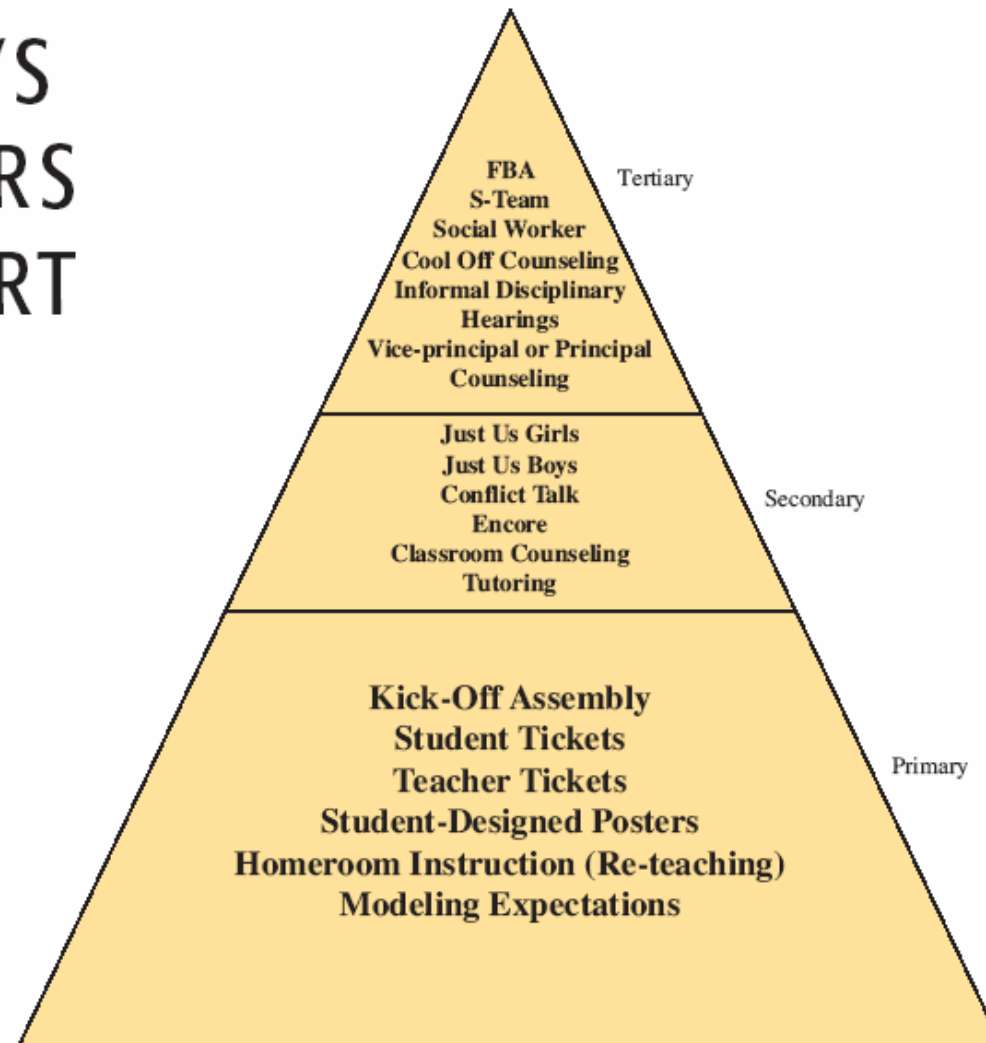


# JT MOORE'S THREE TIERS OF SUPPORT



Which skills did JT Moore Middle School teachers rate as critically important?

**Self Control Skills: JT Moore Middle School Teachers Rating the Skill as  
Critically Important  
(*n* = 40)**

<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>
Controls temper in conflict situations with peers.	35	88
Attends to your instructions.	33	83
Complies with your directions.	33	83
Responds appropriately to physical aggression from peers.	33	83
Ignores peer distractions when doing class work.	26	65
Uses time appropriately while waiting for your help.	23	58
Responds appropriately to peer pressure.	23	58
Responds appropriately to teasing by peers.	23	58

Note: Frequency refers to the number of teachers who rated the item as critical for success. Frequencies are computed based on the number of respondents who completed each item.

