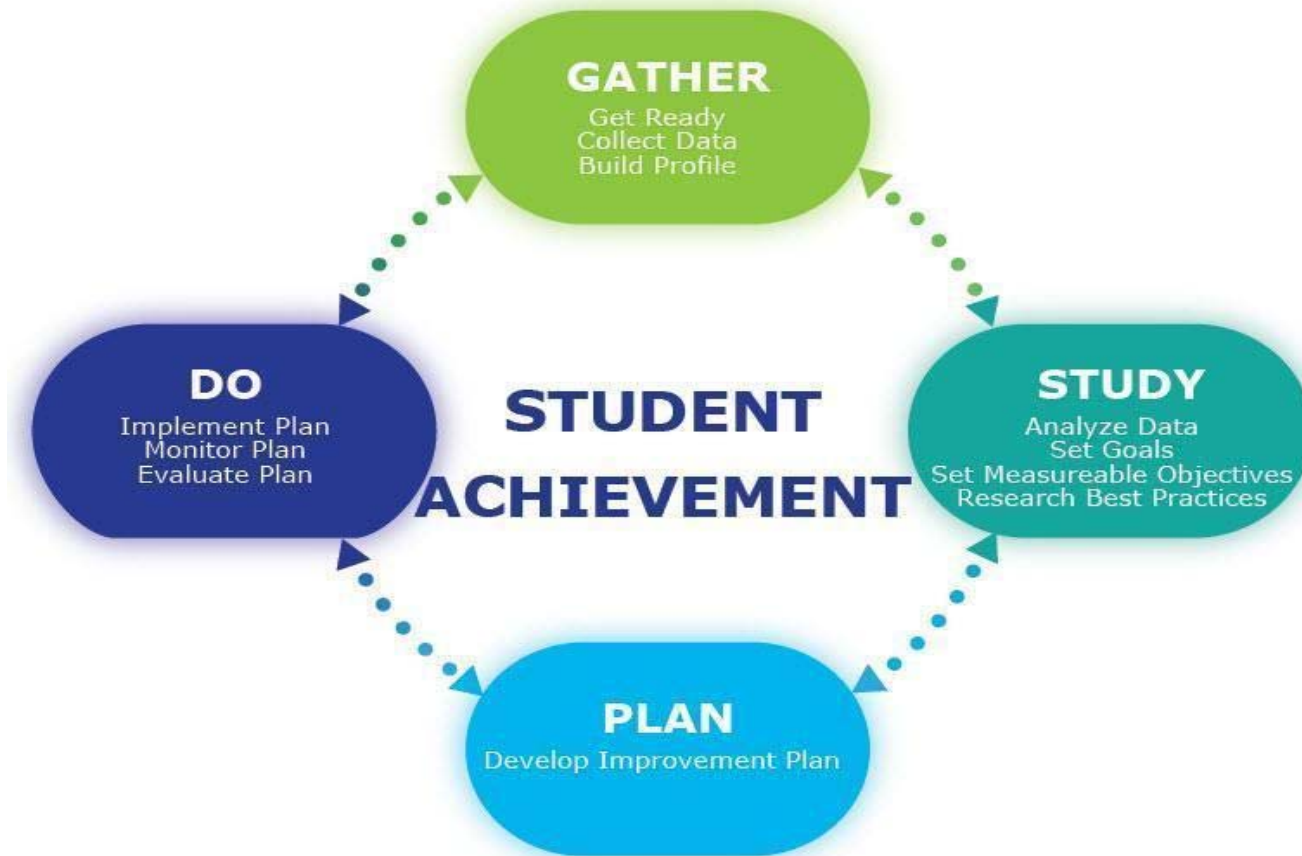


# Literacy and Behavior Classroom Level Problem Solving Guide

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## PROCESS CYCLE FOR SCHOOL IMPROVEMENT



Early Years MTSS

After our last meeting did you do what you said you were going to do?

How did it work?

**II. STUDY**

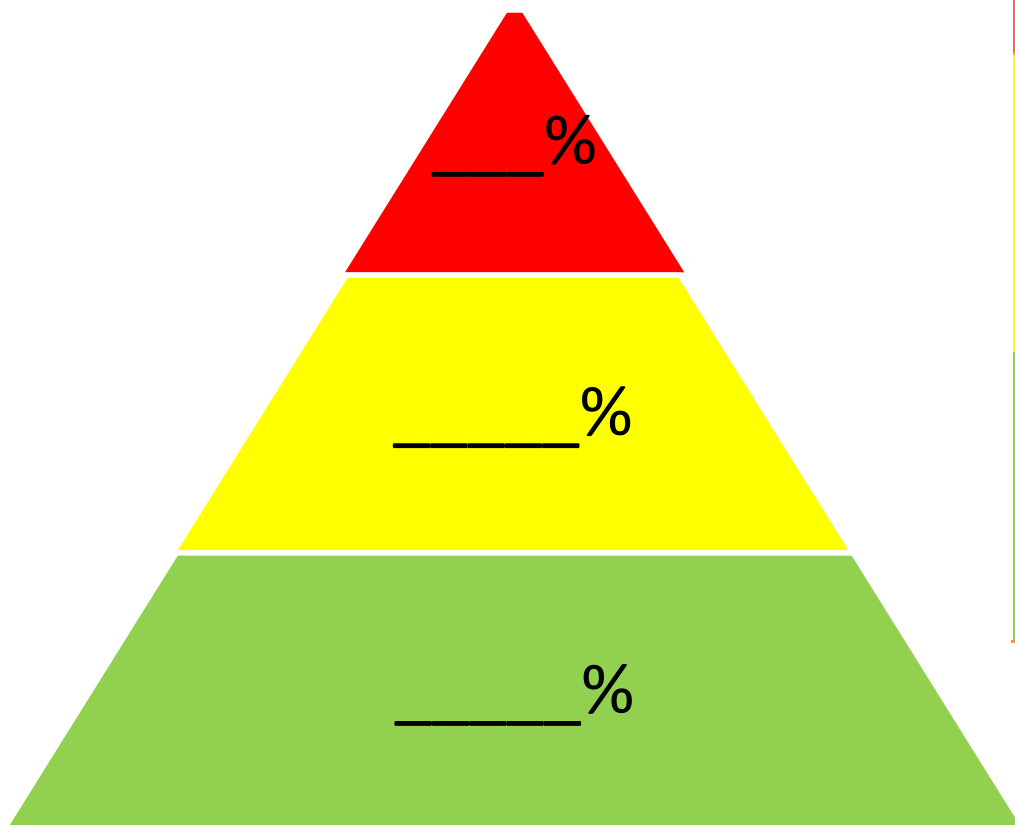
Problem Analysis  
"Why is the  
problem  
occurring?"

Directions:

1. Record the % of students in each tier
2. Write the names of the children by each tier
3. Compare PELI and anecdotal data to verify student instructional tier.
4. Are 80% of your students at benchmark?

If yes plan for Tier 2 Below Benchmark and Tier 3 Well Below Benchmark groups

If no, plan for Tier 1 – Core Instruction



<b>Data Summary</b>	<b>What research based strategies will be used to increase student outcomes?</b>	<b>What materials do I need to implement the strategies?</b>	<b>How will I monitor progress?</b>
<b>Benchmark (Tier 1)</b>			

**Q. How will I know if the strategies I put in place are improving student outcomes?**

<b>Data Summary</b>	<b>What research based strategies will be used to increase student outcomes?</b>	<b>What materials do I need to implement the strategies?</b>	<b>How will I monitor progress?</b>
<b>Below Benchmark (Tier 2)</b>			

**Q. How will I know if the strategies I put in place are improving student outcomes?**

<b>Data Summary</b>	<b>What research based strategies will be used to increase student outcomes?</b>	<b>What materials do I need to implement the strategies?</b>	<b>How will I monitor progress?</b>
<b>Well Below Benchmark (Tier 3)</b>			

**Q. How will I know if the strategies I put in place are improving student outcomes?**

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## BEHAVIOR DATA REVIEW WORKSHEET: USING BIR REPORTS

<b>1. What problem behaviors are occurring in your classroom?(Total by Behavior/Month)</b>	
<b>2. Where are these problem behaviors occurring? (Total by Activity/Month)</b>	
<b>3. What are the frequent motivations for student problem behavior incidents? (Total by Motivation/Month)</b>	
<b>4. What strategies are used most frequently to address problem behavior incidents? (Total by Strategy/Month)</b>	
<b>5. Looking at 1-4, select the one that most interferes with classroom instruction. Record below.</b>	<b>6. Indicate desired outcome for the behavior from Q. 5. State as a SMART goal (Specific, Measureable, Attainable, Realistic, Timely)</b>
<b>7. Establish a plan to achieve desired behavior. Complete plan process below for each desired behavior.</b>	

1. Brainstorm all available resources/positive factors that might facilitate achievement of desired outcome and all obstacles that might prevent achieving the desired outcomes.

Resources (+)	Obstacles (-)

2. Select one obstacle from #1 to address first and describe the obstacle.
3. **Brainstorm** strategies to reduce or eliminate only the obstacle identified in #2 and record them below. These are only ideas.
4. Develop action plans to reduce or eliminate only the obstacle identified in #2.



What needs to be done?	Lead Person	Who is Involved?	By when? How often?	Resources Needed	Resources Available	Plan for Monitoring (data sources, evidence of success)	Status of Progress
Action:							
Action:							
Action:							
Action:							
Action:							

# CLASSROOM COMMUNICATION PLAN

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Classroom:

What needs to be shared?	With Whom?	By When?	How?	Who will share?