

Kelcey Schmitz- [kschmitz@keystonelearning.org](mailto:kschmitz@keystonelearning.org)

Cherie Blanchat- [Cherie@kumc.edu](mailto:Cherie@kumc.edu)

Jamie Wolfe- [jshieldswolfe@kumc.edu](mailto:jshieldswolfe@kumc.edu)



**Multi-Tier System of Supports (MTSS)** is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards. [www.kansasmtss.org](http://www.kansasmtss.org)

**Comprehensive, Integrated, Three-Tiered Models (CI3T)** are data-informed, graduated systems of support constructed to address academic behavior, and social domains with an overarching goal of supporting all learnings in inclusive environments by maximizing available expertise through professional collaborations of all school personnel (Lane, Kalberg, & Menzies, 2009). [www.ci3t.org](http://www.ci3t.org)

**Positive Behavior Interventions and Support (PBIS)** is a framework for enhancing and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for ALL students.

**The fundamental purpose of SWPBIS is to make schools more effective and equitable learning environments.**

**Predictable      Consistent      Positive      Safe**

“Students cannot benefit from interventions they do not experience”

– Fixsen, Naoom, Blasé, Friedman, Wallace (2005)

Formula for Success:



**Building Capacity -Use Implementation Science at each level (State, Regional, District, School)**

- Implementation Drivers (leadership, capacity, competency)
- Stages of Implementation
- Improvement Cycles
- Implementation Teams

#### Implementation Science & Scaling Up

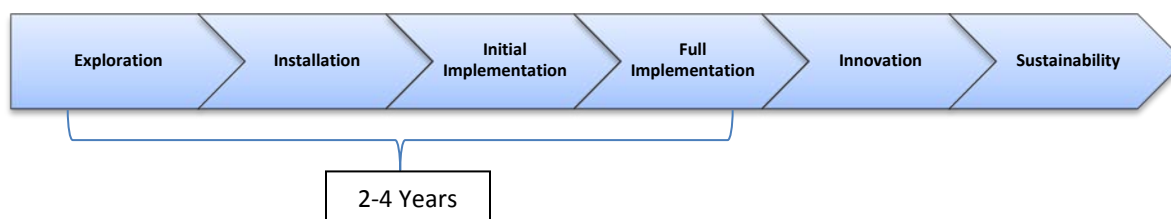
National Implementation Research Network:

<http://nirn.fpg.unc.edu>

Scaling Implementation & Scaling-up of Evidence-based Practices Center:

<http://sisepp.fpg.unc.edu/>

#### Stages of Implementation



## BIG ideas

- The implementation stages are not linear
- When the system learns something new, you can often find yourself in a new stage of implementation
- Taking time to explore is critical to effective implementation
- Keep things clear, simple and concise – use or develop tools to assist

### Tier 1: Understanding the Framework

*PBIS is a lot like a cafeteria tray- keep adding components to make a “nutritious” and balanced learning environment.*

- Evaluation Questions & Evaluation Tools for Progress Monitoring, Fidelity, and Implementation  
Evaluation Tools – *Team Implementation Checklist (TIC)* and *Schoolwide Evaluation Tool (SET)*

### School-wide Evaluation Tool (SET)

Research-validated instrument to assess and evaluate the critical features of school-wide effective behavior support across an academic school year

The SET evaluates components of Tier 1 implementation:

- |                         |                     |
|-------------------------|---------------------|
| 1. Expectations Defined | 5. Decision Making  |
| 2. Expectations Taught  | 6. Management       |
| 3. Rewards System       | 7. District Support |
| 4. Violation System     |                     |

#### • SET Feature 1: Expectations Defined

- Posting of expectations communicate **positive culture** of school-wide implementation in environments
- **Effective use** of postings/signage
- Expectations Taught
  - Teach/Show/Practice/Feedback
  - School-wide theme
  - 3-5 expectations
  - Expectations calendar
- Process for Teaching Behavioral Expectations
  - Define the Expectation
  - Provide a Rationale
  - Teach the Critical Discrimination
    - “Examples” & “Non-Examples”
  - “Signal”
  - All student practice
  - Frequent, specific feedback
- Kick-Off Assembly: Modeling Examples and Non-Examples
- PBIS Implementation Calendar & PBIS Lesson Plans
- Expectation Stations
- Integrated Curriculum

- Expectation Stations
- Data drives expectations taught
- Integrate behavior and academics

#### • SET Feature 2: Rewards System

- Efficient, effective, and clearly defined
- Staff development on frequent specific feedback & corrective feedback
- PBIS Flow Chart
- Types of Acknowledgements
  - Individual, Small Group, Class-wide and Staff Acknowledgement Ideas
  - Weekly Grade Level Drawings
  - Procedure
    - Bring acknowledgements to office by 3:30 each day
    - Drawing over announcements on Friday morning
    - Send winning student to the office after announcements
    - Student plays game to determine prize category (individual vs. group)

