PBIS Tier 2, Day 1A Training

September 23, 2021, 3 pm - 5 pm

https://www.ycoe.org/pbis

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OFFICE OF EDUCATION
Garth Lewis, *Yolo County Superintendent of Schools*

Who is in the room today?

Rhoda Maxwell Elementary School
Be the Spark that Inspires

WINTERS
MIDDLE SCHOOL

C.E. Dingle Elementary
Always Leading, Always Learning!

Gibson Elementary School
Preparing and empowering all students for a future of endless possibilities!

Robert E. Willett Elementary

Freeman Elementary School
A Good Place To Grow - Un Buen Lugar Para Crecer

Lee Middle School
A School On The Move

Oliver Wendell Holmes Junior High

Fred T. Korematsu Elementary

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 Training 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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Garth Lewis, *Yolo County Superintendent of Schools*

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Assistant Superintendent,
Equity & Support Services

Deborah Bruns
Director, Teaching & Learning

Unfilled
MTSS Program Specialist

Andrea Barajas
Administrative Secretary, C&I

DJUSD

Niki Reina-Guerra
Differentiation Specialist

ESPARTO UNIFIED SCHOOL DISTRICT 1868

Javier Macias
Director Student Support Services/Principal

WASHINGTON UNIFIED SCHOOL DISTRICT WEST SACRAMENTO

Stephanie Groat
Director, Compliance & Accountability

WINTERS JUSD ROOTED IN EXCELLENCE

Oscar Garcia
Vice Principal, Winters MS

WOODLAND JOINT UNIFIED SCHOOL DISTRICT

Gurpreet Kaur
MTSS Behavior Analyst

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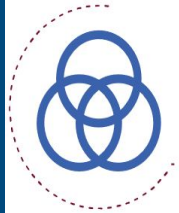
Acknowledgments



CENTER ON
PBIS Positive Behavioral Interventions & Supports

Center on PBIS
www.pbis.org

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

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

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Acknowledgments

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center

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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!

School Name: **Tier 1 BINGO**

Teams	Implementation	Evaluation	BONUS
We have a Tier 1 team with all of the roles filled	We teach the expectations in each context	We have a way to collect behavior data	We have a family member on our Tier 1 team (not staff)
We have a team purpose and agreements	Established school-wide acknowledgment system	We use behavior data to make decisions	PBIS expectations are posted and used in at least 70% of our classrooms
Our Tier 1 team meets at least once per month	Flowchart on how to respond to behaviors	We evaluate our PBIS at end of year	We use the PBIS Classroom Handbook for ALL teachers

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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

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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!

Return to Top		2021/22 PBIS Tier 2 Action Plan			(School Name)		PCOE
Focus	Action Item #	Action Item	Reference Documents/Links	Who	Notes	By When	Status (this data is shared with District & PCOE)
clear: Tier 1 to Tier 2	7	Create a Request for Assistance form. Add link to created RFA form(s) to "Notes" cell (three cells to the right) so Tier 2 team can easily locate it on Training Day 2.	216 Staff RFA 217 Parent RFA 218 Student RFA 219 RFA Process		Link(s) to our site's Request for Assistance Form(s):		Not started
Tier 1 Fidelity	8	**Step 1:** Complete TFI items 1.1-1.15 in Google Activity Slides. **Step 2:** Add scores to TFI Action Plan. **Step 3:** Select 1-3 items to improve and action plan for those items. **Step 4:** Link action plan in your TIPS document.	SWPBIS Tiered Fidelity Inventory TFI Action Plan (add link)				Not started
Tier 2 Foundations/ Processes	9	Make a copy of the Intervention Team Handbook document, share it with team members in your shared drive. Add your school name and logo to the first page.	200 Intervention Team Handbook				Not started
	10	Create Team Purpose, Team Agreements, schedule twice monthly Intervention Team meetings and assign team roles in Intervention Team Handbook.	Use your site's saved Intervention Handbook from Action Item 1.				Not started
	11	Make a copy of the Intervention Team Meeting Document 213 and save it to your shared drive or shared folder.	213 Intervention Team Meeting Document 212 Intervention Team Meeting Document (Example, filled in)				Not started
Data and Screening	12	Copy and paste Intervention Team Purpose, Team Agreements, Meeting schedule and Intervention Team Members from Intervention Team Handbook to Intervention Team Meeting Form.	Use your site's saved Intervention Team Handbook and InterventionTeam Meeting document 213.				Not started
	13	Create Data Decision Rules in Intervention Team Handbook	Use your site's saved Intervention Team Handbook. 241 Example Data Decision Rules				Not started
	14	Locate RFA from Action Item 7. Add completed RFA or link to RFA and process flowchart to your Intervention Team Handbook.	Use your site's saved Intervention Team Handbook. 219 Sample RFA Process Flowchart				Not started

