The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 2

The Tier II Leadership Team

RTI Arkansas

PBIS Arkansas Positive Behavioral Interventions & Supports

center for community engagement arkansas state university

State Personnel Development Grant

Arkansas

Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: The focus of this module is district and school Tier II teams and team meetings.

Title of Training:

Module 2: The Tier II Leadership Team

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
    - The activities will appear in a green text box with a **green star.**
    - Examples will appear in a **blue text box** with a smiley face.
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:

- Tier I modules
- Tier II module 1

Training Description:

This training module was designed to help districts and schools build strong Tier II teams and create structures to ensure efficient, effective team meetings.

Module Sections:

Introduction – Purpose and objectives (slides 1 – 5) pgs. 5 – 10

Training Sections

Section 1 – Tier II: Team Responsibilities (slides 6 – 13) pgs. 11 – 21

Section 2 – Staff and Expertise Needed for the Team at Tier II (slides 14 – 30) pgs. 22 – 42

Section 3 – Team Discussions at Tier II (slides 31 – 46) pgs. 43 – 67

Section 4 – District Leadership (slides 47 – 50) pgs. 68 – 72

Conclusion – Summary and resources (slides 51 – 54) pgs. 73 – 77

Discussion questions, homework, resources – pgs. 78 – 79

Training Materials/Equipment:

<u>PowerPoint for Module 2: The Tier II Leadership Team</u>

- Equipment needed/recommended to project the PowerPoint:
  - Laptop computer
  - Access to PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - "Clicker" to advance slides
- Showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
  - Note that it may take a minute for the video to load.
  - Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
  - Click on arrow to check that the video works with your Wi-Fi.

- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:

Physical and/or electronic copies of:

- Tier II Team Communication Strategy (pg. 17)
- Comparison of Tier I and Tier II Team Responsibilities (pg. 19)
- Example: Tier II Team Roles and Responsibilities Before, During and After Meetings (pg. 30)
- Guiding Questions for Developing the Tier II Team (pg. 39)
- Team Roles and Responsibilities template (pg. 40)
- 3-Tiered System of Support Necessary Conversations (pg. 47)
- Pre-Meeting Organizer, part 1 (pg. 50)
- Pre-Meeting Organizer, part 2 (pg. 53)
- Tier II Team Meeting Agenda (pg. 57)
- Tier II Problem Solving Agenda (pgs. 62 – 65)

Activities in this Training:

- Communication Planning (pg. 15)
- Team Roles and Responsibilities (pg. 38)

Essential Questions:

These essential questions will be addressed in this training module:

- What are the roles and responsibilities of the Tier II team?
- What are the important conversations that need to take place during Tier II team meetings?
- What tools and planning can help ensure that Tier II team meetings are efficient and effective?
- How can the district support Tier II implementation?

Trainer Tips:

- The Tier II team requires more expertise in the areas of behavior and interventions. By using the guiding information in this module, schools can create strong Tier II teams. All schools have different situations, so some will need to find the best available staff and commit to building skill and expertise over time.
- Because teams will be having conversations about not only systems but individual students, the team (or some members of the team) will need to meet more often. The tools in this module will help teams create organization so that their meeting time is efficient and effective.
- By having support and resources at the district level, schools have a much better chance of success and sustainability of Tier II. Districts can build capacity for training, support, coaching, etc., and can work with schools to develop common materials and resources, such as data tools.

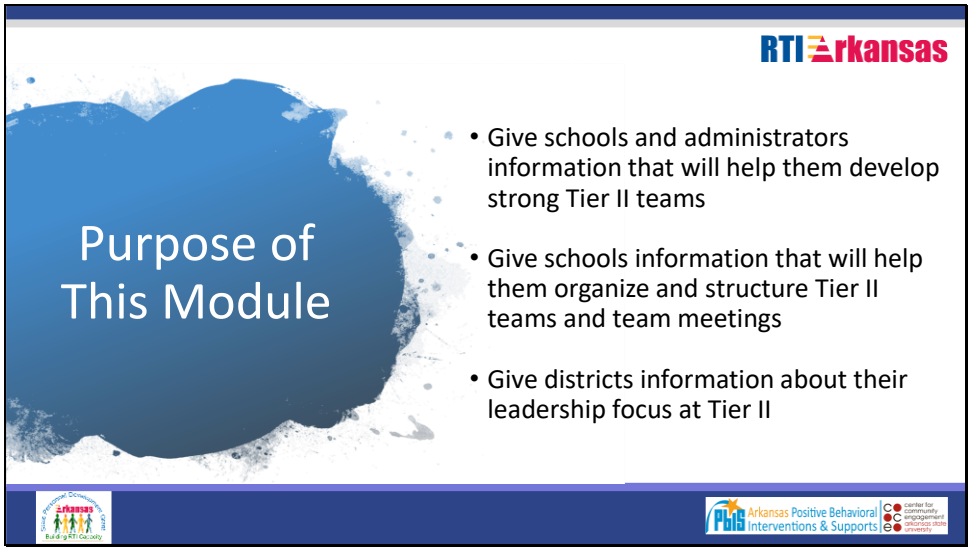
Introduction

Slides 1 - 5

- Purpose
- Objectives

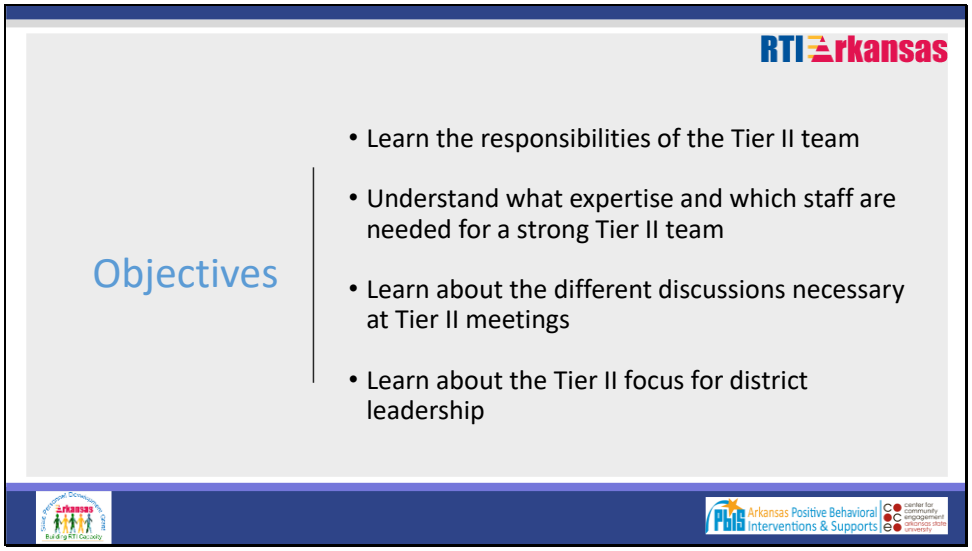
Slide #1

[The Tier II Leadership Team]



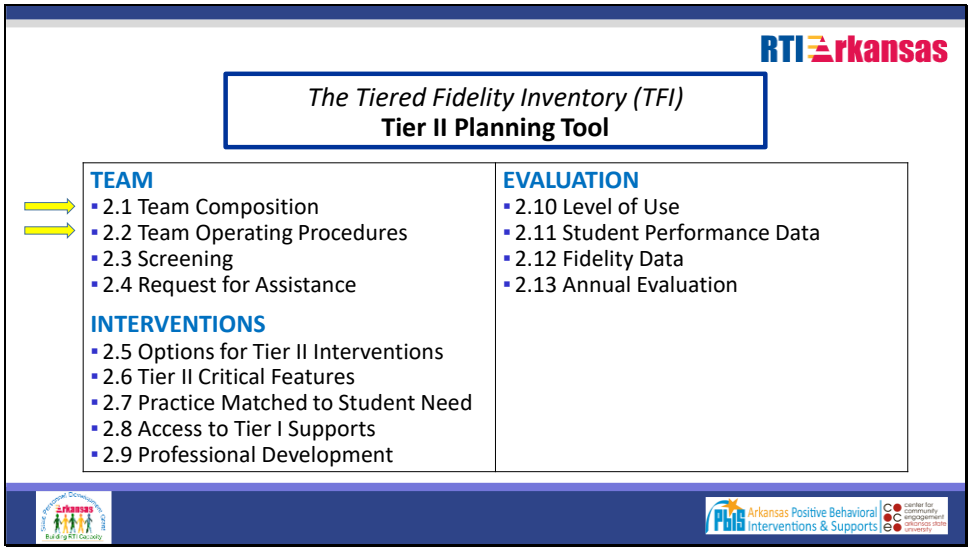
Slide #2

[Purpose of This Module]



Slide #3

[Objectives]

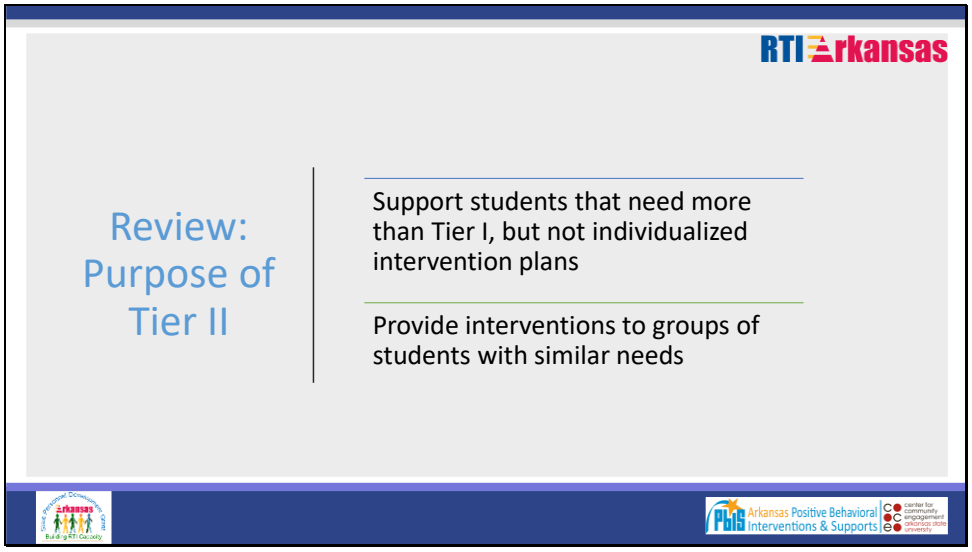


Slide #4

[The Tiered Fidelity Inventory (TFI)]

Trainer Notes:

- The TFI will be used throughout PBIS modules. Each module aligns with one or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, items 2.1 and 2.2 will be addressed.
- Fidelity checks will appear throughout this module at the end of content sections.



Slide #5

[Review: Purpose of Tier II]

Trainer Notes:

- Module 1 went into more depth on the purpose of Tier II, but this slide serves as a reminder of the purpose.
- Typically, in schools with Tier I implemented with fidelity, 80% of students respond well to Tier I.
    - This means that they are following the expectations and receiving very few discipline actions or corrections.
- Of the 20% of students who don't respond to Tier I, only a very small percentage have serious issues that need individualized attention (Tier III).
- Typically, about 15% of students just need some extra support, but do not need individualized interventions. Tier II serves these students.
- Tier II supports students who may continue to escalate in behavior if they are not redirected now. By grouping students with similar issues together, instead of working one-on-one with students, schools are able to use fewer resources – especially time spent by teachers and administrators. Schools give the same intervention to a group of students, and that intervention is still matched to the students' needs.

Training Section One

Tier II: Team Responsibilities

Slides 6 - 13

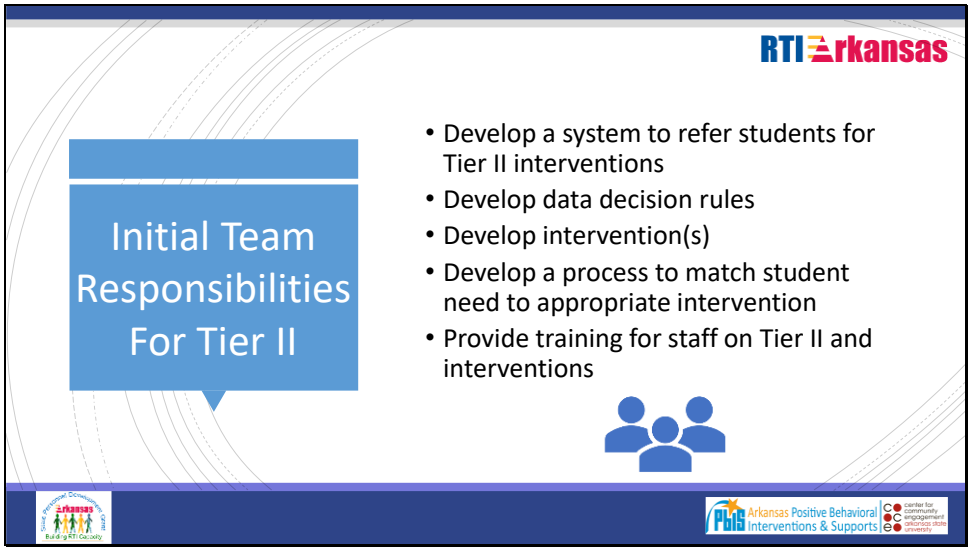
Goals

Participants will learn

- The responsibilities of the Tier II team
- How to develop a strong communication plan

Slide #6

[Tier II: Team Responsibilities]

