# Elementary and Secondary Tier 1 Behavior Problem-Solving Worksheet

The purpose of this worksheet is to support the School Leadership Team with a cyclical four-step problem solving process using MiMTSS and other data sources. The team will begin by reviewing the final step in the problem-solving process, Plan Implementation & Evaluation, before moving onto Problem Identification, Problem Analysis and Plan Development.

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**Directions for Use**: Team, review your coach’s prompts in red and respond to all team prompts in purple. Keep the same font colors.

**Data Review Date**:

**Team Members Involved**:





## **Plan Implementation and Evaluation** (30 minutes)

### Did We Implement Our Plan?

To answer this question, we need to look at the status of our activities, our accomplishments and our barriers since our last data review.

We have three types of activities to monitor: installation, implementation and coaching.

#### Status of Installation Activities

Coach: View Installation Checklist data in MiMTSS and pre-populate this section. Remove any rows that do not yet apply.

##### Table 1.0 Installation checklist data from MiMTSS

|  |  |  |  |
| --- | --- | --- | --- |
| **Installation Checklist** | **Goal** | **Progress** | **On Track / Off Track** |
| PBIS | 100% by Winter Data Review, year 2 | Date of Last Update: DATE#% Complete#% In Progress#% Not Started | On/Off Track |
| Strengthening PBIS | 100% by Winter Data Review, year 2 | Date of Last Update: DATE#% Complete#% In Progress#% Not Started | On/Off Track |
| School-wide Reading Model | 100% by Fall Data Review, year 3 | Date of Last Update: DATE#% Complete#% In Progress#% Not Started | On/Off Track |
| Secondary Content Area Reading  | 100% by Fall Data Review, year 3 | Date of Last Update: DATE#% Complete#% In Progress#% Not Started | On/Off Track |
| Intervention System | 100% on all three checklists by end of year 3 | Date of Last Update: DATE#% Complete#% In Progress#% Not Started | On/Off Track |
| Check-in, Check-Out | 100% by Fall Data Review, year 3 | Date of Last Update: DATE#% Complete#% In Progress#% Not Started | On/Off Track |
| Intensifying Interventions | 100% by end of year 4 | Date of Last Update: DATE#% Complete#% In Progress#% Not Started | On/Off Track |

#### Status of MTSS Implementation Plan

Coach: Review the status of the MTSS Implementation Plan activities (ignore any activities already accounted for in the installation checklist data). Complete the following:

Date the MTSS Implementation Plan was last reviewed and updated by the team:

#% Complete

#% In Progress

#% Not Started

#### Status of Coaching Activities

Coach: Review your current Individualized Coaching Service Delivery Plan and record the status of activities for each concept you have been coaching.

Concept 1:

#% Complete

#% In Progress

#% Not Started

Concept 2:

#% Complete

#% In Progress

#% Not Started

Coach: Add more coaching concepts if needed.

#### Accomplishments

Coach: Pre-populate a few accomplishments for your team and then ask them to identify one or two more to list here.

Team: List additional accomplishments.

#### Barriers

Coach: What barriers, if any, may be impeding progress? (List barriers and the activities impacted). If you have identified barriers, report how you have initiated (or plan to initiate) the steps of your district’s barrier removal process.

Team: List any additional barriers and your plan to initiate the steps of your district’s barrier removal process.

#### Summary of Current Implementation

Team: Based on the information above, did you implement your plan? Summarize your implementation in two to three sentences. (Example: We are on-track with most of our installation activities except for Intervention System. Only about half of our implementation activities have been completed since last data review, but our coach is doing an amazing job completing nearly all of her coaching activities.)

### Is Our Plan Working?

We know our plan is working when we see progress being made toward achieving our MTSS objectives for fidelity AND student outcomes.

#### Status of MTSS Objectives

MTSS Implementation Plan (hyperlink)

Coach: Add a hyperlink to the MTSS Implementation. Update the current status of each objective in your MTSS Implementation plan, along with the date the data were collected to determine if your team has met the goal, is on track, or not on track. Be prepared to quickly review the status of each objective with your team and to help them develop a summary.

