

The PBIS Resource Center at Arkansas State University

## Positive Behavioral Interventions & Supports

# Facilitator's Guide to PBIS Training

### **Module 9:** *Collecting and Using Data for PBIS Tier I Decision Making*

**RTI**  **arkansas**



# Arkansas State Personnel Development Grant

**Focus Area:** Data-Based Decision Making

**Title of Training:**



## **Module 9: Collecting and Using Data for PBIS Tier I Decision Making**

**Suggested Training Time:** 2-3 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 - 5) 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.

### **Training Description:**

This training module has been developed to stress the importance of, as well as take attendees through, the process of collecting and using school-wide discipline and other data on a regular basis to make informed decisions.

### **Training Sections:**

Section 1 – Why Use Data for Decision Making? (Slides 3 - 7) pgs. 6 – 13

Section 2 – Minor Behaviors and Major Behaviors (Slides 8 - 19)  
pgs. 14 – 30

Section 3 – Team Problem Solving (Slides 20 - 39) pgs. 31 – 59

### **Training Materials/Equipment Needed:**

#### **PowerPoint for Module 9: Collecting and Using Data for PBIS Tier I Decision Making**

- 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

- What should an office discipline referral form contain? (pg. 24)
- Example of office discipline referral form (pg. 25)
- Example of procedural flowchart for problem behaviors (pg. 29)
- Blank procedural flowchart (pg. 30); download here:  
<https://pbis.astate.edu/resources/tier-i-resources/responding-to-problem-behavior/>
- Precise problem statements (pg. 49)
- Problem solving action plan example (pg. 50)
- Problem solving action plan template (pg. 51); download here under “Team Meeting Tools”: <https://pbis.astate.edu/resources/tier-i-resources/pbis-leadership-teams/>



### **Activities in this Training:**

- Taking inventory of current discipline referral forms (pg. 23)
  - Distribute the handout (pg. 24)
  - Distribute or display the example (pg. 25)
- Procedural Flowchart (pg. 28)
  - Distribute or display the example (pg. 29)
  - Distribute the blank template (pg. 30)
- Problem Solving Action Plan (pg. 48)
  - Distribute precise problem statements (pg. 49)
  - Distribute or display the action plan example (pg. 50)
  - Distribute the blank template (pg. 51)

### **Essential Questions:**

These essential questions will be addressed in this training module:

- What is the importance of regularly collecting discipline data?
- What are some relevant data collection and analysis systems?
- How do you dig into the data to develop a precise problem statement?
- How do you use data to problem solve and action plan?

**Trainer Tips:**

- Many schools/teachers delay entering data – all kinds of data – until it’s “absolutely necessary”. The problem is, if there are no data, it’s difficult to make an action plan and make decisions. This applies to school-wide and also classroom situations.
- Another issue is having incomplete data. Be sure to stress the importance of not only collecting and using current data, but urging staff to fill out forms completely. The more you know, the better you can plan and monitor the progress made.
- As schools begin to move toward Tiers II and III, teachers will have to be in the habit of observing student behavior in the classroom and reinforcing the classroom expectations. Students with interventions will need progress monitoring, and teachers need to be prepared for that.

## **Training Section One**

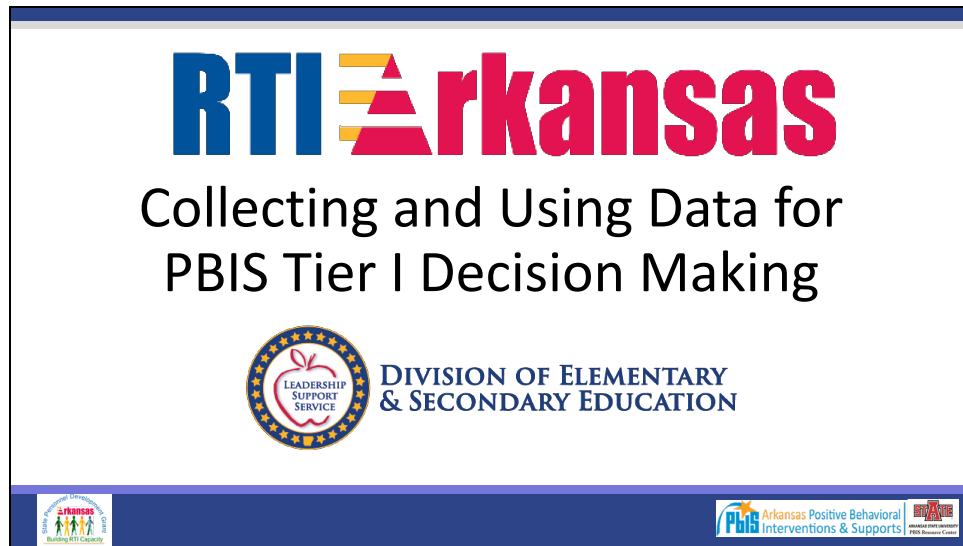
### **Why Use Data for Decision Making?**