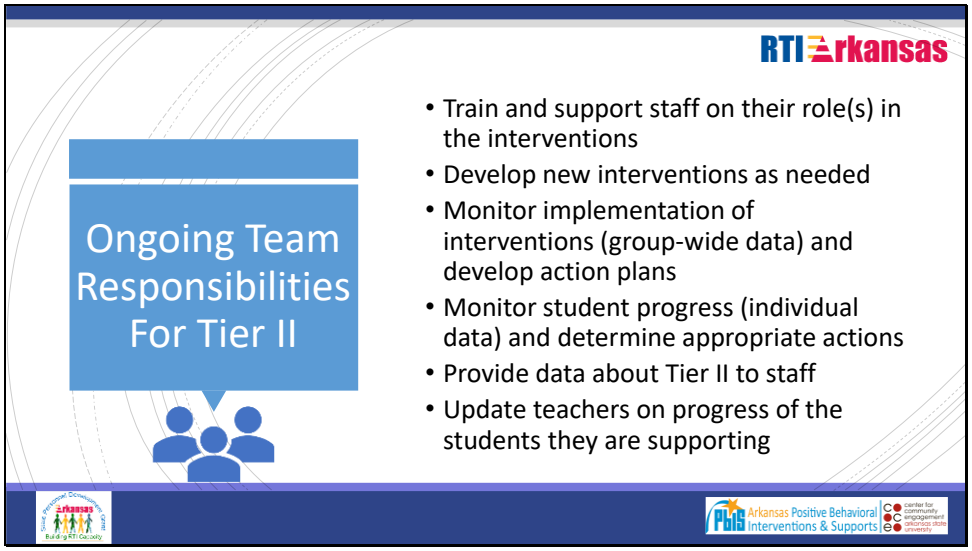


Slide #7

[Initial Team Responsibilities For Tier II]

Trainer Notes:

- The PBIS team drives the implementation process. Depending on the size of the staff and level of expertise, some schools may decide to have the same team members for both Tier I and Tier II. However, some schools may have a separate team for Tier II. There is not one right answer — each school needs to decide what fits their needs.
- The team is responsible for developing the Tier II interventions for groups of students, **as they are needed**, and developing a system for referring students. ***Typically, the team will start with one intervention (usually check-in, check-out) and eventually add others as needs arise.***

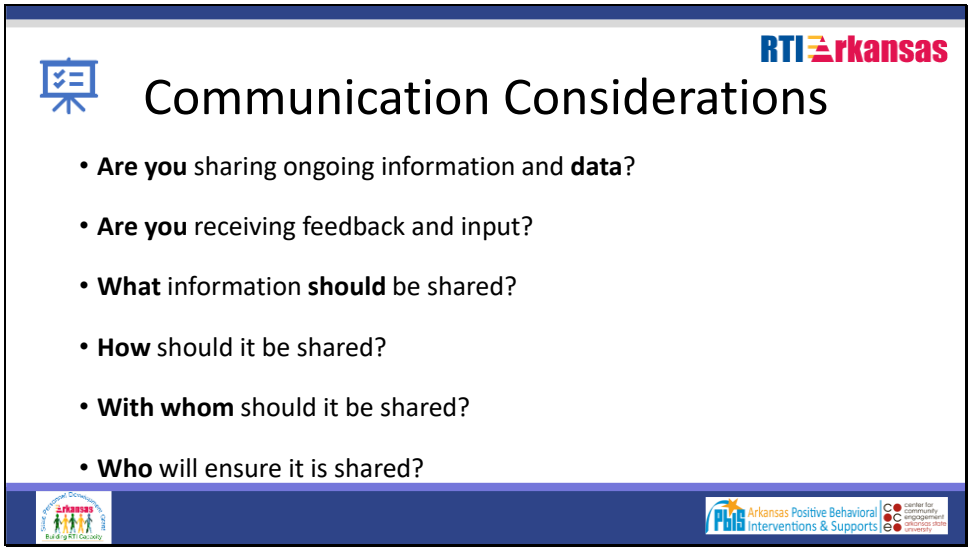


Slide #8

[Ongoing Team Responsibilities for Tier II]

Trainer Notes:

- Team members will collaborate to make decisions about behavior based on data that are collected and analyzed regularly.
- The team supports other staff and keeps everyone informed.
- Teams need to not only look at individual student data, but data for all Tier II students collectively.



Slide #9

[Communication Considerations]

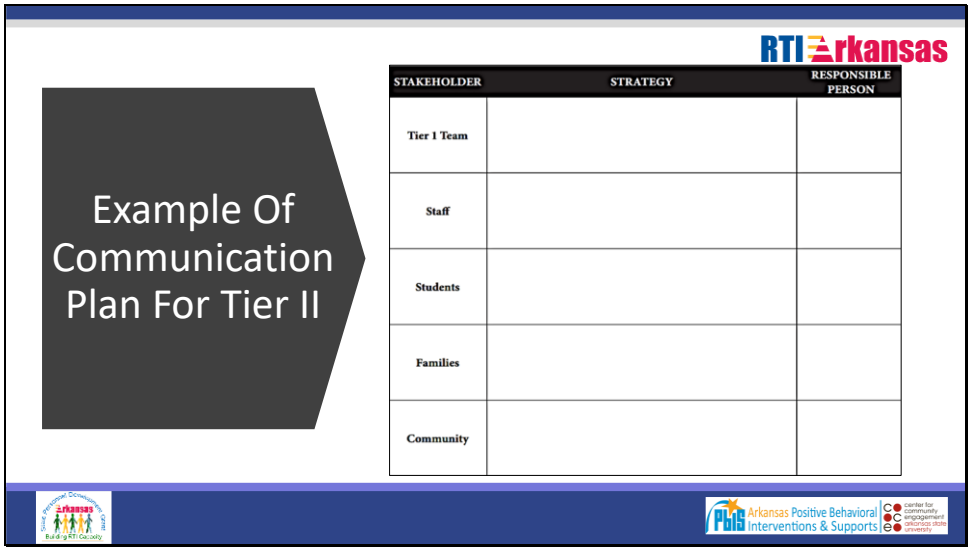
Trainer Notes:

- Assess any current communication plans (e.g., plans developed during Tier I implementation) and how well stakeholders are getting and giving information.
  - How can teams improve?
  - What are some new ideas for disseminating info?
- "Routine thoughtful planning for communication can lead to well-informed stakeholders and greater unity." *(MO-SWPBS Tier II Handbook)*

ACTIVITY

Communication Planning

- Ask participants to assess their current communication plan, using the guiding questions on this slide.
- Advance to the next slide and provide the communication plan template to participants.
- Ask participants to use the template to begin planning for how they will communicate to various stakeholders about Tier II implementation. Note that the template asks for a "strategy," so be sure to point out that the team may want various approaches to ensure stakeholders are informed and included in the process; e.g., having a parent night, a monthly newsletter, and a website with information might ensure that more parents understand Tier II.



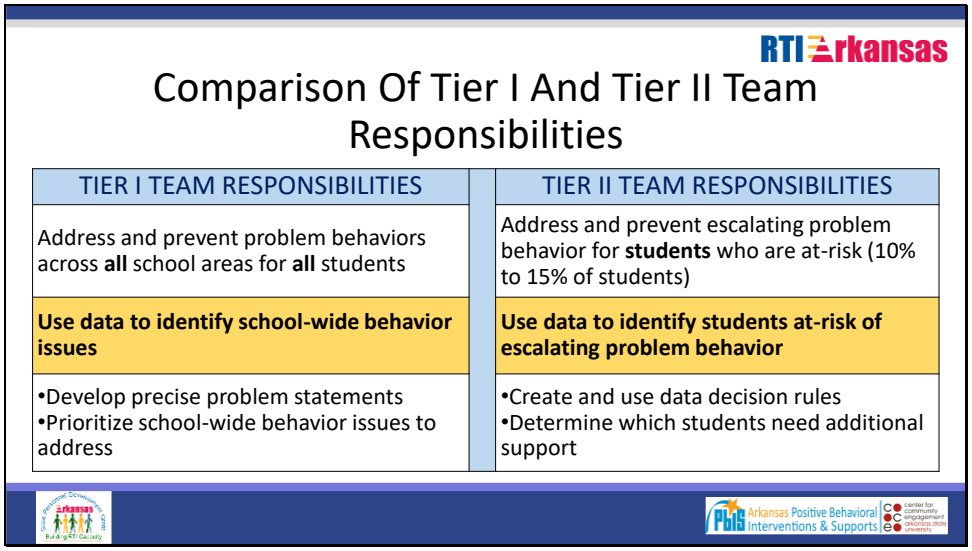
Slide #10

[Example of Communication Plan for Tier II]

Trainer Notes:

- The above template (from MO-SWPBS) may be helpful in planning communication strategies and assigning people to be responsible for making sure communication is happening when and how it should be.
- The template is on the next page.

Tier II Team Communication Strategy		
Stakeholder	**Strategy**	**Responsible Person**
Tier I Team		
Staff		
Students		
Families		
Community		
Other		



Slide #11

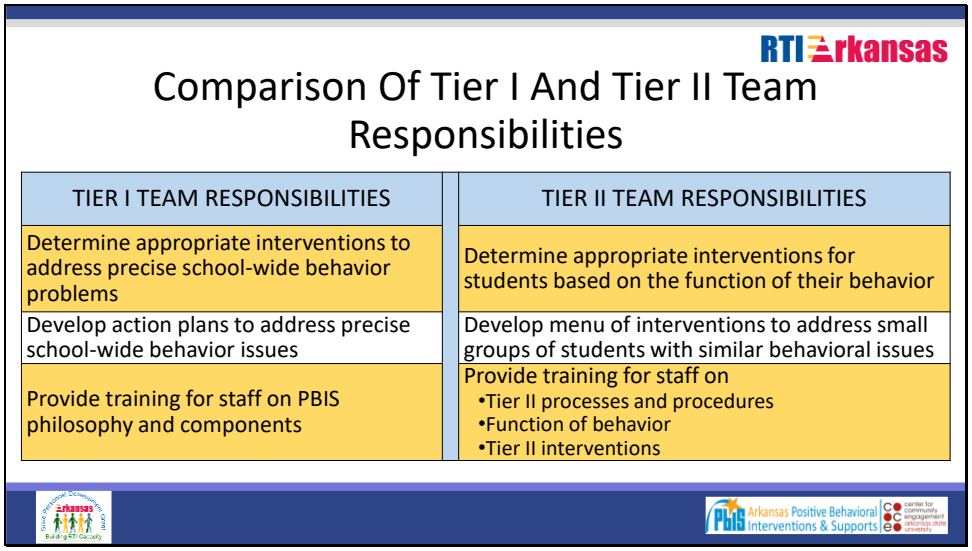
[Comparison of Tier I And Tier II Team Responsibilities]

Trainer Notes:

- This slide and the next two show the full comparison of Tier I and Tier II team responsibilities. The full table is included on the next page.
- The basic differences in Tier I and Tier II team responsibilities lie in the groups of students they are supporting.
- The Tier I team addresses areas of need that will affect the entire school, while the Tier II team identifies and addresses small groups of students that have similar needs beyond Tier I.
- Both teams look at data and identify preventive, proactive strategies and interventions to address behavior issues before they escalate further.

Comparison of Responsibilities of Tier I and Tier II Teams

Tier I Team	Tier II Team
Addresses and prevents problem behavior for 80% to 90% of the students.	Designs early intervention programs for the remaining 10-15% of students who are at risk for academic or behavioral problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the Tier I team.
Uses schoolwide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.
Identifies needed strategies, current and ongoing training, and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs PBIS for the classroom and the entire school.	Designs PBIS for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing PBIS.	Consults with and provides ongoing support for school staff who have students with academic and/or behavioral problems.
Shares schoolwide outcomes and makes modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates schoolwide services.	Coordinates school and community services for groups of at-risk students.

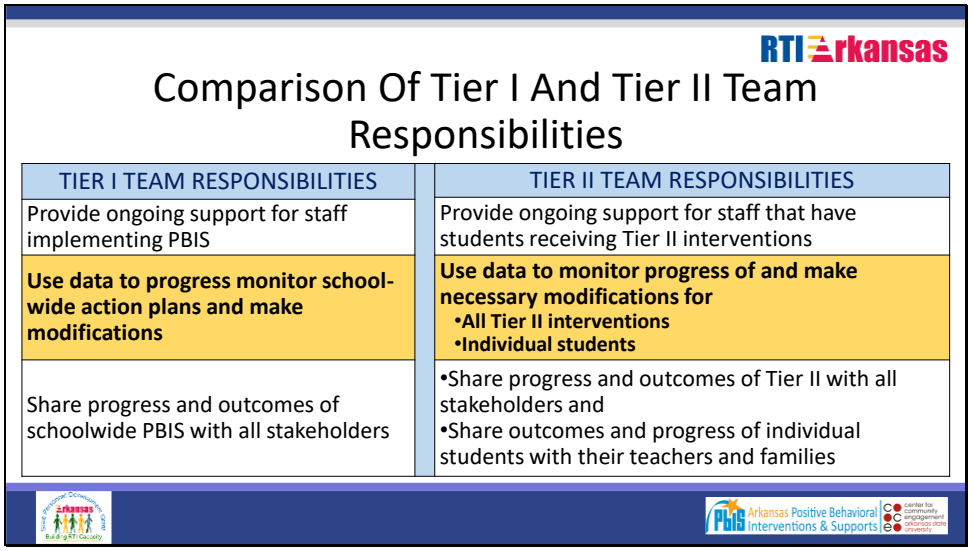


Slide #12

[Comparison of Tier I And Tier II Team Responsibilities]

Trainer Notes:

- The Tier II team will be looking more closely at function of behavior and at interventions that will help students build skills where they have deficits.



Slide #13

[Comparison of Tier I And Tier II Team Responsibilities]

Trainer Notes:

- Both teams support staff and share information and data.

