



**It's About TIME:  
Collaborating more deeply  
to support the whole child  
from  
Tier 1 to Tier 3**

Blackburn Elementary  
Independence School District  
Independence, MO



# Session Outcomes

- Attendees will have a greater understanding of The Zones of Regulation and how it can fit with PBIS.
- Attendees will gain an understanding of a Multi -Tiered process that allows for in depth collaboration that benefits the whole child.
- Attendees will learn how to implement a school wide structure for referrals, plan implementation, and data collection.



# Who we are...

Christy Lamb, principal, 2nd full year

Katie Self, 3rd grade teacher, 4th full year

Christy Plack, counselor, 2nd full year

[https://padlet.com/katherine\\_self/ufz5gf\\_0ksyn5](https://padlet.com/katherine_self/ufz5gf_0ksyn5)



# Blackburn by the #s

Title I school

**Student enrollment:** 380

**F & R lunch:** 45%

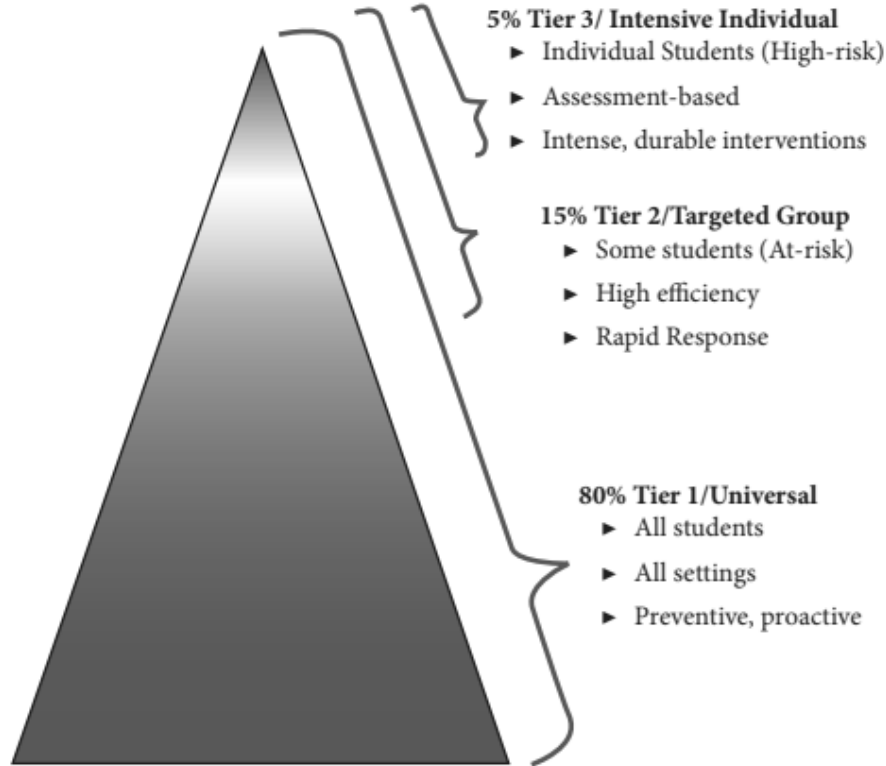
**Race & Ethnicity:** 63% white, 13% black, 13% Hispanic, 2 or more 8%

**Programs at our school:** Impact (gifted), lots of clubs/sports before/after school, Sped, Early childhood

**Teachers:** 18 classroom, 1 sped, 4 specials, 1 behavior interventionist, 1 counselor, 1 admin, 1 Title I reading (2 reading support teachers)



# Blackburn's Pyramid





# Assumptions

- Problem Solving Team (PST) term for MTSS in our district
- PST Core Team- our decision -making group that leads PBIS and PST
- We are discussing behavior only today.
  - Academic PST is run through our grade-level collaborations with the reading specialist, counselor, and principal.
- We work within a system that has district requirements with building autonomy.
- We are a Tier 2 school right now.



# Resources

*The Zones of Regulation* by Lead M. Kuypers

MTSS Process Design was influenced by Summer Institute 2018, presentation, “How to Streamline and Facilitate an Effective PBIS Referral Process Using @ Risk Teams” Mr. Kevin Creighton, Dent-Phelps R-III

---



# Agenda

1. Our Problems
2. Solutions
3. Exemplars
4. Next Steps for Blackburn





What does ~~your~~ <sup>yes!</sup> PST behavior process look like?