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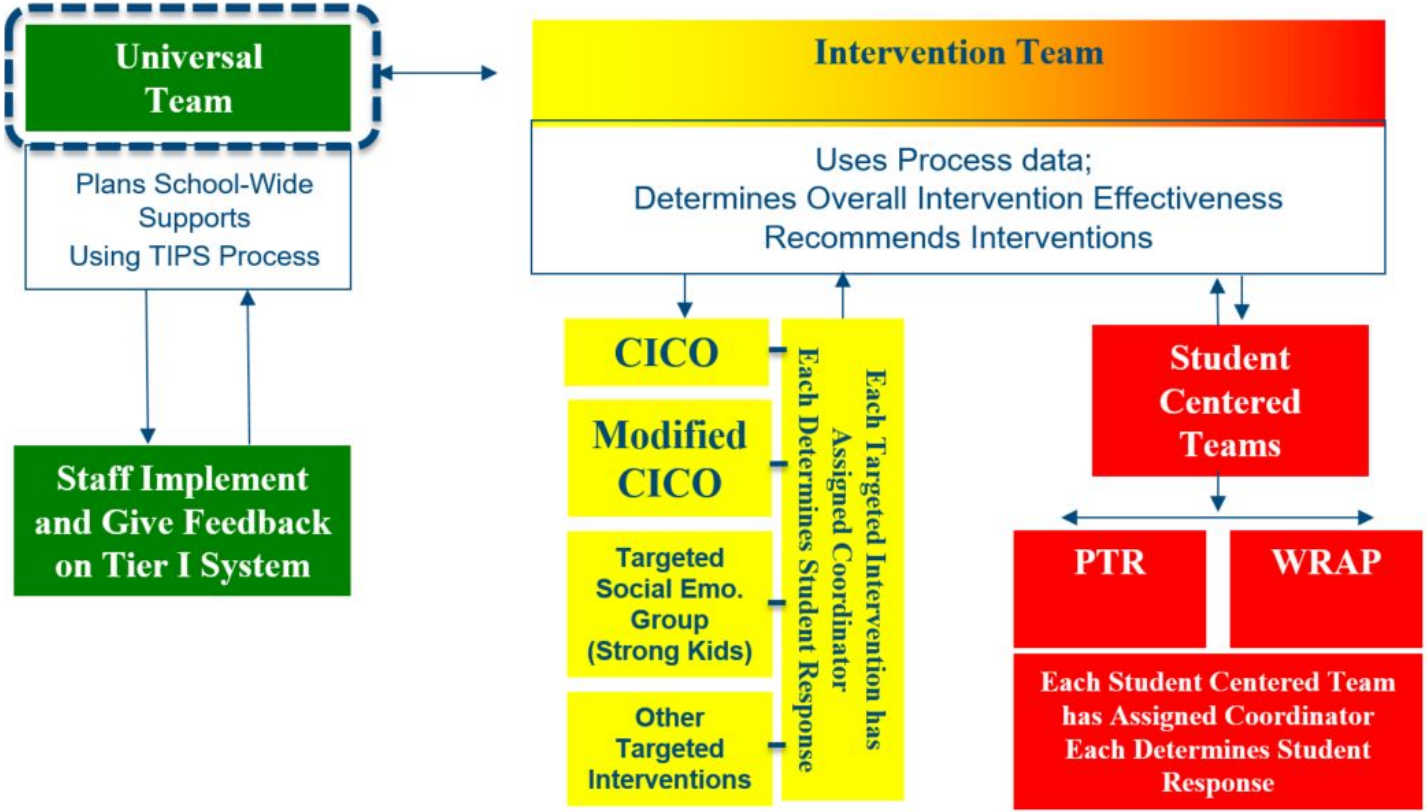
Tier 1 Teaming

TFI Items related to this section:

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

3-Tiered System of Support Communication



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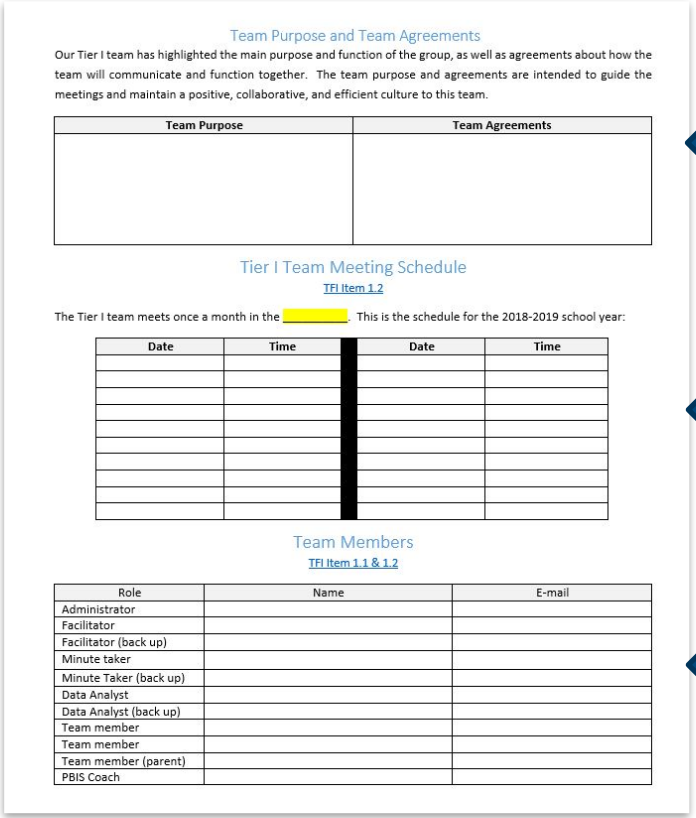
Team Meeting Foundations



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.

Team Purpose	Team Agreements

Tier I Team Meeting Schedule

TFI Item 1.2

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

Date	Time	Date	Time

Team Members

TFI Item 1.1 & 1.2

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

Team Purpose & Agreements

Team Meeting Schedule

Team Members/Roles

Tier 1 Handbook

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Agreements

- How will we work together effectively?
- Team norms

vs.

