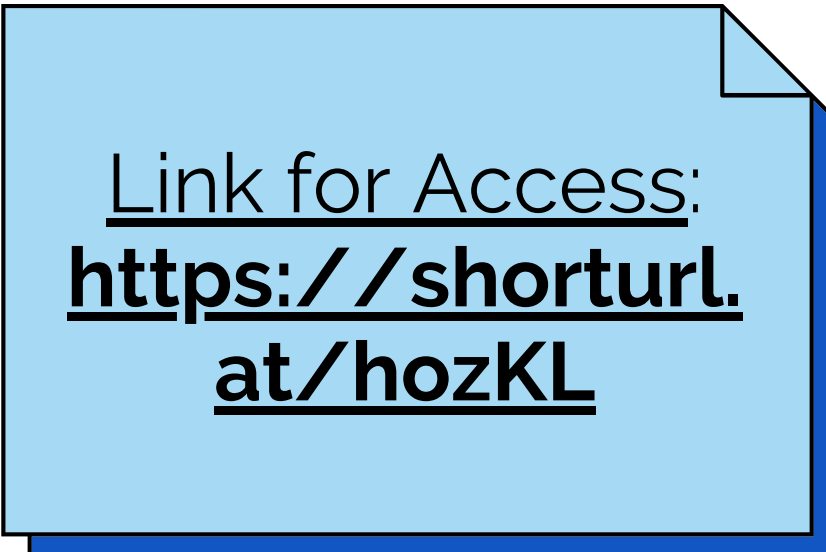





# SW-PBS for the Whole Student:

Using Data and Systems to Support Student's Behavioral Needs Throughout the Tiers



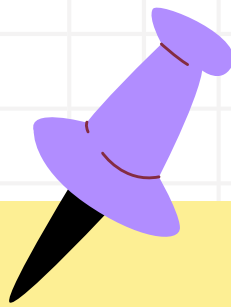
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[https://shorturl.  
at/hozKL](https://shorturl.at/hozKL)



Let's get  
started



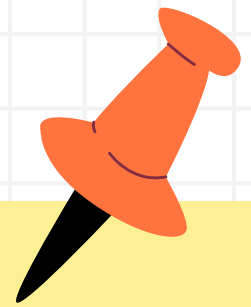
# Outcomes



To see and be able to interact with a variety of tier 1 strategies that help with school-wide implementation



To be able to identify tier 2 strategies, agendas, and data-based decision models that assist students that need more support



To be able to identify ways to support students that need tier 3 services that span academics and social-emotional needs as well as behavior


# Hello, everyone!

We're part of the amazing staff at Thomas B.


Chinn Elementary in the Park Hill School District.



**Mrs. Jenni  
Miscavish**  
Math Interventionist



**Mrs. Ashley  
Van Horn**  
Library Media Specialist



**Miss Tatiana  
Camacho**  
Special Education Teacher



**Mrs. Zannah  
McCauley**  
Assistant Principal

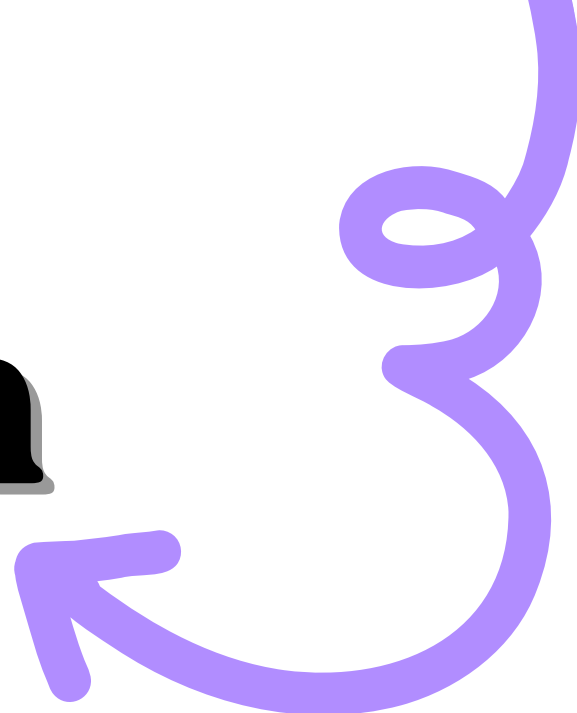


**Mrs. Amy  
Baker**  
Kindergarten Teacher



**Dr. Andrew  
Hargis**  
Principal

# Background of Chinn



## Chinn Demographics

We house one of the district's three gifted programs with students from across the district coming to Chinn daily (2nd-5th grade)

We have 2 students on Tier 3 plans, 100% hitting their 4 week average

65 students receive active ELD support, with 26 students receiving ELD newcomer support (300 or more minutes a week).

We speak over 17 different languages at Chinn including Chuukese, Oromo, Spanish, and Tigrinya.

About 80% of our student body has 0-1 ODR

We have 16 students that receive part of their education in specialized classrooms

450 students K-5 in the northern suburbs of Kansas City, about 10 minutes from MCI airport

