

When They Need More: Moving Beyond Tier 1

PRESENTERS: Tammy Eldridge, Principal,
Rachel Phelps, Behavioral Interventionist,
Whitney Lollar, Kindergarten Teacher, and
Chelsea Mallott, Fifth Grade Teacher

West Englewood Elementary School, North
Kansas City School District

Session Outcomes:

- Learn how our students move up and down the tiered system for success through SEL interventions, strategies, and resources in place
- Receive a sample agenda for our student-success team overseeing Tier 2 and Tier 3 that outlines our structures in place
- Understand how our student-success team intertwines behavioral and academic needs and wants for Tier 2 and Tier 3

WHAT IS THE CHILD TRYING TO COMMUNICATE?

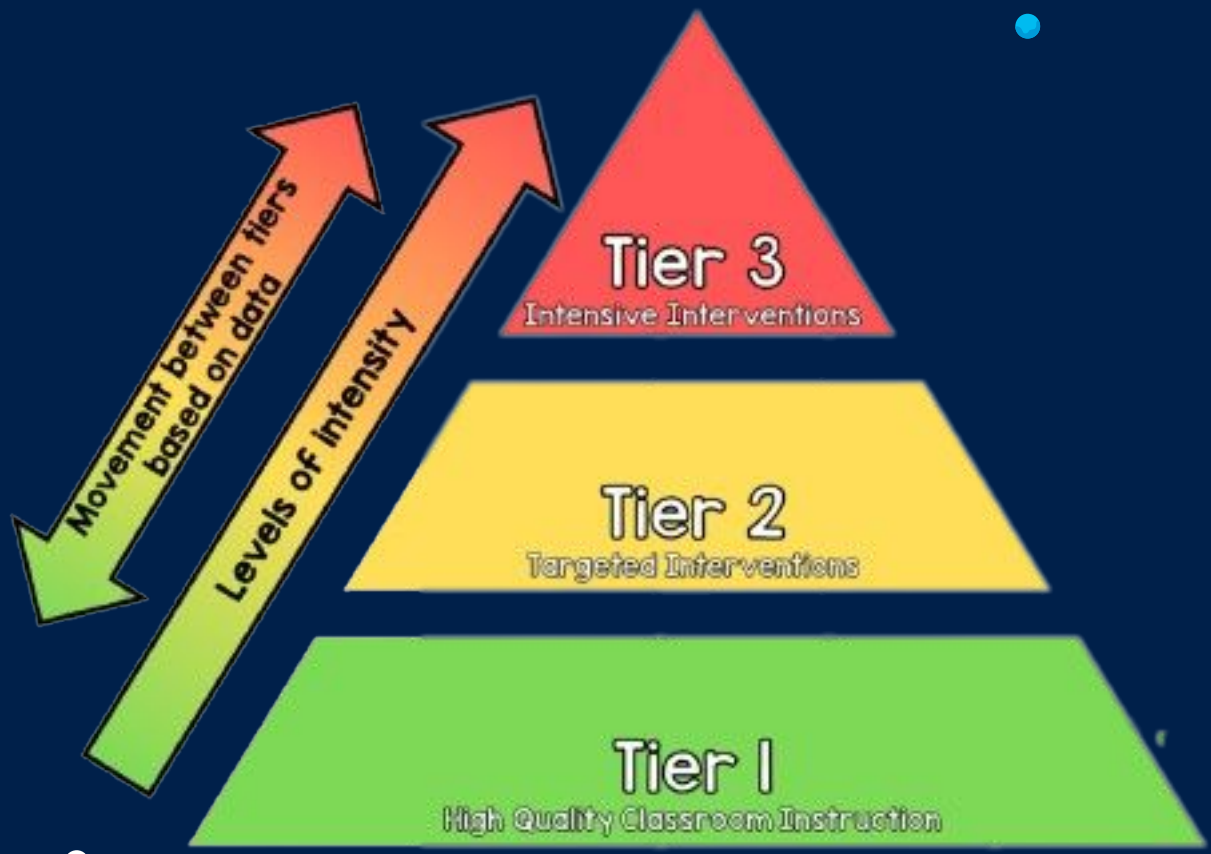


@piliapalaproject



Understanding What's Below the Surface

Moving Through the Tiered System



Tier 3

Intensive Interventions

Tier 2

Targeted Interventions

Tier 1

High Quality Classroom Instruction

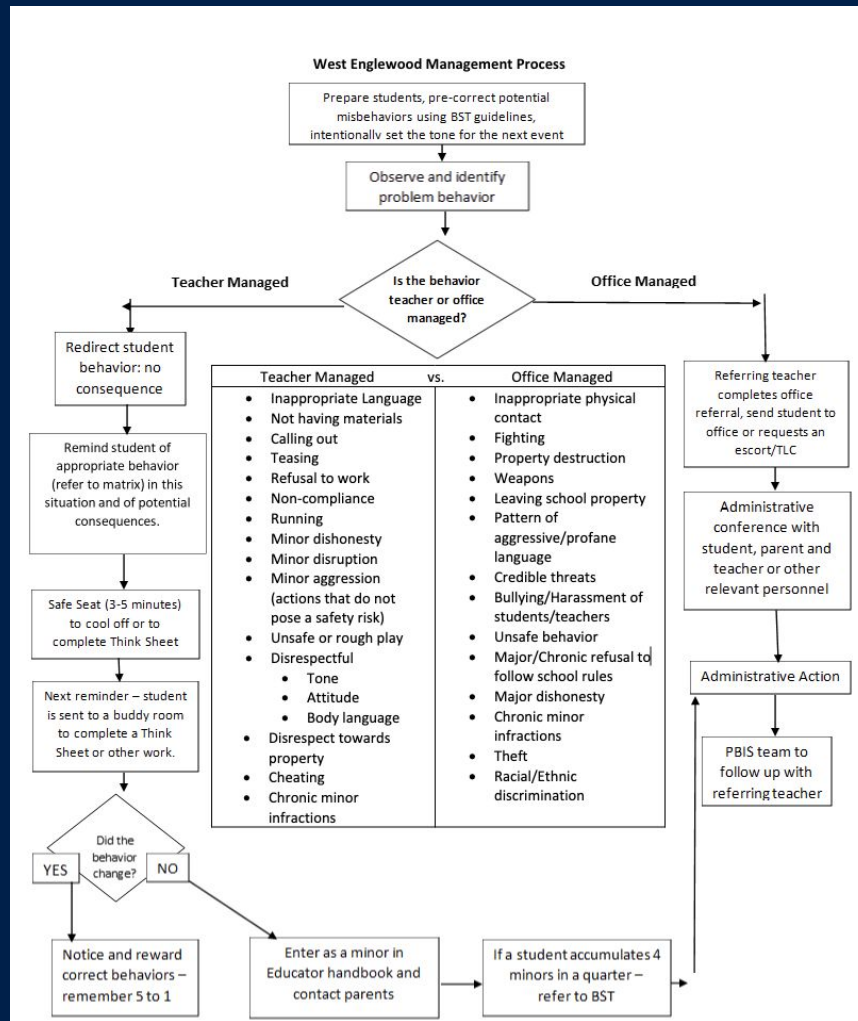
Movement between tiers
based on data

Levels of Intensity

The Tiers


Tier 3	BIP FBA Adapted FACTS Planned Parent Meetings Reintegration Plans
Tier 2	CICO Special Individual Rewards Interest Inventories Alternative Tools Noncontingent Breaks SEL Enrichment Small Groups Reteach Groups Daily Parent Communication Focus Circles