# PRIMARY INTERVENTION PLAN

## J.T. Moore Middle School's Primary Intervention Plan: A Tiered Model of Support

*Designed by PBS Team Members:*

Deloris Burke, Jeanette Senter, Ann Porter, Stephanie Brakefield, Anna Claire Brakefield, and Brenda Benefield

Mission Statement	The mission of John Trotwood Moore Middle School to provide a safe and secure learning environment that impels students to perform at or above grade level in reading, writing, and mathematics through teachers who challenge students, likewise developing students who accept personal responsibility and exhibit self-control.	
Statement of Purpose	<p>The purpose of JT Moore's school intervention plan is for students to demonstrate and be reinforced for displaying school-wide expectations</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Responsibility / Preparedness</li> <li>• Self-control</li> <li>• Cooperation</li> </ul>	
<p style="text-align: center;"><u>Area I: Academic School-Wide Expectations</u></p> <p>The student will:</p> <ul style="list-style-type: none"> <li>• Be interactive in lessons</li> <li>• Have materials</li> <li>• Produce quality work</li> <li>• Show progress</li> <li>• Stay the whole day</li> </ul>	<p style="text-align: center;"><u>Area II: Discipline School-Wide Expectations</u></p> <p>The student will demonstrate:</p> <ul style="list-style-type: none"> <li>• Responsibility, preparedness, self-control, respect, and cooperation (See School Expectations grid)</li> </ul>	<p style="text-align: center;"><u>Area III: Social Skills School-Wide Expectations</u></p> <p>The student will demonstrate :</p> <ul style="list-style-type: none"> <li>• Responsibility, preparedness, self-control, respect, and cooperation (See School Expectations grid)</li> </ul>
<p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Prepare engaging lessons</li> <li>• Monitor tone in interactions</li> <li>• Praise</li> <li>• Be patient</li> <li>• Have starter activities</li> <li>• Be at school and on time</li> <li>• Give timely academic feedback on regular basis to student &amp; parents</li> <li>• Teach grade level expectations</li> <li>• Know district standards for the next year's grade level</li> <li>• Organize space, resources, and time</li> <li>• Do not encourage early dismissals</li> <li>• Communicate—frequent, simple, &amp; brief</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Support the proactive/reactive plans</li> </ul>	<p>The teacher will demonstrate:</p> <ul style="list-style-type: none"> <li>• Consistency in expectations and reinforcement</li> <li>• Show appropriate respect for student-be a model!</li> <li>• Use a positive tone</li> </ul>

<p>The parent will:</p> <ul style="list-style-type: none"> <li>• Bring students to school on time and avoid early dismissals (schedule appointments accordingly)</li> <li>• Support academically by monitoring assignments and projects</li> <li>• Read daily communication logs</li> <li>• Read/respond to all forms of communication in a timely fashion</li> </ul>	<p>The parent will:</p> <ul style="list-style-type: none"> <li>• Support reinforcement</li> <li>• Respect and accept the different expectations of home and school by positively supporting school policies</li> <li>• Review expectations before contacting teacher</li> </ul>	<p>The parent will:</p> <ul style="list-style-type: none"> <li>• Support reinforcement</li> <li>• Respect and accept the different expectations of home and school by positively supporting school policies</li> <li>• Demonstrate consistency in expectations and reinforcement</li> </ul>
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Procedures for Teaching

<ul style="list-style-type: none"> <li>• Form larger PBS committee</li> <li>• Kick-off assembly with introductory period of 6 weeks, then gradual fading out/reminders</li> <li>• Notebook/script for teachers to teach program first 10 minutes of homeroom during kick-off (first 2 weeks)</li> <li>• Planning Day or afternoon faculty meeting to present results of teachers' survey to faculty.</li> <li>• Modeling the standard or expectation</li> <li>• Parent volunteer/participation</li> <li>• Share data that is collected regarding the PBS plan</li> </ul>	<p>throughout the school community as it comes in</p> <ul style="list-style-type: none"> <li>• Posters, presentations, role playing, PowerPoint, skits, videos to be shown daily or weekly</li> <li>• Determine how best to include or get information to those not in attendance at meetings.</li> <li>• Re-teaching</li> <li>• Music and /or art classes produce short skits with students demonstrating negative behaviors, then a short skit on how the positive behavior would look. To be implemented in kick-off assembly and later on in videos</li> </ul>	<ul style="list-style-type: none"> <li>• Art projects which allow students to gain knowledge according to their learning style. Ex: poster contests</li> <li>• Develop a multiple choice test of expectations and non-acceptable expectations.</li> <li>• Students could catch teachers supporting the plan and give teachers a coupon.</li> <li>• Drawings for students following plan.</li> <li>• Timeline of expectations</li> </ul>
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Procedures for Reinforcing

<ul style="list-style-type: none"> <li>• Individual time with teachers/principal</li> <li>• Tangibles, including refreshments</li> <li>• Social attention by faculty/teacher specific praise</li> <li>• Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level rewards</li> <li>• Opportunity to participate in video on morning announcements</li> <li>• Physical activity, such as earning intramural/field days</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher reinforcements—gift certificates for Parent-Teacher Store, Starbucks, etc.</li> <li>• Recognize teachers with Teacher of the Week.</li> </ul>
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<p>Monitoring Procedures (measurement)</p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Discipline Referrals</li> <li>• Ticket distribution/turn-in</li> <li>• TCAP scores</li> </ul>	<ul style="list-style-type: none"> <li>• Tardies</li> <li>• Teacher and student surveys</li> <li>• Student Risk Screening Scale (SRSS)</li> <li>• Report Cards</li> </ul>
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# SECONDARY INTERVENTION PLAN