Training Section Two

Staff and Expertise Needed for the Team at Tier II

Slides 14 - 30

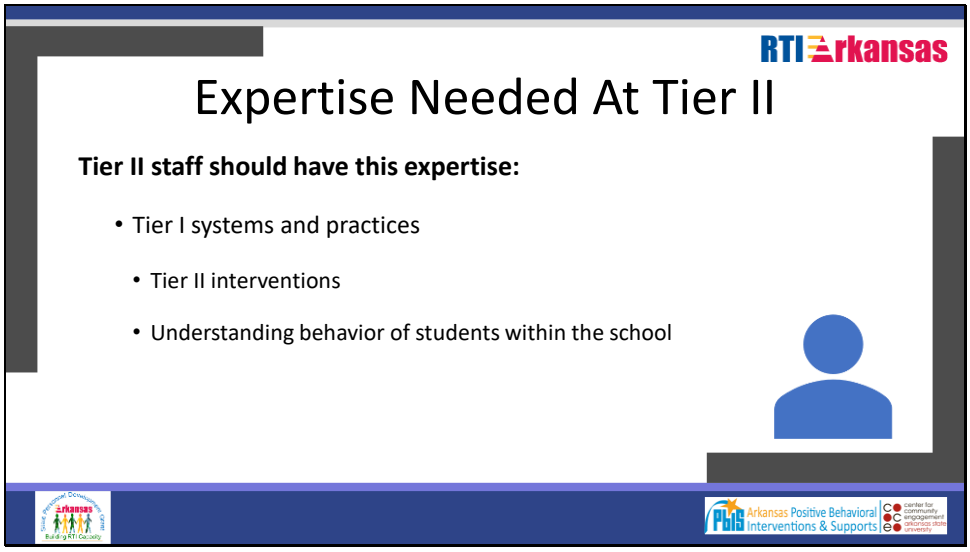
Goals

Participants will learn

- What type of expertise is needed among Tier II team members
- What staff are needed to fill various team roles
- Roles and responsibilities of the various Tier II team members

Slide #14

[Staff and Expertise Needed for the Team at Tier II]

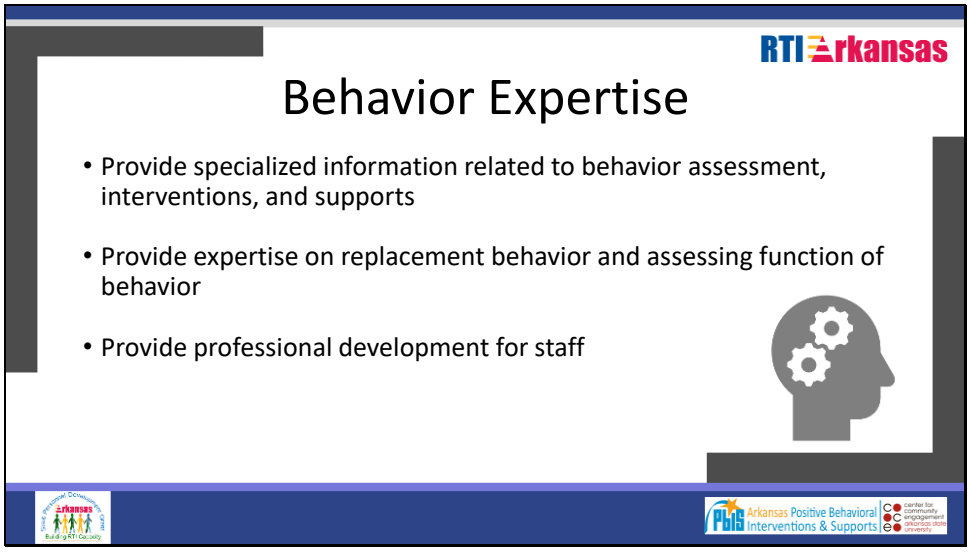


Slide #15

[Expertise Needed At Tier II]

Trainer Notes:

- If schools don't have this expertise among staff, look at staff who have some abilities/skills in these areas and who are willing to develop expertise.
- Look at district for support, too.
- The next two slides give a better understanding of the types of behavior expertise needed for Tier II.

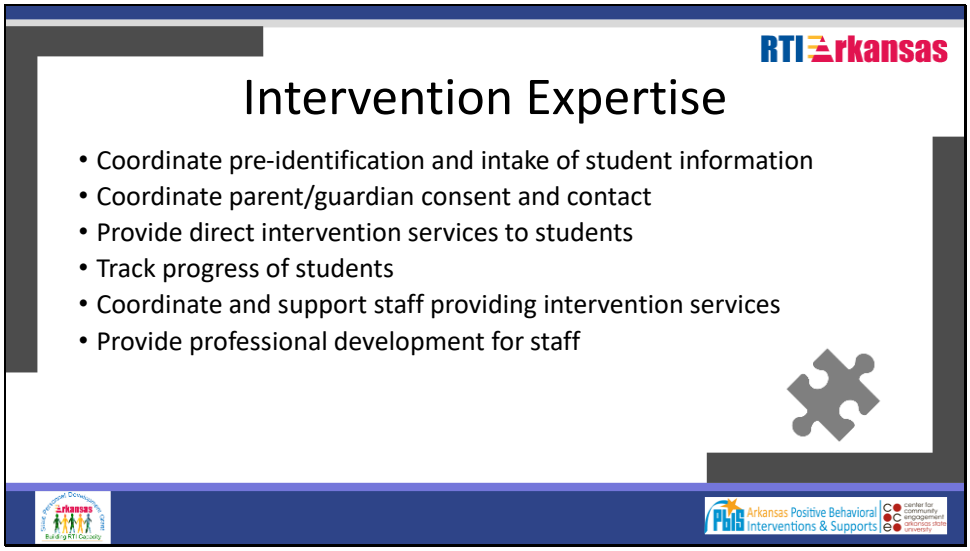


Slide #16

[Behavior Expertise]

Trainer Notes:

- The behavior specialist (school psychologist and other similar staff) can provide valuable information that will ensure students are properly placed in interventions.
- Staff will need professional development on Tier II and the interventions and this would be the logical person for providing this PD.

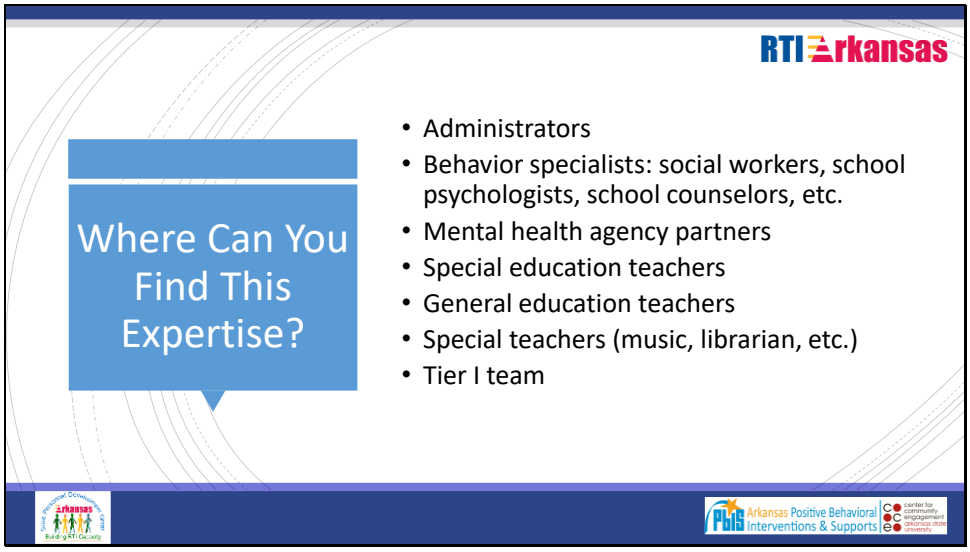


Slide #17

[Intervention Expertise]

Trainer Notes:

- The intervention specialist can be the go-to person for all things related to all interventions. This could be the same person as the behavior specialist mentioned in the previous slide, depending on the school's resources and size, etc.
- This person can be tasked with the administrative parts of the interventions, as well (such as intake, parent consent, collecting data, and supporting staff through PD).

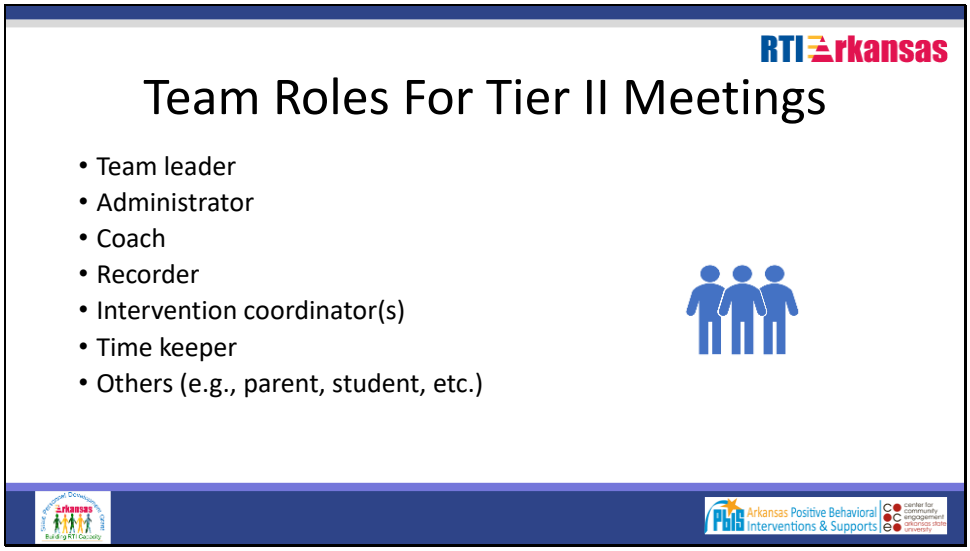


Slide #18

[Where Can You Find This Expertise?]

Trainer Notes:

- Administrators are a must for Tier II teams. They will be needed for organizing time and resources and providing information and data.
- At Tier II, you will begin to look at function of behavior. There may be both regular and special education students receiving interventions, so it is important to have team members with backgrounds in behavior and special education.
- Just as with Tier I, there will be problem solving both tier-wide and for individual students. It is good to have diverse input in these discussions.

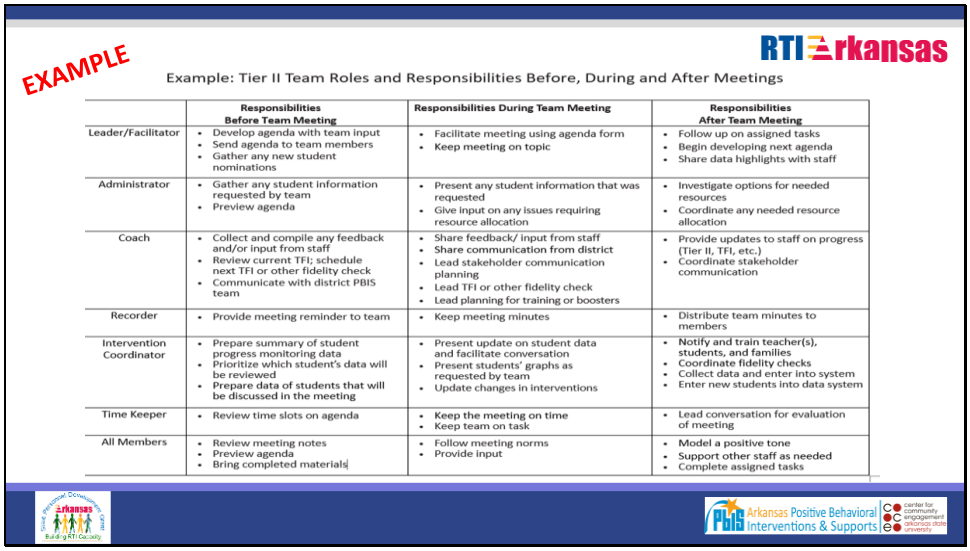


Slide #19

[Team Roles For Tier II Meetings]

Trainer Notes:

- These are the roles that are needed for leading Tier II implementation.
- Some of these roles are the same as the roles for the Tier I team. The next slide highlights the responsibilities of each member. Roles that are significantly different for Tier II are described in the rest of this section.



Slide #20

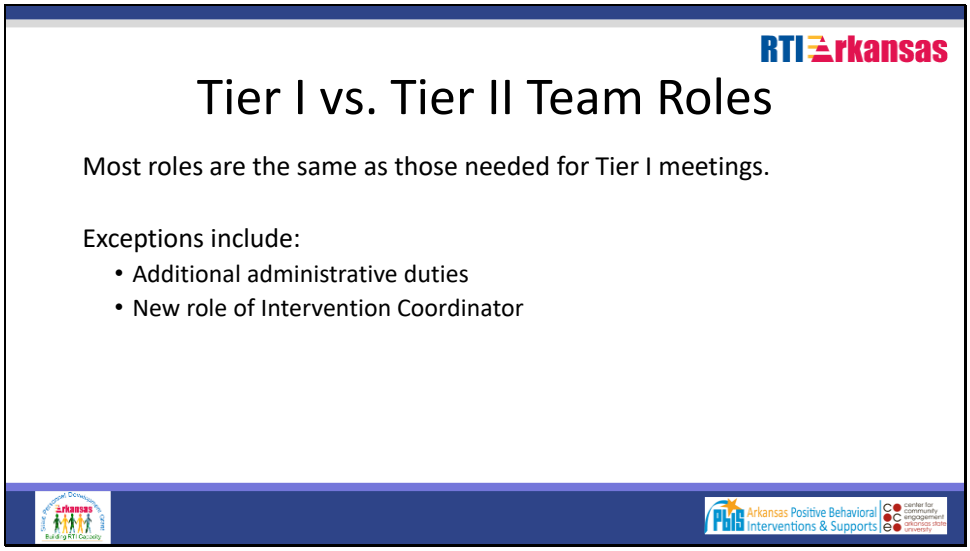
[Example]

Trainer Notes:

- This example is on the next page as a handout.
- In this example, each team member's role is clearly defined for before, during, and after team meetings.
- Schools may want to develop something like this to make sure everyone always knows their role and their responsibilities during and between meetings.

