

Monthly Tier 1 MTBF Problem Solving Agenda

Today's Meeting: 10/17/2017 Time: 3:00 Location: McKinley Room 113 Facilitator: Angela Ptacek Minute Taker: Kate Ryan Data Analyst: [Click](#)

Next Meeting: 11/7/2017 Time: [Click](#) Location: [Click](#) Facilitator: [Click](#) Minute Taker: [Click](#) Data Analyst: [Click](#)

Team Members (bold are present today): **Kate Ryan, Kelly Franklin-Clark, Angela Ptacek**, Damu Diaz-Doolin, Justin Blietz, Michael Daws, Kim Malcolm, Angie Miller, Lauren C, Katie Sorgenfrey, Tyrese Wilson, Rob Hruby, Fanaye Wooldrik, Andrew Tower, Terrie Sullivan, Kim Seward, Molly Lamb, Willie Guy

Today's Agenda Items	Next Meeting Agenda Items
2. Celebrations	1. Data
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4. Click here to enter text.	3. Click here to enter text.

1. Define the Problem (from data worksheet)
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General Information and Issues

Information for Team, or Other Issues for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Click here to enter text. Celebrations on calendar: October 31 st -reverse trick-or-treat, November 21 st -all school dance (times to be determined), December 21 st - movie & popcorn	Click here to enter text. We planned and put on the calendar celebrations for the remainder of the year. We will work to get supplies and specifics.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

2. Analyze Problem	
Precise Problem Statement	Classroom Conditions

<p>The most significant concern of the team is _____ (problem behavior) that is taking place most often in _____ (problem location). This behavior occurs _____ (frequency/quantify behavior), and is most likely to happen _____ (time e.g., lunch, morning arrival, 2:30). Students from _____ (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"> <input type="radio"/> Establishing rules and procedures <input type="radio"/> Recognizing adherence and lack of adherence to rules/procedures <input type="radio"/> Using engagement strategies <input type="radio"/> Establishing and maintaining effective relationships <input type="radio"/> Communicating high expectations for all students
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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?
Prevention (ex. clarify expectations, rules or procedures; increase supervision; increase opportunities to respond)					
Teaching					
Acknowledgment					
Corrective Consequence					

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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			