Around 45% F&R

About 12% Identify at Hispanic

About 6% Identify as Hawaiian or Other Pacific Islander

About 45% Identify as White

About 17% Identify as Black

About 9% Identify as two or more races

# Tier I





# Tier I

Handbook

PBIS Website

Monthly Agendas

PRIDE Slip Turn In  
Matrix

Flow Chart

Panther Basics &  
Stickers

Beginning of the Year  
PD

PRIDE Matrix

PBIS Panther  
Practice

SEL Lessons

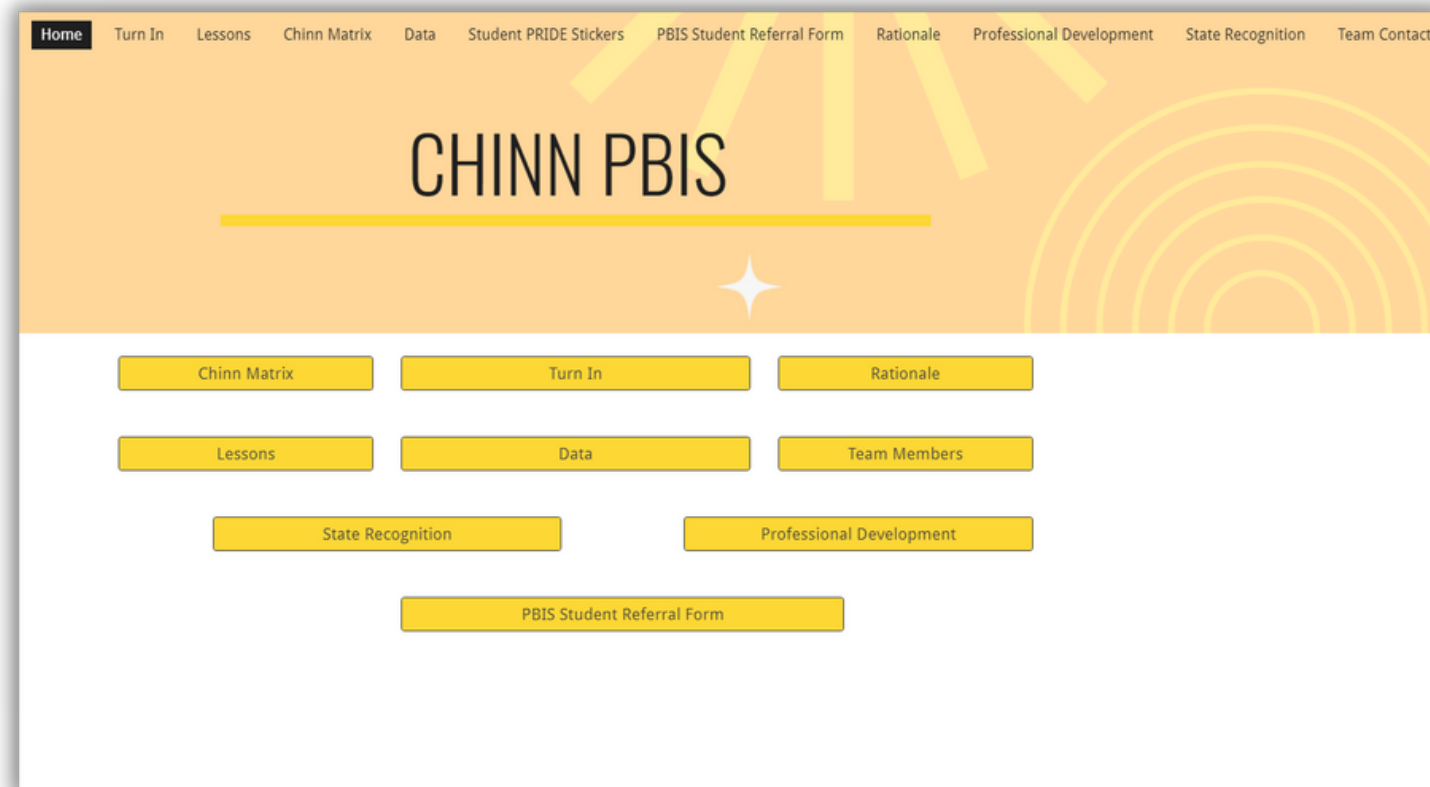
Student Leadership

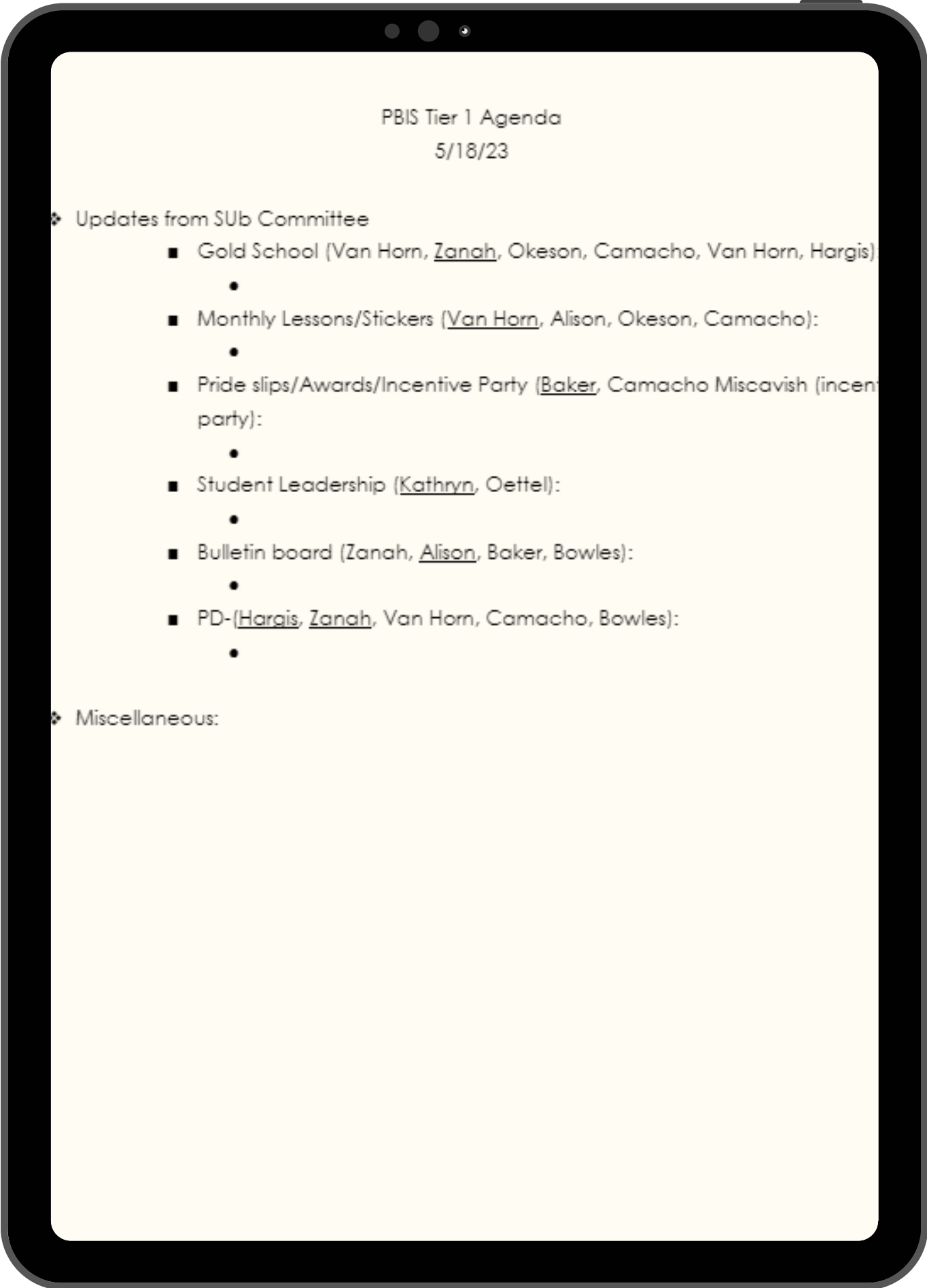
Minors & Majors

Lesson Plans

Action Plan

Incentive Parties





Scheduled reports from sub-committees

Aligned to Action Plan

All agendas are stored for review and later use





Overall Matrix is in all general areas and classrooms

Separate, specific matrices are in each location as well

	P	R	I	D	E V E R Y D A Y
	Positive	Respectful	In Control	Determined	
Arrival	Greet others and say goodbye to others before leaving for the day	Stay in your personal space Leave all visuals, pictures, and decorations hanging	Walk Use a quiet voice Wear your backpack on your back with one strap on each shoulder Wear your badge around your neck	Walk directly to your destination Take care of classroom responsibilities then your Chinn job Listen to announcements Take all necessary materials home	
Assemblies	Cheer for others Participate in activities	Listen to presenters Stay seated	Hands and feet to yourself Use a quiet voice	Listen for a lesson or message you can learn from the presenters	
Bathroom	Use kind words	Give privacy to others Pick up after yourself Wash your hands with soap and water Leave all visuals, pictures, and decorations hanging	Walk Use a quiet voice Keep water in the sink	Return to class quickly	
Bus	Greet others Use kind words	Follow directions the first time Stay in your personal space Pick up after yourself Keep snacks in your backpack	Keep your hands and feet to yourself Use a quiet voice Stay seated	Go directly to your seat Take everything with you when you exit the bus	
Cafeteria	Include others Use kind words <b>Use manners: Please and Thank you!</b>	Follow directions the first time Keep community spaces tidy	Keep your hands and feet to yourself Use a quiet voice Stay seated Talk to classmates near you Line up quickly using <b>Panther Basics</b>	Make eating the priority	
Classroom	Use positive self talk Encourage others Keep trying when things are challenging <b>THINK before you speak:</b> True? Helpful? Inspiring? Necessary? Kind?	Follow directions the first time Stay in your personal space Listen to others Keep community spaces tidy Work with others to meet learning goals	Keep hands and feet to yourself Always walk Use a quiet voice Use tools correctly Use Calming strategies - Stop, Name Your Feeling, Calm Down	Charge your learning device and wear your badge each day Track your learning in your Chinn binder Keep your personal space tidy Complete tasks using your best effort Set and work toward goals	
Hall	Greet others with a smile or wave	Keep community spaces tidy Leave all visuals, pictures, and decorations hanging	<b>Show Panther Basics:</b> 1) Hands to your side 2) Face forward 3) Voices off 4) Always walking 5) Follow the line in the sky	Go directly to your destination Carry all of your learning tools with you to your destination	
Recess	Include others Use kind words Show teamwork and sportsmanship Remember recess is for <i>relaxing, having fun,</i> and having a <i>healthy</i> mind and body	Follow directions the first time Follow the <b>Chinn Way</b> for games Share equipment Use appropriate language	Keep hands and feet to yourself Use Calming strategies - <b>Stop, Name Your Feeling, Calm Down</b> Use equipment safely Line up quickly using <b>Panther Basics</b>	Solve problems using <b>STEP</b> Keep our playground clean and equipment taken care of Return equipment when finished	



