The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

<u>Module 10:</u> *The PBIS Team Meeting*

Arkansas State Personnel Development Grant

Focus Area: PBIS Team Meeting

Title of Training:

Module 10: The PBIS Team Meeting

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.

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 "homework assignments" (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.
Module 4 (An Introduction to PBIS) will give a brief overview of the systems and practices that comprise the PBIS framework.

Module 5, 6, and 7 (Developing PBIS Behavioral Expectations, Teaching Behavioral Expectations, and Acknowledging Expected Behavior) will give more background about how to develop behavioral expectations for the classroom, teach the behavioral expectations in the classroom, and acknowledge when students use appropriate behavior in the classroom. Module 8 (Responding to Inappropriate Behavior) will give more background on responding to inappropriate behavior in the classroom. Module 9 (Collecting and Using Data for PBIS Tier I Decision Making) will give an introduction to the data-based decision making that is central to the PBIS team meeting.

Training Description:

This training module has been developed to brief school leaders, PBIS team members, and other workshop/professional development participants about the PBIS team meeting, foundational components that will make it more efficient and effective, the central problem-solving component, evaluation, and communication.

Training Sections:

Training Materials/Equipment Needed:

PowerPoint for Module 10: The PBIS Team Meeting

- Equipment to project the PowerPoint
    - Laptop computer
    - Multiple ways to access 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

- Note on 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.
  - It may take a minute for video to load. Be patient.
  - Once video is loaded, a still shot with 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
- Only 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

- Team Member Roles and Functions (pgs. 18 – 19)
- Problem Solving Action Plan example (pg. 43)
- Problem Solving Action Plan template (follow link; source is website http://cce.astate.edu/pbis/pbis-leadership-teams/ under “Team Meeting Tools” tab; pg. 44)

Activities in this Training:

- Team Purpose and Meeting Norms (pg. 22)
- Developing a Problem Solving Action Plan (pg. 42)
  - Display or hand out the example on page 43
  - Distribute the Problem Solving Action Plan template (pg. 44)

Essential Questions:

These essential questions will be addressed in this training module:

- What are the roles and responsibilities of the PBIS team?
- How can you make team meetings more efficient and effective?
- What are the steps in the problem-solving process?
- Why and how do you evaluate your action plan(s)?
- Why and how should PBIS teams communicate with other staff and stakeholders?

Trainer Tips:

- The central focus of the PBIS team meeting should be data-based problem solving and decision making. Although it is exciting to talk about events and celebrations, the team meeting should be kept on task and on agenda. If meetings run long and go off topic, team members will disengage.
- Slides 39 – 40 in this module concern the Tiered Fidelity Inventory (TFI). This is a tool that measures how well PBIS is being implemented with fidelity and is broken down into items. Each module in this series will contain one or more of the TFI items specific to that module so that teams will have a way to work towards fidelity of implementation of PBIS. Module 15 will take attendees through the entire TFI tool and the procedures for using the tool. The tool can be downloaded here: https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx.

Training Section One

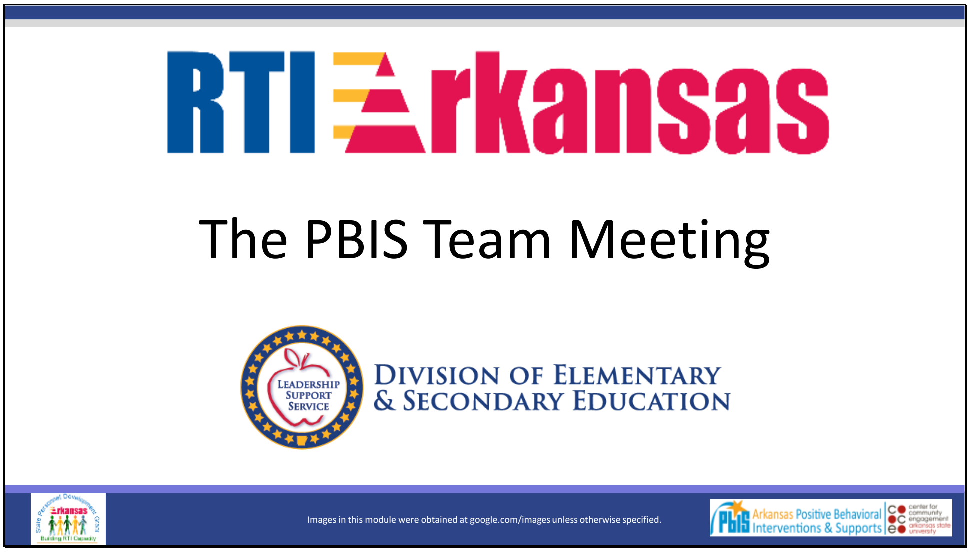
The PBIS Team

Slides 3 - 12

Goals

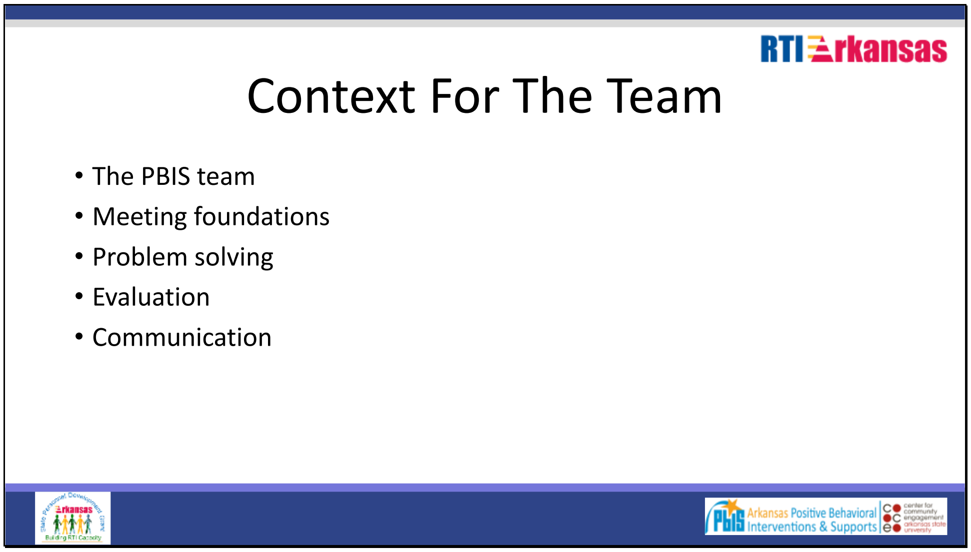
Participants will understand

- Roles of team members
- Team members



Slide #1

[The PBIS Team Meeting]

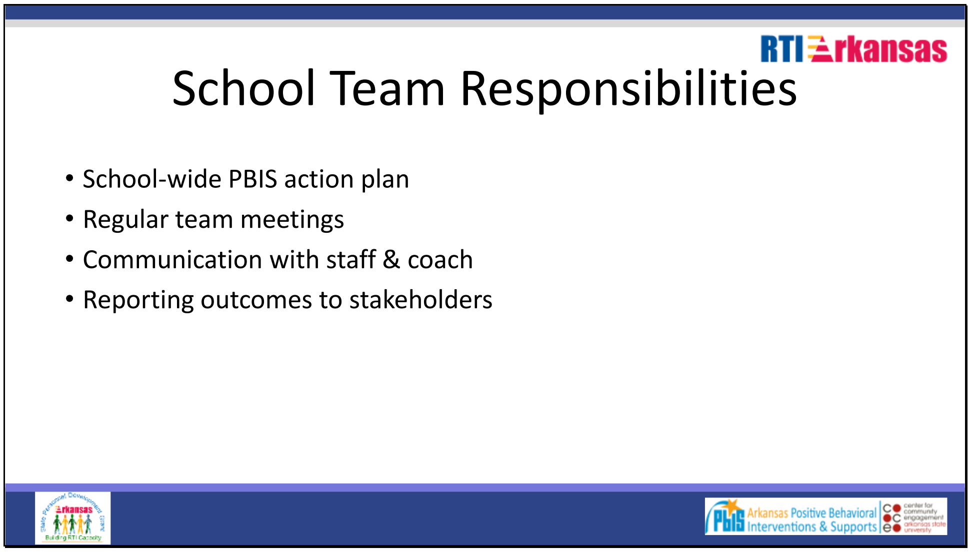


Slide #2

[Context For The Team]

Trainer Notes:

- In this training, we will begin by discussing the role of the team and the team members, as well as the foundational components that will make meetings more efficient and effective. Then, we will spend a large chunk of this training discussing the problem-solving process that will be the main focus of the meeting. Also included in the problem-solving process is evaluating the implementation and impact of action plans that are developed. We will also talk briefly about communicating to stakeholders, and we will view a video example of a PBIS team meeting.

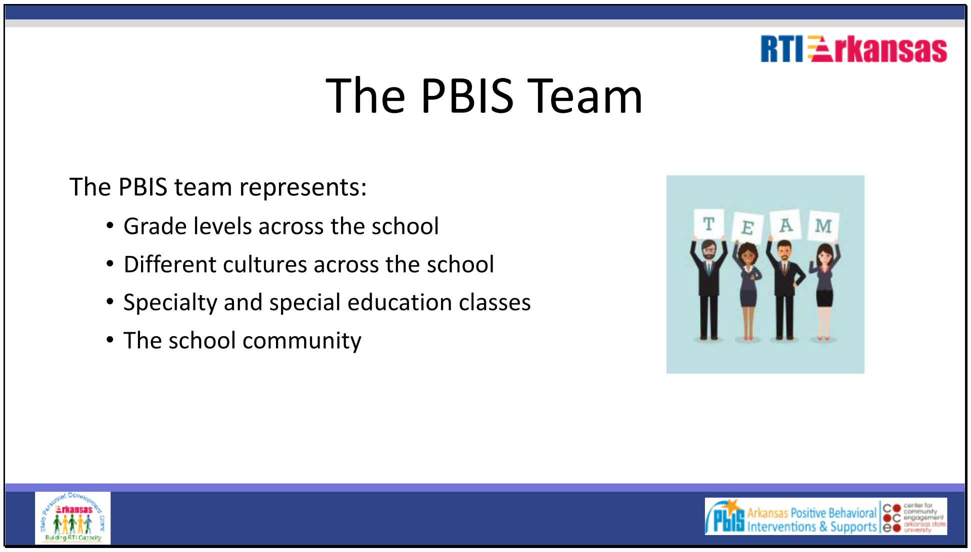


Slide #3

[School Team Responsibilities]

Trainer Notes:

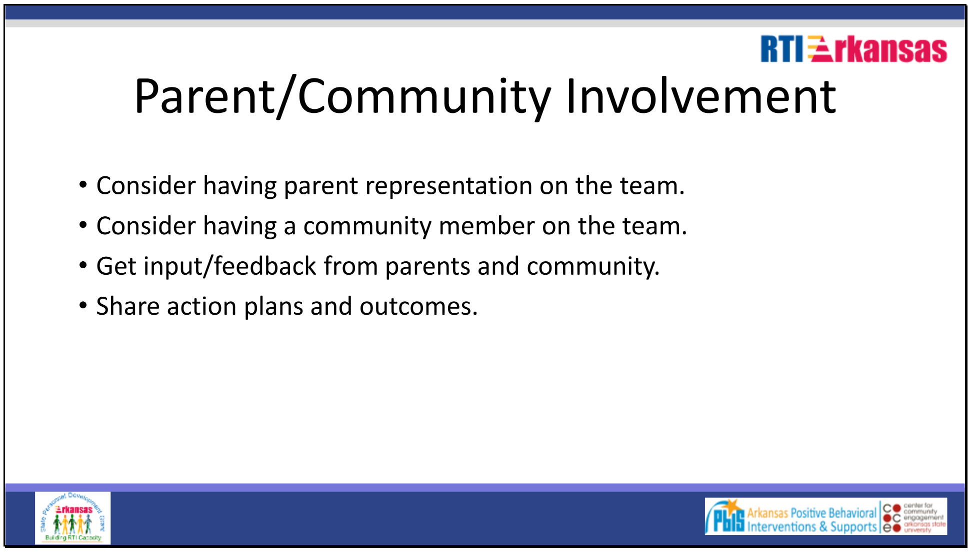
- The responsibilities of the school or building-level PBIS team are to: (a) develop a school-wide PBIS action plan; (b) hold regular team meetings (monthly, optimally) where they monitor and evaluate behavior data, develop action plans based on data, and monitor and evaluate progress; (c) maintain communication with staff and the coach; and (d) report outcomes to stakeholders (staff, students, parents, community, district, school board, etc.).



