

# Practical Planning for Tier 3 Students

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DR. LAUREN GECHTER

CLASSROOMS ARE  
WHERE IT'S AT

FOR:

- Fidelity
- Consistency
- Equity

# Westridge: At a Glance

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- Raytown
- K-5
- 350 Students



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# Westridge: At a Glance

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- ADA attendance ended at 93.2%
- 100% free breakfast
- 77% of students qualify for free or reduced-priced lunch

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# Westridge: At a Glance

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- Student demographics:
  - African American - 59%
  - White - 19%
  - 12.5% - Hispanic
  - 9% - multiracial
  - remaining other

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# How are Students Referred to the Tier 3 Behavior Team

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- Decision Rule
- Parent Request
- Suspension
- Hospitalization

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# What is Westridge's Behavior Decision Rule?

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- 2 majors a week
- 3 movements a week
- Suspension
- Hospitalization



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# What happens after I nominate a student or the decision rule is met?

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- Students discussed during Behavior DRT (Data Review Teams)
- Teachers bring:
  - Non-responder data form
  - Student planning tool
  - Computer

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# Student Planning Tool

Student Name \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

## Student Planning Tool

Background Information		
How long has the student attended Raytown Schools?	Raytown:	Westridge:
What is the child's attendance record (past and present)?	Past Year(s):	Current Year:
Did last year's teacher have concerns? If so what concerns?		
Does the child have any medical diagnosis? If so, what? Does the child take any medication? If so, what?		
Does the child wear glasses or hearing aids? Are their concerns about vision or hearing?		
Has the child ever been tested for Special Education before? When and what were the results? (check perm record)		
When was the parent first contacted about the concerns? How frequently have you been in contact with the parents?	Date of Initial Behavior Contact:	Frequency of Contact for Behavior:
Has a social history been completed? By whom?		
Have there been changes in the child's home life so, what? (death, divorce, etc.)		
What are the child's strengths? (academic or non-academic)		

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# Non-responder Form

Day 1

Antecedent		Problem Behavior:	Consequence
Indicate below when the problem(s) are most likely to occur			
<u>Schedule:</u> ( <u>Time&amp;Subject</u> )	<u>Activity</u>	<u>Number of occurrences</u>	<u>What was the response to the problem?</u>
	<ol style="list-style-type: none"> <li>1. Large Group Activity</li> <li>2. Small Group Activity</li> <li>3. Independent Activity</li> <li>4. Transitions</li> <li>5. Unstructured Activity</li> </ol>	(This should match the response to the problem number)	(Write the # of the response that most often applies & is most likely maintaining the problem behavior.)-select all that apply <ol style="list-style-type: none"> <li>1. Adult(s) response (Redirect, Reteach Behavior, or Provide Assistance)</li> <li>2. Peer(s) respond (look at, laugh or talk to student)</li> <li>3. Student obtains specific object/item</li> <li>4. Adult(s) withhold/remove interaction</li> <li>5. Peer(s) withhold/remove interaction</li> <li>6. Activity/task is changed</li> <li>7. Student sent to SS, BR or RR</li> </ol>
	partner activity)	1 2 3 4 5 6	2, 3, 7

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# Step 1: Review

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- Attendance
- Permanent File
- Medical Diagnosis/Meds
- Glasses/Hearing aids
- SPED testing
- Parent Contact
- Social History
- Home Life Changes
- Strengths/Weaknesses
- Language Screening
- Academic Scores

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# Step 1: Review

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If a plan already exists

- Check Fidelity!

