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Or, use this QR Code

PBIS Tier 2, Day 1B Training
October 28, 2021

https://www.ycoe.org/pbis

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

WELCOME
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!

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

Lee Middle School
A School On The Move

Robert E. Willett Elementary

Oliver Wendell Holmes Junior High

Fred T. Korematsu Elementary

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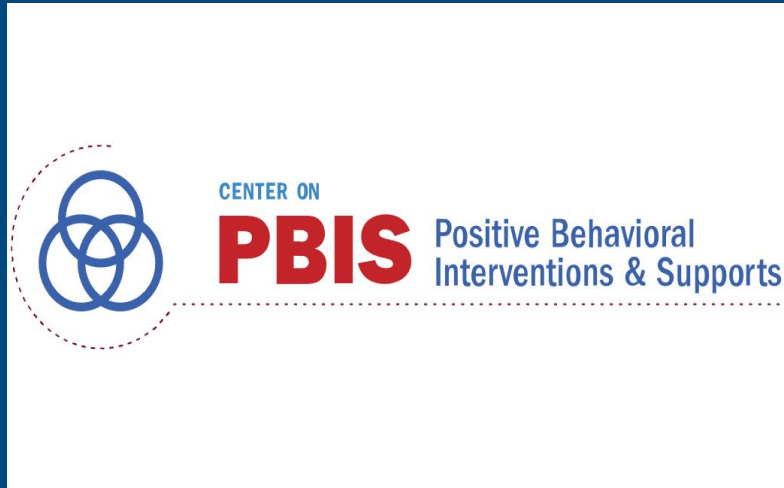Regional Coach/Trainer
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- Brandi Simonsen, University of Connecticut

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

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

	Day	Content
☐	1	Team Initiated Problem Solving (TIPS) Tier 1 to Tier 2 Making the Connection *RFA Form & Process* ~~Tier 1 TFI & Action Planning~~
	2A&B **12/2** **1/27** Tier 2 team only	Tier 2 Introduction Intervention Meeting Process Tiered Mapping Identifying Decision Rules/RFA Process Intervention Inventory Introduction

	Day	Content
☐	3 Tier 2 team only	CICO Introduction CICO Point Card CICO Program Description CICO Communication Forms CICO Fading & Graduation CICO Fidelity
	4 Tier 2 team only	CICO Problem Solving & Modifications Strong Kids/Teens Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI & Action Planning

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

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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

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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.

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Continuum of Decision Making
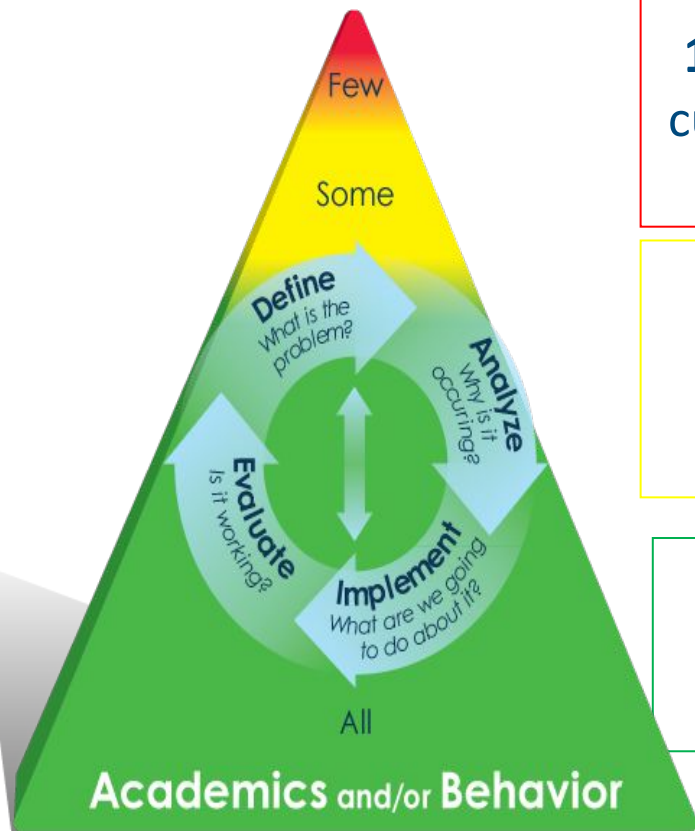
TIER 3

Tertiary — intensive, individualized.
1-5% of student population requires supports customized specifically for them in one or more domains

TIER 2

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

TIER 1

Universal — primary prevention.
**Typically meets the needs of 80% of student population**

Few

Some

Define What is the problem?

Analyze Why is it occuring?

Evaluate Is it working?

Implement What are we going to do about it?