Slide #4
[The PBIS Team]

Trainer Notes:

- School teams should be representative of: (a) grade levels and/or regions of the school (there could be one representative from each grade, or one person could represent two or three grades), (b) various cultures (each school needs to define the major cultures of the school), and (c) school community (consider including a student, a parent, someone from the community, non-faculty staff such as bus driver, librarian, cafeteria worker, custodian, etc.).

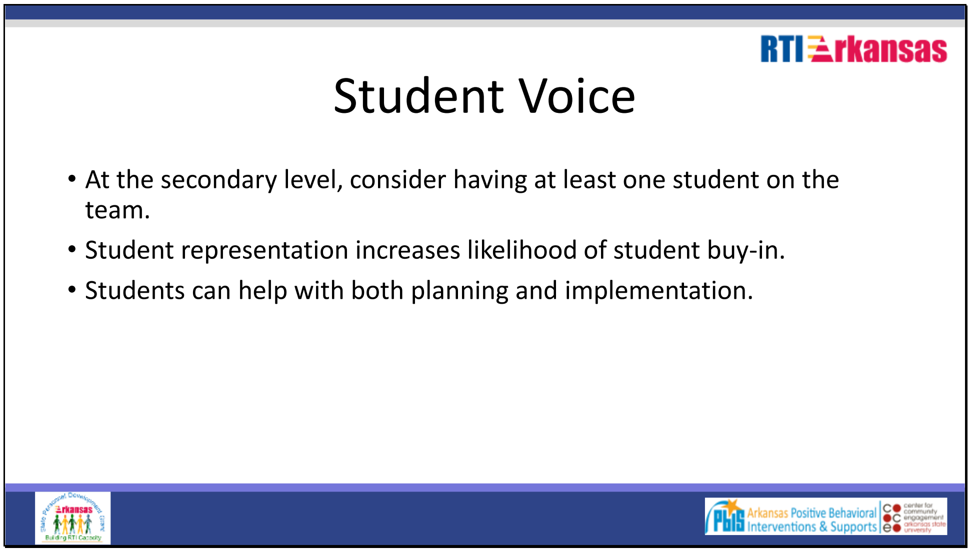


Slide #5

[Parent/Community Involvement]

Trainer Notes:

- If possible, try to have parent and community representation on the team. Teachers and staff don't always live in the communities where they work, so it's good to have local perspective and input to make sure there is understanding and relevancy in problem solving and action planning. At the very least, reach out to your parents and community for input and feedback, and always share your data, action plans, and outcomes.

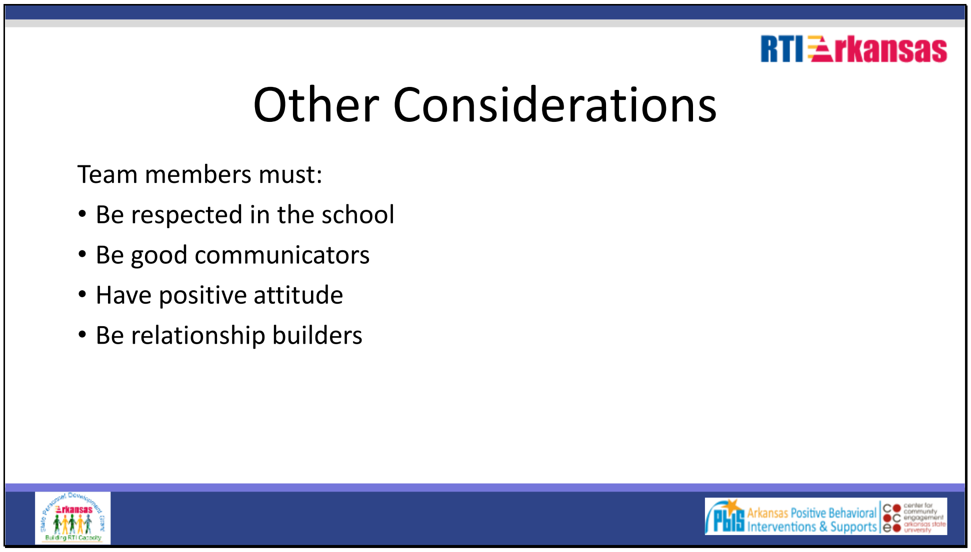


Slide #6

[Student Voice]

Trainer Notes:

- At the secondary level, students can be enlisted to help with PBIS implementation. They can help choose incentives/rewards that will appeal to their peers, make sure that behavioral expectations are stated in student-friendly language, and help with developing (and teaching) behavior lessons.

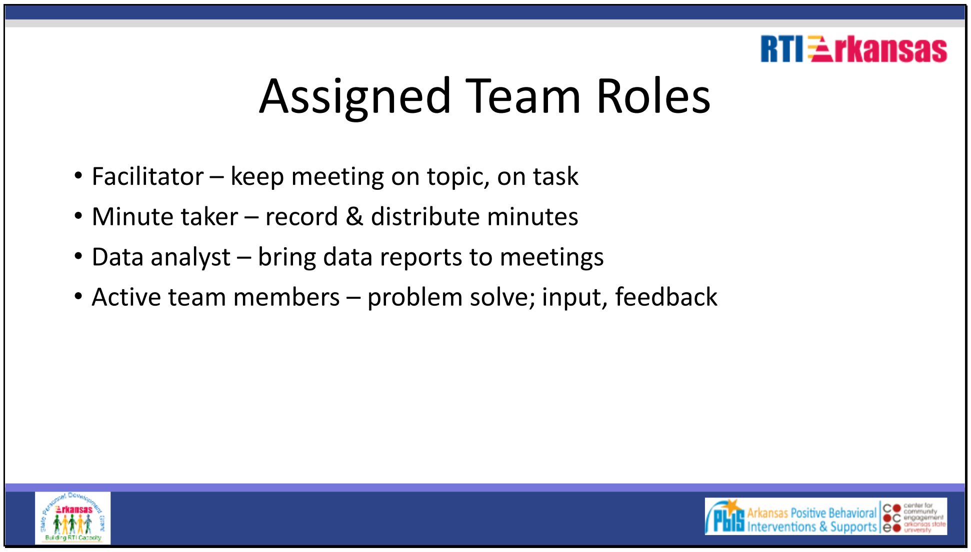


Slide #7

[Other Considerations]

Trainer Notes:

- Besides being representative of the school's makeup, it's important to have these types of skills and abilities in your team members.

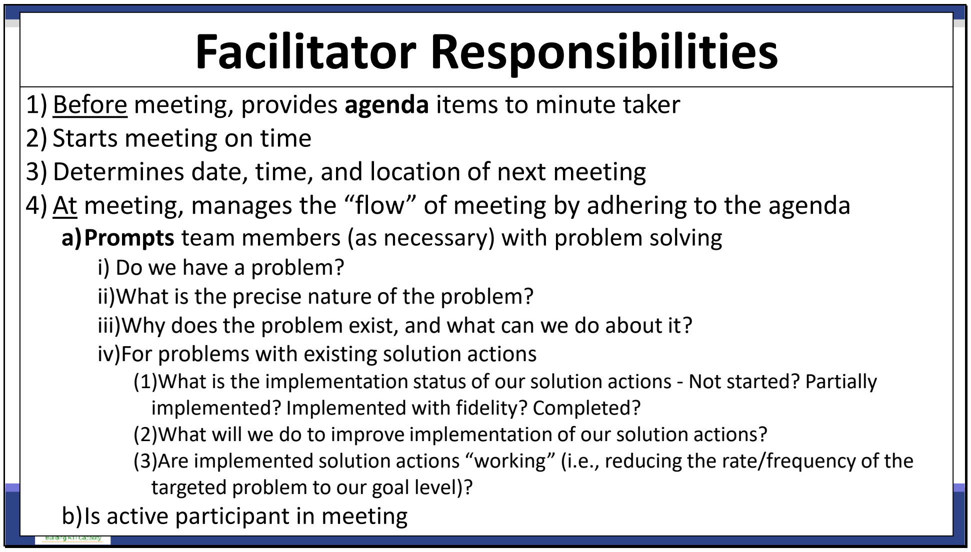


Slide #8

[Assigned Team Roles]

Trainer Notes:

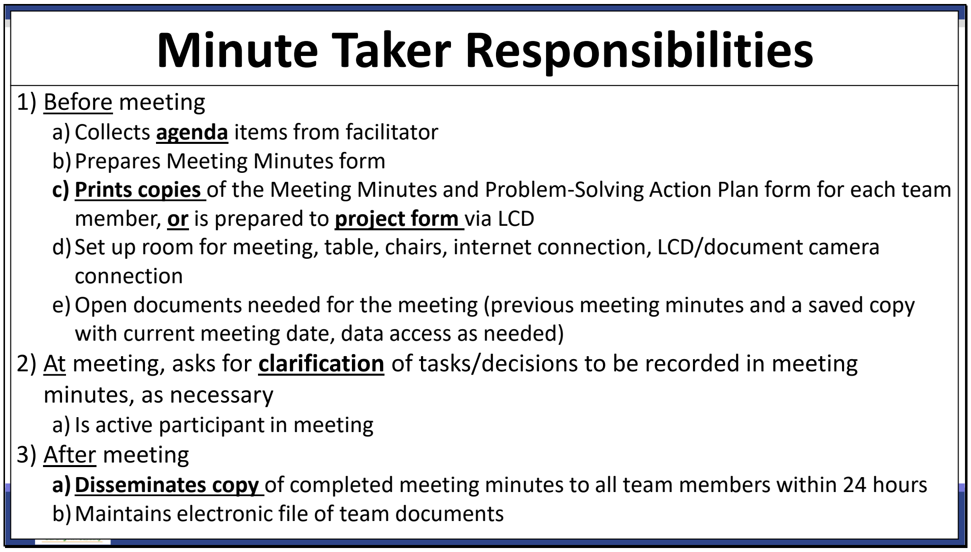
- These are the main roles of the team members. Everyone participates and problem solves together. More specific descriptions are provided on the next four slides.