- **Specific Feedback Staff Training**  
Staff Development: Specific, Frequent Feedback
- **SET Feature 3: Violation System**
  - Consistent use of violation system
  - Crisis plans visible and procedures practiced
  - PBIS Flow Chart
- **SET Feature 4: Decision Making**
  - Comprehensive ODR form
  - Staff development for consistent data collection
  - Efficient, effective system
- **SET Feature 5: Management**
  - SW-PBIS team membership
  - SW-PBIS team schedule to share with staff
  - Evaluate effectiveness of PBIS team
    - Use of agenda
    - Meeting minutes
    - Roles and responsibilities
  - Team Initiated Problem Solving: TIPS
- **SET Feature 5: District Support**
  - Explore creative resources
  - District or state level liaison to provide support
- Student participation
- **Establishing a Tier 1 System:**
  - Schoolwide PBIS in place
    - TIC or SET  $\geq 80\%$   
{www.pbisapps.org}
    - Majority (75+%) in “green zone”
    - District and Administrative Support
  - Classroom Management in place
    - Rules
    - Routines
    - 4:1 positive: negative ratio
    - Proactive classroom environment

### Team Implementation Checklist (TIC)

- Initial assessment
- Getting started on action plan
- Measuring progress of School-wide PBIS Implementation
- Assesses team-based response
- TIC Feature Areas
  1. Establish Commitment
  2. Establish and Maintain Team
  3. Conduct Self-Assessment
  4. Define Expectations
  5. Teach Expectations
  6. Establish Reward System
  7. Establish Violations System
  8. Establish Information System
  9. Build Capacity for Function-based Support
  10. Ongoing Activities

### Tier 2 (Secondary): A Plan for Students in Need of a Little Extra Support

- Do we have a strong foundation? What things need addressed prior to Tier 2 implementation?
  - ✓ Our school has a SWPBS system in place. We have decided on **3-5 rules** and have **explicitly taught** the rules to all students. We provide rewards to students for following the rules and mild consequences for rule infractions.
  - ✓ Secured **staff commitment** for implementation of the Tier 2 Intervention.
  - ✓ **Administrative support** for Tier 2 intervention. Staff and financial resources support implementation of the program.

- ✓ **No major recent changes** in the school system such as teacher strikes, high teacher or administrative turnover, or major changes in funding.
- ✓ Tier 2 intervention is **one of school's top three priorities** this school year.

- **Features of Secondary or Tier 2 Interventions**

- Small groups that target specific skills
- Targeted self-management skills
- Structured reinforcement
- Family involvement
- Community collaboration

- **Features of Tertiary or Tier 3 Interventions**

- Comprehensive functional behavior assessment
- Individualized behavior support plan
- Wraparound/Person-Centered Planning
- Frequent progress monitoring

### When is Secondary Intervention Appropriate?

#### APPROPRIATE

- Low-level problem behavior (not severe)
- Examples
  - ✓ talking out
  - ✓ minor disruption
  - ✓ work completion
- 2-5 referrals
- Behavior occurs across multiple locations

#### INAPPROPRIATE

- Serious or violent behaviors/ infractions
- Extreme chronic behavior (6+ referrals)
- Referrals from only one setting
- Students who find adult attention aversive
- Require more individualized support
  - ✓ FBA-BIP
  - ✓ Wrap Around Services

- **Examples of Secondary Intervention Strategies**

- Behavioral contracts
- Adult mentor/monitor
- Self-management programming
- Academic restructuring
- Classroom Management
- Check-in and Check-Out
- Check and Connect

- Newcomer's Club
- Organizational Skills
- Academic Support
- Homework Support
- Simple Function Based Behavior Plans
- *Targeted social skills instruction*

- **Components of Secondary Interventions**

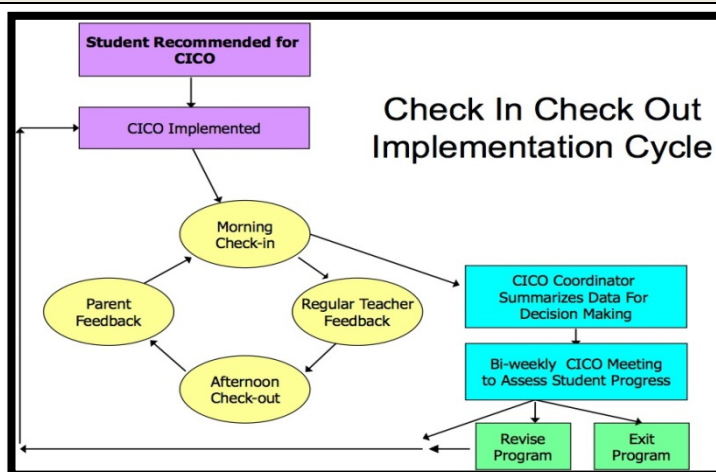
- **Small group interventions**
  - Based on functional behavioral assessment
  - Social skills instruction
- **Behavioral programming**
- **Multiple opportunities for high rates of academic success**
- **Daily behavioral monitoring**
  - Self and/or adult
- **Regular, frequent opportunities for positive reinforcement**
  - Tangible to social
  - External to internal
  - Predictable to unpredictable
  - Frequent to infrequent
- **Home-school connection**
- **Intervention is continuously available**
- **Rapid access to intervention (less than a week)**
- **Very low effort by teachers**
- **Students agree to participate**
- **Implemented by all staff/faculty in a school**

- **MTSS: CI3T Secondary Intervention Grid**

#### **Questions to Guide the Selection of an Intervention**

- Is there an evidence base for the selected intervention?
- Does the intervention meet the needs of the student?
- Do you have the skills/capacity to implement the intervention?
- Can you implement the plan with fidelity?
- Do you have a way to collect data and monitor for progress?
- Do you have a plan in place if the intervention isn't successful?
- Is there entry and exit criteria?