All

Academics and/or **Behavior**

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Continuum of Support

TIER 3

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

TIER 2

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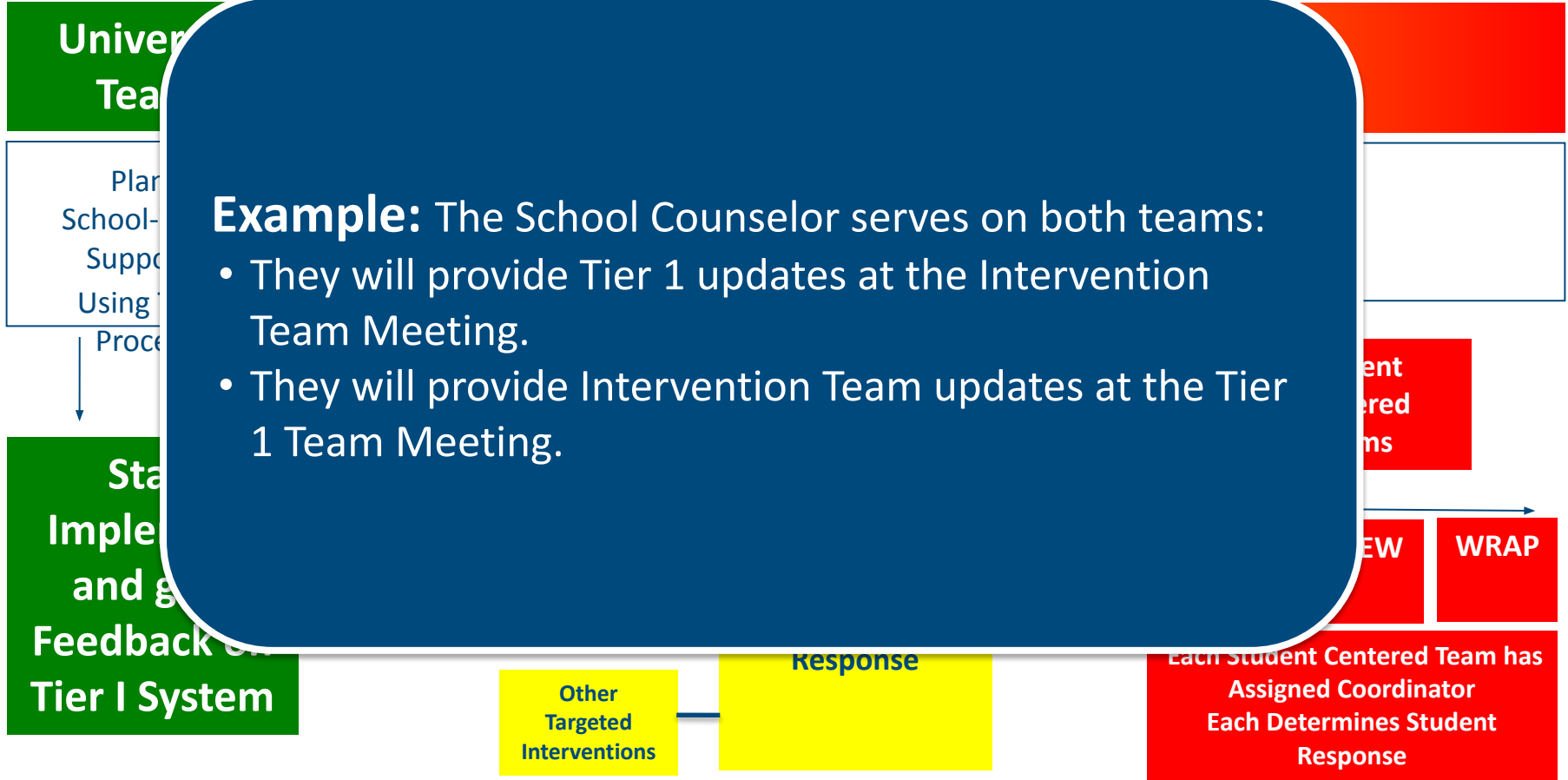Other Targeted, Evidence Based Interventions

TIER 1

School-/Classroom-Wide Interventions:
All Students,
Staff, & Settings
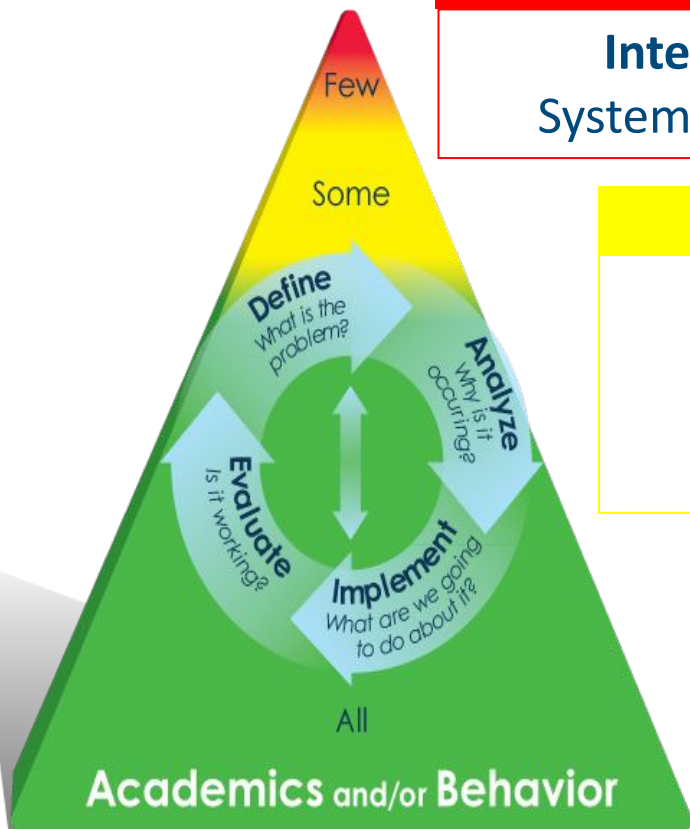
Tiered System of Support Communication

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.