**Slides 3 - 7**

#### **Goals**

Participants will understand

- The importance of regular collection of relevant data
- What types of data to collect



## Slide #1

### [ Collecting and Using Data for PBIS Tier I Decision Making ]

- Images in this module were obtained at [google.com/images](http://google.com/images) unless otherwise specified.

#### Trainer Notes:

- In this module we will discuss the collection and use of data for problem solving and decision making, as well as progress monitoring.



# Context

- Why use data?
- Data for minor behaviors
- Data for major behaviors
- Consistent procedures for managing problem behaviors
- Team problem solving



## Slide #2 [ Context ]

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## What Are Data?

**Data** refer to objective (specific, observable, measurable) information about students, educators, or schools.

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### Slide #3

#### [ What Are Data? ]

#### Trainer Notes:

- Data are not mystical or mysterious. They are pieces of information that tell you something. For example, counts of positive or negative behavior are data. Office referrals are data. Grades are data.

# Why Use Data for Decision Making?



## Slide #4

### [ Why Use Data for Decision Making? ]

#### Trainer Notes:



- Let's make a strong case for the use of data when making decisions about behavior.

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## Uses Of Data In Schools

Guide instruction and intervention

- Fidelity
- Outcomes
- Problem-solving process
- Action plan
- Equity


 <https://www.pbis.org/topics/data-based-decision-making> 

### Slide #5

#### [ Uses Of Data In Schools ]




#### Trainer Notes:

- Data guide instruction and intervention by: assessing how well core features of a practice or systems are being implemented (fidelity), evaluating progress toward desired goals (outcomes), guiding a problem-solving process if adequate fidelity or outcomes are not observed, informing an action plan for improvement, and considering local norms and values in selecting and measuring strategies and ensuring selected strategies support all individuals (equity).



## Benefits Of Collecting Data

- Measures lost instruction time
- Measures lost administrative time
- Measures number of students making same mistakes
- Helps to make informed decisions
  - Identify precise problems
  - Place problems into context
- Helps to make efficient & effective action plans



### Slide #6

#### [ Benefits Of Collecting Data ]

#### Trainer Notes:

- By collecting data, we can keep an accurate measure of how long students are out of instruction and how much teaching and administrative time are lost. By looking at how many students are making the same mistake, you can evaluate how well your systems are working. Office referral data can be used to help you make informed decisions about supporting students. You can dig into these data to determine more precise problems, which in turn helps you focus your efforts better, making your action plans more efficient and effective.

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## A Snapshot Of Behavior

- Look at discipline referrals and student performance data.
- Develop a complete, accurate record of student behavior.

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**Slide #7**  
**[ A Snapshot Of Behavior ]**

**Trainer Notes:**

- By looking at the data we have available, we are able to get a more accurate description of what is going on in the school. We not only take the guess work out of the equation, but we don't base decisions on input from incomplete sources, such as staff observations, which are often biased, based on their own subjective experience of what happens at school. Having an accurate record of student behavior provides a way to determine what is actually happening school-wide.

## **Training Section Two**

### **Minor Behaviors and Major Behaviors**

Slides 8 - 19

#### **Goals**

Participants will understand

- Why and how to collect minor behavior data
- How to develop a procedural plan to collect major behavior data
- How to evaluate the progress of an action plan

# Minor Behaviors




## Slide #8

### [ Minor Behaviors ]

#### Trainer Notes:

- First, let's take a look at why and how you can collect and use minor behavior data.








## Monitoring Minor Behavior

A systematic way to...

