Welcome! Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use this QR Code
PBIS Tier 2, Day 1B Training
October 28, 2021

https://www.ycoe.org/pbis
Who is in the room today?
Micah Studer
Interim Associate Superintendent, Educational Services

Deborah Bruns
Director, Curriculum & Instruction

Unfilled
MTSS Program Specialist

Andrea Barajas
Administrative Secretary, C&I

Niki Reina-Guerra
Differentiation Specialist

Javier Macias
Director Student Support Services/Principal

Stephanie Groat
Director, Compliance & Accountability

Oscar Garcia
Vice Principal, Winters MS

Gurpreet Kaur
MTSS Behavior Analyst
Michael Lombardo
Executive Director, Prevention Supports & Services
mlombardo@placercoe.org

Luke Anderson
Senior Director, PSS
luanderson@placercoe.org

Kerri Fulton
Coordinator, PSS
kfulton@placercoe.org

Tara Neilsen
Staff Secretary
tneilsen@placercoe.org

Liz Campo
Administrative Secretary
campo@placercoe.org

Alicia Rozum
Coordinator, PSS
arozum@placercoe.org

Denae Rollins
Regional Coach/Trainer
drollins@placercoe.org

Mark Alfaro
Regional Coach/Trainer
maalfaro@placercoe.org

Kim Allen
Regional Coach/Trainer
kallen@placercoe.org

Josh Sexton
Regional Coach/Trainer
jsexton@ placercoe.org

Liz Campo
Administrative Secretary
campo@placercoe.org
Acknowledgments

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
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. |
# Tier 2 Training Sequence

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team Initiated Problem Solving (TIPS) Tier 1 to Tier 2 Making the Connection</td>
</tr>
<tr>
<td></td>
<td><em>RFA Form &amp; Process</em> Tier 1 TFI &amp; Action Planning</td>
</tr>
<tr>
<td>2A&amp;B</td>
<td>Tier 2 Introduction Intervention Meeting Process Tiered Mapping</td>
</tr>
<tr>
<td>12/2</td>
<td>Identifying Decision Rules/RFA Process</td>
</tr>
<tr>
<td>1/27</td>
<td>Intervention Inventory Introduction</td>
</tr>
<tr>
<td></td>
<td>Tier 2 team only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CICO Introduction</td>
</tr>
<tr>
<td></td>
<td>CICO Point Card</td>
</tr>
<tr>
<td></td>
<td>CICO Program Description</td>
</tr>
<tr>
<td></td>
<td>CICO Communication Forms</td>
</tr>
<tr>
<td></td>
<td>CICO Fading &amp; Graduation</td>
</tr>
<tr>
<td></td>
<td>CICO Fidelity</td>
</tr>
<tr>
<td></td>
<td>Tier 2 team only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>CICO Problem Solving &amp; Modifications Strong Kids/Teens Implementation</td>
</tr>
<tr>
<td></td>
<td>Intervention Inventory Refinement Matching Interventions to Student Need</td>
</tr>
<tr>
<td></td>
<td>Tier 2 TFI &amp; Action Planning</td>
</tr>
<tr>
<td></td>
<td>Tier 2 team only</td>
</tr>
</tbody>
</table>
Feedback from Day 1A

What was most useful?

- Understanding team roles
- Video of team meeting & meeting protocols
- Action plan with documents linked
- Work time/opportunity to work with colleagues
- Support from coaches

Next steps

- Getting organized (team members, meeting schedules, reviewing & updating past work)
- Working on materials (behavior flow charts, behavior matrix, posters, etc.)
- Engaging & sharing with staff
# Training Objectives

Teams will:

- Use TIPS Problem Solving Model for Tier 1 Team Meetings
- Make a Connection Between Tier 1 & Tier 2
- *Create Request for Assistance Form*

*Complete Tier 1 TFI and use Action Plan for next steps - with support from district coach or YCOE at another time*
Making the Connection: Tier 1 and Tier 2

TFI Items related to this section:

• **2.6 Tier 2 Critical Features:** Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

• **2.8 Access to Tier 1 Supports:** Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.
Universal — primary prevention. Typically meets the needs of 80% of student population.

Secondary — targeted, small group. 10-15% of student population might require Tier II supports in one or more domains.

