# Classroom Problem Solving

**Center for SW-PBS**
College of Education
University of Missouri
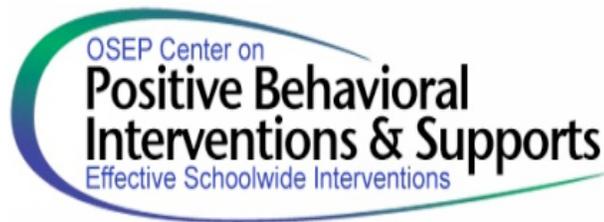
OSEP Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

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# Overview of Tier 2 Supports

Schools are responsible to teach academics and social behavior skills. We teach all students our academic curriculum to address grade level expectations (GLEs).  We teach all students to be safe, respectful, responsible learners in the classroom, hallways, playground and all other settings.  We know these Tier 1 universal (green section in the graphic below) that we teach, practice and recognize every day help create a predictable and positive learning environment.

However, some students do not respond to our quality Tier 1 universal academic and behavioral instruction. Students who need additional support may display behaviors externally or of equal concern, are students who internalize the stress of school and home.  The goal is to provide support to these students to meet their needs, to keep them in class learning and to avoid escalation to more intensive services.
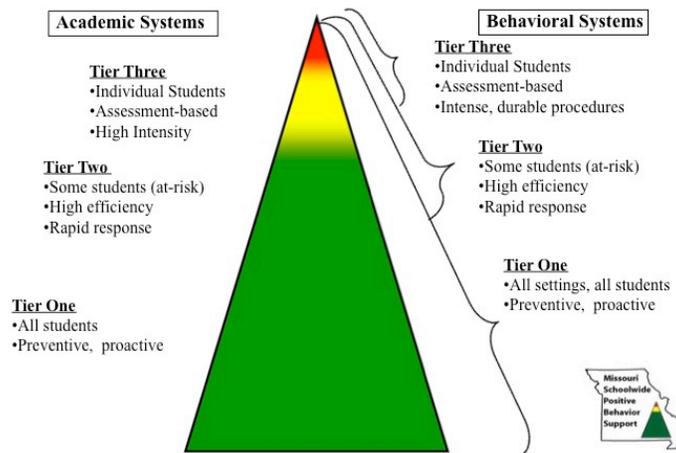


Figure 1

We are changing the way we think about student behavior. Behavior is not good or bad, rather repeated problem behavior serves a purpose for the student.  Problem behavior pays off for the student by getting what is wanted or avoiding what is uncomfortable, difficult or even boring. Misbehavior is also a form of communication that is generally very effective in getting needs met.  Misbehaving works so students do it again.   Our job is to make a professional judgment (hypothesize) about what purpose or function the behavior is serving the student and then decide what we can do to get that need met in a safe, respectful, responsible way.  To make these decisions, we use the tried and true ABC's of behavior.  We can use the ABC's to describe misbehavior (Figure 2).
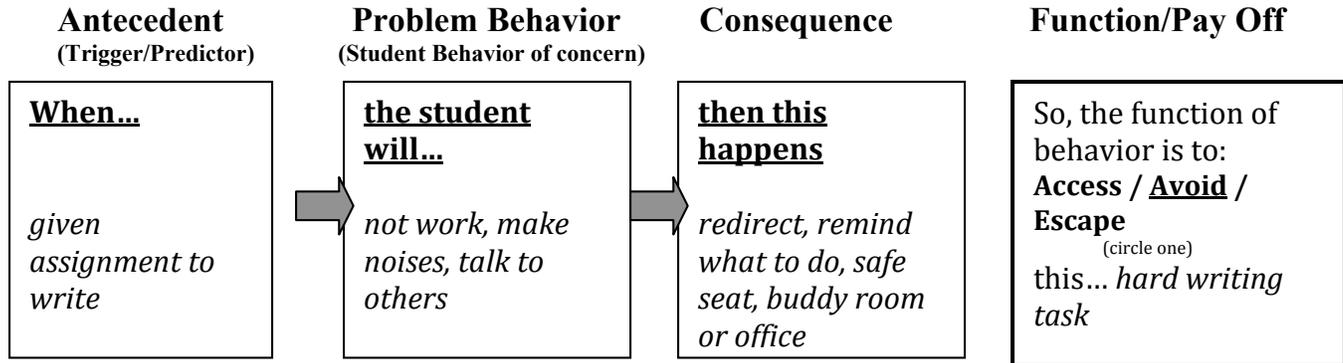
| Summary of Problem | | | |
|---|---|---|---|
| We have the most problems during *independent writing time* | | | |
| (time of day/class/Activity/Routine) | | | |
| **Antecedent** (Trigger/Predictor) | **Problem Behavior** (Student Behavior of concern) | **Consequence** | **Function/Pay Off** |
| **When…** *given assignment to write* | **the student will…** *not work, make noises, talk to others* | **then this happens** *redirect, remind what to do, safe seat, buddy room or office* | So, the function of behavior is to: **Access / Avoid / Escape** (circle one) this… *hard writing task* |
| **Figure 2** | | | |

We can also use the ABC science of behavior to plan interventions (Figure 3). When planning interventions we may decide to start with an observable description of the behavior, then brainstorm antecedents that will set the student up for success.

| Intervention Plan | | |
|---|---|---|
| **A**ntecedent (Set student up for success by teaching, precorrecting, practicing, scaffolding, etc.) | Replacement **B**ehavior / Skill (What we want the student to do instead) | Out**C**ome (What happens when student demonstrates behavior / skill) |
| *Scaffold work by providing a starter sentence, picture prompt, choice of topic*<br><br>*Determine expectation for the amount of work to be done (2 sentences, 3 paragraphs, etc.)*<br><br>*Teach student expected amount of work and behavior.*<br><br>*Review goal with student*<br><br>*Precorrect student to review his Best Effort Folder*<br><br>*Teach student to put post-it on desk when needs help and what to do while waiting.* | *Complete assigned (modified) independent writing tasks* | *Quick teacher attention when post-it is displayed*<br><br>*Conference at the end of independent writing to discuss progress toward goal* |
| **Figure 3** | | |

# 1. Tier 2 Responsibilities

The Tier 2 process is a professional learning community approach involving the classroom teacher, classroom problem solving teams, Tier 2 team representatives (e.g. administrator, counselor, school psychologist, special educator), and intervention coordinators. With this approach, the initial work to support students who do not respond to Tier 1 universals is done through teachers supporting teachers. Teachers can help each other address low-level misbehavior through adaptations to the classroom environment. Classroom Problem Solving Teams are the heart and soul of this Tier 2 system. Classroom Problem Solving Teams are grade level teams, learning teams or departmental teams that meet to discuss curriculum and student behavior.

Responsibilities of all involved in this process are described below.

**Teacher Responsibilities**

Teachers are responsible for a wide range of tasks to ensure students who do not respond to Tier 1 universal school-wide expectations and classroom rules and routines. The teacher regularly tracks data to identify students who need Tier 2 support and take the student to the classroom problem solving team when students meet the data decision rules the building Tier 2 team has determined, such as :

- o they have reached _____ major Office Discipline Referrals
- o minor incidents persist with _____ minors entered into SWIS or other data system
- o attendance a concern _____ per semester or trimester
- o academic concerns _____ through building, district and state assessments
- o concern for students with internalizing behaviors

Another important responsibility of the teacher is to implement targeted classroom interventions and Tier 2 Small Group Interventions with fidelity. That means all steps to implement the interventions are followed consistently every day. Data must be collected and reviewed to determine the effect of interventions on student goals. Only with accurate data can it be decided if the intervention should be continued, changed or faded.