- Action plan (classroom & school-wide)
- Access services
- Self-evaluate effectiveness of strategies

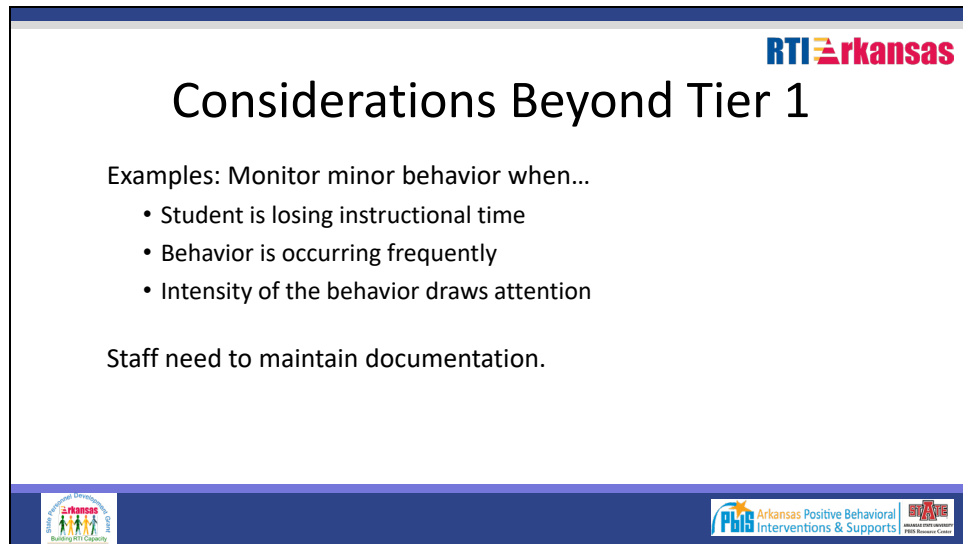


### Slide #9

### [ Monitoring Minor Behavior ]

#### Trainer Notes:

- By monitoring minor behaviors in the classroom and other school areas, you will have a systematic way to action plan and access staff and specialized services available. This also gives teachers a way to self-evaluate the effectiveness of the strategies they are using. By systematically looking at minor behaviors, you can identify where you will require more teaching, supervision, encouragement, skill development, environmental changes, or even some professional development.



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## Considerations Beyond Tier 1

Examples: Monitor minor behavior when...

- Student is losing instructional time
- Behavior is occurring frequently
- Intensity of the behavior draws attention

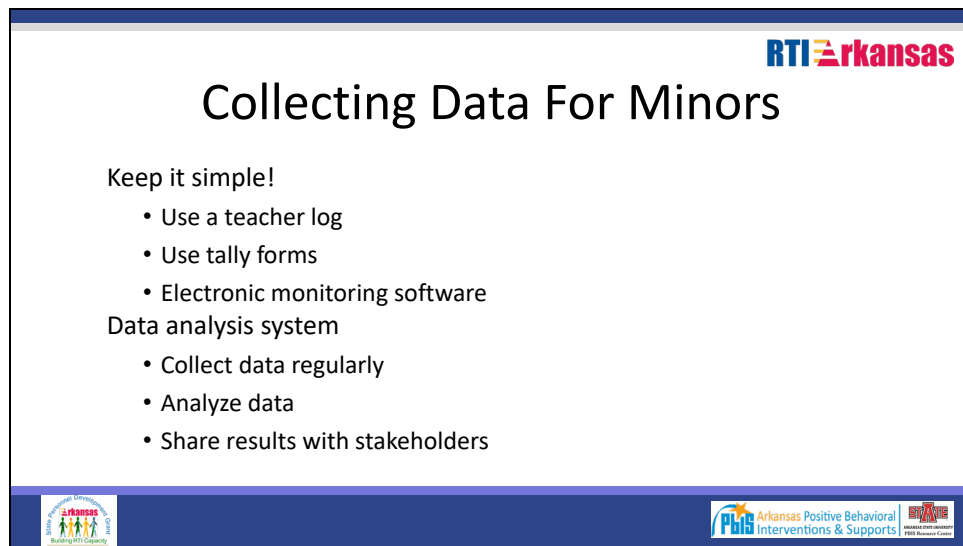
Staff need to maintain documentation.

Logos at the bottom: Arkansas Department of Education, Arkansas Positive Behavioral Interventions & Supports, and Arkansas Department of Education.

