

Grade Level Professional Learning Teams are Where It's At!

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FORM A – 3Tier Model of Prevention, Intervention, and Support Process

Note:

- Forms to use are noted in **bold**.
- Collaboration with Interagency and/or specific outside agencies may occur anytime.
- A school designated point person can consult with a district behavior specialist or mental health specialist at any time.

		Staff Responsible	Process Steps	
The steps listed on this page are continuous and ongoing. They are cyclical and not finite.	Work of the Teacher	Teacher	1. Complete Self Assessment Tier One – School-wide and Tier One- Classroom interventions by reviewing the <i>Form B – School-wide Universals/Classroom Universals Teacher Self-Reflection</i>	
	Work of the Learning Team (PLC)	Learning team	Teacher	2. Discuss self-assessment and set individual, grade level or team goals.
		Teacher	Learning Team	3. Make classroom environmental modifications based on self-assessment.
		Learning Team	Learning Team	4. The learning team collects and reviews academic and behavioral data at least monthly. (refer to <i>Form E – Data Form</i> for types of data to collect and review)
		Learning Team	Teacher	5. Compare student academic data with pre-designated learning targets. Compare student behavior data with identified building behavior data decision rules.
		Teacher	Teacher	6. List students who are not meeting identified academic and behavior /social targets. Use PLC guiding questions (see page 9 of the manual) to facilitate discussion.
		Teacher	Learning team	7. Discuss academic and behavior data and concerns with parents.
		Learning team	Learning Team	8. Learning team decides how to collectively provide additional or differentiated instruction to re-teach academic or behavioral learning targets to individuals or small groups. Note: For students with a behavior concern, complete <i>Form C</i> or any other function based matching form to decide function and intervention(s) to assist your problem solving.
		Learning Team	Teacher	9. Make a list of all students from step 8 who will be receiving additional or differentiated instruction and record on <i>Form D – Progress Monitoring Form</i>
		Teacher	Learning team	10. Re-teach and progress monitor for a minimum of two weeks.
		Learning team	11. Review progress monitoring data and implementation of classroom environmental modifications with learning team. For students who are progressing, continue intervention(s), environmental modifications and progress monitoring.	
<i>For students who are not progressing after step 11, proceed to step 12.</i>				

Another important point is to implement any recommended plan and give it time to work. It is not unusual to see some pretty dramatic positive changes in a short period of time if the plan matches the function and is implemented with fidelity. With some students, we may need to persist and continue the plan long enough for the student to see we are going to be consistent in our implementation. Of course, if there is a dramatic and persistent increase in misbehavior, the plan will need to be reviewed by the building Tier 2/3 team.

The next steps of this process are provided to help guide staff through this method of accessing support for any student who is **not responding to Tier one, universal academic and/or behavior expectations and learning team or classroom interventions** as compared to typical peers in the classroom.

	Staff Responsible	Process Steps
Work of the Teacher in Cooperation with the Building Tier 2/3 Team.	Teacher	12. For students who are not progressing, complete Form E - Data (if not already completed).
	Teacher	13. Notify Tier 2/3 team to add students' names to meeting agenda.
	Tier 2/3 Team	14. At Tier 2/3 team meeting distribute and review copies of Forms C (or any other function based problem solving form), Form D, and Form E and progress monitoring data
	Tier 2/3 Team	15. Use Form F to problem solve and develop a revised intervention support plan.
	Teacher	16. Communicate plan and obtain parent permission for revised intervention and support plan.
	Tier 2/3 Team Rep. and Teacher	17. Communicate revised intervention and support plan to learning team.
	Intervention Implementer / Coordinator	18. Implement revised intervention and support plan and collect student progress monitoring data to be shared at Tier 2/3 team follow up meeting.
	Tier 2/3 Team Rep.	19. Discuss student's progress toward his/her learning target during follow up meeting to decide whether to maintain, or modify, using Form F .
	Tier 2/3 Team Rep.	20. Regularly update and follow up on student(s) using the Form D - Progress Monitoring Form .
	Tier 2/3 Team Rep.	21. Bring student progress monitoring data to regularly scheduled Learning Team Meeting.
Tier 2/3 Team Rep. and Learning team	22. Regularly follow all students on Form D to review progress and make recommended revisions. <i>A School designated point person can consult with a district behavior specialist or mental health specialist at any time.</i>	

