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Or, use this QR Code



PBIS Tier 1, Day 1A Training

September 30, 2021

<https://www.ycoe.org/pbis>





Who is in the room today?



Patwin Elementary



Plainfield

Small School with Big Expectations



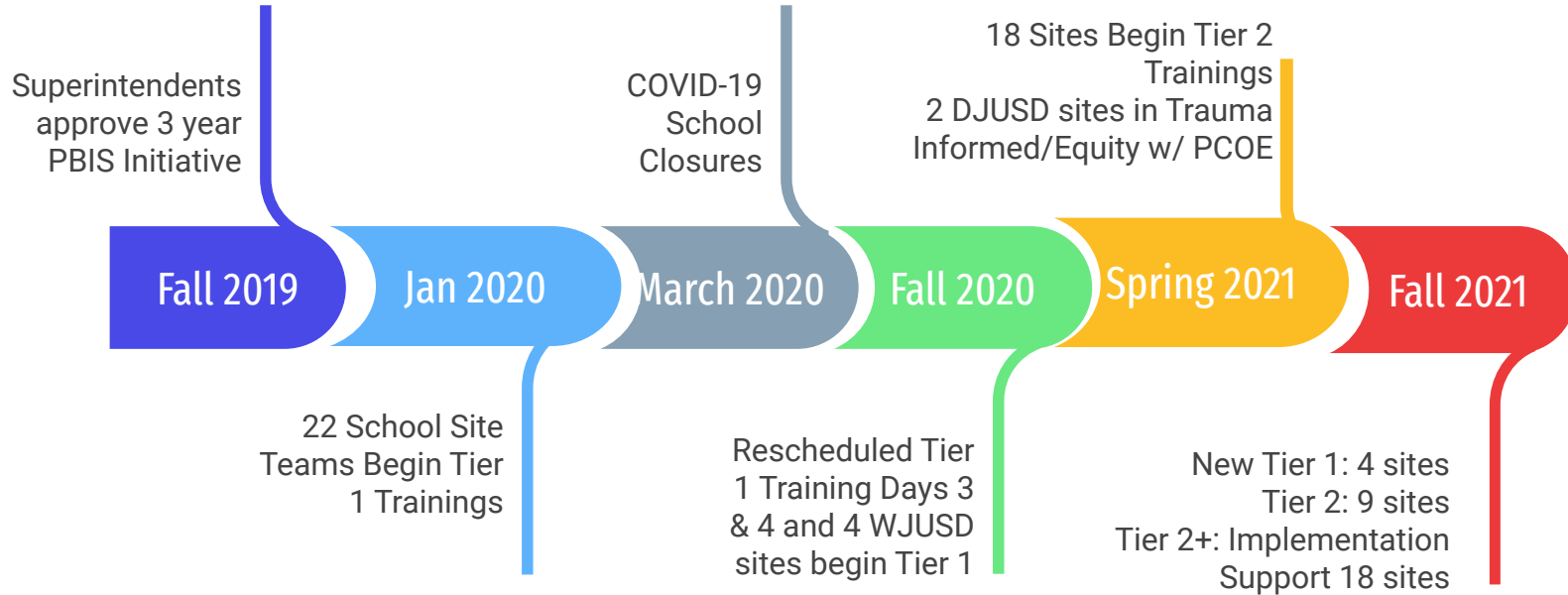
Virtual
Academy



Beamer Park

Preparing and empowering all students for a future of endless possibilities

Yolo County PBIS Timeline





Micah Studer

Assistant Superintendent,
Equity & Support Services

Deborah Bruns

Director, Teaching & Learning

Unfilled

MTSS Program Specialist

Andrea Barajas

Administrative Secretary, C&I



Niki Reina-Guerra
Differentiation Specialist



Javier Macias
Director Student Support
Services/Principal



Stephanie Groat
Director, Compliance &
Accountability



Oscar Garcia
Vice Principal, Winters MS



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MTSS Behavior Analyst



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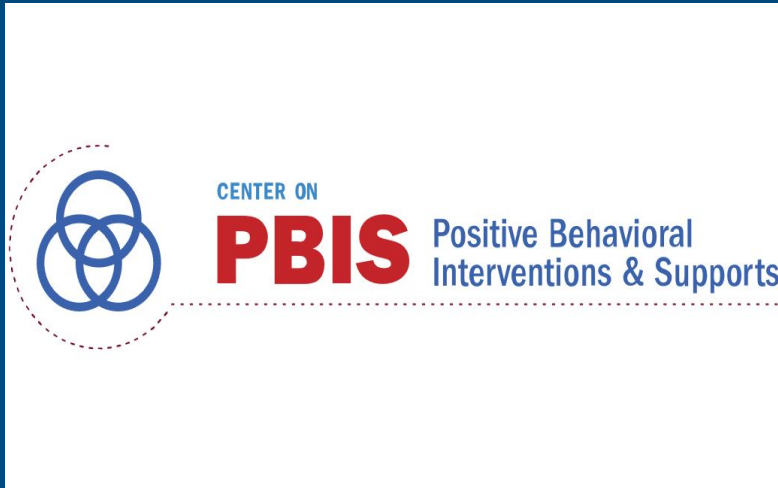
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Acknowledgments



Center on PBIS
www.pbis.org

Co-Directors:

- Heather George, University of South Florida
- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:

- Robert Horner, University of Oregon
- George Sugai, University of Connecticut

Acknowledgments



California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center

Group Agreements

Respectful

- Start and end on time.
- Listen actively (and without distractions).
- Mute yourself when not speaking.

Responsible

- Your participation will result in systems and practices that will benefit all students.
- Participate in live or virtual discussions and activities.
- Practice self care.
- Give your full attention.

Committed

- Expect to begin tasks that will need to be finished later.
- Expect committed trainers that will provide feedback and encouragement.

Tier 1 Training Sequence

<input type="checkbox"/>	Day	Content
<input type="checkbox"/>	1A&B	Overview, Team Development, Behavioral Expectations
	2A&B	Lesson Plans, Posters, Acknowledgment System
	3A&B	Function of Behavior, Responding to Problem Behavior, Consequence Systems
	4A&B	PBIS and the Classroom, Kickoff,
	SWIS	School-Wide Information System

Training Objectives: Days 1A&1B

Teams will:

- Understand PBIS Foundations
- Understand and assign team member roles
- Develop team purpose and team agreements
- Develop school wide Behavioral Expectations
- Develop a school wide Behavior Matrix
- Create plan to orient staff to PBIS core features

Google Activity Slides

Let's Get to Know You!

School Name

School Logo	Interesting Fact about your district
Names of your team members	Picture from the web that best characterises your team



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Google Activity Slides

What is PBIS?

School Name:

What I Know about PBIS:

What I Want to Know about PBIS:

Why PBIS?