**Slide #10**  
**[ Considerations Beyond Tier 1 ]**

**Trainer Notes:**

- The focus at Tier 1 is the whole school or classroom; however, the data work for Tiers 2 and 3 as well. Define when the decision to monitor minor behavior should occur. Some typical considerations include: 1) the student is losing instructional time because of their behavior, 2) the behavior is occurring frequently, requiring substantial teacher time, or 3) the intensity of the behavior draws attention, causing disruption to activities. Staff will want to maintain documentation to help make decisions on when to engage other supports to address the problem.



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## Collecting Data For Minors

Keep it simple!

- Use a teacher log
- Use tally forms
- Electronic monitoring software

Data analysis system


- Collect data regularly
- Analyze data
- Share results with stakeholders

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**Slide #11**  
**[ Collecting Data For Minors ]**

**Trainer Notes:**

- Collecting minor data does not need to be inconvenient or time consuming. Some easy ways to collect data are using a teacher log, using forms specifically designed to tally minor behaviors as they occur, or employing simple electronic monitoring software. To create a system for analyzing the data, you will need someone who will be responsible for collecting data from all staff regularly and a process for analyzing and sharing the data-based results with stakeholders.



## Minor Behavior Report Examples

### Minor Incident Report

Student Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Time: \_\_\_\_\_

Location: ☐ Lunch ☐ Recess ☐ Hallway ☐ Restroom  
☐ Library ☐ Bus Area ☐ Other: \_\_\_\_\_

Behavior: ☐ Rough Play ☐ Defiance ☐ Running  
☐ Excessive Noise ☐ Profanity ☐ Tardy  
☐ Excessive Talking ☐ Name Calling (Profane Name)  
☐ Teasing Others (Intent to Embarrass)  
☐ Property Misuse ☐ Other: \_\_\_\_\_

Action: ☐ Verbal Warning ☐ Student Conference  
☐ Timeout (In-class) ☐ Detention

Comments: \_\_\_\_\_

AR KIDS BEHAVIOR RESOURCE.COM  
 POSITIVE - COOL - CONFIDENT

### MAKING BETTER CHOICES

Name: \_\_\_\_\_ Date: \_\_\_\_\_ STUDENT # \_\_\_\_\_

I didn't make a good choice today. I didn't obey one of the classroom rules.  
 (You can see the rule I checked below.)

|   |  |
|---|--|
| <input checked="" type="checkbox"/> 1. Be Respectful to Adults and Students<br><input type="checkbox"/> 2. Ready to Learn and Stay On Task<br><input type="checkbox"/> 3. Follow Directions | <input type="checkbox"/> 4. Respect School Property<br><input type="checkbox"/> 5. Keep hands and feet to myself<br><input type="checkbox"/> 6. Work Cooperatively |
|---|--|

I am going to make a better choice next time.

Student Comments on Back / Teacher Comments on Back

Parent / Guardian Signature \_\_\_\_\_

Place of misbehavior:

☐ Classroom

☐ Restroom



☐ Playground

☐ Hallway

☐ Cafeteria

☐ Special Area Class:  
                   Music    Art    PE    Library

☐ Other: \_\_\_\_\_

## Slide #12

### [ Minor Behavior Report Examples ]

#### Trainer Notes:

- Some schools collect minor incident reports. The form at left is for minors in non-classroom settings, while the form at right is for both non-classroom and classroom use. These could be used as reference for parent teacher conferences, and also down the road if staff want to consider referring students for additional supports (Tier 2 or Tier 3 interventions).

# Major Behaviors




## Slide #13

### [ Major Behaviors ]




#### Trainer Notes:

- Now, let's take a look at office-managed behaviors.



## Staff Roles In Referrals (Examples)

- Refer **only** office-managed behaviors
- Complete **all** fields on Office Discipline Referral (ODR) form.
- Send student to the office
- Notify office
- Be prepared to visit with administrator
- Accept the student back into class