Slide #9
[Facilitator Responsibilities]

Trainer Notes:

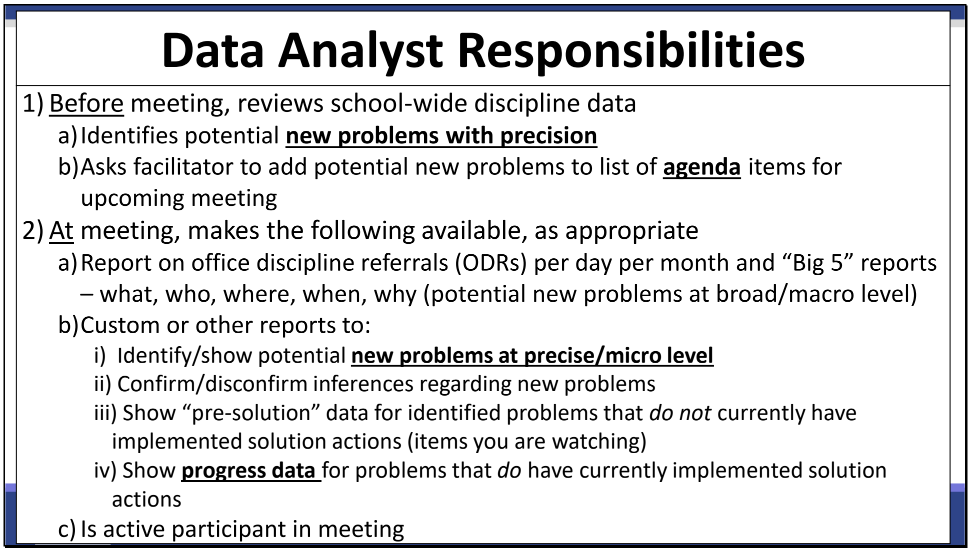
- These are the responsibilities of the facilitator. Agenda is bolded because it is the responsibility of the facilitator to get the agenda items to the minute taker ahead of the meeting. The facilitator basically is the person who keeps the meeting on time and on topic by providing prompts as needed.



Slide #10
[Minute Taker Responsibilities]

Trainer Notes:

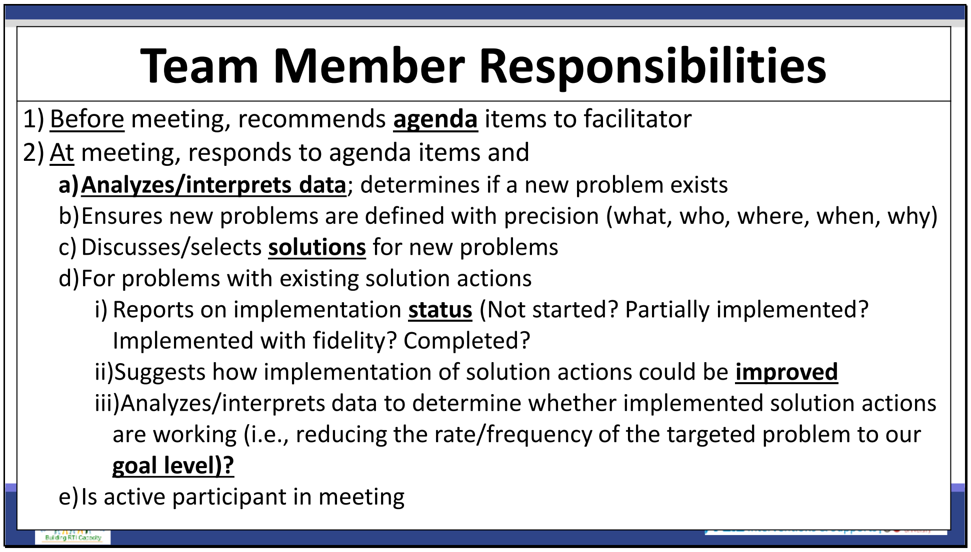
- The minute taker has the responsibility for collecting accurate information from team meetings, while also clarifying the information they are recording in the official minutes. The minute taker is also responsible for getting a copy of the minutes to all team members within one day of the meeting and keeping copies of all meeting minutes.



Slide #11
[Data Analyst Responsibilities]

Trainer Notes:

- The data analyst is responsible for providing the team with current behavior data trends. We will go into more detail about precision problems later in this presentation. The current discipline data need to be given to the facilitator before the meeting so they can be added to the agenda. Also, the data analyst needs to be prepared to show or generate other data reports as needed during the meeting. Data need to be available to show the current progress of action plans.



Slide #12

[Team Member Responsibilities]

Trainer Notes:

- Active team members are expected to be involved in the problem-solving process, and may be tasked with providing updates on items from the action plan. There may be items that they want to put into the agenda, so they need to get those to the facilitator ahead of the meeting. All team members need to respond to the data reports and determine if there is a problem around which they need to action plan. Plans that are already in action need to be monitored, so team members need to look at progress data and make determinations about the continuation of those action plans.

EXAMPLE

Team Member Roles and Functions

On pages 18 and 19 are roles and responsibilities of team members (from slides 9 – 12), plus those for the coach and the administrator. These can be handed out to attendees.

Team Member Roles & Responsibilities

Facilitator Responsibilities:

1. Before meeting, provides agenda items to Minute Taker
2. At meeting
    a. Starts meeting on time
    b. Determines date, time, and location of next meeting
    c. At meeting, manages the "flow" of the meeting by adhering to the agenda
        i. Prompts team members (as necessary) in the problem-solving method
            1. Do we have a problem?
            2. What is the precise nature of the problem?
            3. Why does the problem exist, and what can we do about it?
            4. For problems with existing solution actions
                a. What is the implementation status of our solution actions – Not started? Partially implemented? Implemented with fidelity? Completed?
                b. What will we do to improve implementation of our solution actions?
                c. Are implemented solution actions 'working' (i.e., reducing the rate/frequency of the targeted problem to our goal level?)
    d. Is active participant in the meeting

Minute Taker Responsibilities:

1. Before meeting
    a. Collects agenda items from Facilitator
    b. Prepares Meeting Minutes form
    c. Prints copies of the Meeting Minutes and Problem-Solving Action Plan form for each team member, or is prepared to project form
    d. Sets up room for meeting, table, chairs, internet connection, projection, etc.
    e. Opens documents needed for the meeting (previous Meeting Minutes and a saved copy with current meeting data, data system access as needed
2. At meeting
    a. Asks for clarification of tasks, decisions to be recorded in the Meeting Minutes, as necessary
    b. Is active participant in meeting
3. After meeting
    a. Disseminates copy of completed Meeting Minutes to all team members within 24 hours
    b. Maintains electronic files of team documents

Coach Responsibilities:

- Is familiar with the school-wide process
- Guides team throughout the process (insures critical elements are in place)
- Attends all trainings/meetings with school-based team
- Is an active and involved team member, but <u>not the Team Leader</u>
- Is the main contact person for the school-based team
- Reports to district level staff

Data Analyst Responsibilities:

1. Before meeting
   a. Reviews data
   b. Identifies potential new problems with precision (what, who, where, when, why)
   c. Asks Facilitator to add potential new problems to list of agenda items for upcoming meeting
2. At meeting, makes the following available, as appropriate
   a. Data report on ODRs per day per month and 'Big 5' reports (to identify/show potential new problems at the broad/macro level
   b. Other data reports to
      i. Identify/show potential new problems at precise/micro level
      ii. Confirm/disconfirm inferences regarding new problems
      iii. Show pre-solution data for identified problems that do not currently have implemented solution actions
      iv. Is active participant in meeting

Administrator Responsibilities:

- Plays an active role in the school-wide PBIS change process
- Actively communicates their commitment to the process
- Should be familiar with school's current data and reporting system
- Attends ALL trainings and team meetings.
- Provides allocation of resources for PBIS implementation
- Puts time on staff agenda for PBIS updates
- Actively promotes PBIS as priority, integrates with other initiatives/improvement activities

Team Member Responsibilities:

1. Before meeting, recommends agenda items to Facilitator
2. At meeting,
   a. Responds to agenda items
   b. Analyzes/interprets data; determines if a new problem exists
   c. Ensures new problems are defined with precision (what, who, where, when, why)
   d. Discusses/selects solutions for new problems
   e. For problems with existing solution actions
      i. Reports on implementation status (Not started? Partially implemented? Implemented with fidelity? Completed?)
      ii. Suggests how implementation of solution actions could be improved
      iii. Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to our goal level).
   f. Is active participant in meeting

Training Section Two

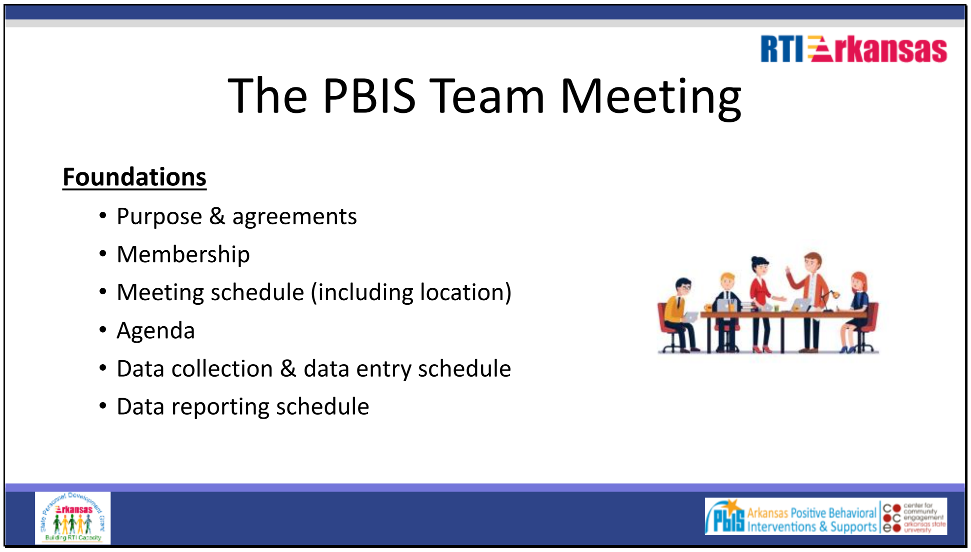
Meeting Foundations

Slides 13 - 18

Goals

Participants will understand

- How to establish team procedures and norms
- How to establish a standard agenda and meeting schedule

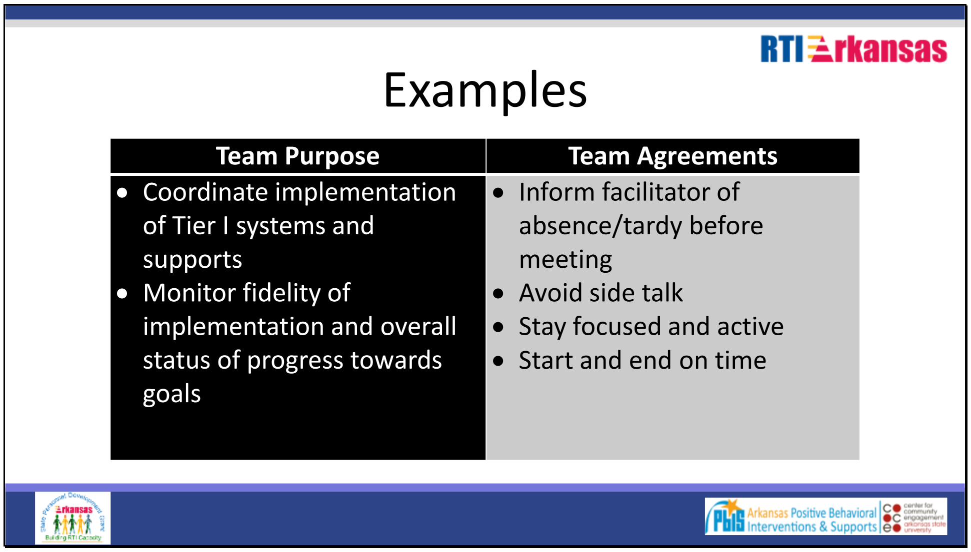


Slide #13

[The PBIS Team Meeting]

Trainer Notes:

- In order to conduct efficient and effective meetings, it's important to have a good foundation. Agree on a purpose for your team, and agree on things like when and where you'll meet, what your meeting norms will be, and attendance requirements. Make sure your team represents your school well, and members have specific roles outlined. It's important to always have an agenda and to stick to it. Have a schedule for when data will be collected and entered into your data system, and when you will generate reports for your team meetings, or to progress monitor.



