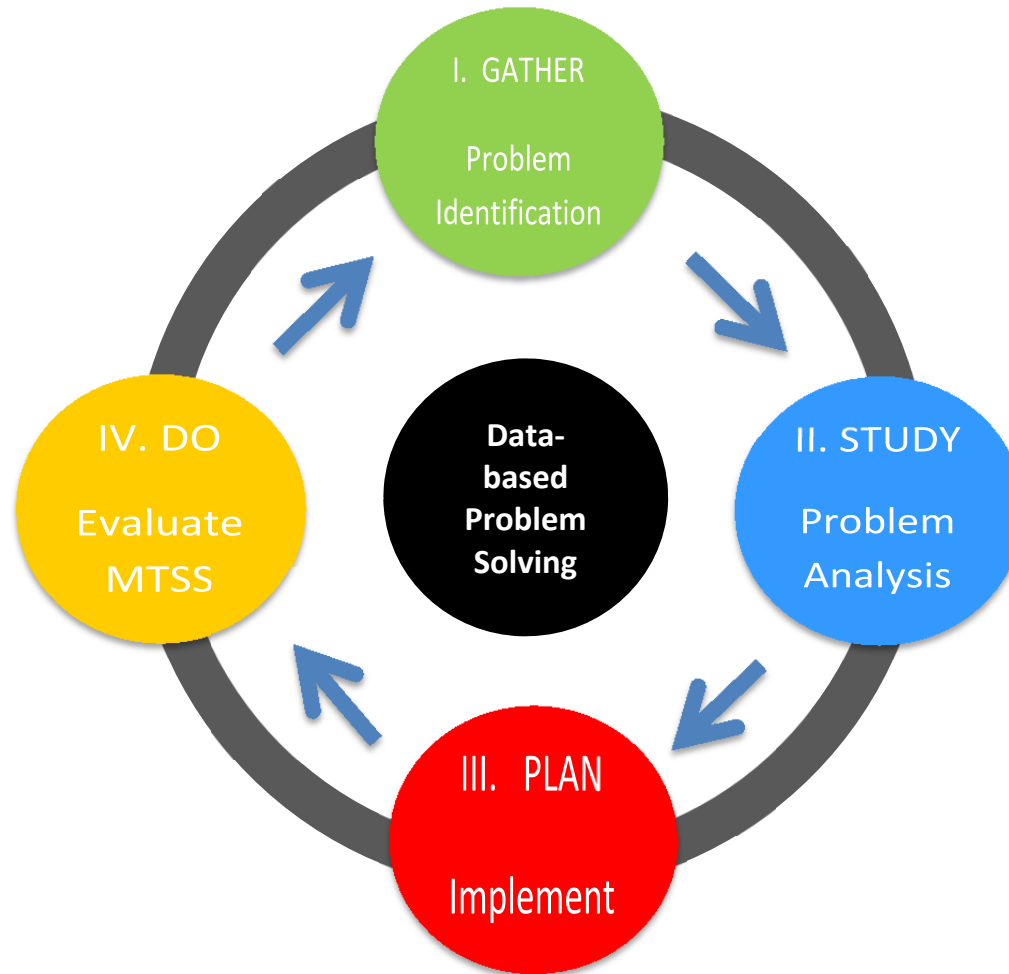


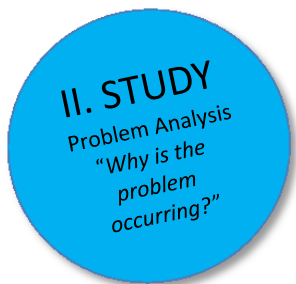
Literacy and Behavior Classroom Level Problem Solving Guide



