Members Present: ▶▶ Shelley Lutjen ▶▶ Jeremy Fry ▶▶ Shani Gwaltney ▶▶ Sara Pannier ▶▶ Lindsey Fish ▶▶ Logan Patrick																								
Outcomes of Meeting: 1. We are collecting Facts and Baseline data on [REDACTED] 2. Pulled [REDACTED] off of Tier 2 CiCo (not responding) 3. Will potentially graduate 3 students after two weeks of perfect CiCo DPR scores.		Other Issues Evaluation of Team Meeting (Mark your ratings with an "X") <table border="1"><thead><tr><th></th><th>Yes</th><th>So-So</th><th>No</th></tr></thead><tbody><tr><td>1. Was today's meeting a good use of our time?</td><td></td><td></td><td></td></tr><tr><td>2. In general, did we do a good job of <u>tracking</u> whether we're completing the tasks we agreed on at previous meetings?</td><td></td><td></td><td></td></tr><tr><td>3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?</td><td></td><td></td><td></td></tr><tr><td>4. In general, are the completed tasks having the <u>desired effects</u> on student behavior?</td><td></td><td></td><td></td></tr></tbody></table> If some of our ratings are "So-So" or "No," what can we do to improve things?				Yes	So-So	No	1. Was today's meeting a good use of our time?				2. In general, did we do a good job of <u>tracking</u> whether we're completing the tasks we agreed on at previous meetings?				3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?				4. In general, are the completed tasks having the <u>desired effects</u> on student behavior?			
	Yes	So-So	No																					
1. Was today's meeting a good use of our time?																								
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4. In general, are the completed tasks having the <u>desired effects</u> on student behavior?																								
Agenda Item	Discussion/Decision/Task (if applicable)		Who?	By When?																				
Data Review -	ODR Data		Pannier																					
Teacher Nominations (by Form)			Fry																					
Other Students to Discuss (by Tier 2 Team)	Student Names:																							
Notes:																								



CREATING PLACES
WHERE **EVERYONE** BELONGS

HOW DO CLASSROOM TEACHERS REINFORCE SKILLS LEARNED?

TIGER TOKENS



STICKERS



CANDY

Verbal
feedback
given.

STUDENT OF
THE WEEK



CREATING PLACES
WHERE **EVERYONE** BELONGS

GOAL SETTING
PRIZES

S SPECIFIC
M MEASURABLE
A ATTAINABLE
R RELEVANT
T TIME-BOUND

THE 3AM TEACHER DESIGNS

HOW ARE SKILLS GENERALIZED IN OTHER AREAS?