Slide #14

[Examples]

Trainer Notes:

- This slide and the next two are examples of team purpose, agreements, meeting schedule, and data schedule.

ACTIVITY

Team Purpose and Meeting Norms

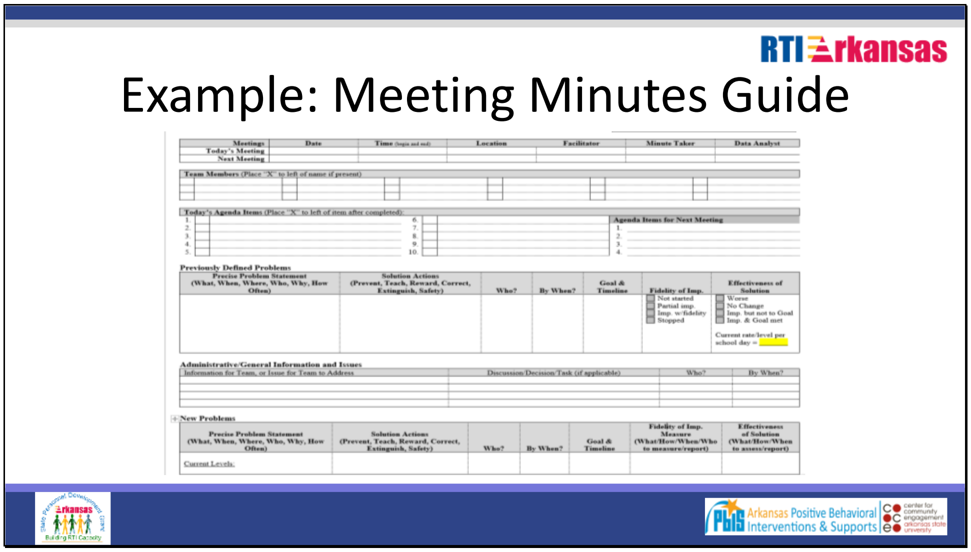
Have teams spend a short amount of time (around 15 minutes) discussing what will be their team purpose and meeting norms.

Example: Team Meeting Schedule

Team Meeting Schedule			
When	**Where**	**Start/End Time**	**Meeting Minute Location**
3rd Thursdays, monthly	Room 103	2:45-3:45	Tier I Meeting Minute folder on shared drive

Slide #15

[Example: Team Meeting Schedule]

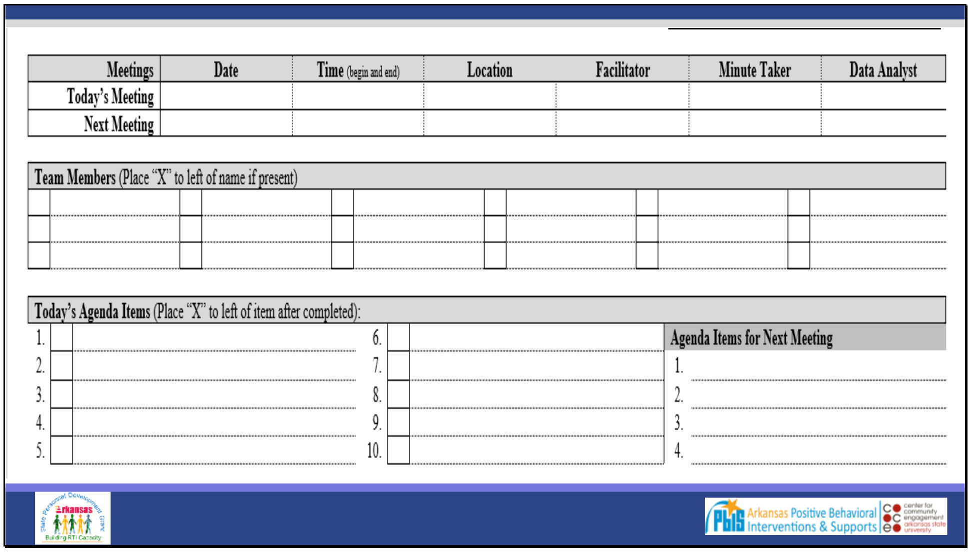


Slide #16

[Example: Meeting Minutes Guide]

Trainer Notes:

- Here is an example of an agenda form (from pbis.org, called TIPS, or Team-Initiated Problem Solving) that includes locations for taking minutes, with all relevant information – meeting info, member info, agenda items, and a current systems overview.



Meetings	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

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

Today's Agenda Items (Place "X" to left of item after completed):

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

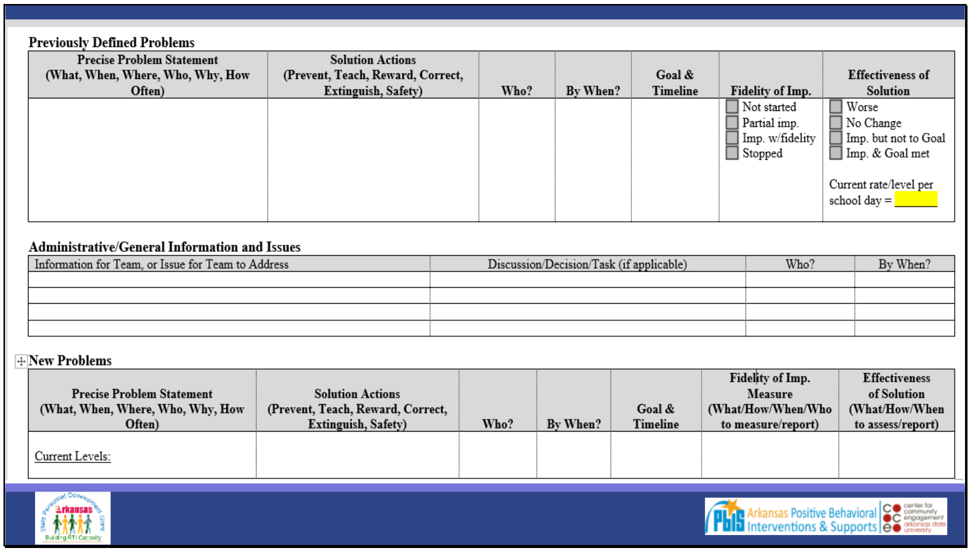
Agenda Items for Next Meeting

1.
2.
3.
4.

Slide #17
[Example: Meeting Minutes Guide Cont'd]

Trainer Notes:

- The first section gives the minute taker an efficient way to note both today's meeting info and info for the next meeting. The team member area can be pre-filled so that only an x by each name is necessary. Substitute members can be added as needed. The agenda items will be filled before the meeting (facilitator will provide these), and next meeting's agenda items will be filled during the course of the meeting.



Previously Defined Problems

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = ____

Administrative/General Information and Issues

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

New Problems

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)
Current Levels:						

Slide #18

[Example: Meeting Minutes Guide Cont'd]

Trainer Notes:

- The bottom section of page one is where the team can see an update on progress of previous problems and action plans. From time to time, teams will do a fidelity check (we will discuss a tool for that later – the Tiered Fidelity Inventory or TFI), and the current status will be recorded here. The data analyst can provide current data using studentGPS or, alternatively, School-wide Information System (SWIS) at www.pbisapps.org.

Training Section Three

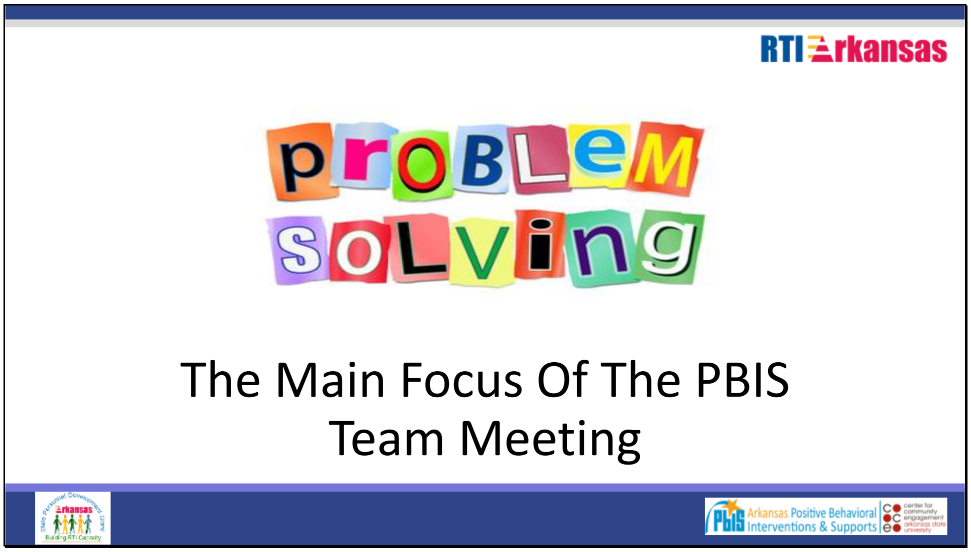
Problem Solving

Slides 19 - 33

Goals

Participants will understand

- What data to collect and how to collect these data
- The problem solving process: developing a precise problem statement, developing an action plan, implementing the plan, and evaluating the plan

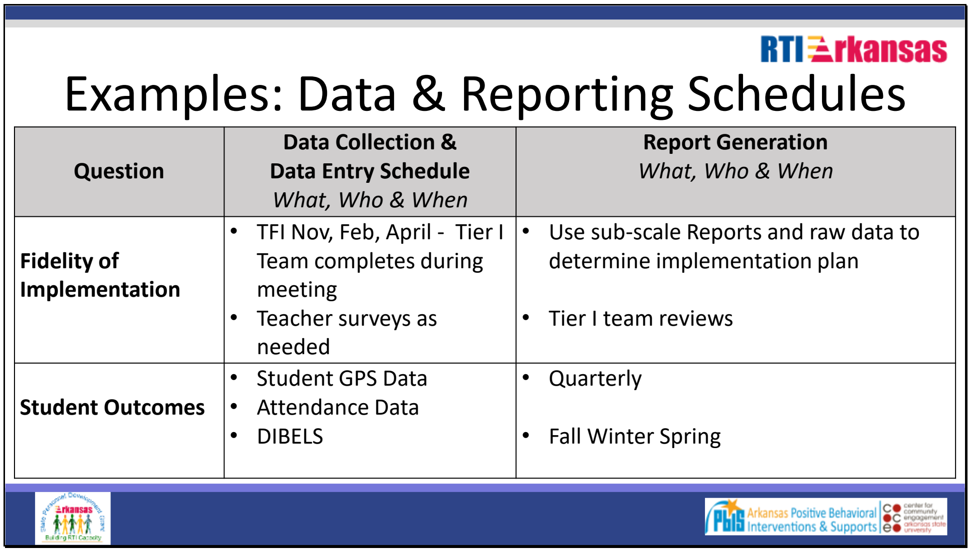


Slide #19

[Problem Solving: The Main Focus Of The PBIS Team Meeting]

Trainer Notes:

- The main focus, the biggest chunk of time in the meeting, will be on team problem solving using current behavior data.