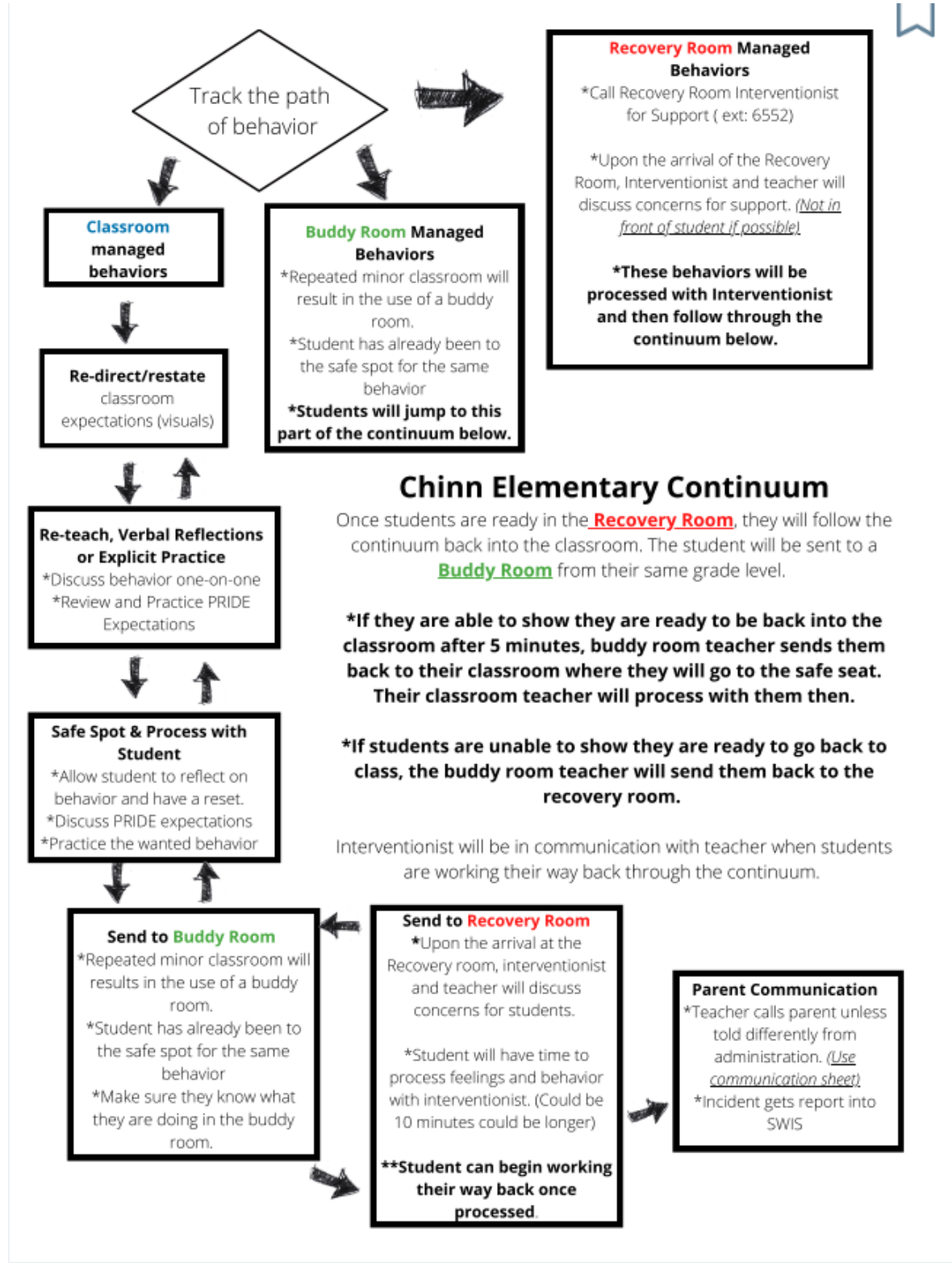
# SEL Lessons

	5th grade	4th Grade	3rd Grade	2nd Grade	1st Grade	Kindergarten	
Empathy							
Jan. 2	SS: Lesson 7 - Disagreeing respectfully	SS: Lesson 7- Conversation and compliments	SS: Lesson 8: Accepting Differences	CL: Lesson 8- Respecting different preferences SS: Lesson 9: Showing Compassion	CL: Lesson 9- Feelings change	CL: Lesson 9: Same or Different?	CL= Counselor Led
Jan. 9	CL: Bullying- What is it SS: Lesson 8- Responding with Compassion	CL: Bullying- What is it	CL: Bullying- What is it	CL: Bullying- What is it	SS: Lesson 10- Accidents	SS: Lesson 10: Accidents	SS= Second Step and will be led by teachers
Jan. 16 (MLK day - no school)	SS: Lesson 8- Responding with Compassion	SS: Lesson 9- Showing Compassion	SS: Lesson 9: Showing Compassion	CL: Bullying- What is it?	CL: Bullying- What is it?	CL: Bullying- What is it?	
Problem Solving							
Jan. 23	CL: Lesson 16 & 17 -Problem Solving Part 1 & 2	CL: Lesson 16 & 17 -Problem Solving Part 1 & 2	CL: Lesson 17 & 18 -Problem Solving Part 1 & 2	SS: Lesson 10- Predicting feelings	SS: Lesson 11- Showing Care and Concern	SS: Lesson 11: Caring and helping	
Jan. 30	SS: Lesson 18: Making a Plan	SS: Lesson 18: Making a Plan	SS: Lesson 19 - Solving Classroom Problems	CL: Lesson 17 - Problem Solving Part 1	CL: Lesson 17 - Problem Solving Part 1	CL: Lesson 19 - Solving Problems	
Feb. 6	CL: Lesson 20: Dealing with Gossip	CL: Lesson 19: Solving Playground Problems	CL: Lesson 20: Solving Peer Exclusion Problems	SS: Lesson 18- Problem Solving Part 2	SS: Lesson 18- Problem Solving Part 2	SS: Lesson 20- Inviting to Play	
Feb. 13	SS: Lesson 21: Peer Pressure	SS: Lesson 20: Taking responsibility for your actions	SS: Lesson 21: Dealing with Negative Peer Pressure	CL: Lesson 19 - Taking Responsibility	CL: Lesson 19 - Fair ways to play	CL: Lesson 21 - Fair ways to play	
Feb. 20 (President's Day - no school)	CL: Safety: I'm in charge <a href="https://www.youtube.com/watch?v=TPuyAwyF6Cw">https://www.youtube.com/watch?v=TPuyAwyF6Cw</a>	CL: Safety: I'm in charge <a href="https://www.youtube.com/watch?v=TPuyAwyF6Cw">https://www.youtube.com/watch?v=TPuyAwyF6Cw</a>	CL: Safe Side- Stranger Safety video <a href="https://www.youtube.com/watch?v=TPuyAwyF6Cw">https://www.youtube.com/watch?v=TPuyAwyF6Cw</a>	SS: Lesson 20 - Responding to Playground Exclusion	SS: Lesson 20: Inviting to join in	SS: Lesson 22: Having fun with our friends	
Feb. 27	SS: Problem Solve Stranger Safety	SS: Problem Solve Stranger Safety	SS: Safe side- Stranger Safety part 2	CL: Tattling & Reporting	CL: Tattling & Reporting	CL: Tattling & Reporting	
Mar. 6	CL: Substance Education	CL: Substance Education	CL: Substance Education	SS: Lesson 21: Playing Fairly on the Playground	SS: Lesson 21: Handling Name Calling	SS: Lesson 23: Handling having things taken away	
Mar. 13	SS: Review Power Plans	SS: Review Power Plans	SS: Review Power Plans	CL: Safe Side/Drug Education	CL: Safe Side/Drug Education	CL: Safe Side/Drug Education	
Mar. 20 Mar. 27	Spring Break No SEL Lessons this week						
Career Exploration							

Weekly overview for all classrooms provided in one easy location

Teachers have the ability to supplement with additional lessons as needed

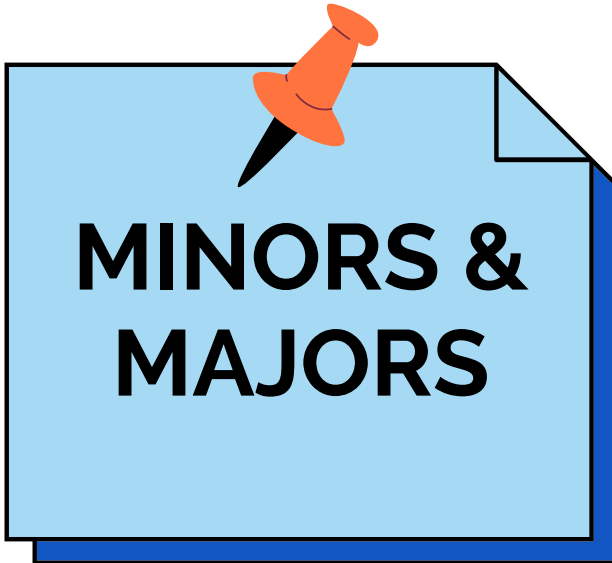
# FLOW CHART



Very clear process for all staff to follow when undesired behaviors occur

This is introduced at our Back to School Professional Development

We also discuss with teachers that as minors reoccur, you may need to skip steps



# MINORS & MAJORS

## Chinn Elementary Behavior Flow Chart

How do I manage this **behavior?** What are my next steps?

Classroom managed behaviors (Minors)	Recovery Room managed behaviors (Majors)	Straight to the Office (Majors)
<p><b><u>Inappropriate Language:</u></b> Harmful language directed to another such as:</p> <ul style="list-style-type: none"> <li>*Name calling</li> <li>*Minor profanity</li> <li>*Minor threats</li> <li>*Teasing/Putdowns</li> </ul> <p><b><u>Physical Contact:</u></b> Mild physical contact such as:</p> <ul style="list-style-type: none"> <li>*Pushing/shoving/kicking</li> <li>*Play fighting</li> </ul> <p><b><u>Disrespect:</u></b> Defiance, non-compliance, and or dishonesty such as:</p> <ul style="list-style-type: none"> <li>*Not completing class work</li> <li>*Not following directions</li> <li>*Talking back</li> <li>*Failure to follow rules</li> <li>*Attitude or body language</li> <li>*Dishonesty</li> </ul> <p><b><u>Eloping:</u></b> Not where you are supposed to be such as:</p> <ul style="list-style-type: none"> <li>*Out of assigned area</li> </ul> <p><b><u>Disruptive Behavior:</u></b> Behaviors that take away from all students learning such as:</p> <ul style="list-style-type: none"> <li>*Tattling</li> <li>*Distracting others</li> <li>*Not having materials ready</li> </ul>	<p><b><u>Inappropriate Language:</u></b> Harmful language directed to another such as:</p> <p><b><u>Physical Contact:</u></b> Attempt to cause physical harm to another and or making contact such as:</p> <ul style="list-style-type: none"> <li>*Fighting</li> </ul> <p><b><u>Disrespect:</u></b> Defiance, non-compliance, and or dishonesty such as:</p> <ul style="list-style-type: none"> <li>*Harassment</li> <li>*Chronic infraction of classroom rules</li> <li>*Chronic refusal to follow school rules</li> </ul> <p><b><u>Eloping:</u></b> Not where you are supposed to be and/or adult supervision such as:</p> <ul style="list-style-type: none"> <li>*Leaving classroom without permission</li> <li>*Running away from adult</li> <li>*Leaving the building</li> </ul> <p><b><u>Threat of Intimidation:</u></b> Verbal or written to any person such as:</p> <ul style="list-style-type: none"> <li>*Verbal threats of aggression</li> <li>*Bullying</li> </ul> <p><b><u>Chronic Misbehavior:</u></b> If ANY offense persists, it becomes a major offense</p>	<p><b><u>*Harassment or misconduct:</u></b> Disrespectful comments in regards to gender, race, sexual, ethnicity, religion, disability, or physical characteristics</p> <p><b><u>*Abusive Language/ Inappropriate Language/ Profanity.</u></b></p> <p><b><u>* Damage or Theft of school property.</u></b> Substantial damage to school, committing robbery of school property</p> <p><b><u>*When the recovery room is closed/unavailable</u></b></p>