Communication is another important responsibility of the classroom teacher. Keeping family members aware of concerns will avoid any surprises at conference or grade card time. Seeking ideas from family members helps them be a part of the decision making as you go through the process. As required, teachers may need to gain parent permission for supports.

See **Form A Positive Behavior Support Checklist** in the Forms section of this manual for a complete list of steps to consider to support student behavior.

**Classroom Problem Solving Team Responsibilities**

As stated previously, Classroom Problem Solving Teams are grade level teams, learning teams or departmental teams that meet to discuss curriculum and student behaviors. During the behavior Classroom Problem Solving Teams meetings, members have two jobs: 1) to share ideas with their teammates discussing students with similar needs and functions of behavior and 2) to

reflect on and adopt strategies for students in their class who exhibit similar behavior and functions of behavior.

The Classroom Problem Solving Teams will develop a schedule to complete tasks, such as:

- 1st meeting: review data and brainstorm social behavior interventions to implement in the classroom.
- 2nd meeting: review data and brainstorm academic interventions to implement in the classroom.
- 3rd meeting: review progress monitoring data for students discussed during 1st week (social behavior)
- 4th meeting: review progress monitoring data for students discussed during 1st week (academics)
- Repeat cycle of meetings 1-4.

### Tier 2 Team Representatives Responsibilities

The representative from the Tier 2 Team who attends the weekly Classroom Problem Solving Teams meetings is the link between the Classroom Problem Solving Teams and the building Tier 2 Team. The representative:

- Guides the Classroom Problem Solving Teams through the process of defining the problem behavior, deciding the function, identifying a replacement goal and selecting interventions.
- If problem behaviors continue after implementation of classroom interventions, the Tier 2 Team representative will refer students to Tier 2 Team for additional support.
- Notifies the Tier 2 Team leader to add student names to the Tier 2 meeting agenda.
- Serves as a resource to assist teachers with students' concerns.

### Tier 2 Small Group Intervention Coordinators Responsibilities

Coordinators for Tier 2 Small Group Interventions manage all aspects of their assigned intervention, such as Check In/Check Out, Targeted Social Skills Groups and Targeted Academic Supports. Their responsibilities include:

- Providing staff development for all implementing the specific intervention
- Processing referrals
- Insuring fidelity of intervention implementation
- Collecting and reviewing student data to measure student progress toward goals
- Sharing data with homeroom teacher monthly and all staff quarterly
- Requesting time on the Tier 2 follow-up meeting for sharing student data and discussing next steps for the student.

**Tier 2 Team Responsibilities**

The school's Tier 2 Team is responsible for the overall management of the system of support for Tier 2 students and teachers. The Tier 2 Team:

- Provides monthly/regular data to classroom teachers (see Section 2 on Student Identification Process)
- Serves as problem solving team for students who do not respond to classroom interventions tried through the classroom problem solving team process
- Develops targeted interventions that are continuously available, such as check in/check out and social skills groups
- Matches student need with appropriate targeted intervention
- Connects targeted interventions with school-wide expectations
- Communicates about interventions with faculty and staff
- Monitors implementation of classroom and targeted interventions and student response to intervention
- Reviews data to recommend future action (fade, maintain or intensify)

**Optional Support Team**

**Tier 2 Development Team (Tier 2 Team plus 1 teacher from each classroom problem solving team)**

Schools may choose to have a "development team" that meets to review and give feedback to the building Tier 2 Team as the process is being developed and implemented. In addition, the Tier 2 Development Team can receive additional professional development throughout the year. This group provides another layer of expertise to the classroom problem solving teams and increases the level of capacity and knowledge within each school.

# 2. Student Identification Process

It is important all teachers regularly review classroom data to determine if students meet criteria for Tier 2 support. Each school (usually a task of the Tier 2 Team or the Development Team) will decide their student identification criteria. Following are the types of data decision rules that could be used to identify students who meet the criteria for Tier 2 interventions.

- o They have reached _____ major Office Discipline Referrals
- o Minor incidents persist _____ minors entered into SWIS or other data system
- o Attendance a concern _____ per trimester
- o Academic concerns _____to be determined
- o Concern for students with internalizing behaviors

When teachers review their monthly classroom behavioral data they can highlight the students who "trip" the data decision rules. For those students, teachers can take a deeper look at the data reports that include problem behavior, time of day, location and possible motivation. This information will help teachers prepare **Form C: Classroom Problem Solving Team Planning Form** that they will take to their classroom problem solving team.

Here is a list of "Externalizing behaviors":
- o Disrupting class
- o Refuse to do work
- o Noncompliant/Refuse to follow directions
- o Minor physical contact
- o Property misuse
- o Inappropriate verbal language
- o Poor task completion

It is important to also keep those students who we exhibit internalizing behavior in mind and nominate them for Tier 2 interventions as appropriate. Examples of internalizing behaviors include:
- o Exhibits sadness or depression
- o Sleeps a lot
- o Appears unmotivated
- o Does not participate in games
- o Very shy or timid
- o Acts fearful
- o Does not stand up for self
- o Self-injury (cutting, head banging)
- o Withdrawn

**Identify Individuals to Create Groups**

Just as is done with reading, math or other academic data, we assess individual students to identify those who need extra assistance.  The individual academic data are then used to group students for interventions to meet their similar needs.  The same is true for social behavior data. We review individual student data to group students who are displaying problem behavior to meet similar functions or pay offs.

# 3. Classroom Learning Team Problem Solving Process

When teachers have identified a student for Tier 2 interventions, the Classroom Problem Solving Team will use **Form C: Classroom Problem Solving Team Planning Form** (Forms Section) to brainstorm:

1. **Summary of Problem** –-what is the antecedent that happens before the behavior, what is the problem behavior, what happens after the problem behavior and what is the function or pay off for the student.
2. **Replacement Behavior/Learning Target**-- What do we want the student to do instead? Choose an observable behavioral skill from the School-wide PBS expectations matrix.
3. **Classroom Problem Solving Team Intervention Strategies for student(s)—** together the classroom problem solving team will brainstorm and decide on a small number of interventions to try that match the function of the students' behavior. See **Antecedent Interventions, Intervention Record and Function-Based Intervention Guidelines** (in Resource Section) for intervention ideas.
5. **Progress Monitoring (Assessment for Learning)**—Choose a manageable method to measure progress toward the student goal. Also pick a short time to collect data…10 minutes, 3 times a week, for example. **Student Daily Progress Report, Teacher Progress Monitoring Samples 1 and 2** in the Resource Section will be helpful.
6. **Follow-up Date—**decide when the Classroom Problem Solving Team will follow-up on the student in the future.

The plan your Classroom Problem Solving Team helped create is not worth the paper it is written on if the interventions are not implemented consistently and as planned. This means each time the student has an opportunity to work on his/her goal, all staff will do their part to set the student up for success and give the student feedback about his/her performance as outlined in the plan. If any teacher needs support to implement the plan, contact their Tier 2 Team representative.

Another important point is to implement the 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 implement 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.

A **follow up meeting** of the Classroom Problem Solving Team will be held to share data on the student's progress toward his/her student goal. At that time it will be decided:
- To continue the classroom intervention(s)
- To maintain or modify the classroom intervention(s)
- To try other classroom intervention(s)
- To refer the student to a Tier 2 Small Group Intervention

Remember Classroom Problem Solving Team members have these jobs **during the team meetings**:

1. to share ideas with their teammates discussing a student and
2. to reflect on and adopt interventions for students in their class who exhibit similar behaviors and functions.
3. To discussion and problem solve implementation barriers and struggles
4. To discuss what worked and why and to celebrate

## TIER 2 INTERVENTIONS

Ongoing student assessment and progress monitoring, through the collection and review of accurate and appropriate data, will be used for decision making to determine the level of support individual students need.