#### Summary of Effectiveness

Team: Based on the status update provided by your coach, is your plan working? Summarize the status of your objectives in two to three sentences. (Example: We have improved our Tier 1 SWPBIS score by 25% (baseline score from spring 2018: 42%, score in fall 2018: 67%). We just missed our goal of 70% by fall of 2018. We have just started collecting SWIS data and will plan to develop an objective during Winter data review.)



## Problem Identification (45 minutes)

Today our problem solving will focus on Tier 1 Behavior.

Coach: Insert rationale for why Tier 1 Behavior will be your team’s focus for today. (See rationale from the webpage if needed.) With support from your administrator, be prepared to address questions from the team.

### What Was Our Previous Tier 1 Behavior Problem?

To answer this question, we need to consider any Tier 1 Behavior problems we have previously identified.

Coach: If your team developed a precise problem statement and short-term objective related to Tier 1 Behavior at their last data review, complete the sentences below. Otherwise, delete this section.

At our last data review in \_\_\_\_\_\_ we identified the following precise problem statement(s) related to Tier 1 Behavior:

We set the following short-term objective(s) to evaluate our effectiveness at solving this/these problem(s):

Team: If you focused on Tier 1 Behavior at your last data review, keep your previous precise problem statement(s) and short-term objective(s) in mind as you work to identify your current Tier 1 Behavior problem.

### What Is Our Current Tier 1 Behavior Problem?

To answer this question, we need to consider any new student outcome data related to Tier 1 Behavior.

Coach: Prepopulate the status column in the table(s) below. Begin by considering the validity of the data.

#### Tier 1 Behavior Outcomes

Team: Go to MiMTSS School Dashboard, Behavior Outcomes tab, Discipline Referrals button and follow along as your coach guides you through each question in the table(s) below.

##### Table 2.0 Tier 1 behavior outcomes status

|  |  |
| --- | --- |
| **Behavior Outcome Questions** | **Status** |
| Are there concerns with the validity of any of the Tier 1 Behavior student outcome data? If so, describe concerns.  | Y/NConcerns: TEXT |
| Multi-year Annual Referrals per 100 students/day(Fall only): If there are multiple years of Office Discipline Referral (ODR) rates, are annual referrals per 100 students per day consistently below the national median or trending downward from one year to the next? | School-wide: Y/NOur school’s annual rate of ODR’s per 100 students per day is trending up/down/no clear trend over the past few years. We are above/below the national median according to our most recent year of data. |
| Major Referrals Per Day/MonthAre ODRs consistently below the national median from one month to the next? | School-wide: Y/NThis year our ODR rates are ABOVE the national median for the months of TEXT. |
| Major Referrals Per Day/MonthAcross months within the current school year, what is the school-wide trend in ODRs? | Across the months, our rates of ODRs are trending upward/downward/indicate variability with no clear trend. |
| Major Referrals Per Day/MonthHow do rates of ODR’s each month this year compare to each month of last year, across grade levels? | Describe noteworthy patterns: TEXT(Example: During October and November this year and last year our ODR rates were high compared to all other months.) |
| Top 3 Problem Behaviors, Locations, and Motivating FactorsWhat types of behaviors (major) are most often resulting in office discipline referrals?Where are those behaviors most likely to occur?Do you understand why these behaviors are occurring? | Top 3 problem behaviors:1. TEXT2. TEXT3. TEXTTop 3 locations:1. TEXT2. TEXT3. TEXTTop 3 motivating factors:1. TEXT2. TEXT3. TEXTAre "unknown" or "other" among the top 3 in any of the above? Y/NTeam: If “unknown” or “other” is among the top 3 in any of these areas, add an action item to your plan to re-train staff on completing the referrals, emphasizing the area or areas identified above. |
| Major Referrals by Race/EthnicityAre rates of ODRs equitable across all students, regardless of race and ethnicity? | School-wide: Y/NRisk ratios are AT/ABOVE 1.25 for the following racial and ethnic groups: Group: TEXT* Risk ratio: #
* Number of students enrolled: #