Winter 13/14 Early Years MTSS

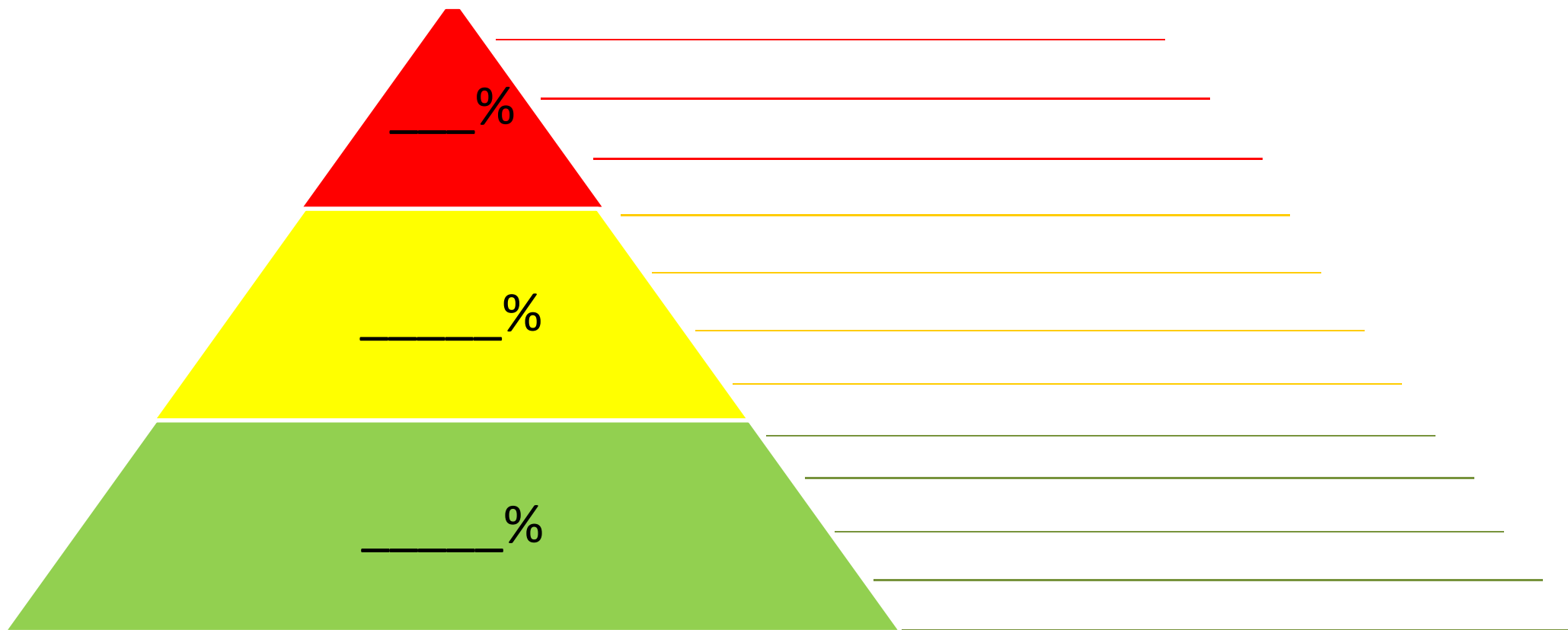
After our last meeting did you do what you said you were going to do?

How did it work?



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



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?
Benchmark (Tier 1)			

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?
Below Benchmark (Tier 2)			

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)			

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

II. STUDY

Problem Analysis
"Why is the
problem
occurring?"

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

The diagram consists of a pyramid divided into three horizontal tiers. The top tier is red and contains a blank line followed by a percentage sign (%). The middle tier is yellow and contains a blank line followed by a percentage sign (%). The bottom tier is green and contains a blank line followed by a percentage sign (%). To the right of the pyramid, there are horizontal lines corresponding to each tier: two red lines for the top tier, two yellow lines for the middle tier, and three green lines for the bottom tier.

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?
Benchmark (Tier 1)			

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

--

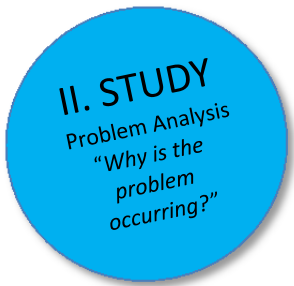
Data Summary	What research based strategies will be used to increase student outcomes?	What materials do I need to implement the strategies?	How will I monitor progress?
Below Benchmark (Tier 2)			

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)			

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

--

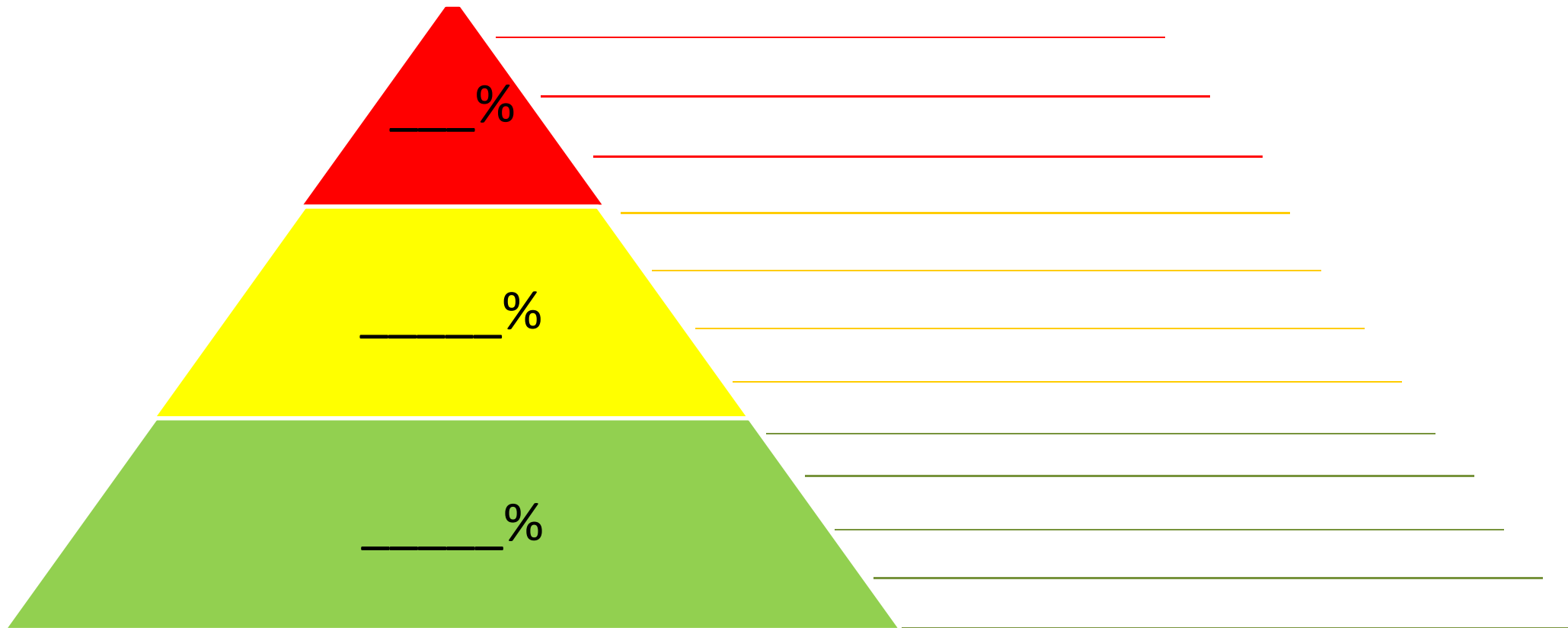


Directions:

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



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?
Benchmark (Tier 1)			

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

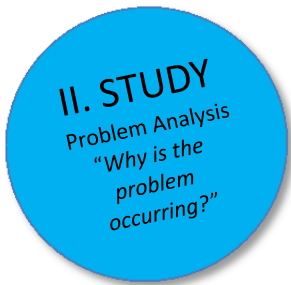
Data Summary	What research based strategies will be used to increase student outcomes?	What materials do I need to implement the strategies?	How will I monitor progress?
Below Benchmark (Tier 2)			

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)			

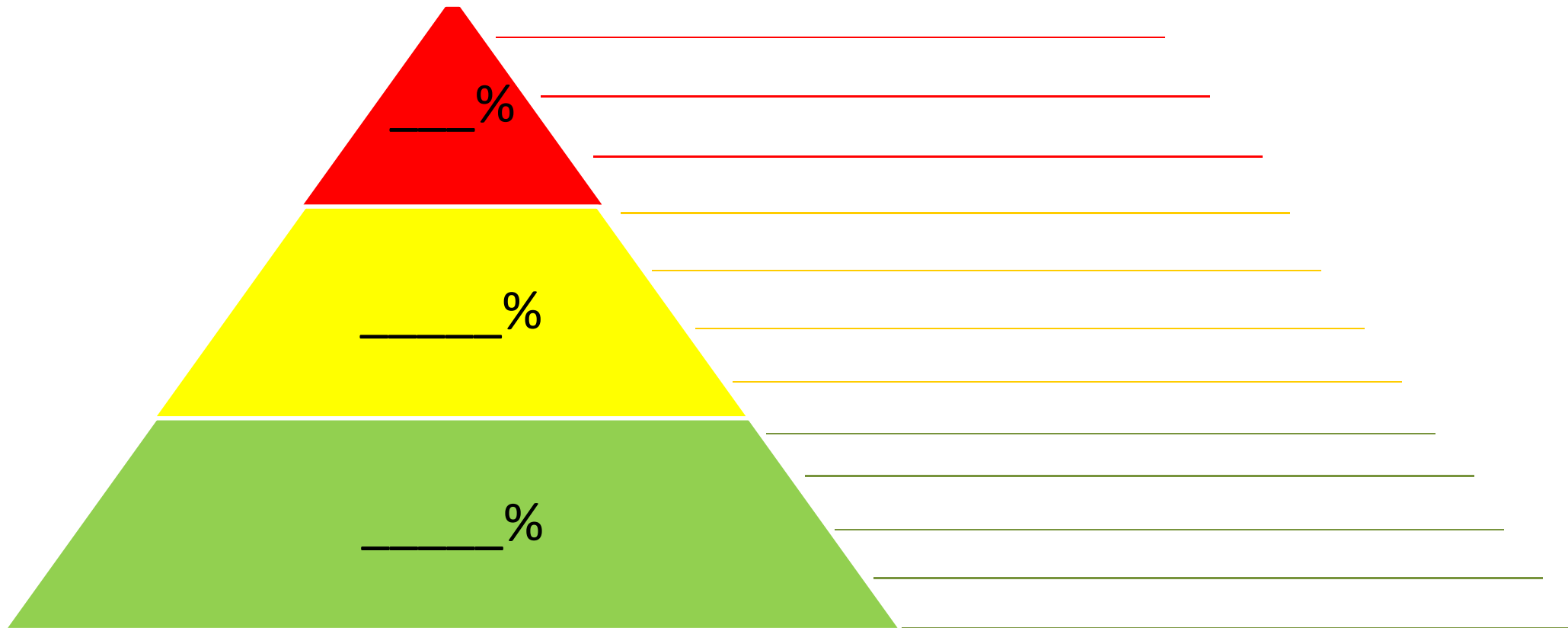
Q. How will I know if the strategies I put in place are improving student outcomes?

--



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



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?
Benchmark (Tier 1)			

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?
Below Benchmark (Tier 2)			

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)			

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

II. STUDY

"Why is the problem occurring?"

BEHAVIOR DATA REVIEW WORKSHEET: USING BIR REPORTS

1. What problem behaviors are occurring in your classroom?(Total by Behavior/Month)

2. Where are these problem behaviors occurring? (Total by Activity/Month)

**3. What are the frequent motivations for student problem behavior incidents?
(Total by Motivation/Month)**

**4. What strategies are used most frequently to address problem behavior incidents?
(Total by Strategy/Month)**

5. Looking at 1-4, select the one that most interferes with classroom instruction. Record below.

6. Indicate desired outcome for the behavior from Q. 5. State as a SMART goal (Specific, Measureable, Attainable, Realistic, Timely)

7. Establish a plan to achieve desired behavior. Complete plan process below for each desired behavior.



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.



CLASSROOM ACTION PLAN

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 • WINTER 2014

Classroom:

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