## A Low-cost, High-quality Tier 2 Intervention: Behavior Education Plan: Check In/Check Out (CICO)



Crone, Hawken, Horner (2010)

### Critical Features of CICO

- Intervention is continuously available
- Rapid access to intervention (within 72 hours)
- Very low effort by teachers
- Positive System of Support
- Students agree to participate
- Implemented by all staff/faculty in a school
- Flexible intervention based on assessment
- Adequate resources allocated (admin, team) *weekly meeting, plus 10 hours a week*
- Continuous monitoring for decision-making

### • Why Does CICO Work?

- **Improved structure**
  - Prompts throughout the day for correct behavior
  - System for linking student with at least one adult
  - Start the day and each class in a positive manner
- **Increase in contingent feedback**
  - Feedback occurs more often and is tied to student behavior
  - Inappropriate behavior is less likely to be rewarded
- **Elevated reward for appropriate behavior**
  - Adult and peer attention
- **Linking school and home support**
- **Organized to morph into a self-management system**

### • Logistics for Setting Up a CICO Program

- **School-wide PBS in place**
  - School-wide expectations defined and taught
  - Reward system operating
  - Clear and consistent consequences for problem behavior
- **Faculty and staff commitment**
  - Are staff willing to commit 5 min per day?
  - Is CICO a reasonable option for us?
    - More than 5 students need extra support
    - CICO is designed to work with 10-12% of kids in a school
    - CICO typically “works” with 67% of students.

### • Logistics for Setting Up a CICO Program

- Daily CICO progress report card
- Trading menu
- Home report process
- Collecting, summarizing and using data

### • How is CICO Different than Other “Behavior Card” Interventions?

- Implemented in all settings, throughout the school day
- All teachers and staff are trained
- Students identified **proactively** & receive support **quickly**
- Team uses data for decision making to determine progress-9-Week graph sent to parents
- **Prepare the Student for Success Without CICO**
  - **Embed self-management strategies when appropriate**
    - Use your data to inform you
    - Use natural signals for monitoring as much as possible
  - **Begin to think about exiting from CICO**
    - Fewer check points during the day
    - Maintain AM and PM times for awhile
- **Obstacles to Implementation**
  - Administrator not on the team that develops the plan and looks at data for decision making
  - Plan used as punishment rather than prevention program
  - Plan coordinator lacks skills to implement the program (e.g., behavior intervention, computer)
  - Schools expecting plan to solve all behavior problems
  - Fitting plan and data evaluation into existing teams

**“The points are the artifact, not the intervention; the positive contact with adults is the intervention”**  
**–Lucille Eber**

### Summary

- **Build commitment** from Administration, Faculty, Student and Families - **social culture** is important
- **Build on what you already do well**
- **Measure fidelity of implementation as well as impact**
  - Measure fidelity frequently, and use the information to guide improvement.
  - Report outcomes to families, faculty, community and administration.
- **Reflection**
  1. Do we have a regular way to assess if we are using PBIS?
  2. Do we have a regular way to assess if we are benefiting students?
  3. Do we have clear expectations for the District?
  4. Does our district have the “**capacity**” to select and implement effective practices.... Like PBIS.
  5. Does our district have the capacity to sustain effective practices (data , training, coaching, evaluation)?
- **Getting Better at PBIS** -*aligning other initiatives within framework*

### References & Resources

- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation Research: A synthesis of the literature (FMHI #231). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network
- Lane, K. L., Oakes, W. P., & Menzies, H. M. (2014). Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: Why does my school – and district – need an integrated approach to meet students’ academic, behavioral, and social needs? *Preventing School Failure*, 58, 121-128

#### Additional Resources

- KSDE TASN [www.ksdetasn.org](http://www.ksdetasn.org)
- Kansas MTSS [www.kansasmtss.org](http://www.kansasmtss.org)
- Kansas ASD [www.kansasasd.com](http://www.kansasasd.com)
- OSEP PBIS TA Center: [www.pbis.org](http://www.pbis.org)
- CI3T [www.ci3t.org](http://www.ci3t.org)
- MSLBD [www.mslbd.org](http://www.mslbd.org)
- APBS [www.apbs.org](http://www.apbs.org)