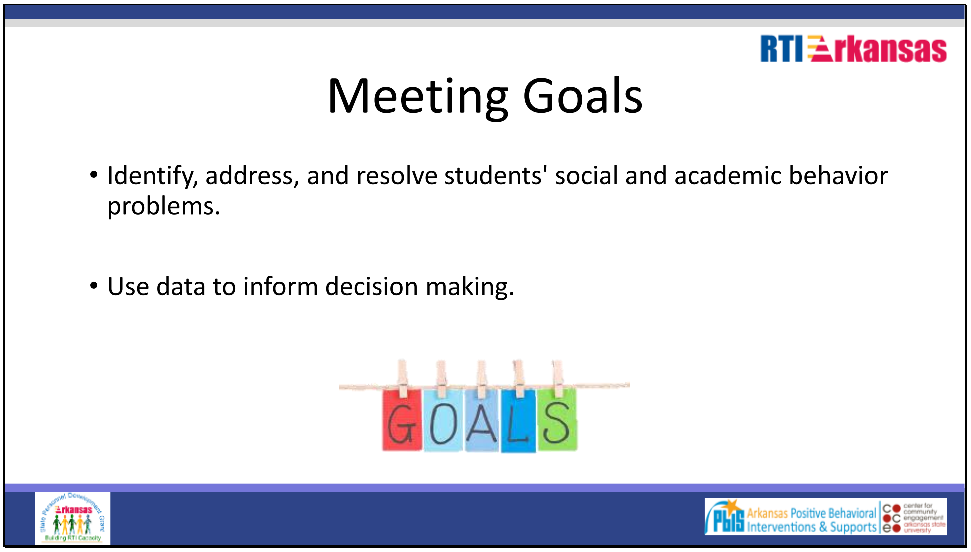
Examples: Data & Reporting Schedules

Question	Data Collection & Data Entry Schedule *What, Who & When*	Report Generation *What, Who & When*
Fidelity of Implementation	• TFI Nov, Feb, April - Tier I Team completes during meeting • Teacher surveys as needed	• Use sub-scale Reports and raw data to determine implementation plan • Tier I team reviews
Student Outcomes	• Student GPS Data • Attendance Data • DIBELS	• Quarterly • Fall Winter Spring

Slide #20
[Examples: Data & Reporting Schedules]

Trainer Notes:

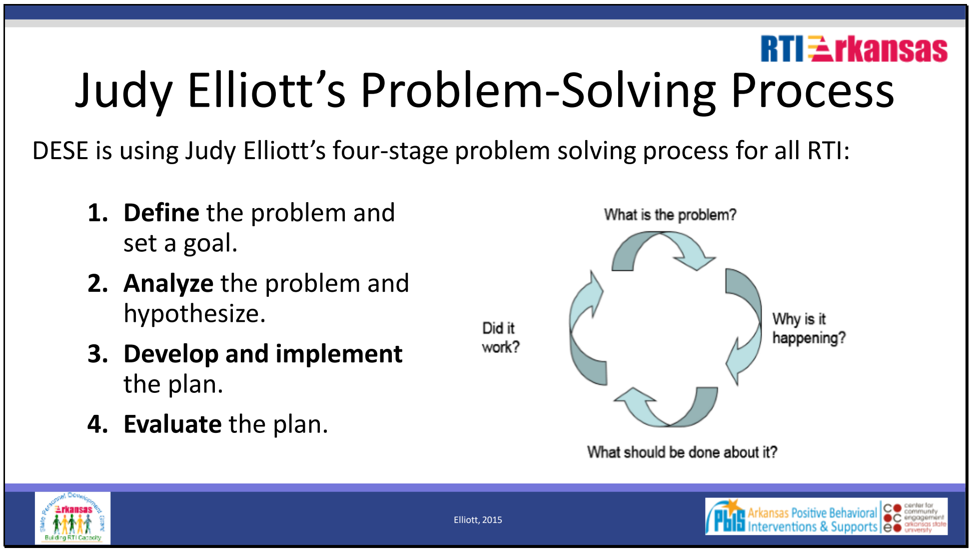
- The Tiered Fidelity Inventory (TFI) is a PBIS Assessment used for determining fidelity of implementation of all three tiers of PBIS. StudentGPS is a system that provides access to academic dashboards that serve as an early warning system, helping teachers and administrators ensure every student reaches his/her potential (more info at https://adedata.arkansas.gov/sgps/). An alternative to studentGPS is School-wide Information System (SWIS), a data collection and analysis system created by the PBIS national center, which can be found at https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.



Slide #21
[Meeting Goals]

Trainer Notes:

- Again, the main goal with PBIS is to help students be more successful, academically and behaviorally/socially. So the main focus when meeting will be to identify and address any problems that are barriers to that success. Data are used to address the problems and make decisions.

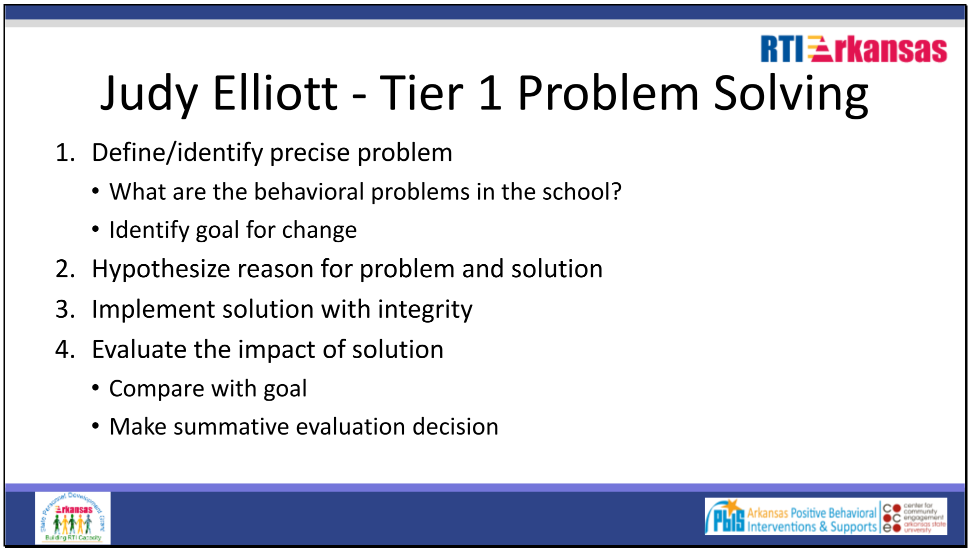


Slide #22

[Judy Elliott's Problem-Solving Process]

Trainer Notes:

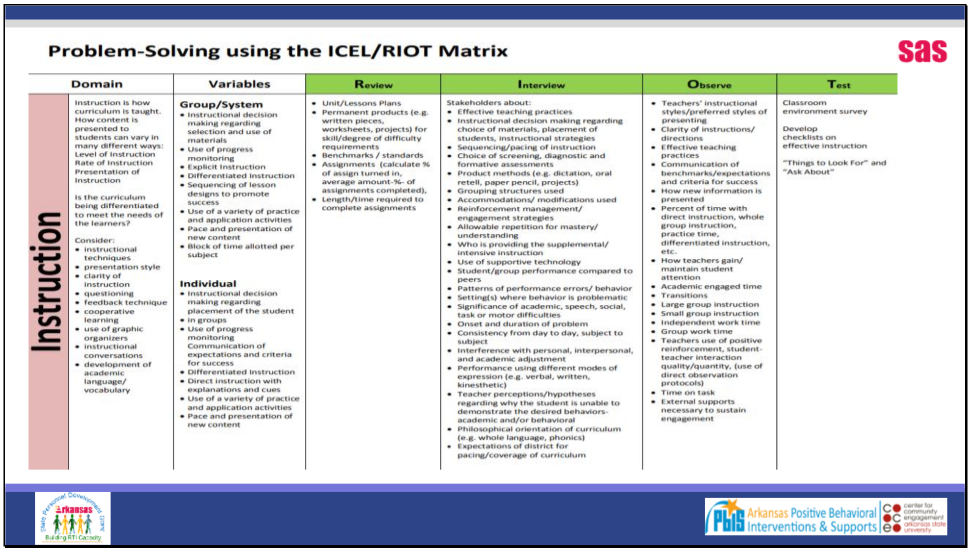
- Arkansas Division of Elementary and Secondary Education supports the use of Judy Elliott's four-step problem solving process to make data-based decisions in RTI. Judy Elliott (2015) describes the problem-solving process in RTI as having four simple steps: 1. **Define the problem** - Determine the goal. What is the difference between the expectation and what is actually occurring in terms of student performance? 2. **Analyze the problem** – Why is it occurring? Hypothesize possible root causes of why the problem is occurring. Carefully analyze additional data to support or refute each hypothesis. 3. **Implement the plan** – With your team, determine what can be done to solve the problem. Your team may want to brainstorm and select the intervention(s) or strategies that could be put in place to address the problem. 4. Finally, **evaluate the plan** to determine if it worked or if further assessment or changes are needed. Collect and use school-wide, small group, and individual student data to determine if the plan is working to address the problem identified. Progress monitor and modify, if necessary. Evaluate the response as being good, questionable, or poor. Let's look at how we can best implement each step. (Image taken from Elliott, 2015 AASCD Presentation.)



Slide #23
[Judy Elliott – Tier 1 Problem Solving]

Trainer Notes:

- This is a summation of the last slide – the continuous process of problem solving. Data are looked at throughout the process.



