

## Using Data to Design & Monitor Tier II Supports at Parkade Elementary



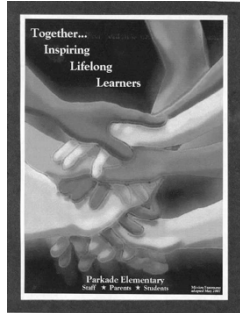
## Our School Demographics

- Currently 430 students
- District Multi-Categorical classroom
- District Emotional Disturbance program
- Free and Reduced Percentage: 65%
- Special Education Students: 19%
- Mobility: 23%
- Ethnicity
  - White 46%
  - Minority 53%
  - Black 36%
  - Hispanic 7.5%
  - Asian 4%
  - Multi 2.5%
  - American Indian 2%
  - Pacific Islander 1%



## Developing Our Mission & Vision

Vision was collaboratively developed and is collectively celebrated.

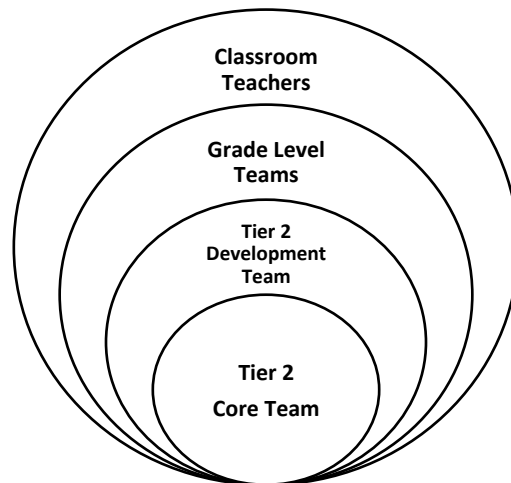


Parkade Elementary School will be a **community** where all students will achieve academic excellence and demonstrate leadership in character development. The Parkade Elementary community understands that **each of us reflects all of us** and that staff behaviors are the cornerstone to advancing our school's Mission and Value Statements. Parkade Elementary School staff **collectively** and individually commit to the following practices:

- We will work as a school **community** to provide a welcoming and safe school environment for our students and families.
- We will promote positive behaviors and attitudes by modeling and practicing the qualities of Parkade Pride expectations (safe, responsible, respectful) with colleagues, families, and students.
- We will provide an empowering environment in which all students feel valued and successful. We will promote acceptance of everyone and recognize the benefits of diversity within our school.
- We will **partner** with our parents and community to seek opportunities to encourage their active participation. We will **work together** for **mutual** benefit as we strive for excellence.
- We will **collaborate with colleagues** to monitor student progress and apply proven, effective strategies to enhance student learning. We will focus on solutions as we learn and grow **together**.

Pg. 1

## Parkade Elementary Tier 2 Team Structure



## Grade Level Teams

- Meet Weekly Rotating between Academics and Social Behavior
- Discuss Students Who Meet Data Decision Criteria
- Use Function Base Decision Making
- Collaborate and Generalize for Similar Students' Behavior and Function

**Parkade Elementary**  
**Building Assessment/Meeting Calendar**  
 2010-2011 School Calendar

August 2010							September 2010							October 2010						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7	5	6	7*	8	9	10	11	3	4	5*	6	7	8	9
8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16
15	16	17	18	19	20	21	19	20	21*	22	23	24	25	17	18	19*	20	21	22	23
22	23	24	25	26	27	28	26	27	28	29	30			24	25	26	27	28	29	30
29	30	31												31						

November 2010							December 2010							January 2011						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2*	3	4	5	6		5	6	7*	8	9	10	11	2	3	4*	5	6	7	8
7	8	9	10	11	12	13	12	13	14	15	16	17	18	9	10	11	12	13	14	15
14	15	16*	17	18	19	20	19	20	21*	22	23	24	25	16	17	18*	19	20	21	22
21	22	23	24	25	26	27	26	27	28	29	30	31		23	24	25	26	27	28	29
28	29	30												30	31					

February 2011							March 2011							April 2011						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15*	16	17	18	19	13	14	15*	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28						27	28	29	30	31			24	25	26	27	28	29	30

May 2011						
Su	M	Tu	W	Th	F	S
1	2	3*	4	5	6	7
8	9	10	11	12	13	14
15	16	17*	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- Tier 3 Behavior Meetings 9:00 every Thursday
- Tier 3 Academic Meetings 3:00 every Thursday
- \* Tier 1 Academic Meetings 7:45
- +Tier 1 Behavior Meetings 7:45

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #cccccc; margin-right: 5px;"></span> Benchmarking</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #e0e0e0; margin-right: 5px;"></span> MAP Window</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #a0a0a0; margin-right: 5px;"></span> Progress Monitoring</li> </ul> | <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #808080; margin-right: 5px;"></span> Grade Level Academic Meeting - During day<br/>Tier 2 Academic Meeting - 7:45 AM</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #606060; margin-right: 5px;"></span> Grade Level Behavior Meeting - During day<br/>Tier 2 Behavior Meeting - 7:45 AM</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: #404040; margin-right: 5px;"></span> School Not In Session</li> </ul> |
|---|---|

## Turn and Talk

What **structures** do you have in place to support the teaming process?

## Tier II Support Process

1. Insure Universals, including Classroom, in place
2. Student Identification Process
3. Classroom Problem Solving
4. Tier II Supports
5. Evaluate Process

## 1. Insure **Universals** Including Classrooms are in Place

- Teams discuss their expectations, rules, procedures and routines before the school year starts and then explicitly teach those in the first few days of school.
- Morning Meetings from 8:50-9:20 school-wide
- Lessons are determined by looking at previous months data

## 1: Insure Universals, including **Classrooms** are in Place

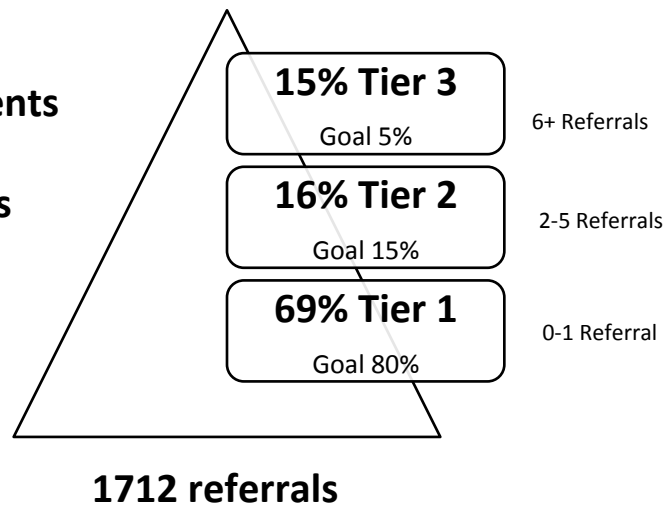
1. **Expectations & Rules**
2. **Procedures & Routines**
3. **Acknowledgment**
4. **Response Strategies & Error Correction**
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty

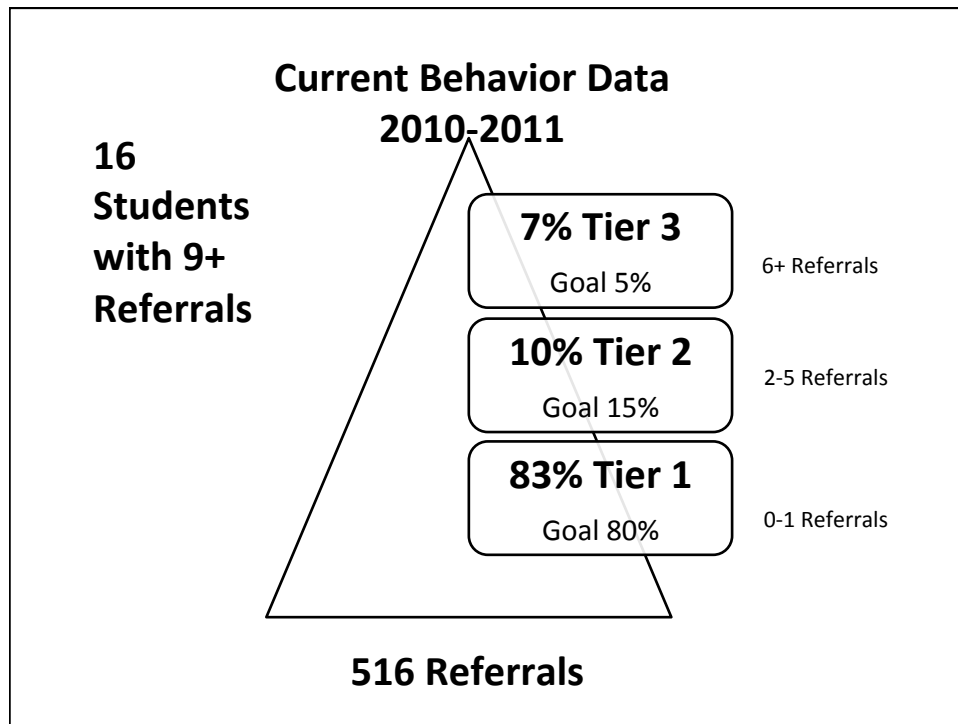
## How We Know Universals Are in Place

- Schoolwide Evaluation Tool over 92%
- Administrative Walk-Through's To Observe Classrooms
- Feedback from Parents and Visitors
- Office Discipline Data

### Baseline Behavior Data Spring 2008

**57 students  
with 9+  
Referrals**





## Tier II Support Process

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## 2. Student Identification Process

### Parkade Tier II Data Decision Rules – Behavior:

- 2-5 Office referrals (Major)
- 2+ Buddy Room referrals in a 2 week period (Minor)
- Student is engaging in a repeated pattern of problem behavior in more than one setting or with more than one adult
- Internalizing Behaviors
- Problem behavior is having negative consequences on student's social relationships
- The problem behavior is NOT dangerous to student or others

## Behavior Data Review

- On Monday teachers receive Minor and Major office discipline referrals before Grade Level Team Meeting Review and highlight students who meet any Tier II data decision rule
- Describe the Observable Problem Behavior
- Be prepared to discuss student at Grade Level Team Meeting

## Tier II Support Process

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### 3. Classroom Problem Solving

Grade Level Teams...

Discuss Individual Students to Identify  
Strategies that Work for Similar Students in  
Each Teacher's Class

Just like they do for Academics

## The Problem Solving Process

- Write Summary Statements
  - **A**ntecedents
  - Observable Problem **B**ehavior
  - **O**utC**O**mes/Consequences
  - Determine Function of Behavior
- Identify Replacement Behavior
- Decide on Strategies That Match the Function
  - Increase the Replacement Behavior
  - Decrease the Problem Behavior
- Plan to Progress Monitor

## ABC Example

<u>A</u> ntecedent	<u>B</u> ehavior	<u>O</u> utC <b>O</b> me	Function
<i>When Given an independent work task, mostly writing</i>	<i>Student Will Walk around the room, put head down, talk to other students</i>	<i>Because Teacher works with student 1 on 1.</i>	<i>Therefore, the function is to <b>avoid or access</b> hard writing tasks.</i>

**Replacement Behavior:** Begin work, work the entire time and appropriately ask for help.

**Strategies to Increase Replacement Behavior:** Teach student to put a Post-It on desk to ask for help.

**Strategies to Decrease Problem Behavior:** Write to the star then check –in with the teacher.

## How Did We Teach These Steps?

- Multiple practice rewriting generic behaviors into specific observable behavior
- ***ABCs of Behavior***: Dr. Chris Borgmeier, Portland State University.
- Training During Grade Level Team Meetings
- Model, group practice, homework, review
- Practice, practice, practice

## We Always Come Back to... **Classroom Effective Practices**

1. Expectations & Rules
2. Procedures & Routines
3. Acknowledgment
4. Response Strategies & Error Correction
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequence & Offering Choice
8. Academic Success & Task Difficulty

## Strategies Teachers Used

- Students Seeking Attention—
  - Increased Pride Tickets... “It was like magic”
  - Moved student to the middle of the room to increase teacher contact when moving in a Figure 8 pattern.
  - Made special 1:1 time at beginning of the day... “I faked being interested during 1000 stories of military figures”
- Students Avoiding Work –
  - Teachers increased pre-corrects about work expectations helped
  - Teachers used strategies for independent writing, e.g., Write to the star
  - Taught appropriate ways to ask for help, e.g., 3 fingers on the shoulder, post-it on desk

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# Grade Level Problem Solving

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**Turn and Talk!**

## How Do We Know if Classroom Environmental Changes Were Effective?

- DATA
  - Office Discipline Referrals (minors and majors)
  - Teacher Progress Monitoring (work completion, Pride Tickets earned, etc)
  - Teacher perception

## 4. Tier II Supports

- If Data indicated classroom strategies were not effective, teachers asked Administrator to take the student to Core Tier II Team.
- Currently Implementing Check In/Check Out
- Starting Social Skills Groups focusing on problem solving
- Planning to pilot Self Monitoring focused on Being Responsible and Working the Entire Time.