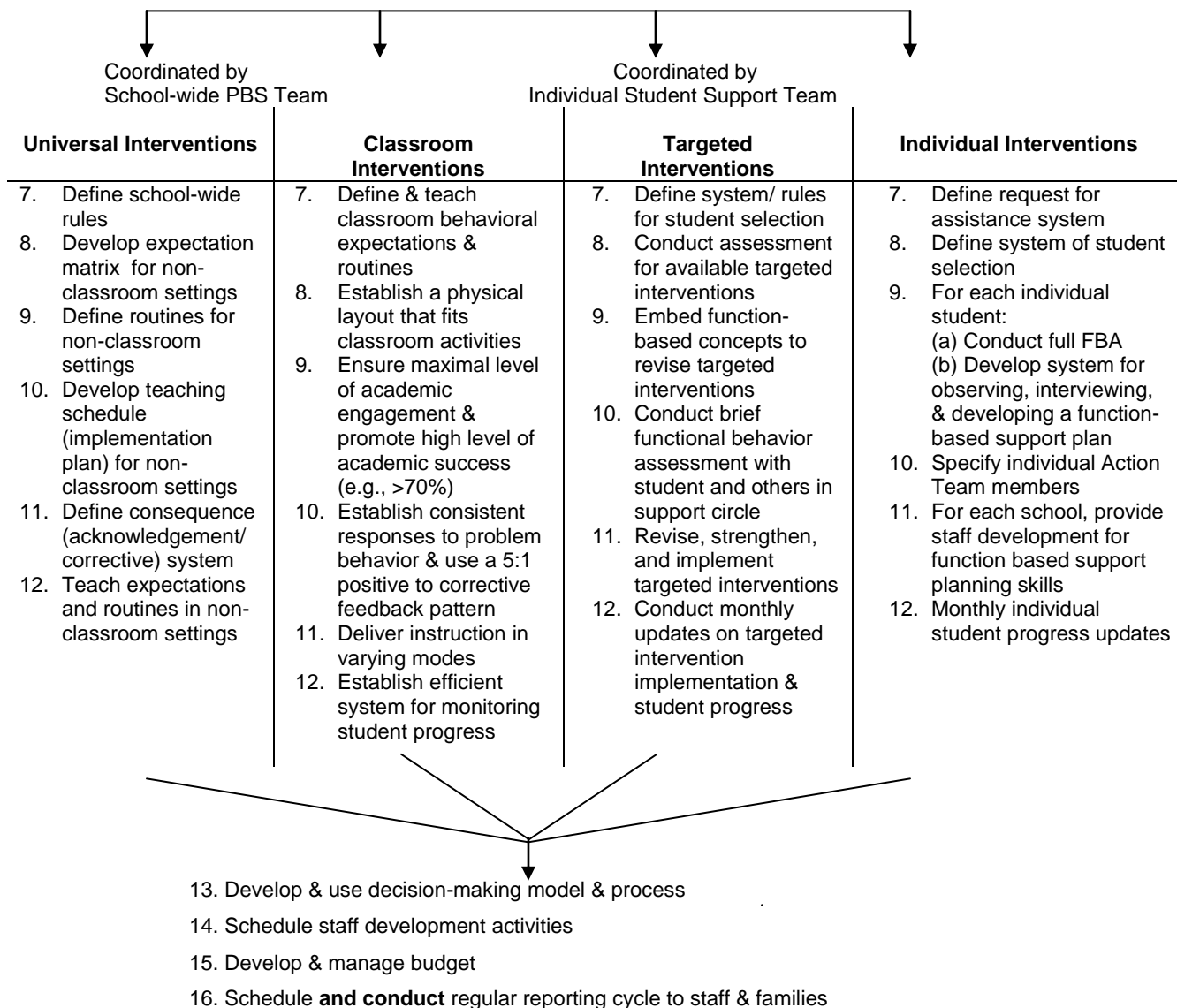




## Positive Behavior Support Annual Planning Guide: Summary of Progress

Circle all the items that you believe your school has implemented well. Underline the items your school is working on our moving towards this school year. ★ Star the items you need to know more about.

1. Determine/Review School Improvement Goal
2. Complete EBS Self-Assessment Survey
3. Conduct other assessments as needed
4. Define Team to manage School Improvement Goal
5. Use assessment information to revise School Improvement Goal as needed
6. Develop Annual Action Plan (maintaining, developing and implementing)



---

Notes:



# Working Smarter

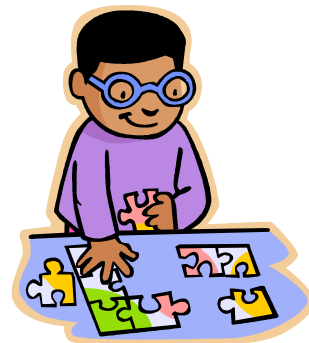
<b>Initiative, Project, Committee</b>	<b>Purpose</b>	<b>Outcome</b>	<b>Target Group</b>	<b>Staff Involved</b>	<b>SIP/SID/etc</b>
<i>Attendance Committee</i>					
<i>Character Education</i>					
<i>Safety Committee</i>					
<i>School Spirit Committee</i>					
<i>Discipline Committee</i>					
<i>DARE Committee</i>					
<i>PBIS Work Group</i>					