When a student does not respond to classroom interventions that were implemented it may be determined the student may qualify for a function-based Tier 2 small group intervention. Following are small group interventions schools may develop:

1. Check In/Check Out  (CICO)
    - Purpose:  The Check In/Check Out (CICO) process will provide systematic performance feedback for identified Tier 2 students who may benefit from daily organizational and behavioral support and positive adult attention.  This intervention is most appropriate for students who seek or enjoy adult attention.  This intervention also provides a positive communication link between home and school, sets students up for success, each morning, and can be faded to develop student self-management.

2. Social Skills Groups
    - Purpose: Social Skills Group (approximately 2-10 students in each group) will provide specific social skills training/instruction, based on the student's identified function of behavior.  Replacement social skills behaviors identified from the school-wide matrix will be taught and practiced.  Communication about skills addressed will be provided to classroom teachers of participating students.  Student performance of skills will be acknowledged by all participating adults.  If a school chooses to use a commercial social skills curriculum, it will important to tie the specific skills to the school-wide expectations (e.g. safe, respectful, responsible).

3. Academic Supports

    Purpose:  Students who display inappropriate behaviors and social skills may also struggle with academic achievement.  The results from curriculum based assessments will be utilized to monitor academic progress of all students.  Students who are

identified as at-risk may receive additional academic support.  Learning concerns will be identified and targeted academic accommodations will be developed.

# 4. Monitoring and Evaluating Progress and Making Decisions

A simple method to monitor progress on the student goal will be decided by the grade level team.  It will be important to select a method of monitoring progress that addresses the student goal. For example, if the goal is for the student to do 100% of his work (even if is less than most of his peers) the method of progress monitoring could be a daily + or – to indicate how the student performed toward that goal.  In preparation for the follow up meeting, the teacher could then calculate the number of  +'s earned divided by the total number of days the student worked toward his goal. Only by collecting objective progress monitoring data will we know the student's progress, which will help make future decisions.

Progress monitoring data will also be collected by the Tier 2 Small Group Intervention coordinator.  These data will be regularly reviewed by the coordinator and shared with the classroom teacher and the Tier 2 Team to make decisions about maintaining, revising, fading or discontinuing the Tier 2 Small Group Intervention.

At the building level, the Tier 2 team will also collect data. The Tier 2 team will collect the total number of students receiving Tier 2 interventions (classroom and small group) and regularly review their progress.  The Tier 2 team will be responsible for sharing the "Big Picture" of progress of students receiving Tier 2 interventions to all staff.

# 5. Strategies for Communication

Because there are several layers to the Tier 2 process, communication is critical.  Just as important is regular and thorough communication with families to gain permission if needed and to keep them up-to-date on the plan.  Other staff, such as specialists, special educators, and paraprofessionals who will be expected to implement interventions as planned also need information to accurately and consistently implement the plan.

# Forms to Guide Tier 2 Process

| Form | Page |
|------|------|
| Form A<br>Tier 2 Process Checklist | |
| Form B<br>Positive Behavior Intervention and Support Planning Checklist and Teacher Self Assessment | |
| Form C<br>Classroom Problem Solving Team Planning Form | |
| Form D<br>Intervention Progress Monitoring | |
| Form E<br>Student Nomination for Tier 2 Team Assistance | |
| Form F<br>Intervention Plan | |
| Form G<br>Tier 2 Guiding Questions | |

## Form A:  Tier 2 Process Checklist

This form outlines the steps of the process described in this handbook. **Forms to use are in bold.**

| | **Staff Responsible** | **Process Steps** | **Date Completed** |
|---|---|---|---|
| Ongoing | Teacher in September and ongoing | 1. Complete Self Assess Tier One – School-wide and Tier One- Classroom interventions by reviewing the **Form B: Positive Behavior Support Checklist and Self Assessment** | |
| | Classroom Problem Solving Team in September | 2. Discuss self-assessment and set individual, grade level or team goals. | |
| | Teacher | 3. Make classroom environmental modifications based on self-assessment. | |
| | Tier 2 Team Data Manager | 4. Building collects and gives academic and behavioral data to teacher teams at least monthly. | |
| | Teacher | 5. Compare student data with building academic and behavior data decision rules | |
| | Teacher | 6. List students who are not meeting identified academic and social behavior targets. | |
| | Teacher | 7.  Discuss academic and behavior data and concerns with parents. | |
| | Classroom Problem Solving Team | 8. Classroom Problem Solving Team decides how to collectively provide additional or different instruction to re-teach academic or behavioral content to small groups.  For students with a behavior concern, complete **Form CL Classroom Problem Solving Team Planning Form** to decide intervention(s). Access your Tier 2 representative if you need help. | |
| | Classroom Problem Solving Team | 9. Make a list of all students receiving additional support on **Form D: Tier 2 Progress Monitoring Form** | |
| | Teacher | 10. Re-teach and progress monitor for minimum of two weeks. | |
| | Classroom Problem Solving Team | 11. Review progress monitoring data of classroom environmental modifications with Classroom Problem Solving Team. For students who are progressing, continue intervention(s), environmental modifications and progress monitoring. | |

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

| Staff Responsible | Process Steps | Date Completed |
|---|---|---|
| Teacher and Tier 2 team representative | 12. For students who are not progressing, complete **Form E: Student Nomination for Tier 2 Assistance** | |
| Tier 2 team representative | 13. Notify Tier 2 team facilitator to add students' names to meeting agenda. | |
| Tier 2 Team representative | 14. At Tier 2 meeting distribute copies of **Forms C, D and E** and progress monitoring data. | |
| Tier 2 Team | 15. During meeting review student data and **Forms A, C, D and E.** Use guiding questions (**Form G**) to problem solve and complete **Form F** to document plan. | |
| Teacher | 16. Communicate plan and obtain parent permission for small group intervention. When parent permission obtained, contact small group facilitator to begin intervention. | |
| Tier 2 Team representative and Teacher | 17. Communicate small group intervention assignment with Classroom Problem Solving Team. | |
| Small Group Implementer / Coordinator | 18. Implement small group interventions and collect student progress monitoring data to be shared at Tier 2 Team follow up meeting. | |
| Small Group Coordinator | 19. Calendar student for discussion at scheduled Tier 2 Team meeting follow up meeting. | |
| Tier 2 Team | 20. Discuss student's progress toward his/her goal during follow up meeting to decide whether to maintain, or modify, using **Form E.** | |
| Tier 2 Team rep. | 21. Regularly refer to, update and follow up on student using the **Form D: Tier 2 Progress Monitoring Form**. | |
| Tier 2 Team rep. | 22. Bring student progress monitoring data to regularly scheduled Classroom Problem Solving Team meeting. | |
| Tier 2 Team / Team rep. and Classroom Problem Solving Team | 23. Regularly follow all students on **Form D** to review progress and make recommended revisions. | |

**Form B**
**Positive Behavior Support Planning Checklist**
**and Teacher Self Assessment**

**Teacher: _____ Date: _____**

## Tier One—School-wide PBS: All Staff Consistently Teach, Give Specific Performance Feedback and Respectfully Redirect All Students.

