



Step 1: Implementation Team Snapshot

"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."
 -Andrew Carnegie

SWPBIS Tiered Fidelity Inventory



TFI 1.1 Team Composition:

Team Composition: Tier I team includes a Tier I 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.

TFI 1.2 Team Operating Procedures:

Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

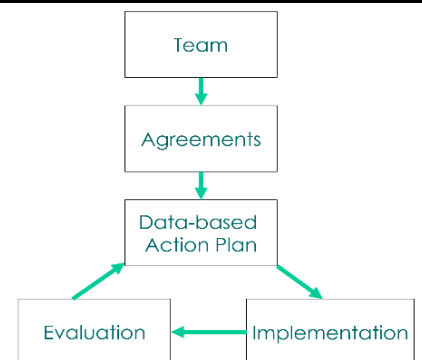
Team Roles and Responsibilities

<p>SYSTEMS COORDINATOR/COACH Understands the systems, practices and data for schoolwide PBIS implementation, ensures integrity and fidelity of implementation through action planning, evaluation and next steps, and reports status of implementation to district coordinator.</p>	<p>DATA SPECIALIST Demonstrated fluency in navigating and inputting data into pbisapps.org and data systems, generates reports as needed and summarizes data by "telling the story"</p>
<p>ADMINISTRATOR Attends and actively participates in monthly PBIS meetings, encourages and supports team efforts, secures resources for PBIS planning and implementation.</p>	<p>RECORDER/MINUTE TAKER Creates necessary documents for team meetings, can listen to a discussion and paraphrase critical information in written form</p>
<p>CONTENT KNOWLEDGE "EXPERTS" PBIS – Understands the application of evidence-based instruction and systems to assist schools in improving academic performance and decreasing problem behavior Principles of Behavior - Understands the application of basic behavioral principles Data-Driven Decision-Making – Understands how to access, analyze, and effectively use data to make decisions to effectively implement evidence-based behavior interventions and supports Implementation Fidelity – Understands the importance of and how to effectively monitor the implementation of the problem-solving process and behavioral interventions</p>	<p>LIAISONS Classroom Teacher Liaison – Point person for communicating between the team and staff regarding PBIS and behavior issues. Supports implementation of Positive Classroom Behavior Supports- <i>foundations, prevention and response practices</i> (e.g., modeling lesson plans, sharing classroom issues with the PBIS team, ensuring teacher needs are heard and addressed) Family Liaison – Ensures family input and perspectives are obtained and considered; communicates information to and from family stakeholders and the team Student Liaison - Ensures student input and perspectives are obtained and considered; communicates information to and from students and the team</p>

Working Agreements

Working agreements are important for a group intending to work together on difficult issues, or who will be working together over time. They may be added to or condensed as the group progresses. Starting with basic working agreements builds trust, clarifies group expectations of one another and establishes points of "reflection" to see how the group is doing regarding process.

Team Implementation Process



Tier I Team Meeting Minutes Example

Purpose:

- ▲ Develop and implement Tier I systems & interventions for academic and social success
- ▲ Monitor fidelity of implementation of Tier I systems & supports
- ▲ Monitor academic and social progress for all students
- ▲ Screen, select & refer students in need of Tier II & III supports

Team Meeting Format Example:

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

AGENDA Items:	Next Team Meeting AGENDA
1.	1.
2.	2.
3.	3.
4.	4.

- I. **REVIEW AGENDA:** Determine whether changes are needed (2 minutes)
- II. **REVIEW TASKS FROM PREVIOUS MEETING:** Document status of tasks (10 minutes)

IMPLEMENTATION STEP	ACTION PLAN: Who did what? When?	LEVEL OF IMPLEMENTATION	NEXT STEPS
		<input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity Notes:	
		<input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity Notes:	

- III. **NEW ITEMS FOR ACTION PLAN** (30 minutes)

IMPLEMENTATION STEP	DECISION/ACTION PLAN Who will do what? When?	Anticipated Roadblocks/Solutions

- IV. **EVALUATION OF TEAM MEETING (Mark your ratings with an "X")**

	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student behavior?			