Classroom Management Self-Assessment Sugai, Colvin, Horner & Lewis-Palmer			
Effective Classroom Management Practices	Current Status		
	Not In Pl 0	Partial 1	In Place 2
1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)			
2. Classroom <u> routines </u> defined and taught a) Signal established for obtaining class attention			
3. Self-management routines established			
4. Positive environment established a) 5 positive comments to every correction/negative b) First comment is positive/ celebrations			
5. Physical layout is functional a) Classroom activities have locations b) Teacher able to monitor whole class c) Traffic patterns established			
6. Maximize academic engagement a) Opportunities for student responses (0.5/min) b) Active supervision/monitoring			
7. Promote academic success a)Academic success rate matches level of learning (70-80% for early learners) b)Curricular adaptations available to match student ability			
8. Hierarchy of responses to problem behavior a) Do not ignore moderate/intense problem behavior b) Responses to problem behavior allow instruction to continue			
9. Vary modes of instruction			
10. System available to request behavioral assistance			
Summary Score	Total Points = _____ X 100% = % 20		

# POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS ACKNOWLEDGEMENT MENU IDEAS

## Individual Student Acknowledgements

Privilege to sit in "Golden" chair  
 Art time with special materials  
 Get a "no homework" pass  
 Teacher Helper for an hour/day  
 Donated community gifts/coupons  
 Teacher Helper for younger class  
 Guest Reader for younger class  
 Sharpen pencils for class  
 Student calls parents at work or e-mails parent with news of student's accomplishments  
 Teacher calls parents with news of student's accomplishments  
 Assist the custodian  
 Help decorate a bulletin board  
 Decorate the closet door  
 Line Leader for the day  
 Caboose for the day  
 Give announcements over the intercom  
 Clean the teacher's desk  
 Choose where to sit for the day  
 Move desk for the day  
 Help school librarian  
 Lunch with the teacher  
 Lunch in the room with a friend  
 Teacher eats lunch in the lunchroom with class  
 Read a comic book for a book report



One free assignment

Coupon good for one "no homework" or full credit for a late assignment

Invite two friends to play a game during class time

Work a puzzle, either jigsaw, word, crossword, or brain teaser

Draw a picture on the white board

Put your feet on your desk during silent reading

Switch jobs with a classmate

Visit with the principal with a good news note

Be a principal helper

Give spelling test to the class

Choose a game for the class to play

Listen to a CD/iPod during seatwork time

Create with clay

Water the plants in the classroom

Feed the class pet(s)

Play with the class pet(s)

Take the class pet(s) home for the weekend

Shoot paper at the trash can

Read to the class

Tell three jokes to the class

Perform a magic trick for the class

Complete a special craft project

Sit and work in the teacher's chair for a designated amount of time

Teach a lesson to the class

Tutor younger students

Dismiss the class at the end of the day

Give an announcement over the intercom about your class' hard work and accomplishments

Choose a book for the teacher to read aloud to the class

Choose music for the class to hear



Choose which homework problem the teacher will give the answer to for a freebie

Dance to favorite music in the classroom

Do half of an assignment

Earn extra computer time

Get "free choice" time at the end of the day

Get time to draw

Extra reading time

Keep a stuffed animal at desk

Listen to music while working

Technology helper for day's lessons

Receive a 5-minute chat break at the end of the class or at the end of the day

Sit next to the teacher during story time

Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo's, bubbles, spider rings, charms and pencil toppers) / candy jar

Teach the class a math lesson

Use colored chalk

Work in the lunchroom

No shoes in the classroom

Work under your desk

Use a "special" pen/pencil for the day

Breakfast with the teacher (bring muffins & juice and welcome the student & a friend in the classroom about 15 minutes early to have breakfast)

Chew gum (sugar free) for the day (as long as it's not seen or heard)

First choice at indoor recess games/recess equipment

Stay in at recess (when teacher is not on duty) and play on the computer or play a game with the teacher



### Small Group Acknowledgements

(student is allowed to invite a friend or two to join in on the fun)

Extra Recess with support staff  
Lunch with Principal and a friend  
Pizza with the Principal and a friend  
Wii Party with a friend



Dance Dance Revolution Party  
Pizza Party with a friend and special staff of your choice  
Root Beer Float with the Principal  
Picnic Lunch  
Use colored chalk at recess  
Give an announcement with 2 friends over the intercom  
Fine Dining in the Lunchroom with 3 friends  
Hot Chocolate Party with the secretary  
Camp Out with S'mores



## Class-wide Acknowledgements

Extra recess

Computer Party

Free time on computers during library class

Popcorn Party with surprise reader

Root Beer Float Party

Read-In (students bring sleeping bags, pillows and snacks to school and spend the last hour of the day reading favorite books)