Problem-Solving using the ICEL/RIOT Matrix

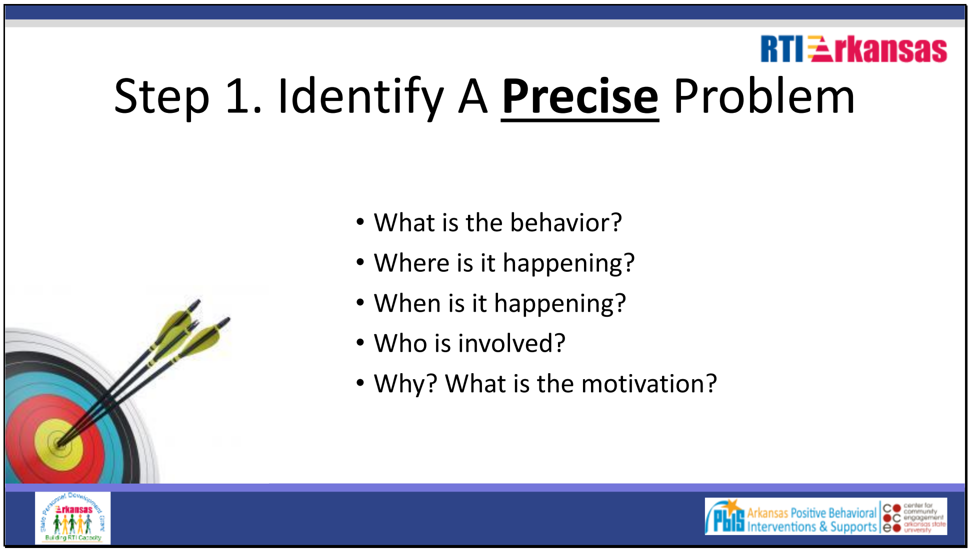
	Domain	Variables	Review	Interview	Observe	Test
Instruction	Instruction is how curriculum is taught. How content is presented to students can vary in many different ways: Level of Instruction Rate of Instruction Presentation of Instruction Is the curriculum being differentiated to meet the needs of the learners? Consider: • instructional techniques • presentation style • clarity of instruction • questioning • feedback technique • cooperative learning • use of graphic organizers • instructional conversations • development of academic language/ vocabulary	**Group/System** • Instructional decision making regarding selection and use of materials • Use of progress monitoring • Explicit Instruction • Differentiated Instruction • Sequencing of lesson designs to promote success • Use of a variety of practice and application activities • Pace and presentation of new content • Block of time allotted per subject **Individual** • Instructional decision making regarding placement of the student • in groups • Use of progress monitoring Communication of expectations and criteria for success • Differentiated Instruction • Direct instruction with explanations and cues • Use of a variety of practice and application activities • Pace and presentation of new content	• Unit/Lessons Plans • Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements • Benchmarks / standards • Assignments (calculate % of assign turned in, average amount-%- of assignments completed), • Length/time required to complete assignments	Stakeholders about: • Effective teaching practices • Instructional decision making regarding choice of materials, placement of students, instructional strategies • Sequencing/pacing of instruction • Choice of screening, diagnostic and formative assessments • Product methods (e.g. dictation, oral retell, paper pencil, projects) • Grouping structures used • Accommodations/ modifications used • Reinforcement management/ engagement strategies • Allowable repetition for mastery/ understanding • Who is providing the supplemental/ intensive instruction • Use of supportive technology • Student/group performance compared to peers • Patterns of performance errors/ behavior • Setting(s) where behavior is problematic • Significance of academic, speech, social, task or motor difficulties • Onset and duration of problem • Consistency from day to day, subject to subject • Interference with personal, interpersonal, and academic adjustment • Performance using different modes of expression (e.g. verbal, written, kinesthetic) • Teacher perceptions/hypotheses regarding why the student is unable to demonstrate the desired behaviors-academic and/or behavioral • Philosophical orientation of curriculum (e.g. whole language, phonics) • Expectations of district for pacing/coverage of curriculum	• Teachers' instructional styles/preferred styles of presenting • Clarity of instructions/ directions • Effective teaching practices • Communication of benchmarks/expectations and criteria for success • How new information is presented • Percent of time with direct instruction, whole group instruction, practice time, differentiated instruction, etc. • How teachers gain/ maintain student attention • Academic engaged time • Transitions • Large group instruction • Small group instruction • Independent work time • Group work time • Teachers use of positive reinforcement, student-teacher interaction quality/quantity, (use of direct observation protocols) • Time on task • External supports necessary to sustain engagement	Classroom environment survey Develop checklists on effective instruction "Things to Look For" and "Ask About"

Slide #24

[Problem-Solving Using The ICEL/RIOT Matrix]

Trainer Notes:

- Image obtained from http://www.floridarti.usf.edu/resources/pl_modules/intensive_interventions/days4&5/GeneralSession/ICEL%20RIOT%20Matrix.pdf. This framework helps educators to verify that they have asked the right questions and sampled from a sufficiently broad range of data sources to increase the probability that they will correctly understand the students' presenting concern(s). Viewed in this way, the matrix is not a rigid approach but rather serves as a flexible framework for exploratory problem solving. There is an additional resource called TIPS (Team-Initiated Problem Solving), developed by the PBIS Technical Assistance Center. There is special training for this available, but the major focus is on conducting an efficient, effective problem solving team meeting.

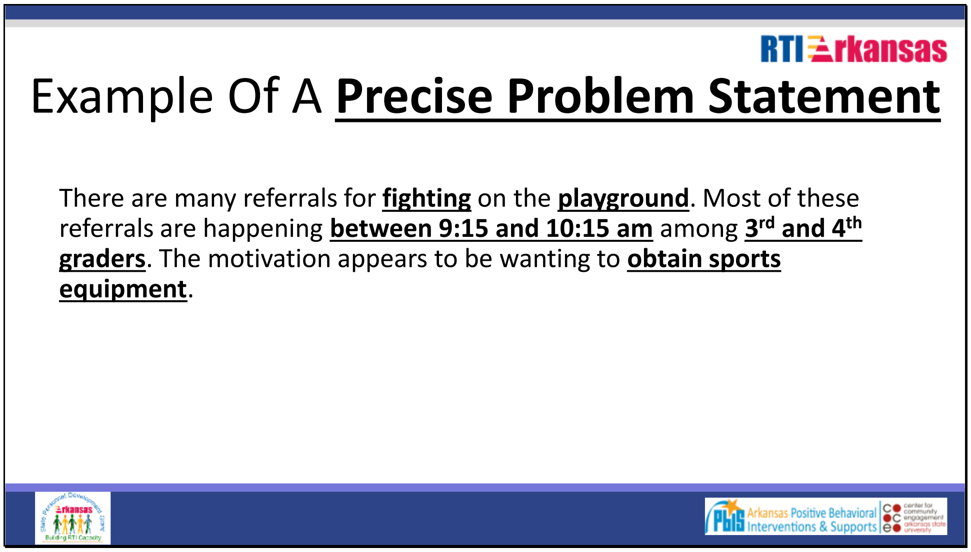


Slide #25

[Step 1. Identify A Precise Problem]

Trainer Notes:

- The main thing to remember is that you want to look at a precise problem – a focused problem that can be addressed that will make a big impact without requiring a lot of resources and time invested. Just start with one of the above questions and dig down! WHY is it happening? Motivation is important in developing effective solutions. You want to make it more rewarding to use appropriate behavior.

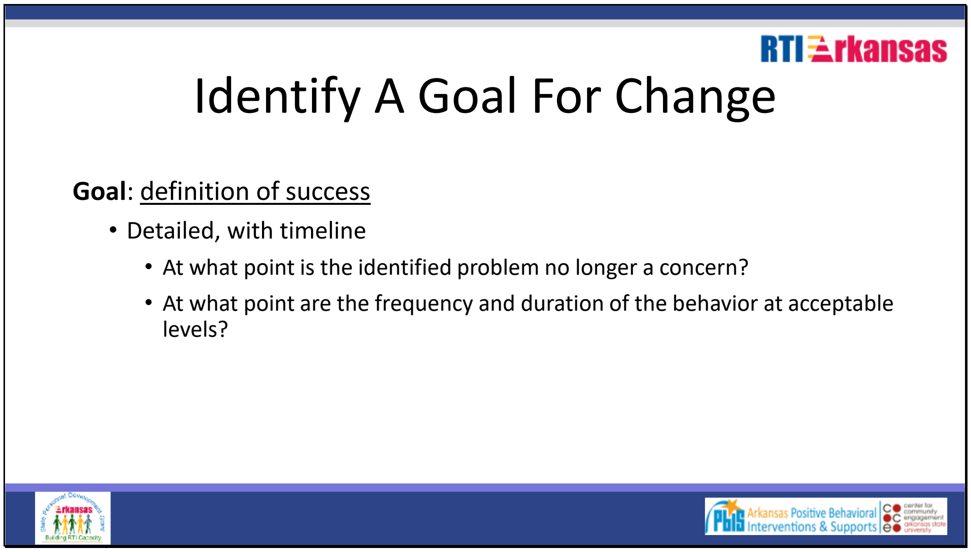


Slide #26

[Example Of A Precise Problem Statement]

Trainer Notes:

- This is an example of a precise problem that was obtained by digging into data. It started by looking at only referrals for fighting; within that group, we looked only for those on the playground, and from those, only the ones between 9:15 and 10:15, then only those from 3rd and 4th grade. A good thing to note here is that the motivation might spark additional observation to see if something can be done to the environment, such as adding more equipment or changing the schedule, in addition to re-teaching students the expectations. You want to find lasting solutions. Getting into the practice of looking at motivation will help teams build function of behavior assessment skills that will be increasingly used in Tiers 2 and 3.



Slide #27
[Identify A Goal For Change]

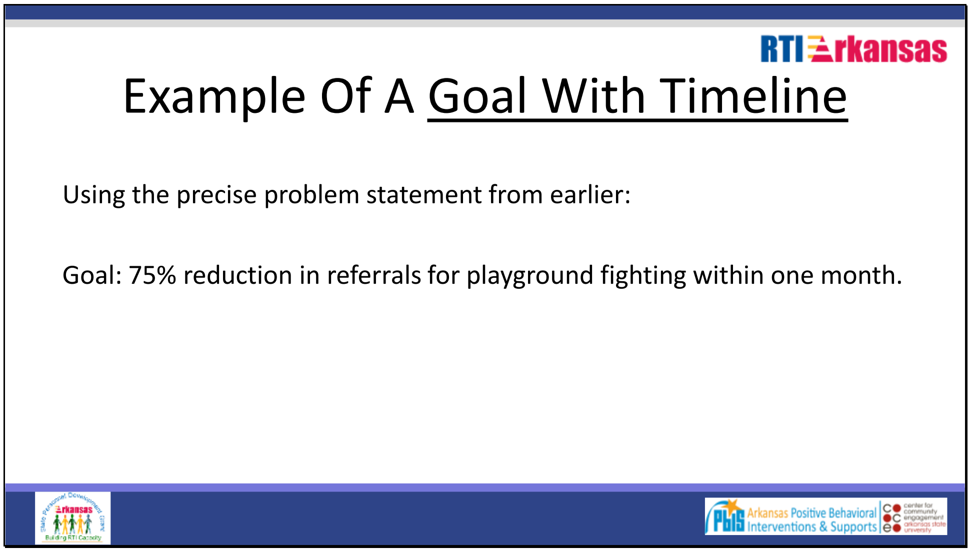
Trainer Notes:

- You know what the data look like now. So where do you WANT the data to be? What is an acceptable level? When will it cease to be a concern? The goal needs to include a time period – how soon do you feel the goal should be achieved?

Slide #28
[Have A SMART Goal]

Trainer Notes:

- Besides being specific, make sure the goal is something you can measure with data, and make sure it is actually achievable. Also, it needs to be something relevant – something that will actually create an impact that you can see. Always have a timeline; make sure it is reasonable, but not too lengthy.

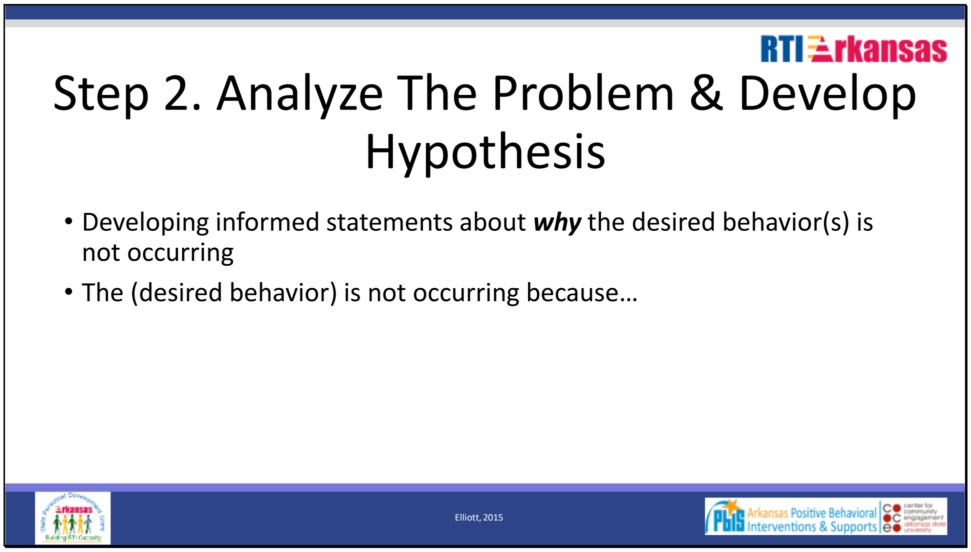


Slide #29

[Example Of A Goal With Timeline]

Trainer Notes:

- Does it seem achievable to see a 75% reduction in playground fighting? If we look at all playground fighting, what percent fall into the category we defined in our precise problem statement? If we address those students only, is it reasonable to expect a reduction this large in a month's time?