Support	Description	Method Currently Used to Identify Students	School-wide Data: Entry Criteria	Data to Monitor Progress: School-wide data? Other?	Exit Criteria
Tutoring (available to all teachers through guidance office)	Students meet with a paraprofessional 1 day a week for 45 minutes. Lessons are conducted during the regular school day and vary according to need	Teacher observation Classroom performance Teacher recommendation	STAR test Teacher observation Classroom performance Teacher recommendation Low GPA (< 2.0) and/or 1 or more D or F	Tutor/teacher discussion, A.R. tests for students with reading tutor	Informal—teacher judgment Passing subjects with a C or above
Just Us Girls	Social skills-oriented. Meeting with retired teacher. Providing options to deal with conflict in a positive way.	Teacher recommendation, office referrals	Students in need of strengthening social skills SRSS score of 2+	De-escalation of negative behavior, informal observation Teacher-collected data Conflict talk	Certain number of sessions Low risk according to SRSS total score
Just Us Boys	Social skills-oriented. Providing options to deal with conflict in a positive way Anger management skills	Teacher recommendation, office referrals	Students in need of strengthening social skills SRSS score of 2+	De-escalation of negative behavior, informal observation Teacher-collected data Conflict talk	Certain number of sessions. Low risk according to SRSS total score
Encore	<b>A gifted program</b>	Encore testing (formal/informal) Parent referral Teacher recommendation	Meeting formal (testing criteria)	Informal observation	Encore program is offered K-6 Student has option of continuation

# TERTIARY INTERVENTION PLAN

Support	Description	Method Currently Used to Identify Students	Schoolwide Data: Entry Criteria	Data to Monitor Progress: School wide data? Other?	Exit Criteria
Counseling from vice principal, principal, or guidance counselor	Student discusses problem-solving and consequences	Faculty/staff determines whether child is sent to the office. Each teacher has referral forms	Office discipline referrals (criteria to be determined based on identified student)	Decrease in office referrals	Desirable behavior = no office referrals
S-Team process (Student Support team)	Helps with academic or behavior problems. Third S-team is "assessment" and includes school psychologist, social worker, and special education practitioner	Severely negative behavior or academic problems = teacher calls "S-Team" meeting Reconvene for progress monitoring Mental health screener	Teachers complete review sheet to monitor progress	Assessing review sheets	Improvement in the particular behavior or academic subject. Maintenance of S-Team plan
Cool-off counseling	When a child becomes very angry, the child can use a pass to go speak with a particular faculty member in the school in order to cool off and manage his/her anger	Some students have it in IEP, others come through S-Team meeting Teacher observation of students who need support in impulse control	Special pass from principal	Passes from principals and number of times used	S-Team/IEP team, teacher, or principal— along with the particular faculty member— decide if it is still needed according to the student
Social worker	Counsels student. "One step further than guidance counselor." Can provide additional medical services. Possible home visits	"Tertiary students"	Principal's permission and parental consent required after 1 <sup>st</sup> visit	Number of students in case load	Social worker's discretion
Informal disciplinary hearing	Representative from principal's office, parent/guardian, student, and a representative from the discipline office. Counseling for a child with severe behavior problems	Severe behavior problems	Principal's discretion	Number of disciplinary hearings	Principal and disciplinary officer collaboration
Functional Behavior Assessment	Intervention planning with input from other teachers. Assess the reinforcement of the behavior for the child	Severely disruptive behavior. Chronic conduct disorders or emotionally disturbed	Teacher recommendation	Data collection forms, classroom observations, teacher input. Interval sampling. Office referrals. Documenting	The intervention will be faded once the undesirable and desirable behaviors reach the specified goal levels

## QUESTION #3

To what extent did PBS team members, faculty members, parents and students view the plans as socially valid?

**Social Validity Ratings of the Multi-Tiered Plans: J.T. Moore Middle School's PBS Team, Teacher, Parent, and Student Perspectives**

<b>Perspective</b>	<b>Total PIRS <i>M</i> (SD)</b>	<b>Average PIRS <i>M</i> (SD)</b>
<b>Faculty &amp; Staff (<i>n</i> = 31)</b>	<b>78.55 (12.89)</b>	<b>4.70 (0.75)</b>
<b>Parents <sup>a</sup> (<i>n</i> = 12)</b>	<b>89.75 (7.16)</b>	<b>5.28 (0.42)</b>
<b>Students <sup>a</sup> (<i>n</i> = 12)</b>	<b>82.75 (11.23)</b>	<b>5.01 (0.44)</b>

*Note:* Data collection is still in progress for parent and student measures. The PIRS contains 17 items rated on a 6-point Liker-type scale with a 6 indicating high acceptability.