20 minute free draw/ CD for class

Slipper Day

Pajama Day

Free PE/music/art

Lunch in classroom

Sunglasses Day

Movie Party

Free Gym time- teacher leads

Games with special staff

Frozen Treat Party

Extra PE time

Cookie Decorating Party

Cupcake Decorating Party

BINGO Party

Picnic Lunch Outside

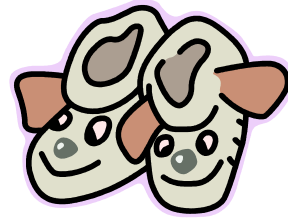
Indoor Picnic (spread tablecloths on the classroom floor to sit on)

Decorate sidewalk with colored chalk

Put a sign or banner above the classroom door proclaiming the class' positive accomplishments

Have the principal visit and share hobbies or read a book to the class

Set up a challenge or competition with another class





Board Games Party (everyone brings board games and plays for 30 minutes)

Talent Show

Crazy Hat Day

Favorite T-Shirt Day

Crazy Socks Day

Have the teacher dress up in a costume or funny clothes for the day

Class Fiesta (serve chips and salsa)

Uno Tournament

Electronics Party

Donut Party

Stuffed Animal Party

Students pick the schedule for the day

Fancy Friday (wear "Dress-Up" clothes)

Chocolate Party while watching Fudge-O-Mania

Read-In with flashlights

Same Color Day (everyone wears the same color and observes how long that it takes others to notice)

Tent Read-in

Beach Volleyball party

Guest Reader (with popcorn)



## **Staff Acknowledgements**

- Hour for lunch (coverage by administration)
- Fun border/letters
- Front parking spot
- Recess duty coverage
- Donated community gifts/coupons
- Trophy Award (given to staff who goes above and beyond in modeling school-wide expectations for staff/students)



## PBIS Library

<b>Title</b>	<b>Author</b>	<b>Expectation</b>	<b>Grade Level</b>
Berenstain Bears Double Dare	Berenstain	Safety	Primary
Berenstain Bears Ghost of the Forest	Berenstain	Safety/Responsible	Primary
Berenstain Bears Green-Eyed Monster	Berenstain	Safety	Primary
Berenstain Bears In-Crowd	Berenstain	Safety/Respectful	Primary
Feeling Angry	Berry	Safety	Primary
Franklin's Bad Day	Bourgeois	Safety	Primary
Franklin is Bossy	Bourgeois	Safety/Responsible	Primary
The Grouchy Ladybug	Carle	Safety	Primary
How To Take the Grrr Out of Anger	Verdick & Lisovskis	Safety	Intermediate
I Was So Mad	Simon	Safety	Primary
No Jumping On The Bed	Arnold	Safety/Respectful	Primary
The Recess Queen	O'Neill	Safety	Primary
Rotten Ralph	Gantos	Safety	Primary
Swimmy	Lionni	Safety/Respectful	Primary
Wanted Best Friend	Monson	Safety/Respectful	Primary
When I Care About Others	Spelman	Safety	Primary
When I Feel Angry	Spelman	Safety	Primary
When Sophie Gets Angry	Bang	Safety	Primary
Accept and Value Each Person	Meiners	Respectful	Primary
Angel Child, Dragon Child	Surat	Respectful	Primary
Arthur's April Fool	Brown	Respectful	Primary
Bad Case of Stripes	Shannon	Respectful	Primary
Be Polite and Kind	Meiners	Respectful	Primary
Be Honest and Tell the Truth	Meiners	Respectful	Primary
Berenstain Bears Forget Their Manners	Berenstain	Respectful	Primary
Berenstain Bears Prize Pumpkin	Berenstain	Respectful/Responsible	Primary
The Brand New Kid	Couric	Respectful	Primary
Charlotte's Web	White	Respectful	Intermediate
Chrysanthemum	Henkes	Respectful	Primary
Corduroy	Freeman	Respectful	Primary
Crickwing	Cannon	Respectful	Primary
Dinner with Olivia	Sollinger	Respectful	Primary
Friends	Heine	Respectful	Primary
Giraffes Can't Dance	Andreae	Respectful	Primary
The Giver	Lowry	Respectful	Intermediate
The Giving Tree	Silverstein	Respectful/Responsible	Primary
The Hundred Dresses	Estes	Respectful	Intermediate
Invitation to Friendship	Schmidt	Respectful	Intermediate
JoJo's Flying Side Kick	Pinkney	Respectful/Responsible	Primary
Judy Moody was in a Mood	Reynolds	Respectful	Primary/Intermediate
Just Kidding	Trudy Ludwig	Respectful	Elementary
The Kissing Hand	Penn	Respectful	Primary
Legend of the Indian Paintbrush	dePaola	Respectful	Primary
A Little Peach	Kerley	Respectful	Primary

