**Tier 1 Problem-Solving Around Behavior**

*For School and District Teams*

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors.   
  
Use the **Data Inquiry Chart** to explore your school or district-wide behavior data and clearly identify areas where adults need more support to better serve students.

Then, use the **Action Planning Protocol** template to develop a plan for implementing Tier 1 interventions in those areas.

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| **Data Inquiry Chart** | |
| **Select a data point. Write in your own words what you think your students are telling you.**  *When looking at your behavior data, remember the Big 5:  What, Where, When, Who, and How Often* | *Ex. You notice that there are a lot of referrals for “disruptive behaviors” in your elementary school.* |
| **Dig deeper into the behavior by considering the following questions:**  *What additional context would be helpful to the team in interpreting and acting on this data?*  *What additional information would give us insight?*  *Whose voices and experiences are not represented?*  *What biases or blind spots might exist within our team as we interpret data?* | *Ex. Looking deeper into these reports of disruptive behaviors, you notice a lot of these incidents are happening in the hallways when 4th graders are returning from lunch. The noise is making it harder for other students to learn in their classrooms.* |
| **What are 3-5 actions you could take to respond?**  *Consider what specific replacement behaviors you would like to see, and how those behaviors can be supported by adults.* | *Ex. You meet with the 4th grade team to discuss ways to teach students the skills and strategies they need to engage in positive behaviors on their way back from lunch. After teaching students these skills, teachers will provide immediate, behavior-specific praise as soon as they see a student engaging in one of these behaviors.* |

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| **Action Planning Protocol** | |
| **Problem Description:**   * Describe the problem derived from the **Data Inquiry Chart** above * Focus on observations of the Big 5: ‘Who,’ ‘What,’ ‘Where,’ ‘When,’ and “How often” |  |
| **Action Planning:**   * Determine specific actions your team could take to address the problem   Key Questions:   * *What might students be asking us to do? What might students be needing from us?* * *What actions will you take?* * *What replacement behaviors are we looking to reinforce with these interventions?* |  |
| **Goal and Timeline**   * Determine a desired outcome for your plan and a timeline for implementing your interventions   Key Questions:   * *What changes are we looking to see?* * *When will we start? When would we like to finish?* * *Who are the key people who will lead these interventions? When will they take these actions?* * *How will we measure our progress?* * *What* ***fidelity*** *and* ***outcome*** *data will we collect to measure success?* |  |
| **Next Steps**   * *What ambitious yet feasible actions could our team take before our next meeting?* * *What would we like to accomplish before our next meeting?* * *What data do we need to collect to bring to our next meeting for review?* |  |