Tertiary — intensive, individualized. 1-5% of student population requires supports customized specifically for them in one or more domains.
TIER 1
School-/Classroom-Wide Interventions:
All Students, Staff, & Settings

TIER 2
Targeted Group Interventions:
Check In Check Out
Strong Kids Curriculum
Other Targeted, Evidence Based Interventions

TIER 3
Intensive Individualized Interventions:
Systems for Students with High-Risk Behavior

Continuum of Support
Example: The School Counselor serves on both teams:
- They will provide Tier 1 updates at the Intervention Team Meeting.
- They will provide Intervention Team updates at the Tier 1 Team Meeting.
Moving from “Hourglass” to Pyramid

Intensive supports provided to many students.

Reactive, not proactive. Intervening primarily when high risk.

Think of your school: How many is your 10-15%? How many is your 1-5%?

Goal:
Serve more students (10-15%) with less intensive interventions…earlier (Tier 2)!
Reserve intensive supports for few (1-5%) students (Tier 3).

Let’s work to build systems & interventions to meet the needs of ALL students.
Students not responding to Tier 1 practices, should be identified in a timely manner via the school decision rules.

- An intervention is identified and matched to student need.
- The intervention should provide the student with increased teaching, feedback and support.
Label behavior and needs... *not* people!

A student’s needs span any/all tiers of support at any given time, and these needs change over time.

*Is the student successful at this level of support?* Improved student outcomes are the result of continually monitoring and modifying.
Tier 2 Behavior Support

Interventions Provide:

- Increased structure and prompts
- Instruction on skills
- Increased regular feedback

&

- Intervention is available to anyone at any time

Think of an example

Horner & Todd, 2002
Strong Tier 2 Intervention Systems:

- Tier 1 PBIS is in place
- Problem-solving focused Intervention Team
- Consistent with school expectations
- Rapid access to intervention
- Very low effort by teachers
- Uses efficient, available evidence based practices
- Data-based progress monitoring & decisions
- Screening to identify students needing supports
**Tier 1 Team**

- Meets at least 1 time per month (use TIPS)
- Feedback from staff, students, and families
- Analyze school-wide data
- Implement solutions
- Analyze school-wide problems and monitor outcomes

**Tier 2**

- Meet 2 or more times per month (Intervention Meeting Document)
- Use data decision rules and RFA for selecting students for interventions
- Monitor progress of students receiving interventions
Who will be the connection?

**Tier 1 Team**
- Site Admin
- PBIS Coach
- Team Lead/Facilitator
- Data Analyst
- Minute Taker
- Parent/Family Member
- Active Team Members

**Tier 2 Team**
- Site Admin
- PBIS Coach
- Team lead/Facilitator
- Tier 2 Intervention Coordinator(s)
- Tier 3 Intervention Coordinator(s)
- Minute Taker
**Google Activity Slides**

*Mapping Tiered Supports*  
(Universal, Targeted and Individualized)

<table>
<thead>
<tr>
<th></th>
<th>Academics</th>
<th>Behavior</th>
<th>SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3 Intensive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Individualized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2 Targeted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Group based supports)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 1 Universal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports (All students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**School Name:**

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

We use the PBIS Classroom Handbook for ALL teachers
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.
Team-Initiated Problem Solving (TIPS 2) Model

What, Who, When, Where, and Why?

- Identify Problem with Precision
- Identify Goal for Change
- Make Summative Evaluation Decision
- Collect and Use Data
- Identify Solution and Create Implementation Plan with Contextual Fit
- Implement Solution with High Integrity
- Monitor Impact of Solution and Compare against Goal
- Did we implement with fidelity?
- Has the problem been solved?
- What are we going to do to bring about desired change?
- How do we want the problem to change?
- What next?

What, Who, When, Where, and Why?

- What, Who, When, Where, and Why?
- How do we want the problem to change?
- What are we going to do to bring about desired change?
- Did we implement with fidelity?
- Has the problem been solved?
- What next?
Problem Solving Objectives

Use **Data** to define...

