

Tier I Team Implementation Workbook

Take 2 minutes to determine roles within your groups for today's training. The persons identified for these roles may be the same or different than the individuals filling these roles on your Tier 1 Team.

<u>Name:</u>	
<u>Date Workbook Started:</u>	
<u>School:</u>	
<u>District:</u>	
Team Roles for Today's Training	Name(s)
<u>Coach/Facilitator</u> The Coach/Facilitator ensures that the group moves smoothly through the task at hand. This person seeks information and opinions, asks for facts and feelings from each team member, and summarizes main points of discussion. Note: we recommend that this is NOT the school administrator.	
<u>Recorder/Minute Taker</u> The recorder writes down the work of the group, to keep a record of the work done, action items planned, and decisions made.	
<u>Time Keeper</u> This person is responsible for keeping up with the time. It is very important that the group is aware of how much time they have to complete the task as well as reminders on when the time is growing short.	
<u>Reporter/Communicator</u> This person is responsible for reporting back the work of their small group to the presenter or to the larger group. Sharing with the larger group will be crucial in the learning process.	
<u>Data Analyst</u> This person should have ready access to available school data, including, but not limited to discipline information, etc. Data drives problem solving and decision-making.	

Table of Contents

Table of Contents	2
TFI Assessment: Tiered Fidelity Inventory and Action Plan - Tier I	5
Tier I Overview	9
Overview Activity 1: How do you define and explain PBIS?	9
Overview Activity 2: My Personal Profile and Supports	9
Overview Activity 3: Rethinking Discipline	10
Overview Activity 4: Creating a Vision	11
TFI 1.1 and 1.2 Team Composition and Operating Procedures	12
Definition	12
TFI 1.1 and 1.2 Fidelity Prompts	12
TFI 1.1 and 1.2 Activity 1: Resource Map of Current Practices within 3-Tiered Model	13
TFI 1.1 and 1.2 Activity 2: Aligning Teaming Structures (Work Smarter, Not Harder)	14
TFI 1.1 and 1.2 Activity 3: Team Composition	15
TFI 1.1 and 1.2 Activity 4: Agenda and Structure During Team Meetings	16
TFI 1.1 and 1.2 Activity 5: Working Agreements = Norms	18
TFI 1.3: Behavioral Expectations	19
Definition	19
TFI 1.3 Fidelity Prompts	19
TFI 1.3 Activity 1: Build Expectations	20
TFI 1.3 Activity 2: Creating a Matrix	20
TFI 1.3 Activity 3: Locations	21
TFI 1.3 Activity 4: Teaching Matrix	21
TFI 1.3 Activity 5: Rules	22
TFI 1.3 Activity 6: Finalizing your School-wide Matrix	22
TFI 1.3 Activity 7: Classroom Rules	22
TFI 1.3 Activity 8: Classroom Procedures and Routines	23
TFI 1.4 Teaching Expectations	24
Definition	24
TFI 1.4 Fidelity Prompts	24
TFI 1.4 Activity 1: Develop Lesson Plans	25
TFI 1.4 Activity 2: Creating a Plan for Teaching Desired Behaviors	26
TFI 1.5 and 1.6 Problem Behavior Definitions and Policies	27

Definition	27
TFI 1.5 and 1.6 Fidelity Prompts	27
TFI 1.5 and 1.6 Activity 1: Problem Behavior Definitions and T-Chart	28
TFI 1.5 and 1.6 Activity 2: Problem Behavior Definitions	31
TFI 1.5 and 1.6 Activity 4: Considerations for Consequences	34
TFI 1.5 and 1.6 Activity 5: Considerations for Alternatives to Suspension	35
TFI 1.5 and 1.6 Activity 6: Discipline Flowchart and Process for Major ODRs	36
TFI 1.5 and 1.6 Activity 7: Constructing Your Office Referral Form	37
TFI 1.7 Professional Development	39
Definition	39
TFI 1.7 Fidelity Prompts	39
TFI 1.7 Activity 1: PD for Expectations and Acknowledgements	40
TFI 1.7 Activity 2: PD for Discipline Systems	40
TFI 1.7 Activity 3: PD for All Components	40
TFI 1.7 Activity 4: Timelines for Professional Development	41
TFI 1.9 Feedback and Acknowledgement	42
Definition	42
TFI 1.9 Fidelity Prompts	42
TFI 1.9 Activity 1: Changing our Words	43
TFI 1.9 Activity 2: Design a Token Acknowledgement for Students and/or Staff	43
TFI 1.9 zActivity 3: Designing Your Acknowledgement System	44
TFI 1.10 and 1.11 Faculty/Student/Family/Community Involvement	45
Definition	45
TFI 1.10 and 1.11 Fidelity Prompts	45
TFI 1.10 and 1.11 Activity 1a: Communication System	46
TFI 1.10 and 1.11 Activity 1b: Communication System	46
TFI 1.10 and 1.11 Activity 2: Planning for Stakeholder Input and Feedback	47
TFI 1.12 and 1.13 Discipline Data and Data-based Decision	48
Definition	48
TFI 1.12 and 1.13 Fidelity Prompts	48
TFI 1.12 and 1.13 Activity 1: Identifying Data Sources	49
TFI 1.12 and 1.13 Activity 2: Is Our Data System Effective and Efficient?	49
TFI 1.12 and 1.13 Activity 3: Solution Development and Action Planning	50
TFI 1.12 and 1.13 Activity 4: Practice Problem Solving	50
TFI 1.14 and 1.15 Fidelity Data and Annual Evaluation	51
Definition	51
TFI 1.14 and 1.15 Fidelity Prompts	51
TFI 1.14 and 1.15 Activity 1: Solution Development and Action Planning	52

TFI 1.14 and 1.15 Activity 2: Fidelity Data and Annual Evaluation

TFI Assessment: Tiered Fidelity Inventory and Action Plan - Tier I

Directions:

The TFI is intended to be completed by the full membership of a school's Tier 1 Team,.

- Complete the following action plan to document steps toward implementation
- See Fidelity Prompts in each module in the workbook to identify potential action steps.
- Ensure each action step is assigned to a person, and giving a due date.

Tiered Fidelity Inventory – Tier 1			
Tier 1 Feature and Definition	Possible Data Sources	Criteria <i>0=Not implemented; 1=Partially implemented; 2=Fully implemented</i>	Score 0, 1, 2
TEAMS			
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) y	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance	Score:
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.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	Score:
1.1 and 1.2 Action Steps (see fidelity prompts for 1.1/1.2s): • [EXAMPLE] Invite Gail to serve as data-analyst, with Joe as backup. • PD Plan: [EXAMPLE] Schedule SWIS Training for Gail, Joe, and Julie		Who:	When:
IMPLEMENTATION			
1.3 Behavioral Expectations School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations	Score:
1.3 Action Steps (see fidelity prompts for 1.3): • •		Who:	When:

PD Plan:			
1.4 Teaching Expectations Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations	Score:
1.4 Action Steps (see fidelity prompts for 1.4): • • PD Plan:		Who:	When:
1.5 Problem Behavior Definitions School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and share with families	Score:
1.6 Discipline Policies School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use	Score:
1.5 and 1.6 Action Steps (see fidelity prompts for 1.5/1.6): • • PD Plan:		Who:	When:
1.7 Professional Development A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices	Score:
1.7 Action Steps (see fidelity prompts for 1.7): • • PD Plan:		Who:	When:
1.8 Classroom Procedures Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations	Score:

school-wide systems.			
1.8 Action Steps (see fidelity prompts for 1.8 in <i>three</i> different sections: 1.3 , 1.4 , and 1.5/1.6): • • PD Plan:		Who:	When:
1.9 Feedback and Acknowledgement A formal system (i.e., writtenset of procedures for specific behavior feedback that is[a] linked to school-wide 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.	• TFI Walkthrough Tool • Staff Handbook	0 = No formal system for acknowledging students 1 = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students	Score:
1.9 Action Steps (see fidelity prompts for 1.9): • • PD Plan:		Who:	When:
1.10 Faculty Involvement Faculty are shown school- wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data atleast 4 times per year AND have provided feedback on Tier I practices within the past 12 months	Score:
1.10 Action Steps (see fidelity prompts for 1.10): • • PD Plan:		Who: PBIS Team	When:
1.11 Student/ Family/ Community Involvement Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/ family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have providedfeedback on Tier I practiceswithin the past 12 months	Score:
1.11 Action Steps (see fidelity prompts for 1.11): • • PD Plan:		Who:	When:
EVALUATION			
1.12 Discipline Data	• School policy • Team meeting	0 = No centralized data system with ongoing decision making exists	Score: 0

Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	minutes Student outcome data	1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student	
1.13 Data-based Decision Making Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	- Data decision rules - Staff professional development calendar - Staff handbook - Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports	Score:
1.12 and 1.13 Action Steps (see fidelity prompts for 1.12/1.13): PD Plan:		Who:	When:
1.14 Fidelity Data Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	- School policy - Staff handbook - School newsletters - School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually	Score:
1.15 Annual Evaluation Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	- Staff, student, and family surveys - Tier I handbook - Fidelity tools - School policy - Student outcomes - District reports - School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation	Score:
1.14 and 1.15 Action Steps (see fidelity prompts for 1.14/1.15): PD Plan:		Who:	When:
TOTAL SCORE out of 30: _____ / 30		Percent of PBIS Tier 1 Implementation: 83 %	
Additional Action Items:		Who:	When:

Note: See www.pbisapps.org for Tiers 2 and 3 of the TFI at [https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20\(TFI\).pdf](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf)

To-Do List for PBIS Tier 1 Implementation:

The following action items are typical assignments for Tier 1 teams following training. Use this list to assess what is already in place, what is in place but needs revision, and what still needs to be put in place. Add these actions to their corresponding action plan section of the Tiered Fidelity Inventory.

	Task	TFI #	Status / Action Needed
	Establish Tier 1 Team Membership List (names, roles, backups)	1.1	
	Complete Working Smarter Matrix and action plan	1.1	
	Establish team meeting norms and standing agenda format	1.2	
	Develop a community-wide vision. Establish buy-in for an educational approach to discipline.	N/A	
	Identify the 3-5 School-wide expectations	1.3	
	Develop the school-wide teaching matrix	1.3	
	Develop lesson plans and schedule to teach the expectations	1.4	
	Develop teaching system to embed re-teaching of expectations in academic instruction	1.4	
	Align the discipline referral form to your systems	1.5	
	Develop T-Chart for problem behaviors	1.5	
	Establish continuum of response strategies for problem behaviors	1.5	
	Implement a discipline flow-chart for preventing and responding to behavior	1.5, 1.6	
	Implement professional development structure to train staff in all PBIS components	1.7	
	Implement classroom teaching matrices in all classroom	1.8	
	Develop system to give specific praise at 5:1 ratio	1.9	
	Seek input of all faculty (1.10) and students/families/community (1.11) on school climate and PBIS systems	1.10 1.11	
	Data-System has 1-click creation of core graphed reports	1.12	
	Conduct ongoing fidelity checks for all Tier 1 interventions (e.g. classroom practices, feedback system, lesson plans, etc.)	N/A	
	Conduct annual fidelity check for Tier 1 system	1.14	

	Produce annual report summarizing progress and next steps	1.15	
--	---	------	--

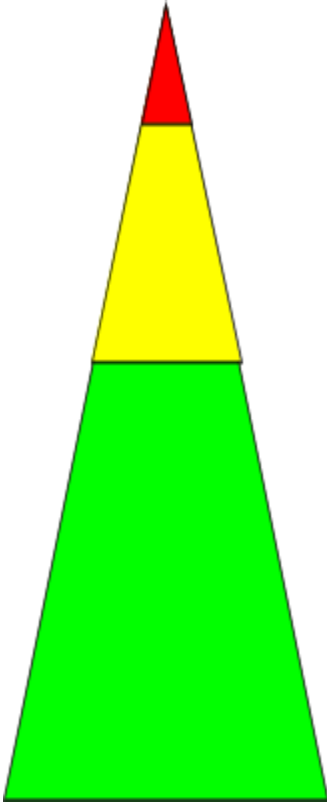
Tier I Overview

Overview Activity 1: How do you define and explain PBIS?

1. Introduce yourself to your shoulder partner.
2. First person explains PBIS in their words in 1 minute
3. Second person reflect, and give feedback and/or additional details

Overview Activity 2: My Personal Profile and Supports

- Use the blank triangle below to identify areas of your life where you are successful with Tier 1 supports, areas that need Tier 2 supports, and areas that need Tier 3 supports. Consider adding social, emotional, academic, physical, and/or professional examples.
- Next, identify an example of support you receive for each area listed.

My Profile:		Corresponding Supports
		

Overview Activity 3: Rethinking Discipline

1. Read the article titled "[Rethinking Discipline](#)," and also read/reflect on the chart below. Record your thoughts.
2. Share your thoughts with another person in your large group, e.g., inside-outside circle.
3. What did you hear from others that gave you pause to rethink your understanding of discipline?
4. Share the key ideas that may restructure your view of discipline with your team.

Rethinking Discipline		
Academic & Social Problems: A Comparison of Approaches		
Error Type	Approaches for Academic Problems	Approaches for Social Problems
Infrequent	● Assume the student is trying to make correct responses; error was accidental, a <i>skill deficit</i>. ● Provide assistance (teach, model, guide, check) ● Provide more practice and feedback; monitor progress. ● Assume students have learned skills and will perform correctly in the future.	● Assume the student is choosing to be "bad;" error was deliberate, a <i>performance deficit</i>. ● Use consequences/punish. ● Practice not required. ● Assume students have "learned" lessons and will behave in the future.
Frequent	● Assume a student has learned the wrong way or has inadvertently been taught the wrong way. ● Diagnose problem; identify misrule or determine more effective way to teach. ● Adjust teaching arrangements to accommodate learner needs. Provide practice and feedback. ● Assume student has learned skill and will perform correctly in the future.	● Assume the student is refusing to cooperate; the student knows what is right, has been told to stop, and is being insubordinate. ● Provide more severe consequences; remove the student from normal context (office referral, detention, suspension, etc.) ● Maintain student removal from the normal context. ● Assume student has "learned" lesson and will behave in the future.

Overview Activity 4: Creating a Vision

(use chart paper and post-its if possible)

Guiding Question:

Do you have a vision that compels new ways of thinking and acting?

Working with your staff or team, discuss your vision of your school:

- ☐ Use post-it notes to capture your ideas. Add your ideas to the chart paper.
- ☐ If you could create the school of your dreams, what would it **LOOK like and SOUND like** with a positive, proactive, and instructional approach to discipline?
- ☐ What are your intended **OUTCOMES** for your school?
- ☐ How will this align with your School Improvement Plan, your Mission & Vision Statements?
- ☐ Is this vision consistent with your 3-5 Positively Stated School-Wide Expectations?

<i>Thinking about our Team Vision/Purpose</i> <i>As a result of our efforts, our school will...</i>	
Look like ... <i>What will we see?</i>	Sound like ... <i>What will we hear?</i>
Achieve these outcomes ...	

TFI 1.1 and 1.2 Team Composition and Operating Procedures

Definition

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.

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 1.1 and 1.2 Fidelity Prompts

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.1	Team has administrative support and represents school community			
1.1	Back-up members are identified for all team functions (coach, data-analyst, recorder, data-entry, etc.)			
1.2	Team has established a clear mission/purpose and current action plan.			
1.2	Team runs efficient and effective regular meetings (at least monthly) with agenda and meeting minutes			
1.2	<i>School administrator is an active participant in 90% of meetings, protects meeting time, disseminates information during grade level/department meetings, faculty meetings, and parent/family meetings.</i>			
1.2	<i>Working Smarter Teaming Alignment document is completed</i>			
1.2	<i>Quick "Audit" or Resource Map of current practices, programs, initiatives is completed</i>			
1.2	<i>TIPS meeting procedure checklist complete</i>			

TFI 1.1 and 1.2 Activity 1: Resource Map of Current Social-Emotional-Behavioral Practices within 3-Tiered Model

On a large sheet of chart paper, draw a table, or a triangle, and complete the following activity.

Step 1: Identify the practices from programs/initiatives in place by tier

Tier I - How do you support all children? Core Curriculum - "everyone gets"

Tier II, III - How do you support students who need more support? How do you build on the foundation so that all Tier II, III activities are a natural extension of core curriculum?

Step 2: Consider the following questions:

Are these evidence-based practices?

How do you know if staff are using the practice correctly?

Can you identify an outcome for each practice?

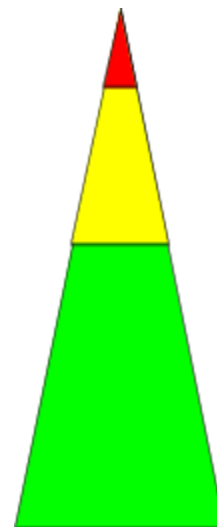
How do you measure effectiveness? (Staff performance)

How do monitor progress? (Student impact)

How do you support teachers? (Staff supports)

How are they linked to School Improvement? (Integrated approach)

Step 3: Identify any additional action steps needed. Do you need to enlist the other members of your team, and faculty to complete this quick audit of practices at your school?



PRACTICES <i>List the Current Practices provided to all, groups, or individual students for support: e.g. Community-wide reinforcer for expectations, Check-in Check-out, etc.</i>	FIDELITY <i>Date and data last time the practice was checked for fidelity e.g. 9/14: 83% items in place</i>	OUTCOMES <i>Date and data last time student outcomes were reported e.g. 10/3: 78% (18/23) students achieving goal</i>
Tier 1 - Specific Praise for Behavior		
Tier 1 - Skill of the week	11/4 self-report: 72% in place	
Tier 1 - Rules and Routines posted and taught	10/24 walk-through; 92% in place	10/24 84% of students knew the expectations, and could point to the rules
Tier 1 -		
Tier 1 -		
Tier 2 - Check-in Check-out	10/15 CICO-FIM 83%; 87% Student Questionnaires	10/15: 73% on CICO earned goal
Tier 2 - Problem Solving Skills group		
Tier 2 -		
Tier 3 - PATH planning		
Tier 3 -		

TFI 1.1 and 1.2 Activity 2: Aligning Teaming Structures (Work Smarter, Not Harder)

Use the Working Smarter worksheet to complete the next two steps:

Step 1: Identify Current Teams (discipline, instruction, climate, school improvement, parent support, etc.) and prioritized Initiatives (Second Step, CHAMPS, Restorative Practices, Spirit Committee, etc.)

Step 2: Complete the Working Smarter Table

Initiative/ Committee/ Team	Purpose and Strategic Goal Supported	Measurable Outcome(s) – Data-Based	Target Group	Staff Involved	Overlap? Modify? Eliminate?

Step 3: Based on your results:

What committees or initiatives can you eliminate; combine; provide more support?

What committee/team will be responsible for implementing PBIS? (see activity 3)

What initiatives should be integrated, and included in that team's responsibilities?

How can you infuse PBIS into other committees/teams?

TFI 1.1 and 1.2 Activity 3: Team Composition

Directions: Identify your team members.

Step 1: Complete the following chart to ensure that your team includes a Tier I school-based coach, a school administrator, a family member, and individuals able to provide: behavioral expertise, coaching expertise, knowledge of student academic and behavioral patterns, knowledge about the operations of the school across grade levels; and student representation.

Step 2: *Identify who will be the Data Entry person, the Data Analyst, the Facilitator, and Minute Taker for the TIPS process. Identify back-ups for each role.*

Step 3: *Identify the administrator and additional active team members.*

Step 4: Determine dates to meet (at least monthly) and dates to present to the faculty (share data at least quarterly).

Name	Stakeholder Group (e.g. 6th grade, families, Specials, etc.)	Role on Tier 1 Team (e.g. Leader, Note Taker, Data-Analyst, Administrator, Active Team Member)	Back-Up Role	Email	Phone #
Day to meet:				Time:	
Location:					
Dates to present to faculty:					

TFI 1.1 and 1.2 Activity 4: Agenda and Structure During Team Meetings

Step 1: Review the TIPS Meeting Agenda format on the following pages. [Click Here to Download Editable version.](#)

Step 2: Identify and discuss key sections of the agenda

- Member Names
- Agenda Items
- Previous Precision Problem Statement
- General Issues
- New Precision Problem Statement
- Evaluation of Meeting

Step 3: Plan for the format/content of your team meetings.

TIPS Agenda Page 1

[INSERT LOGO HERE]

TIPS II Meeting Minutes Guide (Sept 2015 version)

School:

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

Team Members & Attendance (Place "X" to left of name if present)									

Today's Agenda Items:				Agenda Items for Next Meeting			
1.		4.		1.			
2.		5.		2.			
3.		6.		3.			

Systems Overview

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate

Problem Solving Process

Date of Initial Meeting:				Date(s) of Review Meetings		
Brief Problem Description (e.g., student name, group identifier, brief item description):						
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>	I M P L E M E N T S O L U T I O N S	Did it work? <i>(Review current levels and compare to goal)</i>	
Current Levels:			<i>What fidelity data will we collect?</i> <i>What? When? Who?</i>		Fidelity Data:	Outcome Data (Current Levels):
			<i>What outcome data will we collect?</i> <i>What? When? Who?</i>		Level of Implementation ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	Comparison to Goal ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
					Next Steps	
					☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:	

Notes:

TIPS Agenda Page 2

Date of Initial Meeting: Brief Problem Description (e.g., student name, group identifier, brief item description)				Date(s) of Review Meetings		
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution → Actions <i>By Who? By When?</i>	Identify Fidelity → and Outcome Data <i>What? When? Who?</i>	I M P L E M E N T S O L U T I O N S	Did it work? <i>(Review current levels and compare to goal)</i> ↓	
Current Levels:			What fidelity data will we collect? <i>What? When? Who?</i>		Fidelity Data: Level of Implementation ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	Outcome Data (Current Levels): Comparison to Goal ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
			What outcome data will we collect? <i>What? When? Who?</i>		Next Steps	
					☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:	

Notes:

[Paste new problem table(s) as needed]

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?

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?

	Our Rating		
	Yes	So-So	No

TFI 1.1 and 1.2 Activity 5: Working Agreements = Norms

Reflect on the professional behaviors that characterize efficient and effective meetings you have attended. What working agreements will support your team's work and heighten your productivity?

Proposed Norms for Your Team

TFI 1.3: Behavioral Expectations

Definition

1.3 Behavioral 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.

TFI 1.3 Fidelity Prompts

Action Item (Not In Place; Partially; Fully In Place ->)	NI	PI	FI
Staff are involved in development of expectations and rules			
3-5 positively stated school-wide expectations are posted around school			
Teaching matrix is developed to identify rules linked to expectations in various areas in the school			
Rules are posted in specific settings/locations			
Expectations apply to both students and staff			
Classroom rules are defined, aligned to school-wide expectations, and are posted in classrooms.			
Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)			

TFI 1.3 Activity 1: Build Expectations

If your school system does not have school-wide expectations, proceed to developing expectations for your school, consider the following activity:

- ☐ Each team member gets three sticky notes to record one expectation per sticky note.
- ☐ Enter expectations considered in the box below.
- ☐ Reach consensus as a team on three to five
- ☐ Can you give your school expectations an easy to remember and catchy name?

Expectations Considered	Ideas for the Name of School Expectations

TFI 1.3 Activity 2: Creating a Matrix

Enter your agreed upon expectations, and the name, on the matrix below_____

Expectations Name:	Locations			
Conditions for Learning/Teacher Supports				

TFI 1.3 Activity 3: Locations

Guiding Question: What does your map look like?

1. Draw a diagram/map of your school in this box, on chart paper, or use a copy of your school map.
2. Each person identifies 3 top problem locations
3. On the bottom half, identify where, what, who, when, and why.

Map of our school				
Where?	What?	When?	Who?	Why are they happening?

TFI 1.3 Activity 4: Teaching Matrix

Using the information from Activity 3, identify the locations of your school and enter them onto the matrix above.

TFI 1.3 Activity 5: Rules

Using the information from “where”, “what”, “when”, “who” and “why”, begin to identify possible rules for the locations in your school. What problems were identified? What do you want to see instead?

When defining specific behaviors/rules they should be:

1. Observable behaviors – that we can see
2. Measurable – we could actually count the occurrence of the behavior
3. Positively stated – what to do to be successful
4. Understandable – student-friendly language
5. Always applicable – able to accomplish in all settings in the school

Guiding Questions: Are the following expectations or rules?

- ☐ Respect self and others
- ☐ Walk in the hallways
- ☐ Turn in completed assignment
- ☐ Be Here, Be Ready
- ☐ Keep hands and feet to self
- ☐ Don't run

TFI 1.3 Activity 6: Finalizing your School-wide Matrix

- ☐ Consider adding supports for teachers (i.e. conditions for learning)
- ☐ Consider adding pro-social skills
- ☐ Prepare to share one completed location with the group (e.g., what does Respect look like in the cafeteria?)

TFI 1.3 Activity 7: Classroom Rules

Using the following classroom matrix, define classroom rules and align them to the school-wide expectations. Complete at least one square and prepare to share.

Classroom Matrix

Setting →	Classroom Rules	Classroom Routines			
School-wide Expectation ↓					
Conditions for Learning/ Teacher Supports					

TFI 1.3 Activity 8: Classroom Procedures and Routines

Identify at least one routine in the classroom. Define the steps and align the steps to the school-wide expectations. Add the routine to the Classroom Matrix in Activity 7. Prepare to share.

TFI 1.4 Teaching Expectations

Definition

1.4 Teaching Expectations:

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

TFI 1.4 Fidelity Prompts

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.4	A behavioral curriculum includes teaching expectations and rules for each location in the school			
1.4	Lesson include examples and non-examples (student/staff practice examples only)			
1.4	Lessons use a variety of teaching strategies			
1.4	Lessons are embedded into subject area curriculum			
1.4	Lessons will be taught and re-taught throughout the school year			
1.4	Staff and students are involved in development & delivery of behavioral curriculum			
1.4	Strategies to share key features of PBIS program with families/community are developed and implemented			
1.4	Identify dates on the school's professional development calendar when the expectations will be formally taught to all students			
1.7	Identify dates on the school's professional development calendar when the plans for teaching expectations will be shared with staff			
1.8	Expected classroom behaviors and routines are taught			

TFI 1.4 Activity 1: Develop Lesson Plans

- ☐ Choose a rule/routine from the school-wide or classroom-wide matrix.
- ☐ Work with your shoulder partner or team to complete the behavior lesson plan template at your table.
- ☐ Be ready to describe your lesson to the group and possibly role-play the example and non-example.

Expectation:	
Location:	
Establish/Define Behavior/Procedure:	
Introduce the behavior and why it is important. Be sure to list when the behavior is expected: 1. 2. 3.	
Teach:	
Teacher demonstrates or models the appropriate behavior. Discuss non-examples and examples. 1. 2. 3.	
Practice:	
Give students opportunities to role-play the appropriate behaviors across all relevant settings. 1. 2. 3.	
Monitor and Reinforce:	
1. Pre-Correct/Remind: Anticipate and give students a reminder to perform behaviors	
2. Supervise: Move, scan and interact with students.	
3. Feedback: Observe student performance and give positive, specific feedback to students.	
4. Reteach: Practice throughout the day and school year.	

Adapted from MO PBS Tier 1 Workbook

TFI 1.4 Activity 2: Creating a Plan for Teaching Desired Behaviors

Example PBIS Kick-Off Document

Once the behavior lesson plans are created it is important to take time to decide how the lessons will be taught, not only at the beginning of the year, but throughout the year.

Categories to Consider for your Plan:	How will it be done?	When will it be done?
Introduce the expectations Will you embed into the subject area curriculum?		
Create/Post the Matrix		
Establish a signal for obtaining class attention & transitions		
Model what the expectations look like <i>How will faculty and staff model appropriate behavior?</i>		
Practice with students <i>Will you teach directly in settings? (i.e. bus expectations taught on bus)</i>		
Provide specific feedback		
How will you acknowledge students who demonstrate the expected behavior		
Plan for Pre-correcting and Reviewing <i>How will lessons be re-taught throughout the school year?</i>		
How will lessons be taught to new students and new faculty/staff?		
Other:		
Other:		

1. TFI 1.5 and 1.6 Problem Behavior Definitions and Policies

Definition

1.5 Problem Behavior Definitions:

School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.

1.6 Discipline Policies:

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

1.8 Classroom Procedures:

Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

TFI 1.5 and 1.6 Fidelity Prompts

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.5	Engage staff in facilitated process to define behaviors and differentiate between office-managed and classroom-managed behavioral examples			
1.5	Create a narrative and/or flowchart to establish discipline procedures			
1.5	Develop data collection forms for office-managed and classroom-managed behavioral examples and plan for training staff			
1.5	Ensure data form fields exist for meaningful decision-making			
1.5	Define a continuum of appropriate instructional responses to office-managed and classroom-managed behavioral examples			
1.6	Identify school policies and procedures that describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.			
1.8	Procedures exist for tracking classroom behavior problems			
1.8	Classrooms have a range of interventions for problem behavior that are documented and consistently delivered.			

TFI 1.5 and 1.6 Activity 1: Problem Behavior Definitions and T-Chart

- ☐ Complete a T-Chart for Minor (teacher managed) vs. Major (Office Managed) Behaviors. Refer to your district's definition of each behavior, or the SWIS definitions.
- ☐ Schools are encouraged to use any of this information and to adjust the process, definitions, and referral form to fit the culture and resources within each school.
- ☐ Determine if your school district's behavior definitions and coding procedures are consistent with the SWIS definitions in the next section. Are there any definitions that need additional clarification? Highlight those definitions.

Problem Behaviors	
Minor (Classroom-Managed)	Major (Office-Managed)

SWIS™ Office Referral Definitions
(Version 5.4, November 2014)

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.

Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (PAgg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Truancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (>6 in., <6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

TFI 1.5 and 1.6 Activity 2: Problem Behavior Definitions

Do you have clear and shared definitions of all problem behaviors?

Guiding Questions:

1. Why would having a clear and shared definition of each behavior be important among all stakeholders (staff, students, families, communities)?
2. What impact would agreements about classroom managed vs office managed behaviors have on our school community?

Activity with Staff:

Share discipline data (consider including data disaggregated by gender, ethnicity/race, and special education) identifying the top 5 behaviors showing up in your data and any descriptive data that describes what happened.

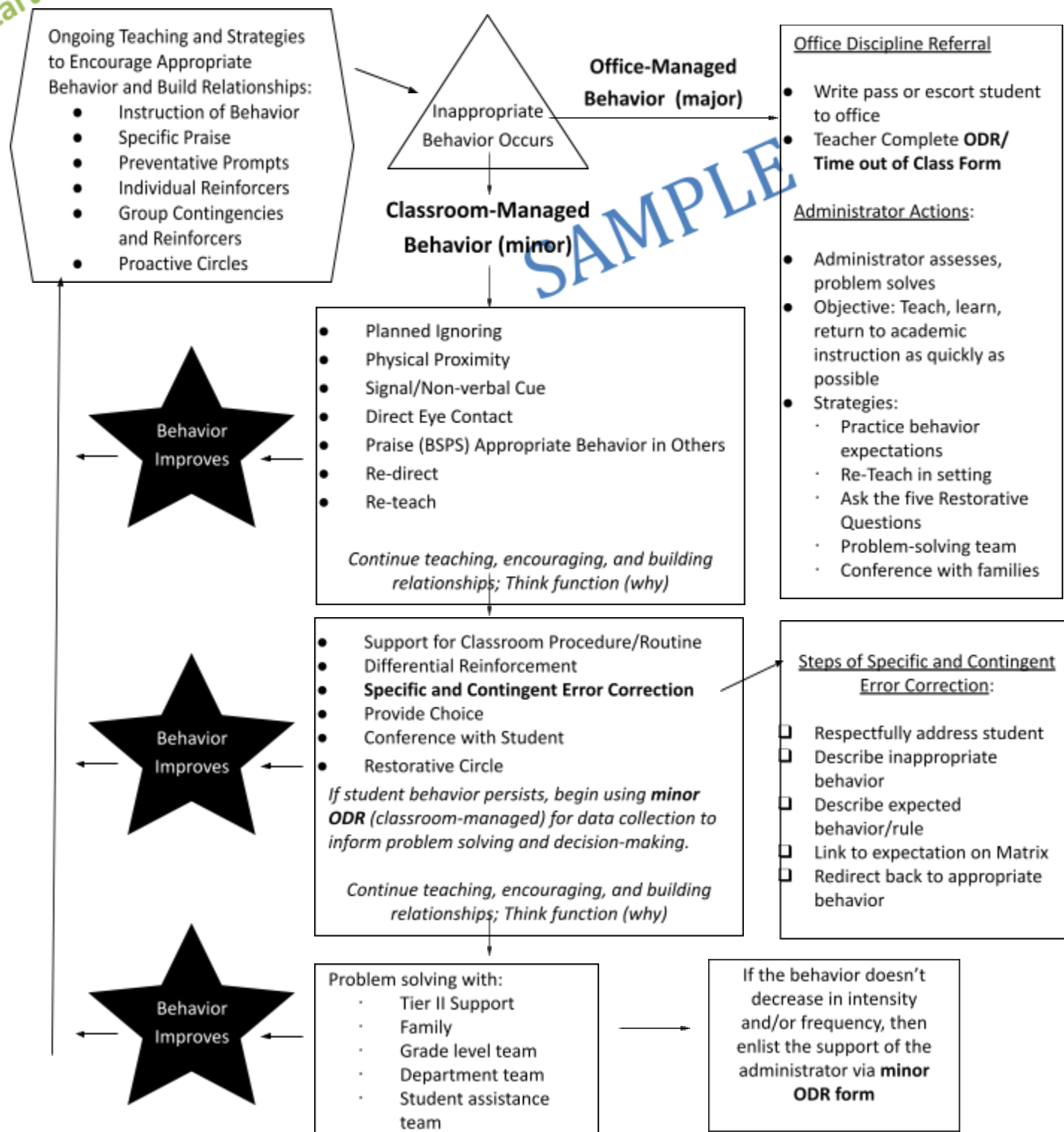
1. Ask staff: What do you notice?
2. Arrange staff in vertical teams (multiple perspectives)
3. Assign each team one of the top 5 behaviors and provide them with the descriptive data
4. Ask teams to draw the t-chart below with identified behavior at the top
5. Ask teams to identify behavioral examples of what minor and major types of this behavior look and sound like

Problem Behaviors are Defined	
Is there a common understanding among staff?	
Behavior: _____	
Classroom-Managed (Minor):	Office Managed (Major):
<i>What does this behavior look like?</i>	<i>What does this behavior look like?</i>
<i>What does this behavior sound like?</i>	<i>What does this behavior sound like?</i>

Start Here!

Discipline Process Flowchart

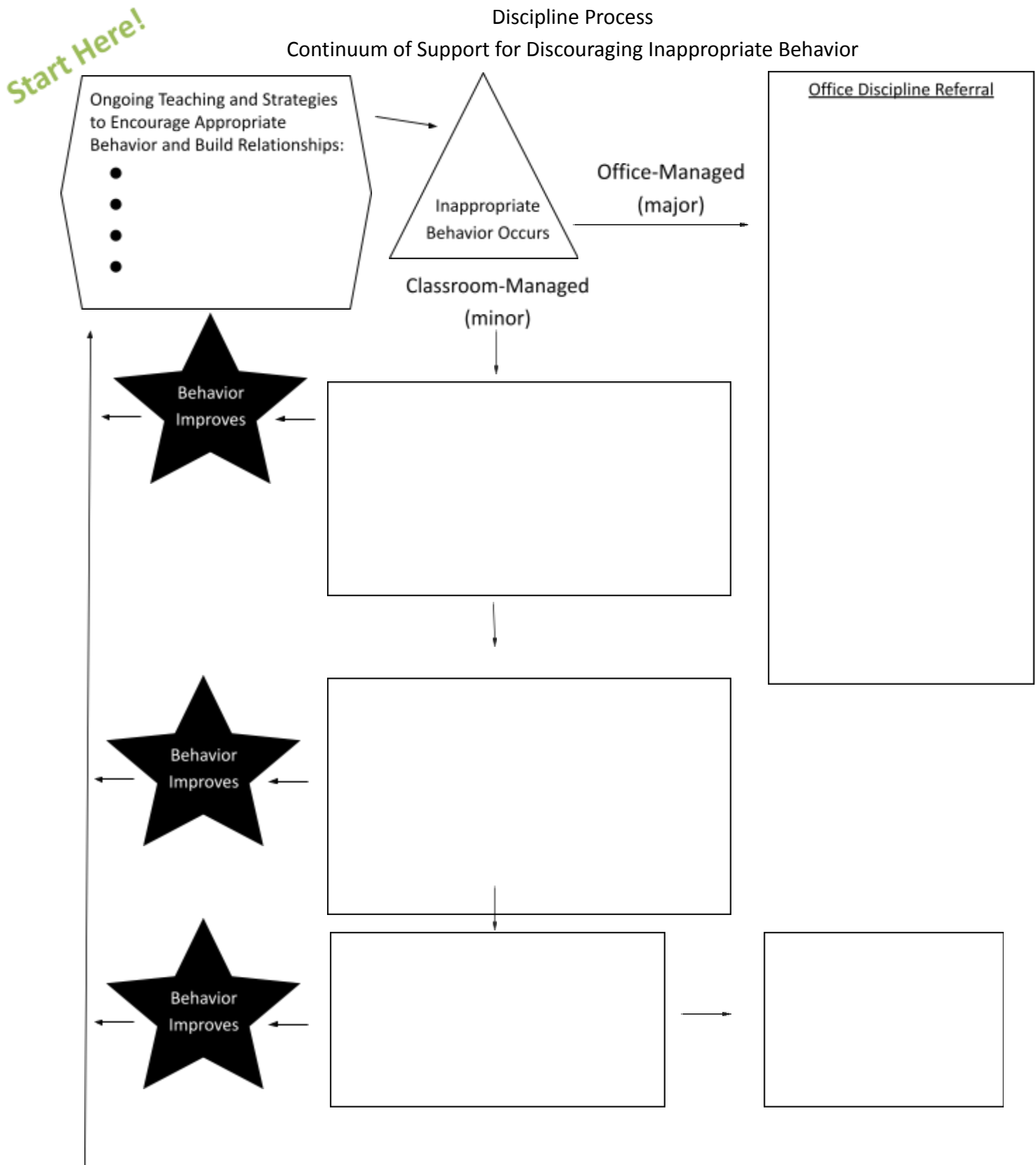
Continuum of Support for Discouraging Inappropriate Behavior



Midwest PBIS Network & Mid-Atlantic PBIS Network, 2018.
Adapted from PBIS of VA and MO SW-PBS

Activity 3: Discipline Process: Flowchart

[Download Template \(MS Word Version\)](#)



TFI 1.5 and 1.6 Activity 4: Considerations for Consequences

(Adapted from Missouri PBIS New Team Workbook Chapter 6)

- Discuss the following 3 selections with your team, (e.g., jigsaw activity, silent reading and group discussion).

CONSEQUENCES ARE NOT PUNITIVE. Consequences paired with teaching of the alternative or desirable behavior can heighten behavior change. Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behavior. In this manner, they are similar to what we do when students are not making academic progress. We find additional practice or activities to help them learn. Role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate the skill, and making amends for behavior that impacted others are all wonderful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution.

Even though consequences for inappropriate behavior are intended to be educational, they are also mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behavior.

Thoughts...

CONSISTENCY, NOT SIZE IS IMPORTANT. It is not the size of the consequence that promotes behavior change, but the certainty that something will be done. This is a common misunderstanding as educators often look for a bigger consequence – that big one that will stop the behavior. When students passing in the hallways see that all educators consistently stop students to address the same violations of procedures, they will more likely use the expected behavior. It is important to note that increasingly harsh consequences can lead to antisocial behavior. An overemphasis on punishment focuses the attention of the student on the looming consequence and limits their consideration of the effect their behavior has on others or themselves (Alberto & Troutman, 2012).

Thoughts...

CONSEQUENCES SHOULD BE SELECTED INDIVIDUALLY. Consequences are best when they are selected to fit the individual, the specific behavior and setting, the frequency, or the severity of the behavior. What fits one may not fit another. For the middle school student who was rude to a substitute, perhaps having her determine how students should treat guest teachers and then teaching her peers is a powerful consequence. For the student having difficulty getting along at recess with a peer, planning an activity that they can successfully do together might be effective. In both of these examples the standard of respect is being consistently upheld, but the

consequences are personalized.

Schools often get caught up in a desire to be fair. Fairness and consistency is achieved through clear expectations and standards that are upheld for all. Consequences in upholding those standards may be different as appropriate for the student. Fairness doesn't mean that everyone gets the same thing. Fairness means that everyone gets what they need in order to be successful and meet the standard.

Thoughts...

TFI 1.5 and 1.6 Activity 5: Considerations for Alternatives to Suspension

Peterson, R. L. (2005). Ten alternatives to suspension. Impact: Feature Issue on Fostering Success in School and Beyond for Students With Emotional/Behavioral Disorders, 18(2).

Host environments that support positive behavior, positive interactions, appropriate instruction, and active supervision use:

- Problem solving and contracting to remind student to engage in problem solving process and to identify reinforcers and consequences
- Restitution
- Re-teaching or instruction on topics related to student behavior
- Family involvement to help problem solve and identify ways to increase communication
- Counseling
- Community service
- Behavior monitoring, self-management strategies
- Coordinated behavior plans based on hypothesized function of the behavior
- Appropriate in-school suspension (e.g., includes academic tutoring, explicit instruction on skill-building, clearly defined procedure for returning to class contingent on progress and/or behavior)
- Mediation (e.g. peer mediation)

Thoughts...

What are you already using as alternatives to suspension?

What considerations might be appropriate for your school community?

TFI 1.5 and 1.6 Activity 6: Discipline Flowchart and Process for Major ODRs

Review the guiding question below. Fill in the corresponding boxes in the Discipline Flowchart Template in Activity 3.

Guiding Questions for Major ODRs:

- Is the current discipline policy and flowchart/process documented in the staff handbook?
- What are the teacher expectations for Major ODRs?
- What procedure does the office/dean/administrator follow for a Major Discipline Referral?
- What is the main goal of the office/dean/administrator when addressing a major behavior?

Review the additional guiding questions below. Consider adding action steps to your overall action plan:

Guiding Questions for Implementing the Flowchart in your School:

- Do all staff members know what to do when they observe a minor behavior?
- Do all staff members know what to do when they observe a major behavior?
- Is there consistency among the staff in how they address and process behaviors?
- When and how will you introduce all staff to the discipline flowchart?
- How will staff reference the flowchart when it is needed?
- Who/how will you teach the *continuum of strategies to respond to inappropriate behavior* to all staff?
- How will you ensure all staff follow the discipline flowchart?

TFI 1.5 and 1.6 Activity 7: Constructing Your Office Referral Form

- ☐ Review resources below for constructing your Office Referral
- ☐ Review sample data collection ODR form
- ☐ Review your current office discipline referral and identify data fields to add
- ☐ Identify data collection form and process for classroom-managed behaviors (minor)
- ☐ Identify when and how you will train and support staff in using data collection tools

Resources

Do your data collection tools have all the information you need to make data-informed decisions? <table border="0"> <tr> <td>1. Student's name</td> <td>7. Location of incident</td> </tr> <tr> <td>2. Problem behavior (with designation of staff managed or office managed)</td> <td>8. Possible consequences</td> </tr> <tr> <td>3. Date</td> <td>9. Student's teacher</td> </tr> <tr> <td>4. Possible motivation</td> <td>10. Administrative decision</td> </tr> <tr> <td>5. Time of incident</td> <td>11. Student's grade level</td> </tr> <tr> <td>6. What was happening before the behavior (antecedent)?</td> <td>12. Other comments (keep brief)</td> </tr> <tr> <td></td> <td>13. Referring staff name</td> </tr> <tr> <td></td> <td>14. Others involved</td> </tr> </table>		1. Student's name	7. Location of incident	2. Problem behavior (with designation of staff managed or office managed)	8. Possible consequences	3. Date	9. Student's teacher	4. Possible motivation	10. Administrative decision	5. Time of incident	11. Student's grade level	6. What was happening before the behavior (antecedent)?	12. Other comments (keep brief)		13. Referring staff name		14. Others involved
1. Student's name	7. Location of incident																
2. Problem behavior (with designation of staff managed or office managed)	8. Possible consequences																
3. Date	9. Student's teacher																
4. Possible motivation	10. Administrative decision																
5. Time of incident	11. Student's grade level																
6. What was happening before the behavior (antecedent)?	12. Other comments (keep brief)																
	13. Referring staff name																
	14. Others involved																
Office Referral Documentation Once you have clearly defined what behaviors are office-managed, you will want to develop an office referral form that provides a count of the number of behavior incidents, the types of behavior infractions, the time and location of their occurrence, and the students and staff who were involved. This allows you to document lost instructional time, problematic locations and times, and identify trends across the year. These contextual factors need to be included on your office referral form.	Teacher's Role in Office Referral Process • Work consistently to address staff-managed behaviors and refer students according to the definitions for office-managed behaviors • Thoroughly complete the Office Referral Form (ODR); be prepared to meet with the administrator for follow up • Send the student to the office; use an escort or call the office if safety is an issue • Notify the office when student has been sent • Be prepared to visit with the administrator to determine restitution, make up work, additional interventions, etc. • Accept the student back into class when the administrator determines readiness and ensure a smooth transition for the student																
Preparing Staff You will want to prepare staff for using the office referral form consistently. This will involve their understanding the rationale for the form, their role in making a referral, and what they can expect will occur in the referral process (e.g., problem resolution, possible consequences, data entry, visits to referring staff, etc.). The teacher's role in making an office referral.	Administrator Procedures For the majority of routine problems referred to the office, the administrator or designee will calm the student, review the referring problem, re-teach alternative behaviors for handling the problem (e.g., teaching matrix behaviors, deliver consequences, and help prepare the student for a successful return to the classroom or program). Advance planning should occur for handling crisis or illegal infractions and how law enforcement and crisis teams will work with the school staff																

Time Out of Class Form

Name: _____

Location

Date: _____ **Time:** _____

☐ Playground

☐ Library

Teacher: _____

☐ Cafeteria

Bathroom ☐ A ☐ B ☐ C

Grade: K 1 2 3 4 5 6 7 8

☐ Hallway

☐ Arrival/Dismissal

Referring Staff: _____

☐ Classroom

☐ Other _____

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
☐ Inappropriate language ☐ Physical contact ☐ Defiance ☐ Disruption ☐ Dress Code ☐ Property misuse ☐ Tardy ☐ Electronic Violation ☐ Other _____	☐ Abusive language ☐ Fighting/ Physical aggression ☐ Defiance/Disrespect ☐ Harassment/Bullying ☐ Dress Code ☐ Inappropriate Display Aff. ☐ Electronic Violation ☐ Lying/ Cheating ☐ Skipping class ☐ Other _____	☐ Obtain peer attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid Peer(s) ☐ Avoid Adult ☐ Avoid task or activity ☐ Don't know ☐ Other _____ ☐ Nurse ☐ School Counselor
Administrative Decision/Time Out of Class= _____		
☐ Loss of privilege ☐ Time in office ☐ Conference with student ☐ Parent Contact	☐ Individualized instruction ☐ Practice ☐ Other _____	

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	Alone
Small group instruction	1-on-1 instruction
Individual work	Interacting with peers
Working with peers	Other:

Adapted from the MO SW-PBS Team Workbook, 2012

TFI 1.7 Professional Development

Definition

1.7 Professional Development:

A written process is used for orienting all faculty/staff on 4 core Tier I PBIS practices:(a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

TFI 1.7 Fidelity Prompts

BOQ	TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
	1.7	A curriculum to teach the components of the discipline system (e.g. flow chart and related processes) to all staff is developed and used			
	1.7	Plans for training staff how to teach expectations/rules/acknowledgments are developed, scheduled and delivered			
	1.7	A plan for teaching students expectations/rules/acknowledgments is developed, scheduled, and delivered			
	1.7	A system for orienting substitutes, volunteers, and guests on expectations, rules, and acknowledgements is in place			
	1.7	Booster sessions for students and staff are planned, scheduled, and delivered			
	1.7	Schedule for acknowledgments for the year is planned			
	1.7	Plans for orienting new staff and students are developed and implemented			
	1.7	Plans for introducing families/communities to your PBIS system are developed and implemented			
	1.7	Dates for professional training of all school staff, and ongoing support are on the school's calendar			
	1.7	A communication system is established to share information regularly (at least monthly) with staff			

TFI 1.7 Activity 1: PD for Expectations and Acknowledgements

- ☐ What are expectations?
- ☐ What do they do for us?
- ☐ What are acknowledgements?
- ☐ What do they do for us?
- ☐ How frequently should we be teaching / reminding and reinforcing expectations?

TFI 1.7 Activity 2: PD for Discipline Systems

1. Go back to your notes on the discipline system.
2. Read them over and check in with your team:
 1. Are there outstanding questions?
 2. Do you know how to “sell” this to your staff?
3. Summarize the main components of the discipline system and be prepared to share as if you are presenting to your staff members.

TFI 1.7 Activity 3: PD for All Components

1. Complete the assessment of additional action items at the start of this section.
2. Compare to the action items already developed in the action plan from the other modules.
3. Ensure all components of professional development are included with a timeline for completion.
4. Add remaining action items to your overall action plan.

Notes:

TFI 1.7 Activity 4: Timelines for Professional Development

We need a timeline that is reasonable and allows us to teach and train all staff and students on the core features (expectations, acknowledgements, and discipline).

Who do we train first?	When do we hold “boosters”?

TFI 1.9 Feedback and Acknowledgement

Definition

1.9 Feedback and Acknowledgement:

A formal system (i.e., written set of procedures for specific behavior feedback that is[a] linked to school-wide 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.

TFI 1.9 Fidelity Prompts

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.9	A system of acknowledgements has elements that are implemented consistently across campus			
1.9	A variety of methods are used to reward students			
1.9	Acknowledgements are linked to expectations and rules			
1.9	Acknowledgements are varied to maintain student interest			
1.9	Ratios of acknowledgement to corrections are high			
1.9	Students are involved in identifying/developing incentives			
1.9	The system includes incentives for staff/faculty			
1.8	Classroom teachers use immediate and specific praise			
1.8	Acknowledgement of students demonstrating adherence to classroom rules occurs more frequently than acknowledgement of inappropriate behavior			

TFI 1.9 Activity 1: Changing our Words

1. Draw a line down the middle of your index card. Write “Negative” on the left side and “Positive” on the right side.
2. Write 2 or 3 “No”, or “Don’t” statements you have heard in your school given by an adult to a student, e.g., “no running in the hallway!” on the left side of your index cards.
3. Exchange your card with someone you don’t know at another table.
4. Re-write their statements to a positive request.
5. Re-exchange cards and return to your team.
6. Share at your table.

Negative	Positive

TFI 1.9 Activity 2: Design a Token Acknowledgement for Students and/or Staff

- ☐ Discuss components you want on your token: School expectations, students name, staff name, date, etc.?
- ☐ Can you give your acknowledgement token an easy to remember and catchy name? (Unibucks, Eagles, Pride points, etc.)
- ☐ Design your token

What information do we want on the Token?	Design:
Name of our Token Reinforcer:	

TFI 1.9 Activity 3: Designing Your Acknowledgement System

Considerations:

- ☐ Consider various ideas for acknowledging both staff and students.
- ☐ Complete acknowledgement matrix for staff and students (high frequency, intermittent, long term).
- ☐ Share the acknowledgement list with all the stakeholders (staff and students alike).

School-wide Acknowledgement Matrix				
TYPE	WHAT	WHEN	WHERE	WHO
Immediate/High Frequency In the moment, predictable, Delivered at a high rate for a short period (e.g., Gotchas, Paws, High Fives)	STUDENTS: ADULTS:			
Redemption of High Frequency (e.g., school store, drawings)	STUDENTS: ADULTS:			
Intermittent/ Unpredictable (e.g., surprise homework completion treat, lottery/drawing, random use of gotchas in hallway)	STUDENTS: ADULTS:			
Mid-term class-wide and/or school-wide Celebrations (e.g. DJ Fridays, Extra Recess)	STUDENTS: ADULTS:			
Long-term School-wide Celebrations (school-wide not individually based) FOR: e.g. school-wide target met for certain setting/behavior area ACTIVITY: (e.g., ice cream social, dance/yoga, game day, assemblies)	BOTH TOGETHER:			

TFI 1.10 and 1.11 Faculty/Student/Family/Community Involvement

Definition

1.10 Faculty Involvement:

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months

1.11 Student/Family/Community Involvement:

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

TFI 1.10 and 1.11 Fidelity Prompts

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.10	School-Wide behavioral data is shared with faculty regularly			
1.10	Faculty involved in establishing and reviewing goals			
1.10	Faculty feedback is obtained throughout the year			
1.11	Plans for involving families/communities are developed and implemented			
1.10, 1.11	<i>Data informs decisions (e.g., staff surveys, fidelity assessments, climate surveys, etc.)</i>			
1.10, 1.11	<i>Surveys are developed with dates to administer to staff, students, and families</i>			

TFI 1.10 and 1.11 Activity 1a: Communication System

Guiding Questions:

- ☐ How will you engage staff in the implementation of PBIS?
- ☐ How will you facilitate professional learning for “Rethinking Discipline?”
- ☐ How will you share your vision?
- ☐ Have you reviewed your data?
- ☐ How will you showcase results?

Record your team’s discussion:

TFI 1.10 and 1.11 Activity 1b: Communication System

Consider what communication structures for sharing information and data you have in place now and discuss what opportunities you have yet to explore.

Directions:

1. Starting with the facilitator, and moving clockwise, each person share out a time/opportunity your school could share important school data/PBIS information.
 - a. (Think about what structure you have in place now and “outside” the box thinking of what may be opportunities you haven’t explored yet)
2. Recorder, document the team’s discussions. Communicator, share out after the activity.

Record your team’s discussion:

TFI 1.10 and 1.11 Activity 2: Planning for Stakeholder Input and Feedback

Identify how your team will involve all your stakeholders in developing the Universal Foundations.
How will you receive their input, as well as their continued feedback?

Universal Foundations				
Stakeholders:	Expectations and Rules (Teaching Matrices)	Initial and on-going instruction on expectations	Acknowledgement Program	Discipline (problem behavior definitions, policies, procedures)
Students				
Families				
Communities				

TFI 1.12 and 1.13 Discipline Data and Data-based Decision

Definition

1.12 Discipline Data:

Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

1.13 Data-based Decision Making:

Tier I team reviews and uses discipline data and academic outcome data (e.g. Curriculum-Based Measures, state tests) at least monthly for decision-making.

TFI 1.12 and 1.13 Fidelity Prompts

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.12	Data system is used to collect and analyze Office Discipline Referral (ODR) data			
1.12	Additional data are collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team			
1.13	Data analyzed at least monthly			
1.13	Data shared with team and faculty monthly (minimum)			
1.13	Disaggregate data to inform and monitor equitable practices.			
1.13	Team Implements problem solving process including: precision problem statements, goal setting, action plan, fidelity measure, and monitoring student outcomes.			

TFI 1.12 and 1.13 Activity 1: Identifying Data Sources

Data Category	What is our Data Source(s)?	What action steps are needed?
Academic Outcomes and Progress Monitoring		
Externalizing Behavior		
Internalizing Behavior		
School Climate		
Student Perception		
Staff Perception		
Family/Community Perception		
Fidelity of PBIS		
Fidelity of Individual Practices at all Tiers		
Other:		

TFI 1.12 and 1.13 Activity 2: Is Our Data System Effective and Efficient?

Directions

- With your Tier 1 team, answer the following questions.

Question	Yes/No?	Action Plan
Are we collecting the right information? What, where, when, who, why)		
Is data collection efficient? ▪ Less than 60 sec to fill out, less than 30 sec to enter		
Do we get data in the right format? ▪ Graphic format		
Do we get the data at the right time? a. Before and during meetings b. Data no more than 24 hours old		
Does our Data-Analyst prepare in advance, and bring a draft Precision Problem Statement to our team meetings to present?		
Are data used for decision-making by all? 1. Data presented to all faculty at least monthly 2. Data available for whole school, small group and individual student evaluation 3. Data collected on FIDELITY (what we do) as well as IMPACT (student behavior)		

TFI 1.12 and 1.13 Activity 3: Solution Development and Action Planning

Directions

1. Use the following precision statement to create each of the solution components to address that problem. Be prepared to share.

There are 25% more ODRs for aggression on the playground this month than last year. These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.

Solution Component	Action Step(s)
Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequence	
Data Collection	
Safety	

TFI 1.12 and 1.13 Activity 4: Practice Problem Solving

Directions

1. Complete the following components of the problem-solving process.
2. Use your own school data; or use a sample scenario provided during training (e.g. cafeteria hallway).

Precision Problem Statement:	
Set Measurable Goal:	
Proposed Solution and Action Plan:	Prevention: Teaching: Recognition: Extinction: Corrective Consequence: Data Collection:
Fidelity Monitoring Plan:	
What outcome data do you see as a result? Did you achieve the goal, or do you need to revise a component of your problem-solving process?	

TFI 1.14 and 1.15 Fidelity Data and Annual Evaluation

Definition

1.14 Fidelity Data:

Tier I team reviews and uses PBIS fidelity (e.g., SET, BoQ, SAS, Tiered Fidelity Inventory) data at least annually.

1.15 Annual Evaluation:

Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

TFI 1.14 and 1.15 Fidelity Prompts

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.14	Students and staff are surveyed			
1.14	Students and staff can identify expectations and rules			
1.14	Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately			
1.14	Staff use acknowledgment system appropriately			
1.14	Outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan			
1.14	Staff, student and family surveys are developed with timeline for completion			
1.14	Intended student outcomes are identified and monitored			
1.15	Fidelity tools are identified, administered and used to inform action planning			

TFI 1.14 and 1.15 Activity 1: Solution Development and Action Planning

Guiding Questions:

- ☐ How well staff and students know the WHAT of PBIS strategies
- ☐ How well / often staff use the PBIS strategies
 - ☐ Classroom
 - ☐ School-wide

Solution Component	Action Steps
Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequences	
Data Collection	

TFI 1.14 and 1.15 Activity 2: Fidelity Data and Annual Evaluation

Guiding Questions:

☐ What are the different types of data your team will be using to make decisions about PBIS implementation?	
☐ What “messages” do you need to be able to share to stakeholders regarding your data? What needs to be done to support those messages?	
☐ What is your elevator speech for when colleagues ask you about “all this data collection”?	