PBIS Tier 2, Day 1A Training
September 23, 2021, 3 pm - 5 pm

https://www.ycoe.org/pbis
Who is in the room today?
Yolo County PBIS Timeline

- **Fall 2019**: Superintendents approve 3 year PBIS Initiative
- **Jan 2020**: 22 School Site Teams Begin Tier 1 Trainings
- **March 2020**: COVID-19 School Closures
- **Fall 2020**: Rescheduled Tier 1 Trainings Days 3 & 4 and 4 WJUSD sites begin Tier 1
- **Spring 2021**: 18 Sites Begin Tier 2 Trainings 2 DJUSD sites in Trauma Informed/Equity w/ PCOE
- **Fall 2021**: New Tier 1: 4 sites Tier 2: 9 sites Tier 2+: Implementation Support 18 sites
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Acknowledgments

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www.pbis.org

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- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:
- Robert Horner, University of Oregon
- George Sugai, University of Connecticut
Acknowledgments

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center
# Group Agreements

| Respectful               | • Start and end on time.  
|                         | • Listen actively (and without distractions).  
|                         | • Mute yourself when not speaking. |
| Responsible             | • Your participation will result in systems and practices that will benefit all students.  
|                         | • Participate in live or virtual discussions and activities.  
|                         | • Practice self care.  
|                         | • Give your full attention. |
| Committed               | • Expect to begin tasks that will need to be finished later.  
|                         | • Expect committed trainers that will provide feedback and encouragement, listen and meet you where you are. |
Google Activity Slides

Tier 1 Implementation BINGO
Teams will move red boxes over Tier 1 items you are currently implementing and yellow items that need more time and attention.

Be prepared to share a success and a challenge!
# Training Objectives: Day 1A & 1B

Teams will:

- Use TIPS Problem Solving Model for Tier 1 Team Meetings
- Create Request for Assistance Form
- Make a Connection Between Tier 1 & Tier 2
- Complete Tier 1 TFI and Action Plan for next steps
Introduction to Action Plan

- The Tier 2 Action Plan will guide your work.
- It includes hyperlinks to every training document and example we will share.
- Be sure that you are working from the Action Plan shared with your principal by YCOE OR we can drop the link to your Action Plan in the chat!
1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.
3-Tiered System of Support

**Universal Team**
- Plans School-Wide Supports Using TIPS Process

**Intervention Team**
- Uses Process data; Determines Overall Intervention Effectiveness
- Recommends Interventions

**Staff Implement and Give Feedback on Tier I System**
- CICO
  - Each Targeted Intervention has Assigned Coordinator
  - Each Determines Student Response
- Modified CICO
  - Targeted Social Emo. Group (Strong Kids)
- Other Targeted Interventions

**Student Centered Teams**
- PTR
  - Each Student Centered Team has Assigned Coordinator
  - Each Determines Student Response
- WRAP
Team Meeting Foundations

Team Purpose and Team Agreements

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

<table>
<thead>
<tr>
<th>Team Purpose</th>
<th>Team Agreements</th>
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Tier I Team Meeting Schedule

The Tier I team meets once a month in the [Month]. This is the schedule for the 2018-2019 school year:

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<tr>
<th>Date</th>
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Team Members

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<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
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Tier 1 Handbook

Team Meeting Schedule

Team Members/Roles
Agreements vs. Purpose

Agreements:
- How will we work together effectively?
- Team norms

Purpose:
- What are we trying to accomplish as a team?
- Team goals
## Tier 1 Team Purpose and Agreements

**Example**

<table>
<thead>
<tr>
<th>Team Purpose</th>
<th>Team Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate implementation of Tier 1 systems and supports</td>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td>• Monitor fidelity of implementation and overall status of progress towards</td>
<td>• Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side</td>
</tr>
<tr>
<td>goals/grade level benchmarks</td>
<td>talk</td>
</tr>
<tr>
<td>• Identify and develop data based plans for new schoolwide problems</td>
<td>• During meeting, avoid side talk, stay focused</td>
</tr>
<tr>
<td>• Communicate with other school teams</td>
<td>• Start and end meeting on time</td>
</tr>
<tr>
<td></td>
<td><strong>Relevance</strong></td>
</tr>
<tr>
<td></td>
<td>• Question fidelity of implementation</td>
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<tr>
<td></td>
<td>• Make data based decisions based on precision statements (what, where, when,</td>
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<tr>
<td></td>
<td>who, why &amp; how often)</td>
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<tr>
<td></td>
<td><strong>Reality</strong></td>
</tr>
<tr>
<td></td>
<td>• Think about feasibility, social acceptability and contextual fit</td>
</tr>
</tbody>
</table>