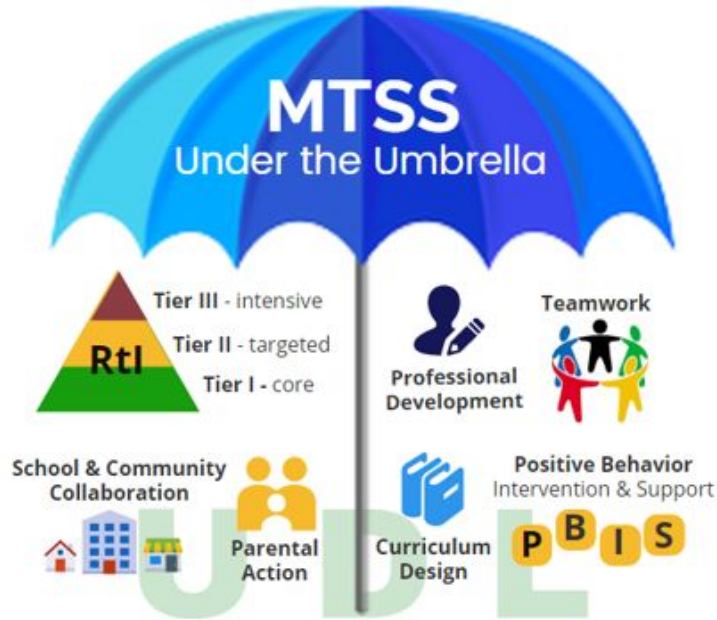
- Reduction of over 6,000 office referrals
 - Reduction of 1,032 suspensions
 - Over 1,700 learning days recovered
 - 864 teaching days recovered
 - Over 570 leadership days recovered
- Research in 28 programs in New Hampshire



Positive Behavioral Interventions and Supports in New Hampshire: Effects of Large-Scale Implementation of Schoolwide Positive Behavior Support on Student Discipline and Academic Achievement

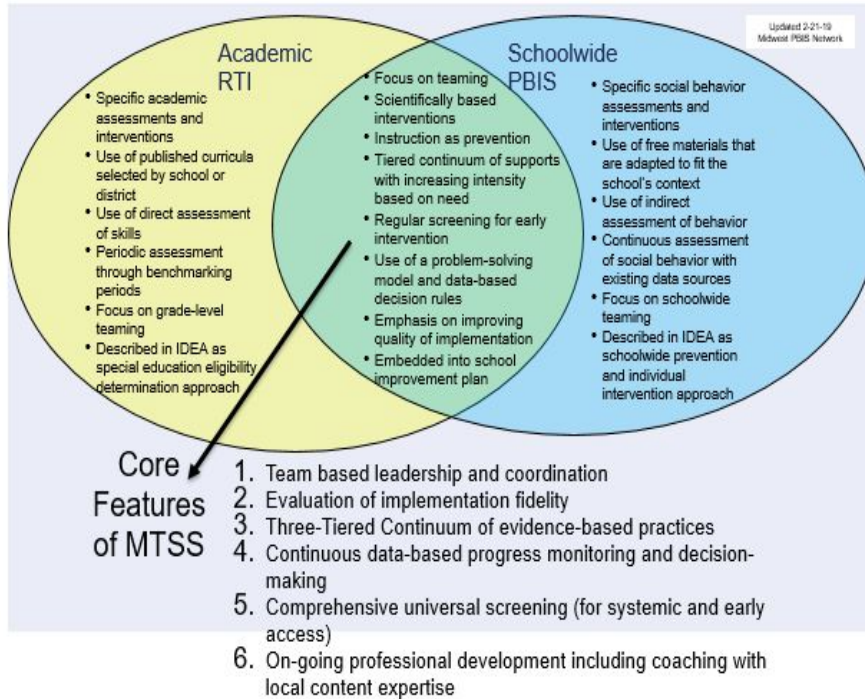
[Howard S. Muscott, Eric L. Mann](#)
[New Hampshire Center for Effective Behavioral Interventions and Supports, Bedford](#)
[Marcel R. LeBrun, Marcel R. LeBrun, Plymouth State University, Plymouth, New Hampshire](#)

PBIS Within the MTSS Model



- Multi-Tiered System of Support
- PBIS is the only behavior initiative specifically named by the US Department of Education

Shared Features of RTI and PBIS



- Team based
- Implementation fidelity measures
- 3-tiered continuum
- Data based
- Universal screening
- On-going professional development

PBIS is:

“...an MTSS *data-drive decision making framework* for stakeholders to establish the *climate and culture*, and the multi-tiered social, emotional, behavioral and mental health (SEB) supports needed for schools and similar organizations to be *effective learning environments for all youth and staff.*”

- ✓ Increase Effectiveness and Efficiency
- ✓ Supports Consistent Adult Behavior
- ✓ Process for Continuous Improvement
- ✓ Framework for Aligning Initiatives



Midwest PBIS Network 12-4-19

Adapted from: USDOE OSEP TA Center on PBIS (October 2015). PBIS Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon, 5. <https://www.pbis.org/blueprint/implementation-blueprint>

What is PBIS:

PBIS is not:

- A canned program
- Throwing out the baby with the bathwater
- Being sweet and giving stickers
- Ignoring inappropriate behavior
- The new pendulum swing
- A one-shot training

PBIS is:

- A 3-5 year commitment
- Working towards a common language and practices
- Teaching, modeling, rewarding
- Consistent discipline practices
- Evidence based practices
- Commitment based on needs

Tier I Core Features

All students, All staff, All settings

Practices

- School wide expectations defined and taught
- Procedures to encourage expected behaviors
- Procedures to discourage problem behavior
- School-family partnerships

Which is First ...Academics or Behavior?

- Over the past 50 years, solid evidence has accumulated indicating that academic skills and behavior are linked, meaning that students with low academic skills are more likely to exhibit unwanted behavior in schools, and vice-versa
- (Allyon, Layman, & Burke, 1972; Gray, Carter, Briggs-Gowan, Jones & Wagmiller, 2014)

Behavior and **academics**
are **inextricably**

 **linked**

Every Kid Needs A Champion



Rita Pierson

<https://www.youtube.com/watch?v=SFnMTHhKdkw>



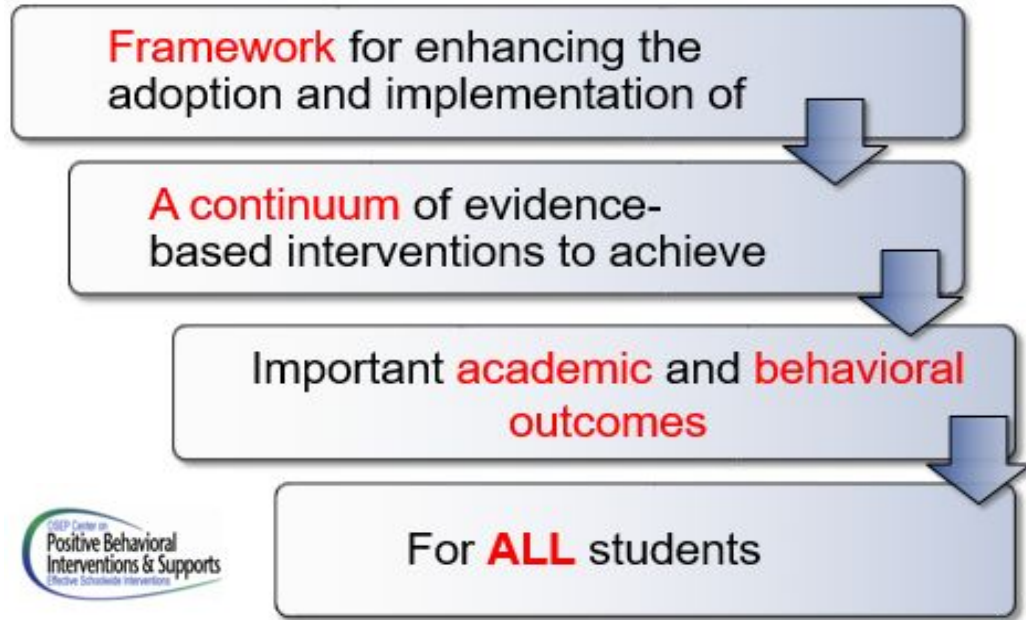
Breakout Room Activity

Current Disciplinary Practices

Discuss your current disciplinary practices and how they can affect relationship at your school site

Staff/Students	Staff/Staff
Staff/Families	Student/Student

PBIS is a...

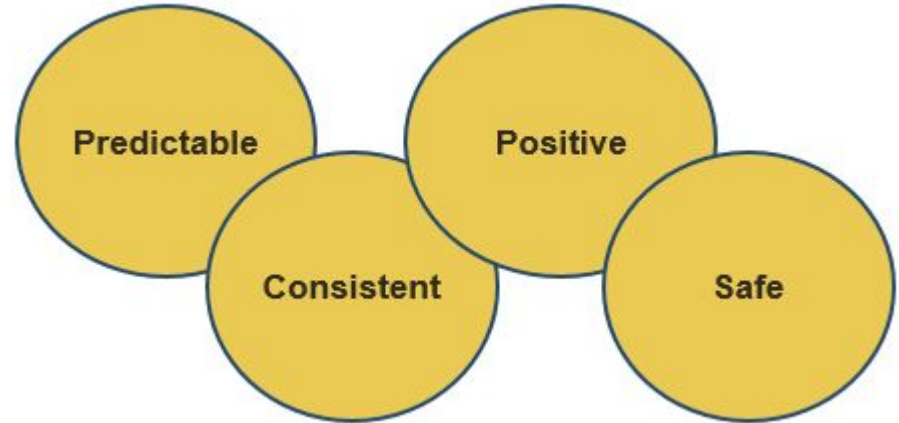


What Is The Purpose of PBIS?

PBIS makes school learning environments:

- More effective
- More equitable

And is for *ALL* students.



California PBIS Framework



<https://www.pbis.org/video/a-pbis-success-story-featuring-the-rocklin-unified-school-district>



Student Voice in PBIS

https://www.youtube.com/watch?v=gCi_JsxtpoM&t=35s

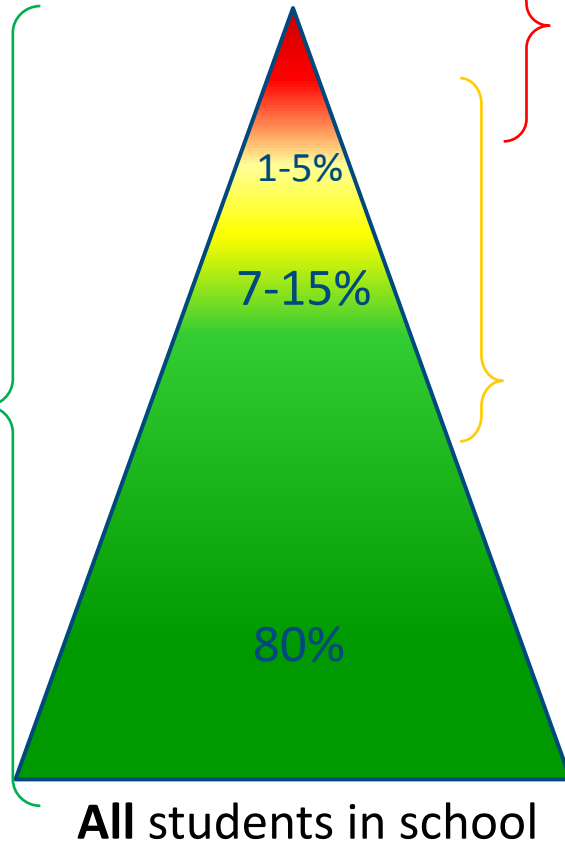


PBIS: Continuum with a Solid Foundation for All

Universal Prevention

All Students

- Core Instruction
- Preventive
- Proactive
- Acknowledgement system
- Common Rules and Expectations
- Common Referral System
- Common Core
- Social/life skills
- Career Readiness



Intensive Intervention:

Few Students

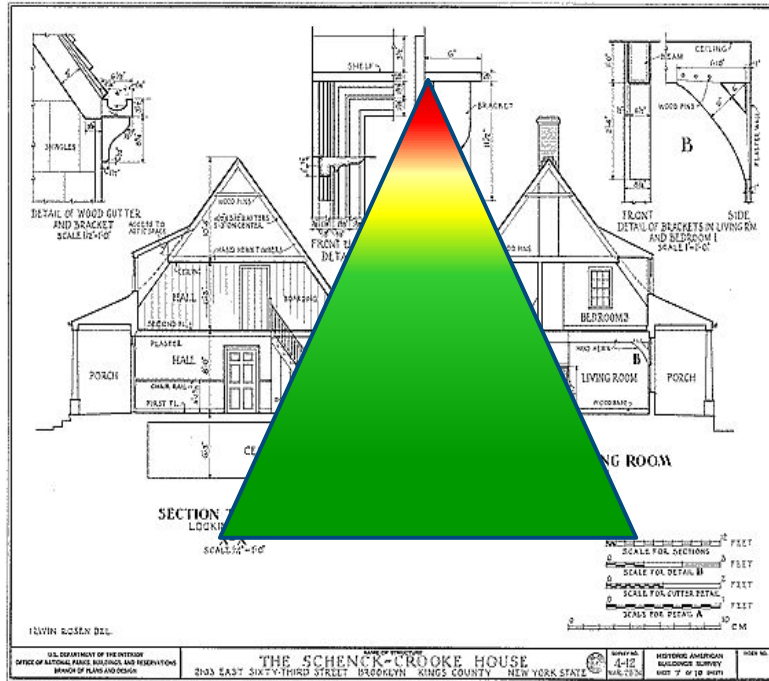
- Individualized
- Function-based
- High intensity

Targeted Intervention:

Some Students

- Supplemental support for identified groups
- High Efficiency
- Rapid Response time

PBIS is a Framework (not a program)



Process for building PBIS framework:

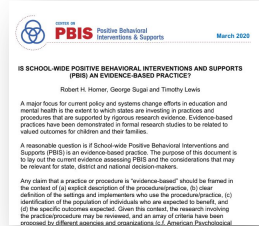
1. Determine the need
2. Attend PBIS trainings
3. Lay the Tier I foundation
4. Install the systems (teaming, behavior expectations, consequences, data systems)
5. Sustain Tier I; Use data to determine additional tiered supports

Experimental Research on SWPBIS

SWPBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Improved perception of safety
4. Reduction in bullying behaviors
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Improved Social Emotional competence

Chat Box: Which one of these outcomes would make the most powerful impact at your site?



Document
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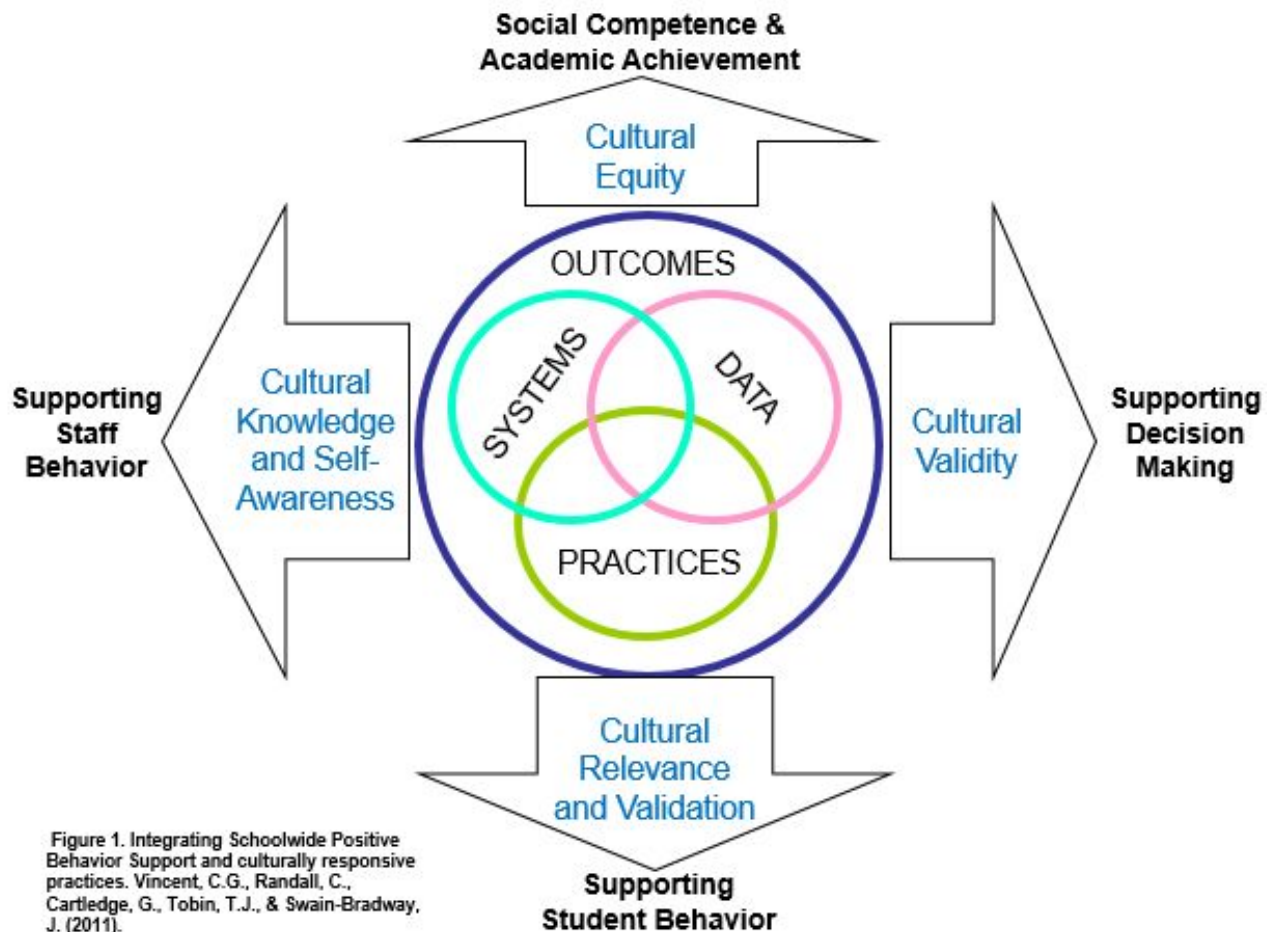


Figure 1. Integrating Schoolwide Positive Behavior Support and culturally responsive practices. Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J., & Swain-Bradway, J. (2011).

True or False

PBIS is...

Only for students with challenging behavior

Just an acknowledgement system

A framework to support ALL students

Evidence based

A program/curriculum

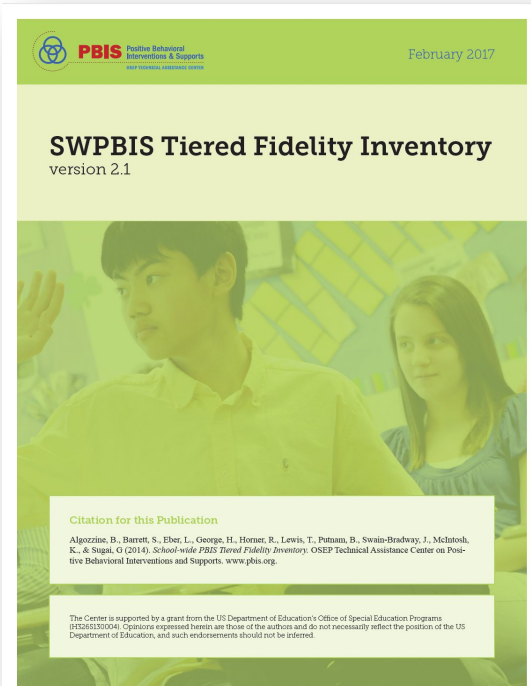
Only happening in California

Typically installed in one year

Only for elementary school students, because they don't know how to behave yet

“Doable” through the leadership of one person per school site

Tiered Fidelity Inventory (TFI)



- Implementation fidelity measure
- Are *adults* doing what we said we would do?
- 70% indicates fidelity

Tiered Fidelity Inventory

What is the TFI?

- PBIS assessment tool
- A single, efficient, valid, reliable guide to implementation
- To be used 2-3 times annually
- Should be shared with ALL staff and stakeholders

How will you use the TFI?

- Action Plan aligns with TFI items
- Each training day will include content from the PBIS core features
- Team will complete TFI survey at end of training, this will guide site implementation team work

Alone we can do
so little;
together we
can do
SO
much.

Helen Keller



Teaming

TFI Items related to this section:

- **1.1 Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

Who Should Be On the Team?

- Administrator(s)
- Broad representation from:
 - All grade levels/departments
 - Special education
 - Paraprofessionals
 - Art, music, P.E.
 - Student
 - Family
 - Larger schools may require teams/subcommittees



A representative PBIS team allows the school to:

- Align PBIS goals, school mission, and vision
- Establish multi-year action plans
- Capture voice and choice from the school community
- Development communication and dissemination plans
- Ensure that student social behavior is a priority
- Develop coaching supports
- Facilitate data based decision making

PBIS Team Members - Handbook

PBIS Team Members Tier I: Universal PBIS Team

PBIS Tier I Teams typically consist of 6-10 members, based on the size, needs and availability of staff and school.

	Member	Typically filled by	Role & Responsibilities
Team meets monthly, 1 hour minimum	Site Administrator: <i>Luke Anderson</i>	Principal and/or Vice/Assistant Principal	Takes a lead in guiding problem solving & supports staff time for PBIS meetings.
	PBIS District Supported Team Coach: <i>Kim Wood</i>	District level staff: <ul style="list-style-type: none"> • School Psychologist • Counselor • Teacher on Special Assignment • Other 	Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
	PBIS Team Lead/Facilitator: <i>Kerri Fulton</i>	Certificated staff member	Facilitates monthly team meetings. Serves as the lead contact for the team. Works with the District Coach in implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
	Classified and Certificated Staff: <i>Denae Rollins; Michael Lombardo; Laura Ralph, Ruth Volpi-Lane; Tammy Cherry</i>	Certificated & Classified Staff representing various grade levels, departments, special programs, campus supervisors, and paraprofessionals.	Acts as active team member, providing input on school-wide matters. Communicates with and solicits feedback from colleagues and stakeholders about PBIS implementation progress and priorities.
	Member with behavioral expertise: <i>Alicia Rozum</i>	Behaviorist/Counselor/Psychologist	Provides technical expertise to guide intervention.
	Family Member(s): <i>Anne Ashton</i>	Parent(s)/Caregiver(s) representative of students, cultures and community.	Provides consultation of how PBIS can carry into the home. Helps establish the engagement needed for shifting the school wide culture.

Culturally Responsive Team

Culturally Responsive Elaboration

School SWPBIS leadership teams not only include stakeholders as team members but also actively elicit ownership, voice, and broad representation of their families and communities, especially underserved families and cultures. Although teams should be small enough to be efficient, family voice is critical. If team size is a concern, consider the use of subcommittee structures and have families represented on the subcommittees.

Non-examples

- Teams do not include a family or student member, or the role of that member is not clear to the member or team.
- A single parent is on the leadership team and is asked to represent the opinions of all parents without getting input from others.
- Family members on teams are not representative of the community served by the school.
- Family members on teams are not asked to provide perspective and voice.

Examples

- School teams include family/student subcommittees or access to grade-level family subcommittees.
- Family/student participation and role is clearly outlined, defined, and understood by the family/student representatives and the team.
- Families have ownership of system components (e.g., celebrations, acknowledgments).
- Families assist in reporting team meeting discussions and data to stakeholders.
- Family feedback is sought regarding school processes such as hiring and policies.

Family Partnerships

- Contribute to positive student outcomes
- Occur when
 - (a) family members and school staff have *respectful, mutually beneficial* relationships with shared responsibility for student learning;
 - (b) family members have *options* for meaningful involvement in their children's education and in the *life of the school*; and
 - (c) the school responds to family interests and involvement in a *culturally responsive* manner.



Culturally Responsive Family Engagement

during the pandemic

Consider:

- 1 – conduct a multilingual survey
- 2 – use different methods of communication
- 3 – prioritize personal outreach methods
 - emails/website updates, social media, personal phone calls



Team Membership

Culturally Responsive PBIS

Recruit family member(s)

Recruit community member feedback

Include community customs & norms into implementation

What will your team do to ensure students, families and the community have an active voice in shaping your PBIS?

PBIS Team Member Responsibilities



Roles and Responsibilities- Handbook

TIPS Team Member Responsibilities

Facilitator/ Team Lead Responsibilities

- 1) Before meeting, provides agenda items to Minute Taker
- 2) Starts meeting on time
- 3) Determines date, time, and location of next meeting
- 4) Manages the “flow” of meeting by adhering to the agenda
- 5) Prompts team members (as necessary) with the TIPS problem-solving “mantra”
 - a) Do we have a problem?
 - b) What is the precise nature of the problem?
 - c) Why does the problem exist, and what can we do about it?
 - d) For problems with existing solution actions
 - i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
 - ii) What will we do to improve implementation of our solution actions?
 - iii) Are implemented solution actions “working” (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
- 6) Is active participant in meeting

Minute Taker Responsibilities

- 1) Before meeting
 - a) Collects agenda items from Facilitator
 - b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst’s Report, as appropriate
 - c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
- 2) At meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
- 3) Is active participant in meeting
- 4) After meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

Data Analyst Responsibilities

- 1) Before meeting (items a-c to appear in written Data Analyst’s Report)
 - a) Describes *potential new problems* with precision (What, Who, Where, When, Why)
 - b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
 - c) Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
 - d) Distributes Data Analyst’s Report to team members
 - e) Asks Facilitator to add potential new problems to agenda for meeting
- 2) At meeting
 - a) Leads discussion of potential new problems
 - b) Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports)
- 3) Is active participant in meeting

Team Member Responsibilities

- 1) Before meeting, recommends agenda items to Facilitator
- 2) At meeting, responds to agenda items and
 - a) Analyzes/interprets data; determines whether a new problem exists
 - b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
 - c) Discusses/selects solutions for new problems
 - d) For problems with existing solution actions
 - i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)
 - ii) Suggests how implementation of solution actions could be improved
 - iii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
- 3) Is active participant in meeting

What position will you play on your team?



PBIS Team Meetings

- Meet monthly (at least)
- Use Tier 1 Action Plan to guide planning
- Share (don't copy) the Action Plan with all team members
- Review previous action items and assignments
- May need to divide and conquer to complete tasks
- Should project Action Plan at every meeting
- Add completed documents to PBIS Handbook
- Develop short PDs about PBIS to take back to staff

A Scene From a PBIS Team Meeting

Tier 1 Action Plan

		Responsibilities			
<input checked="" type="checkbox"/> Team Purpose Completed (TPI 1.2)	Handbook: Team Purpose & Agreements	Handbook			<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress
<input checked="" type="checkbox"/> Team Agreements Completed (TPI 1.2)	Handbook: Team Purpose & Agreements	Handbook			<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress
<input checked="" type="checkbox"/> Meetings Scheduled & team uses Tier 1 Action Plan (TPI 1.2)	Handbook: Tier 1 Team Meeting Schedule	Handbook & Tier 1 Action Plan			<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress
<input checked="" type="checkbox"/> Elements of Culture (TPI 1.3)	6: Elements of Culture	6: Elements of Culture			
<input checked="" type="checkbox"/> 3-5 School-wide Expectations developed (TPI 1.3)	Handbook: Behavior Matrix (Top section)	9: School Expectations (example)			<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress
<input checked="" type="checkbox"/> Behavioral matrix completed (TPI 1.3)	Handbook: Behavior Matrix	9: School Expectations (example)			<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress
<input checked="" type="checkbox"/> PBIS on every staff meeting agenda (TPI 1.3)	Staff Calendar	Staff Calendar			<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress

Project/Display your Action Plan during meetings.

Considerations for High Schools

Building Buy In

- Is your leadership team representative of your faculty?
- Do you use and share data to guide your implementation?
- How are “messengers” chosen?
- In what ways do all faculty have an opportunity to provide feedback on process and products?
- Does your administrator publically support your implementation efforts and lead effectively?



Considerations for High Schools



Leadership Team Size/Structure

- Consider sub-committee or ad hoc committee structures to efficiently engage more faculty members
 - E.g., communication, acknowledgements, student involvement, etc.)
- Establish a “reach out” practice to identify unrepresented departments or groups and assign communication tasks to specific leadership team members
 - “Can we say that every adult in our building is connected to a PBIS team member?”
- Plan for turnover! 2-3 coaches or team leaders or “team leader in training” format

Considerations for High Schools



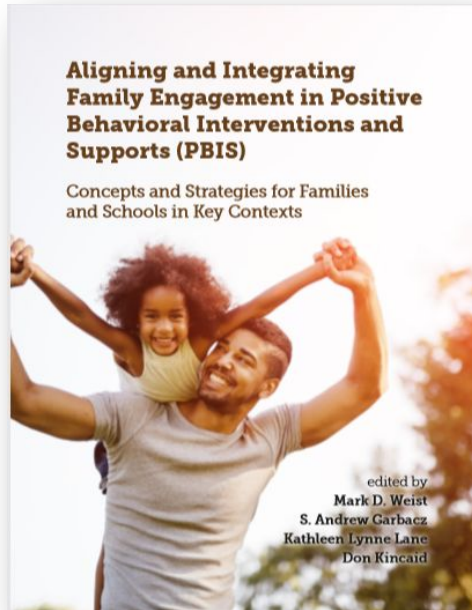
Student Leadership

- Student standing or ad hoc committee to work with leadership team
- Use existing school clubs and leadership structures
- Work to ensure the student leadership is representative

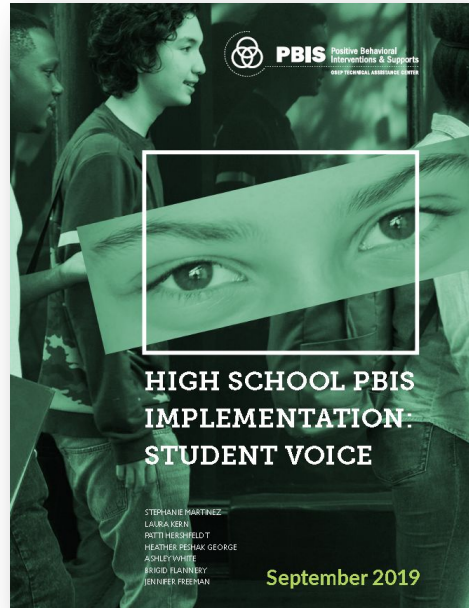
“It doesn’t work in High Schools without student engagement.”
Rob Horner

Additional Resources

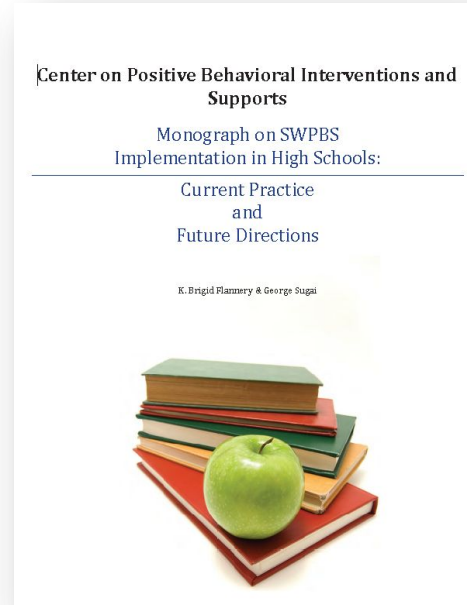
Document 174



Document 173



Document 194



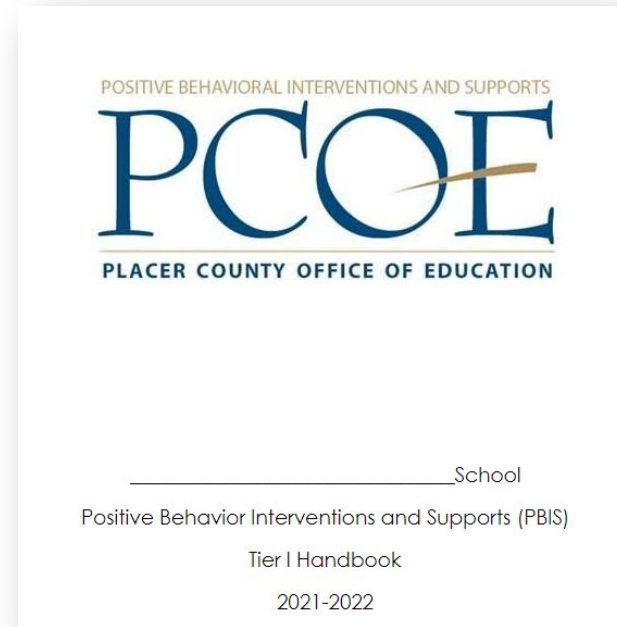
Introduction to Action Plan

- The Tier 1 Action Plan will guide your work.
- It includes hyperlinks to every training document and example we will share.
- Be sure that you are working from the Action Plan shared with your principal by PCOE.