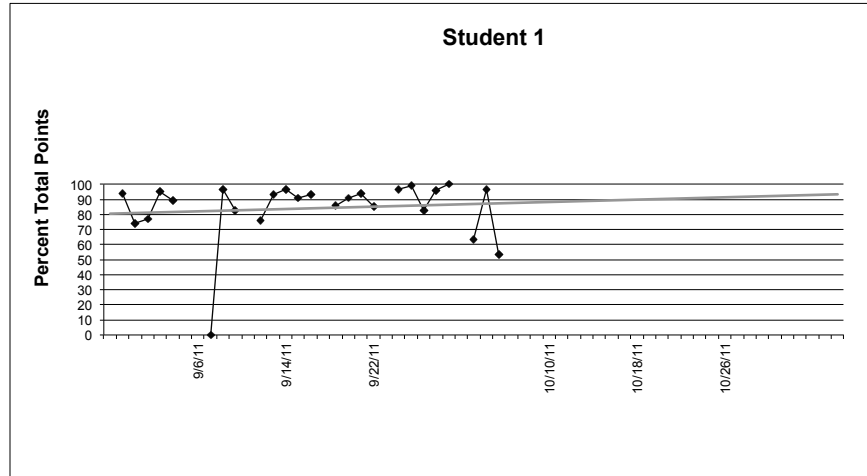
## Check In Check Out

- For students who seek consistent and frequent positive attention from adults
- Two facilitators
  - PE Teacher and Instructional Aide
  - Check in and out with students
  - Collect data on Daily Progress Report
  - Enter student points into Excel Spreadsheet daily
  - Rewards when students meet their goals

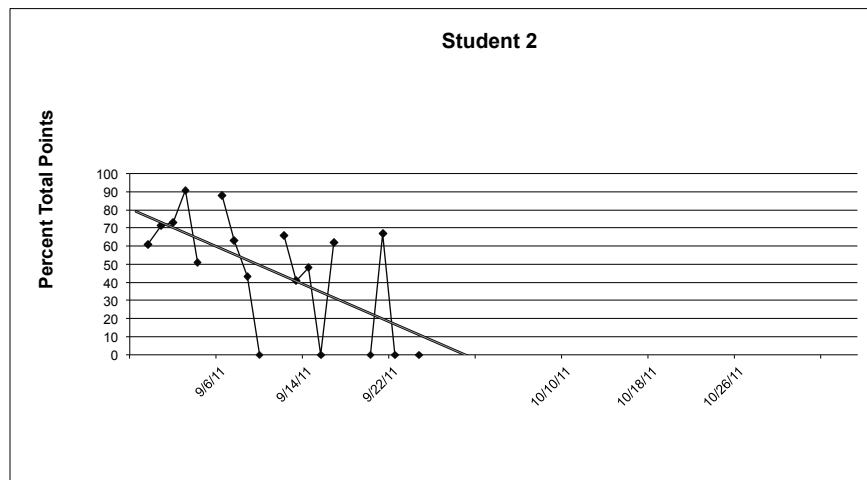
## Check In Check Out Data

- Tier II Team Reviews data bimonthly to determine...
- Integrity of Implementation
  - If in question, Administrator does an observation and DPRs checked
- Review student graphs to decide...
  - if student continues,
  - fading starts or
  - intervention is not appropriate.

## Student Progress Monitoring Graph



## Student Progress Monitoring Graph



## 5. Evaluate Process

- Universals
  - *Schoolwide Evaluation Tool (SET)*
  - Big 5 Report Reviews
  - *Self Assessment Tool*
- Grade Level Team Problem Solving
  - Observations of process
  - Classroom major and minor discipline referrals

## 5. Evaluate Process

- Tier II Interventions
  - Integrity of Implementation Checks
  - Student Data Graphs
  - Staff Self Assessment Surveys
  - Student Surveys
- Entire Tier II System
  - *Benchmark for Advanced Tiers (BAT)*
  - *Individual Students Systems Evaluation Tool (ISSET)*
  - Office Discipline Data

## Lessons Learned

- Scheduling meetings is tricky
- Must take the time to build trust
- It is hard to focus on Tier II and not students needing Tier III support
- Plan for bringing new staff and new teams up to datej
- Time for continuing professional development
- Having a big enough binder

## Contact Us

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