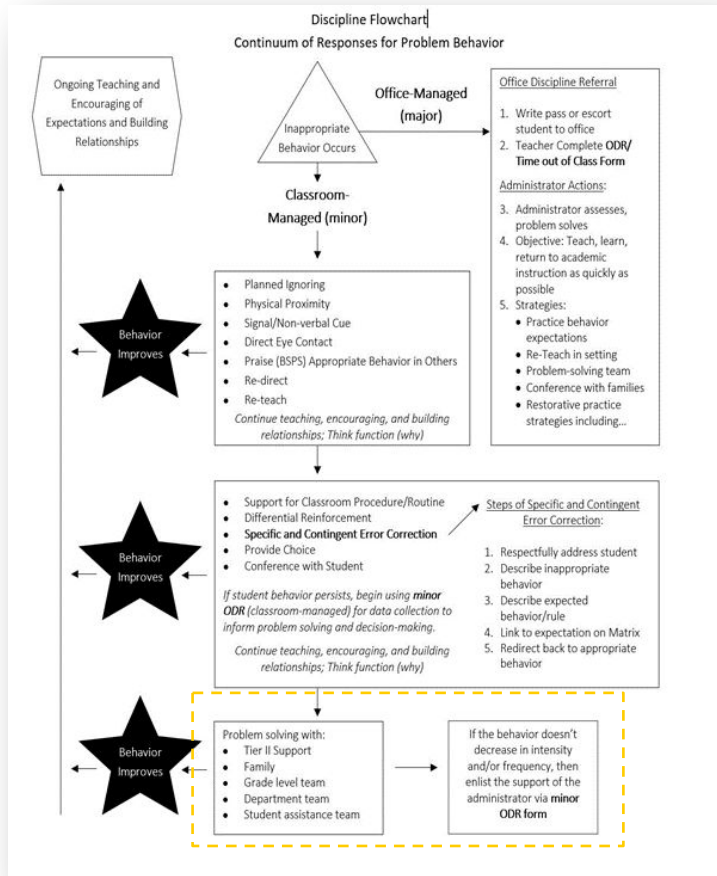Reactive, not proactive. Intervening primarily when high risk.
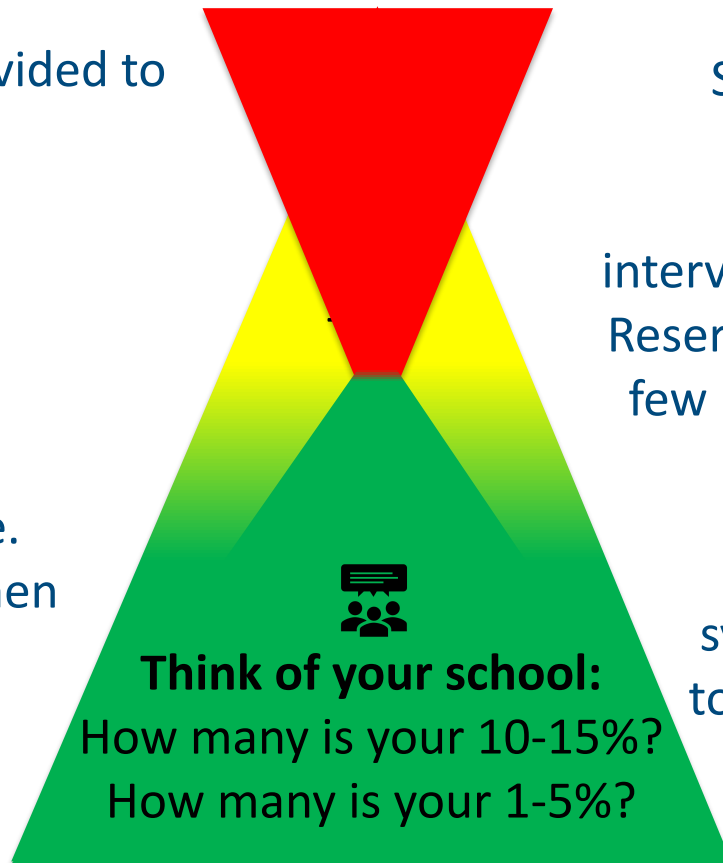
Goal:
Serve more students (10-15%) with less intensive interventions...earlier (Tier 2)! Reserve intensive supports for few (1-5%) students (Tier 3).

Let's work to build systems & interventions to meet the needs of ALL students.

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

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Identifying Students for Support

Discipline Flowchart
Continuum of Responses for Problem Behavior

- 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!**

Writing

Reading

Social-Emotional/
Behavior

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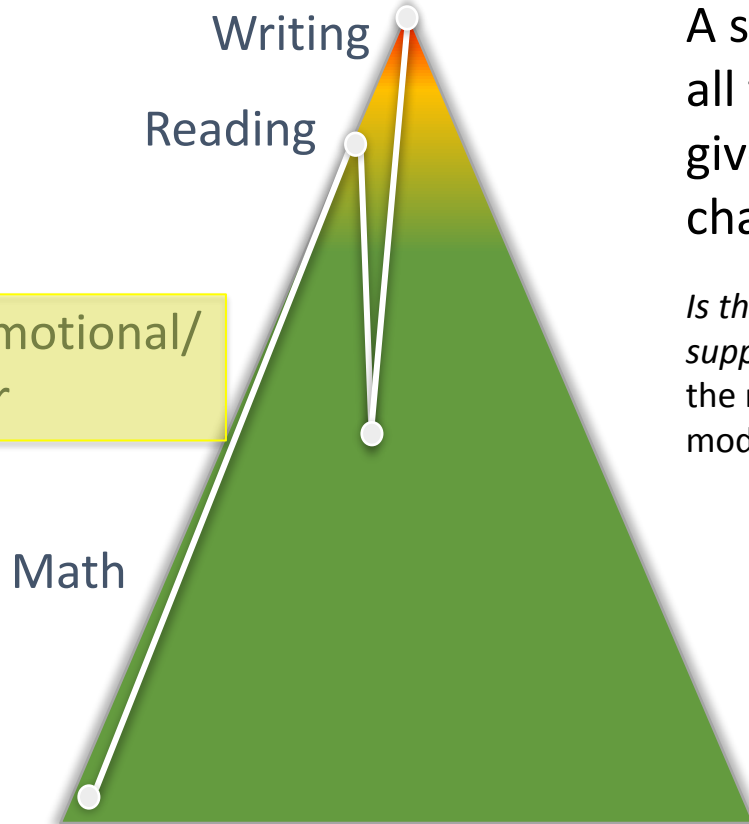
A student's needs span any/
all tiers of support at any
given time, and these needs
change over time.

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

hello
my name is

A Student in need of Tier 2
Support

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

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Tier 1 Team

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

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

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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Team-Initiated Problem Solving (TIPS 2) Model

What, Who, When, Where, and Why?

What next?

How do we want the problem to change?

Has the problem been solved?

Did we implement with fidelity?