PBIS Tier 1 Team Trainings School Readiness Checklist

District:
School:

The purpose of PBIS Tier I trainings is to build district and school capacity in addressing problem behaviors using a Multi-Tiered System of Support Behavior framework. Completion of this checklist ensures more positive outcomes and implementation fidelity.

<p>1. A school-wide Tier 1 Positive Behavioral Interventions and Support (PBIS) Team is formed and has broad representation that typically does not exceed 8 members. Team members must agree to participate in the entire PBIS training. <i>Schools should include representation from multiple grade levels, administrator(s), guidance counselor, and regular and special education teachers. The Tier 1 PBIS team will function as the school's problem-solving team for behavior issues at Tier 1 and ensure the integrity of implementation using the Tiered Fidelity Inventory Action Plan.</i></p>		
Team Members	School Position	Area of Expertise
<p>2. The following areas of expertise must be represented on your school's PBIS team. If professional development is still needed in any of these areas following the Tier 1 PBIS training, there is agreement with the district for additional support to acquire the necessary knowledge & skills. Check current areas of expertise represented as identified in #1.</p>		
<input type="checkbox"/> MTSS <input type="checkbox"/> PBIS <input type="checkbox"/> Basic Behavior Principles	<input type="checkbox"/> Teaming & Collaboration <input type="checkbox"/> Action Plan Development <input type="checkbox"/> Effective Communication	<input type="checkbox"/> Problem Solving Process <input type="checkbox"/> Systems Change <input type="checkbox"/> Family, Community, & Student Involvement
	<p>3. Administrator (Principal or AP) who is responsible for making discipline decisions will be an active participant on the PBIS Team and agrees to attend all days of the PBIS Training. Identified in #1</p>	
	<p>4. A PBIS team member has been identified as the Tier 1 Systems Coordinator/Coach and main point of contact for the district's PBIS District Coordinator. This individual will be responsible for communicating updates about PBIS and ensuring integrity using the Tiered Fidelity Inventory to plan school-wide implementation. Identified in #1</p>	
	<p>5. Following each training, all team members agree to engage in additional work as needed and identified on the action plan.</p>	
	<p>6. The PBIS Team commits to regular meetings (at least once a month) to analyze and problem-solve school-wide data and continue to build faculty consensus through ongoing training and PBIS updates (via faculty meetings, etc.).</p>	
	<p>7. During Tier 1 trainings, the Principal will provide an announcement/letter to faculty and staff regarding the importance of the school's plan for implementing Tier 1 PBIS. Information should address the need for participation, accurate data collection, teaching of expectations and rules, dissemination of acknowledgements and discipline procedures as outlined in the school's PBIS Plan.</p>	
	<p>8. All staff members will be introduced to the WHY/HOW/WHAT of PBIS via presentations, activities and/or instruction prior to the team attending the training.</p>	
	<p>9. The Principal will allocate time for ongoing training of all school personnel in the philosophy, strategies, and process of Positive Behavioral Interventions and Support, and provide for follow-up coaching as needed with individual staff members.</p>	
	<p>10. The school has identified strategies to collect & record data in a timely manner and has ensured data will be accessible to PBIS Team members when needed.</p>	

Administrator Signature:

Team Member Signatures:

ACTION PLAN for any items not checked on previous page.

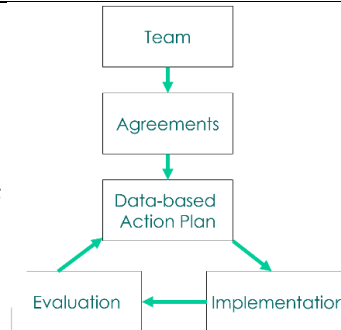
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5. Following each training, all team members agree to engage in additional work as needed and identified on action plan.
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9. The Principal will allocate time for ongoing training of all school personnel in the philosophy, strategies, and process of Positive Behavioral Interventions and Support, and provide for follow-up coaching as needed with individual staff members.
10. The school has identified strategies to collect & record data in a timely manner and has ensured data will be accessible to PBIS Team members when needed.

