



New York State Education Department
Office of Special Education
Educational Partnership





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PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

**TFI 1.1: Team Composition &
TFI 1.2: Team Operating Procedures**



Produced by the Technical Assistance Partnership for Behavior

Updated 8/15/2023

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



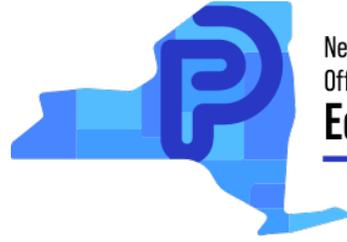
Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

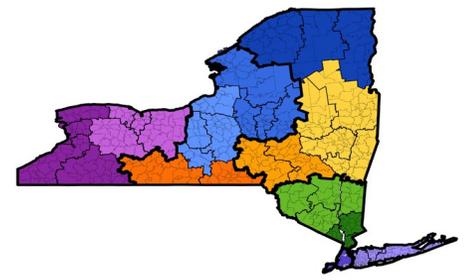


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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Agenda



Welcome & Inclusion

Please introduce yourself in the chat box

- Name
- Position
- Educational Organization



Training Norms

- Find a quiet place to participate
- Participate to the best of your ability
- Use the chat box for questions and comments
- Take care of your personal needs
- Begin and end on time
- Give equal regard to each participant

Slide Marker Icons



Tier 1: Professional Learning Roadmap

TFI Sub-Scale #	Team Components
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale #	Implementation Components
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale #	Evaluation Components
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

TFI 1.1 & 1.2 Purpose & Outcomes

Purpose:

Develop an effective and efficient leadership team that is representative of your staff and stakeholders.

Outcomes:

TFI 1.1: 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.

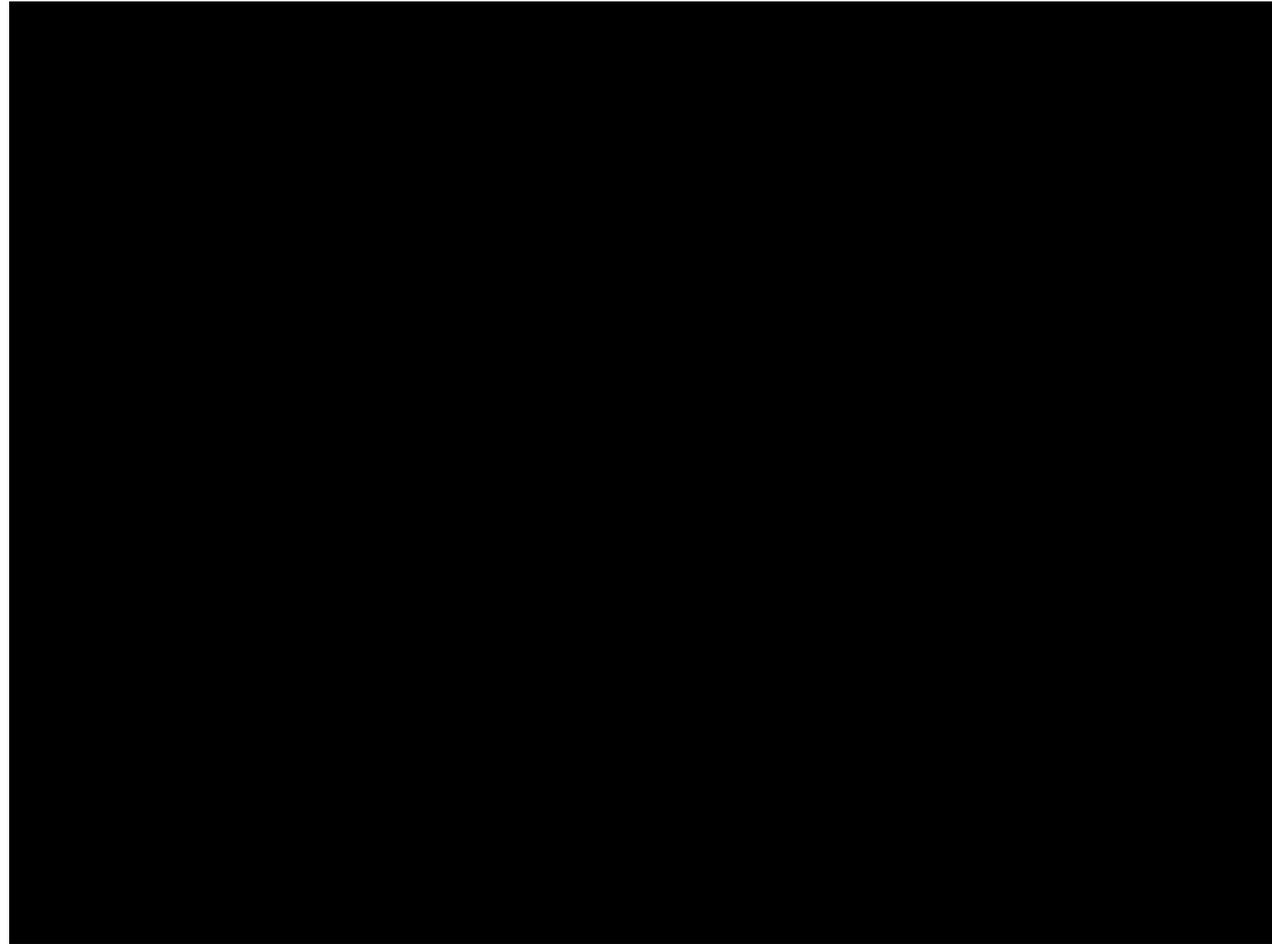
TFI 1.2: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan

Rationale

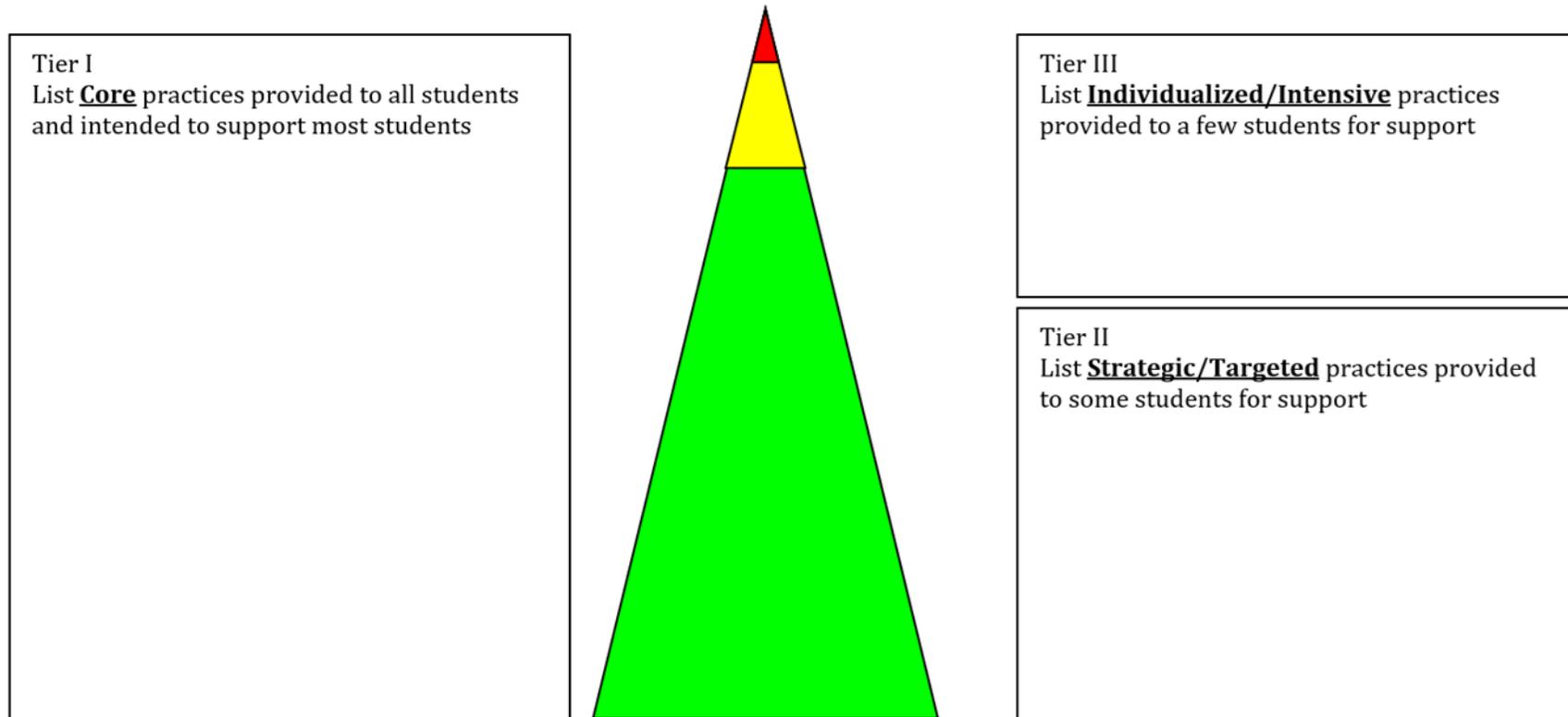
Maintaining a representative PBIS team allows the school to:

- Align PBIS goals, school mission, and vision
- Establish multi-year action plans
- Actively elicit ownership, voice, choice, and broad representation from families and the community
- Develop communication and dissemination plans
- Ensure that student social behavior is a priority
- Develop coaching supports
- Facilitate data-based decision-making

Change is Good; You Go First!



Quick Audit/Resource Map



Workbook: TFI 1.1/1.2 Activity 1

Guiding Questions for Tier 1 Team Formation



- Do you need a new team?
- Do you have an existing team that is working towards improving
 - School climate
 - Discipline or student behavior
- Could you integrate this work within an existing team?

Reflect and talk about the plan / structure for school teams.

Aligning Team Structures

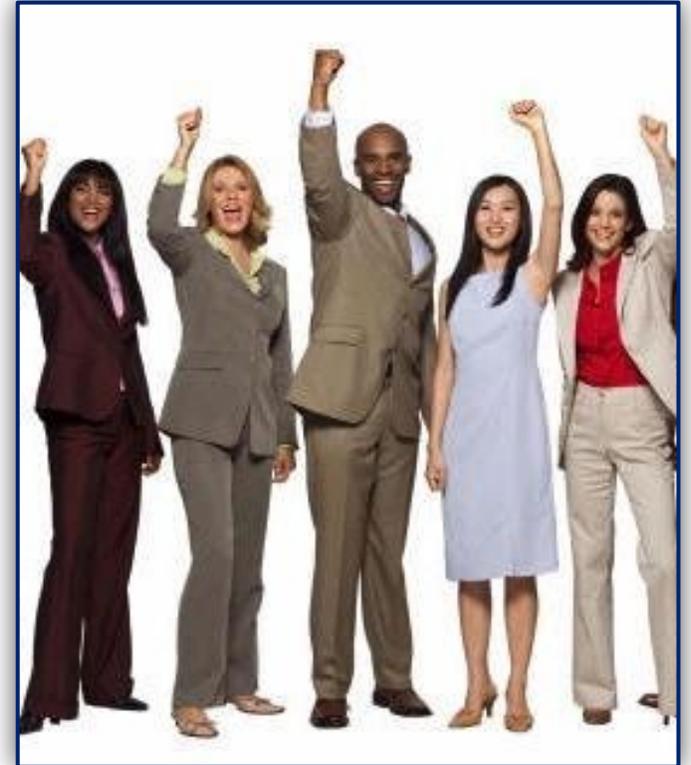


Workbook: TFI 1.1/1.2 Activity 2
Review organization of current teams

Who should be on the team?

Team Members:

- Administrator(s)
- Broad representation from
 - ALL grade levels/Departments
 - Special education
 - Paraprofessionals
 - Art, music, P.E.
 - Students
 - Family and Student representation
 - Larger schools may require larger teams/
subcommittees.
- Other Suggestions?



Define Roles for Effective Meetings

Core roles

- Coach/Facilitator
- Minute taker/Recorder
- Data Analyst
- Active team member
- Administrator

} *Typically NOT the administrator*

Other Roles?

Assign backup for each role

Can one person serve multiple roles?