- a **Primary** summary statement
- a **Precise** problem statement

System Update/Big Picture

Primary

Red Flag

Identify Problem with Precision
# Tier 1 Systems Update

## Implementation Fidelity

<table>
<thead>
<tr>
<th>Measure used: Tiered Fidelity Inventory</th>
<th>Tier 1 Score:</th>
<th>TFI / Walkthrough Score:</th>
</tr>
</thead>
</table>

**Next scheduled update:**

<table>
<thead>
<tr>
<th>TIPS Fidelity Checklist</th>
<th>Score:</th>
<th>Link Checklist here</th>
</tr>
</thead>
</table>

## Student Outcomes

**Measure used:** SWIS Triangle Report

**Date Data was Collected:**

**Next Scheduled Updated:**

<table>
<thead>
<tr>
<th>% of students with 0-1 major ODR:</th>
<th>% of students with 2+ major ODRs:</th>
<th>Overall ODRs:</th>
</tr>
</thead>
</table>

**Measure used:** Average Referrals Per Day (SWIS Report)

**Next scheduled update:**

<table>
<thead>
<tr>
<th>Month:</th>
<th>Month:</th>
<th>Month:</th>
</tr>
</thead>
</table>

**Measure used:** Attendance Data

**Next scheduled update:**

<table>
<thead>
<tr>
<th>Month:</th>
<th>Month:</th>
<th>Month:</th>
</tr>
</thead>
</table>

**Measure used:** Academic Data (Measure used)

**Next scheduled update:**

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Subject:</th>
<th>Subject:</th>
</tr>
</thead>
</table>

**Measure used:** Universal Screener Data (Measure used)

**Next Scheduled update:**

<table>
<thead>
<tr>
<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>
## Identifying Primary Trends

### Tier 1 Systems Update (Quarterly)

<table>
<thead>
<tr>
<th>Measure used: Tiered Fidelity Inventory</th>
<th>Tier I Score: 70%</th>
<th>TFL Action Plan (Linked to Walkthrough Data) (Linked)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next scheduled update: 04/04/2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIPS Fidelity Checklist</th>
<th>Score:</th>
<th>TIPS Fidelity Check (Linked)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed: 10/18/21</td>
<td>Meeting Foundations: 18/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problem Solving: 13/18</td>
<td></td>
</tr>
</tbody>
</table>

### Student Outcomes

<table>
<thead>
<tr>
<th>Measure used: SWIS Triangle Report</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>Date Data was Collected: 10/18/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next Scheduled Updated: 1/24/2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure used: Average Referrals Per Day</th>
<th>August: 1.59</th>
<th>September: 4.61</th>
<th>October: 4.58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next scheduled update: 1/24/2022</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure used: Attendance Data</th>
<th>August: 96%</th>
<th>September: 94%</th>
<th>October: 93.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next scheduled update: 1/24/2022</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure used: iReady Data [Sept. 2021]</th>
<th>Reading:</th>
<th>Math:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next scheduled update: [ Jan. 2022]</td>
<td>At grade level: 70%</td>
<td>At grade level: 60%</td>
</tr>
<tr>
<td></td>
<td>One Grade level below: 12%</td>
<td>One Grade level below: 10%</td>
</tr>
<tr>
<td></td>
<td>Two or more grade levels below: 8%</td>
<td>Two or more grade levels below: 12%</td>
</tr>
<tr>
<td></td>
<td>Not Completed: 10%</td>
<td>Not Completed: 18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure used: SRSS</th>
<th>Externalizing Results- Fall 2021</th>
<th>Internalizing Results- Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Scheduled update: Spring 2022</td>
<td>Low Risk: 82%</td>
<td>Low Risk: 86%</td>
</tr>
<tr>
<td></td>
<td>Moderate Risk: 16%</td>
<td>Moderate Risk: 10%</td>
</tr>
<tr>
<td></td>
<td>High Risk: 2%</td>
<td>High Risk: 4%</td>
</tr>
</tbody>
</table>

### Trend of Increasing Behavior Referrals [Primary]
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
Identifying Red Flags in SWIS Based on Trends

- High # of referrals in the afternoon
- Classroom has many referrals
- Inappropriate language and defiance
Problem identification involves identifying the context of the problem and it starts with the red flag.
The SWIS Drill-Down Fluency Worksheet is a form that can help Data Analysts with the Drill-Down Process. Have one member of your team make a copy of this document and share it with the team.
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
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 <strong>disrespect</strong> in the <strong>classroom</strong>. This is happening from <strong>8:30-10:00am every day</strong> and involves <strong>many students from 7th and 8th grade</strong>. The behavior is maintained by <strong>peer attention</strong>.”</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>

---

**PCOE**

**Gold in Education**
Implement Solution with High Integrity

Identify Goal for Change

Identify Problem with Precision

Identify Solution and Create Implementation Plan with Contextual Fit

Collect and Use Data

Make Summative Evaluation Decision

Monitor Impact of Solution and Compare Against Goal

Implement Solution with High Integrity
Identifying Baseline Data

- Review Current Status
  - # of Referrals
  - # of Students with a Referral
- Identify baseline # of referral / # of weeks

“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.”
Define the Baseline Document

How many students are related to the identified problem?