Team Implementation Process

#1

Processing Activity: Gap Analysis

- Read the 6 elements on the implementation process and have a collaborative discussion using the Gap Analysis template.



Adapted from Dr. George Sugai, *Scalable and Sustainable SWPBIS*
OSEP Center on PBIS, University of Oregon
Center for Behavioral Education & Research,
University of Connecticut
August 5, 2008

1. Team Led Process

One of the most important steps is to establish or identify an existing group of individuals who can lead the establishment of a school-wide PBIS approach. This team must be made of school staff who are respected, have effective communication skills and means, and can influence school policy, organization, and operations.

An important factor in effective leadership teaming is ensuring that members of the team agree on how they will conduct business (e.g., agenda, minutes, responsibilities problem solving, voting, etc.).

2. Team Agreements

Although verbal behavior is a poor predictor of change in actual behavior, securing agreements and commitments from school staff establishes an understanding and priority for the school-wide PBIS effort.

Agreements must focus on a long term commitment to a prevention and action-based approach to system change. Administrator presence, and resources should be established before action plan implementation. If possible, frequent and regular external coaching or facilitation (prompting/reminding) should be arranged to keep school leadership teams on task and track.

3. Data-based Action Plans

Team should work from a specific action plan that specifies (a) what needs to be achieved, (b) what needs to be done, (c) who needs to do the work, (d) what resources are needed to achieve the desired outcome, (e) when the outcomes need to be achieved, (f) how progress will be monitored.

Data must be collected to specify the above features of an action and used for month to month progress monitoring.

A variety of data sources should be considered:

- ▲ The Self-Assessment Survey (SAS) allows staff members to give their perception of what is in place and the degree to which it needs to be improved.
- ▲ Office discipline referrals are collected in most schools and represent an excellent source of information to determine the general effectiveness of the school-wide discipline systems.
- ▲ Academic achievement data also can be used to identify which students might need behavioral supports.
- ▲ Other information also might be available to guide how the action plan is developed and implemented, for example, (a) attendance/tardy patterns, (b) bus citations, (c) staff/parent recommendations.
- ▲ The Tiered Fidelity Inventory is used as an implementation self-monitoring tool for systems level elements of school-wide PBIS.

4. Implementation

School leadership teams and educational leaders should never implement an action plan until the people and resources are organized to support an initially successful implementation. The effort must begin with agreements and commitments by a majority of the staff (>80%). Maximizing accurate and consistent implementation using an action plan requires attention to specific PBIS elements.

The implementation of school-wide PBIS at the school level is built around these 8 Steps of Implementation elements.

- ▲ Step 1: Implementation Team
- ▲ Step 2: Buy-in
- ▲ Step 3: Establishing 3-5 Positive Behavioral Expectations
- ▲ Step 4: Teaching Behavioral Expectations
- ▲ Step 5: Acknowledgement System
- ▲ Step 6: Classroom Positive Behavior Supports
- ▲ Step 7: Consequence System
- ▲ Step 8: Data-based Decision Making

5. Evaluation

No implementation effort should be conducted without a means of assessing for progress toward action plan goals and objectives. All data mentioned previously are used for action planning and should be included in an on-going data monitoring system. One of the most relevant and commonly available school data-bases is **office discipline referrals**. To be effective, office discipline referrals must have elements that are clearly defined, have been agreed upon by all staff, and have routines for regular review and decision making. See examples of high quality office discipline referrals in Step 7: Consequence System.

Implementation Process Gap Analysis Template

Implementation Elements	Current State	Desired State	Actions to Close the Gap
Team Lead Process			
Team Agreements			
Data-based Action Plans			
Implementation			
Evaluation			

Compass Points

#2

Processing Activity: Group Learning Style Inventory

- After reading the four learning style descriptions, identify the compass point (CP) resonating the most about you when working on a team.
- With alike group by "compass direction", come up with a collective answer for each of the four questions. Post
 - What are 4 strengths of your style?
 - What are 4 limitations of your style?
 - What is the style you have most difficulty working with and why?
 - What would you want others to know about your style?
- Share-out responses from each direction. Facilitator Wrap up: what CP group behaviors noticed during activity?