Purpose

- What are we trying to accomplish as a team?
- Team goals

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Tier 1 Team Purpose and Agreements Example

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

Document 104

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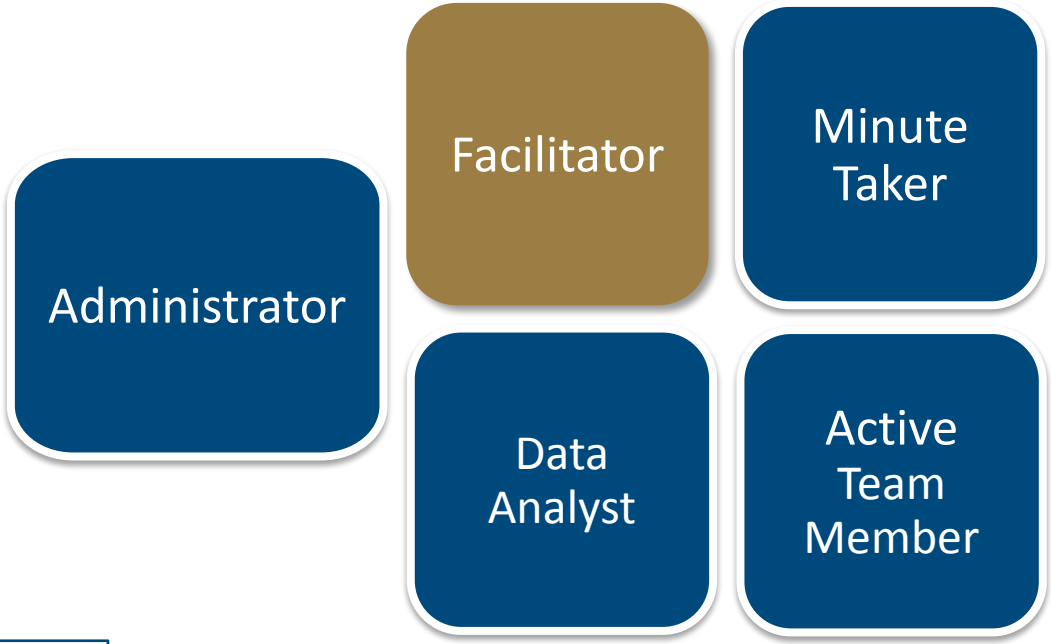
PBIS Tier 1 Team Member Roles



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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)
   d) Distributes Data Analyst's Report to team members
   e) Asks Facilitator to add potential new problems to agenda for meeting
2) *At* meeting
   a) Leads discussion of potential new problems
   b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)
3) Is active participant in meeting

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?
      i) Suggests how implementation of solution actions could be improved
      ii) 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)/students(s) voice on the team
4) Is active participant in meeting

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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

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[INSERT LOGO HERE]
TIPS Meeting Minutes Guide

District Logo Here

ol:

Enrollment:

School Name Here

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

Meeting Info Here

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

"X" if Team Member is Present

Tier 1 PBIS Team Purpose	Team Agreements

Team Purpose and Agreements Here

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

Agenda

Tier 1 Systems Update (Quarterly)			
Implementation Fidelity			
Measure used: Tiered Fidelity Inventory Next scheduled update:	Tier 1 Score:	TFI A Walkth	
TIPS Fidelity Checklist	Score:	Link:	
Student Outcomes			
Measure used: SWIS Triangle Report **Date Data was Collected:** **Next Scheduled** Updated:	% of students with 0-1 major ODR:	% of students with 2-5 major ODRs:	% of students with 6+ major ODRs:
Measure used: Average Referrals Per Day (SWIS Report) **Next scheduled update:**	Month:	Month:	Month:

System Update:
Big Picture
Fidelity and Outcome

Document 177

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Problem Solving Process

Date of Initial Meeting:

Brief Problem Description (e.g., student...

Precise Problem Statement *What? When? Where? Who? Why? How Often?*					**Review Meetings** **Did it work?** *(Review current levels and compare to goal)*
What? When? Where? Who? Why? How Often *Current Levels:* How often is the precise problem occurring (e.g., ODRs per Week)	What is your goal (e.g., ODRs per Week by when)	What Solution Elements: -Prevent -Teach -Acknowledge -Extinction -Correction	*What? When? Who?* How will you measure Fidelity? *What outcome data will we collect?* *What? When? Who?* What outcome data will be collected? (e.g.,ODRs?)	ELEMENT SOLUTIONS	*...ata:* % Implemented *Level of Implementation* ☐ Not starte... ☐ Partial ...ntation ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:

Notes:

[Paste new problem table(s) as needed]

Organizational/Housekeeping Task List

Item			Who?	By When?

Evaluation of Team Meeting (Mark your ratings with ...

	Our Rating		
	Yes	So-So	No
...ime?			
...ings?			
...ings?			
4. In general, are the completed tasks having the ***desired effects*** on student behavior?			

2. In general, did we do a good j...
3. In general, have we...

Date When Problem was Identified
Name of Problem

Dates when Problem was Reviewed

Implementation Level

Relation to Goal

What Next?