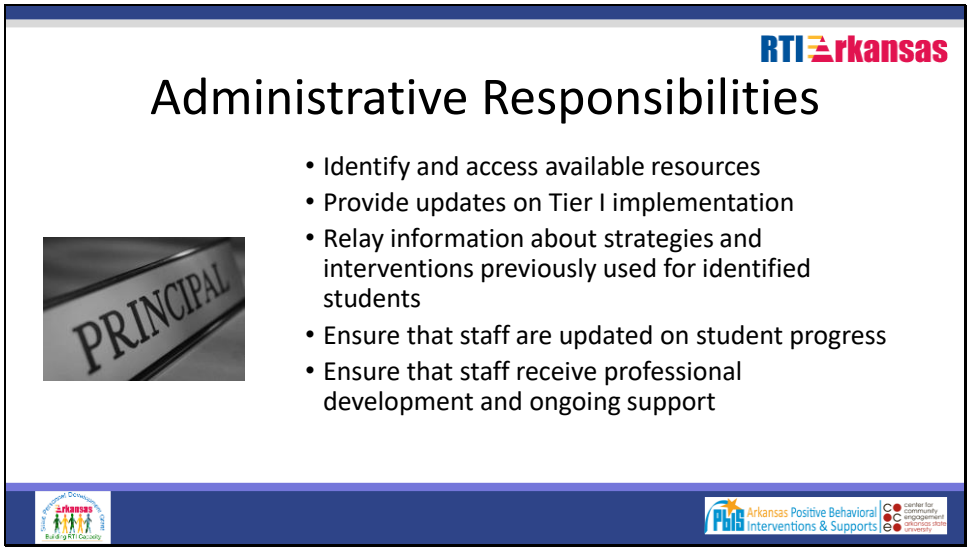
Example: Tier II Team Roles and Responsibilities Before, During and After Meetings

	Responsibilities Before Team Meeting	**Responsibilities During Team Meeting**	**Responsibilities After Team Meeting**
Leader/Facilitator	• Develop agenda with team input • Send agenda to team members • Gather any new student nominations	• Facilitate meeting using agenda form • Keep meeting on topic	• Follow up on assigned tasks • Begin developing next agenda • Share data highlights with staff
Administrator	• Gather any student information requested by team • Preview agenda	• Present any student information that was requested • Give input on any issues requiring resource allocation	• Investigate options for needed resources • Coordinate any needed resource allocation
Coach	• Collect and compile any feedback and/or input from staff • Review current TFI; schedule next TFI or other fidelity check • Communicate with district PBIS team	• Share feedback/ input from staff • Share communication from district • Lead stakeholder communication planning • Lead TFI or other fidelity check • Lead planning for training or boosters	• Provide updates to staff on progress (Tier II, TFI, etc.) • Coordinate stakeholder communication
Recorder	• Provide meeting reminder to team	• Keep meeting minutes	• Distribute team minutes to members
Intervention Coordinator	• Prepare summary of student progress monitoring data • Prioritize which student's data will be reviewed • Prepare data of students that will be discussed in the meeting	• Present update on student data and facilitate conversation • Present students' graphs as requested by team • Update changes in interventions	• Notify and train teacher(s), students, and families • Coordinate fidelity checks • Collect data and enter into system • Enter new students into data system
Time Keeper	• Review time slots on agenda	• Keep the meeting on time • Keep team on task	• Lead conversation for evaluation of meeting
All Members	• Review meeting notes • Preview agenda • Bring completed materials	• Follow meeting norms • Provide input	• Model a positive tone • Support other staff as needed • Complete assigned tasks



Slide #21

[Tier I vs. Tier II Team Roles]

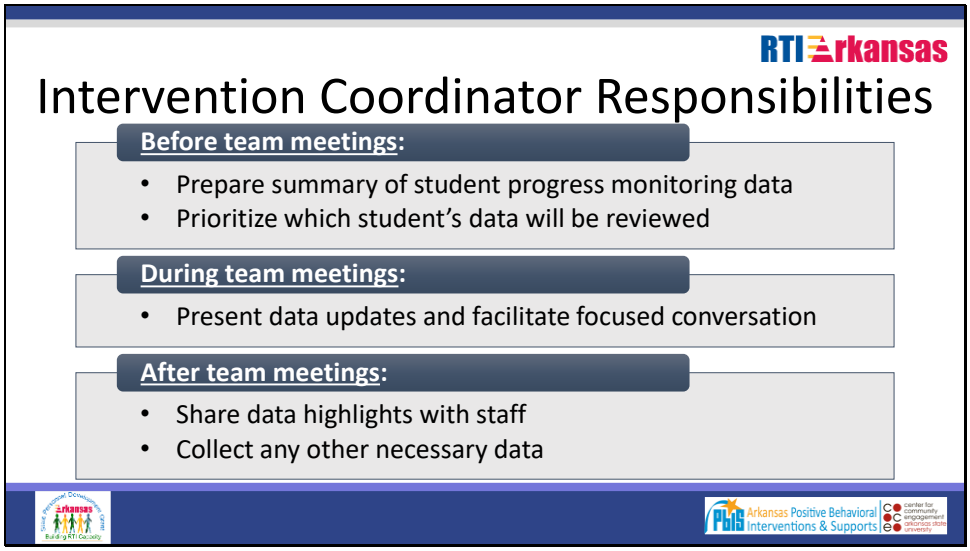


Slide #22

[Administrative Responsibilities]

Trainer Notes:

- In order to develop Tier II systems and interventions, the administrator or someone with administrative authority will be needed to help free up time and resources to make them possible.
- Responsibilities:
  - Identify and access available resources
  - Provide information on fidelity of Tier I implementation
  - Relay information on student behavior, previously used strategies, consequences, and interventions
  - Ensure staff receive information on student progress
  - Ensure support and professional development for staff

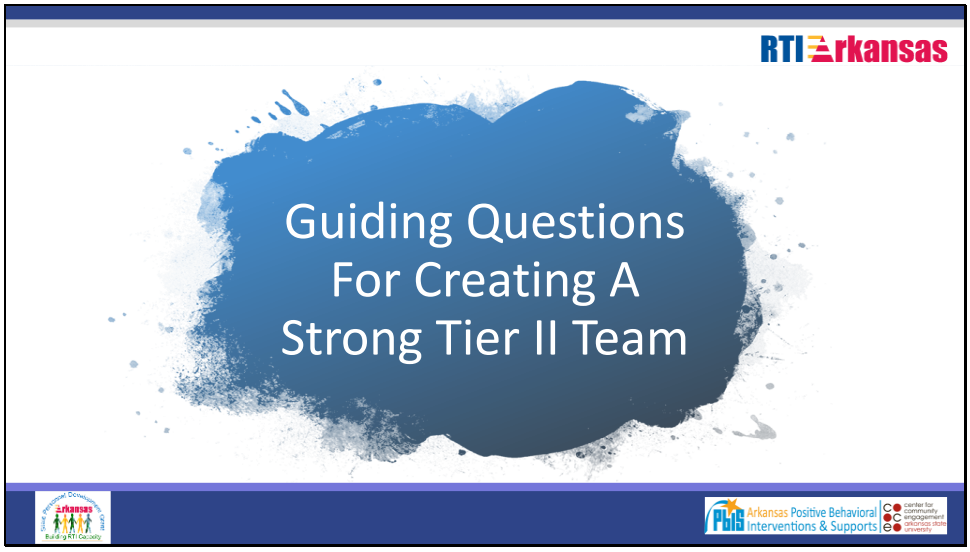


Slide #23

[Intervention Coordinator Responsibilities]

Trainer Notes:

- The intervention coordinator(s) will be the point person for each intervention.
- The intervention coordinator will support students receiving interventions and staff providing interventions through training and ongoing communication.
- This person will also be compiling all data for students in the interventions, summarizing and graphing data, and presenting and sharing data with the team and other staff.



Slide #24

[Guiding Questions for Creating A Strong Tier II Team]

Trainer Notes:

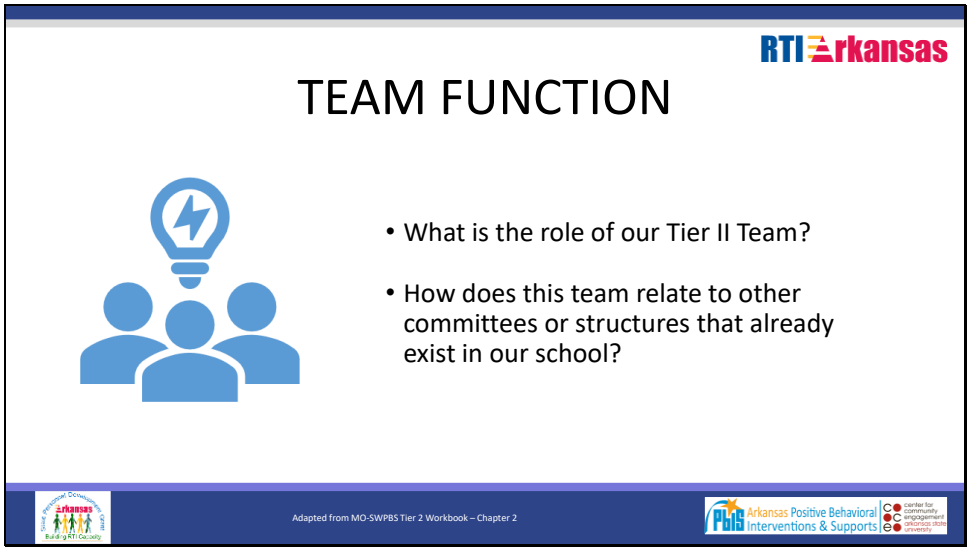
- On the following slides are questions for schools to consider as they are building the Tier II team.

Slide #25

[TEAM MEMBERSHIP]

Trainer Notes:

- This slide and the next two go through some guiding questions to help schools create an effective Tier II team (adapted from the MO-SWPBS Tier 2 Workbook –Chapter 2).
- This first set of questions asks teams to look for talent and skills in their current Tier I team, as well as others that have the additional skills needed for Tier II.

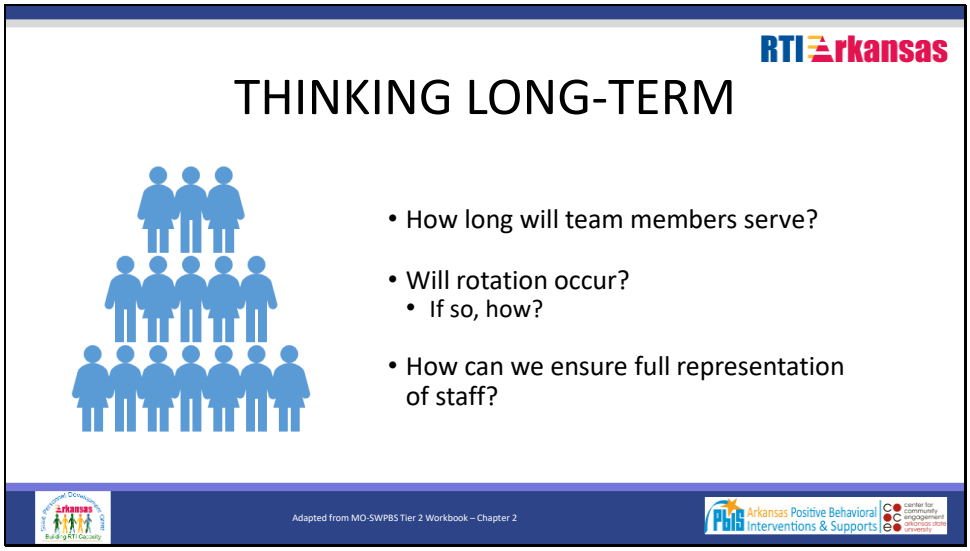


Slide #26

[TEAM FUNCTION]

Trainer Notes:

- This set of questions asks teams to think about what their roles and responsibilities will be and how it will exist alongside other teams/committees/etc.

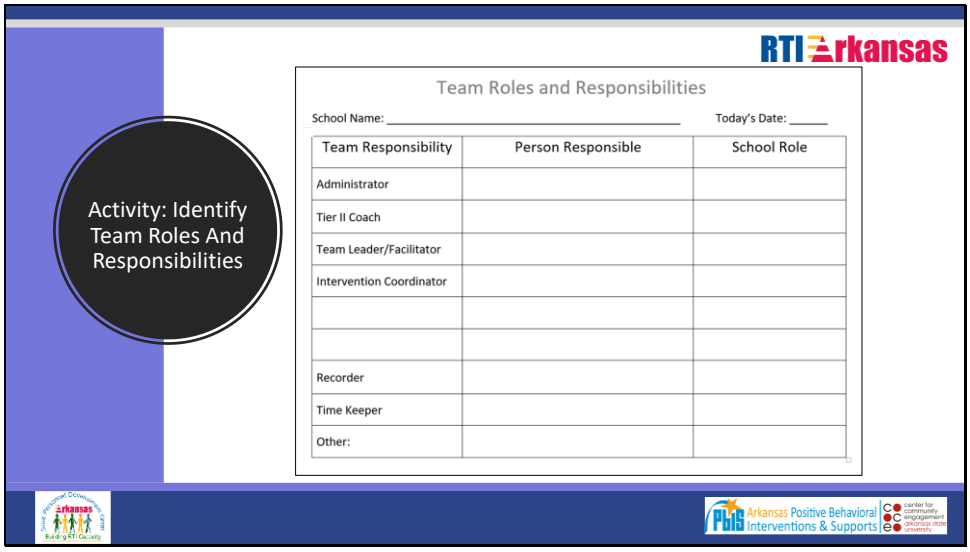


Slide #27

[THINKING LONG-TERM]

Trainer Notes:

- This set of questions asks teams to think about sustainability (how to keep things going long-term).



Slide #28

[Activity: Identify Team Roles and Responsibilities]

Trainer Notes:

- Teams can use this template to begin assigning team roles and responsibilities.
- Schools will need to do what is right for their size and situation.
- A fidelity check follows this activity.