**For Questions or Support** See Tier 1 PBS Coaches, PBS Team and Grade Level Team

| Tier One Process | Staff Expectations to Support Student Behavior |
|---|---|
| 1. School-wide Expectations Matrix is our Social Curriculum | ☐ I have a copy of the matrix posted in my classroom.<br><br>☐ I know and can recite the school-wide expectations and current behavior/social skill lesson.<br><br>☐ I have the current topic posted in my room. |
| 2. All Staff Teach All Students School-wide Skills | ☐ I teach students what we want them TO do, using weekly lesson plan.<br><br>☐ I designate time during the weekly/daily schedule to teach, practice and review the topic.<br><br>☐ Based on data, I re-teach skills from the matrix as needed.<br><br>☐ At least 80% of students can recite the school-wide expectations and current behavior/social skill lesson. |
| 3. All Staff Give All Students Specific Performance Feedback | ☐ I use school-wide expectations and language on the matrix when I give students specific performance feedback.<br><br>☐ I strive to give high rates (4 to 1) of positive specific performance feedback.<br><br>☐ With my students, we set classroom goals for celebrations.<br><br>☐ All students can tell why they received specific feedback. |
| 4. All Staff Give Effective Responses and Follow Continuum of Responses to Behavior Errors | ☐ I know how to give a respectful redirect using expectations language and professional teaching tone and demeanor.<br><br>☐ I know definitions and follow procedures for classroom managed behaviors (minors)<br><br>　☐ Buddy Room – use SWIS information<br><br>　☐ Time Out of Instruction (TOI) Form<br><br>☐ I know definitions and follow procedures for office managed behaviors (majors) |
| 5. All Staff Will Collect Minor and Major Data | ☐ I consistently and fully complete and submit all required behavior forms<br><br>☐ I review and reflect on monthly SWIS data. |

# Form B
## Positive Behavior Support Planning Checklist
## and Teacher Self Assessment

**Tier One - Classroom PBS:** All Staff Consistently Implement Classroom Essential Features to Provide a Predictable and Safe Learning Environment for All Students.

| Classroom Essential Features | Staff Expectations to Support Student Behavior |
|---|---|
| 1. Classroom Expectations and Rules | ☐ I have attended **Classroom Expectations and Rules** in-service. <br> ☐ I have created and posted classroom rules aligned with school-wide expectations. <br> ☐ I have filed a copy of my classroom rules in the office. <br> ☐ 80% of my students can tell the classroom expectations and rules. |
| 2. Classroom Procedures and Routines | ☐ I have attended **Classroom Procedures and Routines** in-service. <br> ☐ I have used the Create Your Classroom Routines Checklist to develop my classroom routines. <br> ☐ I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <br> ☐ Students can tell the classroom procedures and routines. |
| 3. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback | ☐ I have attended **Classroom Strategies to Acknowledge Appropriate Behavior** in-service. <br> ☐ I use a variety of strategies to give positive specific performance feedback. <br> ☐ I provide positive specific performance feedback at a ratio of 4: 1. <br> ☐ Students can tell how they receive acknowledgement for appropriate behavior. |
| 4. Response Strategies & Error Correction | ☐ I have attended **Classroom Response Strategies & Error Correction** in-service. <br> ☐ I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. <br> ☐ I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice and conference with students) |

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

# Form C

## Classroom Problem Solving Team Planning Form

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

Complete this form with your classroom problem solving team. See **Guiding Questions for Classroom Problem Solving Teams** and **Examples of Form C** in the Resource Section.

1. **Summary of Problem**

We have the most problems during _____
(time of day/class/Activity/Routine)
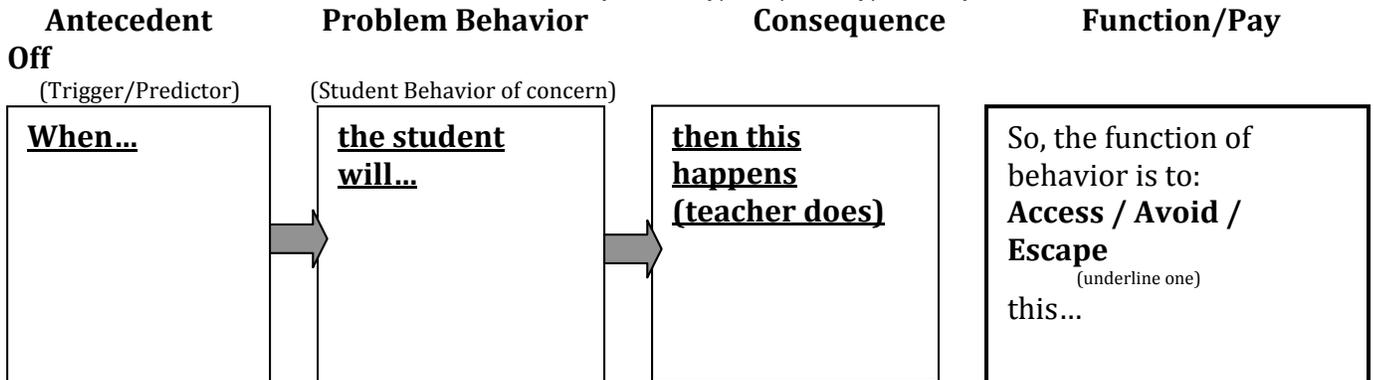
| **Antecedent Off** | **Problem Behavior** | **Consequence** | **Function/Pay** |
|---|---|---|---|
| (Trigger/Predictor) | (Student Behavior of concern) | | |
| **When...** | **the student will...** | **then this happens (teacher does)** | So, the function of behavior is to: **Access / Avoid / Escape** (underline one) this... |

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


3  Classroom Problem Solving Team **Intervention Strategies** for student(s)


4. How will you **Progress Monitor** student(s)?


5. **Follow-up** on this date _____ :

# FORM D: INTERVENTION PROGRESS MONITORING
## Classroom Problem Solving Team ____
## Tier 2 Team Representative from Classroom Problem Solving Team _____

| Student | Teacher | Academic Behavior Both | Function | Description of Intervention | Parent Comm. | Date Intervention Started | Progress Report Date___ | Progress Report Date___ | Progress Report Date___ |
|---|---|---|---|---|---|---|---|---|---|
| Tim | Thumb | Behavior | Peer attention | A.m. announcement, increased peer work | Phone 9/30 | 10/05/09 | 10/20/09 6 Buddy Rooms | 11/03/09 4 Buddy Rooms | 11/17/09 1 Buddy Room |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

# Form E
# Student Nomination for Tier 2 Assistance

**Teacher Section**: 1) Complete this section 2) give to your Tier 2 Team representative.

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

Student Strengths:_____

What Motivates Positive Behavior for Student? _____

_____

**My Concern (check any that apply)**

Attendance    _____          Behavior _____
Reading       _____          Writing  _____
Math          _____           Other   _____

**Provide Baseline Data for 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 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    _____    Avoid task/activity _____
  Obtain adult attention   _____    Avoidance of adult   _____    Provoked by peers _____
  Other                    _____    Unknown              _____

2. Attach SWIS report to **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 Major report.
  Obtain peer attention    _____    Avoidance of peer    _____    Avoid 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 apply for your grade level)

K Monthly Assessment          DRA 2/DRESS               GRADE                    Word Study

What Comprehension         What were the results?
Assessments were done?