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For any Student with an Individualized Education Plan (IEP)

Staff Responsible	Process	Date Completed
	Continued behavior concerns after consistent implementation of targeted intervention/strategy for at least six weeks gathering data directly related to the goals, with a minimum of two revisions or minimum of 2 meetings with school psychologist if the plan is not effective:	
Administrator, casemanager, or school psychologist	Referral to collaborate with the district Behavior Support Committee. (Contact Bonnie Conley)	
Teacher/casemanager	Refine interventions based on advice from this committee.	
Teacher/casemanager	Implement refined interventions 4-6 weeks.	
Casemanager	If the behavior difficulties continue: Hold a problem solving meeting with school personnel, including the school psychologist, to ensure the evaluation and IEP are current and consider what possible changes may be needed (discuss strategies, needs and next steps).	
IEP Team	Casemanager convenes the IEP team. The IEP team considers if an evaluation is needed to complete an FBA and gather additional data, or if a more restrictive placement in their school setting may be necessary to meet the student's needs. FBA occurs in the context of an evaluation. <i>State regulation requires that a student being considered for referral to a more restrictive placement must have his or her IEP reviewed. Columbia Public Schools mandates a team to complete a Functional Behavior Assessment (FBA) and implement a Behavior Intervention Plan (BIP) prior to making the referral to a more restrictive setting due to behavior.</i>	
IEP Team	IEP Team completes a Behavior Intervention Plan and attaches to the IEP.	

WHEN CONSIDERING SERVICES OUTSIDE OF ATTENDING SCHOOL

_____ If the district needs to consider whether the student's behavior exceeds the attending school's capacity, the casemanager will send a copy of the completed "Tier 2 Process Checklist" to the District Behavior Specialist and attach the following:
Date/Initials

- ___ copy of the FBA, current within one year
- ___ copy of the BIP/contract (signed by student and team),
- ___ copy of data collection or other types of documentation,
- ___ copy of the student's discipline and attendance record (include number of days suspended),
and/or
- ___ any other information that you think is important.

Within 10 days a district representative will contact the attending school to either make recommendations to increase the likelihood of success in the student's current placement, or to discuss the steps to proceed with consideration for services outside of the attending school.

_____ The attending school will schedule a pre-meeting with the appropriate program for consideration to discuss concerns, review paperwork, behavioral information and possible educational strategies.
Date/Initials

_____ The attending school casemanager will schedule an IEP meeting to review and possibly revise IEP and discuss placement options.
Date/Initials This meeting should include the LEA's from all locations being considered, as they are part of the IEP team.

ADDITIONAL INFORMATION:

New enrollments or returning students: All students with IEPs, no matter the disability or history, are enrolled in their home schools. After enrollment, the IEP team meets to review transfer information, determine needs, goals and placement. This is true for all students and is especially important in cases where the student is coming to CPS, or returning to us, after being educated in a restrictive placement (e.g., residential placement, returning to us with Quest/Bearfield or another special program as the last CPS school, restrictive placement in a different district).

Students do not *automatically* enter/re-enter restrictive programs (Quest, after school program, homebound).
Placement is an IEP team decision.

If, after gathering information on a new enrollee, you have questions or concerns about placement options at your school, please contact your Special Education Department chairperson and/or contact the Special Services Department for assistance.