NORTH

"Need it Now" "Do it Now"

Approaches to work/leadership style:

- Δ Active, decisive; expresses sense of urgency for others to act now
- Δ Likes to be in control
- Δ Enjoys challenges presented by difficult situations and people; likes variety, novelty, new projects
- Δ Thinks in terms of the "bottom line"
- Δ Perseveres, not stopped by hearing "No"

Overuse – Style taken to excess:

- Δ Seems to not care about process
- Δ Can get defensive quickly, argue
- Δ Wants things their way, overrule people in decision-making process; find it hard to relinquish control
- Δ Sees things in terms of black and white
- Δ Not sensitive to other people's feelings, may be perceived as cold

Best way to work with a **NORTH**:

- Δ Present your case quickly, clearly and with enthusiasm
- Δ Focus on the "challenge" of the task
- Δ Provide plenty of autonomy
- Δ Use them in tasks requiring motivation, persuasion, initiative

EAST

"Envision" "Options" "Possibility"

Approaches to work/leadership style:

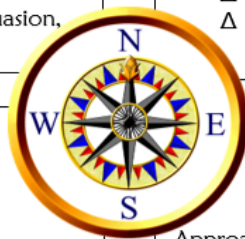
- Δ Visionary who sees the big picture
- Δ Very idea oriented, focuses on future thought
- Δ Insight into mission and purpose
- Δ Looks for overarching themes and ideas
- Δ Likes to experiment and explore

Overuse – Style taken to excess:

- Δ Can be bogged down by lack of vision or too much emphasis on vision
- Δ Can lose focus and follow through on task/projects
- Δ May become easily overwhelmed
- Δ Not time-bound, may lose track of time
- Δ Tends to be highly enthusiastic early on, then burns out over the long haul

Best way to work with an **EAST**:

- Δ Present your case quickly, clearly and with enthusiasm
- Δ Allow and support divergent thinking; show appreciation and enthusiasm for ideas
- Δ Listen and be patient during generation of ideas
- Δ Avoid critical or judgmental statements of ideas
- Δ Provide a variety of tasks
- Δ Provide help and supervision checkpoints on details and project follow through



WEST

"Who? What? Where? Why?"

Approaches to work/leadership style:

- Δ Moves carefully and follows procedures and guidelines
- Δ Uses data analysis and logic to make decisions
- Δ Thoroughly examines, weighs all sides of an issue
- Δ Seen as practical, dependable and thorough in task situations
- Δ Helpful to others by providing planning and resources
- Δ Skilled at finding fatal flaws in an idea or project

Overuse – Style taken to excess:

- Δ Can be bogged down by information and collection of unnecessary data, "analysis paralysis"
- Δ Can become stubborn and entrenched in position
- Δ Can get stuck in adhering to policies and procedures – "doing it the right way"

Best way to work with a **WEST**:

- Δ Allow plenty of time for decision making
- Δ Provide data – objective facts and figures this person can trust
- Δ Don't be put off by critical NO statements
- Δ Minimize expressing of emotions, use logic whenever possible

SOUTH

"Support" "Share" "Fair"

Approaches to work/leadership style:

- Δ Allows others to feel important in deterring direction; non-competitive; team player
- Δ Interaction is primary – uses relationships to accomplish task receptive to others' ideas, build on ideas of others
- Δ Feeling-based, trust own emotion/intuition, intuition regarded as "truth"
- Δ Value Driven

Overuse – Style taken to excess:

- Δ Needs of people are being compromised
- Δ Has trouble saying "no"; easily taken advantage of
- Δ Internalizes difficulties and assumes blame
- Δ Difficulty confronting; dealing with anger

Best way to work with a **SOUTH**:








- Δ Remember process is important
- Δ Build relationships
- Δ Justify decision around values, ethics and the right thing to do
- Δ Actively listen and allow the expression of feelings and intuition in logical arguments
- Δ Provide plenty of positive reassurances and likability during challenging discussions and dialogue

Roles and Responsibilities

#3

Processing Activity: Learning Style Inventory

➤ Given your teamwork learning style, identify 2 roles you would like on the SWPBIS team.