Group: TEXT* Risk ratio: #
* Number of students enrolled: #

Group: TEXT* Risk ratio: #
* Number of students enrolled: #

These groups ARE at greater risk for office discipline referrals compared to other groups.Team: If fewer than 10 students are enrolled from any group listed above, review the caution statement and suggested activities.**Caution:** If there are a small number of students (e.g., <10 students) in a subgroup, look at the data with caution since a couple of students in a very small subgroup, receiving a couple of referrals, will have a dramatic impact on the risk ratio. However, their elevated risk ratio should not be discounted. Add an activity to your implementation plan for someone to follow up on this data after today’s data review.*Suggested activities:*Identify the specific students who represent the group and consider how these students experience school. Identify ways in which their school experience could be improved. Ask your DIT to study the equity data for that group across schools within the district to examine patterns of inequity across the district. |

#### Referral Patterns

Coach: Pull up your saved report template in SWIS labeled “Major Referral Patterns” and set the new date range or set up the template using the directions in your Coach’s Guide. Practice answering the questions below and take note of patterns to share with your team.

Team: Follow along as your coach guides you through a partial SWIS drill down and the questions in the table below.

##### Table 2.1 Referral patterns status

|  |  |
| --- | --- |
| **Referral Pattern Questions** | **Status** |
| Top Location:Study the patterns of referrals in SWIS for the top location.* From Report Filter, click on Location, drag the top location to the dataset.
* Click **Generate**, look for most common problem behaviors in this location.

Change Graph Type to look for additional patterns and record your observations | Top Location: TEXTSummary table: (How many)* # Referrals
* # Students
* # Staff

Graph Types:* Problem Behavior (What): TEXT
* Day of the Week (When): TEXT
* Time of Day (When): TEXT
* Grade (Who): TEXT
* Perceived Motivation (Why): TEXT
 |
| Top Problem Behavior:Study the patterns of referrals in SWIS for the top problem behavior.* Remove the top Location from the dataset (but keep the other filters)
* From Report Filter, click on problem behavior, drag the top problem behavior to the dataset.
* Click **Generate**, look for most common location of this problem behavior.

Change Graph Type to look for additional patterns and record your observations | Top Location: TEXTSummary table: (How many)* # Referrals
* # Students
* # Staff

Graph Types:* Location (Where): TEXT
* Day of the Week (When): TEXT
* Time of Day (When): TEXT
* Grade (Who): TEXT
* Perceived Motivation (Why): TEXT
 |
| Disproportionality:Study the patterns of referrals in SWIS for any race/ethnic group with a risk ratio above or approaching 1.25.* Remove the top problem behavior from the dataset (but keep the other filters)
* From Report Filter, click on Demographics, click on Race / Ethnicity, drag the appropriate filter to the dataset.
* Click **Generate**, look for most common problem behaviors for this group of students

Change Graph Type to look for additional patterns and record your observations | Coach: Before completing this section, copy and paste the text below for each race/ethnic group with a risk ratio above or approaching 1.25.Disproportionate referrals: GROUPSummary table: (How many)* # Referrals
* # Students
* # Staff

Graph Types:* Problem Behavior (What): TEXT
* Day of the Week (When): TEXT
* Time of Day (When): TEXT
* Grade (Who): TEXT
* Perceived Motivation (Why): TEXT
 |
| Team: If time permits, run drill down reports to answer any additional questions for school-wide problem solving. For example, if you notice a specific day of the week where problems are more likely to occur across multiple grades, you may want to add that day of the week as another filter to more fully understand what’s happening on that day.  |  Record your observations: TEXT |

#### Additional Data Sources

Coach: Consider if additional data sources are needed and make a plan to gather that data prior to the data review date. Prepopulate the status column in the table below and be prepared to review with your team.

##### Table 2.2 Additional data sources

|  |  |
| --- | --- |
| **Additional Data** | **Status** |
| What additional student outcome data sources might you consider when identifying areas of need with respect to Tier 1 Behavior (e.g., suspensions, use of seclusion and/or restraint)? | Data Source: TEXTNoteworthy patterns or observations: TEXT |

#### Tier 1 Behavior Precise Problem Statement(s)

Based on the information gathered above where will we focus our problem-solving efforts as a School Leadership Team?

Team: Identify one or two Precise Problem Statement(s) in the area of Tier 1 Behavior. Record a precise statement that summarizes the overall trend in office discipline referrals and then consider if you need an additional statement or two that incorporates more specific information related to behavior that you gleaned from the referral pattern questions or other data sources. If you have focused on Tier 1 Behavior before, go back to your previous precise problem statement(s) to see if these problems are still relevant and should be pasted in the table below or if new problem statements should be developed.