House Keeping Items

Meeting Evaluation

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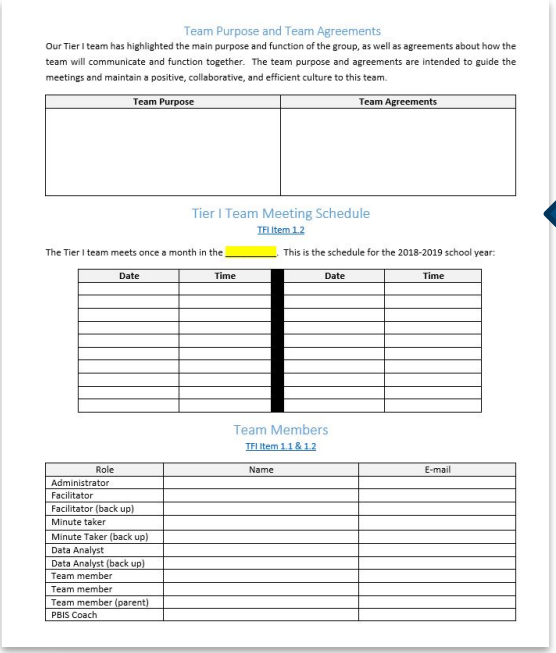
Collaborative Work Time

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



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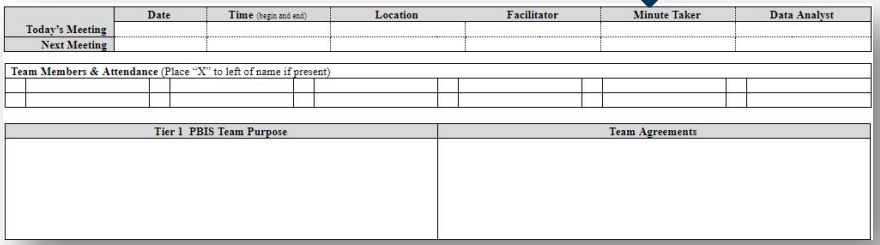
Data Analyst		
Data Analyst (back up)		
Team member		
Team member		
Team member (parent)		
PBIS Coach		



	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)

Tier 1 PBIS Team Purpose	Team Agreements

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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.

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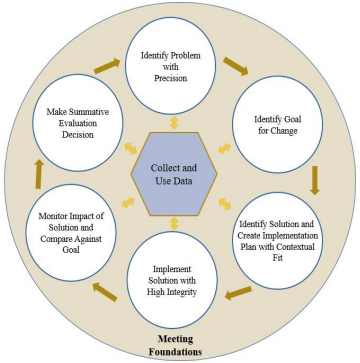
General *Flow* of Meeting



Call meeting to order – Who is present?

↓

Review agenda for today

↓

Tier 1 Systems Update

↓

Update progress/Problem Solve on previously defined Problems

↓

Problem Solve New Problems

↓

Discuss Organizational-Housekeeping items

↓

Wrap up meeting

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Sample Tier 1 TIPS Meeting

What positive things were happening in this meeting?

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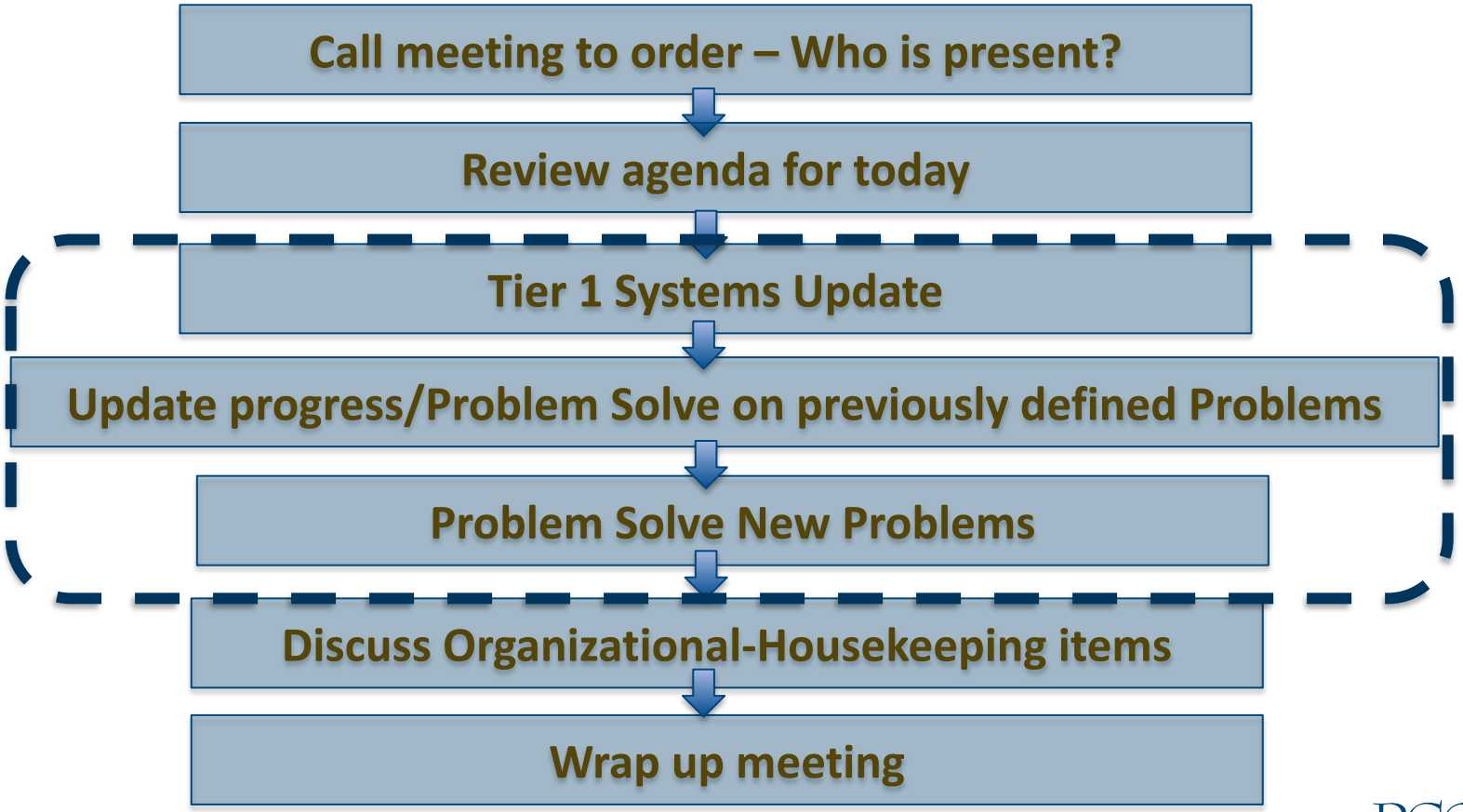
General *Flow* of Meeting