We have printed this for all teachers to have as well as substitutes

Common language with behaviors assists us with our proactive and reactives

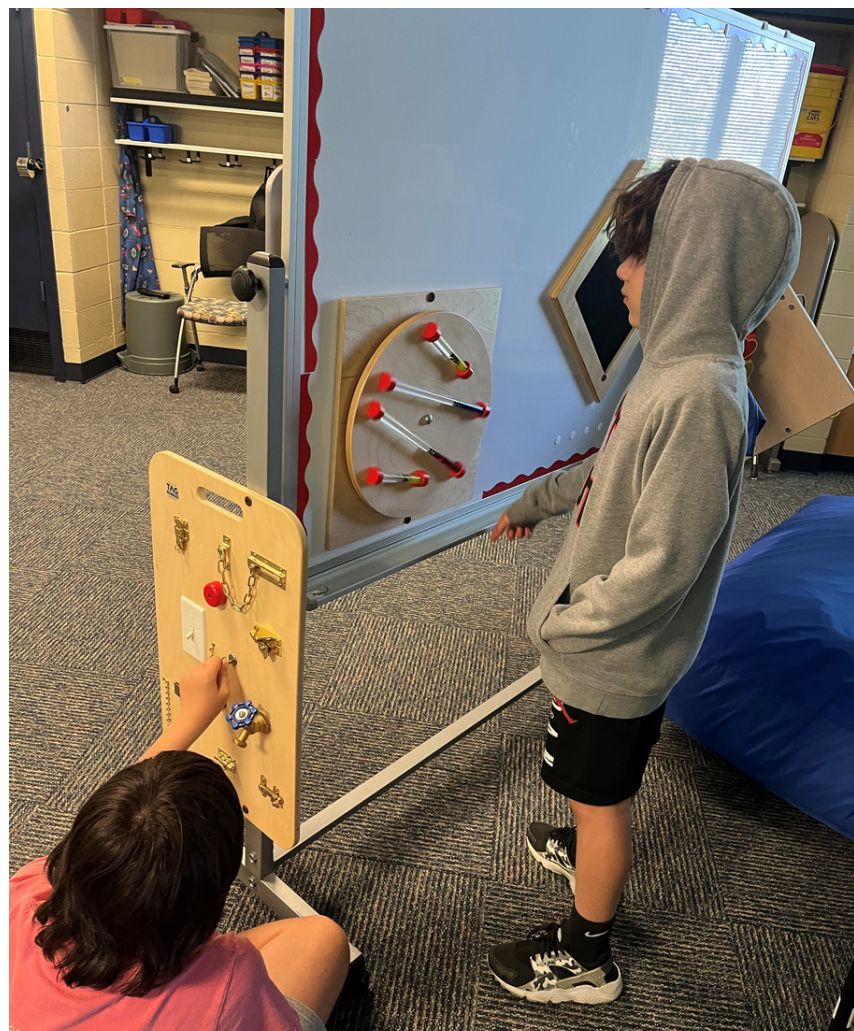


# PRIDE SLIP INCENTIVES

As a staff, we have opted for relationship-based incentives for students

PRIDE Slip Trade-In Choices			
10 PRIDE Slips	20 PRIDE Slips	30 PRIDE Slips	40 PRIDE Slips
<ul style="list-style-type: none"> <li>*Choose a brain break for your class</li> <li>*Read a story to your class</li> <li>*Use a pen or marker on an assignment</li> <li>*Teacher's Choice</li> </ul>	<ul style="list-style-type: none"> <li>*Create artwork for your classroom door</li> <li>*No shoes for a day</li> <li>*Class free draw - 10 minutes</li> <li>*Dismissal DJ - choose a song for your class &amp; dance</li> <li>*Teacher's Choice</li> </ul>	<ul style="list-style-type: none"> <li>*Show &amp; Tell - Bring one item to show &amp; tell</li> <li>*Choose your spot in line for a day</li> <li>*Hat day - Wear a hat to school</li> <li>*Class walk outside-10 minutes</li> <li>*Teacher's Choice</li> </ul>	<ul style="list-style-type: none"> <li>*Use your teacher's chair for an hour</li> <li>*Stuffed animal on your desk for a day</li> <li>*Class fun activity - Teacher approved</li> <li>*Class extra technology time - 10 minutes</li> <li>*Teacher's Choice</li> </ul>
50 PRIDE Slips	60 PRIDE Slips	70 PRIDE Slips	80 PRIDE Slips
<ul style="list-style-type: none"> <li>*Reading time outside for your class</li> <li>*A mystery reader comes to your class</li> <li>*Read to a kindergarten class (1st-5th only)</li> <li>*Seat swap - choose where you sit for a day</li> <li>*Teacher's Choice</li> </ul>	<ul style="list-style-type: none"> <li>*Play an inside game with a Principal</li> <li>*Art, Library, Music, or P.E. assistant during class</li> <li>*Panther Cafe assistant during your lunch</li> <li>*Check out an extra book in Library</li> <li>*Teacher's Choice</li> </ul>	<ul style="list-style-type: none"> <li>*Read with any teacher</li> <li>*Lunch in the office with a friend</li> <li>*Be your teacher's assistant for 1 content</li> <li>*Book Cooks with Mrs. McCauley</li> <li>*Teacher's Choice</li> </ul>	<ul style="list-style-type: none"> <li>*Play kickball with Mr. Ryan</li> <li>*Choose a spirit day for your class</li> <li>*Bracelet making with Mrs. McCauley</li> <li>*Teacher's Choice</li> </ul>
90 PRIDE Slips	100 PRIDE Slips	150 PRIDE Slips	200 PRIDE Slips
<ul style="list-style-type: none"> <li>*Play a video game with Dr. Hargis</li> <li>*Broadcaster on announcements for a day</li> <li>*Movie and snack for class -follow PH guidelines for movies -kids bring own snacks</li> <li>*Teacher's Choice</li> </ul>	<ul style="list-style-type: none"> <li>*Cut Dr. Hargis' tie</li> <li>*Use the 3d printer (4th-5th grade only 1st quarter)</li> <li>*Choose a schoolwide spirit day</li> <li>*Teacher's Choice</li> </ul>	<p>Classmates may combine PRIDE Slips to choose these rewards for their class:</p> <ul style="list-style-type: none"> <li>*Class STEM Time during Library</li> <li>*Extra recess for your class</li> <li>*Teacher's Choice</li> </ul>	<p>Classmates may combine PRIDE Slips to choose these rewards for their class:</p> <ul style="list-style-type: none"> <li>*Class vs. Class kickball challenge</li> <li>*Teacher's Choice</li> </ul>

# Tier II





# Tier II

CICO Process Map

Teacher Referral

On Watch  
Follow-up

Sample Agenda

Primary CICO Form

Intermediate  
CICO Form

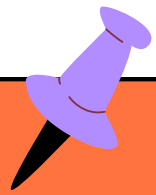
22/23 Equity Check

Core Boards

Graduation  
Certificate

Social Skills  
Progress Report

Social Skills  
Progress Report



# CICO PROCESS MAP

## Step A - Student Identified

- Behavior interventionist meets with teacher to determine the primary problem behavior and goal statement - make sure parents are aware/ communicate - what type of relationship should we expect?
- Behavior interventionist meets with student and teacher for introduction and orientation to CICO, including the timeline and graduation requirements.
- Parents are notified by classroom teacher unless it's an outside of the classroom situation or by request
- Student's instructional team is notified of the plan

## Step B - Participates in Tier 2 behavior intervention

<p><b>Phase 1</b> Daily goal of 70%</p> <p>Teacher rates behavior during each instructional and non-academic time period of the day.</p> <p>Once student has met their daily goal 4 out of 5 consecutive days, move to Phase 2</p>	<p><b>Phase 2</b> Daily goal of 80%</p> <p>Teacher rates behavior during each instructional and non-academic time period of the day.</p> <p>Every two weeks, team analyzes the data to determine the next steps:</p> <ul style="list-style-type: none"> <li>• Continue the intervention</li> <li>• Intensify the intervention</li> <li>• Modify the intervention</li> <li>• Fade the intervention</li> <li>• Target a new behavior</li> </ul> <p>Survey is sent out to staff who works with the student for the purpose of identifying target areas</p>	<p>After 4 consecutive weeks of 80% average, the student is displaying a readiness to begin fading.</p> <p>Email sent out to the student's instructional team to notify about the fading process.</p>
--	---	---

## Step C - Begin fading

**Stage 1 (5 consecutive days)** - CICO continues, but begins to focus on self-monitoring.

- Teacher continues to rate student behavior, but the student has their own form they are filling out. Teacher and student compare their ratings at the end of the day, with the goal of matching how they rated the day. Feedback and conversations provide support for the student who is learning how to self-monitor. Student checks out with their adult and data is recorded.
- Parents are notified

**Stage 2 (5 consecutive days)** - CICO continues, focusing on self-monitoring.

- Teacher and student fill out their own forms and compare their ratings at the end of the day, with the goal of matching how they rated the day. Feedback and conversations provide support for the student who is learning how to self-monitor. Student checks out with their adult and data is recorded.
- CICO adult and teacher meet to determine the time of the day that needs to be targeted.

**Stage 3 (5 consecutive days)** - CICO continues, focus on targeted area

- Student independently rates themselves, while the teacher provides feedback during the targeted times of the day.

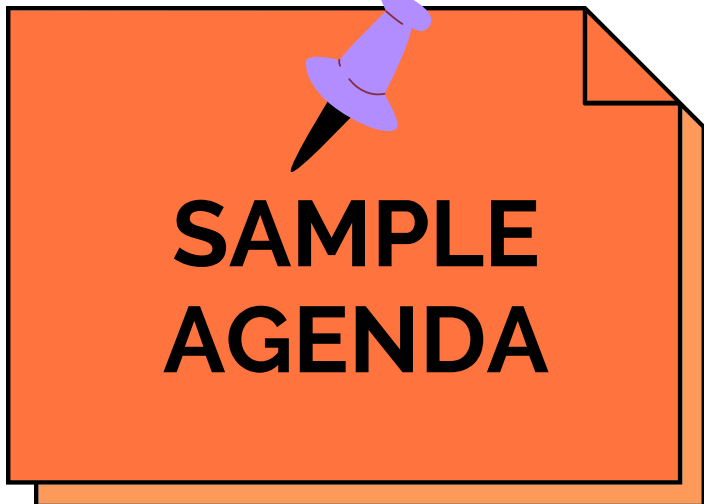
**Stage 4 (5 consecutive days)** - CICO continues, focusing on graduation and post-graduation

- Student independently rates themselves, and Teacher checks once at the end of the day.
- Parents are notified of upcoming graduation.