ROLES	DESCRIPTION	RESPONSIBILITIES
 <p>Administrator</p>	<p>This member is essential for creating change and supporting staff moving to a proactive behavioral schoolwide learning environment. In addition, the administrator works with PBIS team and coach to rebalance workloads in order to successfully carry out PBIS responsibilities.</p>	<p>Communicates the need for PBIS and the value of PBIS to their school community Identifies PBIS as one of the top three priorities for school improvement Acknowledges the implementation process timeline of three to five years Provides budgetary support Attends and actively participates in monthly PBIS meetings, encourages and supports team efforts, secures resources for PBIS planning and implementation.</p>
 <p>Facilitator</p>	<p>This member is responsible for the developing and revision of agendas, facilitates meetings, follows up on assigned tasks with team members, reminds team members of meeting times and locations, and E-mails.</p>	<p>Runs efficient and effective meetings Knows how to craft questions -75% of what a facilitator says should be in question form Implements group norms and working agreements Keeps people on track (Back on track) Moves through agenda in a timely fashion Keeps clock or watch nearby</p>
 <p>Data Specialist</p>	<p>This member manages all data; has access and uses data that measure progress toward implementation. He/she adopts a routine for reviewing implementation and outcomes regularly throughout the year</p>	<p>Demonstrates fluency in navigating and inputting data into pbisapps.org Generates reports and tells a story with data summary Understands norms for structuring conversation around data Reviews data at the beginning of each meeting</p>
 <p>Minute Taker</p>	<p>This member assures organization and documentation for team meetings. They bring a laptop to record only the decisions and actions during the meeting and distributes electronic copies of the minutes to team members within 24 hours of meeting.</p>	<p>Creates necessary documents for team meeting (minutes and agenda) Understands norms for paraphrasing; ability to listen to a discussion and paraphrase critical information in written form Skilled at word processing and managing technology (computers/projector/internet)</p>
 <p>Communication Coordinator</p>	<p>This member organizes information (data summary and suggested responses to data) to share at monthly staff meeting; reports progress and feedback to staff-- writes newsletters, bulletins, etc.; is liaison to community members, parents, district administration; manages PBIS bulletin board</p>	<p>Likes scheduling and calendaring for team meetings and trainings Sends out reminders Is the liaison between staff, families and community? Fluent with social networking strategies</p>
 <p>Systems Coordinator/Coach</p>	<p>This member assists the team's implementation of evidence-based practices and progress monitors fidelity of the eight steps of implementation through action plans using data-based decision making for action planning purposes</p>	<p>Understands the eight steps of school-wide PBIS implementation Attends Coaching Clinics, organizes team for staff buy-in processes Guides action planning process Commits to understand the sciences of behavioral analysis, implementation and prevention Is the "Go-to-person" for staff</p>
 <p>Liaison</p>	<p>Classroom Teacher Liaison – Point person for communicating between the team and staff regarding PBIS and behavior issues. Supports implementation of Positive Classroom Behavior Supports- <i>foundations, prevention and response practices</i> (e.g., modeling lesson plans, sharing classroom issues with the PBIS team, ensuring teacher needs are heard and addressed) Family Liaison – Ensures family input and perspectives are obtained and considered; communicates information to and from family stakeholders and the team Student Liaison - Ensures student input and perspectives are obtained and considered; communicates information to and from students and the team</p>	

Team Member Profile

#4

- Share your Direction Point and strengths you bring to the team.
- Identify 2 roles and describe your responsibilities on the team.
- Decide on your Content Knowledge Expertise or area to focus to develop (or request for district support)



Team Member Name
Direction Point

Role
Description of Responsibility

Content Knowledge
Expertise

Content Knowledge
Expertise

Are all areas represented?