Marley and the Kittens	Grogan	Respectful	Primary
Maynard's Mermaid	James	Respectful	Primary
Minikin	Cosgrove	Respectful	Primary
Miss Penny and Mr. Grubbs	Ernst	Respectful/Responsible	Primary
My Mouth is a Volcano	Cook	Respectful	Primary
My Secret Bully	Trudy Ludwig	Respectful	Elementary
Oliver Button is a Sissy	dePaola	Respectful	Primary
Pink and Say	Polacco	Respectful/Responsible	Intermediate
Pish Posh	Cosgrove	Respectful	Primary
Please and Thank You	Scarry	Respectful	Primary
Please Don't Step On Me	George	Respectful	Primary
The Puppy Who Wanted a Boy	Thayer	Respectful/Responsible	Primary
Quick as a Cricket	Wood	Respectful	Primary
The Rainbow Fish	Pfister	Respectful	Primary
Ramona Quimby, Age 8	Cleary	Respectful	Primary
Respect and Take Care of Things	Meiners	Respectful	Primary
Rosa	Giovanni	Respectful	Intermediate
Saving Shiloh	Naylor	Respectful/Responsible	Intermediate
Share and Take Turns	Meiners	Respectful	Primary
Shiloh	Naylor	Respectful /Responsible	Intermediate
Shiloh Season	Naylor	Respectful/Responsible	Intermediate
The Skin You Live In	Tyler	Respectful	Primary
Smile	Telgemeir	Respectful	Intermediate
Stand Tall Molly Melon	Lovell	Respectful	Primary
The Talking Eggs	San Souci	Respectful/Responsible	Intermediate
Through My Eyes	Bridges	Respectful	Intermediate
Too Much Noise	McGovern	Respectful/Responsible	Primary
Trouble Talk	Trudy Ludwig	Respectful	Elementary
Arthur's First Sleepover	Brown	Responsible	Primary
Arthur's Teacher Trouble	Brown	Responsible	Primary
Bad Case of Tattle Tongue	Cook	Responsible	Primary
Bently & Egg	Joyce	Responsible	Primary
Berenstain Bears Bad Habit	Berenstain	Responsible	Primary
Berenstain Bears Too Much TV	Berenstain	Responsible	Primary
The Book of Virtues	Bennett	Responsible	Intermediate
Brave Irene	Steig	Responsible	Primary
The Care and Keeping of Friends		Responsible	Intermediate
The Carrot Seed	Krauss	Responsible	Primary
The Empty Pot	Demi	Responsible	Primary
Girls Who Rocked the World	Welden	Responsible	Intermediate
A Job For Wittilda	Buehner	Responsible	Primary
Know and Follow Rules	Meiners	Responsible	Primary
Listen and Learn	Meiners	Responsible	Primary
The Little Engine That Could	Piper	Responsible	Primary
The Loud Book	Underwood	Responsible	Primary
Nobody Knew What to Do	McCain	Responsible	Elementary
Oops, The Manners Guide for Girls	Holyoke	Responsible	Intermediate

Pigsty	Teague	Responsible	Primary
The Quiet Book	Underwood	Responsible	Primary
Ramona the Pest Look Out Kindergarten	Cleary	Responsible/Safe	Primary
Silly Tilly's Thanksgiving Dinner	Hoban	Responsible	Primary

## Tier II Interventions Assessment Tool

School: \_\_\_\_\_

Date: \_\_\_\_\_

### **Purpose of Reference Guide:**

This is a tool for evaluating current interventions in place in your school to determine whether interventions meet the needs of students in your school and are implemented systematically.

### **Instructions:**

1. List the Tier II interventions that are available in your school.
2. Assess the extent to which each feature is in place. Score each Tier II intervention and determine as a group which intervention(s) are priorities to implement fully.
3. Decide whether any interventions will be withdrawn; draw a line through these interventions.
4. Build an action plan to guide implementation.

2 - fully in place 1 - partially in place 0 - not yet started								
1. There are personnel identified to coordinate and deliver the Tier 2 strategy and personnel have adequate time for this responsibility.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
2. The Tier 2 strategy is consistent with school-wide expectations.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
3. The Tier 2 strategy is established within the school and does not need unique development/modification for each participating student.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
4. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
5. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
6. The Tier 2 strategy includes frequent communication with the family.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
7. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
8. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
9. The Tier 2 strategy requires less than 10 min per day of any instructional staff to implement.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
10. Documented , data-based decision rules are used to determine which students will begin the Tier II strategy	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
11. Documented, data-based decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
12. Fidelity of the tier 2 strategy is assessed.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>For items below, please record answer to each question</b>								
13. Data source used to assess student progress toward goal								
14. % students successful (# meeting goals/# referred)								



Action Plan for Tier II Intervention: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Activity Task Analysis—What Will be Done?	Who	When
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

**Responsibilities of PBS Team Members**  
**Rob Horner, Anne Todd, Stephen Newton, Bob Algozzine, and Kate Algozzine**  
**October 2008**

Responsibilities of PBS Team Members are defined for the facilitator, minute taker, and data analyst. The responsibilities are organized for before the meeting, during the meeting and after the meeting. The form also provides a place to define the primary and a backup person for each of the three critical roles.

## Responsibilities of PBS Team Members

A: Before Team Meeting			
	Team Member Role		
	Facilitator	Data Analyst	Minute Taker
	Primary:		
	Backup:		
A1. Advises Backup team member in advance if unable to attend meeting, so that Backup team member is prepared to assume role	✓	✓	✓
A2. Asks team members for agenda items; adds items to agenda	✓		
A3. Disseminates agenda	✓		
A4. Reserves room for meeting	✓		
A5. Sets up LCD so that it is projecting the <i>Meeting Minutes and Problem-Solving Action Plan</i> form	✓		
A6. Sets up laptop (or other computer) and connects it to SWIS database	✓		
A7. Brings TIPS notebook to meeting	✓	✓	✓
A8. Prints and reviews data: <ul style="list-style-type: none"> <li>• The SWIS “Big 5” reports (used to identify new problems)</li> <li>• Custom or other reports showing “pre-solution” and “post-solution” data for problems being addressed (used to monitor effectiveness of currently implemented solutions)</li> <li>• Produces any other data requested at a previous meeting</li> </ul>		✓	
A9. Disseminates hard copies of all data to each team member, if data will not be projected via LCD		✓	
A10. Prepares <i>Meeting Minutes and Problem-Solving Action Plan</i> form for meeting			✓

<b>B: During the Meeting</b>			
	Team Member Role		
	Facilitator	Data Analyst	Minute Taker
<i>Primary:</i>			
<i>Backup:</i>			
B1. Ensures roles for next meeting have been established (if roles have not been permanently assigned)	✓		
B2. Prompts, as necessary, with TIPS problem-solving “mantra”: <ul style="list-style-type: none"> <li>• Do we have a problem? (<i>identify problems</i>)</li> <li>• What is the precise nature of the problem? (<i>define &amp; clarify problems with precision</i>)</li> <li>• Why does the problem exist, and what should we do about it? (<i>develop &amp; refine hypotheses; discuss &amp; select solutions</i>)</li> <li>• Is our plan being implemented, and is it working? (<i>develop &amp; implement Action Plan; evaluate and revise Action Plan</i>)</li> </ul>	✓		
B3. Presents overview of findings from review of current data and initiates discussion of: <ul style="list-style-type: none"> <li>• Effectiveness of currently implemented solutions, especially as compared against team’s goal, timeline, and decision rule for a targeted problem</li> <li>• Identification of new problems</li> </ul>		✓	
B4. Completes sections of <i>Meeting Minutes and Problem-Solving Action Plan</i> form			✓
B5. Is active participant in meeting (applies to <b>ALL</b> team members)	✓	✓	✓
<b>C: After the Meeting</b>			
C1. Disseminates copy of <i>Meeting Minutes and Problem-Solving Action Plan</i> form to all team members within 24 hours.			✓

Today’s Meeting

Date:	Facilitator:	Recorder:	Data Analyst:
-------	--------------	-----------	---------------

Next Meeting

Date, time, location:	Facilitator:	Recorder:	Data Analyst:
-----------------------	--------------	-----------	---------------

Team Members (Place “X” to left of name if present)


Today’s New Business Items

01.	06.
02.	07.
03.	08.
04.	09.
05.	10.

Potential <u>New</u> Problems (Data Analyst’s Overview)
01.
02.
03.
04.
05.

Meeting Minutes: Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Problem-Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)		Implementation and Evaluation		
Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)		Who?	By When?	Goal, Timeline, Decision Rule, & Updates

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

		Our Rating		
		Yes	So-So	No
1. Was today’s meeting a good use of our time?				
2. In general, did we do a good job of <u>tracking</u> whether we’re completing the tasks we agreed on at previous meetings?				
3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?				
4. In general, are the completed tasks having the <u>desired effects</u> on student behavior?				

If some of our ratings are “So-So” or “No,” what can we do to improve things?

## The Meeting Foundations Checklist

Rob Horner, Anne Todd, Stephen Newton, Bob Algozzine and Kate Algozzine

December 2008

The Meeting Foundations Checklist is a self assessment for teams to use when getting organized. The twelve items include the critical features necessary for developing a system for conducting effective and efficient meetings. To use the Meeting Foundations Checklist, a team determines the status of each of the twelve items. For items that are not in place, the team defines the tasks for getting that item in place and determines who will complete the task(s) with a completion date.

### Meeting Foundations Checklist

School \_\_\_\_\_

Date: \_\_\_\_\_

Foundations Element	+ = in place 0= not in place	Task	Who	By When
1. A member is assigned to serve the role of facilitator				
2. A member is assigned to serve the role of minute taker				
3. A member is assigned to serve the role of data analyst				
4. A member is assigned to serve as back up for any of the three primary roles				
5. Notebook with Team member information, meeting minutes and data is available and current				
6. The meeting schedule is established for the school year that includes dates, start/end time, & location				
7. Meeting location has internet access				
8. The team has guaranteed access to a computer with internet access for each meeting				
9. The team has guaranteed access to an LCD/ document camera to project data and meeting minutes or has hard copies of all information				
10. At least two team members have technical skills to connect the LCD to the computer and to connect with the internet				
11. Minute taker can access and complete the Meeting Minute and Problem-Solving Form				
12. Minute taker can make available the Meeting Minutes Form to team members within 24 hours of the meeting (O drive)				