##### Table 2.3 Precise problem statement(s) for Tier 1 behavior

|  |  |  |
| --- | --- | --- |
| **Who/When** | **What/Where****(Problem, Location)** | **As Measured By** |
| *Example 1: Since the beginning of this school year, our students . . .* | *have received office discipline referrals at a higher rate than the national median for every month except October compared to our goal of all months below the national median* | *as measured by SWIS* |
| *Example 2: During the spring of 2018, our students...* | *received more ODRs in the cafeteria than in any other location in the school, most often on Thursdays and Fridays,* | *as measured by SWIS data* |
| *Example 3: Since our last data review in the winter, our hispanic/latino students...* | *have a risk ratio of 2.31 compared to our goal of 1.25 or lower and their most referred problem behavior is disrespect and most common location is classroom,* | *as measured by SWIS data* |
| 1. (Overall trend in ODRs): |   | as measured by SWIS. |
| 2. (Specific Behavior Problem) |   | as measured by SWIS. |

Coach: See your Coaching Guide for additional examples.



## Problem Analysis (45 minutes)

### Why Is the Problem Happening?

To answer this question, we need to brainstorm what factors might be contributing to the problems we just identified. We also need to examine our data to make sure we have identified the right factors.

#### Brainstorm

Team: Brainstorm any school-level factors that may be contributing to the problems. There are likely to be specific grade-level factors contributing to the problems as well, but your job as the School Leadership Team is to focus on school-wide factors (e.g., time, resources, training, coaching, leadership). If you have identified the same problems that you identified at your last data review, focus on why your previous solutions have not worked. List all ideas from the team in the table below that are within your control.

##### Table 3.0 Potential contributing factors (within your control)

|  |  |
| --- | --- |
| **Area** | **Contributing Factors** |
| Tier 1 Behavior |  TEXT |

#### Review and Validate

Coach: Complete the following steps to prepare this section

Step 1: Go through the tables below paying careful attention to the TFI items listed in the second column. Highlight any TFI items that were scored a 0 or 1. Refer to the TFI scoring rubrics and item-level notes for more information on each item and add notes in the tables if needed. Do not check any of the boxes; your team will do that together if the team agrees that the factor is potentially related to the identified problems.

Step 2: Review the TFI Cultural Responsiveness Companion (Section II of the [PBIS Cultural Responsiveness Field Guide](https://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Cultural%20Responsiveness%20Field%20Guide.pdf)) and underline in the tables below any of the SWPBIS TFI Tier 1 items that would be beneficial for the team to analyze for cultural responsiveness. You could select Tier 1 items that are already in place (to build on strengths) or items that indicate a need for enhanced cultural responsiveness. Print specific pages from Section II of the Field Guide that correspond to the items your team may choose to address.

Step 3: Review the other data sources listed to see if any additional data might need to be gathered prior to the Data Review day to validate potential contributing factors.

Team: Go through Tables 3.1 and 3.2 focusing first on factors with highlighted TFI item numbers. (Highlighted item numbers indicate a score of 0 or 1 on a TFI item related to that factor.) If the team agrees that this factor could potentially be related to any of the identified problems, place a check mark in the box (two left clicks, one right click).

Consider any evidence you have available and place a “Y” in the right-hand column for any factors you are able to validate. Factors have been prioritized within each table to give you guidance on which factors you might choose to address first in your problem solving.

Skip table 3.1 if you are making good progress on your installation and implementation activities and your coach has not highlighted any TFI items of concern in this section.