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# Step 2: Analyze data to identify behavior and function

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Behavior: What is the student doing

Function: The WHY of the behavior



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# Step 3: Identify replacement behavior

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This must feed the SAME function as the problem behavior

## Possible Functions of Behavior

- Gain/Avoid a task
- Gain/Avoid Attention
- Gain control
- Gain Sensory Input

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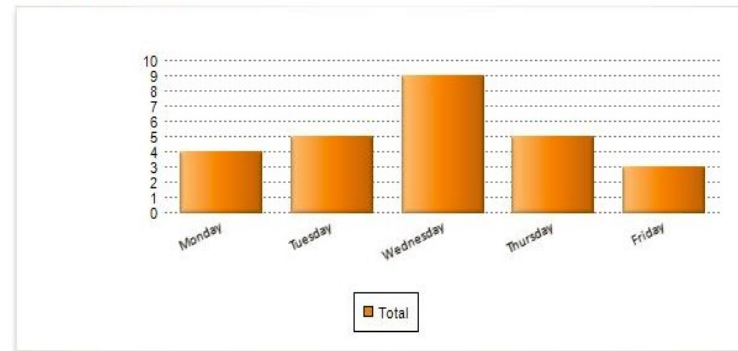
- Fidelity
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# Step 4: Look For Trends

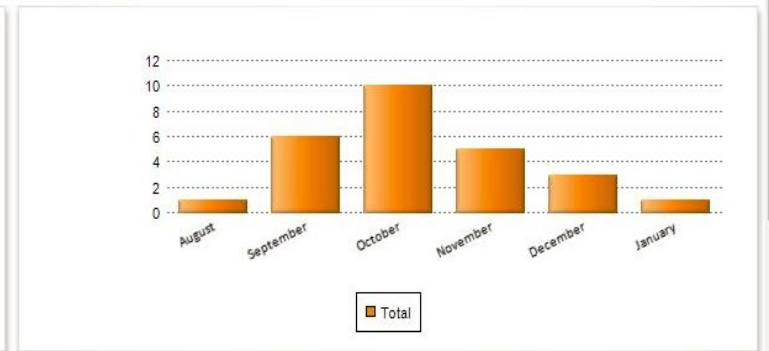
Trends help identify ideal times for intervention and prevention strategies

- Data to look at:
  - Time of Day
  - Day of Week
  - Types of behavior
  - Universal Screener

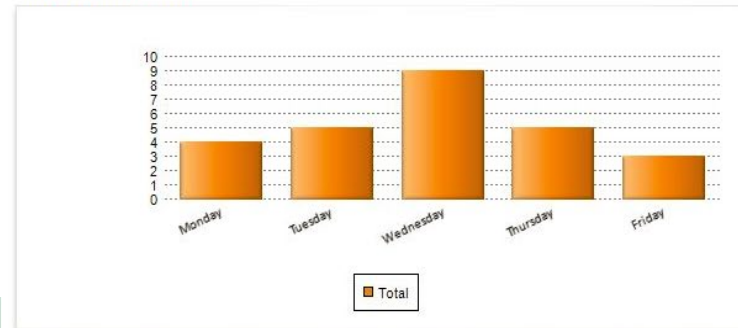
Referrals by Day of Week



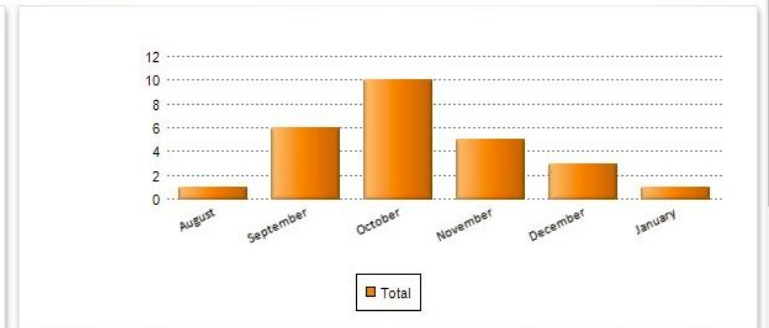
Referrals by Month



Referrals by Day of Week



Referrals by Month



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# Step 5: Incentivize

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Incentive for using replacement behavior

This could be:

- Brag time
- Candy
- Computer time
- Break with a friend
- Sticker
- Positive call/note home
- Teacher chair



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# Step 6: Instruction and Practice

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- Behavior is from a missing skill or motivation
- Explicit Instruction on replacement behaviors
- Practice of skills