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

Identify Problem with Precision

Make Summative Evaluation Decision

Identify Goal for Change

Collect and Use Data

Monitor Impact of Solution and Compare against Goal

Identify Solution and Create Implementation Plan with Contextual

Implement Solution with High Integrity
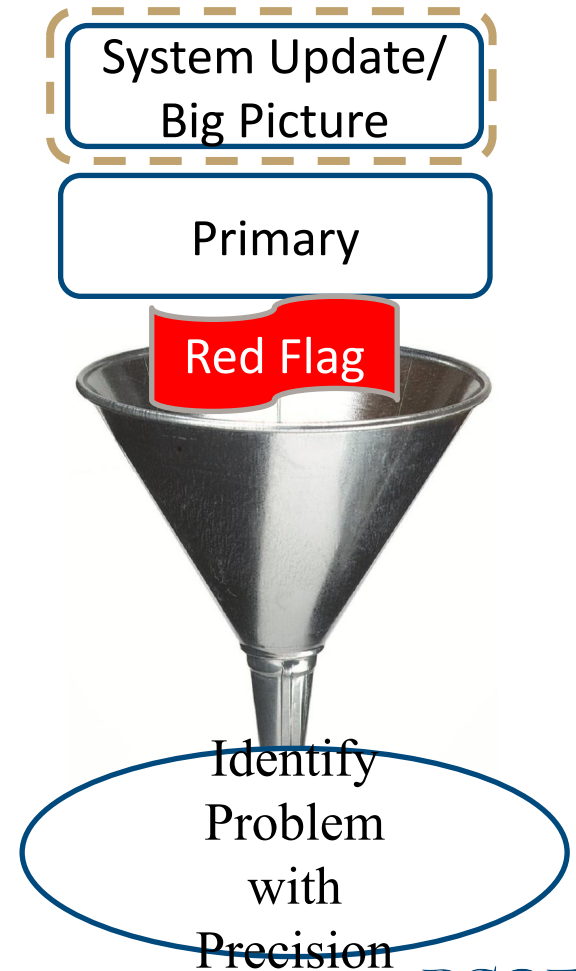
Meeting Foundations

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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

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Tier 1 Systems Update

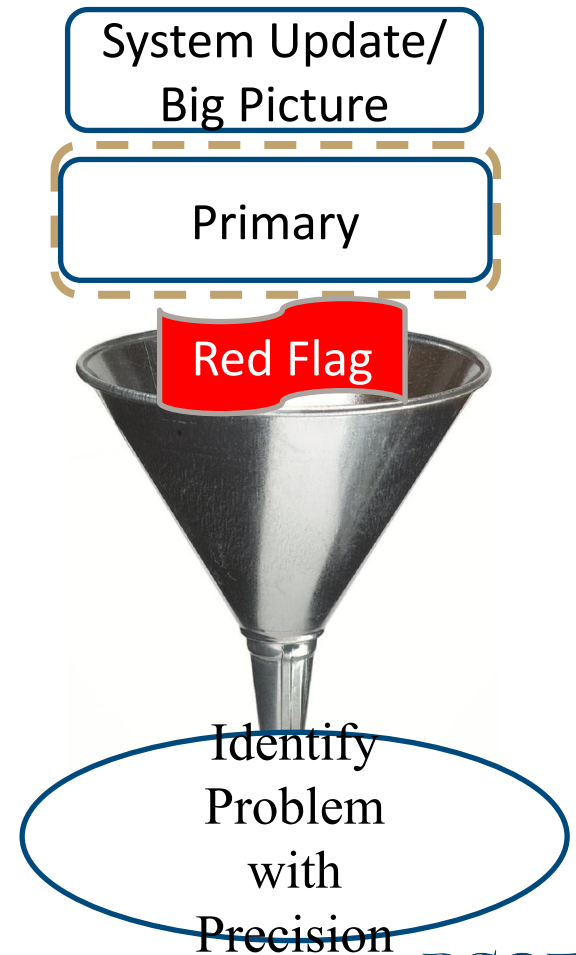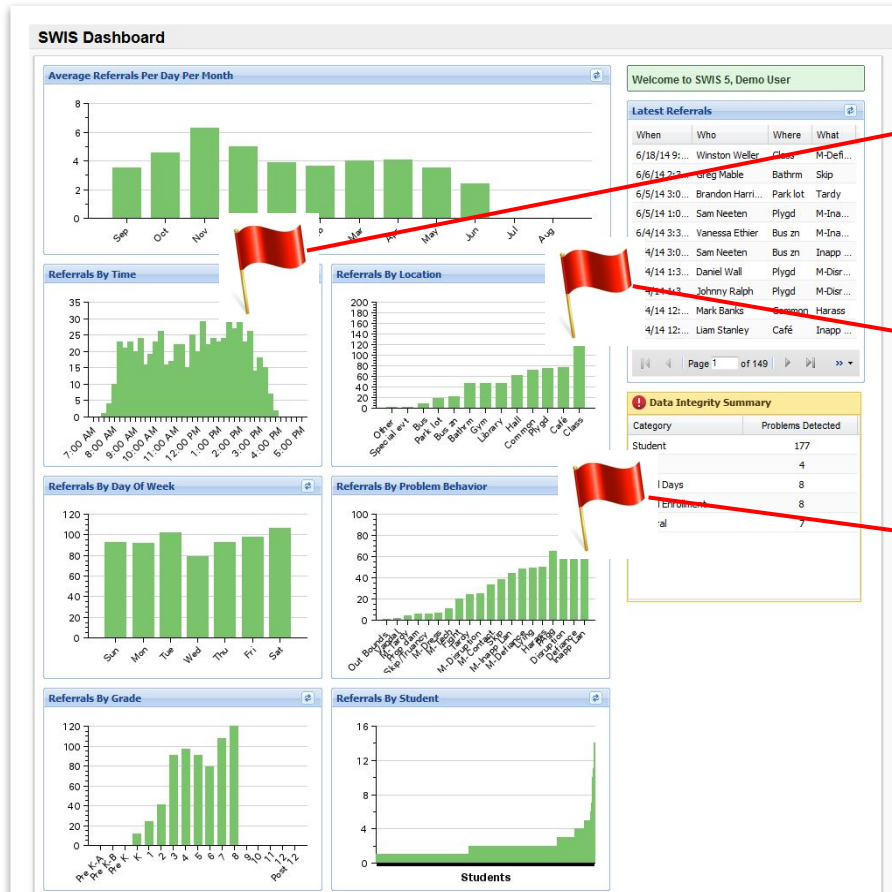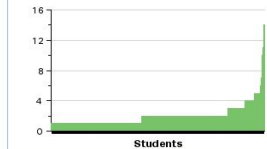| Tier 1 Systems Update (Quarterly)			
Implementation Fidelity			
Measure used: Tiered Fidelity Inventory Next scheduled update:	Tier 1 Score:	TFI A Walkth	
TIPS Fidelity Checklist	Score:	Link Checklist here	
Student Outcomes			
Measure used: SWIS Triangle Report **Date Data was Collected:** **Next Scheduled**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

System Update/ Big Picture

Primary
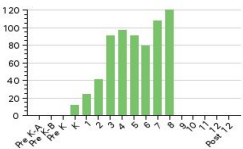
Red Flag

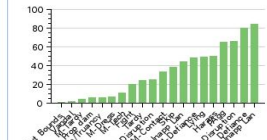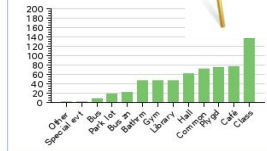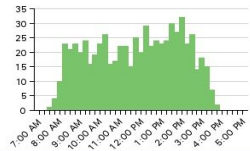Identify Problem with Precision

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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

Identifying Red Flags in SWIS

Problem identification involves identifying the context of the problem and it starts with the red flag.