ACTIVITY

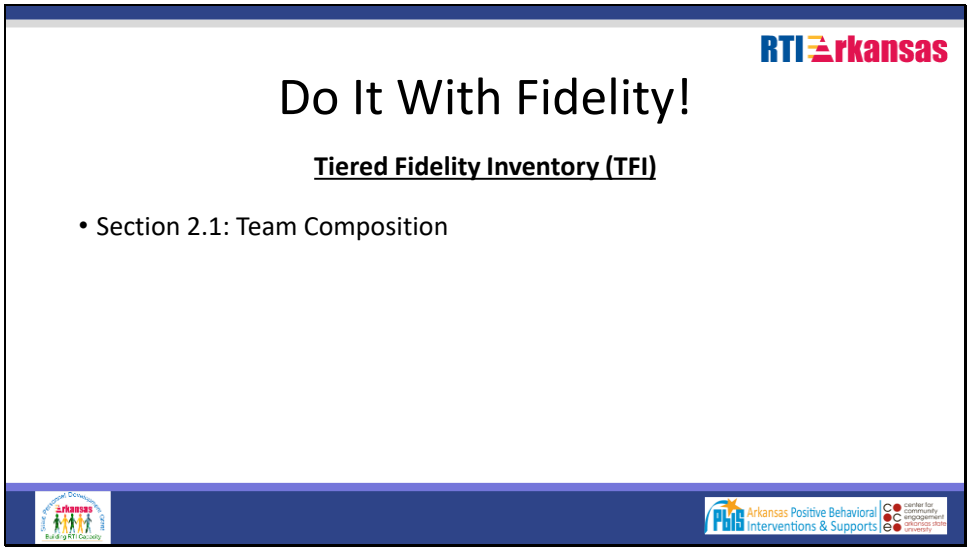
Team Roles and Responsibilities

- Provide participants with the guiding questions and the Team Roles and Responsibilities template from slides 25 – 28, which are available on the next two pages. The template can be downloaded here: http://cce.astate.edu/pbis/wp-content/uploads/2019/01/Tier-II-Team-Roles-and-Responsibilities-template.docx
- Ask participants to use the guiding questions and the template to develop a strong, diverse Tier II team and assign roles for team members.

Guiding Questions for Developing the Tier II Team

- Who might be effective members for our Tier II Team?
- Within our existing Tier I Leadership Team, who has the expertise needed for Tier II?
- Who needs to be recruited for completing Tier II work?
- What is the role of our Tier II Team?
- How does this team relate to other committees or structures that already exist in our school?
- How long will team members serve?
- Will rotation occur?
    - If so, how?
- How can we ensure full representation of staff?

Team Responsibility	Person Responsible	School Role
Administrator		
Tier II Coach		
Team Leader/Facilitator		
Intervention Coordinator		
Recorder		
Timekeeper		
Other:		

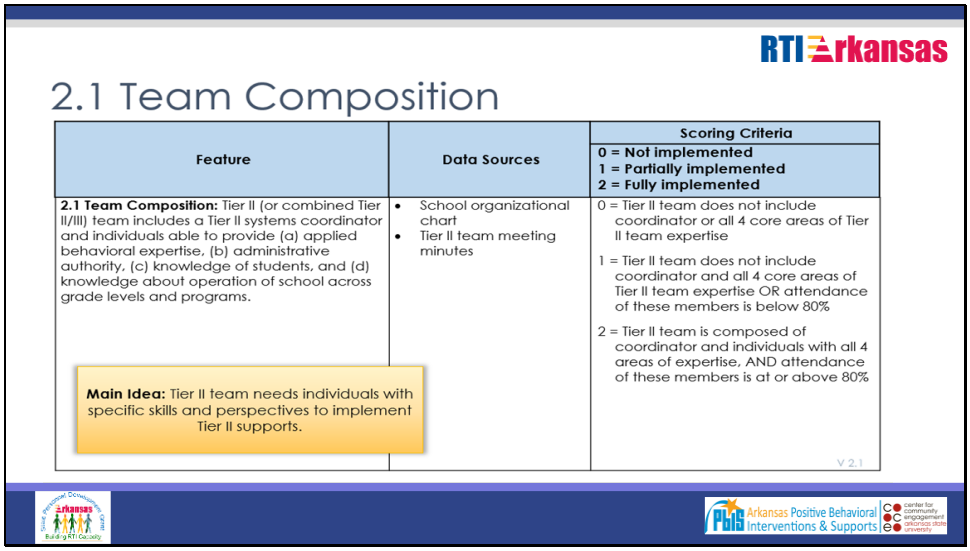


Slide #29

[Do It with Fidelity!]

Trainer Notes:

- Section 2.1 will help you assemble the appropriate personnel for your Tier II team.



Slide #30

[2.1 Team Composition]

Training Section Three

Team Discussions at Tier II

Slides 31 - 46

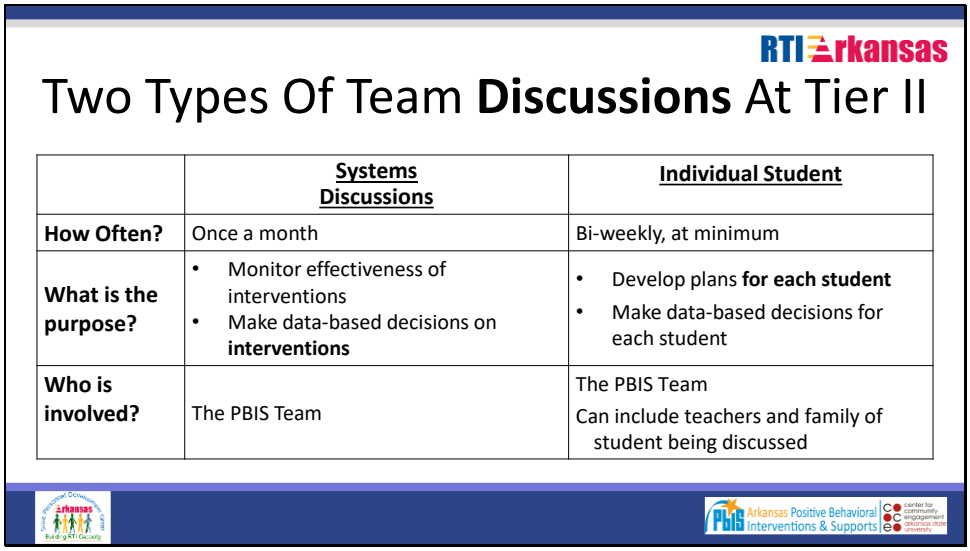
Goals

Participants will learn

- The necessary discussions for Tier II meetings
- How to plan and prepare using organizers and agendas that will make Tier II meetings more efficient and effective

Slide #31

[Team Discussions at Tier II]

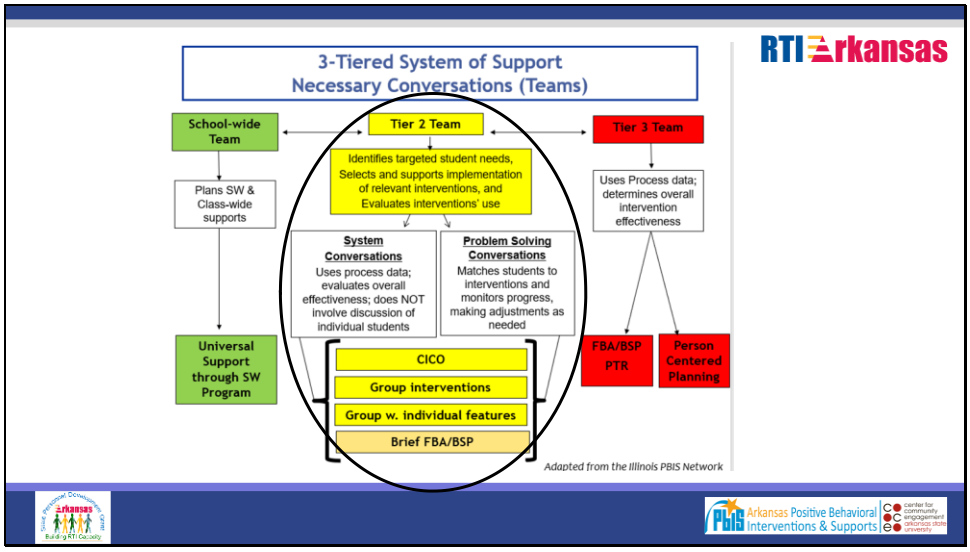


Slide #32

[Two Types of Team Discussions at Tier II]

Trainer Notes:

- The team will need to have two overarching discussions: overall success of Tier II (systems review and problem solving), and progress monitoring and problem solving around individual students.
- The progress of students will need to be discussed more frequently (at least every two weeks), with the systems conversation happening about once a month, similar to Tier I.
- Systems: The team will look at Tier II from an overall perspective the same way that Tier I is viewed. For example, if less than 80% of students in Tier II interventions are meeting goals, look at ways to improve the fidelity of implementation of the Tier II interventions.
- Individual students: The team, or a smaller group of team members will decide on intervention(s) and then monitor the progress of individual students using data. The team may want to include students' teachers and family members when making decisions.

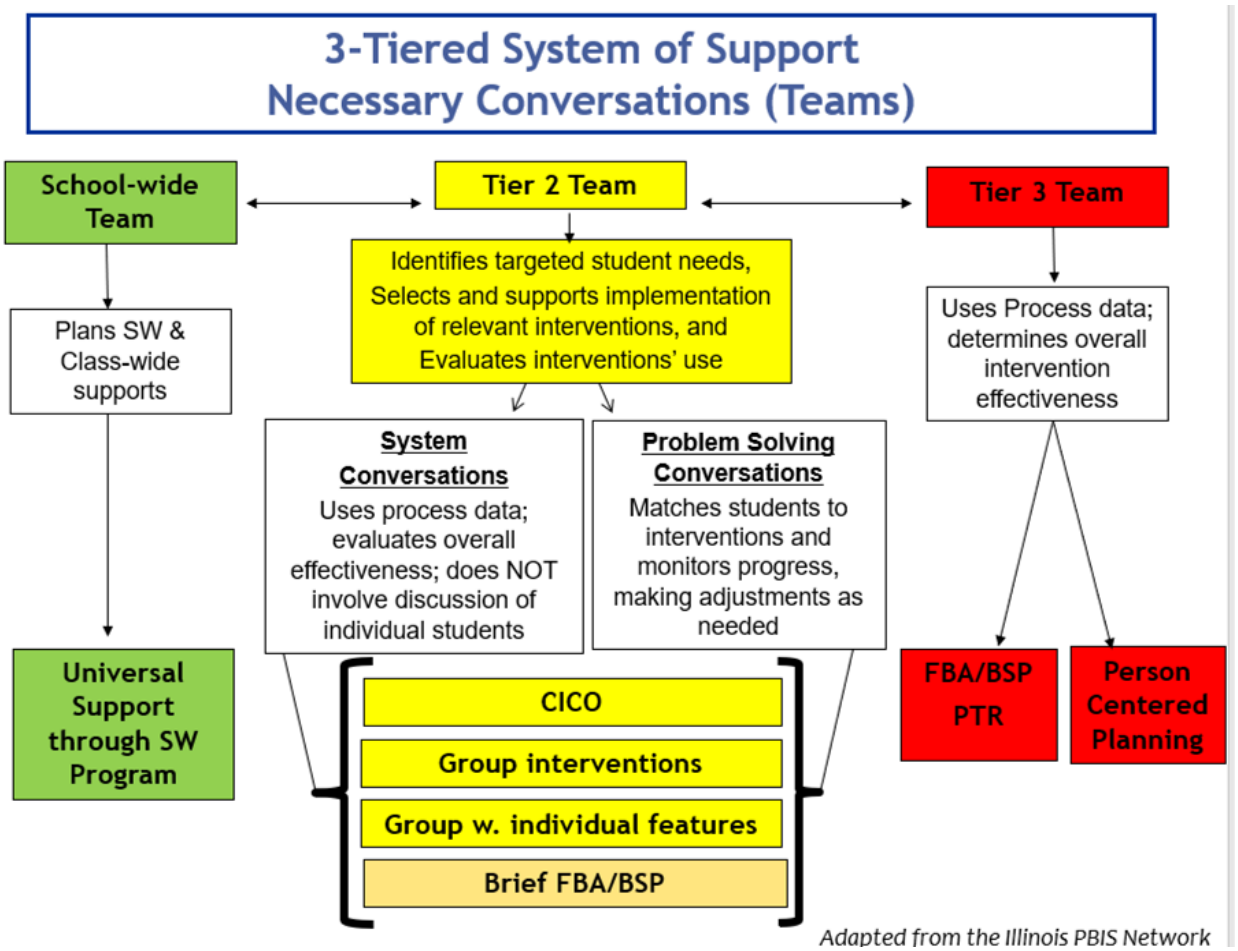


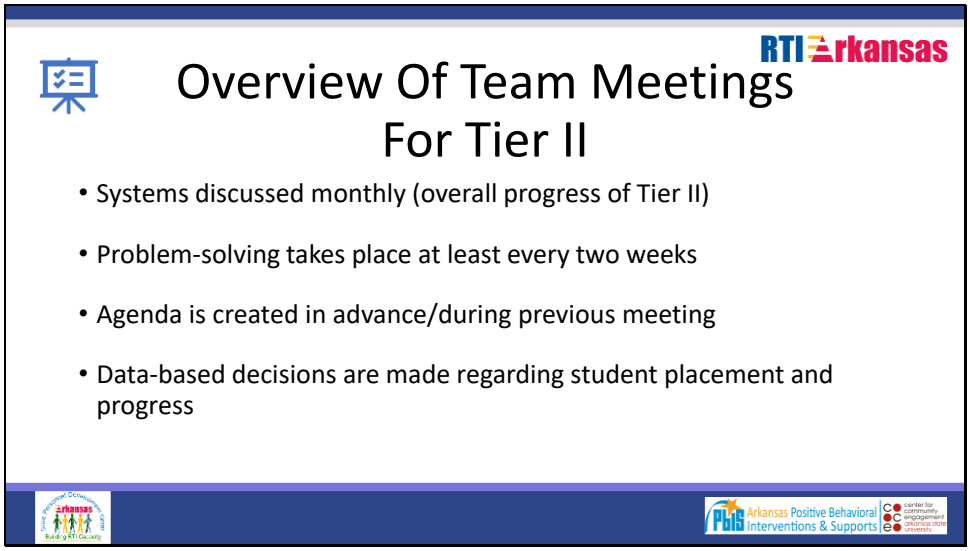
Slide #33

[3-Tiered System of Support Necessary Conversations (Teams)]

Trainer Notes:

- This is a handout in the accompanying facilitator guide on page 47.
- This graphic gives an overview of how teams operate and interact through all three tiers of PBIS.
- Schools will have different staffing situations and will have to determine the most efficient, effective way to staff the PBIS teams.
- It is important that there are separate conversations happening for each tier and individual students.
- The problem-solving team will be smaller and more focused--talking about individual students.
- Problem-solving conversations need to take place more often than systems conversations.
- Team members involved in problem solving will have to be able to commit to meeting at least every two weeks.