*Document 104*
PBIS Tier 1 Team Member Roles

Administrator
Facilitator
Minute Taker
Data Analyst
Active Team Member
# Team Member Responsibilities

## Facilitator/Team Lead Responsibilities

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

## Data Analyst Responsibilities

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

## Minute Taker Responsibilities

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

## Team Member Responsibilities

1. **Before meeting**, recommends agenda items to Facilitator
2. **At meeting**, responds to agenda items and
   a) Analyzes/interprets data; determines whether a new problem exists
   b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
   c) Discusses/selects solutions for new problems
   d) For problems with existing solution actions
     i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?)
     ii) Suggests how implementation of solution actions could be improved
     iii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
3. Solicits family member(s)/student(s) voice on the team
4. Is active participant in meeting
10,000 Public Schools in California

Each school has 1+ team to address challenges and build solutions

Each team meets at least monthly

On average there are 5 people on each team

We have to make our Problem Solving Team minutes count!

90,000 hours of meetings (minimum)

450,000 hours of personnel time annually
## Agenda

### Today’s Agenda Items:
1. 
2. 
3. 

### Agenda Items for Next Meeting:
1. 
2. 

## Tier 1 PBIS Team Purpose

### Team Purpose and Agreements

## System Update: Big Picture Fidelity and Outcome

### Implementation Fidelity

- **Measure used:** Tiered Fidelity Inventory
- **Next scheduled update:**
- **TIPS Fidelity Checklist**
- **Score:**

### Student Outcomes

- **Measure used:** SWIS Triangle Report
- **Date Data was Collected:**
- **Next Scheduled Updated:**

- **Measure used:** Average Referrals Per Day (SWIS Report)
- **Next scheduled update:**

### Meeting Info

- **Date:**
- **Time:**
- **Location:**
- **Facilitator:**
- **Minute Taker:**
- **Data Analyst:**

### Team Members & Attendance

- Place ‘X’ to left of name if present

## “X” if Team Member is Present
### Problem Solving Process

#### Date When Problem was Identified

<table>
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<tr>
<th>Date When Problem was Identified</th>
<th>Name of Problem</th>
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#### Dates when Problem was Reviewed

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#### Implementation Level

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<th>% Implemented</th>
<th>Current Outcome Levels</th>
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#### Relation to Goal

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#### What Next?

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#### What is your goal (e.g., ODRs per Week by when)

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#### What Solution Elements:

- Prevent
- Teach
- Acknowledge
- Extinction
- Correction

#### How will you measure Fidelity?

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#### What outcome data will be collected? (e.g., ODRs?)

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#### How often is the precise problem occurring (e.g., ODRs per Week)

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

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#### House Keeping Items

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Collaborative Work Time

**Tier 1 Handbook to TIPS document**

With your team, work on Action Plan Items 1-3.

You will also want to have your Tier 1 Handbook available.
Team Initiated Problem Solving (TIPS)

TFI Items related to this section:

• **1.2 Team Operating Procedures**: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

• **1.13 Data-Based Decision Making**: Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.
General Flow of Meeting

1. Call meeting to order – Who is present?
2. Review agenda for today
3. Tier 1 Systems Update
4. Update progress/Problem Solve on previously defined Problems
5. Problem Solve New Problems
6. Discuss Organizational-Housekeeping items
7. Wrap up meeting
Sample Tier 1 TIPS Meeting

What positive things were happening in this meeting?
General *Flow* of Meeting

1. Call meeting to order – Who is present?
2. Review agenda for today
3. Tier 1 Systems Update
4. Update progress/Problem Solve on previously defined Problems
5. Problem Solve New Problems
6. Discuss Organizational-Housekeeping items
7. Wrap up meeting
Team-Initiated Problem Solving (TIPS 2) Model

What next?

Has the problem been solved?

Did we implement with fidelity?

What are we going to do to bring about desired change?

How do we want the problem to change?

Identify Goal for Change

Collect and Use Data

Identify Problem with Precision

Monitor Impact of Solution and Compare against Goal

Implement Solution with High Integrity

Make Summative Evaluation Decision

Identify Solution and Create Implementation Plan with Contextual

Meeting Foundations

What, Who, When, Where, and Why?
Problem Solving Objectives

Use **Data** to define…

- a Primary summary statement
- then
- a Precise problem statement

System Update/Big Picture

Primary

Red Flag

Identify Problem with Precision
## Tier 1 Systems Update

### Implementation Fidelity

| Measure used: Tiered Fidelity Inventory | Tier 1 Score: | TFIM Walkthrough
<table>
<thead>
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<tr>
<td>Next scheduled update:</td>
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<table>
<thead>
<tr>
<th>TIPS Fidelity Checklist</th>
<th>Score:</th>
<th>Link Checklist here</th>
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</thead>
</table>

