

1 - Precise Problem Statement	What? Minor and Major Disruption	Where? In the Classroom	When? 1 st Semester between 1:00pm -3:30pm	Who? 6 th /7 th Graders	Why? Task Avoidance
	First semester between 1:00 and 3:30pm, 32% of 6 th and 7 th grade students received 2 or more referrals for disruption, to avoid tasks in the classroom.				
2 - Referral Summary	How many students are related to the identified problem? <u>120</u> How many referrals are related to the identified problem? <u>260</u> The problem is best addressed through: <input checked="" type="checkbox"/> Systems <input type="checkbox"/> Students				
3 -Goal	By the end of 3 rd quarter, there will be a 50% reduction of minor disruptive behaviors from 6 th and 7 th grade students. Students will raise their hand to be called on, work quietly in groups, use school language, participate in activities, and stay in assigned area.				
4 -Problem Analysis	<i>The problem is occurring because...</i>		<i>If _____ would occur, the problem would be reduced.</i>		
	Instruction: lessons that address the behavior errors are not being taught Curriculum: does not allow for student choice, preference or interest resulting in disengagement Environment: expectations, rules and routines are not taught consistently Learner: both internal and external forms of reinforcement are not tied to acquisition of skills		students were being taught the behavior lessons the curriculum allowed for student choice, preference or interest with learning activities expectations, rules and routines are taught consistently reinforcement were tied to students acquisition of skills		
5 – Solution Development					
Solution Components	What are the action steps?	Who is Responsible?	By When?	Notes/Updates	
Prevention	6 th /7 th grade teacher teams will develop behavior lessons	Teachers, Behavior Specialist	January 6 th	Look at doing once a week during Cougar Time with 5 mins to review at the beginning of classes after lunch leading into the afternoon lessons Need to provide 6 th and 7 th grade teachers with extra praise tickets Need to develop strategy guidance, and minor strategy survey	
Teaching	Master schedule will be adjusted to include time for teachers to teach expectations and rules	Principal	January 16th		
Recognition	Teachers will increase verbal and tangible reinforcement for task engagement and respect in the afternoon	6 th /7 th Grade Teachers	3 rd Quarter		
Consequence	Teachers will utilize reteach/practice, planned ignoring, and student conferences as initial consequences for minor disruption	Behavior Specialist, PBIS Team	Jan-March		
6 - Evaluation					
Fidelity Data Collection and Results	What data will we look at?	Who is gathering the data?	When will data be gathered?	Where will data be shared?	Who will see the data?
	<ul style="list-style-type: none"> Classroom Walkthrough TFI 	<ul style="list-style-type: none"> PBIS Coach/Behavior Specialist PBIS Team 	<ul style="list-style-type: none"> Quarterly April 	Monthly staff meetings, PBIS Team meetings	6 th & 7 th grade teachers, PBIS Team
	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped				

Outcome Data Collection and Results	<ul style="list-style-type: none"> # of minor referrals Survey of consequences 	<ul style="list-style-type: none"> Data Analyst All Staff 	<ul style="list-style-type: none"> Weekly 	Monthly staff meetings, PBIS Team meetings	6 th & 7 th grade students and teachers, PBIS Team
	<input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met				
Next Steps	<input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Revisit Problem Solving				
Notes	<p>About 70% of the 6th and 7th grade teachers are regularly teaching rules and expectations, OTR have increased as well. TFI will be taken at next PBIS Leadership Team Meeting. Overall referrals are on a downward trajectory since last semester. There were 30 minor disruption referrals for 6th grade and 18 for 7th grade as of end of March.</p>				

Created by Metro RESA with adaptations from TIPS II Meeting Minutes Form, SWIS Drill-Down Form and Florida PBIS, November 2021