How many referrals were related to the identified problem?

Systems Problem?

Example:
25 Referrals/10 weeks = 2.5 Referrals per week
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…

SMART Goals
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)
There are 25, 7-8th graders engaging in defiance and inappropriate language in the morning (during ELA block) in classrooms to avoid tasks.

Baseline = 4.5 referrals per week by XX/XX/2022

Goal is no more than 1.5 referrals per week by XX/XX/2022
### SWIS Drill Down Activity:

- **I Do**
- **[www.pbisapps.org](http://www.pbisapps.org)**
- **Demo Account**

#### SWIS Drill-Down Fluency Sheet

<table>
<thead>
<tr>
<th>Notes</th>
<th>Date Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help set more effective goals, identifying time ranges for pre and post intervention will be important.</td>
<td>Date range: Start Date: _______ End Date: _______</td>
</tr>
</tbody>
</table>

| Red flag Item: |

| Drill-Down Filter: |

| Drill-Down Filter: |

| Drill-Down Filter: |

| Drill-Down Filter: |
| [ ] Why? |

| Referral |
| How many students are related to the identified problem: |
| How many referrals are related to the identified problem: |
| What is the baseline for the identified problem: |
| # of weeks in dataset [ ] / # of referrals [ ] = Baseline [ ] |
Google Activity Slides

You Do

- Log into:  www.pbisapps.org
- Use your school’s data or demo account to create a precision statement and baseline data for your site
- Add precision statement to TIPS document 177, Action Item 4

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Precise Problem Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date range: Start Date: __ End Date: __</td>
</tr>
<tr>
<td>Red Flag Item</td>
<td>□ Who? □ What? □ When? □ Where?</td>
</tr>
<tr>
<td>Drill- Down Filter</td>
<td>Why?</td>
</tr>
</tbody>
</table>
Collect and Use Data

1. Identify Problem with Precision
2. Identify Goal for Change
3. Identify Solution and Create Implementation Plan with Contextual Fit
4. Implement Solution with High Integrity
5. Monitor Impact of Solution and Compare Against Goal
6. Make Summative Evaluation Decision

Meeting Foundations
## Develop a plan for Solving the Problem

<table>
<thead>
<tr>
<th>Solution Action Elements</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent</td>
<td>What can we do to prevent the problem?</td>
</tr>
<tr>
<td>Teach</td>
<td>What do we need to teach to solve the problem?</td>
</tr>
<tr>
<td>Acknowledge</td>
<td>What can we do to recognize appropriate behavior?</td>
</tr>
<tr>
<td>Extinction</td>
<td>What can we do to prevent the problem behavior from being recognized?</td>
</tr>
<tr>
<td>Correct</td>
<td>What will we do to provide corrective feedback?</td>
</tr>
<tr>
<td>Safety</td>
<td>Do we need additional safety precautions?</td>
</tr>
</tbody>
</table>
### Target Area(s): Problem behaviors in the indoor/outdoor common areas

#### Solution Development Example

<table>
<thead>
<tr>
<th>Solution Component</th>
<th>Action Step(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prevention</strong></td>
<td>- Increase active supervision. Vice-principals share responsibility for indoor and outdoor common areas. Grade levels establish a supervision rotation.</td>
</tr>
</tbody>
</table>
| **Teaching**       | - Reteach behavioral expectations in the indoor and outdoor common areas.  
                      - Retrain staff on identifying possible motivation. |
| **Recognition**    | - Increase recognition for appropriate behavior.  
                      - Provide feedback tickets that can be collected and used for spirit wear.  
                      - Spirit Rally and Dance for the grade level with the fewest referrals. |
| **Extinction**     | - Post weekly grade-level SWIS data.  
                      - Encourage all students to work for the Spirit Rally and Dance making peer attention for problem behavior less likely. |
### Prevention (Make the Problem Irrelevant)

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

### Teach (Make the Problem Inefficient)

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

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

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

---

**Action Plan Item 5**

- **Prevention Examples (modified from Bambara, 2004)**
  1. Increase the amount of positive social interactions students have with adults. (e.g., instruction)
  2. Schedule Peer Partners. Increase use of talk/partner work and structured games during recess/lunch.