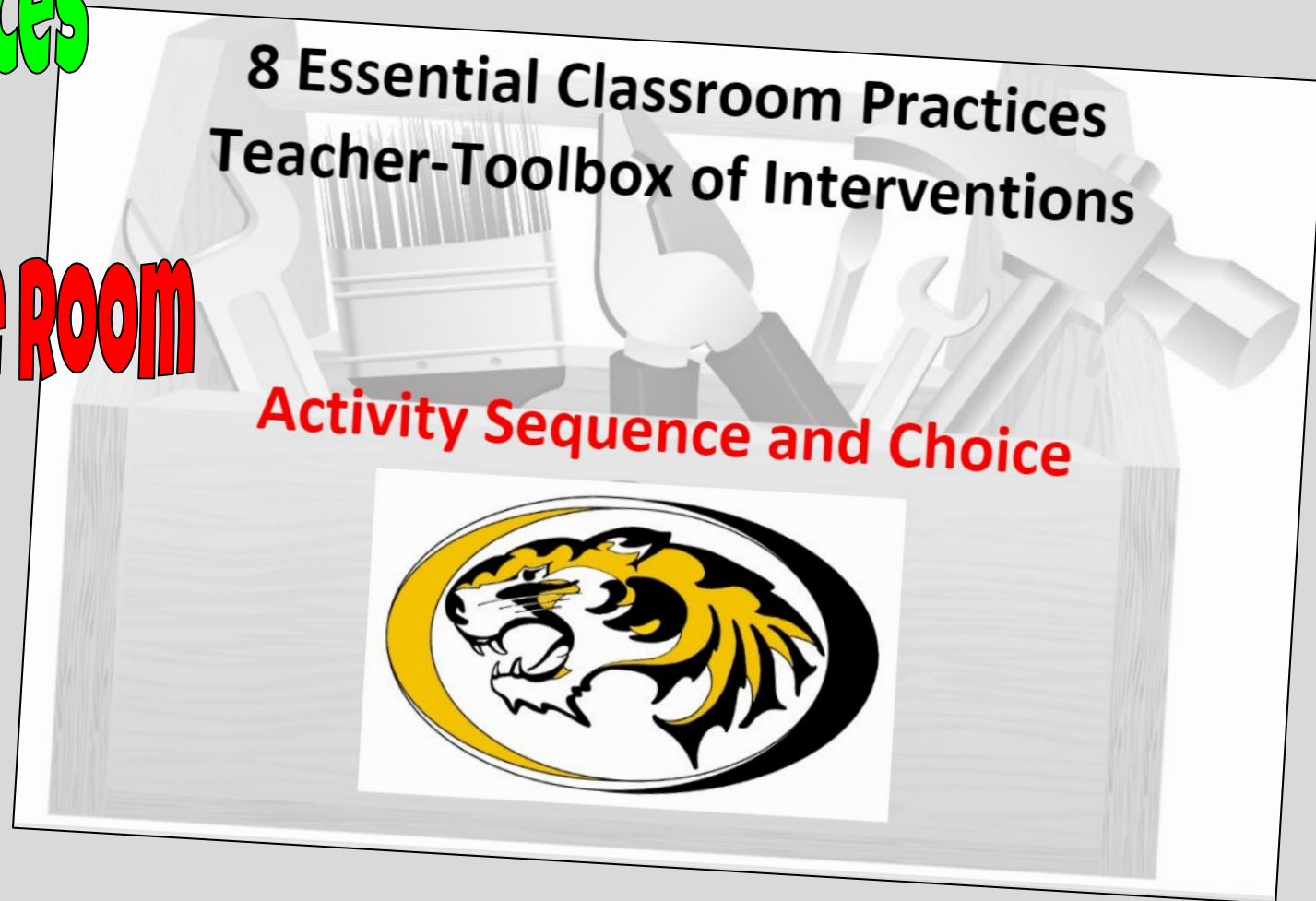
8 ESSENTIAL CLASSROOM PRACTICES

SOCIAL SKILL LESSONS

TAUGHT SELF REGULATION - ZONE ROOM

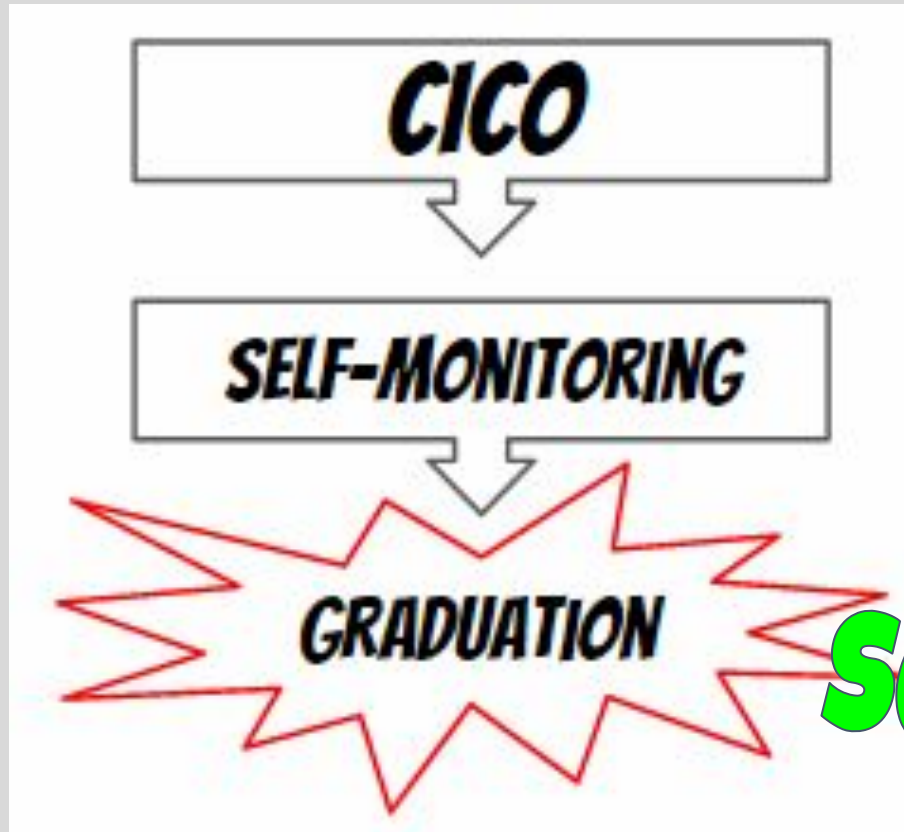
BOOT CAMP

BUDDY TEACHER



CREATING PLACES
WHERE **EVERYONE** BELONGS

WHAT IS THE METHOD FOR FADING?



SUCCESS!

**Self-Monitor
2 Weeks**



CREATING PLACES
WHERE **EVERYONE** BELONGS

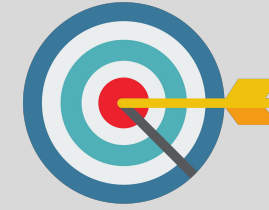
HOW IS GRADUATION CELEBRATED?

LUNCH on us!
GIFTS FROM THE TEAM!
BRING A FRIEND!



CREATING PLACES
WHERE **EVERYONE** BELONGS

OUTCOMES OF CICO



SCHOOL OUTCOMES

On CiCo	12
Student Choice	8
Graduated	2

INDIVIDUAL STUDENT OUTCOMES

	August	September	October	November	December	January	February	March
Number Of Discipline Incidents	0	0	4	2	2	1	0	0

	August	September	October	November	December	January	February	March
Number Of Discipline Incidents	0	0	3	0	0	0	0	1

	August	September	October	November	December	January	February	March
Number Of Discipline Incidents	1	5	7	2	0	1	0	0



CREATING PLACES
WHERE EVERYONE BELONGS

Sara Pannier

Administrator

PannierS@sedalia200.org

Shelley Lutjen

Tier 1 Co-Coach
5th Grade Math Teacher

LutjenS@sedalia200.org

Taylor Thomas

Tier 1 Co-Coach
5th Grade Science Teacher

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Shani Gwaltney

Tier 2 Coach
Zone Room/Triage/ISS

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Jeremy Fry

Tier 3 Coach
Librarian, Technology

FryJ@sedalia200.org

Lindsey Fish

Social Skills Coordinator
Counselor

FishL@sedalia200.org

Stacey Kuehner

PBS Team Representative
5th Grade Science Teacher

kuehners@sedalia200.org