3. **Writing** Assessment Levels

K Monthly Assessment

District Benchmarks Writing Assessment Score:  1 ___ 2 ___ 3 ___ 4 ___

Spelling Inventory Level

4. **Mathematics** Assessment Levels
   K Monthly Assessment

Math Facts Assessment          Computation Assessment
Intervention Math Test

**Math Topic Test**

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

4. Attach Grade Level Monthly Assessment Record

5. Attach any additional information

# Intervention Plan – Form F

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

## 4. Intervention Plan (See *Antecedent Interventions)*

| **A**ntecedent Interventions *(Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)* | Replacement **B**ehavior / Skill *(What we want the student to do instead)* | Response / **C**onsequence *(What happens when student demonstrates behavior / skill)* |
|---|---|---|
| | | Positive Specific Feedback |
| | | Corrective Feedback |

**Additional Building Support:** (examples: CICO, targeted groups for math, social skills, reading)

**Progress Monitoring**
How will teacher monitor progress toward the learning target? (See example progress monitoring forms in Resource Section)

What tasks need to be completed to be sure the Intervention Plan is completed as planned?

**Action Plan**

| Tasks to Complete | By Whom | By When |
|---|---|---|
| 1. Discuss plan with parents | | |
| 2. Communicate plan to: (list) | | |
| 3. Assign date to review progress | | |
| 4. | | |
| 5. | | |

Date the plan will begin: _____

# Form G

## Guiding Questions

The Tier 2 Team may use these questions to help them discuss student's progress toward his/her goal when they have received Form E, Student Nomination for Tier 2 Assistance or during a follow up meeting.

Student: _____ Classroom Teacher: _____

Grade: _____ Date:_____

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Review of environment and classroom problem solving strategies:

- Were the strategies and plan implemented as written?  Hoe do we know?

- Why does the classroom problem solving team and Tier 2 team think the plan did not work?

- How will the Tier 2 intervention plan be modified?

- Is it time to refer the student to the building level Tier 2 interventions? (e.g., CICO, social skills group, academic support groups

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# RESOURCES

# Guiding Questions for Classroom Problem Solving Teams

The purpose of this form is to assist your Classroom Problem Solving team (grade level or content) to discuss students with similar minor disruptive behaviors who meet your schools data decision rule(s). The goal is to develop classroom/ environmental adaptations to decrease the likelihood of problem behaviors occurring. These guiding questions are designed to help learning teams through this process.

1. **Based on data decision rule(s), our learning team has identified these students who are not meeting social behavior targets.**
   - What is the specific time period of the data being reviewed?
   - Are we reviewing the best data (e.g. Safe Seat, Buddy Room) to tell the story about students in your class?
   - Which data decision rule(s) was used to consider students for Tier 2?
   - Do data appear accurate? Do we need to tighten up accuracy of data collection?
   - Are learning teams collecting and documenting similar behavioral incidents?
   - Who are the students who have met at least one data decision rule? (list names of students).

**2. Discuss and match students above with similar problem behaviors.**
   - Which of the 2 common minor problem behaviors does each student display (minor disruption or noncompliance)?
   - If there is not a perfect match, which is the closest?

**3. What Function (get/avoid) do the data suggest is associated with student problem behavior**
   - Do students want adult attention (Hint: Teacher redirects and corrections are adult attention too)?
   - Do students want peer attention?
   - Do students get a favorite item or activity?
   - Do students avoid doing work?
   - Do students avoid adults?
   - Do students avoid peers?
   - **What data support this conclusion?**
   - Do referral forms indicate motivation?

**4. Decide classroom strategies/interventions to meet the function of the behavior for the students above.** Helpful Resources:  **Form B: Positive Behavior Support Planning Checklist and Teacher Self-Assessment, Antecedent Interventions**, professional experience of team members, questions below.

What can be done to **prevent** the disruptive behavior?
- Do I have a procedure or routine to help get the desired behavior (e.g. how to ask for help, how to work with partners)?
- What pre-corrects could be given to students to remind them of desired behavior?
- Would a seating change be helpful?
- Would active supervision be helpful?
- Would less work then a check with teacher help the student get started working?
- Would more opportunities to respond keep the student engaged?
- Would choice of how to complete the work or which work to start first help the student be engaged?

What skills can we teach?
- How have the procedures and routines been taught directly?
- How have the expected behaviors been taught directly?

What can we do to minimize the payoff of the problem behavior?
- Can the low-level problem behaviors be ignored?
- How can we provide a consistent verbal response?
- Could we recognize other students who are working/on task?

How can we recognize students for displaying the expected behavior?
- How could we provide extra attention?
- How could we provide peer attention in an appropriate way?
- How could we provide access to preferred activity or object?

1. **Decide how to monitor progress of students. Resources:** Sample progress monitoring forms in Resource Section.

Which progress monitoring form will help us collect information about how the intervention(s) decided above are affecting the problem behavior?

**Form C**

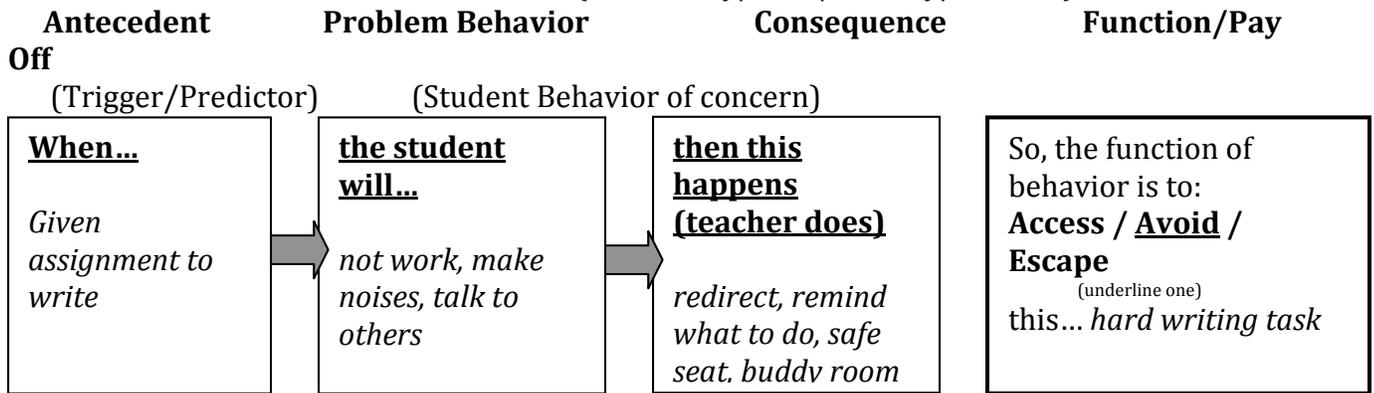**Classroom Problem Solving Team Planning Form**

**Example 1**

Student:____*Tim Bob*_____Classroom Teacher: __*Ms Great*__ Grade: __*4*__ Date:_ *1/4/2010*

Complete the Brief Assessment of Function of Behavior & Matching Process with your grade level team.