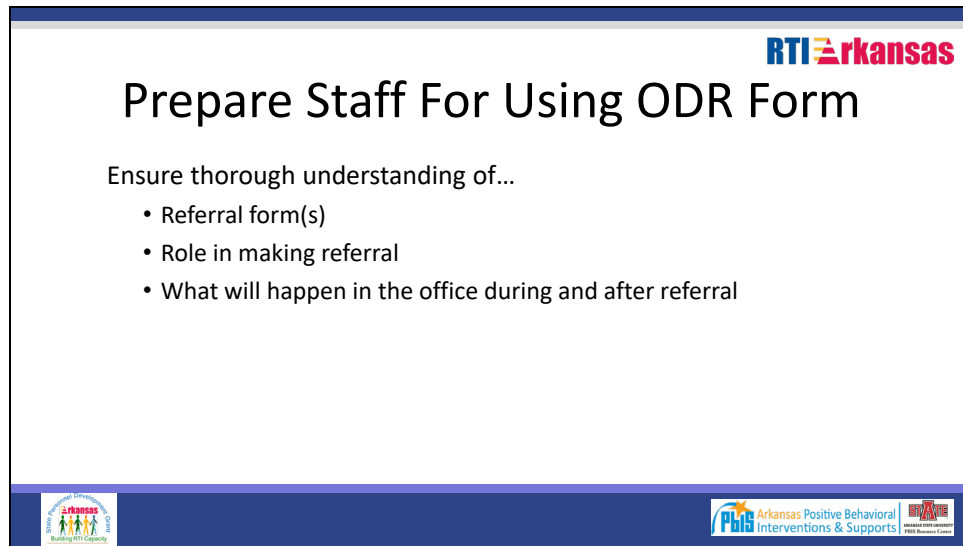


### Slide #14

### [ Staff Roles In Referrals (Examples) ]

#### Trainer Notes:

- Refer students according to definitions for office-managed behaviors. Thoroughly complete the ODR form and be prepared to visit with an administrator if necessary. Send the student to the office; use an escort or call for help if safety is an issue. Notify the office when a student has been sent. Be prepared to visit with an administrator to determine restitution, make up work, additional interventions, etc. Then, be ready to accept the student back into the class when the administrator determines readiness and ensure a smooth transition for the student.



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## Prepare Staff For Using ODR Form

Ensure thorough understanding of...

- Referral form(s)
- Role in making referral
- What will happen in the office during and after referral

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### Slide #15

#### [ Prepare Staff For Using ODR Form ]

#### Trainer Notes:

- Make sure staff have a thorough understanding of the form or forms used when referring students to the office for behavior. Be sure staff understand their role in making a referral, as well as what will happen in the office during and after the referral, such as problem resolution, possible consequences, data entry, visits to referring staff, etc.

## Slide #16

### [ Form To Track Minors and Majors ]

#### Trainer Notes:

- This particular form can be used to track both minors and majors. The first section of the form lets you record information on who was involved, as well as when and where the behavior happened. The next section of the form lets you easily identify the problem behavior. The third section gives you space to describe the event in more detail, while also giving a best guess as to the student's motivation for the behavior. The last section is used to document the consequences used and any comments that might help in the problem solving process.



### ACTIVITY

Have attendees look at their current forms for recording behavior infractions. Is there a form for minors? How complete is the form for office referrals? Does it ask when, where, who was involved, and motivation?

Distribute or display the info on page 24 to guide attendees through this assessment exercise (example on pg. 25 can also be displayed or printed for attendees).



## What should an Office Discipline Referral Form contain?

- Student involved
- Grade of student involved
- What was the problem behavior
- Description of incident
- When it happened (date AND time of day)
- Location where it happened
- Others that were involved
- Perceived motivation behind behavior
- Referring staff
- Action taken

## OFFICE DISCIPLINE REFERRAL FORM

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Referring Staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Location:**

- |   |                                    |                                       |
|---|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Classroom # _____  | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Parking Lot  |
| <input type="checkbox"/> Hallway            | <input type="checkbox"/> Lavatory  | <input type="checkbox"/> Bus          |
| <input type="checkbox"/> Trailers/Tech Wing | <input type="checkbox"/> Assembly  | <input type="checkbox"/> Other: _____ |

**Problem Behaviors:**

**MINORS:**

- ☐ **3-5 Repeat Minor Incident Reports**
- ☐ **8-10 Combined Minor Incident Reports**
- (Minor Incident Reports must be attached)*

- ☐ Aggression/harassment (minor)
- ☐ Calling out
- ☐ Defiance/disrespect/insubordination
- ☐ Dress code
- ☐ Electronics/telecommunications
- ☐ Food/drink (outside cafeteria)
- ☐ Horseplay
- ☐ Inappropriate language/comments
- ☐ Lateness
- ☐ Leaving class w/o permission
- ☐ Leaving school w/o permission
- ☐ Preparedness
- ☐ Property misuse
- ☐ Throwing objects
- ☐ Other: \_\_\_\_\_