Tier 1	Universals Teacher Directed Rewards for All Community Circle SEL - Second Step

Behavior Management Flow Chart





Moving Between Tiers

- Data is reviewed each week with the Student Success Team
 - After 2-3 weeks of data collection
 - Interventions are reviewed
 - Factors are assessed
 - Changes or continuation is decided
 - If a student is in Tier 2 for longer than 8 weeks with no significant gains movement to Tier 3 is made
 - Once a student has moved to Tier 3, 20 data points are collected then decisions of changes in interventions or requesting additional resources at the district level
- 

Staff Referral for Monitoring

Student Name: _____ **Grade:** IEP ELL 504

Staff Member: _____ **Date:** _____

Circle all that apply:

<p align="center">Externalizing Behavior</p> <p>Aggression to others or things Hyperactivity Non-compliance Disruptive Arguing/Defiance Stealing Not following directions Calling out Other: _____</p>	<p align="center">Internalizing Behavior</p> <p>Exhibits sadness or depression Is teased by peers Doesn't participate in games Acts shy, timid, or fearful May always choose to sit alone at lunch Does not stand up for self Indicates that he/she feels bullied Each day has health complaints Other: _____</p>
<p>Recorded Behaviors:</p> <p>Majors _____ Minors _____</p>	<p>Setting/Time/Activity</p>

What do you think student is seeking? Check any that are applicable.