1. **Summary of Problem**

We have the most problems during _____*independent writing time*_____
(time of day/class/Activity/Routine)

| **Antecedent** | **Problem Behavior** | **Consequence** | **Function/Pay Off** |
|---|---|---|---|
| (Trigger/Predictor) | (Student Behavior of concern) | | |

| **When...** | **the student will...** | **then this happens (teacher does)** | So, the function of behavior is to: **Access / Avoid / Escape** <br>(underline one)<br> this... *hard writing task* |
|---|---|---|---|
| *Given assignment to write* | *not work, make noises, talk to others* | *redirect, remind what to do, safe seat, buddy room* | |

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

C*omplete assignment independently, without teacher assistance*

3  Classroom Problem Solving Team **Intervention Strategies** for student(s):

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

4. How will you **Progress Monitor** student(s)?

- *Daily Progress Report – Sample Form 1*

5. **Follow-up** on this date  *1/18/2010*:

*Data indicated student met learning target, continue strategy, no additional interventions needed*
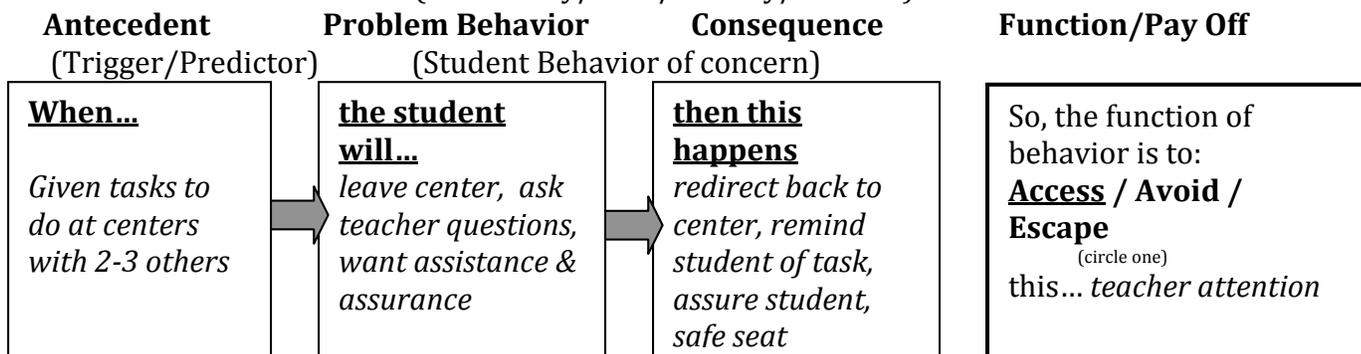
**Form C**

**Classroom Problem Solving Team Planning Form**

**Example 2**

Student: _Abe L & Ben F_ Classroom Teacher: _Ms Wonderful_ Grade: _2_ Date: _10/4/2010_

Complete the Brief Assessment of Function of Behavior & Matching Process with your grade level team.

1. **Summary of Problem**

We have the most problems during _small group centers_
(time of day/class/Activity/Routine)

| **Antecedent** | **Problem Behavior** | **Consequence** | **Function/Pay Off** |
| (Trigger/Predictor) | (Student Behavior of concern) | | |
| **When...** | **the student will...** | **then this happens** | So, the function of behavior is to: |
| _Given tasks to do at centers with 2-3 others_ | _leave center, ask teacher questions, want assistance & assurance_ | _redirect back to center, remind student of task, assure student, safe seat_ | **Access / Avoid / Escape** (circle one) this... _teacher attention_ |

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

_Stay in center and work_

3  Classroom Problem Solving Team **Intervention Strategies** for student(s):

- _Visually define work area_
- _Use help needed card_
- _Check students' independent work level_
- _Check how much work students can do independently_
- _Increase positive attention_

4. How will you **Progress Monitor** student(s)?
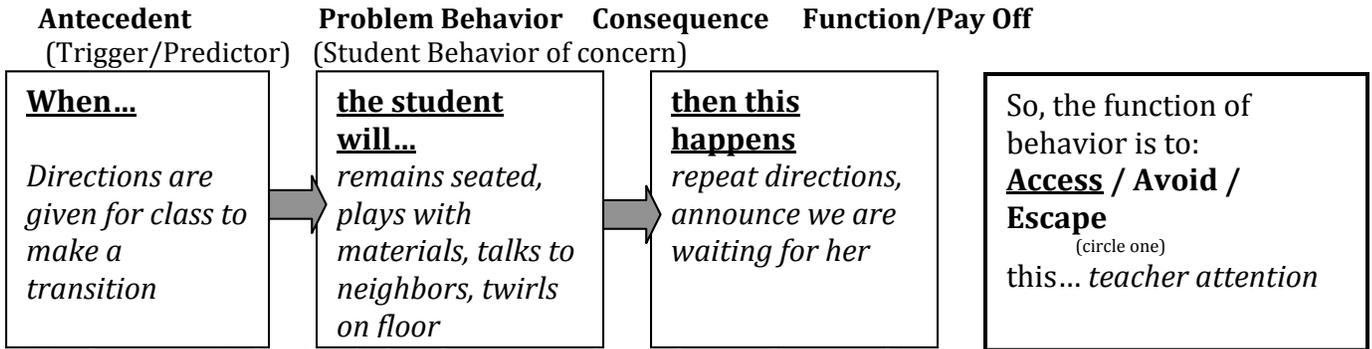
- _Daily Progress Report – Sample Form 1_

5. **Follow-up** on this date   _10/18/2010_:

_After implementation with fidelity, student target not met.  Continue with Tier 2 process. Team will Review Forms A, C, D, & E.  Form F will be completed at next meeting._

**Form C**

**Classroom Problem Solving Team Planning Form**

**Example 3**

## 1. Summary of Problem

We have the most problems during <u>*major classroom transitions (lining up, move to carpet, to desk, etc.*</u>
**(time of day/class/Activity/Routine)**

| Antecedent | Problem Behavior | Consequence | Function/Pay Off |
|---|---|---|---|
| (Trigger/Predictor) | (Student Behavior of concern) | | |

| **When…** | **the student will…** | **then this happens** | So, the function of behavior is to: |
|---|---|---|---|
| *Directions are given for class to make a transition* | *remains seated, plays with materials, talks to neighbors, twirls on floor* | *repeat directions, announce we are waiting for her* | **Access / Avoid / Escape** (circle one) this… *teacher attention* |

## 2. Replacement Behavior (What do we want the student to do instead? An observable behavioral skill [from the School-wide PBS expectations matrix])

*Follow directions first time given*

3. **Student Goal** (Measurable; Reference Consider level of typical peer)
   *Student will follow directions for classroom transitions 80% of the time for 5 consecutive days.*

## 4.Intervention Plan

| **A**ntecedent (Set student up for success by teaching, precorrecting, practicing, scaffolding, etc.)) | **B**ehavior / Skill (What we want the student to do instead) | Out**C**ome (What happens when student demonstrates behavior / skill) |
|---|---|---|
| *Reteach following directions.* <br><br> *Precorrect student before directions are given* <br><br> *Use the student as a model for others* | *Follow directions first time given* | *Give student positive specific feedback each time he follows directions the first time.* <br><br> *Show student the progress monitoring log when he follows directions the first time.* <br><br> *Lunch with teacher when goal is met.* |

## 5. Progress Monitoring
Progress toward the student goal will be monitored by:
> *Teacher create a log with a + column and a – column and tally after transitions occur. At end of day, compute percentage.*

# Classroom Problem Solving Team Intervention Planning
## (Alternative Form C #1)

Date: _____ Learning Team: _____

The purpose of this form is to assist your classroom problem solving team to discuss students with similar minor disruptive behaviors who meet your schools data decision rule(s). The goal is to develop classroom/environmental adaptations to decrease the likelihood of problem behaviors occurring.