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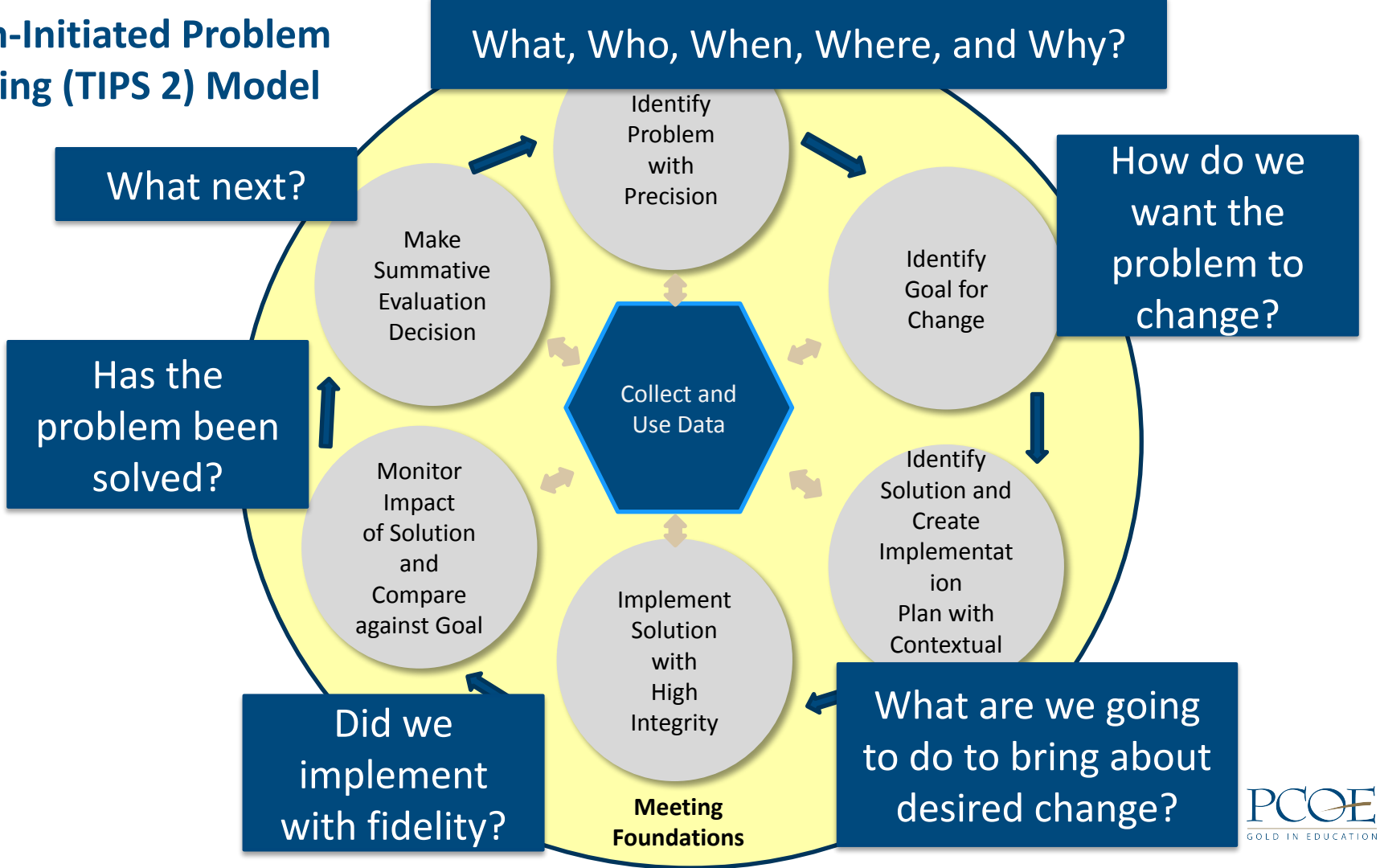
Team-Initiated Problem Solving (TIPS 2) Model