**MAJORS:**

**(Automatic Office Referral)**

- ☐ Aggressive behavior (physical/verbal)
- ☐ Fighting
- ☐ Gambling
- ☐ Instigating conflict/disruption
- ☐ Significant vandalism
- ☐ Smoking (inside building)
- ☐ Truancy (checklist must be attached)
  - \_\_\_ Class
  - \_\_\_ School

☐ Other: \_\_\_\_\_

☐ Category III Offense (please specify)

\_\_\_\_\_  
\_\_\_\_\_

**Description:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Others Involved:**

\_\_\_\_\_

**Possible Motivation:**


- |   |  |                                      |
|---|--|--------------------------------------|
| <input type="checkbox"/> Avoid adult(s)         | <input type="checkbox"/> Obtain adult attention  | <input type="checkbox"/> Don't know  |
| <input type="checkbox"/> Avoid peer(s)          | <input type="checkbox"/> Obtain items/activities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Obtain peer attention   |                                      |

**Administrative Decision:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Conference w/ student | <input type="checkbox"/> Class suspension         | <input type="checkbox"/> PPW suspension      |
| <input type="checkbox"/> Parent Contact _____  | <input type="checkbox"/> In-school detention      | <input type="checkbox"/> Board suspension    |
| <input type="checkbox"/> Detention _____       | <input type="checkbox"/> Out-of-school suspension | <input type="checkbox"/> Referral to PST/ARD |
| <input type="checkbox"/> Other _____           |   |  |

**Administrative Comments and/or Follow Up:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_






# Procedural Chart

*What do I do if the behavior was minor?*

Sample answers:

- Confer with student
- Re-teach behavior
- Impose classroom consequence
- Inform parents
- Record data




## Slide #17

### [ Procedural Chart ]

#### Trainer Notes:

- Develop a procedural chart so that all staff are consistent in the referral process. This is an example of a question that a procedural chart should answer. Continued on next slide.






## Procedural Chart

*What do I do if the behavior is major, or a minor behavior has been repeated several times?*

Sample answers:

- Refer student to office
- Contact parents
- Assign appropriate consequence
- Possible referral for interventions
- Record data

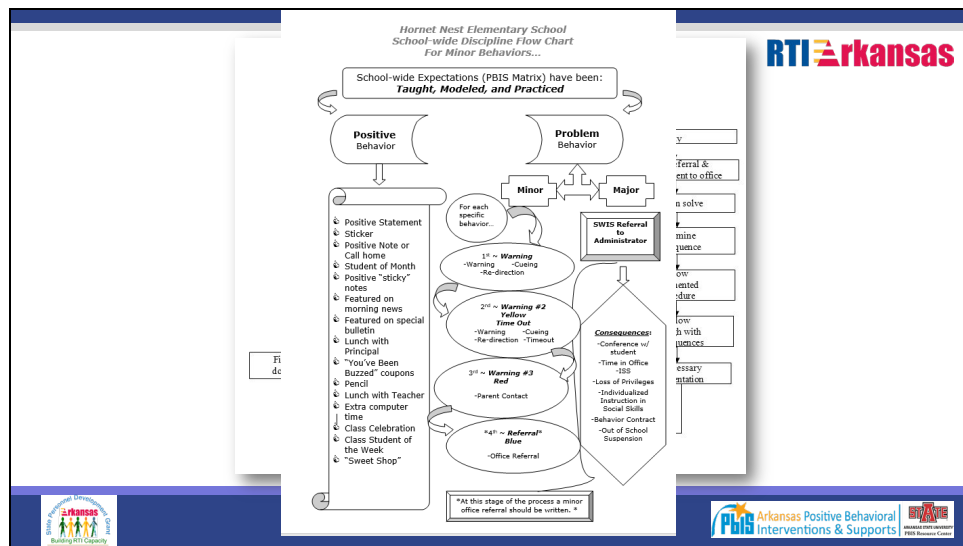


### Slide #18

### [ Procedural Chart ]

#### Trainer Notes:

- This is another example of a question that needs to be answered through a procedural chart.