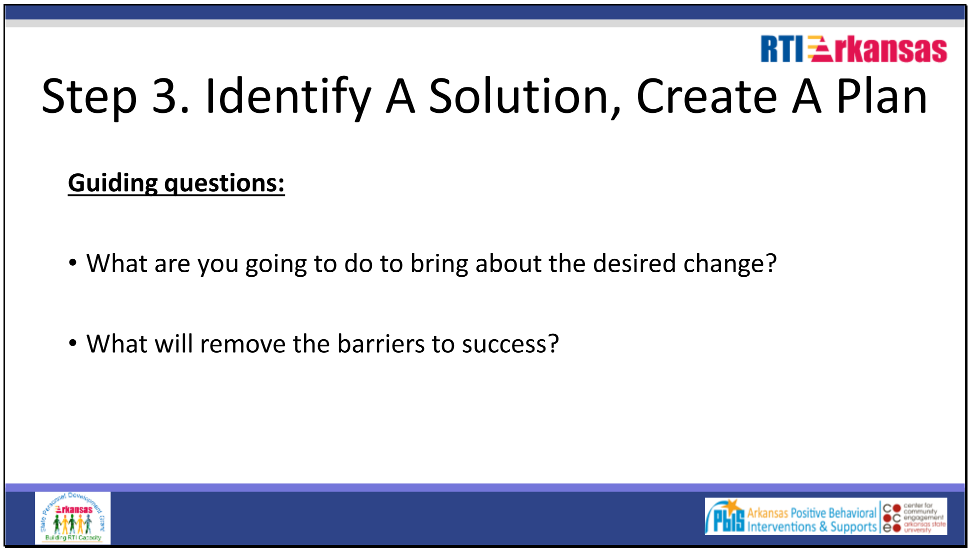


Slide #30

[Step 2. Analyze The Problem & Develop Hypothesis]

Trainer Notes:

- Your team will want to identify possible root causes of the problem and gather more data to analyze and validate their hypothesis. Supplemental data will either support or refute each hypothesis.

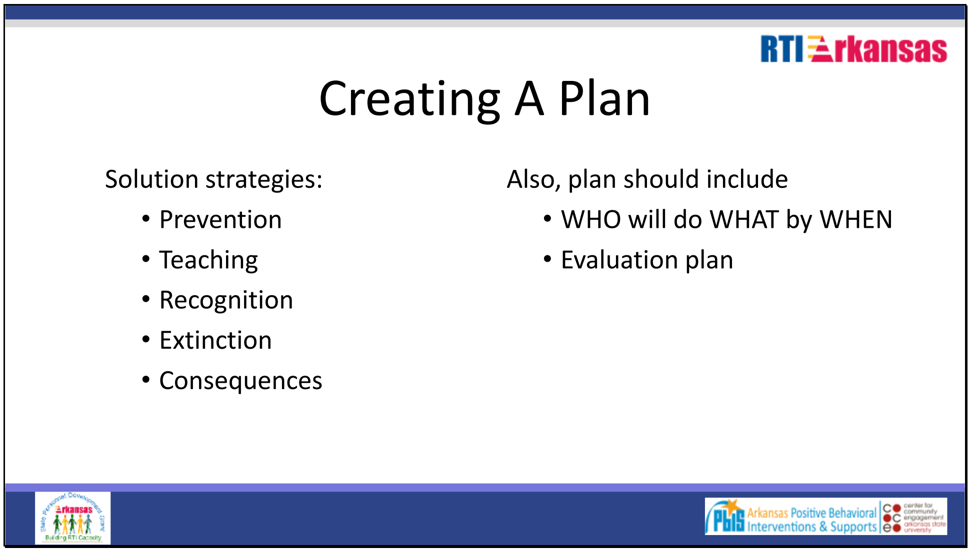


Slide #31

[Step 3. Identify A Solution, Create A Plan]

Trainer Notes:

- Basically, your solution needs to include strategies for bringing about change, as well as changing anything that might currently be a barrier to success. The next slide goes into more detail.

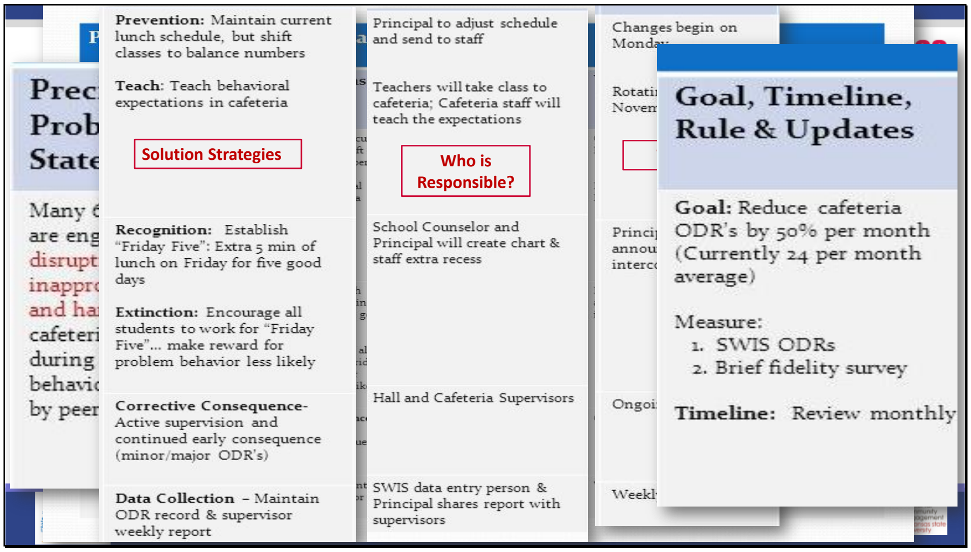


Slide #32

[Creating A Plan]

Trainer Notes:

- In your plan, you want to keep the behavior from happening (remove barriers such as crowded areas at certain times, not enough equipment on playground, etc.), teach or re-teach expectations and behaviors, and increase acknowledgements around a certain behavior you want students to learn. Extinction = preventing the problem behavior from being rewarded; consequences should be efficient and consistent. Evaluation plan = determining when and how you will monitor progress.



Slide #33

[Example Of A Complete Plan]

Trainer Notes:

- Here is an example of a complete plan, using all the solution strategies from the last slide. Click for a zoom of each section.

ACTIVITY

Developing a Problem Solving Action Plan

Using the precise problem statement from slide 26 (or have teams develop their own), have teams use the Problem Solving Action Plan (pg. 43) template to create a complete action plan with all the components given in the example on slide 33.

The example from slide 33 is on page 44 and can be handed out to participants.

Problem Solving Action Plan

Precise Problem Statement	Solution Actions	Who Will Complete Each Action?	By When?	Goal, Timeline, Rule & Updates
	Prevention:			Goal: Timeline: Update when?:
	Recognition			Goal: Timeline: Update when?:
	Extinction:			Goal: Timeline: Update when?:
	Corrective Consequence:			Goal: Timeline: Update when?:
	Data Collection:			Goal: Timeline: Update when?:

Problem Solving Action Plan

Precise Problem Statement	Solution Actions	Who?	When?	Goal, Timeline, Rule & Updates
Many 6th grade students are engaging in disruption, inappropriate language and harassment in cafeteria and hallway during lunch, and the behavior is maintained by peer attention	**Prevention:** Maintain current lunch schedule, but shift classes to balance numbers **Teach:** Teach behavioral expectations in cafeteria	Principle to adult schedule and send to staff Teachers will take class to cafeteria; Cafeteria staff will teach the expectations	Changes begin on Monday Rotating schedule on November 15	**Goal:** Reduce cafeteria ODRs by 50% per month (Currently 24 per month average) Measure: 1. SWIS ODRs 2. Brief Fidelity survey **Timeline:** Review monthly
	Recognition: Establish Friday Five: Extra 5 min of lunch on Friday for five good days **Extinction:** Encourage all students to work for Friday Five… make reward for problem behavior less likely	School Counselor and Principal will create chart & staff extra recess.	Principle to give announcement on intercom on Monday.	
	Corrective Consequence – Active supervision and continued early consequence (minor/major ODRs)	Hall and Cafeteria Supervisors.	Ongoing	
	Data Collection – Maintain ODR record & supervisor weekly report	SWIS data entry person & Principal shares report with supervisors	Weekly	

Training Section Four

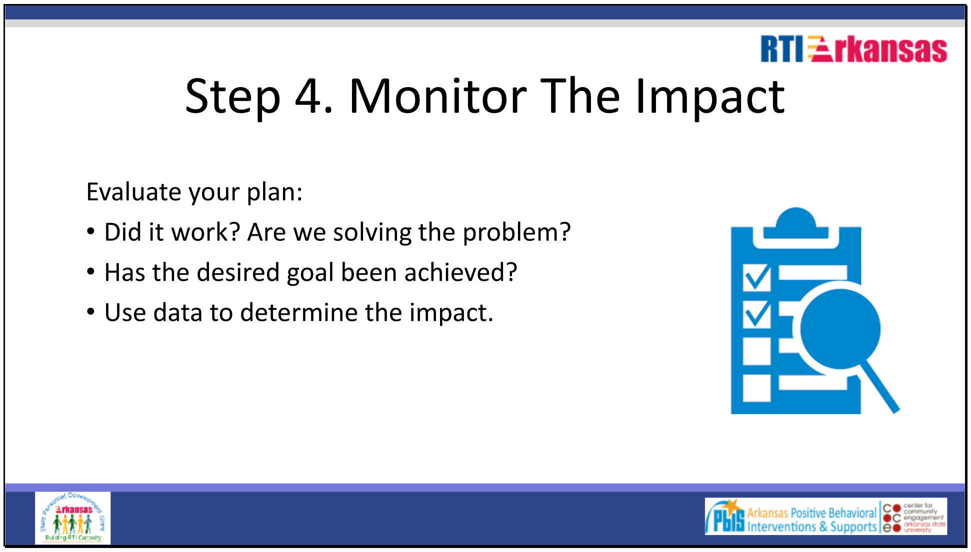
Evaluation and Communication

Slides 34 - 38

Goals

Participants will understand

- How to monitor the progress of the action plan
- How to evaluate progress and make a decision
- The importance of communicating plans and progress

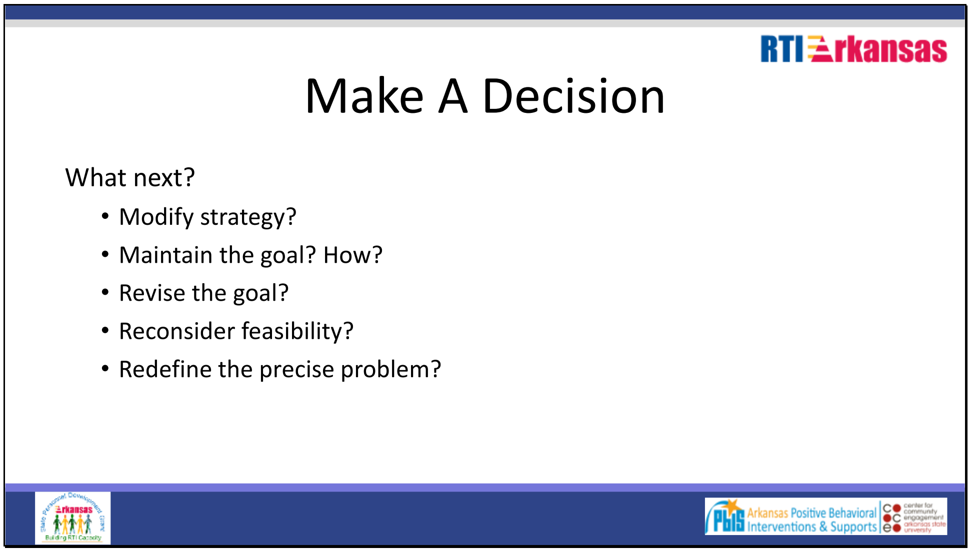


Slide #34

[Step 4. Monitor The Impact]

Trainer Notes:

- Go back to your data to see if you are seeing results. At the end of the determined timeline, have a data report ready to discuss with team members. The team will then decide whether this problem has been solved or if the plan needs revising.