SHARE WITH US





# Our problem was...

1. Lack of common language and students unable to name emotions (Social - Emotional Curriculum)
  - a. Different language for safe spot and buddy room
  - b. Different expectations for behaviors and consequences
  - c. Difficult to de-escalate students with no entry point to the problem or emotion
2. MTSS process for behavior didn't allow support for the whole child
  - a. Had 5-7 minutes per child scheduled with staff on a full day with a roving sub every 4 -6 weeks
  - b. Meetings started and ended late.
  - c. Meetings were cancelled when there was no sub.
3. Plan implementation and data collection was inconsistent or non-existent
  - a. Time during meetings was spent inputting data rather than true collaboration
  - b. Teacher, support staff, and parent voices were not heard
  - c. Teachers didn't learn how to write or implement or track plan effectiveness
  - d. Ownership of plans was on admin and counselor



# Data 118

Sped Evaluation Meeting 17-18	4/10
Student Program Movement 17-18	1 student
STAR Reading 17-18	Growth of 0.49 years average
Incident Tracker/Major Referrals	<b>924</b>
Tier 3 Plan Effectiveness	<b>56% Tier 3 Plans were not effective</b>



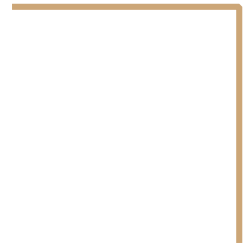
# Our solutions were:

1. Tier 1 Zones of Regulation Lessons
2. Changed the PST Process
3. Changed the PST Meeting Content



# Goals with the new process

1. Increase the time for teacher collaboration with coordinator.
2. Improved quality of plans.
3. Reduced need for substitutes.
4. Reduce cancelled meetings.
5. Increased fidelity of plans.
6. Reduced time for data input at meetings.
7. Increased teacher ownership.
8. Increased communication/consistency of core team.
9. More immediate response to referrals.
10. More immediate response to changes in behaviors or plan. inadequacies.



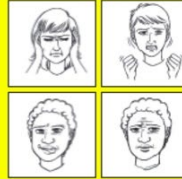



# Solution #1: Zones of Regulation



# Solution #1: Zones

## The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

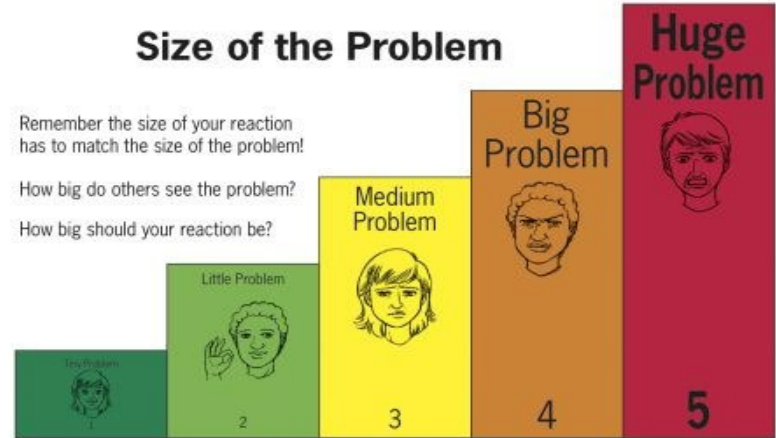
The ZONES of Regulation® Reproducible W

## Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Visual adapted by Leah Kappers, Donna Brittain and Jill Kusma for The Zones of Regulation® from the original work of Winner's Think Social! (2005), pages 44-45, [www.socialthinking.com](http://www.socialthinking.com), and Baron and Curtis' The Incredible 5-Point Scale (2003), [www.Sportscale.com](http://www.Sportscale.com)

Copyright © 2011 Think Social Publishing, Inc.  
This page may be copied for the purposes of educating students and other professionals.

# Solution #1: Zones continued....

1. Lesson Scope and Sequence was created and shared with all staff members.
2. 4 PDs, one/quarter, was offered for teachers.
3. All necessary handouts were provided a quarter in advance.
4. School counselor led the first lesson in Zones within the first 2 weeks of school.
5. Principal requested staff members to invite her to one Zones lesson observation -non evaluative.