<p>Avoidance: Work _____ Peers _____ Task/Activities _____</p>	<p>Attention: Adult _____ Peers _____ Items _____</p>	<p>Unknown: _____ Other: _____</p>
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Communication to parents or guardians:

Frequency of communication: _____

Types of communication: _____

Have parents/guardians responded: ____ Yes ____ No

What responses have you tried when the problem behavior(s) occurred?

Safe Seat Changed Seating Buddy Room Provided Extra Assistance Conference

Modified Assignments Increased Positives Parent Contact Tangible Recognition

Retaught Expected Behaviors Other: _____

What have you found to be successful with this student?

How did you teach expected behaviors?

Reminders about expected behaviors	Clarified expectations and expected behavior for the whole class	Practiced the expected behaviors in class
Reward for expected behavior	Conference with student	Other: _____

CONTINUED ON BACK

Staff Referral for Monitoring

Other information to share:

Staff referring's next step – create and implement behavior chart. Begin immediately.

Next Steps:

**Student will then be monitored by the Student Success Team. Data will be reviewed every Monday and behavior charts will be collected periodically.*

**Using data decision rules – team will review and make decisions after 4 weeks or less.*

Staff Referring Signature _____

Turn in completed form to Behavior Interventionist or Counselor.

Moving from Tier 1 to Tier 2

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Student Success Team

Focusing on Tier 2 and 3

Principal – overall

Counselor – mental health

Social Worker – attendance/family connection

Behavior Interventionist – behaviors/supports/data

Psychologist – IEP/supports

Reading Support Teacher – academics

*Classroom teachers join as needed.
Focusing on transitions between tiers and
when big concerns arise.

Sample Agenda

Our Mission: To prepare all students for high levels of success.

West Englewood Elementary

Student Success Team

Monday, May 1, 2023

9:45-10:45 in PLT Room

Our Purpose is to support our high needs students by collaborating around actionable data, research, and outcomes.

To prepare for this meeting please:

- Arrive on time
- Bring laptops or iPads
- Writing Tools
- Data collection updated

Facilitator: Page Mann
Notetaker: Rachel Phelps
Timekeeper: Tisha Stevenson

Schedule

ITEM & APPROX TIME	ACTIVITIES
Celebrations ~ 2 min	School-wide implementation of PBIS rewards
Review of Data ~ 10 min	Big 5 in Educlimber Top 10 students Referrals
Students on Radar ~ 20 min	Overview: <ul style="list-style-type: none"> - New students to add - Review of students on radar - Update Staff Communication
Students Concerns ~ 10 min	Students to move tiers Write ups in the past week with concern
Academic Needs ~ 15 min	Review: <ul style="list-style-type: none"> - Update with students in process - Students to submit with concerns
Upcoming Meetings:	<ul style="list-style-type: none"> ● Monday, May 8 ● Monday, May 15 – transition plans ● Monday, May 22 – transition plans

Topics of Discussion

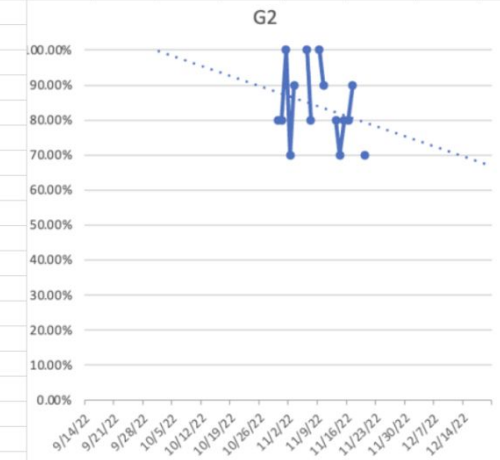
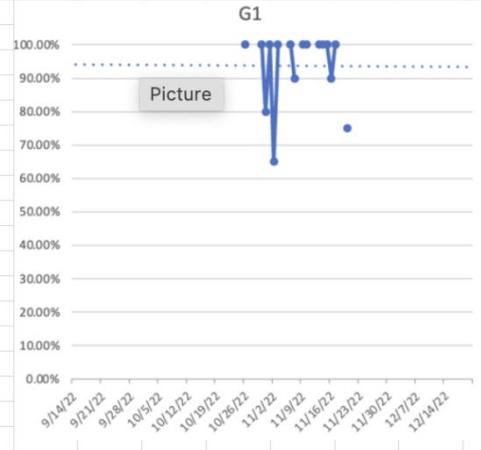
- Data driven - EduClimber (referrals), charts, academic testing
- All angles reviewed
- Review student needs
- Discuss tools and resources for students → problem solve
- Modify existing plans
- Provide accommodations for triggering events