##### Table 3.1 Contributing factors that impact implementation

|  |  |  |
| --- | --- | --- |
| **Common Factors (Related Data Source)** | **TFI Items** | **Validated****Y or N** |
| Plan Implementation and Evaluation (School Level MTSS Implementation Plan)* Installation activities and/or activities in the MTSS Implementation plan are not being completed because activities are not feasible and/or the staff assigned to complete these activities do not understand what to do or when to do it. (See “Did we implement our plan?” section of this worksheet.)
* Plan does not include sections on Tier 1 Behavior
* Plan is hard to find, hard to use, or not well developed
* Plan is not routinely monitored (e.g., monthly)
* Relevant activities in the plan are not embedded into the school improvement plan
 |  |  |
| Buy In / Readiness* Staff are not bought in and/or ready to make changes to Tier 1 supports (Feedback from readiness activities, interviews, surveys)
 |  |  |
| School Leadership Team Development* Team Membership includes principal and school-wide representation (SWPBIS TFI 1.1)
* School Leadership Team needs further development in order to move the work forward (e.g., meeting structures, roles & responsibilities, meeting notes, action plan) (SWPBIS TFI 1.2)
 | SWPBIS-TFI 1.1, 1.2 |  |
| Communication * Communication protocols are not developed and/or utilized (Product review)
* The School Leadership Team does not coordinate its work with other school teams (interviews, surveys)
* The School Leadership Team provides a status report or presentation on student outcomes to stakeholders (SW-PBIS TFI 1.15)
* Staff have not been shown data regularly and/or had a chance to provide input on the Tier 1 system in the past year (SW-PBIS TFI 1.10)
* Students, families and/or community members have not provided input on the Tier 1 system in the past year (SW-PBIS TFI 1.11)
 | SW-PBIS TFI 1.10, 1.11, 1.15 |  |
| Coaching* Systems-level coaching is not available or not intensive enough to support the School Leadership Team with its work (Coaching system documentation)
 |  |  |

##### Table 3.2 Contributing factors unique to Tier 1 behavior problems

|  |  |  |
| --- | --- | --- |
| **Common Factors (Related Data Source)** | **TFI Items** | **Validated****Y or N** |
| School-wide Behavioral Expectations* Have not been developed (SWPBIS-TFI 1.3)
* Need revision (for better representation of student, family, community voice) (SWPBIS-TFI 1.3)
* No matrix (SWPBIS-TFI 1.3)
* Not posted (SWPBIS-TFI 1.3)
* Not taught (SWPBIS-TFI 1.4)
* Taught informally or inconsistently (SWPBIS-TFI 1.4)
 | SWPBIS-TFI 1.3, 1.4 |  |
| Feedback & Acknowledgment* No written procedures exist for providing behavior feedback and acknowledgement (SWPBIS-TFI 1.9)
* Written procedures exist for providing behavior feedback and acknowledgement but are not consistently used by staff and received by students (SWPBIS-TFI 1.9)
 | SWPBIS-TFI 1.9 |  |
| Correction & Re-teaching* No clear definitions for problem behaviors exist (SWPBIS-TFI 1.5)
* Definitions exist but are not clear and/or not organized by staff - versus office - managed problems (SWPBIS-TFI 1.5)
* Procedure/flowchart for addressing office-managed versus staff-managed problems has not been developed or is not clear (SWPBIS-TFI 1.5)
* School policies and procedures are reactive and contain only punitive consequences (SWPBIS-TFI 1.6)
* School policies and procedures emphasize proactive, instructive and restorative approaches but are not consistently implemented (SWPBIS-TFI 1.6)
 | SWPBIS-TFI 1.5, 1.6 |  |
| Class-wide PBIS * Not all classrooms are implementing Tier 1 PBIS (SW-PBIS TFI 1.8)
* Classrooms are informally or inconsistently implementing Tier 1 PBIS (SW-PBIS TFI 1.8)
* Not all classrooms have established and taught class-wide expectations (lesson plans, walk-throughs)
* Not all classrooms have procedures in place for common classroom activities (lesson plans, walk-throughs)
* No plan is in place to support teachers to successfully develop and implement their class-wide PBIS system and strategies (MTSS Implementation Plan)
* Teachers are unclear about the expected timeline to begin implementing their class-wide PBIS system and strategies (staff survey)
* Disproportionality data indicate inequitable access to instruction (MiMTSS)
 | SW-PBIS-TFI 1.8  |  |
| Data-Based Problem Solving* No data system exists or is being used for discipline data (SW-PBIS TFI 1.12)
* Data system exists but does not allow instantaneous access to full set of graphed reports (SW-PBIS TFI 1.12)
* Staff view discipline referrals as the consequence rather than data/documentation (staff survey)
* Discipline data are not reviewed in a structured way for decision making at least monthly (SW-PBIS TFI 1.13)
* Tier 1 fidelity data is not collected and/or used for decision making annually (SW-PBIS TFI 1.14)
* SLT does not conduct an evaluation at least annually for SW-PBIS fidelity and student outcomes (SW-PBIS TFI 1.15)
* GLT does not regularly review discipline data to look for common problems to be solved
 | SW-PBIS TFI 1.12, 1.13, 1.14, 1.15 |  |
| Professional Learning* Tier 1 Behavior fidelity and/or student outcome data is not being considered when selecting which MIBLSI Focus Days (or other professional development related to Tier 1 Behavior) to attend (Training records)
* No formal process is in place for teaching all staff all aspects of the Tier 1 system (SW-PBIS 1.7)
* Not all staff have been trained in Class-wide PBIS (Training records)
* Not all support staff have been trained in SW-PBIS (Training records)
 | SW-PBIS 1.7 |  |