- MTSS**
- PBIS**
- Basic Behavior Principles**
- Teaming & Collaboration**
- Action Plan Development**
- Effective Communication**
- Problem Solving Process**
- Systems Change**
- Family, Community, & Student Involvement**

Working Agreements

#5

Working agreements are important for a group intending to work together on difficult issues, or who will be working together over time. They may be added to or condensed as the group progresses. Starting with basic working agreements builds trust, clarifies group expectations of one another and establishes points of "reflection" to see how the group is doing regarding process.

- Read behavioral traits demonstrated by effective teams (Horner, R. H., Newton, J. S., Todd, A. W., Algozzine, B., Algozzine, K., Cusumano, D. L., & Preston, A. I. (2015). *Team Initiated Problem Solving Model*).
- Design TEAM working agreements using your school's behavioral expectations with operational definitions as defined by the chart below.

BEHAVIORAL EXPECTATIONS for effective teams	OPERATIONALIZED DEFINITION What would you see? What would you hear?
Predictability	<ul style="list-style-type: none"> 🚩 Defined roles, responsibilities and expectations for the meeting 🚩 Start & end on time, if meeting needs to be extended, get agreement from all members 🚩 Agenda is used to guide meeting topics 🚩 Data are reviewed in first 5 minutes of the meeting 🚩 Next meeting is scheduled 🚩 Meetings begin with a celebration and end with reflection
Participation	<ul style="list-style-type: none"> 🚩 75% of team members present & engaged in topic(s) 🚩 Decision makers are present when needed 🚩 Be an active participant, volunteer, offer to help others
Accountability	<ul style="list-style-type: none"> 🚩 Facilitator, Minute Taker & Data Analyst come prepared for meeting & complete their responsibilities during the meeting 🚩 System is used for monitoring progress of implemented solutions (review previous meeting minutes, actions, and goals) 🚩 System is used for documenting decisions 🚩 Meet action plan deadlines
Communication	<ul style="list-style-type: none"> 🚩 All regular team members (absent or present) get access to the meeting minutes within 24 hours of the meeting 🚩 Team member support in practicing team meeting norms/agreements 🚩 Share articles pertinent to team discussions 🚩 Listen to others' ideas, save questions and comments until speaker has finished speaking (active listening)

TEAM WORKING AGREEMENTS

BEHAVIORAL EXPECTATIONS	OPERATIONALIZED DEFINITION What would you see? What would you hear?

Norms of Collaboration

#6

Processing Activity: Self-Reflection

Foursquare Guide page 15

- On a scale of one to five (low to high) rate your perception of how well the norm is used (either individually or in a group setting).

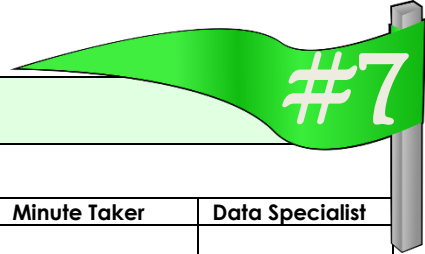
NORMS & DESCRIPTION

Adapted from:

Garmston, R., and Wellman, B. (2009) *The Adaptive School: A Sourcebook for Developing Collaborative Groups* 2nd Edition, Norwood, MS: Christopher Gordon.

Pausing	Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.	1---2---3---4---5
Paraphrasing	Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and follows the starter phrase with an efficient paraphrase, assists members of the group in hearing and understanding one another as they converse and make decisions.	1---2---3---4---5
Posing Questions	Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.	1---2---3---4---5
Putting Ideas on the Table	Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.	1---2---3---4---5
Providing Data	Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.	1---2---3---4---5
Paying Attention to Self and Others	Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others and is aware of what (s)he is saying <u>and</u> how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.	1---2---3---4---5
Presuming Positive Intentions	Assuming others’ intentions are positive promotes and facilitates meaningful dialogue and discussion and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.	1---2---3---4---5

Designing Meeting Minutes



Title:

	Date:	Time:	Location	Facilitator	Tier 1 Coordinator	Minute Taker	Data Specialist
Today's Meeting							
Next Meeting							

Team Members present:

AGENDA Items:	Next Team Meeting AGENDA Items:
1.	1.
2.	2.
3.	3.
4.	4.