3-Tiered System of Support
Necessary Conversations (Teams)
School-wide Team
Tier 2 Team
Tier 3 Team
Plans SW & Class-wide supports
Identifies targeted student needs, Selects and supports implementation of relevant interventions, and Evaluates interventions' use
Uses Process data; determines overall intervention effectiveness
System Conversations
Uses process data; evaluates overall effectiveness; does NOT involve discussion of individual students
Problem Solving Conversations
Matches students to interventions and monitors progress, making adjustments as needed
Universal Support through SW Program
CICO
Group interventions
Group w. individual features
Brief FBA/BSP
FBA/BSP PTR
Person Centered Planning
Adapted from the Illinois PBIS Network

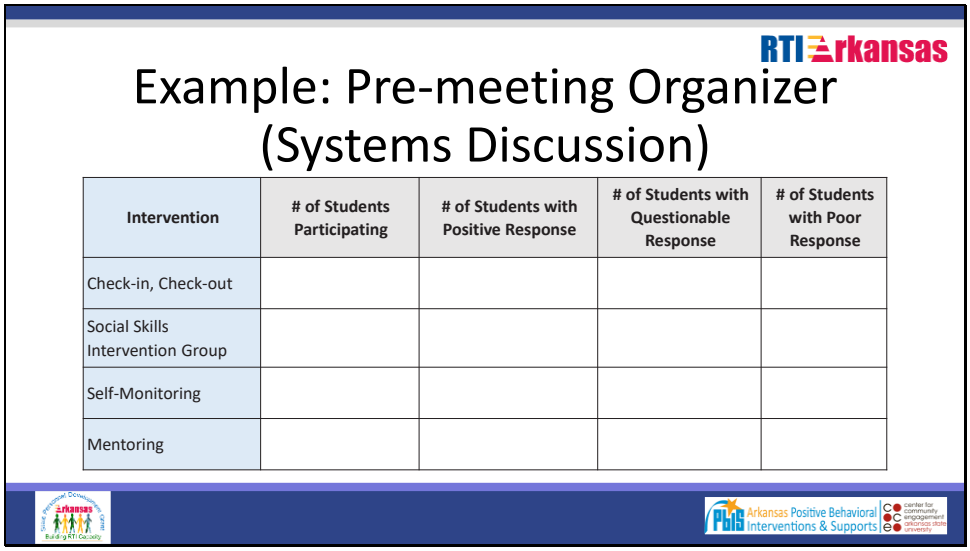


Slide #34

[Overview of Team Meetings For Tier II]

Trainer Notes:

- Although the systems conversation may take place only monthly, the problem solving needs to happen every two weeks at a minimum.
- The next slide shows a Pre-Meeting Organizer--a form that can be used at the meeting for decision-making.



Slide #35

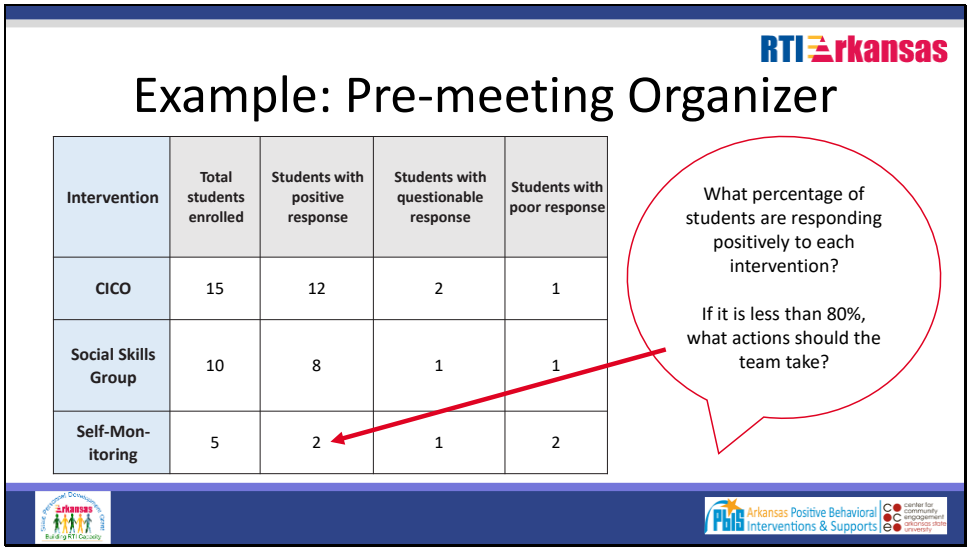
[Example: Pre-meeting Organizer (Systems Discussion)]

Trainer Notes:

- This is a form created by MO-SWPBS to help organize group-wide (systems) information for the meeting. An adapted version is on the next page or can be downloaded here: http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Tier-II-Pre-Meeting-Organizer-updated.docx
- The person designated to collect these data will bring this information to the team for consideration and problem solving.
- Note: although we will get into more detail in other modules (Module 4: Identifying Students for Tier II Interventions and the individual intervention modules 5 - 7), here is what is meant by "positive response", "questionable response", and "poor response":
  - **Positive response** means that the student is meeting their goal in a timely manner (e.g., their daily points goal of 80% was met within two weeks of implementation and has sustained – the trend is positive).
  - **Questionable response** means that the student hasn't quite met the goal in the time expected, but the trend is positive. The team may want to tweak the intervention and review in two weeks.
  - **Poor response** means that the student is not meeting their goal and the trend is not positive (e.g., the student never got to 80% of daily points and is actually doing worse over time. The team will want to go back and determine if the function was correct, or if the intervention was implemented incorrectly, etc.)
- Illinois has a Tier II/III tracking tool. Delaware and Missouri also have progress monitoring spreadsheets for Tier II interventions.
  - Illinois: http://www.midwestpbis.org/evaluation/resources
  - Missouri: http://pbismissouri.org/tier-2-and-tier-3-data-tools/
  - Delaware: http://wh1.oet.udel.edu/pbs/forms-and-tools/tier-2-targeted-tools/

Pre-Meeting Organizer

Intervention (examples below)	Total number of students in each category below:			
	Total participating	Positive Response	Questionable Response	Poor Response
Check-In, Check-Out				
Social Skills Group				
Self-Monitoring				
Mentoring program				

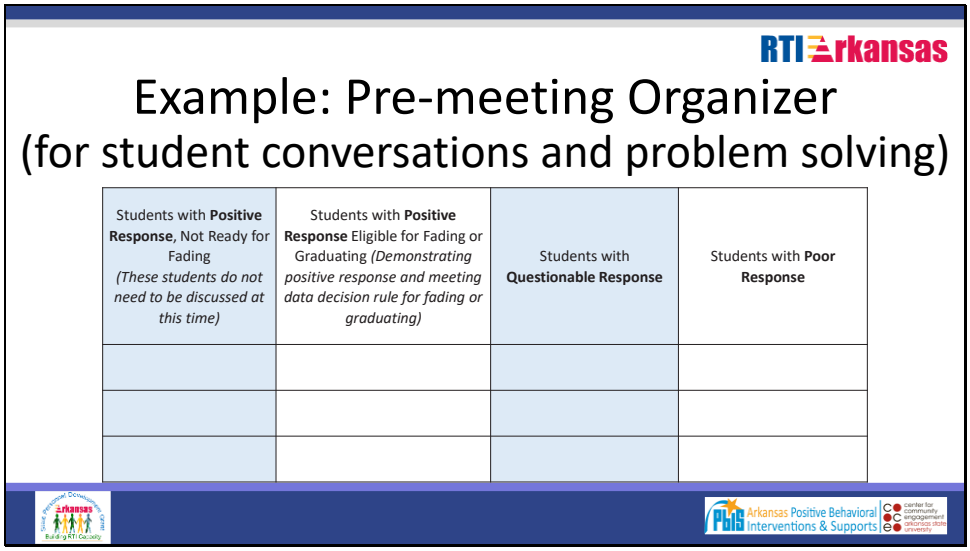


Slide #36

[Example: Pre-meeting Organizer]

Trainer Notes:

- This is an example of what the organizer might look like when prepared for the team meeting.
- In the bubble above is an example of the team discussion of overall progress of Tier II interventions (i.e., are 80% of students in the intervention having a positive response? If not, what steps does the team take: checking fidelity of implementation, reviewing function of behavior, etc.?)
- Positive response, questionable response and negative response are defined in the trainer notes for slide 35.
- Note that this chart helps the systems discussion, and the chart on the next slide will help guide the discussion towards individual students.



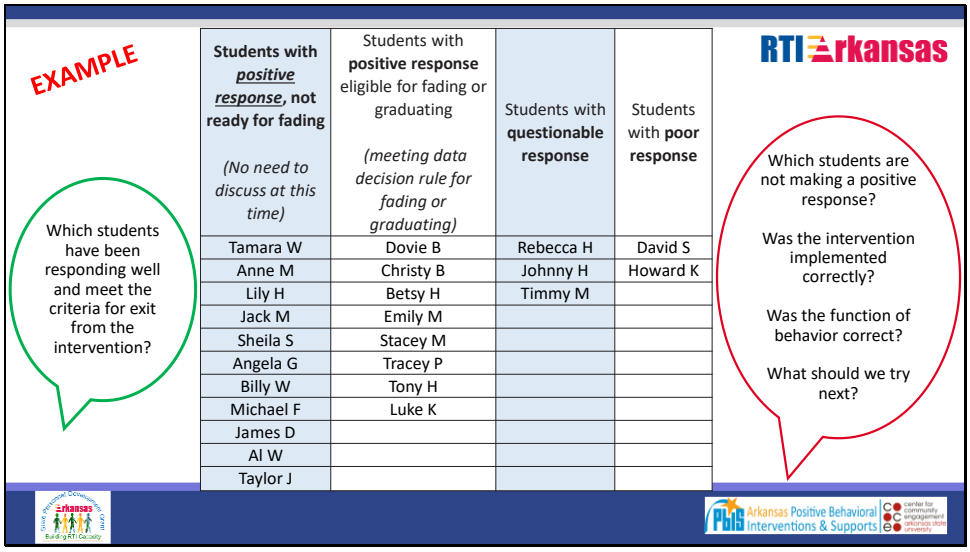
Slide #37

[Example: Pre-meeting Organizer]

Trainer Notes:

- This a form created by MO-SWPBS to help organize student information for the meeting.
- The person designated to collect these data will bring this information to the team for consideration and problem solving.
- An adapted version is on the next page or can be downloaded here: http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Tier-II-Pre-Meeting-Organizer-updated.docx

Students with **Positive Response**, Not Ready for Fading *(These students do not need to be discussed at this time)*	Students with **Positive Response** Eligible for Fading or Graduating *(e.g., positive trend, meeting data decision rule for fading or graduating)*	Students with **Questionable Response** *(e.g., not meeting goal consistently, but trend is not negative)*	Students with **Poor Response** *(e.g., not meeting goal, negative trend)*
Jenny Smith	Bobby Jones	Kelly Johnson	David Adams



Students with ***positive response***, not ready for fading *(No need to discuss at this time)*	Students with **positive response** eligible for fading or graduating *(meeting data decision rule for fading or graduating)*	Students with **questionable response**	Students with **poor response**
Tamara W	Dovie B	Rebecca H	David S
Anne M	Christy B	Johnny H	Howard K
Lily H	Betsy H	Timmy M	
Jack M	Emily M		
Sheila S	Stacey M		
Angela G	Tracey P		
Billy W	Tony H		
Michael F	Luke K		
James D			
Al W			
Taylor J			

Slide #38

[Example]

Trainer Notes:

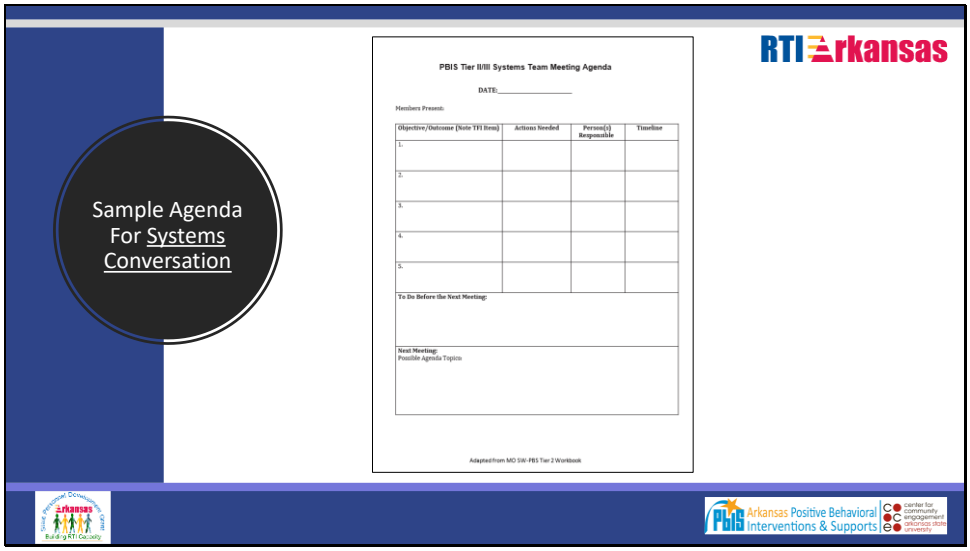
- The "bubbles" show examples of conversation items that may take place during this part of the Tier II team meeting.
- Students are sorted into categories to make it easier to decide which students require problem solving and decisions.
- As noted in previous slides, we will be discussing data decision rules around students' response to interventions, as well as rules for fading and graduating from interventions in other modules (Module 4: Identifying Students for Tier II Interventions, and the modules on specific interventions – modules 5 - 7).
    - Example: data decision rules for fading or graduating might be that the student has been earning an average of 80% or more of their daily points goal for 6 weeks.
- The person providing this information will pre-determine which students don't need discussing and which need additional discussion, problem solving, and decisions made.