Zones of Regulation			
Lesson # & Title	Things to consider	Resources	Included in Folder
Ms. Plack's Zone's Introduction Lesson Aug 16-22-Refer to calendar invite			
1: Creating Wall Posters of The Zones	A: Introduction of Zones/Colors-what they mean (approx 20 minutes) B: Activity for recognizing zones (approx 20 minutes)	<a href="#">Wall Poster of the Zones</a> <a href="#">A: Introduction Lesson Slides K-2</a> <a href="#">A: Introduction Lesson Slides 3-5</a> <a href="#">B: Activity K-2</a> <a href="#">B: Activity 3-5</a> <a href="#">Game for recognizing Zones</a>	Wall Poster Materials Color Cards for Game
2: Zones Bingo		<a href="#">Slide for Bingo Game (instructions and review)</a>	Zone Bingo Cards
Supp: Expected vs. Unexpected Behaviors		<a href="#">Anchor chart example</a>	<a href="#">Teacher Overview for Lesson</a>
Supp: Our Behaviors Impact the Feelings of Those Around Us	Maybe break into two lessons (review slides and discuss #1-5 on overview). Then, read a book where a character affects others, but then changes.	<a href="#">Slides for Emotions (Part 1 of lesson)</a>	Teacher Overview for Lesson
Supp: Good Thoughts vs. Uncomfortable Thoughts			Teacher Overview for Lesson
	A: Create Zone cards together (if you'd like a set already created, "check out" from Ms. Plack, otherwise your class will create together.)	<a href="#">K-2 Video Links</a>	One Set of Color Icons





# Solution #2 PST Process





# Solution #2: MTSS Process

**Create a PST Core Team and have a protected weekly meeting time.**

PST

**Core Team Members:**

- Principal
- Counselor
- Reading Specialist
- Behavior Interventionist (Focus Room or Recovery Room Facilitator)
- Special Education (Speech Language Pathologist)

**Assign grade levels to delegate the work to lead “coordinators:”**

Counselor: K, 1, 5

Principal: 2, 3, 4



# Solution #2: MTSS Process

- Data Reviewed at PST Core Team
  - Buddy Room Logs
  - Incidents based on decision rule
  - [Function-Based Discipline Forms](#)
  - [Teacher-Determined Discipline Forms](#)
- PST Core Team Reaches Out to Teacher
  - “Are you seeing what the data shows?”
  - “Are there external factors?”
  - “Would the student benefit from:
    - Check-In, Check-Out
    - Self-Monitoring
    - Small Group
    - Recess/Lunch/Transition Plans
- Teachers Can Nominate Based on Anecdotal Evidence
  - But hard data is always encouraged and discussed
  - “Where are the reported incidents?”



# Solution #2: MTSS Process

**Step 1: Referral - from Teacher or Core Team** ([Note Sheet](#))

**Step 2: Pre-Meeting** with PST Coordinator (Lamb or Plack)

Lamb: 2, 3, 4      Plack: K, 1, 5

- Start ideas, start documents, begin planning and brainstorming
- If deciding on Tier 2 - determine intervention and process skips Step 4.

**Step 3: Core Team Meeting: Coordinator takes info back to PST Core Team**

- Finalize plan/start documents for teacher

**Step 4: Implementation Meeting** Coordinator takes info back to teacher.

- Set follow-up date
- Finalize plan
- Finalize plan documents and components

**Step 5: Implement the plan with fidelity.**

**Step 6: Follow-up Meeting 4 -6 weeks later.**

- Teacher meets with coordinator
  - Review data and determine progress
  - Brainstorm next steps
- Coordinator brings info back to core team.  
Start new plan, continue current plan, decrease plan, refer, or ch

# Decision Rule

Monthly Measures	Proficient Score	Tier 2	Tier 3
Major Referrals	0 <i>1-2 a year is still considered proficient.</i>	1-3 in a month  <i>Remaining stagnant on Tier 2 indicates that a new plan is needed.</i>	4+ in a month
Classroom Minors  <i>Teacher collected data is valid (even if not in incident tracker, for minors).</i>	Able to manage minors in the classroom without team support.	In class support 2+ times.  Minors escalate to majors on a regular basis.  Minors do not stop at move.	Unable to self regulate, needs adult help outside of the classroom.
Absences	92% or above	88-91%	87% or below
ISS	0	1	2+
OSS	0	1	2+



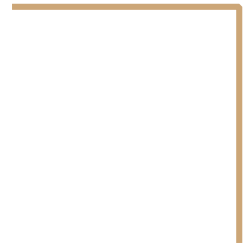
# Solution #3 PST Content Solution



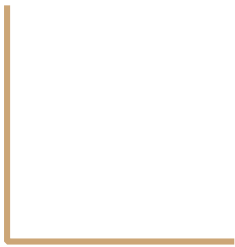


# Solution #3: Meeting Content

1. Teacher does pre-work
  - a. [FBA](#)  
[PST Checklist](#)
  - a. [Parent input](#)
  - b. [Health input](#)
  - c. Baseline data for behavior
1. Create plan together
  - a. Determine function based on FBA
  - b. Appropriate replacement behaviors
  - c. Which behaviors need to be addressed first?
  - d. Plans for the classroom, as well as, the response team and specials when applicable
2. Create data collection tool together
3. Set follow -up meeting dates
4. Discuss how to communicate with parents



