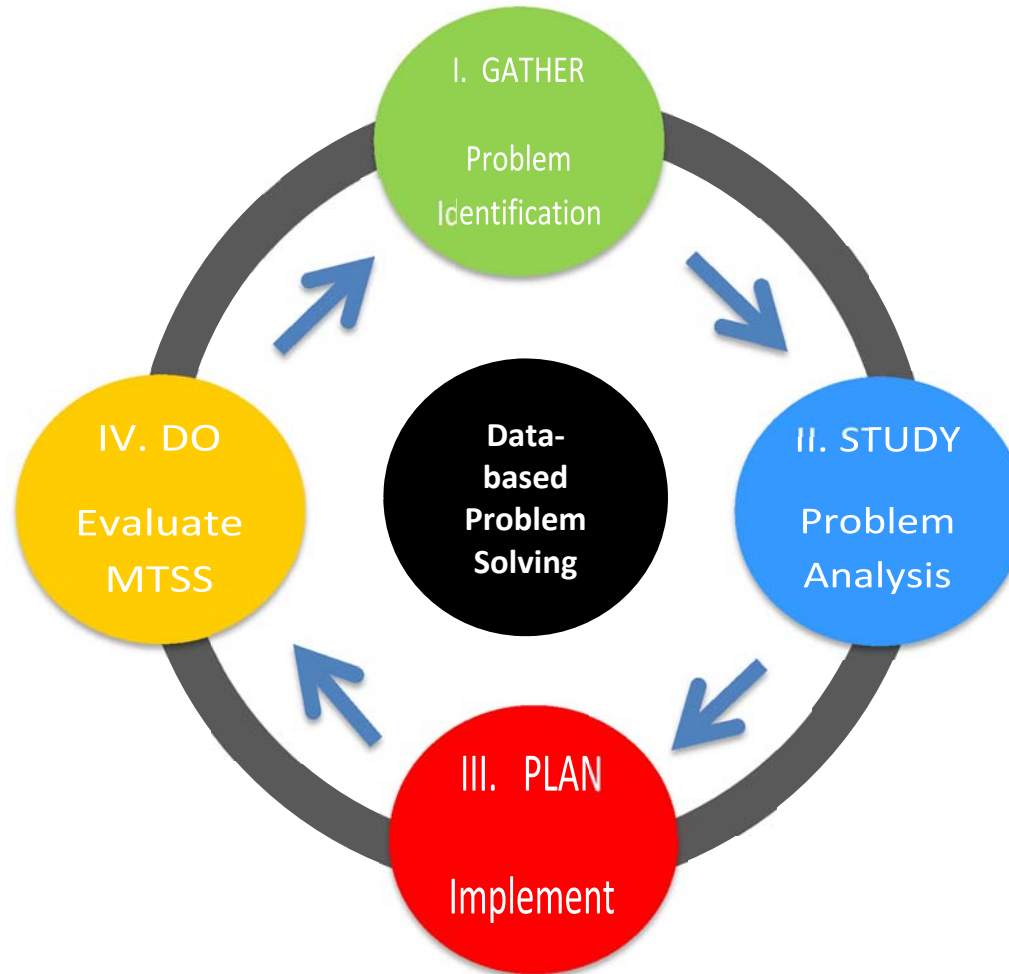


# Literacy and Behavior Classroom Level Problem Solving Guide

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**Early Years MTSS Fall 2014**

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

1. I included additional alphabetic knowledge materials into my block area, dramatic play, and reading center.
2. I included phonemic awareness activities at transition times each day and recorded them on lesson plans.

How did it work?

1. I don't have data to support the change as I put the materials into place 1 week before screening. I know I need to spend time with my AT on how to interact with the materials during choice time.
2. Well-in the fact that I am gathering PA data on the children each day in TS Gold.

## II. STUDY

Problem Analysis  
"Why is the  
problem  
occurring?"