Slide #39

[Regular Agenda Topics]

Trainer Notes:

- The Tier II team talks about any new recommendations, students identified through data, status of students in interventions, the overall success of Tier II (are most students progressing successfully through interventions?), and what will be communicated and to whom.
- The next five slides show an example of an agenda form used for Tier II meetings.



Slide #40

[Sample Agenda for Systems Conversation]

Trainer Notes:

- This agenda (adapted from MO-SWPBS workbook) can be used for the systems conversation.
- The agenda is on the next page.
- No individual students are reviewed here, just overall progress and outcomes for ALL Tier II interventions.
- The intervention coordinator(s) can update the team on overall progress.
- Agenda templates available for download at this website: http://cce.astate.edu/pbis/leadership-at-tier-ii/

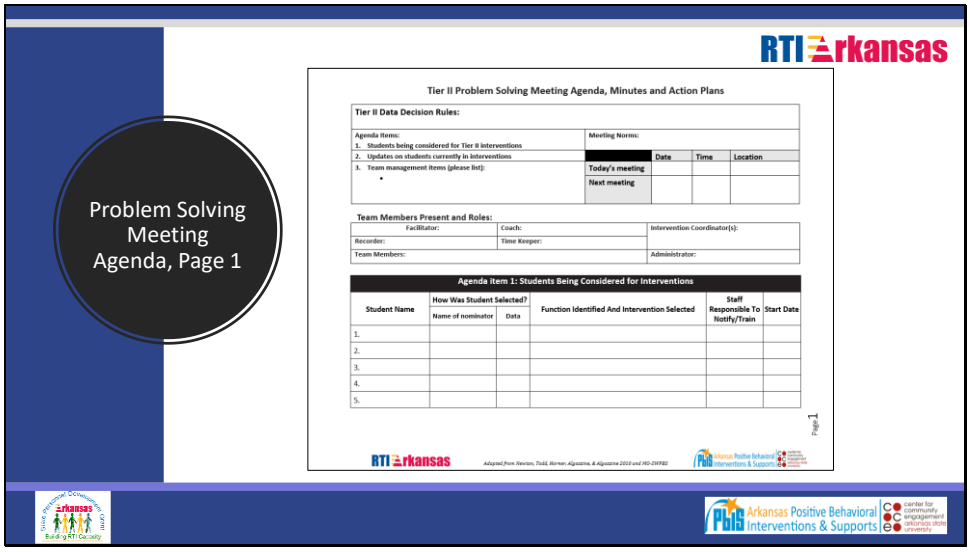
PBIS Tier II Systems Team Meeting Agenda

(Adapted from Missouri SW-PBS)

DATE:_____

Members Present:

Objective/Outcome (Note TFI Item)	Actions Needed	Person(s) Responsible	Timeline
1.			
2.			
3.			
4.			
5.			
To Do Before the Next Meeting:			
Next Meeting: Possible Agenda Topics:			



Slide #41

[Problem Solving Meeting Agenda, Page 1]

Trainer Notes:

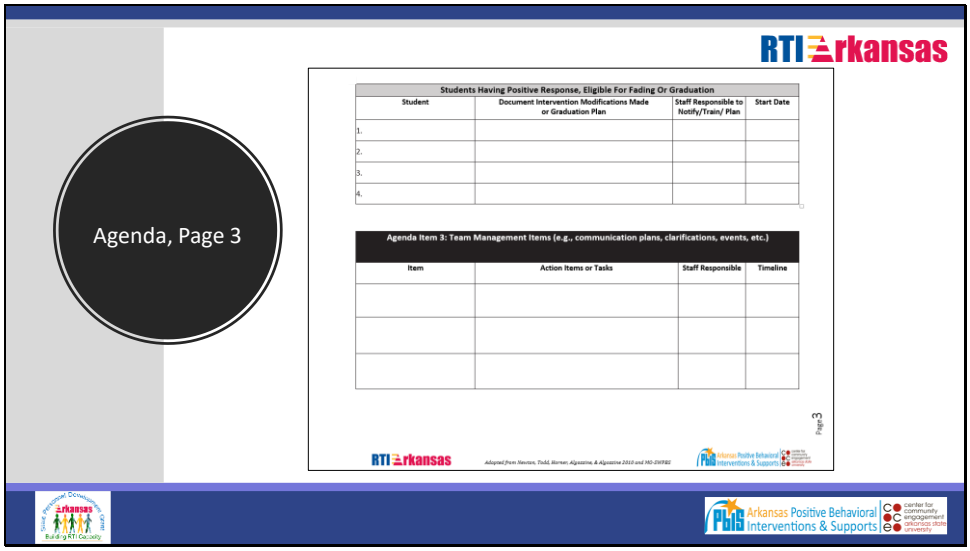
- This is a four-page agenda that can be used for the problem-solving conversation.
- Individual student progress is discussed, and decisions are made.
- The first page contains “housekeeping” items as well as a space for listing students that are being considered for Tier II interventions.
- Agenda templates available for download at this website: http://cce.astate.edu/pbis/leadership-at-tier-ii/

Slide #42

[Agenda, Page 2]

Trainer Notes:

- On page two, there are spaces to list students that aren't having a positive response to their interventions and any information that will help the team problem solve and make decisions.

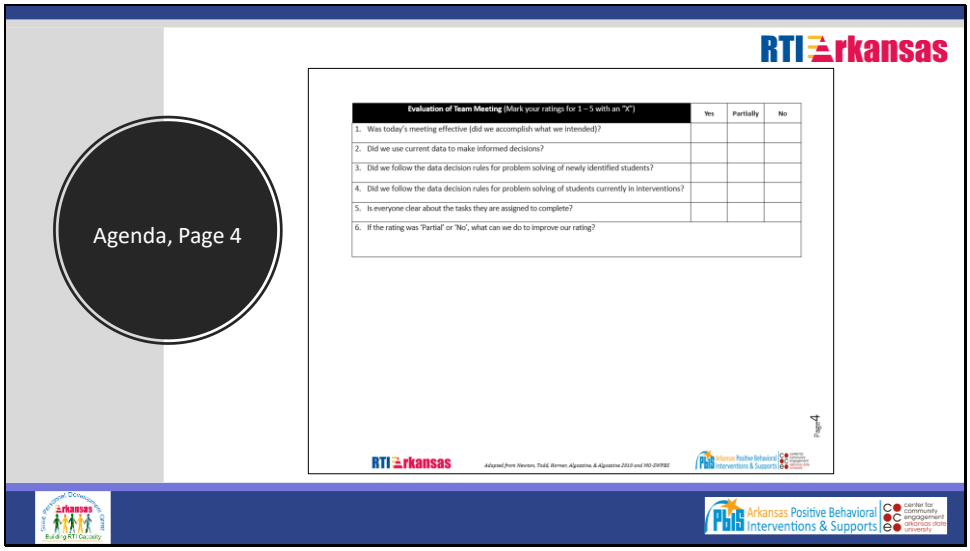


Slide #43

[Agenda, Page 3]

Trainer Notes:

- Page three has a space for listing students who may be ready for fading or graduating, along with information that will help the team make decisions.
- The agenda also allows for adding additional items as needed after discussing student data.



Slide #44

[Agenda, Page 4]

Trainer Notes:

- The document ends with an evaluation of the meeting.
- This gives the team an opportunity to make sure the meeting was conducted efficiently, and everyone knows their role going forward.
- The full agenda is available starting on the next page (4 pages total).
- A fidelity check follows this slide.

Tier II Problem Solving Meeting Agenda, Minutes and Action Plans

Tier II Data Decision Rules:				
Agenda Items: 1. Students being considered for Tier II interventions	Meeting Norms:			
2. Updates on students currently in interventions		**Date**	**Time**	**Location**
3. Team management items (please list): •	**Today's meeting**			
	Next meeting			

Team Members Present and Roles:

Facilitator:	Coach:	Intervention Coordinator(s):
Recorder:	Time Keeper:	
Team Members:		Administrator:

Agenda item 1: Students Being Considered for Interventions					
Student Name	**How Was Student Selected?**		**Function Identified And Intervention Selected**	**Staff Responsible To Notify/Train**	**Start Date**
	Name of nominator	Data			
1.					
2.					
3.					
4.					
5.					

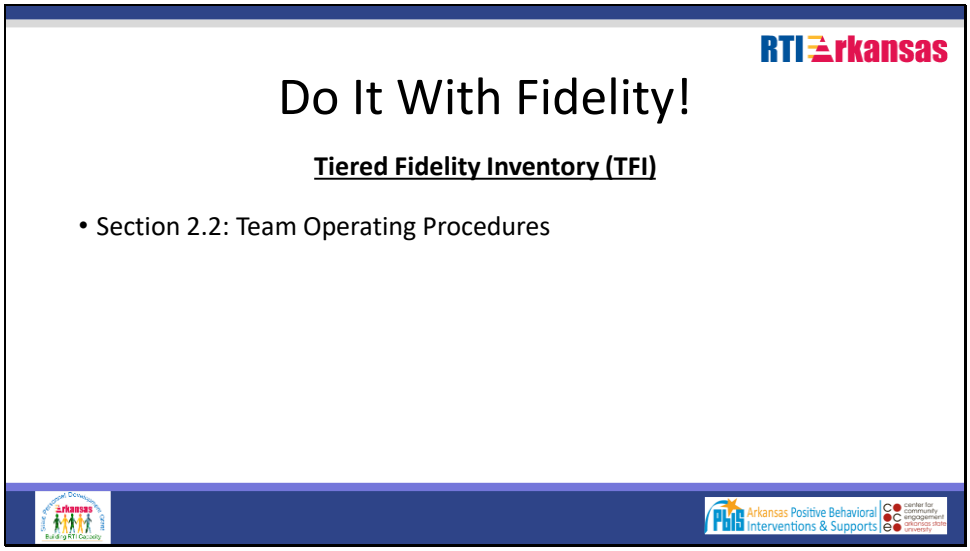
Agenda Item 2: Updates on Students in Interventions			
Students Having Questionable Response			
Student	**Document Intervention Modifications Made**	**Staff Responsible to Notify/Train**	**Start Date**
1.			
2.			
3.			
4.			

Students Having Poor Response			
Student	**Document Intervention Modifications Made**	**Staff Responsible to Notify/Train**	**Start Date**
1.			
2.			
3.			
4.			

Students Having Positive Response, Eligible For Fading Or Graduation			
Student	**Document Intervention Modifications Made or Graduation Plan**	**Staff Responsible to Notify/Train/ Plan**	**Start Date**
1.			
2.			
3.			
4.			

Agenda Item 3: Team Management Items (e.g., communication plans, clarifications, events, etc.)			
Item	**Action Items or Tasks**	**Staff Responsible**	**Timeline**

Evaluation of Team Meeting (Mark your ratings for 1 – 5 with an "X")	Yes	Partially	No
1. Was today's meeting effective (did we accomplish what we intended)?			
2. Did we use current data to make informed decisions?			
3. Did we follow the data decision rules for problem solving of newly identified students?			
4. Did we follow the data decision rules for problem solving of students currently in interventions?			
5. Is everyone clear about the tasks they are assigned to complete?			
6. If the rating was 'Partial' or 'No', what can we do to improve our rating?			

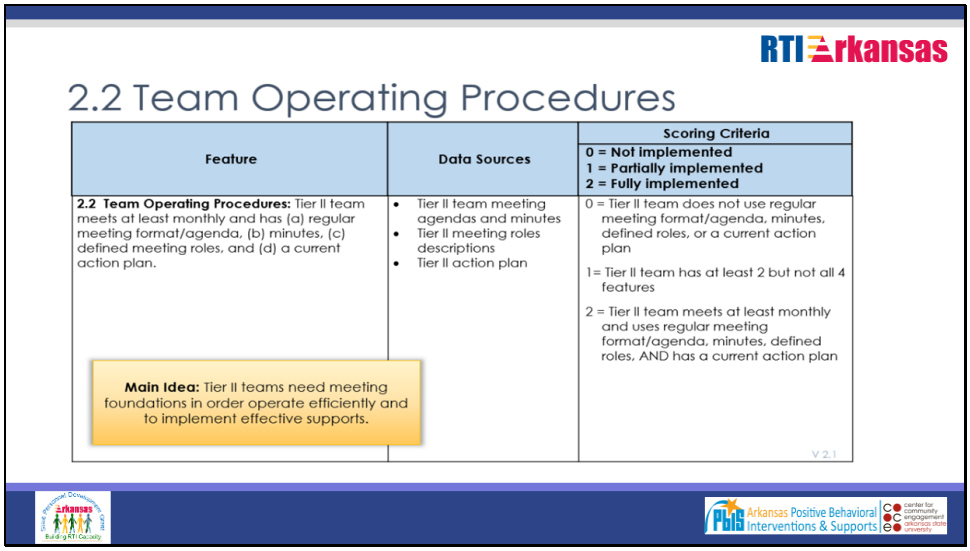


Slide #45

[Do It with Fidelity!]

Trainer Notes:

- The TFI is an important tool in the PBIS implementation process.
- It can be used in the development stage, and then used in an ongoing manner to ensure all core features are in place.
- The TFI highlights each critical component of PBIS.
- Section 1.14 will help you assess overall PBIS implementation at Tier I, and Section 2.1 will help you assemble the appropriate personnel for your Tier II team.