## Step D - Graduation and Post-Graduation

- Student receive graduation certificate and celebration.
- Begin 4 weeks of weekly check-in (once on Monday morning, again on Friday afternoon)
- Student becomes Alumni to the program
- Staff monitors data periodically





**Follow-up with On-Watch Students**

Mxxxx Dxxxx - no big behavior - very motivated by positive phone calls - change schedule due to staffing, crossing fingers it doesn't disrupt

**Teacher/Staff Referral**

Jxxxxx Rxxx (teacher name) - Tier 2 plan started

**Current Tier 2 Students**

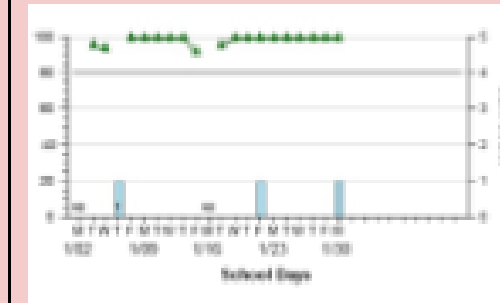
What percentage of Tier 2 students are meeting their goal?		
Who is not meeting their goal? ( <a href="#">Students on a Plan</a> )		
Name	Zxxxxx Rxxxxx Goal: I will do what the teacher says to do the first time even if I don't want to.  Sept 13 - 65% +Check about scheduled breaks  Sept. 27 - 72.5% Struggling in the morning, settled in the afternoon >work for breaks  Oct. 11 - 75.95%  Oct. 25 - 86.58% Meds have helped, hitting a groove with expectations with teacher  Nov. 8 - 93.13%	

**SEL Check-in (once a quarter??)**

What percentage of Tier 2 SEL students are showing improvement with their goal?		
Who is not meeting their goal?		
Name / Notes		

**Students Ready to Fade**

Who is on week 6 of their plan? <a href="#">Start Date List</a> Is now a good time to fade students?		
Name	Jxxx Dxxxxx	
Ready to Fade?	Dec 20: No - ODRs are too major 1/17: chart is helping him show success 1/31: 99% - 3 ODRs - change plan from classroom to lunch/recess only	



**GRADUATES** and [certificate](#)

Sxx Wxxxx (2, teacher name)

**On-Watch Students**

Have any students visited the recovery room 3x in the past 2 weeks who aren't already on a Tier 2 plan? Possible function of behavior? Are they currently in a <a href="#">SEL small group</a> ? Team member assigned to <a href="#">follow-up</a> with the classroom teacher?		
Name/Teacher	Bxxxxx Fxxxxx / teacher name	
Function	Avoidance	
SEL Group?	no	
Team Member	Camacho	
Have any students visited the recovery room 5x in the past month who aren't already on a Tier 2 plan? Possible function of behavior? Are they currently in a <a href="#">SEL small group</a> ? Team member assigned to <a href="#">follow-up</a> with the classroom teacher?		
Name/Teacher		


# CICO STUDENT FORM

Name \_\_\_\_\_ Date \_\_\_\_\_ Goal: 10 🍌

Skill: I can follow directions with only 1 reminder. I can be safe with my body.  
 Looks like: doing what the teacher says to do, keeping my hands to myself, staying out of others' space

Arrival	🍌	🍌
Morning Meeting	🍌	🍌
Phonics/Word Study	🍌	🍌
Small Group/Panther Time	🍌	🍌
Recess/Lunch	🍌🍌	🍌🍌
Math/Panther Time	🍌	🍌
Reader's Workshop	🍌	🍌
Writer's Workshop	🍌	🍌
Specials	🍌🍌	🍌🍌
Recess	🍌	🍌
Science/Social Studies	🍌	🍌
Social Centers	🍌	🍌
AVID/Pack up/Closing Circle	🍌	🍌

How many 🍌 ? \_\_\_\_\_ Did I make my goal? YES NO



Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Morning Routine	Class Meeting	Panther Time: Math	Math	Word Study	Read Aloud	Reader's Workshop	Writer's Workshop	Panther Time: Reading	Social Studies/ Science	AVID
Skill: I can follow class expectations. Looks like: listening to directions, being on task, doing my work in a timely manner, trying to do the work even if I think it's too hard	2	2	2	2	2	2	2	2	2	2	2
Comments:	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0

Points Possible: \_\_\_\_\_  
 Points Received: \_\_\_\_\_  
 % of Points: \_\_\_\_\_  
 Goal Achieved? Yes No  
 Goal=70%

# TEACHER REFERRAL

## PBIS Student Referral Form

Fill this form out if you have a student who needs additional behavior support in your classroom.

[miscavishj@parkhill.k12.mo.us](mailto:miscavishj@parkhill.k12.mo.us) [Switch account](#)

Not shared

Student's Name  
Your answer

Teacher's Name  
Your answer

What are the behaviors the student is having?  
Your answer

What do you feel is the function of the behavior?

- Attention Seeking
- Escape
- Social Skills
- Other: \_\_\_\_\_

What strategies have you already tried?  
Your answer

Next Step:

- Would you like to try new strategies?  
<https://docs.google.com/document/d/1kgC000xcvmKvnGi6Vklj5FYi4h6-HRC1REeGU0LkIE/edit?ts=5fe0fc13>
- Would you like to be contacted about a Tier 2 plan
- Other: \_\_\_\_\_

Additional Notes  
Your answer

having a hard time listening and following directions

low self-esteem, doesn't think he earns the things he does and in return gets frustrated

difficulty keeping his hands to himself

refusing to leave the classroom during transitions

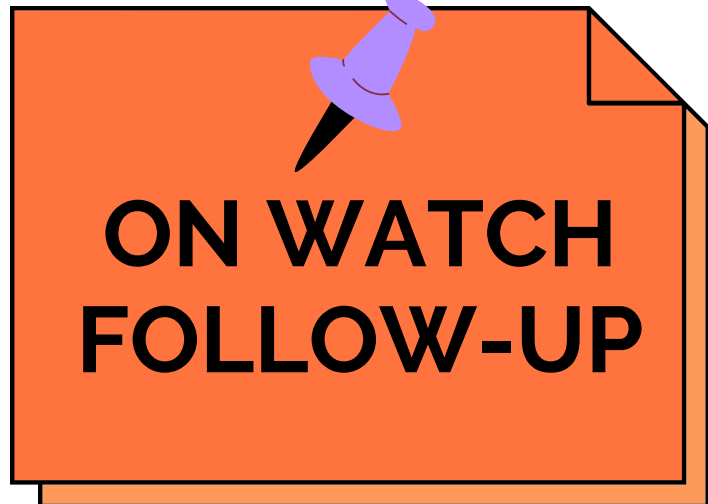
visual schedule

SPF when he has been able to stay calm or chosen appropriate behavior

offering alternatives to recess (care center, photographer, water plants)