Form B
School-wide/Classroom Universals Teacher Self-Reflection

Teacher: _____ Date: _____

Tier One—School-wide Universals

Tier One Process	Staff Expectations to Support Student Behavior
<p style="text-align: center;">1. School-wide Expectations Matrix is our Social Curriculum</p>	<p><input type="checkbox"/> Where is my copy of the school-wide matrix posted in my classroom? _____</p> <p><input type="checkbox"/> I know and can recite the school-wide expectations and current behavior/social skill lesson</p> <p><input type="checkbox"/> Where is the current topic posted in my room? _____</p>
<p style="text-align: center;">2. All Staff Teach All Students Lessons</p>	<p><input type="checkbox"/> When do I teach students what we want them TO do, using weekly lesson plan? _____ Is this time designated on my weekly schedule? _____</p> <p><input type="checkbox"/> How do I teach, practice and review the topic? _____ _____</p> <p><input type="checkbox"/> Based on data, I re-teach skills from the matrix as needed.</p> <p><input type="checkbox"/> At least 80% of students can recite the school-wide expectations and current topic.</p>
<p style="text-align: center;">3. All Staff Give All Students Specific Performance Feedback</p>	<p><input type="checkbox"/> I use school-wide expectations and language on the matrix when I give students specific performance feedback.</p> <p><input type="checkbox"/> What is my method for ensuring high rates (4 to 1) of positive specific performance feedback? _____ _____</p> <p><input type="checkbox"/> How do I involve my students in setting classroom goals for school-wide celebrations? _____ _____</p> <p><input type="checkbox"/> Can all my students can tell why they received specific feedback.</p>
<p style="text-align: center;">4. All Staff Give Effective Responses and Follow Continuum of Responses to Behavior Errors</p>	<p><input type="checkbox"/> Do I give a respectful redirect using expectations language and professional teaching tone and demeanor.</p> <p><input type="checkbox"/> I know definitions and follow procedures for classroom managed behaviors (minors)</p> <p><input type="checkbox"/> I know definitions and follow procedures for office managed behaviors (majors)</p>
<p style="text-align: center;">5. All Staff Will Collect Minor and Major Data</p>	<p><input type="checkbox"/> I consistently fully complete and submit all required behavior forms (major office referral forms and minor referral forms as applicable)</p> <p><input type="checkbox"/> I review, reflect on , and problem solve monthly SWIS/ e-School data.</p>

Form B
School-wide/Classroom Universals Teacher Self-Reflection

Tier One – Classroom Universals

Classroom Essential Features	Staff Expectations to Support Student Behavior
1. Classroom <u>Expectations and Rules</u>	<input type="checkbox"/> I have created and posted classroom rules aligned with school-wide expectations . <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom <u>Procedures and Routines</u>	<input type="checkbox"/> I have used the <u>Create Your Classroom Routines Checklist</u> to develop my classroom procedures and routines . <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback	<input type="checkbox"/> I use a variety of strategies to give positive specific performance feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing positive specific performance feedback at a ratio of 4: 1? _____ _____ <input type="checkbox"/> Can my students tell why they receive acknowledgement for appropriate behavior? _____ _____
4. Response Strategies & Error Correction	<input type="checkbox"/> Where is my copy of the school’s response to problem behavior flow chart posted for my easy referral? _____ _____ <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety of classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students).

Form B

Classroom Universals Continued

Tier One Process	Staff Expectations to Support Student Behavior
5. Multiple Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunity to Respond (examples: turn and talk, guided notes, response cards) <input type="checkbox"/> What strategy do I use to track students being called on? _____ <input type="checkbox"/> I regularly utilize wait time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
6. Active Supervision	<input type="checkbox"/> I have designed my classroom floor plan to allow for ease of movement for Active Supervision <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically <input type="checkbox"/> When designing a lesson, I consider student groupings, location and activity level <input type="checkbox"/> I provide positive contact, positive and corrective feedback while moving about the room
7. Academic Success and Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ <input type="checkbox"/> I use a variety of strategies to modify daily tasks to Scaffold the Student to Success <input type="checkbox"/> What is my method for providing positive and specific performance feedback at a ratio of 4:1? _____ <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities
8. Activity Sequence and Offering Choice	<input type="checkbox"/> I Sequence Tasks by intermingling easy/brief tasks among longer or more difficult tasks <input type="checkbox"/> When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student's success <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task) <input type="checkbox"/> I develop and utilize a menu of options to promote student choice (examples: work stations, demonstration of knowledge)