SWIS Drill Down Fluency Worksheet

SWIS Drill-Down Fluency Worksheet

Notes		<this sheet can be completed by the Data Analyst before team meetings>
To help set more effective goals, identifying time ranges for pre and post intervention will be important.	**Date Range:**	Date range: Start Date: _____ End Date:_____
Notes: Review SWIS Core Reports or Similar Data. Identify possible concern.	**Red flag item:**	☐ Who? ☐ What? ☐ When? ☐ Where?
Continue to answer questions going from right to left in SWIS drill down. Save the Why for the last question. Save drill down in SWIS.	**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?
If it is more than 10 students, it should be an Action Item for the Tier I team. If fewer than 10 students, then consider referring to Intervention Team	**Referral Summary:**	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 referrals [ ] / # of Weeks in Dataset [ ] = Baseline [ ] Is the problem best addressed through systems or with individual students: ☐ Systems ☐ Students
Build your precision statement from your check boxes.	**Precise Problem Statement:**	<Type the summary of the precise problem statement in the TIPS Meeting Minutes form>

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.

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Problem Solving Objectives

System Update/
Big Picture

Primary

Use **DATA** to define…

| a **Primary** summary statement | **then** | a **Precise** problem statement |

Red Flag

Identify Problem with Precision

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Define problems with precision= Design effective behavior support
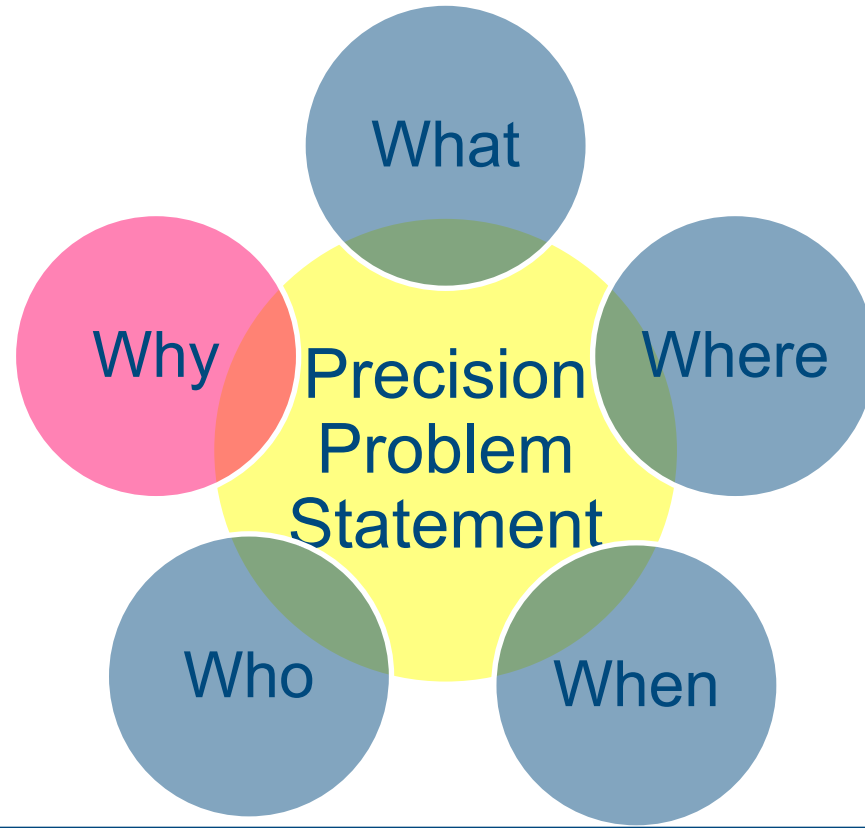
Examples: Primary to Precise

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**

Meeting Foundations

- Identify Problem with Precision
- Identify Goal for Change
- Identify Solution and Create Implementation Plan with Contextual Fit
- Implement Solution with High Integrity
- Monitor Impact of Solution and Compare Against Goal
- Make Summative Evaluation Decision
- Collect and Use Data