Before the Meeting...

Roles	Responsibilities
Coach/Facilitator	<ul style="list-style-type: none"> ✓ Provides agenda items to Minute Taker
Minute Taker/Recorder	<ul style="list-style-type: none"> ✓ Collects agenda items from Facilitator ✓ Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's report, as appropriate ✓ Prints copies of the Meeting Minutes form for each team member, or is prepared to project agenda
Data Analyst	<ul style="list-style-type: none"> ✓ Describes potential new problems with precision (What, Who, Where, When, Why) ✓ Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined new problems ✓ Provides update on previously-defined problems (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship to change goal) ✓ Distributes Data Analyst's Report to team members ✓ Asks Facilitator to add potential new problems to agenda for meeting

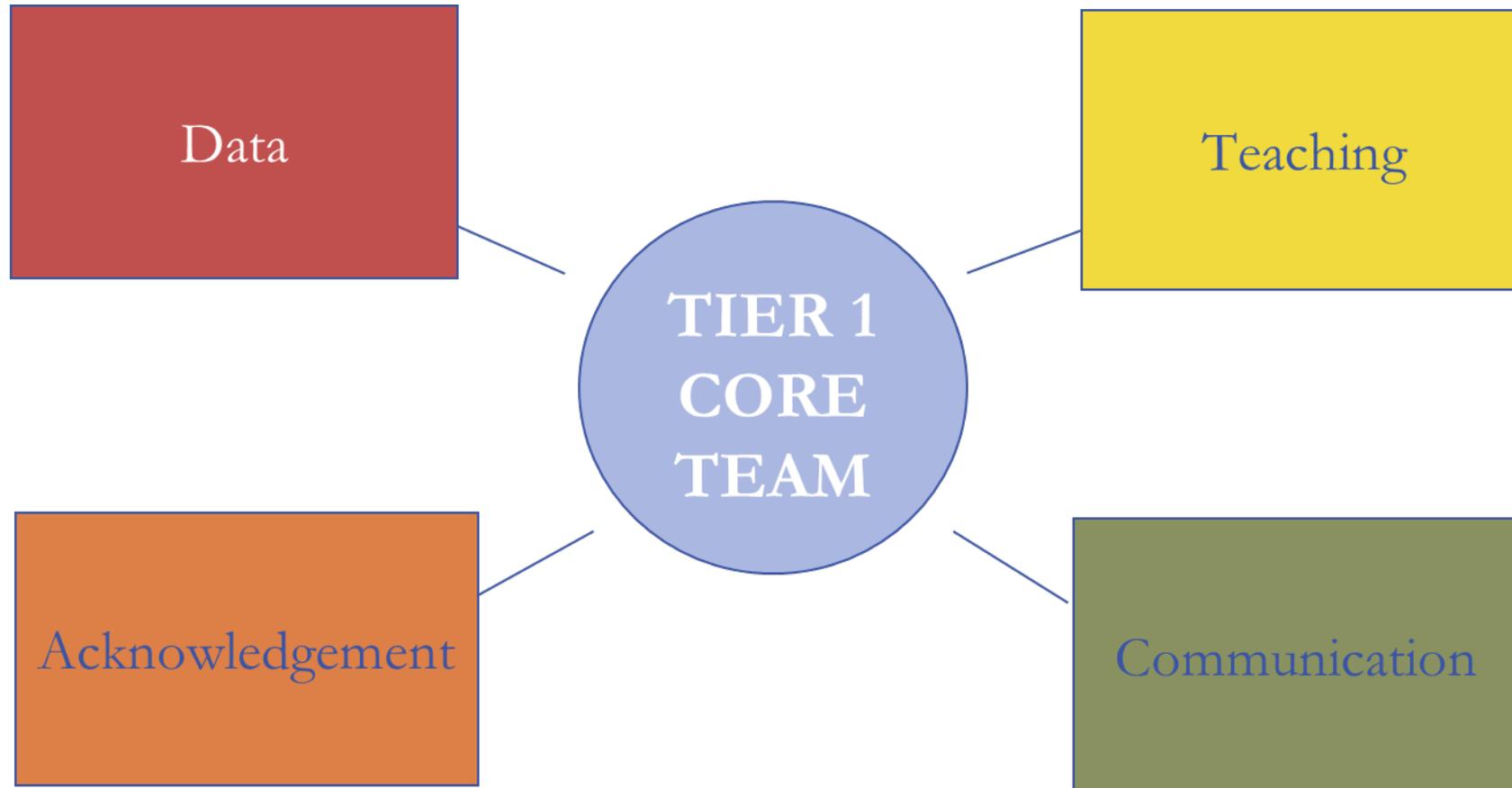
During the Meeting...

