MTSS/PBIS Tier 1 Leadership Academy
WORKBOOK 2021
DAY 1

CalTAC • PBIS
promoting safe and equitable learning environments
www.pbiscaltac.org

AGENDA

Day 1
- 🔺 **Coaching & Appreciative Inquiry (AI)**
  - o **What/Why/How and Warm-Up Activities**
- 🔺 **SIMULATION: Appreciative Inquiry/Coaching Conversation Process**
  - o **PBIS Cultural Responsiveness Field Guide and TFI Leadership Subscale**

Day 2
- 🔺 **Building a Culture of Staff Wellness Through MTSS Supports**
  - o **Healthy Minds Framework, Appreciative Inquiry & Self-Care, Habit Formation Models**
- 🔺 **SIMULATION: Appreciative Inquiry/Coaching Conversation Process**
  - o **Interconnected Systems Framework and TFI Implementation Subscale**

PURPOSE, VALUES, and CULTURAL SHIFTS

Why do you want to use Appreciative Inquiry for coaching the implementation of the MTSS-PBIS Cultural Responsiveness & Mental Health/Well-being Framework?

PURPOSE:

VALUES: **What personal and professional values support your identified purpose?**

Be Motivated *identified values*	Be Mindful *self-awareness*	Be Curious *self-evaluation*

Moving From:	*To:*
Negative	Positive
Reactionary	Prevention
Punitive	Disciplinary/Restorative/Resilient
What We Do To Them	What We Do WITH Them
Changing Student Behavior	Changing Environment/Changing Adult Behavior
"Train and Hope" Implementation	Implementation Science (NIRN's Hexagon Tool)
Working in Silos	Comprehensive Teams
Fixing on a Problem "What is wrong?"	Leveraging the Positive "What is right?"

Cultural Shifts (new 3'rs)
Re-opening, Recovery Relationships

A **POSITIVE** and **PREVENTION-MINDED** environment builds a perception of safety, predictability and consistency for our students, staff and families.

This sometimes requires a cultural shift in how we **THINK, FEEL & ACT**.

Our **EXPERIENCE CAN RESHAPE OUR BRAINS** and change our nervous system. Current research focuses on how to take advantage of the brain's plasticity and finding ways to cultivate and maintain positive emotions. For every single negative experience, you have in life, when you actively engage in three positive experiences you can offset the negative experience's impact and thrive.

Ap-pre'ci-ate, v., 1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems 2. to increase in value, e.g., the economy has appreciated in value. Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

In-quire' (kwir), v., 1. the act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.
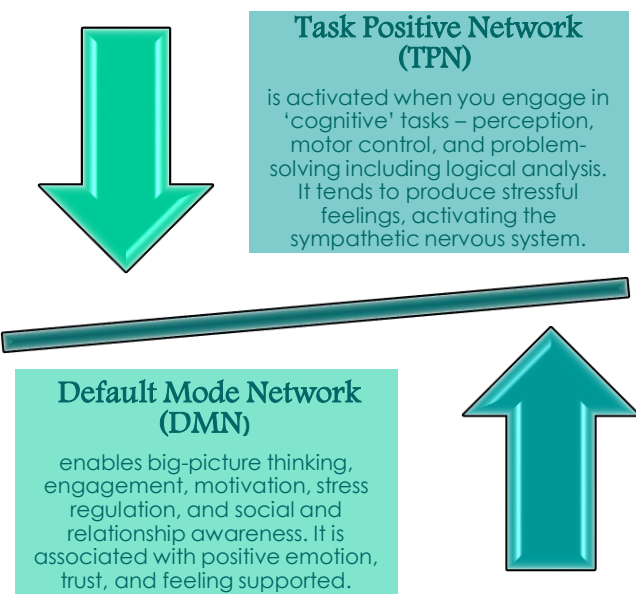- Inquiry creates change; positive questions drive positive change.
- Appreciative Inquiry invites us to lead with questions.

Appreciative Inquiry (AI)
The ability to recognize the best in a system and utilize those strengths to discover new possibilities and results.

In a nutshell, **AI** helps MTSS/PBIS teams to…
- promote a positive emotional climate by focusing on what works.
- support how to overcome obstacles and negative thought patterns.
- encourage insight to build a common vision using questions that turn attention to past, present and future success.
- invite inquiry about "what is working", valued experiences, and lessons learned.
- celebrate successes to build upon by looking at all the structures, and procedures supporting a shared vision and to develop a way forward.

AI shifts MTSS/PBIS coaching practices to…
- involve the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential.
- acknowledge and value the existing capacities, strengths, and successes.
- open collaboration identifying opportunities and design how to get there.

Appreciative Inquiry as a CULTURAL SHIFT

Problem Solving	Appreciative Inquiry
Fixing a Problem	*Leveraging the Positive*
- analysis of causes - leading with answers - blame and division - analysis of possible solutions - top-down approach	- appreciation of what is working - leading with questions - ownership and collaboration - envisioning what might be - open conversations

THE NEUROSCIENCE OF Appreciative Inquiry

Task Positive Network (TPN)
is activated when you engage in 'cognitive' tasks – perception, motor control, and problem-solving including logical analysis. It tends to produce stressful feelings, activating the sympathetic nervous system.

Default Mode Network (DMN)
enables big-picture thinking, engagement, motivation, stress regulation, and social and relationship awareness. It is associated with positive emotion, trust, and feeling supported.