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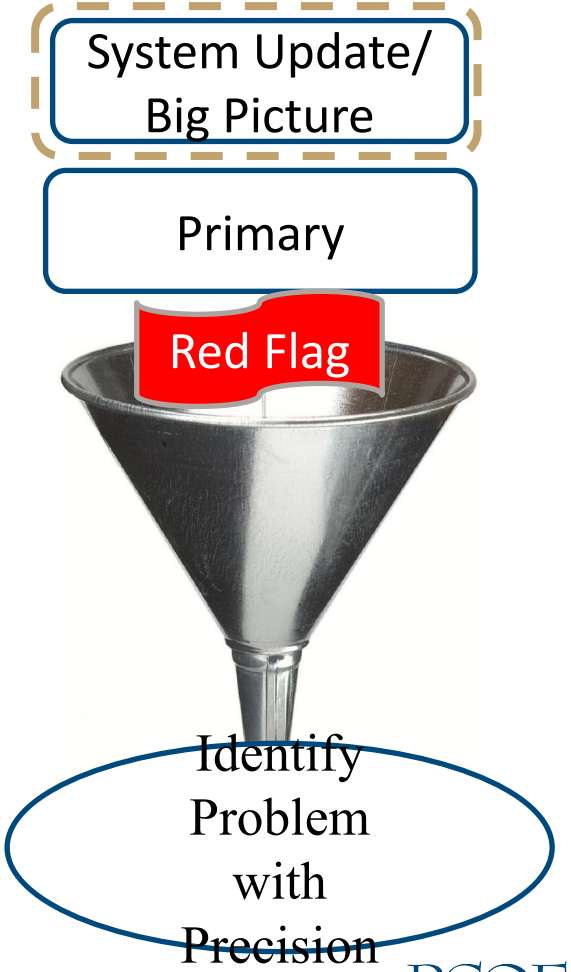
Problem Solving Objectives

Use **Data** to define…

a **Primary** summary statement

then

a **Precise** problem statement



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Tier 1 Systems Update

Tier 1 Systems Update (Quarterly)			
Implementation Fidelity			
Measure used: Tiered Fidelity Inventory Next scheduled update:	Tier 1 Score:	TFI A Walkth	
TIPS Fidelity Checklist	Score:	Link Checklist here	
Student Outcomes			
Measure used: SWIS Triangle Report **Date Data was Collected:** **Next Scheduled** Updated:	% of students with 0-1 major ODR:	% of students wit	+ major ODRs:
Measure used: Average Referrals Per Day (SWIS Report) **Next scheduled update:**	Month:	Month:	Month:
Measure used: Attendance Data **Next scheduled update:**	Month:	Month:	Month:
Measure used: Academic Data (Measure used) **Next scheduled update:**	Subject:	Subject:	
Measure used: Universal Screener Data (Measure used) **Next Scheduled update:**	Lowest Scores School-Wide (can be by grade level):	Highest Scores School-Wide (can be by grade level):	

Fidelity Data

Student Outcome Data

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Identifying Primary Trends

Tier 1 Systems Update (Quarterly)			
Implementation Fidelity			
Measure used: Tiered Fidelity Inventory Next scheduled update: 04/04/2022	Tier I Score: 70%	TFI Action Plan (Li Walkthrough Data (Li	
TIPS Fidelity Checklist Completed: 10/18/21	Score: Meeting Foundations: 18/18 Problem Solving: 13/18	TIPS Fidelity Che	
Student Outcomes			
Measure used: SWIS Triangle Report **Date Data was Collected: 10/18/21** **Next Scheduled** Updated: 1/24/2022	% of students with 0-1 major ODR: 86.51%	% of students with 2-5 major ODRs: 8.93%	
Measure used: Average Referrals Per Day **Next scheduled update: 1/24/2022**	**August:** 1.59	**September:** 4.61	**October:** 4.58
Measure used: Attendance Data **Next scheduled update: 1/24/22**	**August:** 96%	**September:** 94%	**October:** 93.4%
Measure used: iReady Data [Sept. 2021] **Next scheduled update:[Jan. 2022]**	**Reading:** **At grade level:** 70% **One Grade level below**: 12% **Two or more grade levels below:**8% **Not Completed:** 10%	**Math:** **At grade level:** 60% **One Grade level below:**10% **Two or more grade levels below:** 12% **Not Completed:** 18%	
Measure used: SRSS **Next Scheduled update: Spring 2022**	**Externalizing Results- Fall 2021** **Low Risk:** 82% **Moderate Risk:** 16% **High Risk:** 2%	**Internalizing Results- Fall 2021** **Low Risk:** 86% **Moderate Risk:** 10% **High Risk:** 4%	Reports By Grade Level

Trend of Increasing Behavior Referrals [Primary]

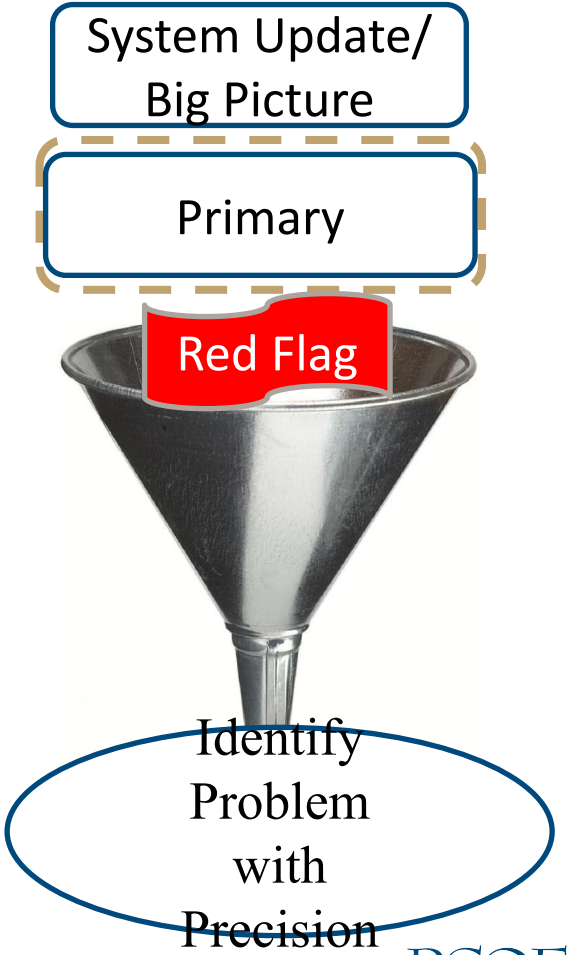
Problem Solving Objectives

Use **DATA** to define…

a **Primary** summary statement

then

a **Precise** problem statement



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Identifying Red Flags in SWIS Based on Trends