### Student Outcomes

<table>
<thead>
<tr>
<th>Measure used: SWIS Triangle Report Date Data was Collected:</th>
<th>% of students with 0-1 major ODR:</th>
<th>% of students with + major ODRs:</th>
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<tbody>
<tr>
<td>Next Scheduled Updated:</td>
<td>Month:</td>
<td>Month:</td>
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<table>
<thead>
<tr>
<th>Measure used: Average Referrals Per Day (SWIS Report) Next scheduled update:</th>
<th>Month:</th>
<th>Month:</th>
<th>Month:</th>
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<tr>
<th>Measure used: Attendance Data Next scheduled update:</th>
<th>Month:</th>
<th>Month:</th>
<th>Month:</th>
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<table>
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<tr>
<th>Measure used: Academic Data (Measure used) Next scheduled update:</th>
<th>Subject:</th>
<th>Subject:</th>
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<table>
<thead>
<tr>
<th>Measure used: Universal Screener Data (Measure used) Next Scheduled update:</th>
<th>Lowest Scores School-Wide (can be by grade level):</th>
<th>Highest Scores School-Wide (can be by grade level):</th>
</tr>
</thead>
</table>

[PCOE](#)
# Identifying Primary Trends

## Tier 1 Systems Update (Quarterly)

### Implementation Fidelity

<table>
<thead>
<tr>
<th>Measure used: Tiered Fidelity Inventory</th>
<th>Tier I Score: 70%</th>
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<tbody>
<tr>
<td>Next scheduled update: 04/04/2022</td>
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<thead>
<tr>
<th>TIPS Fidelity Checklist</th>
<th>Score:</th>
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<tbody>
<tr>
<td>Meeting Foundations: 18/18</td>
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<tr>
<td>Problem Solving: 13/18</td>
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### Student Outcomes

<table>
<thead>
<tr>
<th>Measure used: SWIS Triangle Report Date Data was Collected: 10/18/21 Next Scheduled Updated: 1/24/2022</th>
<th>% of students with 0-1 major ODR: 86.51%</th>
<th>% of students with 2-5 major ODRs: 8.93%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure used: Average Referrals Per Day Next scheduled update: 1/24/2022</td>
<td>August: 1.59</td>
<td>September: 4.61</td>
</tr>
<tr>
<td>Measure used: Attendance Data Next scheduled update: 1/24/22</td>
<td>August: 96%</td>
<td>September: 94%</td>
</tr>
<tr>
<td>Measure used: iReady Data [Sept. 2021] Next scheduled update: [Jan. 2022]</td>
<td>Reading: At grade level: 70% One Grade level below: 12% Two or more grade levels below: 8% Not Completed: 10%</td>
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<tr>
<td>Measure used: SRSS Next Scheduled update: Spring 2022</td>
<td>Externalizing Results- Fall 2021 Low Risk: 82% Moderate Risk: 16% High Risk: 2%</td>
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<tr>
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<td>Internalizing Results- Fall 2021 Low Risk: 86% Moderate Risk: 10% High Risk: 4%</td>
<td></td>
</tr>
</tbody>
</table>

Trend of Increasing Behavior Referrals [Primary]
Problem Solving Objectives

Use **DATA** to define...

- a **Primary** summary statement
- a **Precise** problem statement
Identifying Red Flags in SWIS Based on Trends

- High # of referrals in the afternoon
- Classroom has many referrals
- Inappropriate language and defiance
Define problems with precision = Design effective behavior support
Examples: Primary to Precise

<table>
<thead>
<tr>
<th>Primary Statement</th>
<th>Precision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Classrooms are out of control!”</td>
<td>“There are many referrals for <em>disrespect</em> in the <em>classroom</em>. This is happening from 8:30-10:00am every day and involves many students from 7th and 8th grade. The behavior is maintained by <em>peer attention</em>.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>Where</th>
<th>When</th>
<th>Who</th>
<th>Why</th>
</tr>
</thead>
</table>
System Problem v. Student Problem

System problem:

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

Tier 1 team uses data to identify system issues

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

May require Tier 2 or Tier 3 interventions
Goal for a Problem…

• Reduction in problem behavior

• Examples:
  • No more than X number of referrals per week

• Define time period
  • By PBIS Meeting on XX/XX/2022

• Define a goal for precision problem statement (Meeting Minutes Form)
### Action Plan Item 5

#### Prevention (Make the Problem Irrelevant)

<table>
<thead>
<tr>
<th>Element</th>
<th>What (Problem Behavior)</th>
<th>When (Location)</th>
<th>When (Time and Context)</th>
<th>Who (Size of group, grade level)</th>
<th>Why (Function)</th>
</tr>
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</table>

**Guiding Questions**

- What can we change to make this an environment in which students succeed?
- How can we make sure that students are engaged in learning activities?
- How can we provide feedback to students?