The two networks are 'opposing; one network is active; it inhibits the other.
- Analytic thinking fires up the **TPN** but also turns off the **DMN.**
- Empathic thinking activates the **DMN** and suppresses the **TPN.**

The **evaluation process could easily activate the TPN** if not designed carefully. **Side-effects** include *defensiveness, lack of trust, seeing other people either as a means to an end or as threats, stress, reluctance to try new ways of working, and a focus on short-term results rather than longer-term and bigger-picture aims.*

A **balance between TPN and DMN** is essential for open communication, creativity, and working together effectively.

FIVE PRINCIPLES OF Appreciative Inquiry

#1 Words Create Worlds	Reality, as we know it, is a subjective versus objective state and is socially created through language and conversation.
#2 Inquiry Creates Change	The moment we ask a question, we begin to create a change. "The questions we ask are fateful".
#3 We Can Choose What We Study	Teams and organizations, like open books, are endless sources of study and learning. What we choose to study makes a difference. It describes – even creates the world as we know it.
#4 Images Inspire Action	Human systems move in the direction of their images of the future. The more positive and hopeful the image of the future, the more positive the present-day action.
#5 Positive Questions Lead to Positive Change	Momentum for small or large-scale change requires large amounts of positive affect and social bonding. This momentum is best generated through positive questions that amplify the positive core.

From Cooperrider, D.L., & Whitney, D. *A Positive Resolution in Change Appreciation Inquiry.* NM: Corporation for Positive Change, 1999.

Bring the principles of Appreciative Inquiry into your coaching to support MTSS/PBIS team transformation by asking questions about:

PURPOSE – *"Why is what we're doing today important to us?"*
More than anything else studies suggest people are longing for a sense of meaning in their work. The most rewarding tasks provide us with both individual and collective purpose. Take a few moments to pause at the start of a planning day or meeting and ask people a question that elicits purpose.

STRENGTHS – *"When have we performed at our best in the past? What made this possible? How can we build upon these strengths?" "What does that look like for others when it's working? What can you learn from these experiences? How could your own strengths support these practices?"*
Re-frame your questions to look for what is working well, rather than getting stuck only on what's not working. Commit to finding and spreading great practice stories.

CONNECTIONS -*"What do you imagine your school could look like? What would it look like if you were exemplar in the area you want to improve? If everything went as well as it possibly could, what are your deepest hopes?"*
Positive images have been found to pull us forward into positive actions. New possibilities fuel us with hope and put us on the road to finding solutions, helping us to realize we have the power to make things happen. Consider what actions you could take to move you and your team from where you are now to where you want to be.

Appreciative Inquiry COACHING CONVERSATION PROCESS

The five step AI Conversation Process includes:
DEFINE/ COMMON GROUND
What is our desired outcomes?
DISCOVER/ APPRECIATING
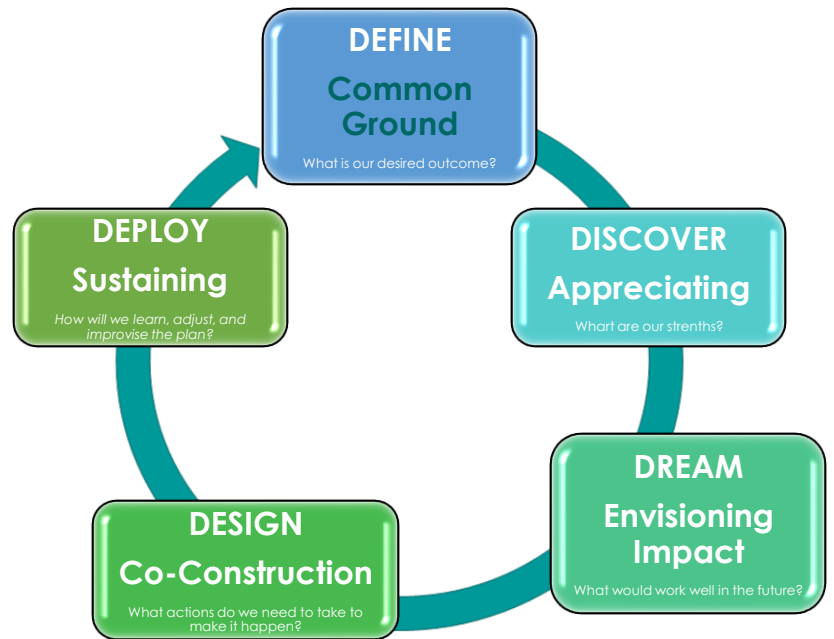*What are our strengths?*
DREAM / ENVISIONING IMPACT
What would work well in the future?
DESIGN / CO-CONSTRUCTION
What actions do we take to make this happen?
DEPLOY / SUSTAINING
How will we learn, adjust, and improvise the plan?

DEFINE
Common Ground
What is our desired outcome?

DISCOVER
Appreciating
Whart are our strenths?

DREAM
Envisioning Impact
What would work well in the future?

DESIGN
Co-Construction
What actions do we need to take to make it happen?

DEPLOY
Sustaining
How will we learn, adjust, and improvise the plan?

EXAMPLE:
TFI Leadership Subscale (TFI 1.1 & 1.2) & Cultural Responsiveness

DEFINE/Common Ground	Define what specifically is desired.
I would like to gather information about your MTSS/PBIS Leadership Team with regards to Cultural Responsiveness to support you with your next steps and action plan in re-opening, recovery, relationships?	

DISCOVER/Appreciating	Appreciate and share feeling about strengths and successes.
With regards to cultural responsiveness, *"What are some of your strengths you can celebrate and learn from? What changes are you seeing that excite you and give you a sense of the confidence in possibilities?"* 🎄 *roles and responsibilities of the School SWPBIS leadership team* 🎄 *including stakeholder voice representing students, families, and culture on the leadership team* 🎄 *team use of data for decision making for ensuring equitable SWPBIS implementation and assessing student data for equitable impact*	

DREAM/Envisioning Impact	Discuss shared experience(s) that are inspirational and motivating.
With regards to cultural responsiveness, *"When have you performed at your best in the past? What made this possible? How can you build upon these strengths?* 🎄 *roles and responsibilities of the School SWPBIS leadership team* 🎄 *including stakeholder voice representing students, families, and culture on the leadership team* 🎄 *team use of data for decision making for ensuring equitable SWPBIS implementation and assessing student data for equitable impact*	

DESIGN/Co-Construction	Identify actions to reach a given goal. Create "what will be".
With regards to cultural responsiveness, *"What do you imagine your Leadership Team could look like? What would it look like if you were an exemplar Leadership Team? If everything went as well as it possibly could, what are your deepest hopes? How do you want to keep moving forward?* 🎄 *roles and responsibilities of the School SWPBIS leadership teams* 🎄 *including stakeholder voice representing students, families, and culture on the leadership team* 🎄 *team use of data for decision making for ensuring equitable SWPBIS implementation and assessing student data for equitable impact*	

DEPLOY/Sustaining	Shift actions to reality and determine desired optimistic outcome.
With regards to cultural responsiveness. *"What are the actions steps to make this happen? Who will be doing what, when? How do you stay motivated and continue to move forward?* 🎄 *roles and responsibilities of the School SWPBIS leadership teams* 🎄 *including stakeholder voice representing students, families, and culture on the leadership team* 🎄 *team use of data for decision making for ensuring equitable SWPBIS implementation and assessing student data for equitable impact*	

5 WHYS Modified (Going deeper to get to know each other)

- 🎄 Pair up with someone you would like to know more about.
- 🎄 Decide who will go first and ask the questions. "What do you do?" And "WHY is it important to you?"
- 🎄 Then get curious: "Hmmm, WHY is that important to you?
- 🎄 Go deeper by asking WHY 3 more times in response to each answer.
- 🎄 You will make a discovery about the fundamental purpose behind WHY your partner's work is important to them.
- 🎄 Switch roles

Take 10 minutes to explore this activity (5 minutes each)
If you finish early, debrief how it felt to ask and to be asked the 5 WHYs.

Connect 4 (Finding common ground to build supportive relationships and caring interactions)

- 🎄 In groups, find four things everyone in the group has in common.

Take 5 minutes to explore this activity.

Moments of Appreciation (strengthening alignment and trust among others & developing the skill of noticing the positive in Self)

Prompt: "Tell me about a time when you felt particularly proud of the impact you made in a student(s), educator(s) or families' life?"

- 🎄 In pairs, take turns discussing the prompt – 4 minutes each.
- 🎄 Note your partner's response.
- 🎄 Return to room and share your partner's story with assigned group: Assign a facilitator to ensure equity for sharing. (1 minute each)

Take 15-20 minutes to explore this activity.
If you finish early, debrief:

- ➢ how it felt to actively listen to your partner.
- ➢ by describing the emotion, you felt while sharing your response to the prompt.
- ➢ if possible, summarize your partner's "Moment of Appreciation" with another group.

Collaborative Connections (learning from others & making connections that might not happen otherwise)

- 🎄 Begin by independently completing these sentences: (5 minutes)

Something about work I am excited about…

I am struggling at work with…

The newest update about my work is…

- 🎄 Assign a facilitator to ensure equity for sharing. (2 minutes each)
- 🎄 After everyone has shared, debrief by connecting the dots and discussing connections in the group.
- 🎄 Meet in groups and share one thing about your work from the sentences you completed above.

Take 15 – 20 minutes to explore this activity.

Benefit: Helps to reinforce a heightened level of vigilance enabling participants to collectively see and respond to opportunities that would otherwise have been missed.

(Adapted from Crafting Appreciative Questions: A How to Guide, *Bliss Browne, Imagine Chicago, 2008)*

"Human systems grow toward what they persistently ask questions about."
-David Cooperrider and Diana Whitney

Appreciative Inquiry is the art of asking unconditional, positive questions to strengthen the system's capacity to anticipate and heighten positive potential.

Appreciative Inquiry emphasizes the art of crafting positive questions.
- We live in a world our questions create.
- Our questions determine the results we achieve.
- The more positive our question, the more it will create the possible.
- Our questions create movement and change.

Designing effective AI questions
1. **Ask about ultimate concerns.**
   (What do you value most for your schoolwide/classroom culture?)

2. **Use positive questions building on positive assumptions.**
   (What about this school/district makes you especially glad you work here?)

3. **Give a thought-provoking, appealing definition of topics.**
   How do we have constructive experiences, conversations, and use of data for equitable decision-making to inspire new ways of thinking and behaving?)

4. **Present questions as an invitation using expansive, positive, feeling, experiential words.**
   (What has inspired you to get engaged in supporting an authentic positive schoolwide/district-wide positive culture? What do you most hope to contribute to your school/classroom/district climate?)

5. **Enhance the possibilities of storytelling by asking questions about trusted personal experience.**
   (Thinking back on your year, please share a high point when…)

6. **Phrase questions in a conversational, friendly tone.**
   (Listen eagerly as to a friend-be present, use active listening skills to develop relationships with students/parents/colleagues/community)

7. **Ask open questions to which you do not know the answer and expect to learn something interesting and important.**
   (Open ended questions cannot be answered "yes" or "no". Suspend your opinion or your answer to the question in order to hear what your students/parents/community are saying to you.)

8. **Good questions invite thinking—they stretch the imagination and inspire new thoughts without evoking defensiveness or hostility**.
   (Reach for the "um"! get curious not critical! Remember, student behavior is not about you. It is their best attempt to get their needs met-remember to investigate the function of their behavior.)

Appreciative Inquiry & Coaching Conversation Process
TFI Leadership Subscale & Cultural Responsiveness

Integrated Tiered Fidelity Inventory Companion Guide
Center on PBIS | Resource: Integrated Tiered Fidelity Inventory Companion Guide

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TFI 1.1 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.

ELABORATION
Elaboration Tier 1 team is representative of school and community demographics and includes:
- a Tier 1 systems coordinator
- a school administrator
- family members
- relevant community partners (e.g., mental health providers)
- individuals who actively provide
    - ▲ applied behavioral expertise
    - ▲ mental health and trauma expertise
    - ▲ coaching expertise
    - ▲ knowledge of student academic, SEB patterns
    - ▲ knowledge about the operations of the school across grade levels and programs
    - ▲ for high schools, student representation

RATIONALE
Team members with varied areas of expertise, including community partners and family representatives, provide an expanded view/context of how students' lives outside of school are to be considered. Incorporating various perspectives enhances the Tier 1 Team's ability to promote healthy SEB functioning of each student.

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.

ELABORATION
Tier I team meets at least monthly, increasing as needed in response to changing circumstances, and uses consistent meeting procedures including the following.
- regular meeting format/agenda
- minutes
- defined meeting role(s)
- a current action plan prompting the use of school and community data for decision making and communication to enable all stakeholders to have a voice in the process and outcome(s)

RATIONALE
Teams that rely on clear meeting procedures and stakeholder communication routines when responding to changing circumstances are more likely able to address student and staff needs effectively, efficiently, and equitably.

TFI 1.1 Team Composition

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	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.	- 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.

TFI 1.2 Team Operating Procedures

Team procedures include structures and practices that prompt the use of data for decision making and communication to ensure transparency of the system and to enable all stakeholders to have a voice and agency in the process and outcomes. During data analysis, team members examine the system and policies for potential changes, rather than placing the responsibility for change on families and students. Having a defined set of procedures holds the team responsible for ensuring equitable SWPBIS implementation and assessing student data for equitable impact.

Non-examples	Examples
- Teams move through the agenda without honoring divergent opinions and do not work to achieve consensus. - Team operating procedures and decisions are not transparent (e.g., only known by some members). - Teams do not examine their systems for potential causes and solutions when data indicate inequities.	- Teams focus on changing the system rather than the students and engage in explicit conversations around ethnicity/race and effects of practices on all student enrollment groups. - Teams ensure that meeting minutes, goals, data, and decisions are shared with stakeholders and are readily accessible. - Teams have ongoing, timely procedures for families, students, and community members to communicate questions, concerns, or needs. - Teams regularly review procedures for utilization and effectiveness with stakeholders.

WARM UP:
What do you value most about yourself, your colleagues, your work, and your organization?
What are five adjectives that describe your MTSS/PBIS Leadership Team?

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REFLECTION

EASY RETRO LINK

https://easyretro.io/publicboard/ECZKFHNus4b7CjP0gcIKHZAFFfx2/57076fcc-c7c1-4d8d-ae3f-30b48c2f34b1

1. What has been a positive and exciting learning from this training thus far?

2. What might be possible for you now that may not have occurred to you before this training?

3. What would you hope to learn through the rest of the Leadership Academy that would make your heart dance?

INVITATION TO VIEW VIDEO
Introduction to the Interconnected Systems Framework
Using PBIS to Build a Culture of Wellness for All
PREVIEW & BE FAMILIAR WITH:
ISF Companion Guide to SWPBIS-TFI

www.pbiscaltac.org

AGENDA

- 🎄 **Building a Culture of Staff Wellness Through MTSS Supports**
  - o **Healthy Minds Framework, Appreciative Inquiry & Self-Care, Habit Formation Models**
- 🎄 **SIMULATIONS: Appreciative Inquiry/Coaching Conversation Process**
  - o **Interconnected Systems Framework and TFI 1.3 Behavior Expectations, TFI 1.4 Teaching Expectations and TFI 1.10 Acknowledgement and Feedback**

OPENING COMMUNITY CONNECTION For Teachers, It's Been a Year - YouTube

Choose a teacher's quote.
What is your response, your story or what you want to share
if you were on the other end of the phone?

"It's been a struggle, but I also have really valued this year as a time to question a lot of the things that we believe about public education."

*"This is our chance to really shake up education, to look at what really matters.
To look at, how do we spend our 53 minutes in class each day?"*

*"I teach high school ELL students.
To see them struggling at first but overcoming all their challenges in a virtual environment..."*

*"I'm so grateful that I looked outside as a way to safely bring my students back to school.
Some days our read-alouds take place under a canopy of tall pine trees."*

*"I can't do this without getting broken up.
This year has the most daunting but the most rewarding, and I'm so proud of all of us.
Teachers, administrators, students, we couldn't have done it without each other."*

*"America's educators are stronger and braver than you think.
If we can make it through this year, we can make it through anything."*

AWARENESS	CONNECTION	INSIGHT	PURPOSE
Awareness As you build up awareness, you'll begin to notice your thoughts, emotions, and impulses more clearly. This will help you improve your inner balance and **truly be present** at work and in your relationships.	Cultivating qualities like appreciation and kindness **strengthens your positive connections** with other people. This increases your resilience and boosts well-being.	As you **get more and more curious** about how your mind works, you'll see how your thoughts and emotions influence the way you see the world. This can help you turn challenges and adversity into opportunities for growth and understanding.	Purpose involves fortifying your ability to keep your most deeply held values front and center in your life, relationships, and at work. A sense of purpose is what helps you see the bigger picture–and **stay genuinely motivated**.

Reflection Journal Prompts

AWARENESS

When does your mind gravitate to something positive? What does it feel like to see the positive in someone else?

🔺 *How does noticing your thoughts, emotions, and impulses more clearly support your work as an MTSS/PBIS implementation coach?*

CONNECTION

Reflect on some positive things about yourself. What would a good friend or supportive family member appreciate in you?

🔺 *How does cultivating qualities like appreciation support your work as an MTSS/PBIS implementation coach?*

INSIGHT

When do you feel most stressed during the course of your day? What is underneath the label of stress in this situation? Explore and be curious about the sensations and memories that come up for you?

🔺 *How does getting more curious support your work as an MTSS/PBIS implementation coach?*

PURPOSE

What values show up in your life every day? When do they show up? With whom do they show up?

🔺 *How does keeping your values front and center support your work as an MTSS/PBIS implementation coach?*

A shift in *STRATEGY*
Focus on Universal Prevention to Promote Wellness for All
Mental Health is built on positive connection and relationships that convey emotional support and care across a district or school campus.

Build Awareness: Redefine Mental and Physical Wellness for All and Decrease Stigma

- ensures staff understands the warning signs of burn-out, vicarious trauma, and considerations around wellness.
- supports staff to recognize the importance of their own wellness and their ability to foster resilience in the youth they support.
- considers rebranding to make wellness a priority (i.e., Building a Resilient Community, Project Wellness, Project Care Bear, and The New Three R's: Reopening, Recovery, and Relationships)

SELF-CARE WHEEL
A TOOL FOR MANAGING STRESS AND ACHIEVING HAPPINESS

The Self-Care Wheel is an empowering, affirming, and positive tool, which helps individuals to manage every-day stress, and increase contentment and life satisfaction. With over 80 self-care exercises and healing modalities, the Self-Care Wheel, by Olga Phoenix, is a great beginning for your personalized, preventative, and sustainable Self-Care plan. Use the Self-Care Wheel below to learn which areas of your life need improvement. Practicing effective self-care means finding a balance between the six sectors, each of which requires our daily attention.
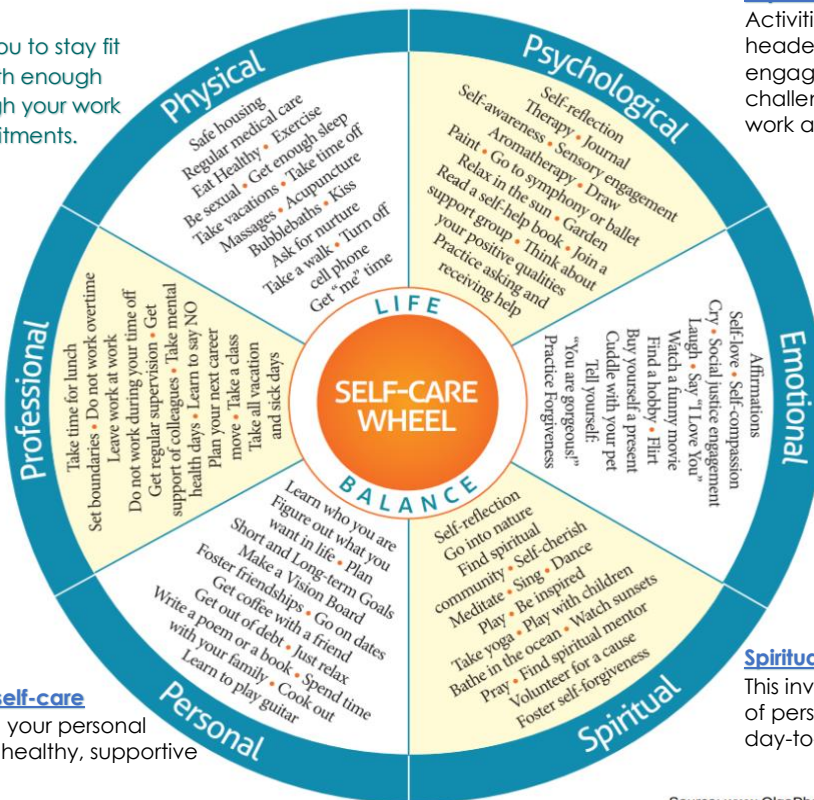
Physical self-care
Activities that help you to stay fit and healthy, and with enough energy to get through your work and personal commitments.

Psychological self-care
Activities that help you to feel clear-headed and able to intellectually engage with the professional challenges that are found in your work and personal life.

Workplace or professional self-care
This involves activities that help you to work consistently at the professional level expected of you.

Emotional self-care
Allowing yourself to safely experience your full range of emotions.

Personal/Relationship self-care
This is about cultivating your personal wellbeing to maintain healthy, supportive relationships.

Spiritual self-care
This involves having a sense of perspective beyond the day-to-day of life.

Source: www.OlgaPhoenix.com

This Self-Care Wheel was inspired by and adapted from "Self-Care Assessment Worksheet" from *Transforming the Pain: A Workbook on Vicarious Traumatization* by Saakvitne, Pearlman & Staff of TSI/CAAP (Norton, 1996). Created by Olga Phoenix Project: Healing for Social Change (2013). Dedicated to all Trauma professionals worldwide.

Canadian Mental Health Association
Newfoundland-Labrador

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www.cmhanl.ca

Appreciative Inquiry Coaching Conversation Process for Self-Care

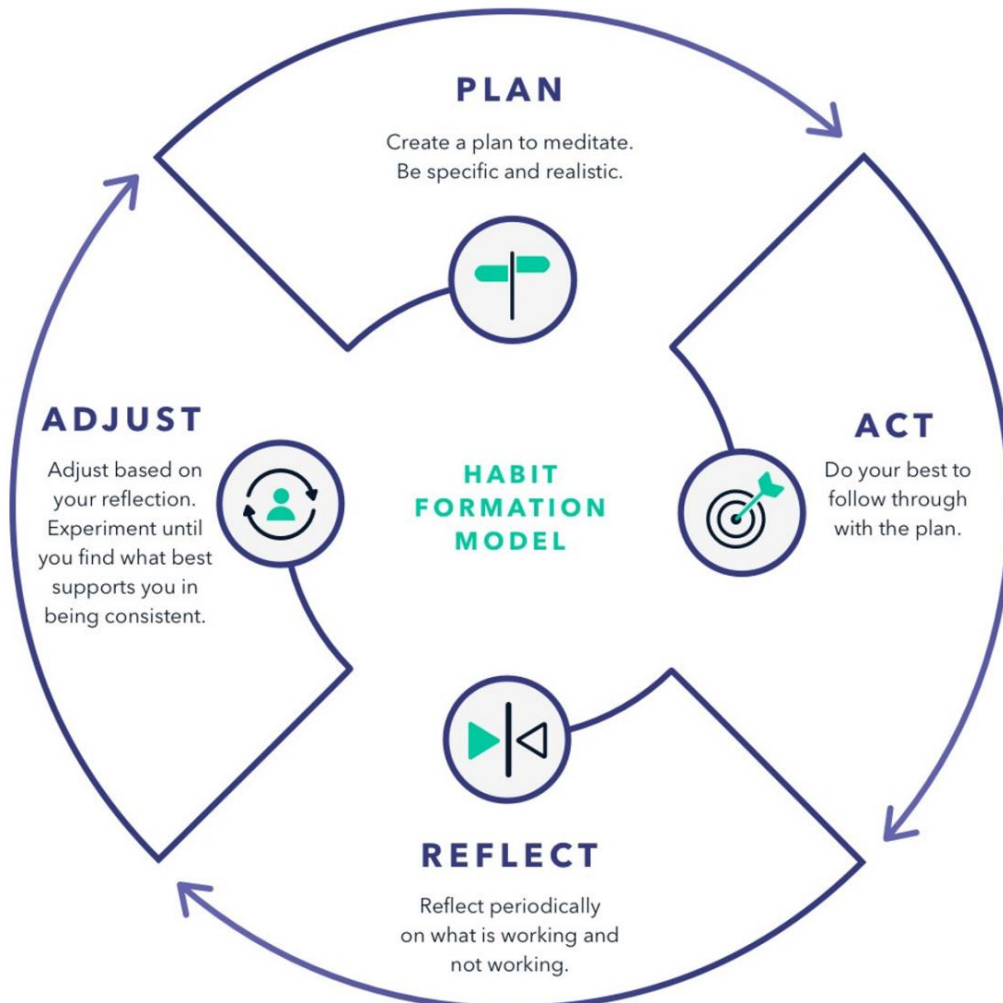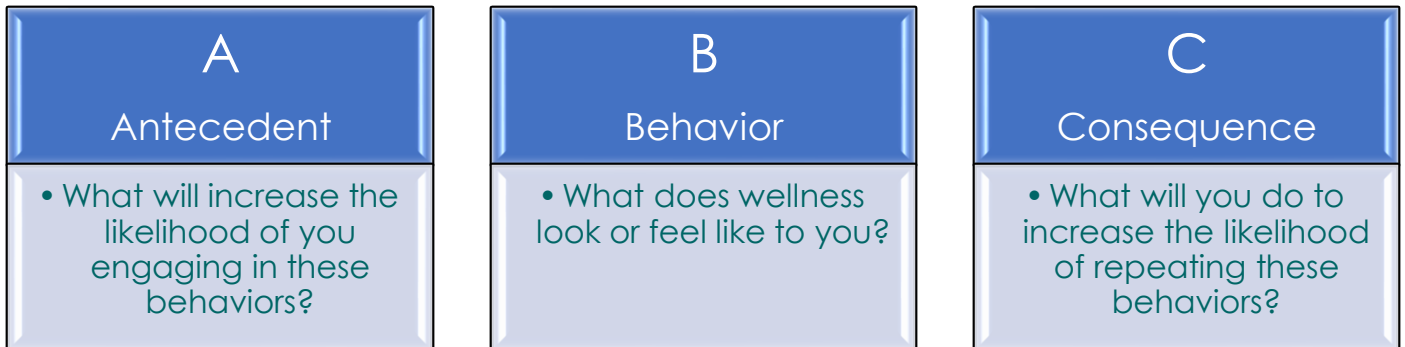| DEFINE	Identify your current self-care plan as a first step to motivate and sustain your well-being.
DISCOVER	What do you value most about your current self-care plan?
DREAM	What are some **aspects** you might focus on to support the balance of your self-care plan?
DESIGN	How will you make **specific activities** to balance your self-care plan happen?
DEPLOY	Imagine it is three years into the future and your well-being is just as you would want it to be. What is happening that makes your self-care plan vibrant and successful? What has changed?
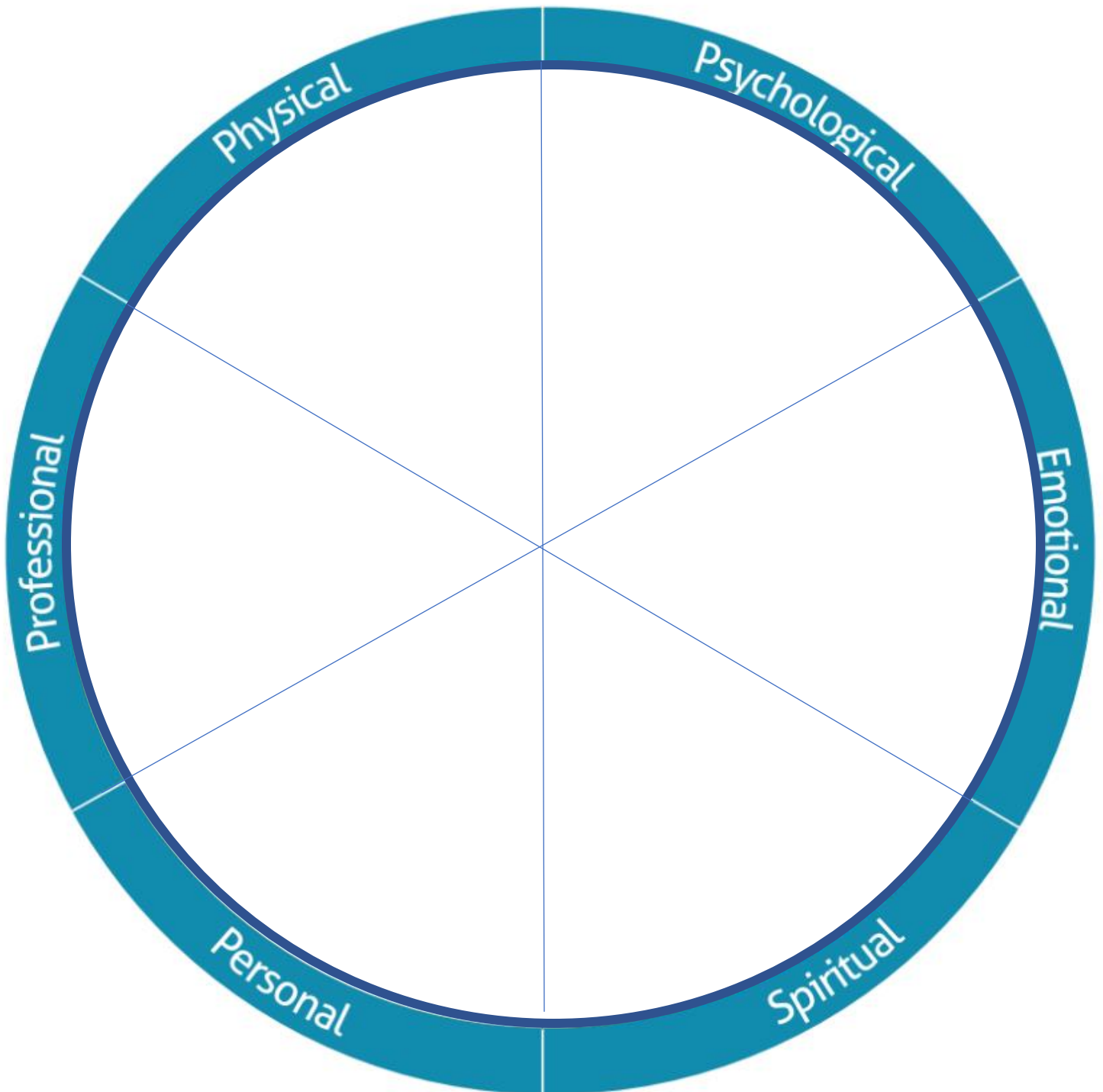
A shift in *STRATEGY*
Focus on Universal Prevention to Promote Wellness for All
Mental Health is built on positive connection and relationships that convey emotional support and care across a district or school campus.

Promote Healthy Habits: Create, Normalize, and Prioritize Habits of Physical and Mental Wellness

Habit Development Wellness: *Building Blocks of Behavior*

A	B	C
Antecedent	**Behavior**	**Consequence**
• What will increase the likelihood of you engaging in these behaviors?	• What does wellness look or feel like to you?	• What will you do to increase the likelihood of repeating these behaviors?

PLAN
Create a plan to meditate.
Be specific and realistic.

ADJUST
Adjust based on your reflection. Experiment until you find what best supports you in being consistent.

HABIT FORMATION MODEL

ACT
Do your best to follow through with the plan.

REFLECT
Reflect periodically on what is working and not working.

Healthy Minds Innovations | Science-Based Program & App for a Healthier Mind (hminnovations.org)

SIMULATION #1 (TFI 1.3 and 1.4 Behavioral Expectations and Teaching Expectations)

Integrated Tiered Fidelity Inventory Companion Guide

Center on PBIS | Resource: Integrated Tiered Fidelity Inventory Companion Guide

TFI 1.3 and 1.4 Behavioral Expectations and Teaching Expectations

- 🔺 School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.
- 🔺 Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

ELABORATION

School has established, with input from all relevant stakeholders a routine review of school and community data of five or fewer positively stated behavioral expectations meeting the following criteria.

- consistent
- focus on high standards for all students
- reflect cultural values of the surrounding community
- align to SEB curriculum/college/career standards to foster skill building
- promote positive relationships
- clearly defined through examples within all settings/locations (e.g., school teaching matrix)
- accessible to learners from a variety of language and ability backgrounds
- revised regularly

Teaching expectations within existing curricula include the following.

- embedding prompts for expectations during lesson introductions
- highlighting examples and non-examples of expectations found in curricular materials
- providing structured opportunities to demonstrate expectations within academic routines
- delivering student feedback and acknowledgement for demonstrating expectations across instructional activities

RATIONALE

Behavioral expectations grounded in school and community values and clearly defined across settings provide transparency for all stakeholders, support students' skill development, and promote a positive and predictable learning environment.

Explicitly teaching expectations across settings, within routines, and within existing curricula supports generalization of learning, ensures students can broadly apply new skills, and promotes overall wellness for all stakeholders.

BIG IDEAS

School-wide expectations foster skill building, positive relationships, and focus on teaching social and emotional competencies.

A review of both community and school data, supported by family input, leads to the selection of school-wide social emotional instruction that promotes overall wellness for all students.

ENHANCEMENTS

Families, students, and community participate in development of the expectations.
All elements of the social emotional curriculum including community enhancements are linked to the behavioral expectations.

Team uses community data and student and family perception data/focus groups to inform development of student expectations as well as staff expectations for the teaching matrix. Staff expectation should explicitly state how staff support ALL students develop social emotional skills.
Social emotional instruction has an evidence base and is implemented with fidelity for all students.

Appreciative Inquiry COACHING CONVERSATION PROCESS

DEFINE/Common Ground	Define what specifically is desired.

Let's look at your 3-5 behavioral expectations (Integrated TFI 1.3) and your teaching expectations (Integrated TFI 1.4) with the Interconnected Systems Framework Enhancements for your next steps in establishing an action plan. (re-opening, recovery, relationship)

DISCOVER/Appreciating	Appreciate and share feeling about strengths and successes.

"In regard to the Interconnected Systems Framework and the Integrated TFI features of 1.3 & 1.4, *what are some of your strengths you can learn from and celebrate? What changes are you seeing that excite you and give you a sense of the confidence in possibilities?"*

DREAM/Envisioning Impact	Discuss shared experience(s) that are inspirational and motivating.

"Thinking of the Interconnected Systems Framework and the Integrated TFI features of 1.3 &1.4, *when have you performed at your best in the past?" " What made this possible?" " How can you build upon these strengths?"*

DESIGN/Co-Construction	Identify actions to reach a given goal. Create "what will be".

"When looking at the Interconnected Systems Framework, w*hat do we imagine our process for establishing and teaching our behavioral expectations could look like?" " What would it look like if we were an exemplar MTSS/PBIS school?" " If everything went as well as it possibly could, what are our deepest hopes?" " How do we want to keep moving forward?"*

DEPLOY/Sustaining	Shift actions to reality and determine desired optimistic outcome.

"*What are the steps and action plan to make this happen? Who will be doing what, when? How do you stay motivated and continue to move forward?*

SIMULATION #2 (TFI 1.9 Feedback and Acknowledgement)

Center on PBIS | Resource: Integrated Tiered Fidelity Inventory Companion Guide

TFI 1.9 Feedback and Acknowledgement
A formal system (i.e., written set of procedures for specific behavior feedback that is
> [a] linked to schoolwide expectations and
> [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.)

Elaboration
A formal system exists for providing and documenting specific positive feedback on academic and SEB learning meeting the following standards.
- linked to school-wide expectations
- considerate of the culture and developmental needs of the students
- used across all classroom and non-classroom settings
- used by at least 90% of a sample of staff
- experienced/received by at least 50% of a random sample of students

Note: Feedback and acknowledgement are intensified to support learning new skills, particularly when competing habits are already formed, and is used to develop and maintain positive, supportive relationships with students.

Rationale
Frequent acknowledgement builds relationships, solidifies learning, and increases positive SEB outcomes to promote an overall positive environment.

Center on PBIS | Resource: ISF Action Planning Companion Guide to SWPBIS-TFI

BIG IDEAS
Having a basic understanding of mental health and the needs of the school population allows the Tier I team to ensure contextual fit of the entire acknowledgement system.

ENHANCEMENTS
The integrated Tier I team considers population and specific mental health needs when developing acknowledgement system.

For example, students who tend to exhibit characteristics that are internalizing in nature (i.e., withdrawal, isolation, difficulty advocating for needs, etc.) may not feel that a large assembly or celebration is rewarding to them, rather it could actually make their symptoms worse. Instead, these students may prefer to play a board game with a friend or go to the art room, etc.

DEFINE/Common Ground	Define what specifically is desired.

DISCOVER/Appreciating	Appreciate and share feeling about strengths and successes.

DREAM/Envisioning Impact	Discuss shared experience(s) that are inspirational and motivating.

DESIGN/Co-Construction	Identify actions to reach a given goal. Create "what will be".

DEPLOY/Sustaining	Shift actions to reality and determine desired optimistic outcome.

1. What has been a positive and exciting learning from this training?

2. What might be possible for you now that may not have occurred to you before this training?

3. What has made your heart dance and inspired you to take the next step in coaching MTSS/PBIS Implementation teams? What will be you next step?