- High # of referrals in the afternoon
- Classroom has many referrals
- Inappropriate language and defiance

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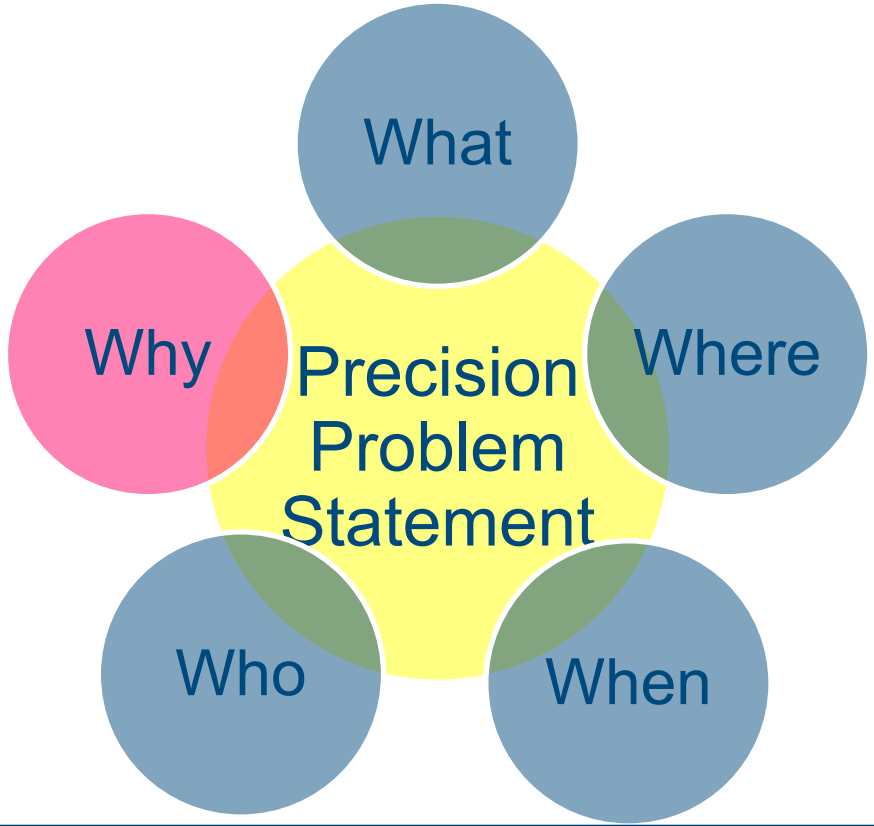
Define problems with precision= Design effective behavior support



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Examples: Primary to Precise

Primary Statement	Precision Statement
"The Classrooms are out of control!"	"There are many referrals for **disrespect** in the **classroom**. This is happening from **8:30-10:00am every day** and involves **many students from 7th and 8th grade**. The behavior is maintained by **peer attention**."

What	Where	When	Who	Why

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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

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Goal for a Problem…

<u>SMART Goals</u>
Specific
Measurable
Achievable
Relevant
Timely

- 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)**

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Action Plan Item 5

Prevention (Make the Problem Irrelevant)

Precision Element	What (Problem Behavior)	Where (Location)	When (Time and Context)	Who (Size of group, grade level)	Why (Function)
Guiding Questions		What physical features can we environ signal succes color c Where provide remind	What is it about what is	What is different	What in the

Prevention Examples (modified from Bambara, 2004)	Obtain Attention
	1) Increase the am interactions stu with adults: 5:1, instruction 2) Schedule Peer Increase use of talk/partner wor structured game recess/lunch

Teach (Make the Problem Inefficient)

Precision Element	What (Problem Behavior)	Where (Location)	When (Time and Context)	Who (Size of group, grade level)	Why (Function)
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?	Is there a unique routine during the time frame directly transit walk-to	Who needs to be included in the	Do we need to teach a

Prevention Examples (modified from Bambara, 2004)	Obtain Attention/Items	Escape Ac
	1) Consider what kind of attention and from whom. 2) Teach students skills that can be used to elicit attention (e.g., showing off work, classroom presentations, joining a game) 3) Teach students how to access item appropriately	1) Teach with d time c stude 2) Teach help 3) Teach instru

Acknowledge (Make the Problem Inefficient and Ineffective)

Precision Element	What (Problem Behavior)	Where (Location)	When (Time and Context)	Who (Size of group, grade level)	Why (Function)
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--	Is there a unique routine during the time frame that you taught that needs additional acknowledgement.	Who needs to be included in the acknowledgements to address the problem behavior (e.g., sixth graders or all students)	Do we need to acknowledge a function based replacement behavior or incompatible behavior?