# Exemplar Student Plans







# Kindergarten Plan

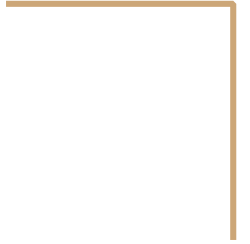
- 5-year-old male with July birthday
- Struggled in early education with physical aggression towards adults and teachers and general defiance
- Function: adult attention and overwhelming feelings
- Several plan iterations
- Last Plan
  - Used Zones of Regulation to identify replacement behaviors
  - Used a modified CW-FIT



# 3rd Grade Plan

- 9-year-old male with an August birthday
- Struggled in second grade with defiant and physical behavior
- Did not end second grade successfully, instead was with a 5th grade teacher for May (daily)
- Function: Obtain adult attention (positively or negatively)
- Came into third grade emotionally unavailable
- BA card for desk
- BA card for break

Data





# Data Reflection 18

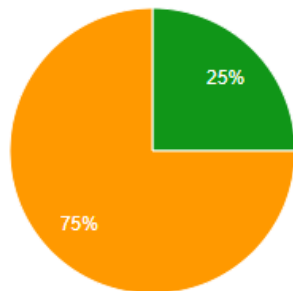
	<b>2017-2018</b>	<b>2018-2019</b>
Sped Evaluation Meeting	4/10 -- 40%	10/13 -- 76%
Student Program Movement	1 student	3 students
STAR Reading	Growth of 0.49 years average	
Major Referrals	924	388 (December)
Tier 3 Plan Effectiveness	44%	
Number of Students on Tier 3 Plans	19	16



# How teachers feel about the goals.

The new PST process has increased teacher ownership, compared to last year.

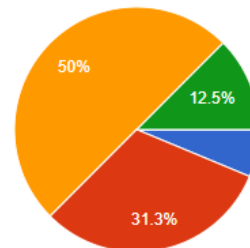
16 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The new PST process has increased the consistency of communication among teachers and CORE team members, compared to last year.

16 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

- *Our responses were overwhelmingly neutral.*
- *When synthesizing this data, TFI data, and SAS data, we suspect our CORE team isn't doing a good enough job communicating all that we are doing.*

# Tier 3 Plan Effectiveness Tracker



18-19 Blackburn PST Behavior Data Tracker



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

90% \$ % .0\_ .00 123 Arial 10 B I U A

fx

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA				
1	Name	Grade	Classroom Teacher	Plan Type	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May																	
M					m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m	M	m						
3					11	4	12	10	13	7	6	4	4	3	2	0	0	0													
4					9	0	29	0	20	12	4	2	Moved to new class, Decreased to 3 min, Moved to IA																		
5					5	0	Move to Program																								
6					4	1	8	2	2	2	0	1	3	5	1	0	1	0													
7					2	0	6	3	1	0	2	1	1	0	1	0	0	1													
8					Tier 2				9	4	1	1	2	3	0	0	0	0													
9								5	2	4	0	1	2	0	1	2	1														
10								4	0	1	0	5	0	0	0	1	0														
11					Tier 2				4	5	2	0	2	5	1	2	1	2													
12					2	2	4	0	5	4	5	6	4	0	2	4	4	7													
13								3	1	2	3	2	6	1	2	4	5														
14					Watch list				4	1	8	0	7	2	14	0	8	0													
15					Watch list						2	7	1	4	3	0	1	2													
16					Watch list								4	0	5	0	5	1													
17										5	1	2	0	2	0	1	0														
18												3	2	1	3	2	3														
19														1	5	2	3														
20														2	0	1	1														

Key	
Red	2+ Majors or increase 3+ Minors or increase
Yellow	1 Major or reduced 2 Minors or reduced
Green	0 Majors 0-1 Minors



# Next year...

- Bigger focus on attendance - Tier 1, 2, 3
- Add a classroom teacher/representative to PST Core Team
- Consider changing coordinator roles - difficult for principal

# Contact Us...

Christy Lamb, principal,  
[christy\\_lamb@idschools.org](mailto:christy_lamb@idschools.org)

Katie Self, 3rd grade teacher,  
[katherine\\_self@idschools.org](mailto:katherine_self@idschools.org)

Christy Plack, counselor,  
[christin\\_plack@idschools.org](mailto:christin_plack@idschools.org)