Previous Action Items

TFI Feature/ Implementation Step	ACTION PLAN: Who did what? When?	LEVEL OF IMPLEMENTATION	NEXT STEPS
		<input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	
		<input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	

NEW ITEMS FOR ACTION PLAN

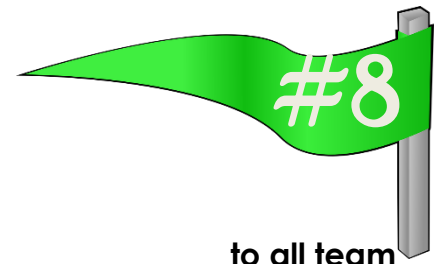
TFI Feature/ Implementation Step	DECISION/ACTION PLAN: Who will do what? When?	ANTICIPATED CHALLENGES/SOLUTIONS

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?
 2. In general, did we do a good job of **tracking** whether we're completing the tasks we agreed on at previous meetings?
 3. In general, have we done a good job of actually **completing** the tasks we agreed on at previous meetings?
 4. In general, are the completed tasks having the **desired effects** on student behavior?
- If some of our ratings are "So-So" or "No," what can we do to improve things?

	Yes	So-So	No

Tier 1 PBIS Team Meeting Operating Procedures Checklist



- **Minute taker/facilitator distributed meeting agenda via _____ to all team members prior to the meeting, including**
 - ▲ Items to celebrate
 - ▲ Priority/critical issues to address based on the data or leadership
 - ▲ Review of Tiered Fidelity Inventory action items
 - ▲ Follow-up items from previous meetings

- **Data analyst distributed appropriate data via _____ to all team members prior to the meeting**

- **Items had specific time limits that were followed**

- **Meeting started on time**

- **Facilitator moved through the agenda effectively and efficiently; team stayed on-topic as guided by facilitator and time-keeper**

- **Minute taker recorded meeting minutes and distributed minutes via _____**
 - ▲ Action plan items
 - ▲ Who is responsible
 - ▲ Time frames and deadlines

- **Norms of collaboration were demonstrated; team members participated in discussions, brainstorming and contributed to problem-solving solutions**

- **Action Plan was updated and/or revised, as needed, based on the data**
 - ▲ Previous/old items reviewed
 - ▲ New items added
 - ▲ Evaluation results reflected in plan

- **Action plan items were equally represented by all team members**
 - ▲ Members clearly understood what is to be done & by whom before the next meeting

- **Consensus was gained on all action items**

- **Team members evaluated meeting performance**

- **Meeting ended on time**

Defining the Role of a TI Systems Coordinator/Coach

Processing Activity: Concept Mastery Routine

Foursquare Guide page 5

Complete responses following the four-step process of:

- Recall
- Conceptualize
- Strategic Thinking
- Extended Thinking

Prompt: What Makes A Great PBIS Systems Coordinator/Coach?

List Key Words : (Recall) **“What are some words that describe a PBIS Systems Coordinator/Coach?”**

Examples: (Conceptualize)

“What are the responsibilities of a PBIS Systems Coordinator/Coach?”

Non-Examples: (Conceptualize)

“What are NOT the responsibilities of a PBIS Systems Coordinator/Coach?”

Formulate the Definition: (Strategic Thinking)

Write a generic definition of a PBIS Systems Coordinator/Coach.

Design: (Extended Thinking)

What are some personal strengths you bring to your role as a PBIS Systems Coordinator/Coach?

What makes a good PBIS Systems Coordinator/Coach?

ATTRIBUTES:

- ▲ Knowledge of core content (PBIS; Implementation Science, Behavioral Science)
- ▲ Time
- ▲ Communication skills (listen, frame messages effectively)
- ▲ Building professional relationships and trust
- ▲ Knowledge of organizational context (People, Culture, Decision-process)

GOALS:

- ▲ Attend and monitor PBIS trainings with team.
- ▲ Ensure PBIS is implemented with integrity.
- ▲ Communicate with the Leadership Team and/or SIP team or member of SIP team.
- ▲ Commit to understanding the research and practices related to MTSS and the sciences of behavior, implementation and learning.

