

Monthly Tier 1 MTBF Problem Solving Agenda

Today's Meeting: 10/3/2017 Time: 3:00 Location: MK Room 113 Facilitator: Angela, Blietz Minute Taker: Angela Data Analyst: Rob, Justin

Next Meeting: 10/17/2017 Time: 3:00 Location: MK Room 113 Facilitator: [Click](#) Minute Taker: [Click](#) Data Analyst: [Click](#)

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

Today's Agenda Items

2. Celebrations
3. Data
4. BEAR Paw store Tues/Thurs

Next Meeting Agenda Items

1. Celebrations-Spirit Week, Safe Trick or Treat, Dance
- 2.
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?
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2. Analyze Problem

Precise Problem Statement	Classroom Conditions
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<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 _____ 1.4 time/day _____ (frequency/quantify behavior), and is most likely to happen __ 10:30 & 1:15 _____ (time e.g., lunch, morning arrival, 2:30). Students from _____ 7th/8th Primarily disproportionate with African American students _____ (grade level/group of students) are most likely to engage in this behavior. We think students may engage in this behavior in order to _____ avoid tasking, obtain peer attention _____ (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 checked="" type="checkbox"/> Recognizing adherence and lack of adherence to rules/procedures <input type="radio"/> Using engagement strategies <input checked="" type="checkbox"/> 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: Reducing defiance in the classroom					
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?
<p>Prevention (ex. clarify expectations, rules or procedures; increase supervision; increase opportunities to respond)</p>	<p>1. Not engaging in power struggles 2. Consistency with 7 levels 3. Routines & procedures</p>	<p>Staff</p>		<p>10/2 PL</p>	<p>referral data</p>
<p>Teaching</p>	<p>1. Constant review of BEAR way expectations: daily during announcements, Monday after grade level lunches 2. Review the 7 levels of intervention Monday after grade level lunches</p>	<p>Staff & Students</p>	<p>Mondays beginning October 9th.</p>	<p>-Lauren will send out to staff regarding reviewing the BEAR way & 7 levels Monday after grade level lunch -Grade-level PLC leaders will also communicate</p>	<p>-referral data -PLC team leader email a “positive/something to work on” part of the lesson</p>

Acknowledgment	Focus on the 5:1 ratio; positive; negative	Kate Ryan-admin meeting	10/4 during admin	10/2 PL	Walk through data gathering ratio & referral data
Corrective Consequence	Visit the consequence list sent out by Mr. Hruby			10/2 PL	referral data

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.