Roles	Responsibilities
Coach/Facilitator	<ul style="list-style-type: none">✓ Starts meeting on time✓ Determines date, time, and location of next meeting✓ Manages the “flow” of meeting by adhering to the agenda✓ Prompts team members✓ Is active participant in meeting✓ Ask questions (75% of what a facilitator says should be in question form)✓ Implement group norms/agreements✓ Keep people on track (back on track)
Minute Taker/Recorder	<ul style="list-style-type: none">✓ Asks for clarification of tasks/decisions to be recorded on Meeting Minutes from, as necessary✓ Is active participant in meeting
Data Analyst	<ul style="list-style-type: none">✓ Leads discussion of potential new problems✓ Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports)✓ Is active participant in meeting

The Role of an Administrator is Crucial

1. Maintain standards
2. Make public statements of support
3. Establish a representative team
4. Support team members
5. Guide rather than dictate
6. Take a leadership role in problem solving
7. Regularly attend & participate in team meetings
8. Provide recognition to team & faculty
9. Serve as a spokesperson to the community
10. Monitor & provide feedback to all staff

The Role of an Administrator is Crucial - Graphic



Functions of School Team

Subcommittees - Examples

Data

Aggregates and shares data with school, family, community, etc. regularly

Teaching

Creates, distributes, and schedules behavioral lesson plans to staff and students

Acknowledgment

Creates and teaches use of high frequency, intermittent, and long term acknowledgments for students and staff

Communication

Facilitates communication between staff, students, parents, community members, district administration, board of education, etc. Informs stakeholders of important data, PBIS activities, celebrations, etc.

PBIS – Tier 1 Team



Name	Role	Back-Up	Email	Phone #
Day to meet:			Time:	
Location:				
Dates to present to faculty:				

*Workbook TFI 1.1/1.2 Activity 3 –
Effective Meetings: Team Composition*

Effective Team Meetings

Team-Initiated Problem-Solving (TIPS) Foundations

(Rob Horner, Steve Newton, & Anne Todd: University of Oregon; Bob Algozzine & Kate Algozzine: University of North Carolina at Charlotte)

- ✓ Honor working agreements
- ✓ Roles and responsibilities are:
 - ✓ defined
 - ✓ assigned
 - ✓ backup personnel are in place
- ✓ Participants have authority to implement solutions
- ✓ Team members present and on time
- ✓ Agenda/Minutes are reviewed, visible during meeting (projector/computer), and distributed afterward
- ✓ Status of previous solutions is reviewed
- ✓ Data is available and reviewed
- ✓ Problems are defined with precision
- ✓ Solutions are documented, and include
 - ✓ Goal defined, including a student outcome measure
 - ✓ Action plan
 - ✓ Fidelity measure for the solution
 - ✓ Schedule to gather fidelity and outcome data

Efficient Team Meetings

Workbook: TFI 1.1/1.2 Activity 4

Format Includes:

- Member Names
- Agenda Items
- Previous Precision Problem Statement
- New Precision Problem Statement
- General Issues
- Evaluation of Meeting



Today's Agenda Items (Review Agenda <input type="checkbox"/> , Data Analyst Report <input type="checkbox"/> , Problem Solving for Previously-Defined and New Problems)				
01.	<input type="checkbox"/>		06.	<input type="checkbox"/>
02.	<input type="checkbox"/>		07.	<input type="checkbox"/>
03.	<input type="checkbox"/>		08.	<input type="checkbox"/>
04.	<input type="checkbox"/>		09.	<input type="checkbox"/>
05.	<input type="checkbox"/>		10.	<input type="checkbox"/>

Previously-Defined Problems				
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal / Timeline

Administrative/General Information and Issues	
Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)

New Problems				
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal / Timeline

TIPS II Training Manual, 2013. Meeting Minute Form
www.uecs.org

Evaluation of Team Meeting (Mark your ratings with an "X")	
1. Was today's meeting a good use of our time?	Yes
2. In general, did we do a good job of <i>tracking</i> whether we're completing the tasks we agreed on at previous meetings?	
3. In general, have we done a good job of actually <i>completing</i> the tasks we agreed on at previous meetings?	
4. In general, are the completed tasks having the <i>desired effects</i> on student behavior?	