Q36

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
3	On Radar				Check In/Check Out				Scheduled Breaks												
4	Taylen [Redacted]				Jackson - Tisha/Shelly				Elias Aylas *3rd Grade Group - Kane, X, and Braxton												
5	Isaiah [Redacted]								Liam Jayce *Kindergarten Group (Conflict) - Gannon, Zepher,												
6	Illijah [Redacted]				Jason - Leah				Ricky												
7	Ricky [Redacted]				Elias - Long				Serenity												
8					Jordan - Phelps/Mann				Ryleigh												
9	Elias [Redacted]				Romeo - Allen				Jackson												
10	Liam [Redacted]				Gannon - Garcia				Ada												
11	Jason [Redacted]				Ryleigh - Burwell				Maverick												
12	J'Anna [Redacted]								Ezra												
13									Jayden												
14									Ryan												
15									Gannon												
16									Aibel												
17									Rylan												
18	Tier 2																				
19	Jayce [Redacted]																				
20	Anthony [Redacted]																				
21	Romeo [Redacted]																				
22	Jordan [Redacted]																				
23	Rylan [Redacted]																				
24	Jackson [Redacted]				Start on chart for next year.																
25	Serenity [Redacted]																				
26																					
27	Tier 3																				
28	Gannon [Redacted]																				
29	Aibel [Redacted]																				
30	Andrea [Redacted]																				
31	Ryleigh [Redacted]																				

1	Student:	Ryleigh			IEP <input type="checkbox"/>	504 <input checked="" type="checkbox"/>	Case Manager:	Page Mann																						
2	Grade:	K																												
3	Teacher:	Marshall					CICO:	Burwell/Phelps																						
4																														
5								Breaks:	10:30, 1:00, 2:30																					

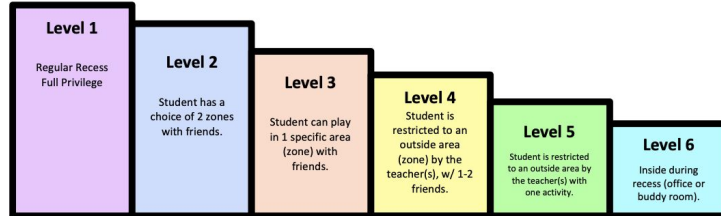
DATA																										
Referrals:	Date:	12-Sep	19-Sep	26-Sep	3-Oct	17-Oct	24-Oct	31-Oct	14-Nov	28-Nov	5-Dec	19-Dec	9-Jan	23-Jan	27-Feb	6-Mar	27-Mar	3-Apr	10-Apr	1-May						
Majors -		0	0	0	0	0	0	0	11	17	17	19	14	14	29	29	29	29	29	29	29					
Minors -		3	3	3	3	6	7	8	10	12	14	23	28	28	31	35	44	45	45	65	65					
Charts:												*Tier 2					*Tier 3					*Move				



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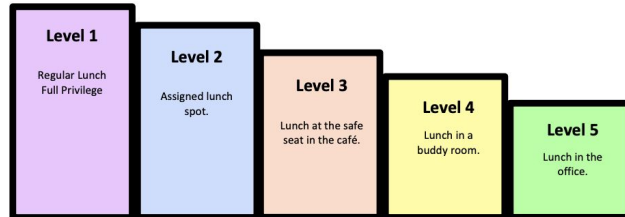
Resources in Place

Leveled Recess



A consequence for a behavior that equals 3 minors per quarter or 1 major on the playground will result in a student to work through a leveled recess starting at level 6. A student will progress through the levels daily when they meet our expectations of respectful, responsible, and safe.

Leveled Lunch



A consequence for a behavior that equals 3 minors per quarter or 1 major while at lunch will result in a student to work through a leveled lunch starting at level 5. A student will progress through the levels daily when they meet our expectations of respectful, responsible, and safe.

