School-wide Problem Solving Protocol

INFORMATION

FACILITATOR:	T. Davis		DATE OF MEETING:	August 2008
TEAM MEMBERS:	T. Berryhill, L. Porter, K. Merlin, T. Wolowicz, A Larson, C. Raulerson, I. Abiola			

STEP 0. DATA OBSERVATIONS:

Purpose of Meeting	Review 2007-2008 Data, determine trends, why the problem is occurring, and develop a plan.			
TOP 3 PROBLEM BEHAVIORs?	Bus incidents, Defiance/Profanity, Physical Aggression	Where are the problems occurring?	Bus, transitions, unsupervised areas, recess	
When is the problem occurring?	Various time, no specific patterns, Bus (PM)	Total ODR's for 2007-2008	291 referrals	
Breakout of Aggressive Acts	95 aggressive acts or 33% of the referrals			

STEP 1. IDENTIFY THE PROBLEM AND/OR GOAL: *Write a precision statement*

Problem ID Statement: Out of 291 referrals, 95 referrals were due to incidents of Physical Aggression.

Replacement Behavior: 100% of student's will keep their hands, feet, and objects to self

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STEP 2. PROBLEM ANALYSIS: *Why is the problem occurring?*

    a. **Brainstorm and record <u>resources/ideas</u> for achieving the goal or tackling the problem. Identify the <u>barriers</u> that must be eliminated or reduce the problem.**

RESOURCES (+)	ANTICIPATED BARRIERS (-)
School counselors Character Education Program School Resource Officer PTA Parent-Student Mentor Program School Psychologist PBIS Critical Elements Weekly schedule with lessons plans on teaching of sw expectations/rules School-wide assemblies tied to good behavior RtI Leadership Team PBIS subcommittee of Leadership Team	Student's lack the ability to problem-solve when faced with conflict Students perceive that aggression is "a means to an end" Student's lack anger management skills ✓ **Students lack social skills** Bus drivers lack behavior management skills Teacher need more professional development in behavior management skills School counselors need to develop curriculum resources that target aggression for teachers to teach and reinforce within the classroom

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b. Select a barrier or related group of barriers to be eliminated or reduced: *Choose barriers that you have control over*

BARRIERS TO BE ELIMINATED	GENERATE HYPOTHESIS FOR IDENTIFIED BARRIER(S) (consider curriculum, instruction, school/district environment, professional development)
Students lack social skills	The problem is occurring because student's lack appropriate social and problem solving skills. Confirmed Hypothesis: ✓ Staff presentation/survey ✓ Reports from School Counselors ✓ Student Interviews ✓ Observations on the playground, bus, cafeteria, and hallway

c. Brainstorm strategies for reducing or eliminating the identified barrier: (Tap into resources; consider ways to strengthen resources to overcome barriers)

A universal system that all staff use
A teacher driven resource that is user-friendly
Research validated program: Second Step, Stop and Think, Cool Kids

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STEP 3. INTERVENTION/ACTION PLAN: *Design a plan that links to above brainstorming*

ACTION STEP	RESPONSIBILITY	NEEDED RESOURCES	TIMELINE	FOLLOW-UP
Ordering of materials ✓ How many kits ✓ Cost ✓ Labeling Kits	School Counselors	Catalog	2 weeks	
Trainer and Training Dates	T. Davis	Consult with Administration about training dates	1 month	Leadership Team
Teaching schedule built into the school master schedule	Administration		1 month	Leadership Team
Map out curriculum	T. Davis, Counselors	Second Step Curriculum Map	1 Month	Teacher Teams
Evaluations of implementation ✓ Progress Monitor with walk-throughs (3x's) ✓ EOY Teacher/Student/Parent Survey	T. Davis, Counselors	SS Evaluation Tools	On-Going Oct, Jan, March, May	Leadership Team
Parent Involvement ✓ Newletters ✓ Website Information ✓ Parent Rotation Night	PBIS Team, Admin	SS Information	Oct	Leadership Team

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STEP 4. EVALUATION OF PROGRESS/RESPONSE TO INTERVENTION:

Is it working? How will progress towards the goal be monitored and evaluated?

ACTION STEPS	RESPONSIBILITY	RESOURCES	TIMELINE	FOLLOW-UP
Progress Monitor with walk-throughs (3x's)	PBIS Team		Oct, Jan, March	Teacher Teams/Leadership
EOY Teacher/Student/Parent Survey	PBIS Team		May 2009	Teachers and Parent Newsletter/Email
ODR	PBIS Team		Monthly	Leadership Team/Staff
Acts of Physical Aggression	PBIS Team		Monthly	Leadership Team/Staff

Evaluate Results:

Date of Review: Was the Action Plan Implemented as Planned: X Yes ☐ No (explain changes)	☒ GOOD Results (Goal met or exceeded) ☐ QUESTIONABLE Results (Goal not met, improvement noted) ☐ POOR Results (Goal not met, no or little improvement noted)

Decision:	☒	Continue Action Plan	
	☐	Discontinue Action Plan	
	☐	Revise Action Plan	
	☐	Other	