Tier 1 Team Meeting Demonstration (12 min)

<https://youtu.be/udDQx5oJW9k>

Optional Video

(This video is included in Tier 1 Leadership Training)

Consider having teams watch together to see an example of TIPS Meeting Process in action...

Creating Agreements/ Norms for Team Meetings



Workbook: TFI 1.1/1.2 Activity 5

Sample Agreements/ Norms:

- Start on time, end on time
 - Listen to understand, not reply
 - Use the team meeting process
 - Actively participate
 - Assume best intentions
- Reflect on the professional behaviors that characterize efficient and effective meetings you have attended.
 - What working agreements will support your team's work and heighten your productivity?

TFI 1.1: Team Composition & TFI 1.2: Team Operating Procedures

ACTION PLANNING

1. Add action items to Action plan
2. Plan for PD
3. Add to your Staff Presentation PPT



PBIS Cultural Responsiveness Field Guide

Task: 1.1 Team Composition & 1.2 Team Operating Procedures

Team: Use this companion guide throughout the action planning process for each TFI feature to ensure that your PBIS system is culturally responsive.



Action Items and Planning

1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item. <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.1	Team has administrative support and represents cultural groups of the school and community			
1.1	Back-up members are identified for all team functions (coach, data-analyst, recorder, data-entry, etc.)			
1.2	Team has established a clear mission/purpose and current action plan.			
1.2	Team meeting guidelines (e.g., expectations or norms) respect cultural differences in communication styles and the various perspectives of all team members.			
1.2	Team runs efficient and effective regular meetings (at least monthly) with agenda and meeting minutes			
1.2	<i>School administrator is an active participant in 90% of meetings, protects meeting time, disseminates information during grade level/department meetings, faculty meetings, and parent/family meetings.</i>			
1.2	<i>Working Smarter Teaming Alignment document is completed</i>			
1.2	<i>Quick "Audit" or Resource Map of current practices, programs, initiatives is completed</i>			
1.2	<i>TIPS meeting procedure checklist complete</i>			

Questions?



References

- Colvin, G. (2007). 7 Steps for developing a proactive school-wide discipline plan
- CR-SWPBIS tool adapted from “A Contextual Consideration of Culture and School-Wide Positive Behavior Support,” by G. Sugai, B.V. O’Keeffe, & L.M. Fallon, 2012, *Journal of Positive Behavior Interventions*, 14(4), p.p. 205-206 and “Recommendations for addressing discipline disproportionality in education” Positive Behavior Interventions & Supports OSEP Technical Assistance Center.
- Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016). “PBIS cultural Responsiveness Field Guide: Resources for trainers and coaches. *Positive Behavioral Interventions & Supports, OSEP Technical Assistance Center*.
- Newton, J.S., Horner, R., Algozzine, B., Todd, A., & Algozzine, K.M. (2009). Using a problem-solving model for data-based decision-making in schools. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (eds.). *Handbook of positive behavior support*. New York: Springer
- TIPS Training Manual (2013).
- Todd, A., Horner, R., Newton, J.S., Algozzine, B., & Algozzine, K. (in press). Effects of Team-Initiated Problem-solving on Practices of School-wide Behavior Support Teams. *Journal of Applied School Psychology*.



THANK YOU!

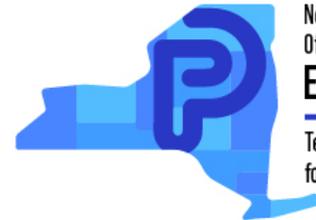
Appreciation is given for the contributions to this Professional Learning



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