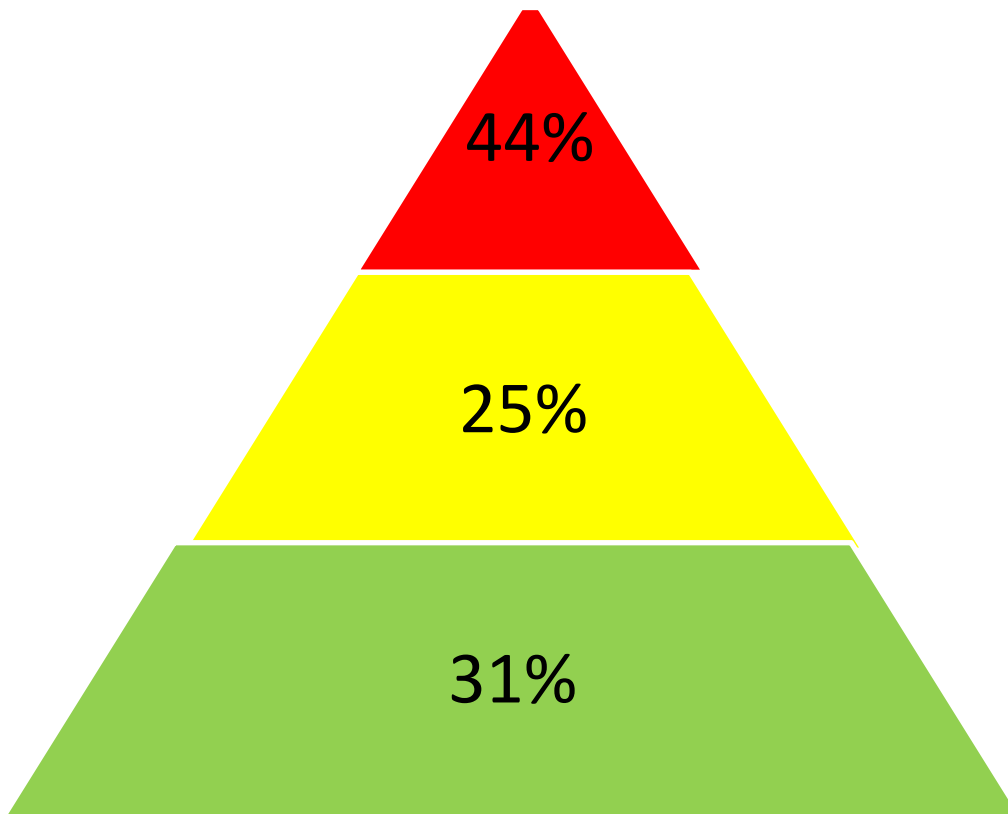
## ALPHABETIC KNOWLEDGE MEASURE

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



• LE, AG, VH, JJ, MK, AK, MP, JS

• JD, LH, JR, AT

• CB, AC, MK, MM, XM

**III. PLAN**  
*"What are we going to do about it?"*

Data Summary	What research based strategies will be used to increase student outcomes?	What materials do I need to implement the strategies?	How will I monitor progress?
<b>Benchmark (Tier 1)</b>	<p>Intentional Letter CIRCLE Activity 14 Find Your Partner at large group</p> <p>CIRCLE Activity 15 Alphabet Hokey Pokey at large group</p> <p>Add AK Materials to interest areas. Add letter recognition activity cards to areas for teachers. CIRCLE Activities: 3, 4, 6,</p>	<p>Upper and Lowercase Letters Music</p> <p>Large Letters</p> <p>Muffin tins, koosh balls, letter cards, wikki stix, playdough, pipe cleaners, shaving cream, salt, plastic letters</p>	<p>On the Spot Checklist – Data entered each week</p> <p>On the Spot Checklist –Data entered each week</p> <p>On the Spot Checklist on a clipboard in each area –Data entered each week</p>

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

We will collect observational data using the on the spot checklist. Data will be entered each Thursday into TS GOLD and will be used during Friday planning

<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?**

Data Summary	What research based strategies will be used to increase student outcomes?	What materials do I need to implement the strategies?	How will I monitor progress?
Well Below Benchmark (Tier 3)	CIRCLE-Name Recognition activity 8, activity 11 in small group	Name Card, baggie, t-chart, unifix cubes	On the spot and anecdotal notes during small group-Entered every Thursday in TS GOLD  1x per week Progress Monitoring using PELI AK probe

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

All data from anecdotal notes will be entered into TS GOLD on Thursday, as well as PELI Progress monitoring data. During Friday planning, all teachers will use data and monitor growth. Monitor progress for three weeks and then reevaluate intervention.

## II. STUDY

Problem Analysis  
"Why is the  
problem  
occurring?"