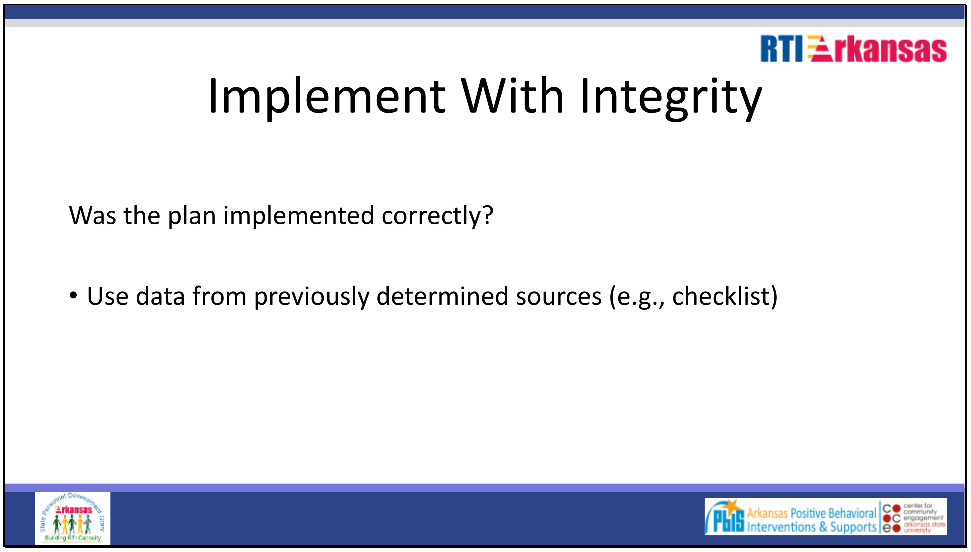


Slide #35

[Make A Decision]

Trainer Notes:

- Now that you have implemented your plan, completed a fidelity check, and looked at data to monitor progress, what is the next step? Did you make progress, but not quite hit your goal? What can you change?



Slide #36

[Implement With Integrity]

Trainer Notes:

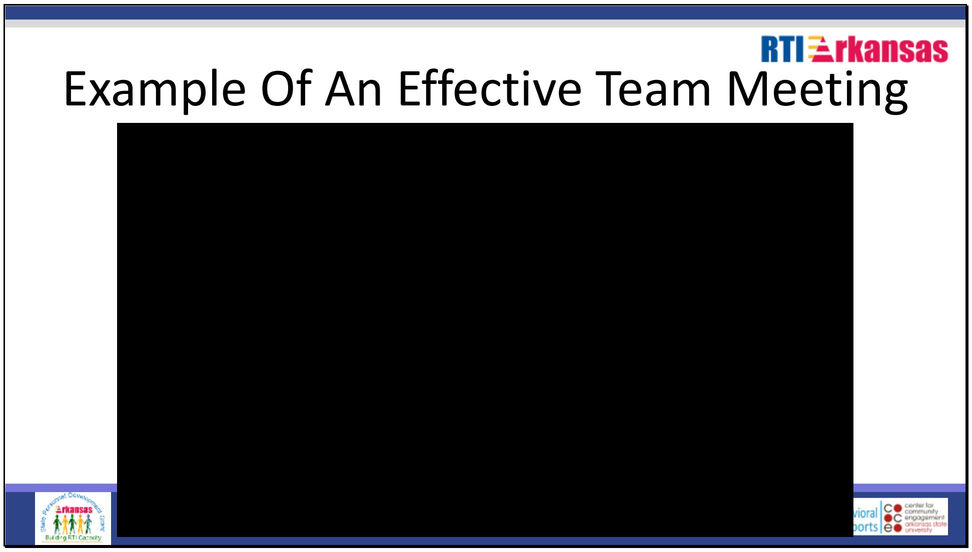
- The plan should always include a method for checking the fidelity of implementing the plan. If you are going to ask people to carry out tasks, have a method for them to report what they have done. For example, if you ask all classroom teachers to re-teach an expectation daily for two weeks, give them a simple way of reporting back to you that they did this – maybe a checklist that they will return to someone’s mailbox at the end of the two weeks.

Slide #37

[Communication]

Trainer Notes:

- The team is also tasked with keeping others informed of what is happening with PBIS, what action plans are being implemented, and what impact they're having.

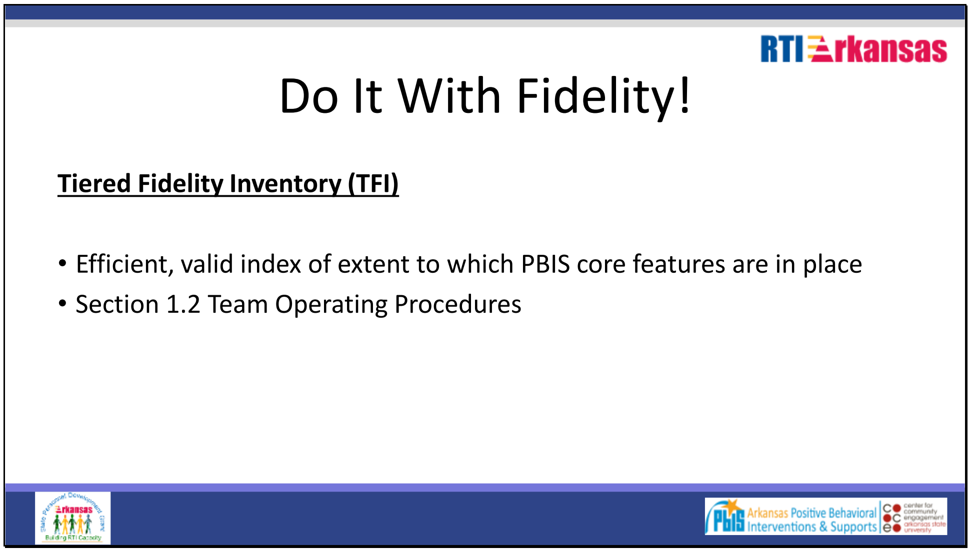


Slide #38

[Example Of An Effective Team Meeting]

Trainer Notes:

- This is a 12 minute video showing all of the procedures learned in the PowerPoint. It would be optimal to pause the video at various places to point out some of the key elements in conducting an effective meeting (e.g., at about 6:00, the principal asks some of the team members to do specific tasks at upcoming meetings; at 7:00 they talk about doing something with acknowledgments on the bus to really reinforce the positive behavior). Team meeting examples at: https://www.pbis.org/training-video/team-meeting-videos. *Note: You may have to wait for the video to download when in slideshow mode. You will need to be connected to the internet.*



Slide #39

[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.

RTI Arkansas

1.2 Team Operating Procedures

Subscale: Teams

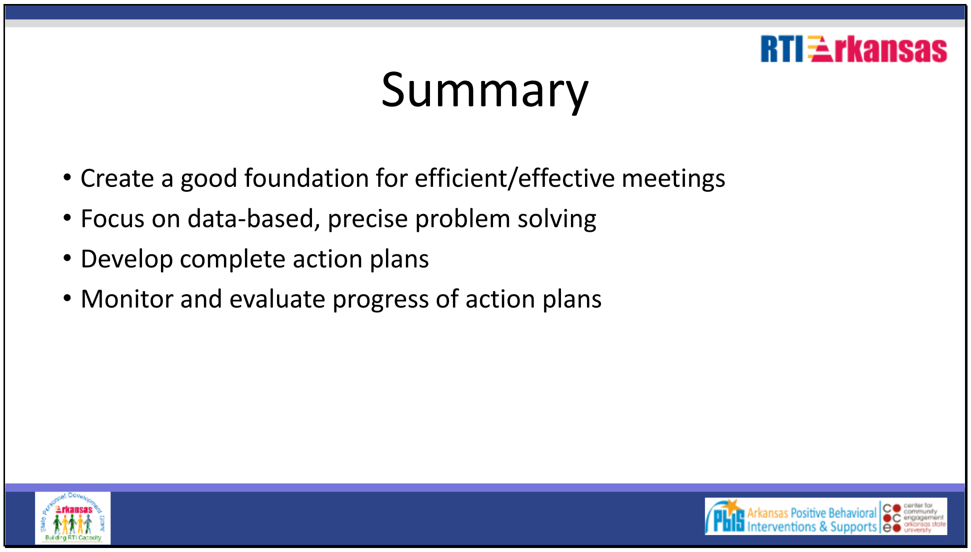
Feature	Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan. 1= Tier I team has at least two but not all four features. 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan.

Main Idea: Specific features are necessary to ensure meetings are effective for action planning and tracking progress.

Arkansas Positive Behavioral Interventions & Supports

Slide #40

[1.2 Team Operating Procedures]



Slide #41

[Summary]

Discussion Questions:

The following questions will guide teams in planning efficient, effective team meetings. Schools will need to have discussions about how they will collect and analyze data, as well as when data will be recorded and analyzed, and who will do these tasks.

1. Who will fill the various roles during PBIS team meetings?
2. What will be the PBIS team purpose and meeting agreements?
3. How will discipline data be collected and used?
    a. What data system will be used? Who will be trained?
    b. Who will enter discipline data? When?
    c. Who will analyze discipline data? How often?
4. What data will be reviewed during PBIS team meetings?
5. What agenda will be used to keep the PBIS team meeting focused on problem solving?
6. How and how often will action plans be evaluated and updated?
7. How will the PBIS team communicate about data and action plan progress with other staff and stakeholders?

Resources:

- Center for Community Engagement PBIS Resource Center – Leadership Team Resources (click on Team Meeting Tools and Monthly Planning Tools): http://cce.astate.edu/pbis/pbis-leadership-teams/
- School-wide Information Systems (or SWIS, by PBIS Apps) Drill Down Worksheet (can be used as a guide when using any discipline data collection and analysis system that has filtering options): https://www.pbisapps.org/Resources/SWIS%20Publications/SWIS%20Drill%20Down%20Worksheet.docx

Videos:

- Example of a PBIS Team Meeting Using the TIPS Agenda (presented in slide #16 in this module): https://www.youtube.com/watch?v=ZCr4MyTCAxw&t=29s

Next Module:
The suggested next modules are Module 14: PBIS Assessment & Evaluation and Module 15: Tiered Fidelity Inventory (TFI).