- **Teach Examples (modified from Bambara, 2004)**
  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 items appropriately.

- **Acknowledge Examples (modified from Bambara, 2004)**
  1. Ensure adults have access to recognition system in location where problem is occurring. Consider creating a unique acknowledgement system for location (e.g., Golden Spatula).
  2. This should align with what you taught.

---

**Escape Activities**

1. 1) If the behavior problem 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.).

---

**General**

1. 1) Use acknowledgement system often
   2) Reduce the effectiveness of the problem behavior.
There are 25, 7-8th graders engaging in defiance and inappropriate language during in the morning (ELA block) in classrooms to avoid tasks.

**Baseline** = 4.5 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

---

**Solution Elements**

<table>
<thead>
<tr>
<th>Problem Solving Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Initial Meeting:</td>
</tr>
<tr>
<td>Brief Problem Description (e.g., student name, group identifier, brief item description):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Goal and Timeline</th>
<th>Solution Actions</th>
<th>Identify Fidelity and Outcome Data</th>
</tr>
</thead>
</table>

- 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

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
Google Activity Slides

Identifying Solutions:
Move example solution tiles into appropriate category for prevent, teach or reinforce.
Implement Solution with High Integrity

Identify Goal for Change

Identify Problem with Precision

Identify Solution and Create Implementation Plan with Contextual Fit

Make Summative Evaluation Decision

Monitor Impact of Solution and Compare Against Goal

Collect and Use Data
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

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

✓ 1       ✓ 2 ✓ 3          4 ✓ 5 ✓
There are 25, 7-8th graders engaging in defiance and inappropriate language during in the morning (ELA block) in classrooms to avoid tasks.

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Goal and Timeline</th>
<th>Solution Actions</th>
<th>Identify Fidelity and Outcome Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>What outcome data will we collect?</td>
</tr>
</tbody>
</table>

**Baseline = 4.5 referrals per week by XX/XX/2022**

**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

Survey 7th and 8th grade teachers about elimination of DOL
## Monitoring Outcome Data

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

**Brief Problem Description** (e.g., student name, group identifier, brief item description):  
There are 25, 7-th and 8-th graders engaging in defiance and inappropriate language during in the morning (ELA block) in classrooms to avoid tasks.

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Goal and Timeline</th>
<th>Solution Actions</th>
<th>Identify Fidelity and Outcome Data</th>
</tr>
</thead>
</table>

- **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 7-th and 8-th grade teachers by XX/XX

**Baseline = 4.5 referrals per week**

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

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

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

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Goal and Timeline</th>
<th>Solution Actions</th>
<th>Identify Fidelity and Outcome Data</th>
</tr>
</thead>
</table>

There are 25, 7-8th graders engaging in defiance and inappropriate language during in the morning (ELA block) in classrooms to avoid tasks

- **Baseline = 4.5 referrals per week by XX/XX/2022**
- **No more than 1.5 referrals per week by XX/XX/2022**

<table>
<thead>
<tr>
<th>Follow up Meeting(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full implementation</td>
</tr>
<tr>
<td>2.1 Referrals per week</td>
</tr>
</tbody>
</table>

**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)**

- **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.

**Next Steps**

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

Notes:

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

- **Comparison to Goal**
  - Worse
  - No Change
  - Improved but not to goal
  - Goal met

Notes:
2.5 Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
Morning Check-In: What does it look like?
- Interfaces with students for morning and afternoon check ins/outs
- The “cheerleader”

• Attends Intervention Team meetings regularly
• Understands and supports the CICO intervention

Think of bringing the person(s) who can fill the CICO facilitator and or coordinator role to Day 2.

