

## Monthly Tier 1 MTBF Problem Solving Agenda

**Today's Meeting:** 11/8/2017      Time: 3:00      Location: Room 306      Facilitator: Angela Ptacek      Minute Taker: Blietz      Data Analyst: Blietz & Hruby  
**Next Meeting:** Date:      Time: [Click](#)      Location: [Click](#)      Facilitator: [Click](#)      Minute Taker: [Click](#)      Data Analyst: [Click](#)  
**Team Members (bold are present today):** [Click here to enter text.](#)

Today's Agenda Items	Next Meeting Agenda Items
2. Data Debrief	1. Celebrations
3. TFI	2. <a href="#">Click here to enter text.</a>
4. <a href="#">Click here to enter text.</a>	3. <a href="#">Click here to enter text.</a>

**1. Define the Problem (from data worksheet)**

1. [Click here to enter text.](#)

### General Information and Issues

Information for Team, or Other Issues for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
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<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
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2. Analyze Problem	
Precise Problem Statement	Classroom Conditions
<p>The most significant concern of the team is _____ Defiance _____ (problem behavior) that is taking place most often in _____ Classroom _____ (problem location). This behavior occurs _____ (frequency/quantify behavior), and is most likely to happen _____ 11:30 and 1:30 _____ (time e.g., lunch, morning arrival, 2:30). Students from _____ 7<sup>th</sup> grade and AA males _____ (grade level/group of students) are most likely to engage in this behavior. We think students may engage in this behavior in order to _____ (function of behavior- get/obtain or avoid/escape).</p>	<p>Based on data analysis the following classroom conditions should be reviewed:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Establishing rules and procedures</li> <li><input type="radio"/> Recognizing adherence and lack of adherence to rules/procedures</li> <li><input checked="" type="checkbox"/> Using engagement strategies</li> <li><input checked="" type="checkbox"/> Establishing and maintaining effective relationships</li> <li><input type="radio"/> Communicating high expectations for all students</li> </ul>

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3. Develop and Implement a Plan					
Outcome/Goal:					
Plan Components	Action Steps	Who is responsible	Timeline	What PD and/or communication is required?	Data source to monitor Or How will fidelity be measured?
<b>Prevention</b> (ex. clarify expectations, rules or procedures; increase supervision; increase opportunities to respond)					
<b>Teaching</b>					
<b>Acknowledgment</b>					
<b>Corrective Consequence</b>					

4. Evaluate Plan					
	What data will we review?	Who is responsible for gathering the data?	When and how often will data be gathered?	Where will data be shared?	Who will see the data?
Progress Monitoring Data Collection					
Goal Evaluation		Goal Not Met		Goal Met	
	Not Implemented with fidelity	Implement the plan		Go back to your data; data cycle around your most frequent behavior	
	Implemented with Fidelity	Re-analyze data; develop an alternative hypothesis; modify the plan			

Adapted from Todd, A.W., Horner, R.H., Newton, J.S., Algozzine, R.F., Algozzine, K.M., Frank, J.L. (2011). Effects of team-initiated problem-solving on decision making by schoolwide behavior support teams. *Journal of Applied School Psychology*, 27(1), 42-59. VA Effective Schoolwide Discipline initiative, 2011.