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# Step 7: After the Meeting

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- Teacher/Interventionist review plan with student
- Interventionist/admin shares plan with necessary staff
- Teacher informs parents of plan

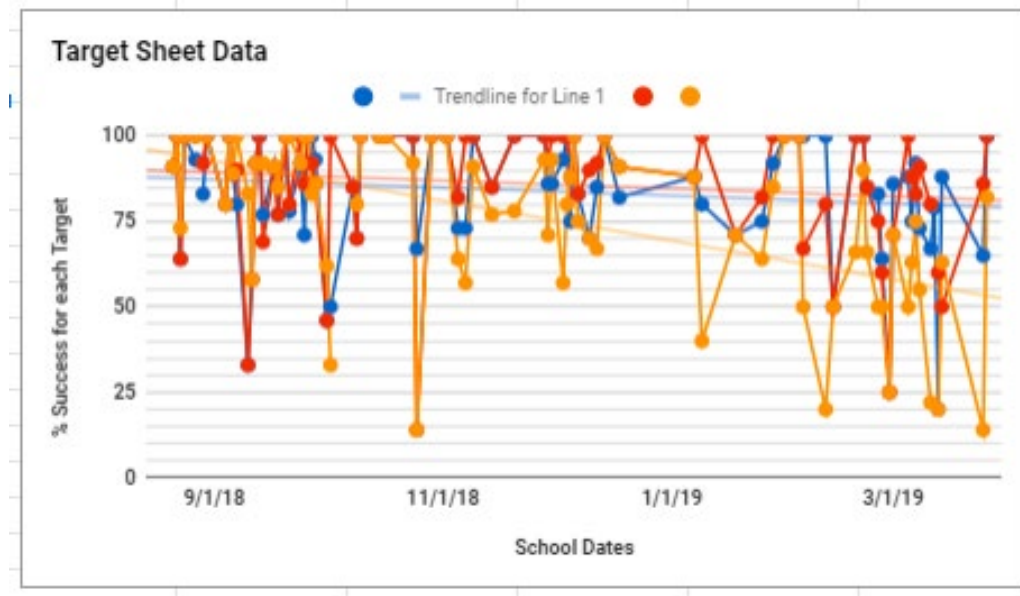
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# Step 7: After the Meeting

- Data is collected and graphed by interventionist/counselor/admin
- Fidelity checks conducted by Interventionist/admin/PBS Team



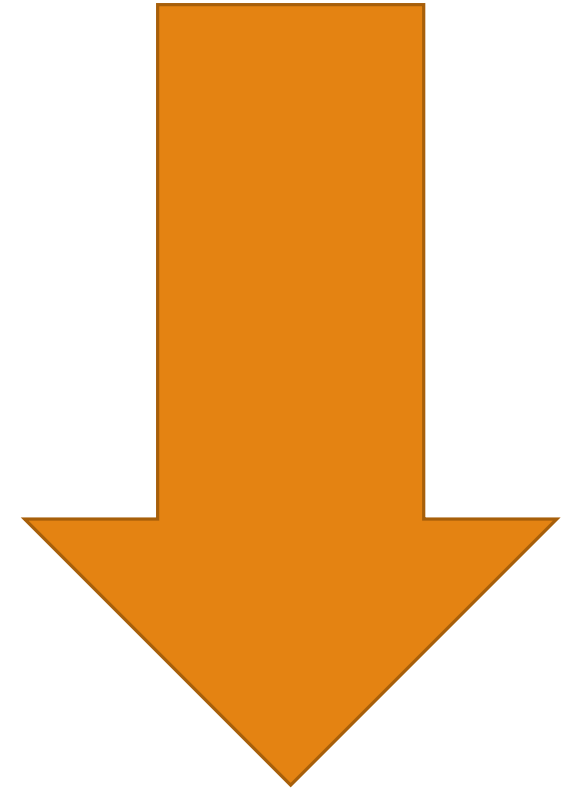
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# Results

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- Majors down 60%
- Minors down 45%
- Behavior plans decreased from 75 to 30



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# Contact Info

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