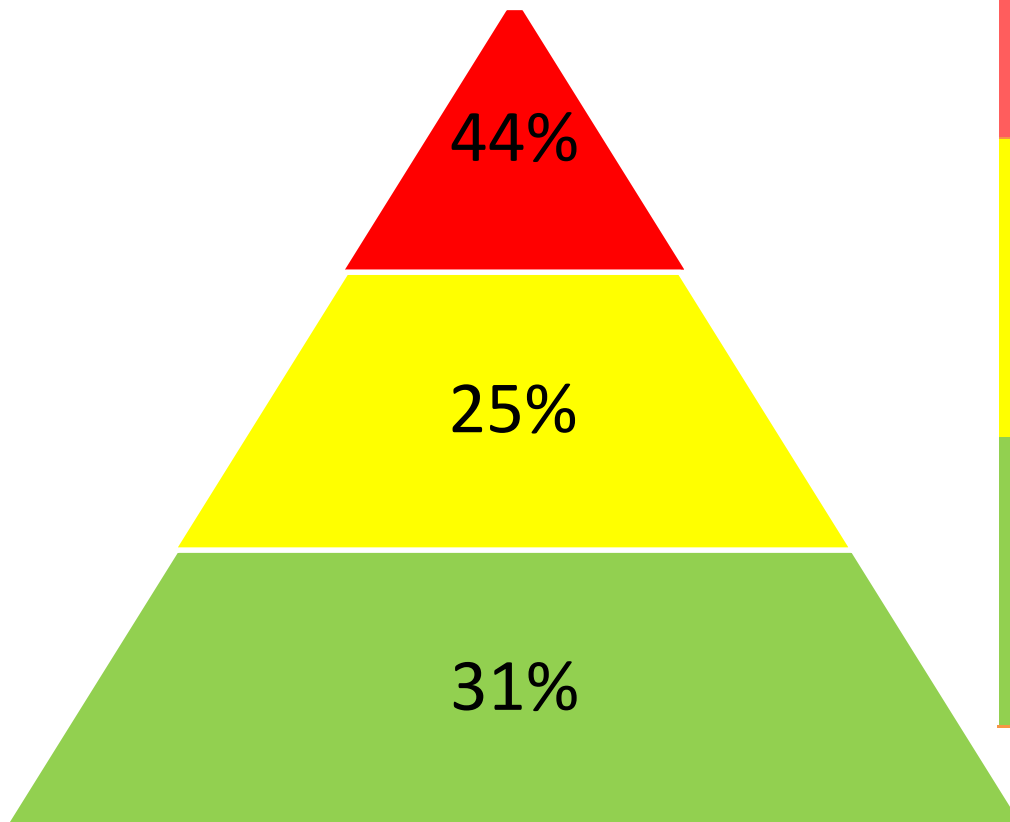
## PHONOLOGICAL AWARENESS MEASURE

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



• LE, AG, VH, JJ, MK, AK, MP, JS

• JD, LH, JR, AT

• CB, AC, MK, MM, XM

### III. PLAN

*“What are we going to do about it?”*

Data Summary	What research based strategies will be used to increase student outcomes?	What materials do I need to implement the strategies?	How will I monitor progress?
<b>Benchmark (Tier 1)</b>	<p>Onset-Rime segmenting and blending using I do, We do, You do instructional strategy</p>	<p>CIRCLE Activity 1-Hear it All pg. 95- Transition- minimum 2x/day/ 3weeks</p> <p>CIRCLE Activity 3-It’s in the mail pg. 96-Small Group- large box with slit, onset-rime picture cards from Florida Center for Reading Research (FCRR) 2x/week/3 weeks</p> <p>FCRR PA.023-Sound Detective-Small group- Game boards, rime picture cards, magnifying glasses (modification LE, AG, VH, JJ,)for 2x/week/3 weeks</p> <p>CIRCLE Activity 6- We’re Going on a Bear Hunt (with modifications- Have each student choose a picture card and have a chance to lead the group) Large Group-FCRR rime picture cards- 2x/week/3 weeks</p>	<p>On the Spot Checklist-TS GOLD- data entered Thursday-Lead Teacher</p> <p>On the Spot Checklist-TS GOLD- data entered Thursday-Lead Teacher</p> <p>Anecdotal notes- TS GOLD- data entered Thursday- Lead and Associate Teacher</p> <p>Anecdotal notes- TS GOLD- data entered Thursday-Lead Teacher</p>

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

All data from On the Spot and anecdotal notes will be entered into TS GOLD on Thursday. During Friday planning, all teachers will use data and monitor growth in Objective 15-Demonstrates phonological awareness for lesson planning. Monitor progress for three weeks, and use the CIRCLE on-set rime progress check.