Student:			
	Goal 1	Goal 2	Goal 3
Great			
Okay			
Get Back On Track			



Student: Jack			
	SAFE BODY Use a safe body with other students.	KIND WORDS Use kind words with everyone.	FOLLOW DIRECTIONS Follow directions the first time.
Great	<i>I kept my body in my own space. I did not touch someone else accidentally or on purpose when they didn't want me to.</i>	<i>I used kind words and was respectful to my classmates and teachers.</i>	<i>I followed directions the first time. I completed assignments.</i>
Okay	<i>I may have bumped someone accidentally, but apologized or made sure they were okay.</i>	<i>I used an angry tone of voice with someone.</i>	<i>I needed a reminder to follow directions.</i>
Get Back On Track	<i>I repeatedly bumped into people without apologizing. I touched someone trying to hurt them or without their permission.</i>	<i>I called someone else a name. I told someone something unkind about their work.</i>	<i>I needed more than one reminder to follow directions.</i>



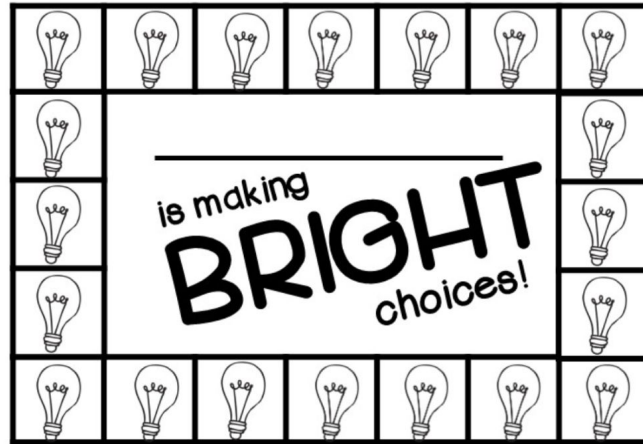
My Goal

Blank box for writing the goal.

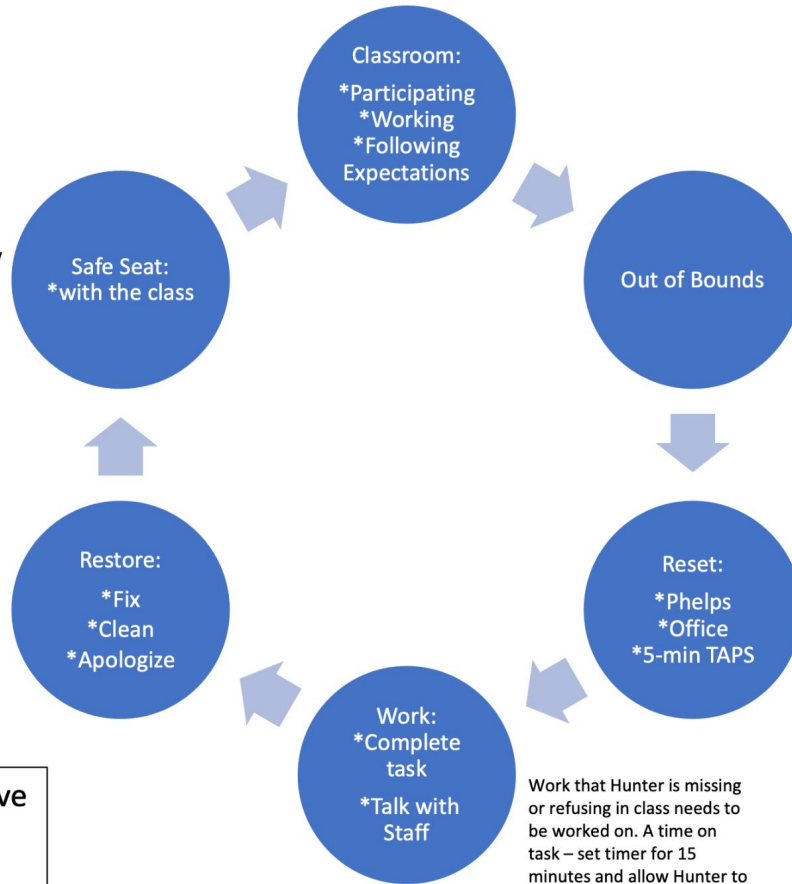
I'm working towards

Blank box for writing the steps or actions towards the goal.

M	T	W	T	F



As a transition back into the classroom, Hunter will start in the safe seat where his class is located. He will show readiness and then be invited to his seat by the teacher.



Out of bounds is any time that Hunter is disruptive or refusing to work. After receiving a verbal warning and redirect, he is out of bounds.

Restorative practice includes fixing anything, cleaning up any messes, apologizing if needed, as well as, discussing why the out of bounds occurred. A social story or skill practice may also occur.

Reset starts with TAPS in the separate location. When timer is up Hunter should show that he's ready to work.

Hunter may receive a break if he asks appropriately before going out of bounds.

Work that Hunter is missing or refusing in class needs to be worked on. A time on task – set timer for 15 minutes and allow Hunter to work. Provide assistance as needed.

Romeo

Date: _____

Time	Goal 1: I can follow directions the first time.		Goal 2: I can be kind to others.		Notes:
	Yes	No	Yes	No	
9:00-9:20 Arrival	Yes	No	Yes	No	
9:20-9:40 Calendar	Yes	No	Yes	No	
9:40-10:20 Reading	Yes	No	Yes	No	
10:20-11:00 Writing	Yes	No	Yes	No	
11:00-11:30 Recess	Yes	No	Yes	No	
11:30-12:00 Lunch	Yes	No	Yes	No	
12:00 – 12:30 Reading	Yes	No	Yes	No	

Goal: _____ /14

Earned: _____ /14

Time	Goal 1: I can follow directions the first time.		Goal 2: I can be kind to others.		Notes:
	Yes	No	Yes	No	
12:30 – 1:10 Guided Reading	Yes	No	Yes	No	
1:10 – 1:20 Read Aloud	Yes	No	Yes	No	
1:20 – 1:55 Math	Yes	No	Yes	No	
1:55-2:25 Special 1	Yes	No	Yes	No	
2:25-2:55 Special 2	Yes	No	Yes	No	
2:55-3:10 Math	Yes	No	Yes	No	
3:10-3:40 Science/SS	Yes	No	Yes	No	
3:40-4:00 #Talk/Dismissal	Yes	No	Yes	No	

Goal: _____ /16

Earned: _____ /16

Tier 2 Behavior Chart Example

Ryan

Date: _____

Time	Goal 1: I can follow directions the first time.		Goal 2: I can make safe choices.		Work completed
	Yes	No	Yes	No	
9:00-9:35 Arrival/Circle					<input type="checkbox"/>
9:35-9:45 Read-A-Loud					<input type="checkbox"/>
9:45-10:30 Writing					<input type="checkbox"/>
10:30-11:00 Recess					<input type="checkbox"/>
11:00-11:20 Reading					<input type="checkbox"/>
11:20-12:00 Guided Reading					<input type="checkbox"/>
12:00-12:25 Lunch					<input type="checkbox"/>

Goal: _____ /14

Earned: _____ /14

Time	Goal 1: I can follow directions the first time.		Goal 2: I can make safe choices.		Work completed
	Yes	No	Yes	No	
12:30-12:45 Number Talks					<input type="checkbox"/>
12:45-1:15 Science/SS					<input type="checkbox"/>
1:15-2:00 Reading					<input type="checkbox"/>
2:00-3:00 Math					<input type="checkbox"/>
3:00-3:30 Special 1					<input type="checkbox"/>
3:30-4:00 Special 2					<input type="checkbox"/>
4:00-4:10 Dismissal					<input type="checkbox"/>

Goal: _____ /14

Earned: _____ /14

Tier 3 Behavior Chart Example

Date:

Student: Gannon

Physical aggression: hitting, scratching, throwing items at people, any behavior that hurts others

Property Destruction: Kicking, knocking down, pushing over items, tearing up items, throwing items not at people, jumping/climbing on furniture, and any behavior that might cause property destruction

Out of assigned area: Out of assigned seat, hiding, carpet spot etc, but still in classroom designated by his schedule

Defiant behaviors: Saying no, refusal to move, refusal to work, no response to directions or adult engagement

Time	Physical Aggression	Property Destruction	Out of Area	Defiant Behaviors
900-930	Yes	Yes	Yes	Yes
930-1000	Yes	Yes	Yes	Yes
1000-1030	Yes	Yes	Yes	Yes
1030-1100	Yes	Yes	Yes	Yes
1100-1130	Yes	Yes	Yes	Yes
1130-1200	Yes	Yes	Yes	Yes
1200-1230	Yes	Yes	Yes	Yes
1230-100	Yes	Yes	Yes	Yes
100-130	Yes	Yes	Yes	Yes
130-200	Yes	Yes	Yes	Yes
200-230	Yes	Yes	Yes	Yes
230-300	Yes	Yes	Yes	Yes
300-330	Yes	Yes	Yes	Yes
330-400	Yes	Yes	Yes	Yes
Total	/14	/14	/14	/14
Graph	%	%	%	%

Circle YES if the behavior occurs AT ALL during the 30 min interval. Leave blank if NO. All blanks will be scored no.