Prevention Examples (modified from Bambara, 2004)	Obtain Attention	Escape Activities	General
	1) If the problem behavior is maintained by peer attention, utilize recognitions that result in rich peer attention (extra or special social time) 2) If the problem behavior is maintained by adult attention, utilize recognitions that result in rich adult attention (lunch with teacher, etc.)	1) If a break procedure has been adopted and taught, allow students to utilize the procedure and pair with acknowledgement system!	1) Use acknowledgement system often 2) Reduce the effectiveness of the problem behavior

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Solution Elements

Problem Solving Process

Date of Initial Meeting:

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

Precise Problem Statement ☐ *What? When? Where? Who? Why? How Often?*	Goal and Timeline ☐ *What? By When?*	Solution Actions ☐ *By Who? By When?*	Identify Fidelity and Outcome Data ☐ *What? When? Who?*	IMPLEMENT SOLUTIONS
There are 25, 7-8th graders engaging in defiance and inappropriate language during in the morning (ELA block) in classrooms to avoid tasks *Current Levels:* Baseline = 4.5 referrals per week	*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	*What **fidelity** data will we collect?* *What? When? Who?* *What **outcome** data will we collect?* *What? When? Who?*	

Date(s) of Review Meetings

Notes:

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

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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 2 3 4 5

No 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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Identify Fidelity Data

Problem Solving Process

Date of Initial Meeting:

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

Precise Problem Statement *What? When? Where? Who? Why? How Often?*	**Goal and Timeline** *What? By When?*	**Solution Actions** *By Who? By When?*	**Identify Fidelity and Outcome Data** *What? When? Who?*
There are 25, 7-8th graders engaging in defiance and inappropriate language during in the morning (ELA block) in classrooms to avoid tasks ***Current Levels:*** Baseline = 4.5 referrals per week	*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	*What **fidelity** data will we collect?* *What? When? Who?* Survey 7th and 8th grade teachers about elimination of DOL *What **outcome** data will we collect?* *What? When? Who?*

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

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

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Monitoring Outcome Data

Problem Solving Process

Date of Initial Meeting: 1/1 (Middle school classroom)

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

Precise Problem Statement *What? When? Where? Who? Why? How Often?*	Goal and Timeline *What? By When?*	Solution Actions *By Who? By When?*	Identify Fidelity and Outcome Data *What? When? Who?*	IMPLEMENT SOLUTIONS
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	*What **fidelity** data will we collect?* 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 Drilldown report (7th & 8th Graders/Classroom …) with updated date range and will convert to referrals per week.	
Current Levels: Baseline = 4.5 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

Problem Solving Process

Date of Initial Meeting: 1/1 (Middle school classroom)

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

Precise Problem Statement *What? When? Where? Who? Why? How Often?*	Goal and Timeline *What? By When?*	Solution Actions *By Who? By When?*	Identify Fidelity and Outcome Data *What? When? Who?*	IMPLEMENT SOLUTIONS
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	*What **fidelity** data will we collect?* 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 Drilldown report (7th & 8th Graders/Classroom …) with updated date range and will convert to referrals per week.	
Current Levels: Baseline = 4.5 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.

First Meeting

Follow up Meeting(s)

Problem Solving Process

Date of Initial Meeting: 1/1 (Middle school classroom)

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

Precise Problem Statement ☐ *What? When? Where? Who? Why? How Often?*	Goal and Timeline ☐ *What? By When?*	Solution Actions ☐ *By Who? By When?*	Identify Fidelity and Outcome Data ☐ *What? When? Who?*	IMPLEMENT SOLUTIONS
There are 25, 7-8th graders engaging in defiance and inappropriate language during in the morning (ELA block) in classrooms to avoid tasks *Current Levels:* Baseline = 4.5 referrals per week	*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	*What **fidelity** data will we collect? What? When? Who?* Review PLC notes and action plan *What **outcome** data will we collect? What? When? Who?* 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.	

Date(s) of Review Meetings 2/1

Did it work?
(Review current levels and compare to goal) ☐

Fidelity Data:	*Outcome Data (Current Levels):*
Full implementation *Level of Implementation* ☐ Not started ☐ Partial implementation X Implemented with fidelity ☐ Stopped Notes:	2.1 Referrals per week *Comparison to Goal* ☐ Worse ☐ No Change X Improved but not to goal ☐ Goal met Notes:

Next Steps

X Continue current plan
☐ Modify plan
☐ Discontinue plan
☐ Other
Notes:

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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!

Date Range	Date range: Start Date: __ End Date:__	**Precise Problem Statement:**
Red Flag Item	☐ Who? ☐ What? ☐ When? ☐ Where?	"There are many referrals for **disrespect** in the **classroom**. This is happening from **8:30-10:00am every day** and involves **many students from 7th and 8th grade**. The behavior is maintained by **peer attention**."
Drill- Down Filter	☐ Who? ☐ What? ☐ When? ☐ Where?	
Drill- Down Filter	☐ Who? ☐ What? ☐ When? ☐ Where?	
Drill- Down Filter	☐ Who? ☐ What? ☐ When? ☐ Where?	
Drill- Down Filter	Why?	

Problem Solving Process

Date of Initial Meeting:

Brief Problem Description

Date(s) of Review Meetings

Precise Problem Statement ☐ *What? When? Where? Who? Why? How Often?*	Goal and Timeline ☐ *What? By When?*	Solution Actions ☐ *By Who? By When?*	Identify Fidelity and Outcome Data ☐ *What? When? Who?*	IMPLEMENT SOLUTIONS	Did it work? *(Review current levels and compare to goal)* ☐
Current Levels:			*What **fidelity** data will we collect?* *What? When? Who?* *What **outcome** data will we collect?* *What? When? Who?*		***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:

Next Steps

☐ Continue current plan
☐ Modify plan
☐ Discontinue plan
☐ Other
Notes:

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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

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Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/Zjb6iQ9t4MBL2SUp9

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