QUALIFICATIONS:

- ▲ Works in the building.
- ▲ Participates in SWPBIS Team and Tier 1 Systems Coordinator/Coaches' Trainings.
- ▲ Promotes shared decision-making but has the authority to initiate change (e.g.: works closely with administrator/decision maker).
- ▲ Two to three-year commitment.

RESPONSIBILITIES

COORDINATE WITH TEAM MEMBERS THE FOLLOWING:

- ▲ Ensure expectations are taught, reinforced, and monitored at the school-wide level
- ▲ Celebrations/boosters
- ▲ Ensuring team meeting foundations are in place for monthly Tier 1/Universal Team meetings
- ▲ Communication of PBIS activities at faculty meetings.
- ▲ Collection and analysis of PBIS specific data. (PBIS Assessments and Office Discipline Referrals)
- ▲ Communication with parent/parent liaison/PTA/PTO.
- ▲ Annual report shared with district team (e.g. District Leadership Team, Board of Education).
- ▲ Network with other Tier 1 Systems Coordinators/internal coaches, external coaches and regional coordinators.

7. **Guide strategic data-based action planning with school teams using multiple data points: identify a problem with precision; identify goal for change; identify solution and create implementation plan with contextual fit; implement solution with high integrity; monitor impact of solution and compare against goal; make summative evaluation decision**

1 2 3 4 5

8. **Guide strategic data-based action planning with school teams: self-assessment tools and student outcome data used for action planning.**

1 2 3 4 5

9. **Facilitate team meeting foundations: meeting roles/responsibilities; public meeting agenda / minutes format; regular on-time attendance at meetings; use of action plan; TIPS meeting process**

1 2 3 4 5

10. **Facilitate effective communications between school leadership team and school and community stakeholders (faculty, students, staff, parents, community members)**

1 2 3 4 5

11. **Positively report, promote, shape and reinforce school team progress and products**

1 2 3 4 5

12. **Link school teams to supporting resources: mental health; parent/family; business; juvenile justice; public health**

1 2 3 4 5

SWPBIS Tiered Fidelity Inventory

Action Planning Items

Adapted from: Barrett, S., Eber, L., George, H., Homer, R., Lewis, T., OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports
Tier I Team Member Workbook, California Technical Assistance Center on Positive Behavioral Interventions & Supports

TFI 1.1 Team Composition

Team Composition: Tier I team includes a Tier I 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.



TFI 1.2 Team Operating Procedures

Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

TFI	Action Items <i>(Not in Place; Partially; Fully in Place)</i>	NI	PI	FI
1.1	Team completes the Team Member Profile document including names, grade level/departments, and roles & responsibilities (facilitator, data analyst, recorder/minute taker, back-up roles and group learning style).			
1.1	Team defines the Member Responsibilities for administrator, site level PBIS coach, facilitator, data analyst and recorder/minute taker.			
1.1	Team defines a process for Student & Parent Membership & Responsibilities.			
1.2	Working Agreements are established by operationalizing behavioral traits of an effective team (predictability, participation, accountability and communication).			
1.2	Team completes the 7 Norms of Collaboration self-assessment.			
1.2	Team Calendars monthly meeting dates for school year.			
1.2	Team uses an Agenda & Meeting Minutes process following a format for efficient team meeting foundations.			
1.2	Team develops a Dissemination Process of information for department, faculty, student leadership and parent/family meetings.			
1.2	Team completes the Working Smarter Teaming Alignment document.			
1.2	Team completes the Resource Map of current practices, programs and initiatives.			
1.2	Team completes the Team Initiated Problem Solving (TIPS) Team Meeting Foundations Fidelity Checklist.			
1.2	Team is reviews PBIS Assessments and organizes assessment calendar for the year.			

ACTION PLANNING

What? Who?	By When?

What? Who?	By When?