Return to Top		2021-2022 PBIS Tier 1 Action Plan:			
Focus	Action Item #	Action Item	Reference Documents/Links	Who	
Tier 1 Teaming	1	Tier 1 Handbook downloaded, copied and shared with PBIS Tier 1 Team Members.	113 PBIS Tier 1 Team Handbook		
	2	Team member roles assigned and documented in your Tier 1 Handbook.	102 PBIS Tier 1 Team Members 103 TIPS Team Member Responsibilities		
	3	Team Purpose created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook		
	4	Team Agreements created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook		
Defining Behavior Expectations	5	Elements of Culture - activity presented to Staff	106 Elements of Culture		
	6	3-5 Schoolwide Expectations created and documented in Tier 1 Handbook.	108 Behavior Matrix Template 109 Behavior Matrix Example		
	7	Schoolwide Behavioral Matrix completed and documented in your Tier 1 Handbook.	108 Behavior Matrix Template 109 Behavior Matrix Example		

Introduction to PBIS Team Handbook

- The PBIS Handbook will warehouse all of the materials your team creates
- Customize the Handbook to your specific site
- The Table of Contents is hyperlinked to pages within the document
- Always have the Handbook opened at each training date



Action Plan Item 1

Collaborative Worktime

Action Plan Items 1-2:
Handbook downloaded & shared
Team members roles assigned and
documented

If you finish, move to Items 3-5

Team Handbook

TIPS Team Member Responsibilities	
<p>Facilitator: Team Lead Responsibilities</p> <ol style="list-style-type: none"> 1. Agile meeting: provide agenda, ensure to Minute Taker 2. Time management: ensure time is used effectively 3. Discussion time: ensure all members have opportunity to share 4. Decision time: ensure all members have opportunity to share 5. Check for understanding: ensure all members understand the agreed-upon action plan 6. Check for next steps: ensure all members understand the agreed-upon action plan 7. Check for next steps: ensure all members understand the agreed-upon action plan 8. Check for next steps: ensure all members understand the agreed-upon action plan 9. Check for next steps: ensure all members understand the agreed-upon action plan 10. Check for next steps: ensure all members understand the agreed-upon action plan 	<p>Data Analyst Responsibilities</p> <ol style="list-style-type: none"> 1. Agile meeting: ensure agenda, ensure to Minute Taker 2. Time management: ensure time is used effectively 3. Discussion time: ensure all members have opportunity to share 4. Decision time: ensure all members have opportunity to share 5. Check for understanding: ensure all members understand the agreed-upon action plan 6. Check for next steps: ensure all members understand the agreed-upon action plan 7. Check for next steps: ensure all members understand the agreed-upon action plan 8. Check for next steps: ensure all members understand the agreed-upon action plan 9. Check for next steps: ensure all members understand the agreed-upon action plan 10. Check for next steps: ensure all members understand the agreed-upon action plan
<p>Minute Taker Responsibilities</p> <ol style="list-style-type: none"> 1. Agile meeting: ensure agenda, ensure to Minute Taker 2. Time management: ensure time is used effectively 3. Discussion time: ensure all members have opportunity to share 4. Decision time: ensure all members have opportunity to share 5. Check for understanding: ensure all members understand the agreed-upon action plan 6. Check for next steps: ensure all members understand the agreed-upon action plan 7. Check for next steps: ensure all members understand the agreed-upon action plan 8. Check for next steps: ensure all members understand the agreed-upon action plan 9. Check for next steps: ensure all members understand the agreed-upon action plan 10. Check for next steps: ensure all members understand the agreed-upon action plan 	<p>Team Member Responsibilities</p> <ol style="list-style-type: none"> 1. Agile meeting: ensure agenda, ensure to Minute Taker 2. Time management: ensure time is used effectively 3. Discussion time: ensure all members have opportunity to share 4. Decision time: ensure all members have opportunity to share 5. Check for understanding: ensure all members understand the agreed-upon action plan 6. Check for next steps: ensure all members understand the agreed-upon action plan 7. Check for next steps: ensure all members understand the agreed-upon action plan 8. Check for next steps: ensure all members understand the agreed-upon action plan 9. Check for next steps: ensure all members understand the agreed-upon action plan 10. Check for next steps: ensure all members understand the agreed-upon action plan

Team Members
[TPI Item 1.1 & 1.2](#)

Role	Name	E-mail
Administrator		
Facilitator		
Facilitator (back up)		
Minute taker		
Minute Taker (back up)		
Data Analyst		
Data Analyst (back up)		
Team member		
Team member		

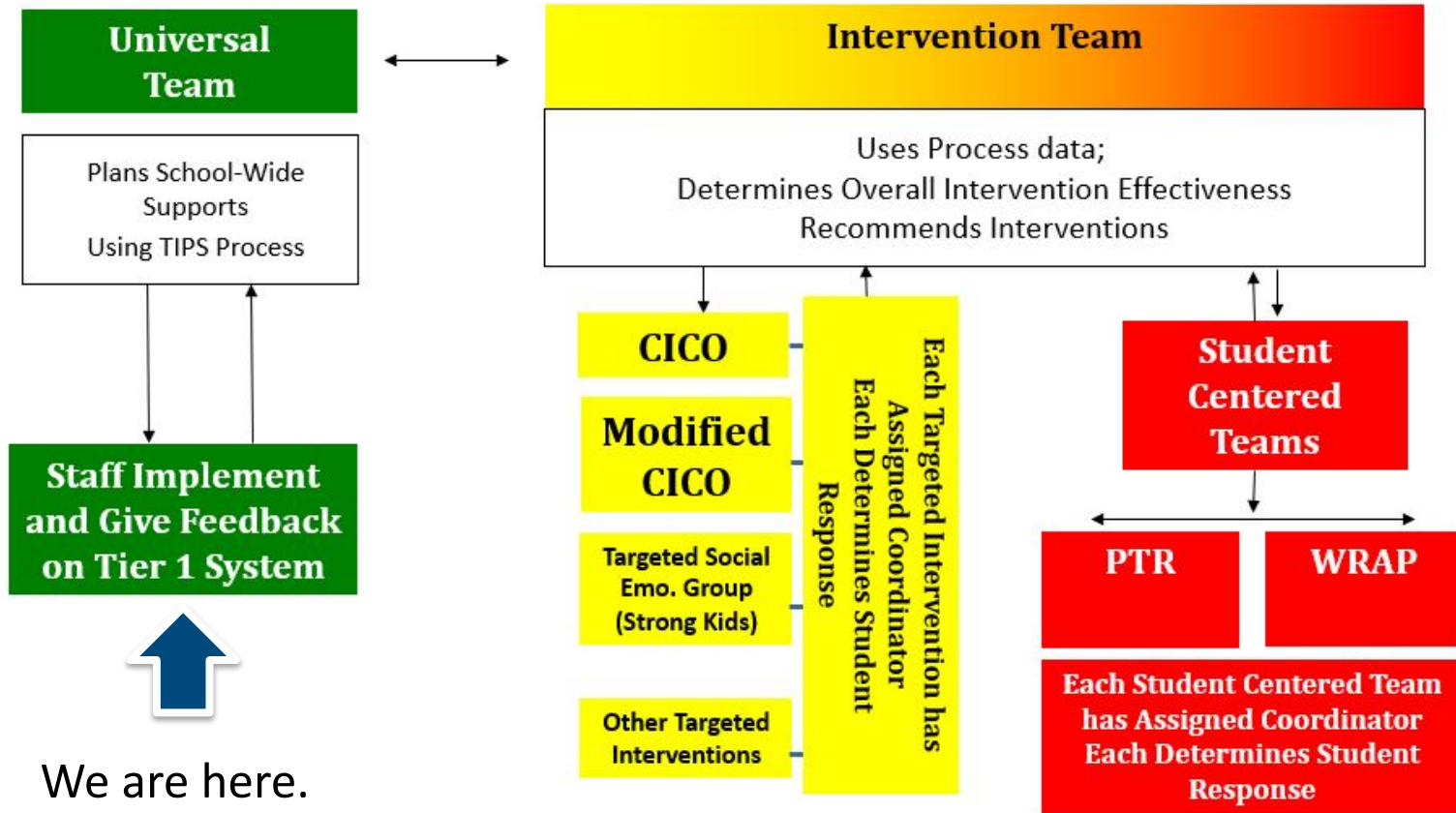
2	Team member roles assigned and documented in your Tier 1 Handbook	Document 102 PBIS Tier 1 Team Members Document 103 Team Member Responsibilities
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Team Meeting Foundations

TFI Items related to this section:

- **1.1 Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

3-Tiered System of Support Teaming



System Problem v. Student Problem



System problem:

10 or more students (10% for small schools) showing problem behavior in a single setting.

Tier 1 team uses SWIS data to identify system issues



Less than 10 students, individual students showing problem behavior across multiple settings.

May require Tier 2 or Tier 3 interventions

System Problem v. Student Problem



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10 or more students (10% for small schools) showing problem behavior in a single setting.

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Less than 10 students, individual students showing problem behavior across multiple settings.

May require Tier 2 or Tier 3 interventions

What is your Tier 1 Team's purpose?

Develop and implement Tier I (school wide) systems & interventions for academic and social success

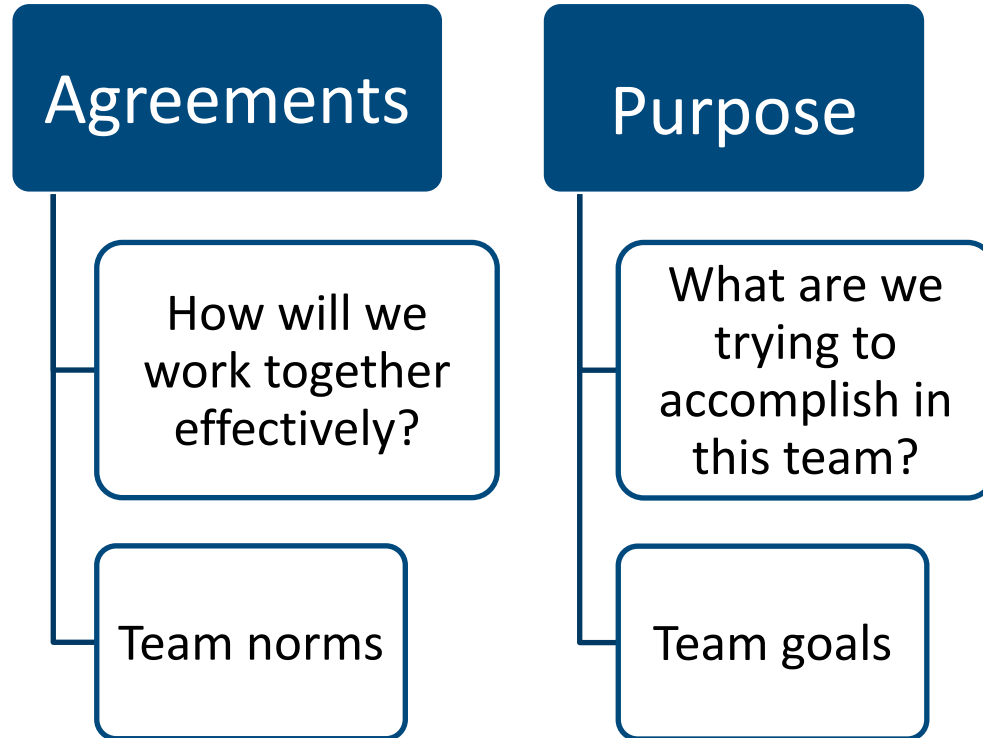
A large, light blue downward-pointing arrow connects the first box to the second box.

Monitor fidelity: Are the adults doing what they said they would?

A large, light blue downward-pointing arrow connects the second box to the third box.

Monitor outcomes: Are our efforts making a difference? Do we need to make changes?

Team Meeting Foundations



Tier 1 Team Agreements: Example

Team Agreements

Respect

- Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side talk
- During meeting, avoid side talk, stay focused
- Start and end meeting on time

Relevance

- Question fidelity of implementation
- Make data based decisions based on precision statements (what, where, when, who, why and how often)

Reality

- Think about feasibility, social acceptability, and contextual fit

Tier 1 Team Purpose Example

PBIS Tier 1 Team Purpose

- Coordinate implementation of Tier 1 systems and supports
- Monitor fidelity of implementation and overall status of progress towards goals/grade level benchmarks
- Identify and develop data based plans for new school-wide problems
- Communicate with other school teams

Tier 1 Team Meeting Example

<https://www.youtube.com/watch?v=cVUzHJaGW5M>

Collaborative Worktime

Action Item 3:

Team purpose created and documented in Team Handbook

Action Item 4:

Team Agreements created and documented in Team Handbook

Action Item 5:

PBIS Team Meeting Schedule documented in Team Handbook

Team Purpose and Team Agreements

Our Tier I team has highlighted the main purpose and function of the group, as well as agreements about how the team will communicate and function together. The team purpose and agreements are intended to guide the meetings and maintain a positive, collaborative, and efficient culture to this team.

Team Purpose	Team Agreements

Tier I Team Meeting Schedule
[Tier Item 1.2](#)

The Tier I team meets once a month in the . This is the schedule for the 2020-2021 school year:

Date	Time	Date	Time

Team Handbook

Training Objectives: Days 1A&1B

Teams will:



Understand PBIS Foundations



Understand and assign team member roles



Develop team purpose and team agreements

- Develop school wide Behavioral Expectations

- Develop a school wide Behavior Matrix

- Create plan to orient staff to PBIS core features



Day 1B

Please a minute to fill out our Feedback Form!

Feedback

<https://forms.gle/5hGip9ns8uABJ5Dq7>



See you on **Monday, October 25 @ 3:00-5:00PM** for
PBIS Tier 1 Day 1B





See you on **Monday, October 25 @ 3:00–5:00PM** for
PBIS Tier 1 Day 1B

Website: <https://www.ycoe.org/pbis>

Question? Email: Deborah.bruns@ycoe.org