2. **Based on data decision rule(s), the following students are not meeting social behavior targets.**

List names of students here:

2. **Discuss and match students above with similar problem behaviors.**

| **Minor Disruption** (talking out, bothering others, out of seat, etc) | **Noncompliance** (doesn't follow directions, fails to do assigned tasks, etc.) |
|---|---|
| List students from box #1 above. | List students from box #1 above. |

3. **What do the data suggest is the "function" for each student (get/avoid)?** Review SWIS, minor referrals, safe seat data, etc.

| **Students listed as having minor disruptive behavior are (check one):** | **Students listed as being noncompliant are (check one):** |
|---|---|
| _ Get adult attention    _ Avoid work or tasks<br>_ Get peer attention    _ Avoid adult(s)<br>_ Get object or    _ Avoid peer(s)<br>activity | _ Get adult attention    _ Avoid work or tasks<br>_ Get peer attention    _ Avoid adult(s)<br>_ Get object or    _ Avoid peer(s)<br>activity |
| **What data support this conclusion?** | **What data support this conclusion?** |

**4. Decide classroom strategies/interventions to meet the function of the behavior for the students above. Helpful Resources:** *Form B: Self Assessment, Antecedent Interventions, Function-Based Intervention Matrix*, professional experience of team members, questions below

| Classroom strategies/interventions for students with minor disruptive behavior | Classroom strategies/interventions for students with noncompliant behavior |
|---|---|
| What can be done to **prevent** the disruptive behavior? | What can be done to **prevent** the noncompliant behavior? |
| What skills should we teach the student? | What skills should we teach the student? |
| What can we do to minimize the function of the problem disruptive behavior (What should we do if problem behavior occurs)? | What can we do to minimize the function of the noncompliant behavior (What should we do if problem behavior occurs)? |
| How can we recognize students for the replacement behavior? | How can we recognize students for the replacement behavior? |

**2. Decide how to monitor progress of students. Resources:** Sample progress monitoring forms in Resource Section.

| Which progress monitoring data will help us collect information about how the intervention(s) decided above are affecting disruptive behavior? | Which progress monitoring data will help us collect information about how the intervention(s) decided above are affecting compliant behavior? |
|---|---|
|  |  |

**Classroom Problem Solving Team Intervention Planning**
**(Alternative Form C, #1)**

**Date:** ___*October 6, 2010*_____  **Learning Team:** _____*4ᵗʰ grade*_____

The purpose of this form is to assist your learning team to discuss students with similar minor disruptive behaviors who meet your schools data decision rule(s).  The goal is to develop classroom/environmental adaptations to decrease the likelihood of problem behaviors occurring.

**1. Based on data decision rule(s), the following students who are not meeting social behavior targets**

| |
|---|
| List names of students here:<br>  *Jim M.   Thelma P.   Joe S     Tammy B* |

**3.  Discuss and match students above with similar problem behaviors.**

| **Minor Disruption** (talking out, bothering others, out of seat, etc) | **Noncompliance** (doesn't follow directions, fails to do assigned tasks, etc.) |
|---|---|
| **List students from box #1 above.**<br>*Jim M.   Thelma P.* | **Lists.  students from box #1 above.**<br>*Joe S.  Tammy B.* |

**4.  . What does the data tell us is the "function" for each student (get/avoid)?** Hint: Review SWIS, minor referrals, safe seat data, etc.

| **Students listed as having minor disruptive behavior are getting the following payoff (check one)** | | **Students listed as being noncompliant are getting the following payoff (check one)** | |
|---|---|---|---|
| _*JM, TP* Get adult attention<br>__ Get peer attention<br>__ Get object or activity | __ Avoid work or tasks<br>__ Avoid adult(s)<br>__ Avoid peer(s) | _*JS*_ Get adult attention<br>__ Get peer attention<br>__ Get object or activity | _*TB* Avoid work or tasks *(writing)*<br>__ Avoid adult(s)<br>__ Avoid peer(s) |
| **What data support this conclusion?**<br>*Safe seat tally* | | **What data support this conclusion?**<br>*SWIS minor referrals* | |

**4. Decide classroom strategies/interventions to meet the function of the behavior for the students above.  Helpful Resources:**  *Form B: Self Assessment,*
*Antecedent Interventions, Function-Based Intervention* Matrix, professional experience of team members, questions below

<div style="text-align:center">

## JM                                     TB

</div>

| Classroom strategies/interventions for students with minor disruptive behavior | Classroom strategies/interventions for students with noncompliant behavior |
|---|---|
| What can be done to **prevent** the disruptive behavior? *Pre-correct about expectation to raise hand to talk during large group* | What can be done to **prevent** the noncompliant behavior? *Do three problems or write 3 sentences then check in with teacher (adjust amount of work)* *Develop a routine for asking for help and teach to all students.* |
| What skills can we teach? *Teach Cool Tool – being a learner during instruction, working with others* | What skills can we teach? *Teach Cool Tool --following directions right away and saying "OK" when teacher gives directions.* |
| What can we do to minimize the function of the problem disruptive behavior? *Ignore blurting out and other minor disruptions* *Provide feedback to students who are following classroom/school expectations* | What can we do to minimize the function of the noncompliant behavior? *Teacher attention for work attempts* *Teacher reminders for assistance* *Modified assignments* |
| How can we recognize students for calm, respectful behavior? *Raise teacher feedback to 4:1; especially when students are calm and following expectations.* | How can we recognize students for complying? *Recognize students when they following routine for asking for help.* *Recognize students for work attempted and completed, even when it's less than other student do.* |

**5. Decide how to monitor progress of students. Resources:** Sample daily progress report forms in Resource Section.

| Which progress monitoring form will help us collect information about how the intervention(s) decided above are affecting disruptive behavior? | Which progress monitoring form will help us collect information about how the intervention(s) decided above are affecting compliant behavior? |
|---|---|
| 1. *Continue to collect safe seat and buddy room data.*<br>2. *Use Daily Progress Report Form 1 and record during large group* | 1. *Continue to collect safe seat and buddy room data.*<br>2. *Use Form 1 to record following directions when given during first 5 minutes of writing.* |

# Alternative Form C #2

| | |
|---|---|
| **Name of Student** | |
| 1. Data Review | |
| 2.Identify the Observable Problem Behavior | |
| 3. What Purpose/Pay-off Does the Behavior Serve (Function:  Get or Avoid)? | |
| 4. What do you want the student TO Do instead (Replacement Behavior)? | |
| 5.  Review Classroom Universal Strategies. What strategy will match the function and increase the replacement behavior?<br><br>How will we know? | |
| 6. Review Classroom Universal Strategies. What strategy will match the function and decrease the problem behavior?<br><br>How will we know? | |

# Alternative Form C #2
## Example 1

| Name of Student | Bubba Joe |
|---|---|
| **Data Review** | *3 Office Referrals for Disrespect, 4 Buddy Rooms* |
| 1.Identify the Observable Problem Behavior | *Argues/Talks back when teacher tells him to do something.* |
| 2. What Purpose/Pay-off Does the Behavior Serve (Function)? | *To get control, to be in charge – adult attention* |
| 3. What do you want the student TO Do instead (Replacement Behavior)? | *Follow teacher directions* |
| 4. What strategy will match the function and increase the replacement behavior?<br><br>How will you know? | • *Teach specific steps to following teacher directions*<br>• *Recognize Bubba Joe when he follows directions.*<br><br>*Progress Monitoring: Process to record feedback* |
| 5. What strategy will match the function and decrease the problem behavior?<br><br>How will you know? | • *Before a task, teacher provides Bubba Joe with two choices regarding task completion.*<br><br>*Progress Monitoring: Task Completion Tally* |