carefully selected partnerships and groups

power plan, goal setting, breathing strategies



# ON WATCH FOLLOW-UP

## On-Watch Intervention Ideas

### For students who are attention seeking:

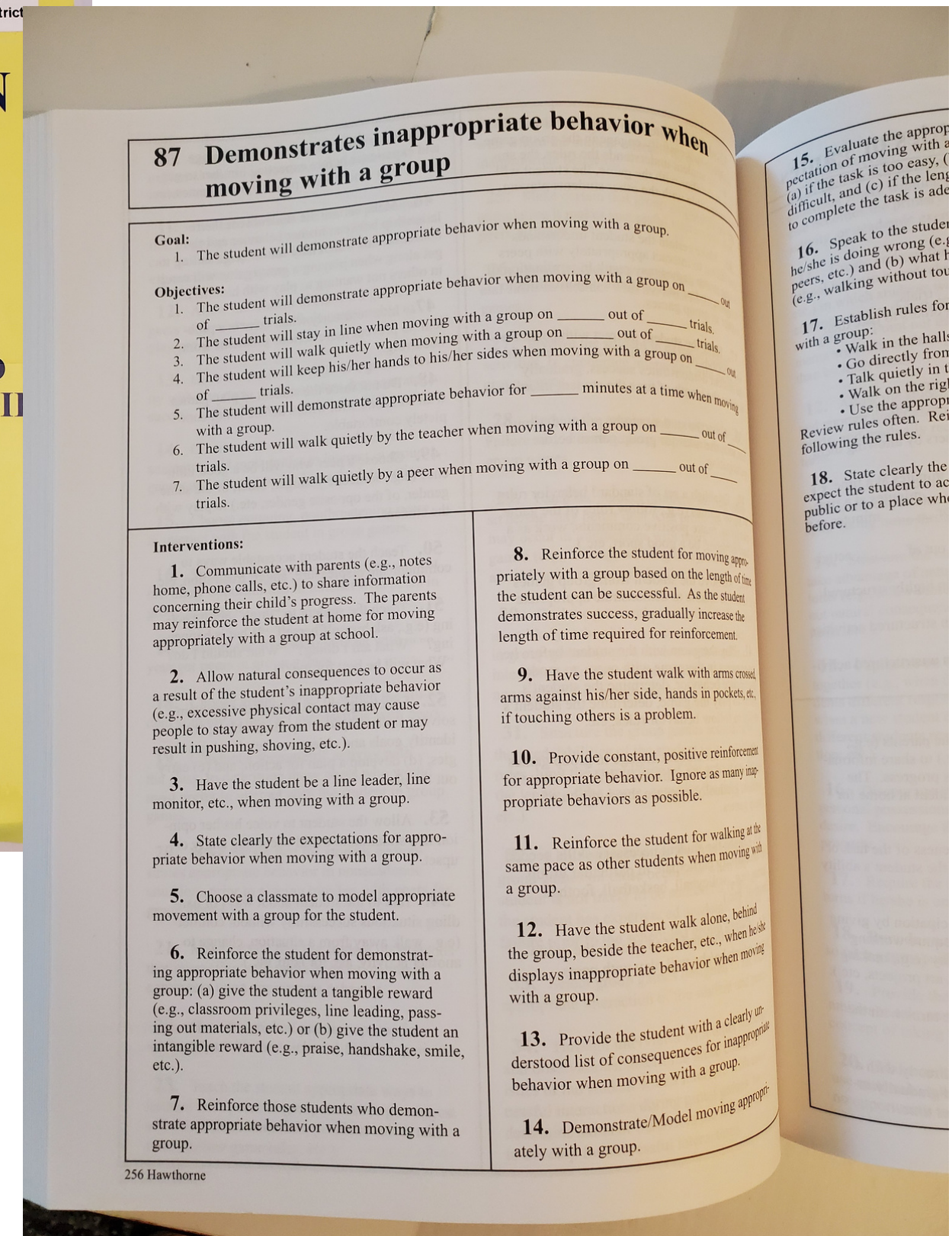
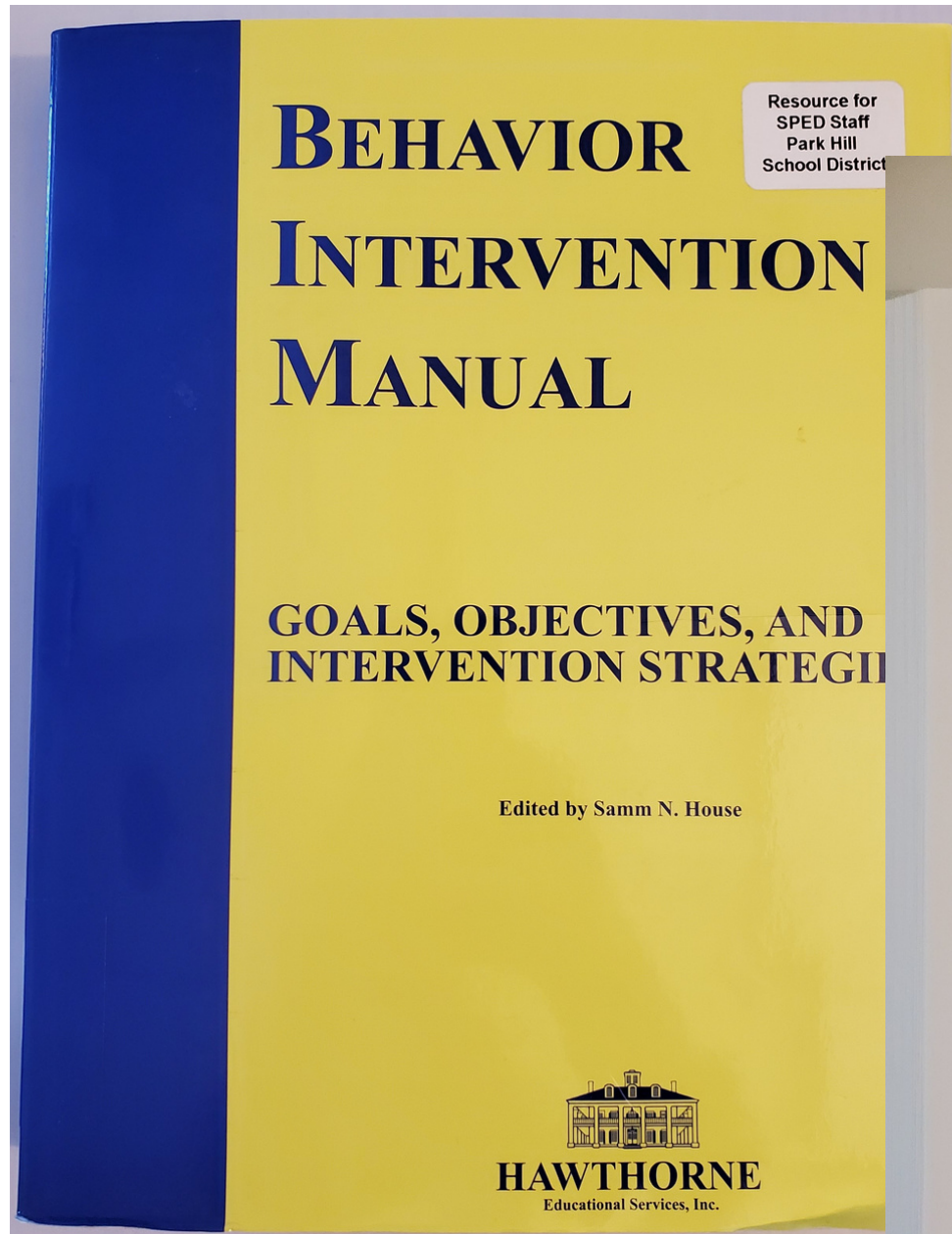
- Errand runner (possibly need a partner)
- Quiet Zone (offered prior to the beginning of work time as a proactive choice for the student)
- Secret signal (5 rubber bands, every time I draw a star...)
- Use as role model to demonstrate preferred work habits/behavior
- Increase their opportunity to talk (frequent check-in, be their partner during turn-and-talk)
- Create/Allow a special place in the classroom to display/turn in work (magnet on the board, turn in folder near teacher's desk, etc.)
- Give a daily/weekly job
- Have another student(s) be their buddy and offer positive feedback/check in (give the "buddy" the language to use) with them during specific times of the day (target times that are most challenging or schedule frequent check-ins throughout the day)

### For students who avoid work:

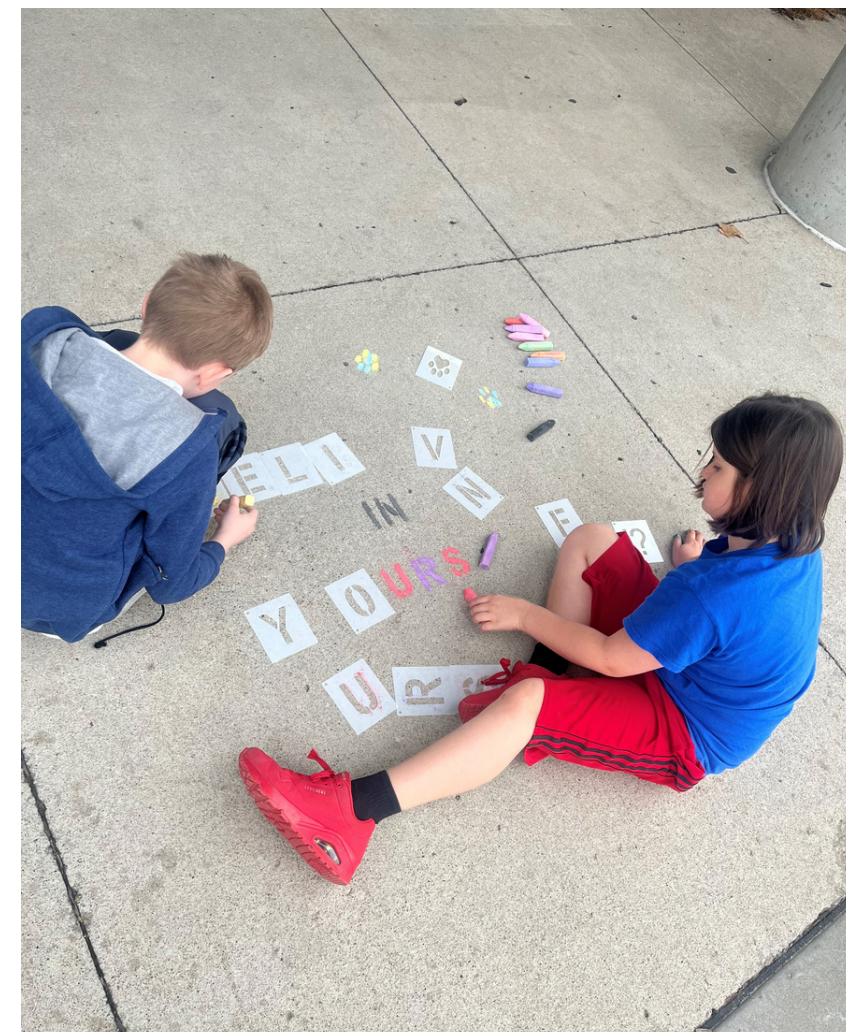
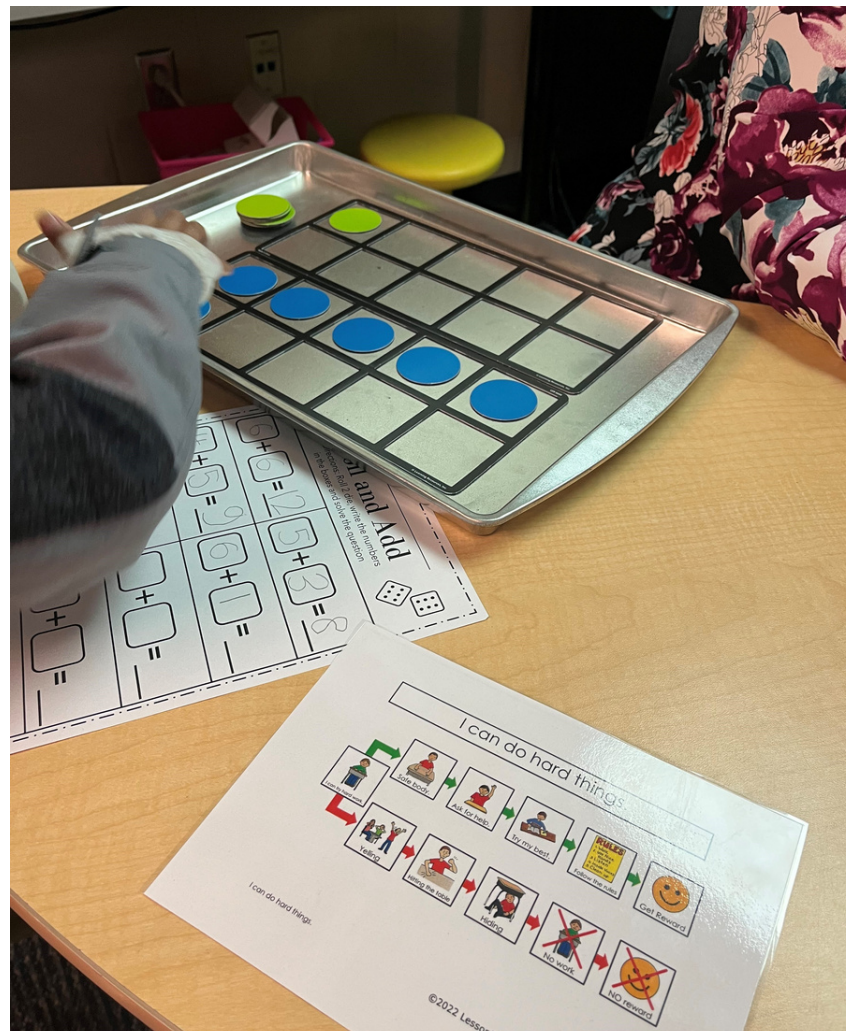
- Chunk up work into smaller segments with a break
- Talk Partner - after # of work, have a conversation about the work with a talk partner (early finisher)
- Use as role model to demonstrate preferred work habits/behavior (get them started first as an example to the rest of the class)
- Give a special job/task after the work is complete
- Individual schedule on desk with predetermined breaks scheduled
- Give a checklist so that they can see items left to complete decrease (full day checklist or a morning and afternoon checklist)

### For students who struggle with social issues:

- (see Theresa)



# Tier III



★ ★ ★  
**Tier III**

Student BIP

Student FBA

*You  
Belong.*

Visual Work  
For Board

Primary Work For  
Card

Visual Break  
Card

Primary Break Card

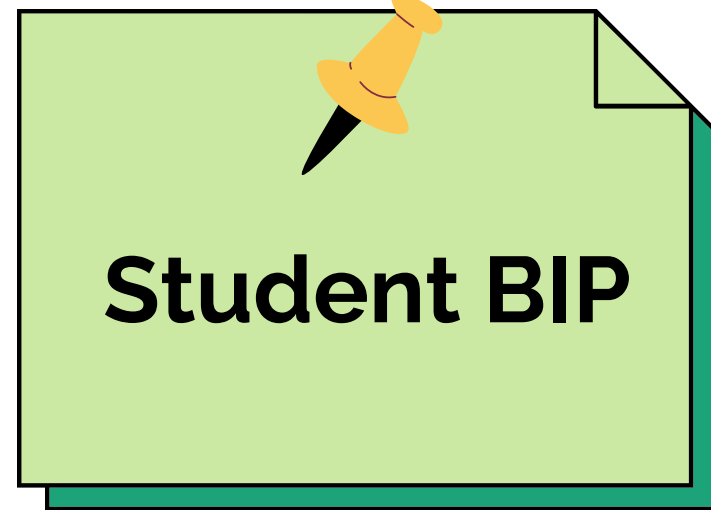
Intermediate Break  
Card

ELD Break Card

MTSS Tracker

MTSS Agenda

MTSS  
Flowcharts



Behavior Intervention Plan

Student Name: 5<sup>th</sup> Grade Student  
 Action Team Members: Jacy Chastain-Ware, Zanah McCauley, Andrew Hargis, Sheryl Sievers, Julianne Ruwe, Jena Fish  
 Date of Meeting: 1/26/2023

		<b>Desired Replacement</b> * Student is able to verbalize his feelings/emotions so we (school) can better accommodate his needs.	<b>Reinforcing Consequences for Desired Replacement</b> * When he is able to verbalize or share how he feels and what he needs, then he will receive a thumbs up.	
<b>Setting Event</b> * Moving to preferred to non-preferred activity/expectation	<b>Triggering Antecedent</b> * Moving to preferred to non-preferred activity/expectation	<b>Problem Behavior</b> * Defiance	<b>Maintaining Consequences</b> 1. 1 verbal reminder 2. Safe Seat 3. Buddy Room 4. Recovery Room ** When he does return, he has to complete task that he was removed from (can be modified or simplified).	<b>Function</b> • Avoidance • Control

<b>Alternative Replacement Behavior</b>
<ul style="list-style-type: none"> <li>• Provide visuals for him to articulate.</li> <li>• (i.e. I am feeling _____. I need _____.)</li> <li>• Formal CICO with Ms. Fish and Ms. Sievers</li> </ul>

2. INTERVENTION STRATEGIES

2.1 Setting Event Strategies	2.2 Antecedent Strategies	2.3 Teaching Strategies	2.4 Consequence Strategies to Reinforce Appropriate Behavior
<ul style="list-style-type: none"> <li>• Morning and afternoon changes:               <ul style="list-style-type: none"> <li>• Afternoon check-in- 12:18 he gets 5 min break (color/doodle/sensory)</li> <li>• If he meets his goal, Student and another student can go to Mrs. Fish's room to play a quick 10 min game at 3:30</li> </ul> </li> <li>• Staff member in building check out-Tahereh Farhadian 2:00 check in</li> </ul>	<ul style="list-style-type: none"> <li>• Backpack in office</li> <li>• Break apart his plan to meet goal in morning and meet goal in afternoon (thumbs up each goal)</li> </ul>	<ul style="list-style-type: none"> <li>• At morning check in Student will be given a self-reflection sheet and visual to prompt how he is feeling (i.e. I am feeling _____. I need _____.)</li> <li>• If needed the teacher will model and prompt to express feelings and needs using visual.</li> </ul>	<ul style="list-style-type: none"> <li>• When he is able to verbalize or share how he feels and what he needs, then he will receive a thumbs up.</li> </ul>

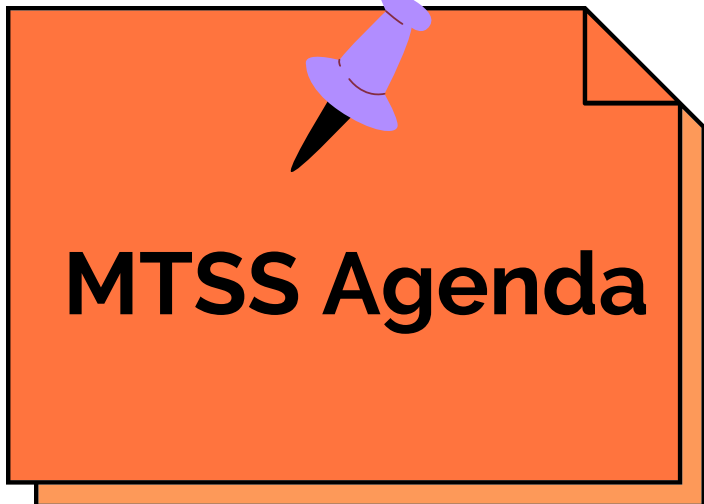
3. CONSEQUENCE STRATEGIES

(Response strategies &/or environmental manipulations that make consequences for problem behavior ineffective)

<ol style="list-style-type: none"> <li>1. One verbal reminder</li> <li>2. Safe Seat</li> <li>3. Buddy Room</li> <li>4. Recovery Room</li> </ol> <p>** When he does return, he has to complete task that he was removed from (can be modified or simplified). (i.e. He must complete task in buddy room/safe seat before returning.)</p>
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# MTSS Agenda

## Tier 3 Meeting Agenda Apr 5, 2023

**Admin:** Andrew, Zanah  
**Reading:** JaNette, Julie  
**Math:** Jenni  
**ELD:** Jena, Jade  
**Sped:** Debbie, Tatiana, Mary  
**SEL:** Jewiz, Theresa

23-24: Classroom teacher will attend MTSS T3 meetings; rotating sub will be secured  
 FAQ for specialty areas - finish before September 2023 meeting

[TIER 3 TRACKER LINK](#)  
 \*\*\*previous notes in gray, today's notes in black

**Today's Agenda:**

**1. General Updates**

- **Sped Testing Update:**
  - **N -**
    - Did not qualify, IQ dropped from 74 to 65, academics matched, needs to hear things auditorily (visuals not helpful), highest on verbal reasoning, lowest on spatial reasoning
    - Middle school implications - share results with Plaza
  - **C -**
    - Finished testing and IQ, results in process
  - **W -**
    - In evaluation, results in process, 96 IQ - biggest obstacle is process speed
    - Move forward with 504 for OCD
  - **T -**
    - 1st round of testing complete, Debbie asked for a 2nd round of testing
    - Academics very low
    - Results in process
  - **M -**
    - Scheduling RED with dad

- **Champion Report**
  - **I (Dye)**
    -
  - **A (Kunels)**
    -
  - **M (Fish)**
    -
  - **C (Edmondson)**
    - Going to 1st grade
  - **S (Hargis)**
    -
  - **C (McHugh)**
    - Change to PBIS Tier 3 plan, seeing success
  - **T (Miscavish)**
    -
  - **A (Ruwe)**
    - Gaining confidence, working on SEL
  - **B (Muir)**

- Discuss E's testing results
  - 86 IQ, SLD writing, borderline for reading, Speech (possibly get an AAC device for next year) 90 minutes per week - cannot back any sounds /k/ or /g/, average for fine motor, watch stutter for now
  - Pictorial 84, Geometric 91
  - Academic Math 78, Reading 65, Written Language 60
  - Phonological was a strength, but not letter recognition
  - Math concepts 82, math comp 77
  - Stringing letters for writing
- Plan for A's for \_\_\_\_ grade and beyond
  - Sentence computation is much higher than producing her own sentence
  - Verbal comp is 84
  - Processing speed is slow
  - Manipulatives were helpful
  - Has strategies, but doesn't know when/how to correctly use them
  - **BIF plan - MAY MEETING AGENDA**

**2. Students not making adequate progress:**

- D (1)**
  - Mar 1
  - Apr 5
- L (1)**
  - Mar 1
  - Apr 5

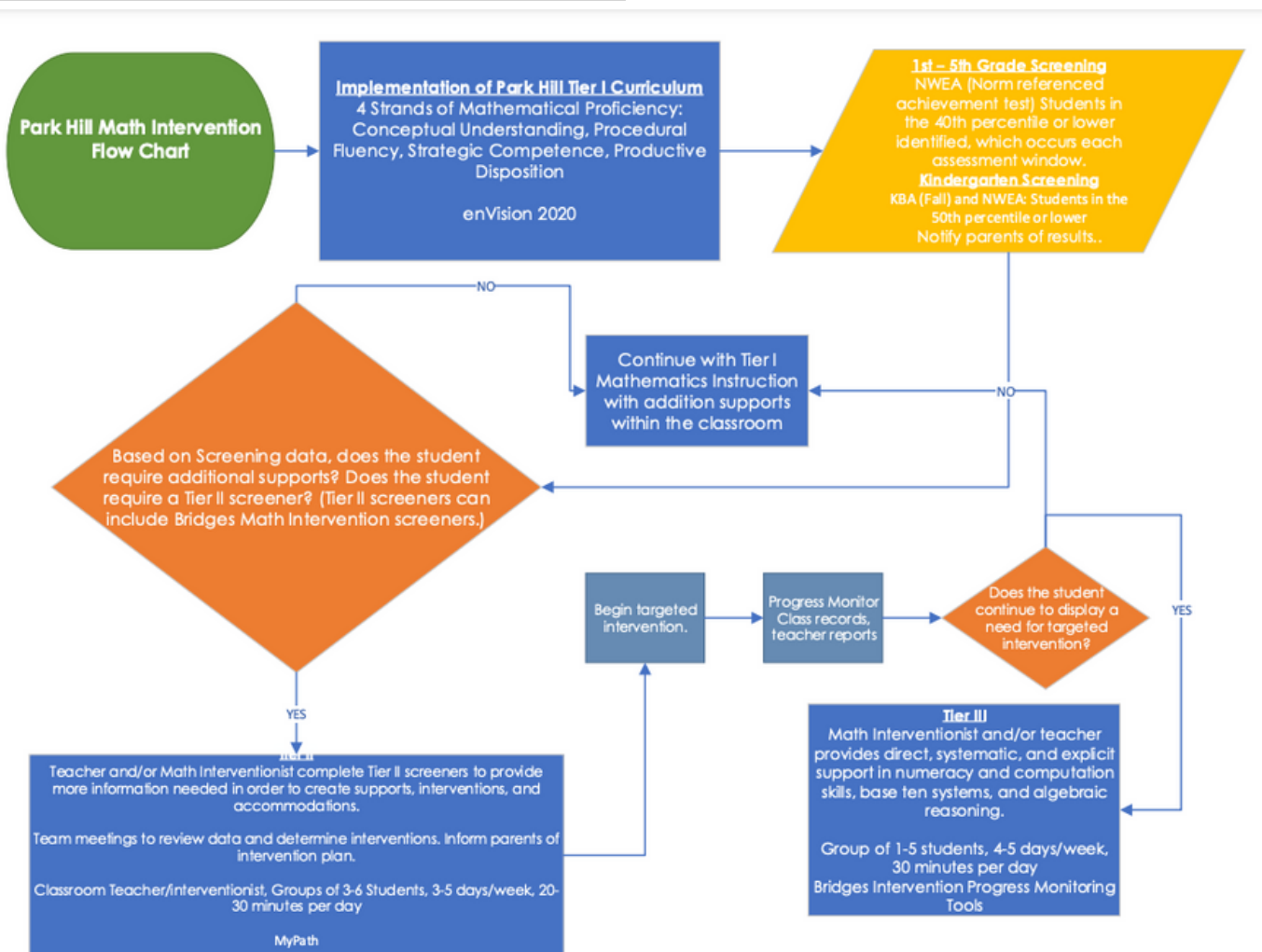
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- C**
  - Apr 5
- S (1)**
  - Mar 1
  - Apr 5
- W (K)**
  - Mar 1
  - Apr 5
- O (3)**
  - Nov 9 (continue interventions add incentive and continue to monitor)
    - Tier 3 Reading - intervention is in the morning, below other peers in group; comes to school tired a lot; working with classroom teacher to have goal...if I come to school 2 days in a row and do my best, I earn a snack, working to motivate; low HPW
    - ELD - group, goal: write a sentence from a word bank - not making progress; will look at adjusting goal once ACCESS data can used
    - Unmotivated, attitude is a challenge; has received ELD support for 3+ years
    - Better to let him sleep as he will refuse to perform
    - Tier 3 Math - last year and this year - does not demonstrate unwillingness to work in the afternoon; math is more comfortable and feels successful in group and towards goal- adding two-digit numbers
    - Mom reports seeing the same thing at home with attitude and shutting down
  - Dec 7
    - Continue Intervention
  - Mar 1
  - Apr 5

• Equity Check  
 School Enrollment: 459

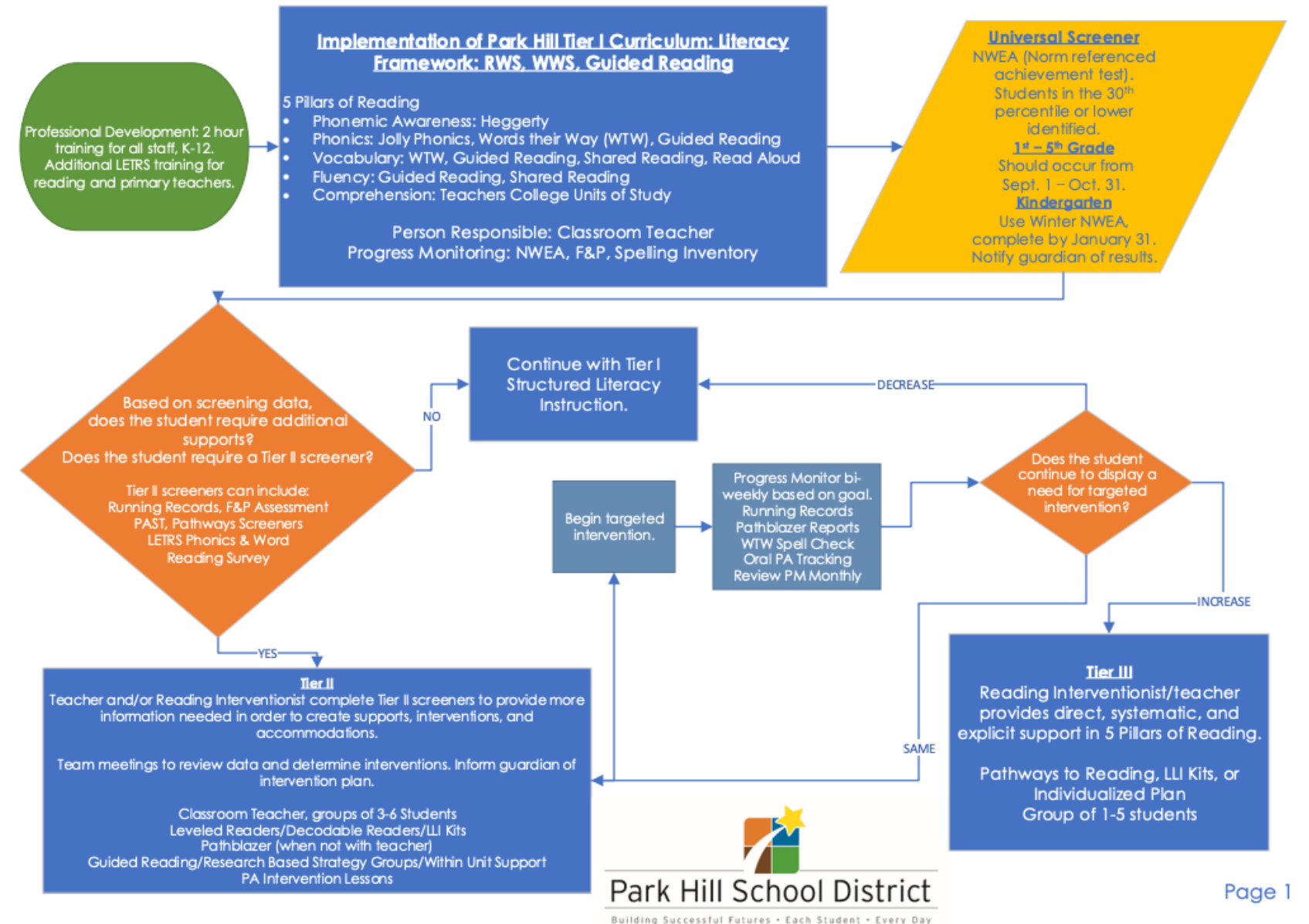
Gender	School	Tier 3 Tracker	
Male	52%	11111111111111111111 = 16 70%	
Female	48%	1111111 = 7 30%	
Race			
White	53.4%	1111111111 = 10 44%	M - F -
Black	47%	17.9%	11111111 = 8 35%
Hispanic/Latino		12%	1 = 1 4%
Pacific Islander		6.1%	111 = 3 13%
Native American		.004%	
Asian		1.5%	
Multiracial		16.1%	1 = 1 4%

# MTSS Flowcharts

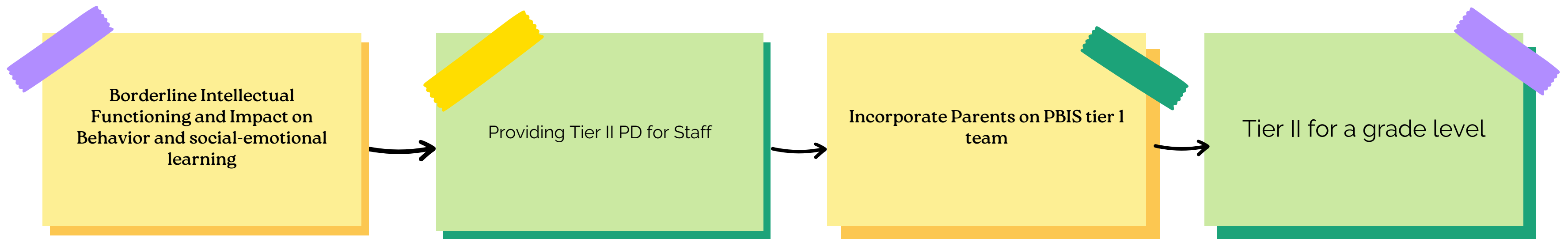


# Reading Intervention & Dyslexia Flow Chart

Updated 2021-2022



# Next Steps



# How to Contact Us:

Facebook: Thomas B. Chinn Elementary

TikTok: @ChinnTok

Website: <https://chinn.parkhill.k12.mo.us/>

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[bakera@parkhill.k12.mo.us](mailto:bakera@parkhill.k12.mo.us), **[mccauleyz@parkhill.k12.mo.us](mailto:mccauleyz@parkhill.k12.mo.us)**, [hargisa@parkhill.k12.mo.us](mailto:hargisa@parkhill.k12.mo.us)

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