**Teach (Make the Problem Inefficient)**

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<tr>
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**Guiding Questions**

- Have we explicitly taught the expectations for the location where problem behavior is occurring to both students and staff?
- Do we need to reteach these expectations?

### Acknowledge (Make the Problem Inefficient and Ineffective)

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**Guiding Questions**

- Ensure adults have access to recognition system in location where problem is occurring. Consider creating a unique acknowledgment system for location (e.g., Golden Spatula).
- This should align with what you taught.

**Prevention Examples (modified from Bambara, 2004)**

1. Increase the amount of interactions students have with adults (e.g., instruction).
2. Schedule Peer Mentoring.
3. Increase use of social talk/partner work.

**Obtain Attention/Items**

- Consider what kind of attention and from whom.
- Teach students skills that can be used to elicit attention (e.g., showing off work, classroom presentations, joining a game).
- Teach students how to access items appropriately.

**Escape Activities**

1. Teach with different students.
2. Teach in different settings.
3. Teach in different times.

### General

1. If a break procedure has been adopted and taught, allow students to utilize the procedure and pair with an accountability system.
2. Use the feedback system often.
3. Reduce the effectiveness of the problem behavior.

---

**Document 182**

PCOE: GOLD IN EDUCATION
## Solution Elements

### Problem Solving Process

**Date of Initial Meeting:**

**Brief Problem Description** (e.g., student name, group identifier, brief item description):

<table>
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<tr>
<th>Precise Problem Statement</th>
<th>Goal and Timeline</th>
<th>Solution Actions</th>
<th>Identify Fidelity and Outcome Data</th>
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<th>Current Levels:</th>
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<td>Baseline = 4.5 referrals per week by XX/XX/2022</td>
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There are 25, 7-8th graders engaging in defiance and inappropriate language during in the morning (ELA block) in classrooms to avoid tasks.

- **No more than 1.5 referrals per week by XX/XX/2022**
- **Change the nature of instruction during the ELA block (eliminate Daily Oral Language, provide more opportunities to respond)**
- **Leadership team will work with 7th and 8th grade teachers by XX/XX**

Change the nature of instruction during the ELA block (eliminate Daily Oral Language, provide more opportunities to respond)

Leadership team will work with 7th and 8th grade teachers by XX/XX
Fidelity Data

Establish a fidelity check routine that relates to Implementation

- A 1-5 scale is used for questions
- Up to 3 questions per week
- Share scale as a poster in the faculty room, an electronic survey, or paper and pencil

Did you provide “high-five greetings” to all students entering your class on time in the morning this week?

1. No
2. 3
3. 4
4. 5
5. Yes

How many days during the week did you review with students the procedures for passing in the hall?

✓ 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓
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Survey 7th and 8th grade teachers about elimination of DOL
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**Brief Problem Description** (e.g., student name, group identifier, brief item description):

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Leadership team will work with 7th and 8th grade teachers by XX/XX

**Survey 7th and 8th grade teachers about elimination of DOL**

**What outcome data will we collect?**  
- What? When? Who?

At next team meeting, Data Analyst will run saved Drill down report (7th & 8th Graders/Classroom...) with updated date range and will convert to referrals per week.

At next team meeting, Data Analyst will run saved Drill down report (7th & 8th Graders/Classroom...) with updated date range and will convert numbers to referrals per week.
**Monitoring Outcome Data**

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Leadership team will work with 7th and 8th grade teachers by XX/XX

**Review PLC notes and action plan**

At next team meeting, Data Analyst will run saved Drilldown report (7th & 8th Graders/Classroom …) with updated date range and will convert to referrals per week.

**Fidelity Data:**

- Full implementation
- Level of Implementation
  - Not started
  - Partial implementation
  - Implemented with fidelity
  - Stopped

**Outcome Data (Current Levels):**

- 2.1 Referrals per week
- Comparison to Goal
  - Worse
  - No Change
  - Improved but not to goal
  - Goal met

**Next Steps**

- Continue current plan
- Modify plan
- Discontinue plan
- Other

Notes:

**Date(s) of Review Meetings**

2/1

**Did it work?**

(Review current levels and compare to goal)

Notes:
Collaborative Work Time

Your choice…

Explore the TIPS form and discuss how you might use it to make your Tier 1 meetings effective

OR

Pick up wherever you left off and continuing planning for implementation!
**Training Objectives**

**Teams will:**

- Use TIPS Problem Solving Model for Tier 1 Team Meetings
- Make a clear connection between Tier 1 & Tier 2
- Create Request for Assistance Form
- Complete Tier 1 TFI and use Action Plan for next steps
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/Zjb6iQ9t4MBL2SUp9