Form C

Function Based Problem Solving

Student/s: _____ Classroom Teacher: _____ Grade: ____ Date: _____

Complete the following form **with your learning team**.

1. Summary of the Problem

We have the most problems during _____
(Time of day/Class/Activity/Routine)

<u>A</u> ntecedent (Trigger/Predictor)	Problem <u>B</u> ehavior (Student Behavior of concern)	<u>O</u> utcome/Response	Function/Pay Off
When...	The student will...	Then this happens (teacher does)	So, the function of behavior is to: Get or Avoid (circle one)

2. Replacement Behavior/Learning Target: (What do we want the student to do instead? Choose an observable behavioral skill from the School-wide expectations matrix)

3. What strategy/practice will match the function and increase the replacement? (Review classroom instructional practices)

4. What strategy/practice will match the function and decrease the problem behavior? (Review classroom instructional practices)

5. How will you **monitor progress** of student/s?

(See Resource Section for examples of completed Form C and other function-based problem solving forms)

Form C—Example

Function Based Problem Solving

Student/s: Tim Bob Classroom Teacher: Ms Great Grade: 4 Date: 1/4/2010

Complete the following form **with your learning team**.

1. Summary of the Problem

We have the most problems during Independent Writing Time
(Time of day/Class/Activity/Routine)

<u>A</u> ntecedent <small>(Trigger/Predictor)</small>	Problem <u>B</u> ehavior <small>(Student Behavior of concern)</small>	O <u>u</u> tcome/Response	Function/Pay Off
<p>When...</p> <p><i>Given assignment to write</i></p>	<p>The student will...</p> <p><i>Not work, make Noises, talk to others</i></p>	<p>Then this happens (teacher does)</p> <p><i>Re-direct, remind what to do, safe seat, buddy room</i></p>	<p>So, the function of behavior is to:</p> <p>Get or <u>Avoid</u> <small>(circle one)</small></p> <p><i>Hard writing task</i></p>

2. Replacement Behavior/Learning Target: (What do we want the student to do instead? Choose an observable behavioral skill from the School-wide expectations matrix)

- *Complete assignment independently, without teacher assistance*

3. Teacher/ Learning Team intervention strategies to increase the replacement behavior (matched to the function/ purpose of the behavior and check classroom practices checklist).

- *Task card of individual steps*
- *Graphic organizer*
- *Student provided sentence starter*

4. Teacher/ Learning Team intervention strategies to decrease the problem behavior (matched to the function/ purpose of the behavior and check classroom practices checklist).

- *Teach student the new plan*
- *Provide pre-corrects*
- *Increase Positive feedback*

5. How will you monitor progress of student/s?

- *Percentage of completed tasks*
- *Safe Seat ,Buddy Room data*

Form E – Data Form

Teacher Section: 1) Complete this section. 2) Give it to the Tier 2/3 Team representative for your learning team, or other designated person.

Student: _____ Classroom Teacher: _____ Grade: _____ Date: _____

Student Strengths: _____

What Motivates Positive Behavior for Student? _____

My Concern (check any that apply)

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Behavior |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Math | <input type="checkbox"/> Other: _____ |

Provide Baseline Data to Supplement All Concerns Checked Above

Provide Parent Contact Information, Dates, Type of Communication

Attendance: Did student start the first day of school year? Yes No
If no, date student entered school: _____

Behavior:

1. Attach SWIS/eSchool report of major office referrals (list and graph form)

How many **major** office referrals for this student? _____

For each Possible Function below, write the total number from Major report.