- Has a thumb on CICO capacity, data, fidelity
- Trains/orients all involved
- Can also fill facilitator role

- Meets twice per month to review status of students in need of or receiving Tier 2/3 interventions
- Monitors fidelity of interventions

Roles
- Administrator
- Intervention Team
- CICO Coordinator
- CICO Facilitator
Selecting your CICO Coordinator

- Who would be a good fit as coordinator?
- What other duties/responsibilities will he/she have?
- Do we need to adjust schedules/time/workload for this person?
- How will we train the coordinator?
- Does the coordinator posses effective behavior management skills?
- Who will be our back-up coordinator?
- What steps do we need to take to accomplish this?
CICO Facilitator

- Check in with student every morning at a designated location
- Provide a daily point sheet to student
- Collect prior days point sheet and make sure that data is entered into SWIS
- Discuss daily goals
- Check out with student every afternoon at a designated location
- Regularly provide positive reinforcements for student success
- Provide positive feedback daily regarding Check In Check Out point sheet
- Review SWIS-CICO data reports with student as needed
A good candidate is...
Getting Creative: CICO Facilitators

- School custodian
- School office staff
- Teachers
- Counselor
- Campus supervisors

Consider these individuals to check in and out with students!
Collaborative Worktime

**CICO Facilitator Role**

Brainstorm who might be a good fit for CICO facilitator(s) at your site. Action Item 6.

<table>
<thead>
<tr>
<th>CICO Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Check in with student every morning at a designated location</td>
</tr>
<tr>
<td>- Provide a daily point sheet to student</td>
</tr>
<tr>
<td>- Collect prior days point sheet and make sure that data is entered into SWIS</td>
</tr>
<tr>
<td>- Discuss daily goals</td>
</tr>
<tr>
<td>- Check out with student every afternoon at a designated location</td>
</tr>
<tr>
<td>- Regularly provide positive reinforcements for student success</td>
</tr>
<tr>
<td>- Provide positive feedback daily regarding Check In Check Out point sheet</td>
</tr>
<tr>
<td>- Review SWIS-CICO data reports with student as needed</td>
</tr>
</tbody>
</table>
TFI Items related to this section:

- **1.14 Fidelity Data:** Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.

Most recent TFI (that YCOE has the scores for)

Dingle, Gibson, Lee, Maxwell: May 2021 (Day 4 of Tier 1 training with YCOE)

Freeman? (2011 in PBIS Assessments database!)

Korematsu, Willet, Holmes: December 2020 (Day 4 of Tier 1 training with PCOE)
## Tiered Fidelity Inventory (TFI): Tier 1

**February 2017**

### SWPBIS Tiered Fidelity Inventory
version 2.1

#### Tier I: Universal SWPBIS Features

**NOTE:** This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Team Composition:</strong> 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 program, and for high schools, (e) student representation.</td>
<td>School organizational chart, Tier I team meeting minutes</td>
<td>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 of all roles is at or above 80%</td>
</tr>
<tr>
<td><strong>1.2 Team Operating Procedures:</strong> Tier I team meets at least monthly and has (a) a regular meeting formal/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</td>
<td>Tier I team meeting agendas and minutes, Tier I meeting role descriptions, Tier I action plan</td>
<td>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</td>
</tr>
</tbody>
</table>

---

**Scoring Criteria:** 0 = Not implemented; 1 = Partially implemented; 2 = Fully implemented
## Tiered Fidelity Inventory

### What is the TFI?

An assessment tool developed by the University of Oregon, PBIS Technical Assistance Center

Provides teams with a single, efficient, valid, reliable survey to guide implementation and sustained use of school wide PBIS

A tool that should be used 2-3 times annually to rate PBIS implementation using a 0-2 scale.

Training Day Content/Action Plan aligns with TFI items

*TFI will be taken annually to support PBIS implementation, scores should be shared with ALL staff*
## Tiered Fidelity Inventory Example Question

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale: Teams</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. | • 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 of all roles is at or above 80% |
<table>
<thead>
<tr>
<th>Subscale</th>
<th>Item</th>
<th>Current Score</th>
<th>Action(s)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams</td>
<td>1.1 Team Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Team Operating Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>1.3 Behavioral Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Teaching Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Problem Behavior Definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.6 Discipline Policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.7 Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.8 Classroom Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.9 Feedback and Acknowledgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.10 Faculty Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.11 Student/Family/Community Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Google Activity Slides

Complete Tier 1 TFI

See google activity slides for directions and a link to the TFI questions, Action Item 8.
## 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 - with support from district coach or YCOE at another time*
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/Mtu66FyTigvG42Jv7