Identifying Baseline Data

"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**."
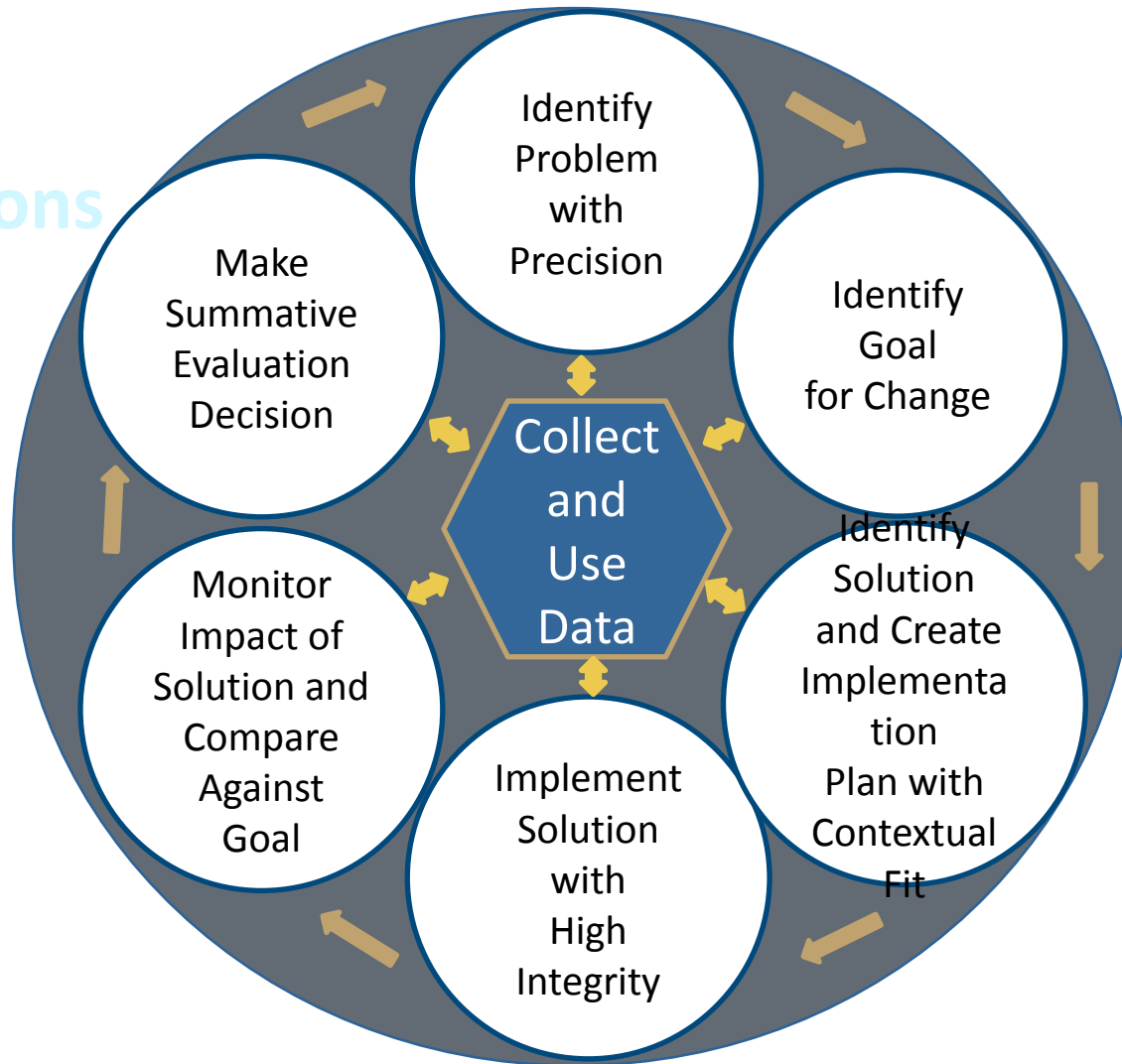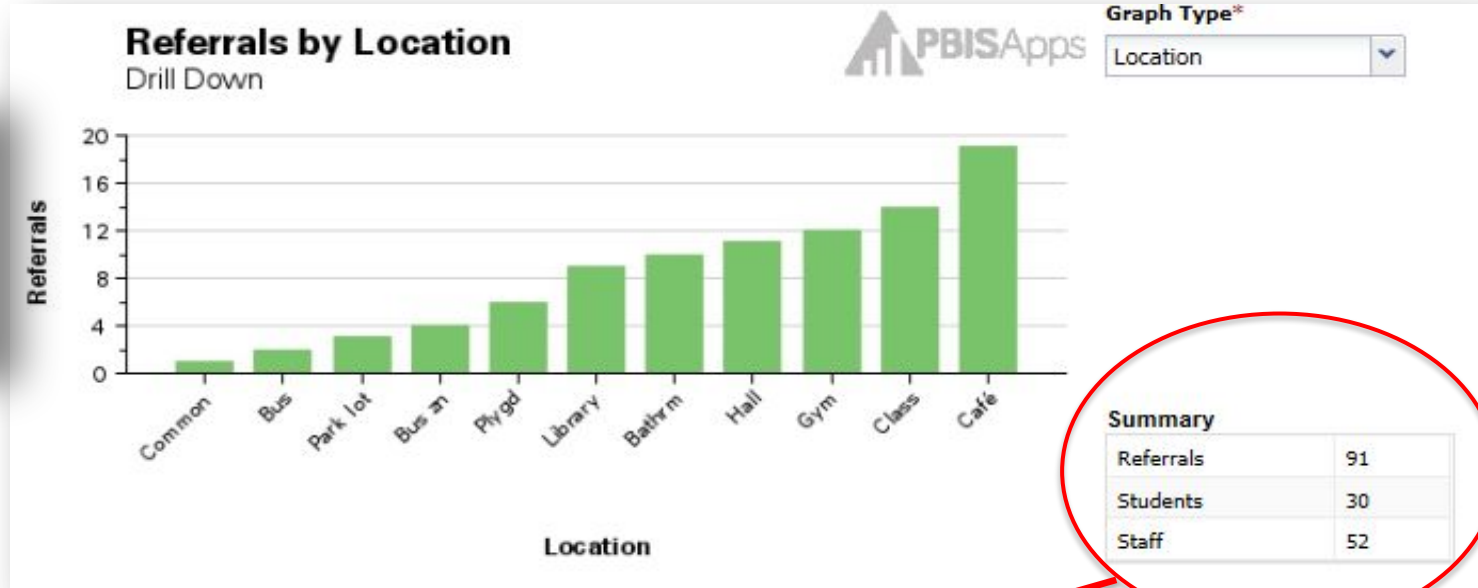

Referrals by Location
Drill Down

Graph Type*
Location

Summary	
Referrals	91
Students	30
Staff	52

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

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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

	Filter:	
If it is more than 10 students, it should be an Action Item for the Tier I team. If fewer than 10 students, then consider referring to Intervention Team	Referral Summary:	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 referrals [ ] / # of Weeks in Dataset [	] = Baseline [ ] Is the problem best addressed through systems or with individual students: ☐ Systems ☐ Students
Build your precision statement from your check boxes.	Precise Problem Statement:	<Type the summary of the precise problem statement in the TIPS Meeting Minutes form>

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)**

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Precision Statement, Baseline and Goal

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?*

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

No more than 1.5 referrals per week by XX/XX/2022

Current Levels:

Baseline = 4.5 referrals per week

Outcome Data (Current Levels):

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

Next Steps

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
Goal is no more than 1.5 referrals per week by XX/XX/2022

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SWIS Drill Down Activity:

- **I Do**
- www.pbisapps.org
- Demo Account

SWIS Drill-Down Fluency Sheet

Notes		\<this sheet can be completed by the Data Analyst before team meetings\>
To help set more effective goals, identifying time ranges for pre and post intervention will be important.	Date Range:	Date range: Start Date: _____ End Date:_____
Notes: Review SWIS Core Reports or Similar Data. Identify possible concern.	Red flag item:	☐ Who? ☐ What? ☐ When? ☐ Where?
Continue to answer questions going from right to left in SWIS drill down. Save the Why for the last question. Save drill down in SWIS.	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?
If it is more than 10 students, it should be an Action Item for the Tier I team. If fewer than 10 students, then consider referring to Intervention Team	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 [ ]

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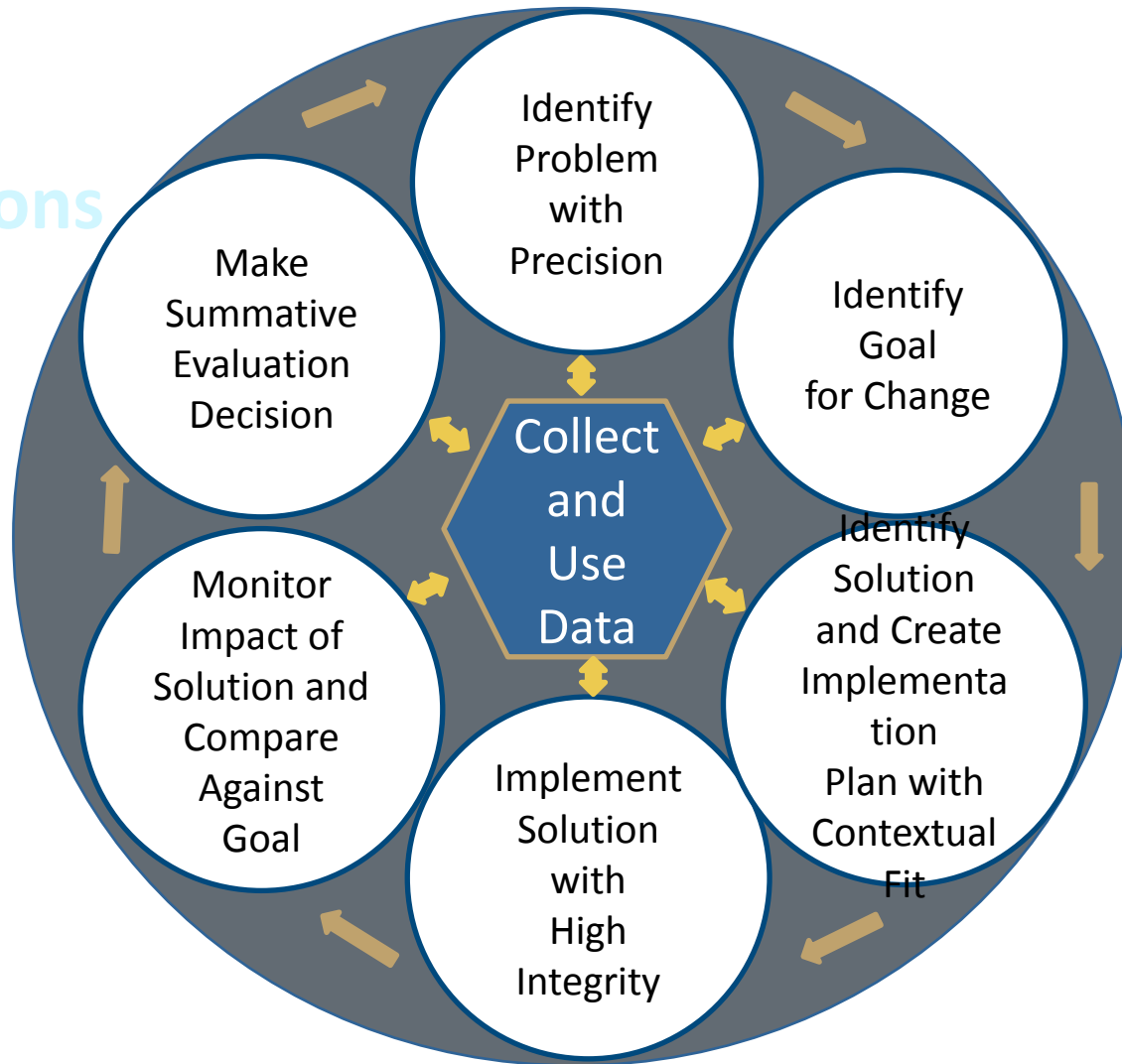
Google Activity Slides

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

Date Range	Date range: Start Date: __ End Date:__	Precise Problem Statement:
Red Flag Item	☐ Who? ☐ What? ☐ When? ☐ Where?	
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
Date of Initial Meeting
Brief Problem 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?*
			What fidelity data will we collect? What? When? Who?
Current Levels:			*What outcome data will we collect? What? When? Who?*

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Develop a plan for Solving the Problem

Solution Action Elements	
Prevent	*What can we do to prevent the problem?*
Teach	*What do we need to teach to solve the problem?*
Acknowledge	*What can we do to recognize appropriate behavior?*
Extinction	*What can we do to prevent the problem behavior from being recognized?*
Correct	*What will we do to provide corrective feedback?*
Safety	*Do we need additional safety precautions?*

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Solution Development Example

Target Area(s):
Problem behaviors in the indoor/outdoor common areas

Solution Component	Action Step(s)
Prevention	-Increase active supervision. Vice-principals share responsibility for indoor and outdoor common areas. Grade levels establish a supervision rotation.
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)

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 successcolor co Where provide reminde	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 stud 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-t	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 studen 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?*	I M P L E M E N T
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? What? When? Who?* *What outcome data will we collect? What? When? Who?*	S O L U T I O N S

Current Levels:

Baseline = 4.5 referrals per week

Date(s) of Review Meetings

Notes:

Google Activity Slides

Identifying Solutions:
Move example solution tiles into appropriate category for prevent, teach or reinforce.