<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?**

Data Summary	What research based strategies will be used to increase student outcomes?	What materials do I need to implement the strategies?	How will I monitor progress?
Well Below Benchmark (Tier 3)	Onset-Rime segmenting and blending using I do, We do, You do instructional strategy	FCRR PA.023-Sound Detective-Block Area (with modifications- rime picture cards attached to blocks- as children are playing with the blocks, teacher will produce onset and rime and student provides the word by blending the sounds. (LE, AG, VH, JJ, ) 3-4x/week/3 weeks	Anecdotal notes- TS GOLD- data entered Thursday-Lead and Associate Teacher  <b>PELI Progress Monitoring PA probe will be used 1x/week for 3 weeks</b>

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

All data from anecdotal notes will be entered into TS GOLD on Thursday, as well as PELI Progress monitoring data. During Friday planning, all teachers will use data and monitor growth in Objective 15-Demonstrates phonological awareness for lesson planning. Monitor progress for three weeks.

## II. STUDY

“Why is the problem occurring?”

# BEHAVIOR DATA REVIEW WORKSHEET: USING BIR REPORTS

<b>1. What problem behaviors are occurring in your classroom?(Total by Behavior/Month)</b>	
Physical Aggression Non-Compliance	
<b>2. Where are these problem behaviors occurring? (Total by Activity/Month)</b>	
Outside Centers	
<b>3. What are the frequent motivations for student problem behavior incidents? (Total by Motivation/Month)</b>	
Don't Know Obtain Desired Object	
<b>4. What strategies are used most frequently to address problem behavior incidents? (Total by Strategy/Month)</b>	
Verbal Reminder Remove from Area	
<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>
Physical Aggression outside	Decrease physical aggression incidents during outdoor play by 50% by December 1, 2014
<b>7. Establish a plan to achieve desired behavior. Complete plan process below for each desired behavior.</b>	
Re-teach behavior expectations on playground – provide feedback and maintain 4:1 with positive peer role models.	

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 (-)
<p>Expectations established 2 adults on playground Positive peer models</p>	<p>Expectation sign for playground not yet created Games of chase are most popular</p>

2. Select one obstacle from #1 to address first and describe the obstacle.  
 BH, BW, JM and CM engage in games of chase around the back wooded part of the playground and on the structures. They often “tag” another child who doesn’t want to play and this often leads to a child engaging in physical aggression. Teachers have tried to stop the chase games, but the students identified play something else and then engage in chase during that play. They move from one area to another, never really engaged in what they’re playing unless it’s chase and tag.
3. **Brainstorm** strategies to reduce or eliminate only the obstacle identified in #2 and record them below. These are only ideas.
  - Add additional materials to the playground to engage the students in appropriate play to decrease chase
  - Teach age appropriate students strategies to decline play rather than engage in physical aggression
  - Teach student who are tagging how to appropriately ask someone else to engage in play
  - Re-teach behavior expectations on the playground prior to play

- Have solution kit cards on the playground

4. Develop action plans to reduce or eliminate only the obstacle identified in #2.

Indicated on Action Plan

### III. PLAN

"What are we going to do about it?"

## CLASSROOM ACTION PLAN FALL 2014

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:  Re-teach behavior expectation on playground prior to play	Corrie	All teachers	Each day before going outside for 1 week	Small laminated behavior expectation cards on ring  Large behavior expectation sign	Have cards already created, just need to print an additional set and laminate  Sign in place in elementary	Decrease in BIRS physical aggression incidents  Decrease in chase	
Action:  Find second step lessons on joining play and making friends	Corrie	All Staff	Large group, small group over next 2 weeks	Second step lesson	Second Step	Decrease in BIRS physical aggression incidents	
Action:							
Action:							

## CLASSROOM COMMUNICATION PLAN FALL 2014

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### Classroom:

What needs to be shared?	With Whom?	By When?	How?	Who will share?
Share re-teaching procedures	All classroom staff	10/20	Give each staff a set of behavior expectation cards on rings. Put re-teaching procedures in lesson plan for outdoor play	Corrie