Obtain peer attention	_____	Avoidance of peer	_____	Avoidance of task/activity	_____
Obtain adult attention	_____	Avoidance of adult	_____	Provoked by peers	_____
Other	_____	Unknown	_____		

2. Attach SWIS/eSchool report of minor office referrals (list and graph form)

How many **minor** office referrals for this student? _____

For each Possible Function below, write the total number from Minor report.

Obtain peer attention	_____	Avoidance of peer	_____	Avoidance of task/activity	_____
Obtain adult attention	_____	Avoidance of adult	_____	Provoked by peers	_____
Other	_____	Unknown	_____		

3. Attach classroom Time Out of Instruction log.

4. History of problem behavior (from previous teacher or school).

Academics:

1. What common grade level interventions have been implemented?

Were they effective? Yes No

2. **Reading** Assessment Levels (all that are applicable) *KSA*: (fall) _____ *GRADE*: (spring) _____

DRA-2 (independent level): (fall) _____ (winter) _____ (spring) _____

DRESS: (fall) _____ (spring) _____ *STAR Reading*: (fall) _____ (winter) _____ (spring) _____

3. Writing Assessment Levels

Kindergarten Assessments (as applicable): _____

DWA (check the holistic score that applies): 1 2 3 4

Spelling Inventory Level: _____

4. Mathematics Assessment Levels

KSA: (fall) _____ (winter) _____ (spring) _____

Fact Assessment: (fall) _____ (winter) _____ (spring) _____

District Midyear Assessment: _____ District End of Year Assessment: _____

Intervention Math Assessments: _____

End of Unit Tests (Topics): _____

Math Topic Tests

Topic	Score	Topic	Score
1		8	
2		9	
3		10	
4		11	
5		12	
6		13	
7		14	

5. Attach copies of any common assessments that have been administered.

6. Attach any other additional information that is applicable to the student.

Form F – Intervention Support Plan

Student: _____

Date: _____

Classroom Teacher: _____

Grade: _____

Review of Environment and Learning Team Strategies

- Were the strategies and plan created by the learning team implemented as written?
 Yes No

- What evidence or data supports the answer above?

- Why does the Learning Team and Tier 2/3 Team think the plan did not work?

- What evidence or data supports the answer above?

If behavior is of concern, what is the revised function-based strategy intervention?

- Statement of Observable Problem Behavior:

- Function of Behavior: Obtain Adult Attention Obtain Peer Attention
 Obtain Item or Activity: _____
 Avoid Adult Avoid Peer
 Avoid Item or Activity: _____

- Replacement Behavior/Learning Target:

- Strategies to Increase Replacement Behavior:

- Strategies to Decrease Problem Behavior:

- Progress Monitoring Method(s):

How will the intervention plan be modified to provide additional support?

(Check all that apply)

- Classroom Observations
- Check-In/Check-Out
- Targeted Social Skill Group
- Targeted Academic Group (Reading, Writing, Math)
- Mentoring
- Community Support (Physical Health, Mental Health, DFS, Juvenile Office)
- Individualized Supports (School Counselor, Reading, Writing, Math)
- Other:

Form F – Intervention Support Plan

Action Plan

Items or Tasks to Complete	Person Responsible	Date to be Completed By
<p><i>Interventions/Supports:</i></p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • ___/___/___ • ___/___/___ • ___/___/___ • ___/___/___ • ___/___/___
<p><i>Discuss plan with parent(s)/guardian(s)</i></p>		
<p><i>Communicate plan to:</i></p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • ___/___/___ • ___/___/___ • ___/___/___ • ___/___/___ • ___/___/___
<p>Date to begin implementing intervention/supports: ___/___/___</p>		
<p>Date to review implementation of interventions/supports and progress: ___/___/___</p>		