# Alternative Form C #2
## Example: To Avoid Hard Tasks

| Name of Student | *Frankie Lee* |
|---|---|
| 1. Data Review | *3 Office Referrals for Disruption, 7 Buddy Rooms* |
| 2.Identify the Observable Problem Behavior | *Talks out, talks to others, plays with materials, wanders around room* |
| 3. What Purpose/Pay-off Does the Behavior Serve (Function:  Get or Avoid)? | *To avoid hard tasks (independent writing and reading)* |
| 4. What do you want the student TO Do instead (Replacement Behavior)? | *To ask for help appropriately and keep voice off when that is the expectation.* |
| 5.  Review Classroom Universal Strategies. What strategy will match the function and increase the replacement behavior?  How will you know? | • *Teach specific steps to gain teacher attention using Post-It on the corner of desk.*<br>• *Recognize Frankie Lee when he keeps voice off, does his work or asks for help.*<br><br>*Progress Monitoring: Process to record feedback* |
| 6. Review Classroom Universal Strategies. What strategy will match the function and decrease the problem behavior?  How will you know? | • *Before a writing task, teacher will remind Frankie Lee about the "I need help" signal.*<br>• *Teacher will ensure all independent work is at independent level.*<br><br>*Progress Monitoring: Tally of signal use, work completion* |

# Antecedent Intervention Examples

| Function | Intervention Strategy | Example |
|---|---|---|
| Attention | Schedule adult attention | • Have adult work with student<br>• Have adult provide periodic attention<br>• Lunch meeting with teacher<br>• Behavior plan<br>• Grade level or teacher triage |
| | Schedule peer attention | • Pair student with peer<br>• Use peer tutoring or mentoring |
| | Increase proximity to student | • Move seating arrangement<br>• Periodically move about classroom |
| | Provide preferred activity | • When adult is occupied assign more preferred activity |
| Escape | Adjust demand difficulty | • Provide easier work |
| | Offer choices | • Allow student to choose:<br>  o Task to complete<br>  o Sequence of tasks to be completed<br>  o Materials to use<br>  o Where to complete task<br>  o When to complete task<br>  o With whom to complete task |
| | Increase student preference/interest in activity | • Incorporate student hobbies/interests into activities |
| | Assure that activities have functional or meaningful outcome | • Provide activities with valued outcome<br>• Write and read Social Stories |
| | Alter length of task | • Shorten activity<br>• Provide frequent breaks |
| | Modify mode of task completion | • Change medium/materials<br>• Replace pencil and paper with computer, etc. |
| | Use behavioral momentum, task dispersal | • Present easy requests prior to difficult requests. |
| | Increase predictability | • Provide cues for upcoming or change in activities (instructional, visual, auditory) |
| | Modify instructional delivery | • Use pleasant tone of voice |
| Tangible Item or Activity | Provide a warning | • Indicate activity is about to end. |
| | Schedule a transitional activity | • Schedule a moderately preferred activity between highly preferred and highly nonpreferred activities |
| | Increase accessibility | • Put highly preferred items within students' reach |
| Sensory | Provide alternative sensory | • Offer radio to student seeking auditory reinforcement, or visual stimuli to a students seeking visual reinforcement |
| | Enrich environment | • Fill classroom with interesting and stimulating activities |

# Function-Based Intervention Guidelines

| Problem Behavior | Function | Replacement Behavior | Student Intervention | Classroom Intervention | Outcome for Replacement Behavior |
|---|---|---|---|---|---|
| Off-task, Non-disruptive | Peer Attention | On-task, work completion | • PBS lesson – "on-task"<br>• Self-monitor: on-task | • Pre-correct @ start of class<br>• *Periodic praise by teacher for on-task*<br>• Quick de-brief at end of class on self-monitoring | **Earn time with peers for meeting self-management goals** |
| Off-task, Disruptive | Peer Attention | On-task, respectful responses, work completion | • PBS lesson – "on-task"<br>• PBS lesson – "conflict management/respect"<br>• Self-monitor: on-task | • Pre-correct @ start of class<br>• *Periodic praise by teacher for on-task*<br>• Quick de-brief at end of class on self-monitoring | **Earn time with peers for meeting self-management goals** |
| Off-task, Non-disruptive, work completion | Escape (avoids teacher and peers during instruction) | On-task, work completion | • PBS lesson – "on-task"<br>• Self-monitor: on-task + work completion | • Pre-correct @ start of class on self-monitor<br>• Periodic checks for assistance by teacher<br>• Quick de-brief at end of class on self-monitoring | **Earn a 'skip a homework' pass**<br><br>**Earn other preferred activity for meeting self-management and work completion goals** |
| Off-task, Non-disruptive, work completion | Attention (responds to teacher directions, engages peers) | On-task, work completion | • PBS lesson – "on-task"<br>• Self-monitor: on-task + work completion | • Pre-correct @ start of class<br>• *Periodic praise by teacher for on-task +work completion*<br>• Quick de-brief at end of class on self-monitoring | **Earn "a work with peer" activity**<br><br>**Earn other preferred activity for meeting self-management and work completion goals** |

| Problem Behavior | Function | Replacement Behavior | Student Intervention | Classroom Intervention | Outcome for Replacement Behavior |
|---|---|---|---|---|---|
| Off-task, Disruptive, work completion | Escape | On-task, respectful responses, work completion | • PBS lesson – "on-task"<br>• PBS lesson – "conflict management/respect"<br>• Self-monitor: on-task + work completion | • Pre-correct @ start of class<br>• *Periodic praise by teacher for on-task + work completion*<br>• Periodic checks for assistance<br>• Quick de-brief at end of class on self-monitoring | **Earn a 'skip a homework' pass**<br><br>**Earn Breaks**<br><br>**Earn other preferred activity for meeting self-management and work completion goals** |
| Off-task, Non-disruptive, work completion (low academic) | Escape / attention | On-task, respectful responses, work completion | • PBS lesson – "on-task"<br>• Teach Prob solving strategies<br>• Self-monitor: on-task + work completion | • Assignments broken down<br>• Pre-correct @ start of class<br>• *Periodic praise by teacher for on-task +work completion*<br>• Quick de-brief at end of class on self-monitoring | **Work with peer tutor**<br><br>**Earn other preferred activity for meeting self-management and work completion goals** |
| Off-task, Disruptive, work completion (low academic) | Escape / attention | On-task, respectful responses, work completion | • PBS lesson – "on-task"<br>• PBS lesson – conflict management/respect<br>• Teach Prob solving strategies<br>• Self-monitor: on-task + work completion | • Assignments broken down<br>• Pre-correct @ start of class<br>• *Periodic praise by teacher for on-task +work completion*<br>• Quick de-brief at end of class on self-monitoring | **Work with peer tutor**<br><br>**Earn Breaks**<br><br>**Earn other preferred activity for meeting self-management and work completion goals** |

# Matching Progress Monitoring Methods to Student Goals: Examples

| Example Student Goals | Progress Monitoring Methods |
|---|---|
| 1. Student will complete 100% of his assigned (differentiated) independent writing tasks, 4 out of 5 days | 1. On a daily log mark a + or – to count the number of 100% complete writing assignments (differentiated for student) |
| 2. Student will receive 80% of possible checks (happy face, etc) per day for 10 consecutive days. | 2. At the end of each day, calculate the percentage of possible points earned and record. |
| 3. Student will follow directions the first time given for 80% of classroom transitions. | 3. Teacher create a log with a + column and a – column and mark after transitions occur. At end of day, compute percentage. |
| 4. Student will work 15 minutes without teacher assistance for 4 independent work sessions per day for 4 out of 5 days. | 4. Create a form with four squares for the 4 daily work sessions, mark a + or – to count the sessions the student worked for 15 minutes |
| 5. Student will bring all materials to school (pencil, homework, notebook, books) each day for 5 consecutive days. | 5. Teacher checks in with the student each morning and have student mark a weekly calendar with a + or -. |
| 6. During a 2 week period, student will have 90% attendance rate. | 6. Check attendance record |
| 7. Student will use respectful language and tone with all staff 80% of school periods for 10 consecutive days. | 7. Teacher create a log with a + column and a – column. After work periods, mark log. At end of day, compute percentage. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |