



Example: Amazing Elementary

This document provides a real-life example of why behavior data needs to be included in grade level problem solving.

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Amazing Elementary

Amazing Elementary is a K-6 building with approximately 675 students. It has been implementing a school-wide reading and behavior MTSS framework for four years.

The Amazing school leadership team meets regularly to review school-wide SWIS data to problem solve and action plan. SWIS data showed that the most common school-wide problem behaviors were defiance and disrespect on the bus.

Grade level teams routinely reviewed grade-level SWIS data also. When looking at SWIS data during a 6th grade level team meeting, the team noticed a very different story than the school-wide problem.

The 6th grade team noticed that in 6th grade, the most common problem behavior was bullying/harassment and it was occurring in the hallway and on the playground. The second most common problem behavior was disrespectful behavior in the classroom immediately after transitioning into the classroom and after being on the playground. This was a much different perspective than the school-wide lens.

The 6th grade team quickly developed a plan of re-teaching expectations in the hallway and playground with an emphasis on respect. They also implemented classroom entry procedures after the transitions.

The 6th grade staff intentionally focused on acknowledging respectful behaviors in the hallway and on the playground.

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