Meeting Foundations

- Identify Problem with Precision
- Identify Goal for Change
- Identify Solution and Create Implementation Plan with Contextual Fit
- Implement Solution with High Integrity
- Monitor Impact of Solution and Compare Against Goal
- Make Summative Evaluation Decision

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   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	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?*

Current Levels:

Baseline = 4.5 referrals per week

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

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?*	I M P L E M E N T S O L U T I O N S
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? What? When? Who?* 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.

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? | I M P L E M E N T   S O L U T I O N S |
|---|---|---|---|---|
| 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?
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. | |

Current Levels:

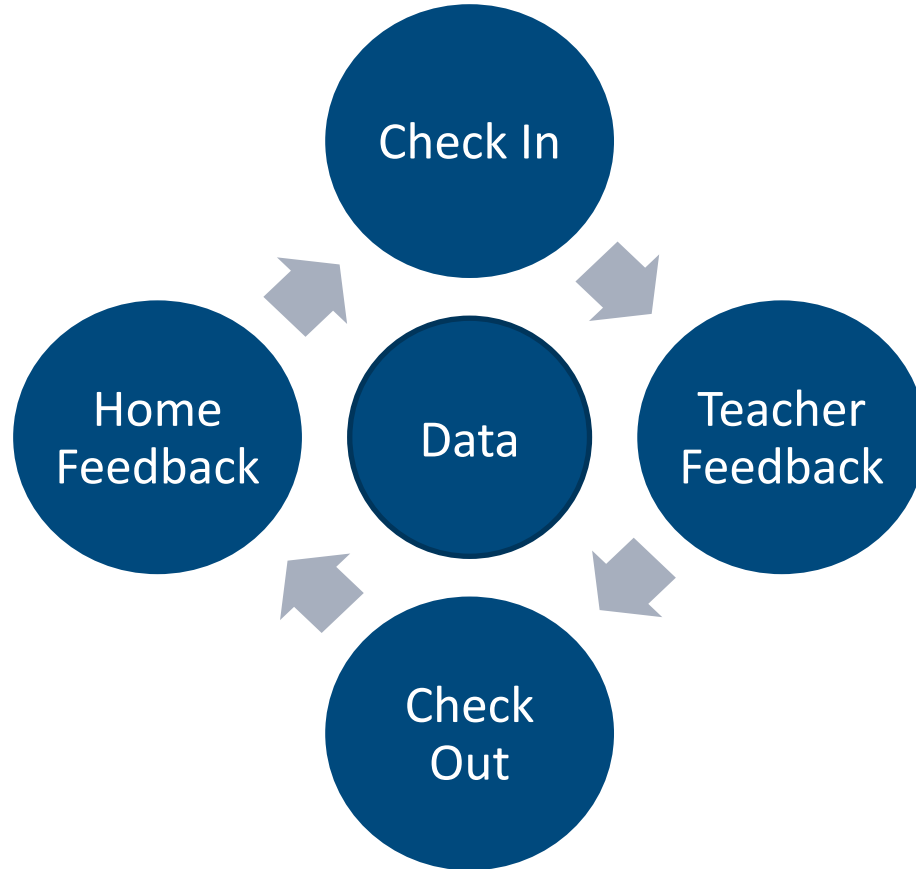Baseline = 4.5 referrals per week

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
☒ Implemented with fidelity
☐ Stopped
Notes:	2.1 Referrals per week
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:

Check In- Check Out Overview

TFI Items related to this section:

- **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.

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Morning Check-In: What does it look like?

Administrator
- Attends Intervention Team meetings regularly
- Understands and supports the CICO intervention

CICO Facilitator
- Interfaces with students for morning and afternoon check ins/outs
- The "cheerleader"

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

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

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

Roles

CICO Point Card Reinforcement Sy...

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

CICO Facilitator

A good candidate is. . .

Enthusiastic

Available at the start and end of the day

Liked by Students

In the building every day

Organized

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.

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

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Tiered Fidelity Inventory

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.
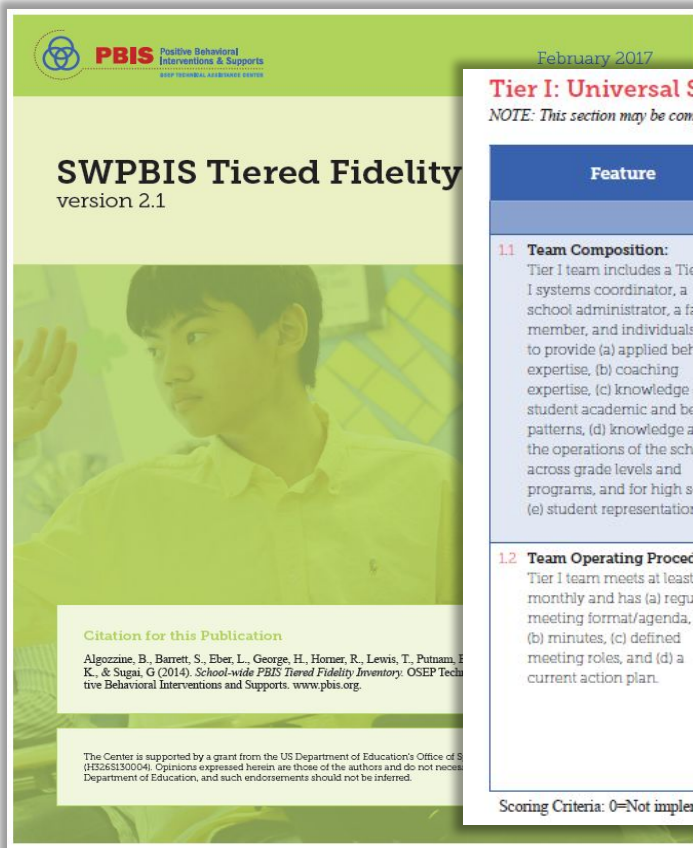
Most recent TFI (that YCOE has the scores for)

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)

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Tiered Fidelity Inventory (TFI): Tier 1

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

SWPBIS Tiered Fidelity
version 2.1

February 2017

Tier I: Universal SWPBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 **Team Composition:** Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) 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%
1.2 **Team Operating Procedures:** Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 – Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1– Tier I team has at least 2 but not all 4 features 2 – Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 **Team Composition:** Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) 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%

Tier 1					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				
	1.10 Faculty Involvement				
	1.11 Student/Family/Community Involvement				

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

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