#### Decide

Team: Review the factors you selected and validated in Tables 3.1 and 3.2 above. Then come to agreement on the top three to five factors that are contributing to the problem(s). (Revisit your precise problem statements if needed to keep the connection strong between your hypotheses and your problems.)

##### Table 3.3 Hypothesis statements

|  |  |
| --- | --- |
| If we develop a plan to address (this contributing factor) | Then we should expect to see (this change in student outcomes) |
| *Example 1: If we address implementation of PBIS in the classroom setting* | *Then our rates of office discipline referrals in the classroom will decrease.* |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

#### Consider

Team: Is there any additional information that you need to collect to further verify the contributing factors (e.g., observations, permanent product review)? If so, record action items in your plan and move on to Plan Development with the information you have available today.

### What Is Our New Objective?

To answer this question we need to think about how to make our hypotheses measurable. We need to set specific short-term objectives related to our hypotheses so we can evaluate if our plan works or not.

Team: Add a specific short-term objective or two to your MTSS Implementation plan to monitor the effectiveness of these new activities. (Also include the related problem statement and hypothesis to remind you of the problem you are trying to solve.)

*Example:*

Short-term objective: By September 2019 our high school teachers will develop at least 4 routines and lesson plans that will be taught several times at the beginning of the year, and all referrals sent to the office will align with the description of a major infraction, resulting in lower rates of ODRs in September and October than last year.

* Precise Problem Statement: As of May 2019, 10-12th grade students are exhibiting high rates of disrespect and defiance in the classroom setting to gain peer attention as measured by SWIS.
* Hypotheses: If we support teachers in implementing PBIS in the classroom settings by providing time to create routines and lesson plans, and guidance around when lessons should be taught as well as providing strategies for high frequency low intensity behaviors, they will be more likely to address minor behaviors quickly, consistently and efficiently and our rate of ODRs will decrease.



## Plan Development (60 minutes)

### What Is Our Plan?

To answer this question, we need to identify specific activities that are based upon our hypotheses, then prioritize and plan for these activities.

MTSS Implementation Plan (hyperlink)

Team: List and prioritize your activities and then add them to your MTSS Implementation Plan. Make sure to identify who will do what by when.

### Who Needs to Know It?

To answer this question, we need to consider what information from today should be shared with our various stakeholder groups.

#### Accomplishments and Barriers

Communication Protocol (hyperlink)

Barrier Removal Process (hyperlink)

Team: Refer to your Communication Protocols and Barrier Removal Process as you answer the questions in the table below.

##### Table 4.0 Accomplishments and barriers plan

|  |  |
| --- | --- |
| **Accomplishments & Barriers** | **Status** |
| What accomplishments have you identified from today that you want to share out? (Refer to tables 1 and 2 if needed.) Also, make sure barriers are recorded in your barrier removal log. |  TEXT |
| What is your plan for communicating accomplishments and barriers from today to your DIT prior to District Data Review? |  TEXT |
| Which other roles/groups will you target for communication from today? (e.g., Is there anything that would be helpful for your data coordinator to know regarding data access and/or accuracy?) |  TEXT |

#### MTSS Update

MTSS Update Slide Deck/Template (hyperlink)

Team: Complete the MTSS Update slide deck or use your own method of communicating MTSS updates to staff and other stakeholders. Record your plan for sharing the update.

Plan for sharing the MTSS Update: TEXT