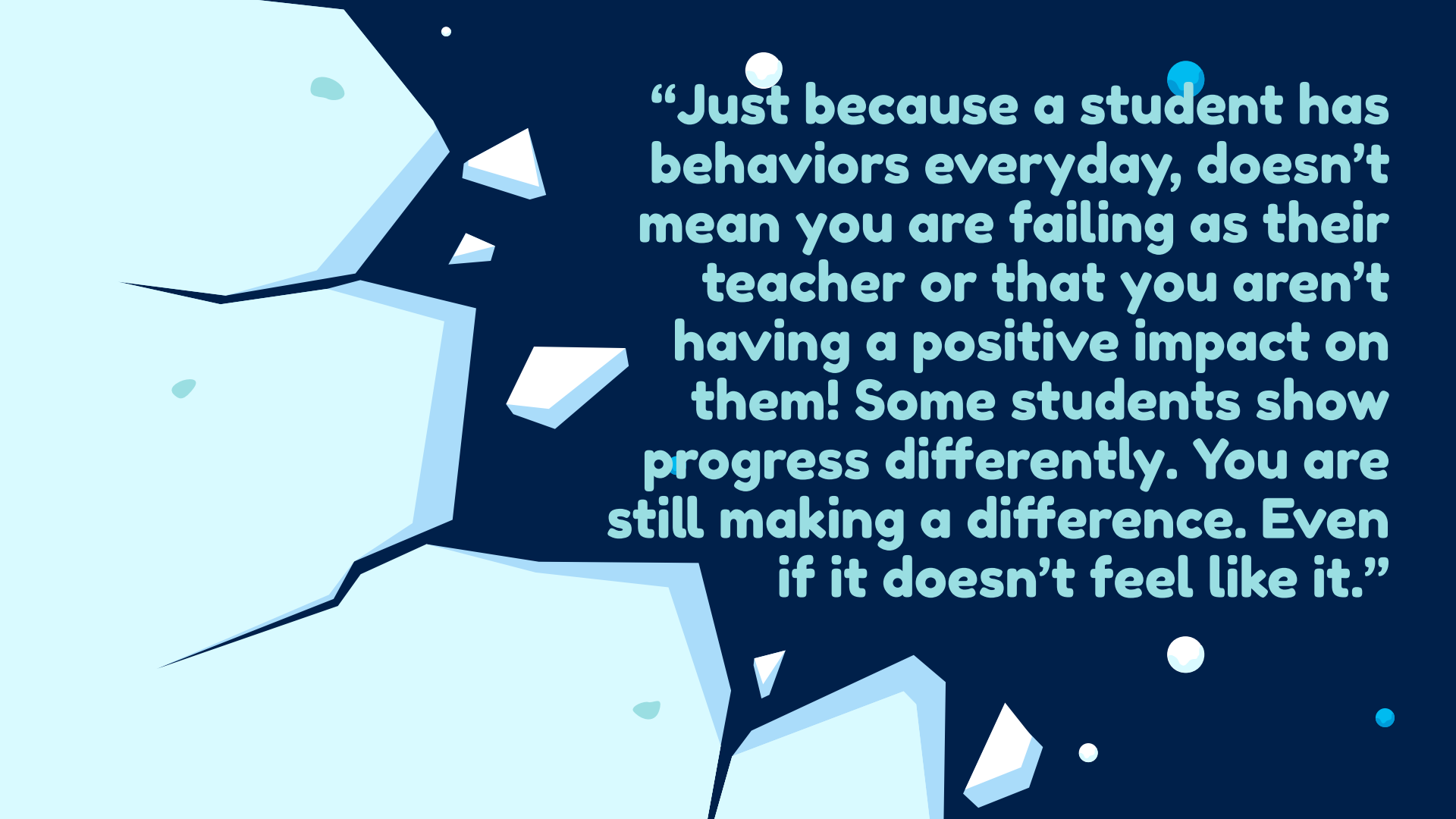


Community Supports:

- Music Therapy
- Art Therapy
- Resiliency Specialist

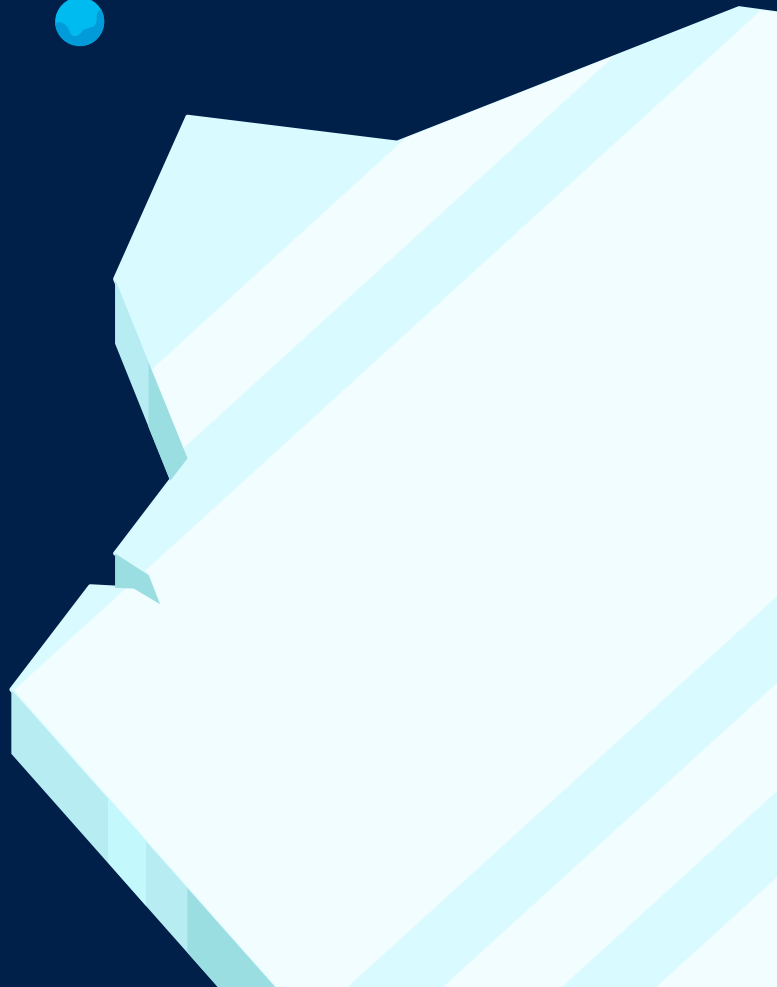
Behavior Interventionist Curriculums:

- Go Zen
- Slumberkins
- Spot
- Zones of Regulation
- We Thinkers!
- SuperFlex



“Just because a student has behaviors everyday, doesn’t mean you are failing as their teacher or that you aren’t having a positive impact on them! Some students show progress differently. You are still making a difference. Even if it doesn’t feel like it.”

Scenarios



Tier 1 to Tier 2

Bob Dylan

Grade: Kindergarten

Behaviors observed:

Disruptive during lessons, throws items across the room when upset, defiant to staff, refuses to leave the room at transitions, and uses cuss words often to other students.

Academics: Low everywhere

Parents: Claim these behaviors don't happen at home.



What's the next step for Bob?

**12 minors
2 majors**

Supports in place:

Breaks in the classroom as needed, sensory tools provided, and frequent positives given.

Perceived Function:

attention seeking

Tier 2 to Tier 3

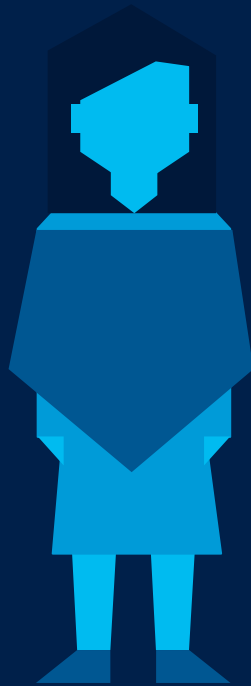
Taylor Swift

Grade: Fourth Grade

Behaviors observed: Eloping from class, Cursing at staff and students, Shouting out in class, and refusal to work.

Academics: Average

Parents: Have concerns and observe similar behaviors at home. Mostly when student is being asked to do something that isn't preferred.



What's the next step for Taylor?

20 minors 9 majors

Supports in place:

Scheduled breaks at transitions, CICO, meeting with school-based therapist and sensory tools in class.

Perceived Function:

Work avoidance and attention seeking

Think of a student that you have that would benefit from more support.

- What factors do you need to consider?
 - Attendance, Academics, Family life, Diagnosis, Existing support, Building staff availability, resources
- What support is needed to help them find success?
- What creative tools, strategies, or resources can you pull in to help?

Collaborate at your tables. Pick and pull ideas from others to help problem solve some solutions to go beyond tier 1.

Thanks

Do you have any questions?

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