Slide #46

[2.2 Team Operating Procedures]

Trainer Notes:

- In addition to having regular meetings and using an agenda, the team must have a current action plan that is updated at meetings.

Training Section Four

District Leadership

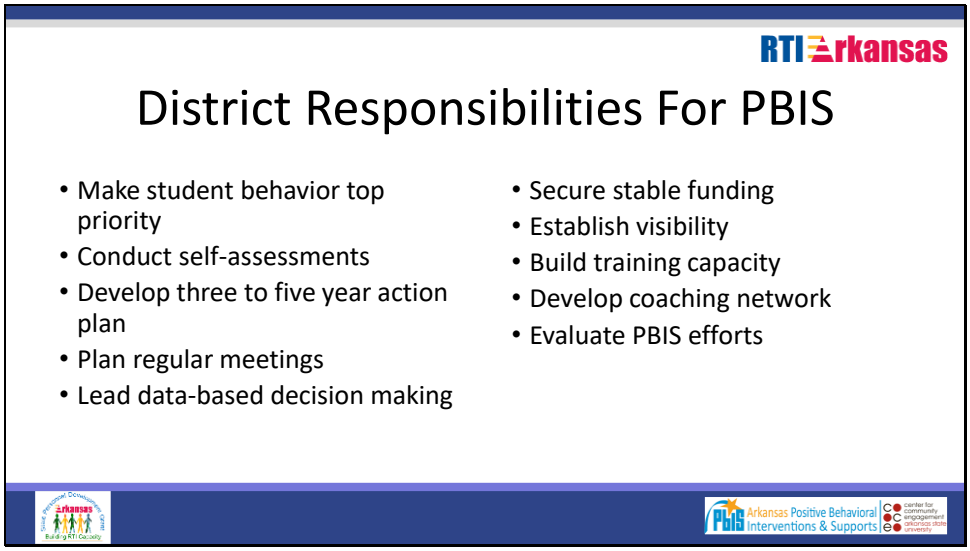
Slides 47 - 50

Goal

Participants will learn the responsibilities and focus of the Tier II District Leadership Team.

Slide #47

[District Leadership]

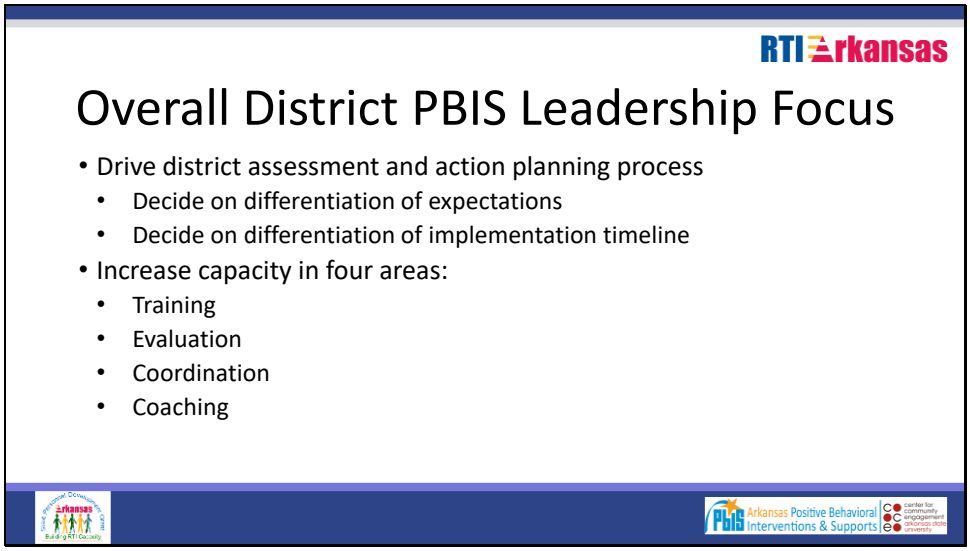


Slide #48

[District Responsibilities For PBIS]

Trainer Notes:

- When districts commit to implementing PBIS, these are their responsibilities.
- A big part of the district's responsibilities from the beginning was to have a three to five year action plan, which should include implementing Tiers II and III.
- As some schools in the district move to Tiers II and III, the district should continue building capacity for training.

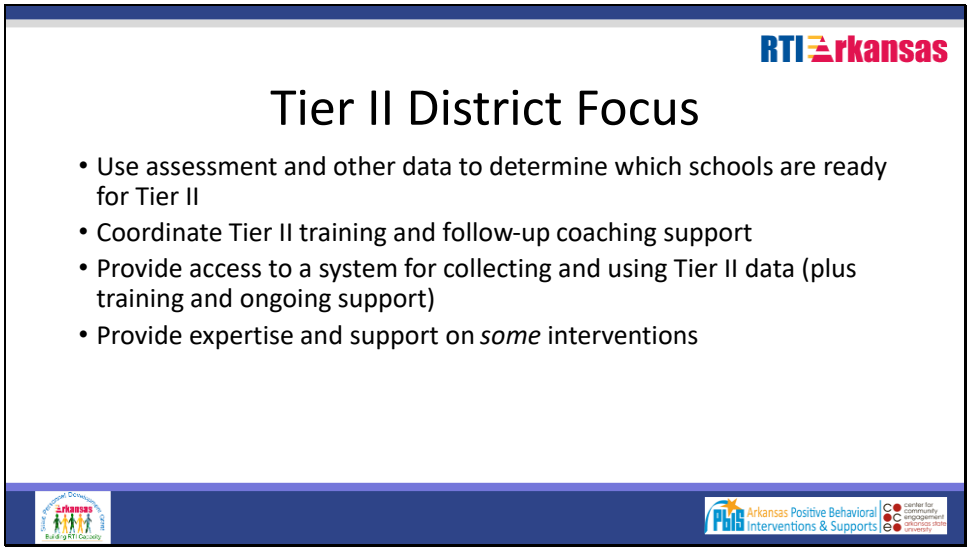


Slide #49

[Overall District PBIS Leadership Focus]

Trainer Notes:

- Having leadership and support from the district provides the best chance of implementation with fidelity and getting buy-in from stakeholders.
- Coordinating regular evaluation ensures that schools get necessary resources and training.
- Districts can make decisions about what the expectations and implementation timelines are for schools in the district.
  - Districts may choose to have schools use consistent expectations, variations of some standard expectations, or they may choose to let all schools choose their expectations individually.
  - Schools within a district may have different issues that affect their timelines for implementation. Districts may even decide to have groups of schools begin implementation at different times (cohorts).
- Through regular evaluation, the district can report successes they've had and create action plans to address areas in need.
- Reporting successes to stakeholders will help secure sustained funding and political support, and these, along with visibility, will help create better buy-in at school and in the community.



Slide #50

[Tier II District Focus]

Trainer Notes:

- Bullet four above: it is extremely helpful to schools if the district provides expertise and support for some commonly used Tier II interventions (e.g., Check-in, Check-out and Social Skills Groups). Schools may eventually use other interventions, based on their student needs, but these will vary from school to school.

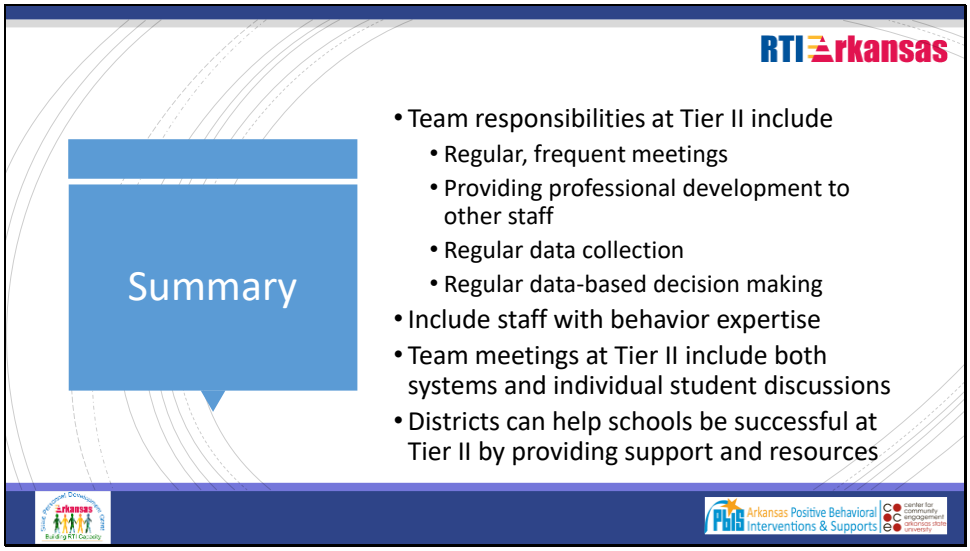
Conclusion

Slides 51-54

- Summary
- Resources

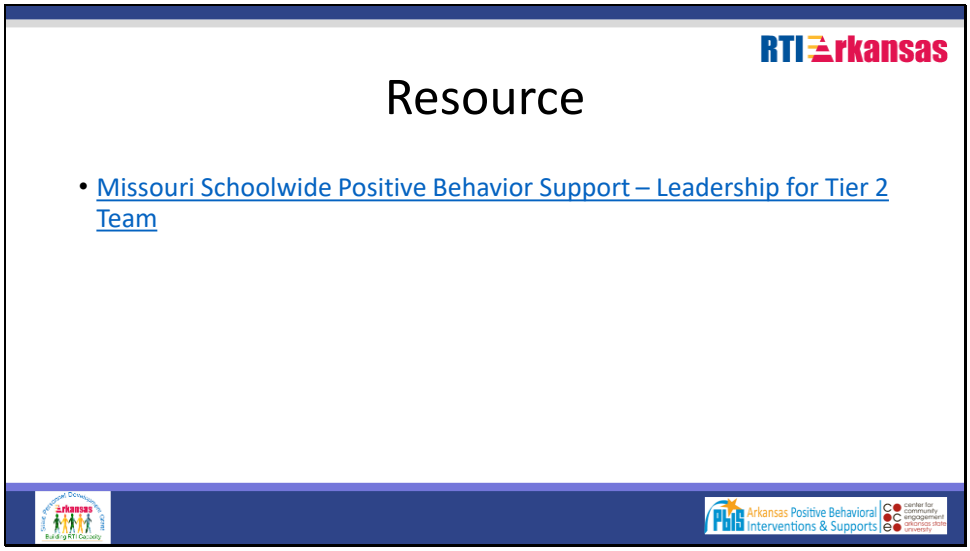
Slide #51

[Summary and Resources]



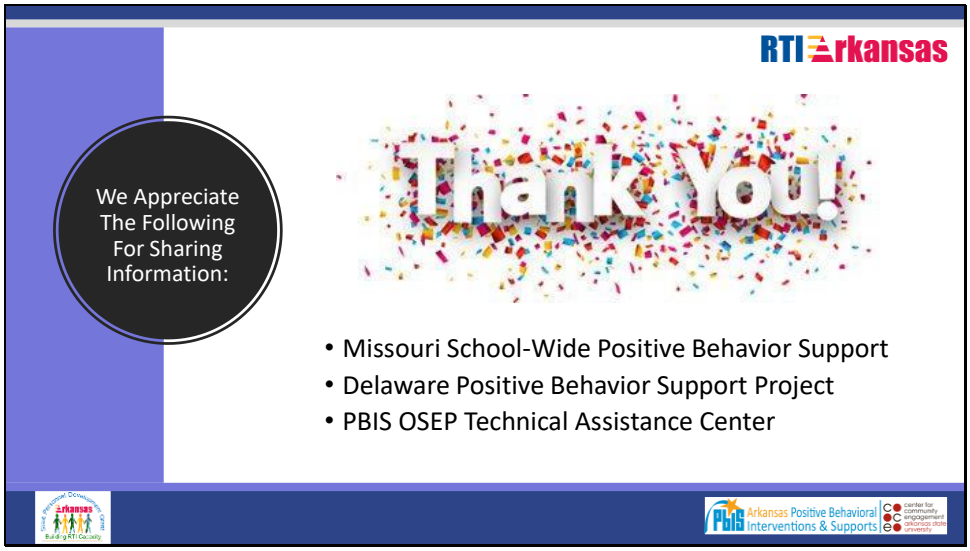
Slide #52

[Summary]



Slide #53

[Resource]



Slide #54

[Thank You!]

Discussion Questions:

The following questions will help schools start thinking about what is needed to establish an effective Tier II Leadership Team. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. Who will be on your Tier II team? Have you included people with appropriate expertise?

2. How often will you meet to discuss systems? Individual students?

3. What agenda will you use for your meetings/discussions?

4. How and when will you communicate information and updates and receive feedback from staff, students, parents, community?

5. How will the district be involved in Tier II implementation? What resources and supports will be provided to schools implementing Tier II?

Homework:

- Create a strong, diverse Tier II team and assign roles.
- Create a plan for team meetings that includes organizational tools, agendas, meeting schedules, and topics that will be addressed at meetings.
- Determine how the district will develop and provide resources and support for schools implementing Tier II.

Resources:

The following are links to give attendees more information on Tier II teams:

- A-State CCE PBIS Resource Center Website
- Missouri School-Wide Positive Behavior Support

Videos:

The following video shows how a typical meeting might proceed at the Tier II level. The meeting is guided by a protocol called Team Initiated Problem Solving, which uses an agenda similar to what is presented in this module.

- A Team Using TIPS: Tier II-III Coordination Meeting

The following videos show a Tier II team meeting including a student on the team:

- Tier II Team Meeting – Part 1
- Tier II Team Meeting – Part 2

Next Module:

The suggested next modules are Module 3: Function Based Thinking and Overview of Tier II Interventions and Module 4: Identifying Students for Tier II Interventions. It is important to learn about function of behavior and how this is used in choosing appropriate interventions for students, so it is suggested that these two modules be used together to create a complete picture.