## Slide #19

### [ Sample Flowchart For Dealing With Problem Behaviors ]

#### Trainer Notes:

- These are examples of procedural charts. Notice how the charts begin by asking if the student has had access to Tier I (learning and being reinforced for expected behaviors). From there, depending on whether it's minor or major, the staff member has a reference for taking the appropriate steps in response. In the second example, there is also a positive behavior flow that may be used to help remind teachers the importance of responding to positive behaviors as well. Note that SWIS is the online School-wide Information System used to help make data decisions.

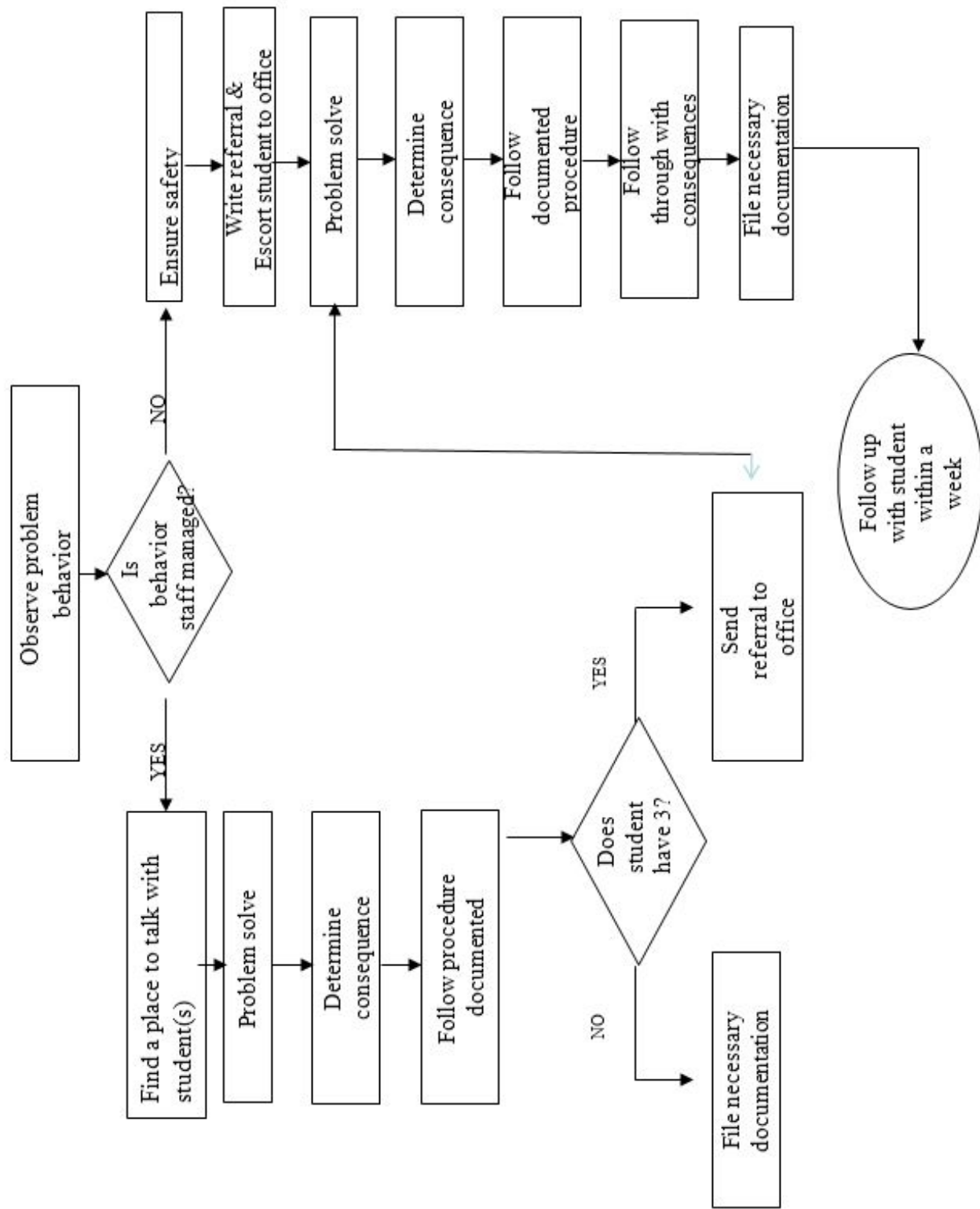


### ACTIVITY

The first example shown on this slide is on page 29 and can be printed and given to attendees as a handout.

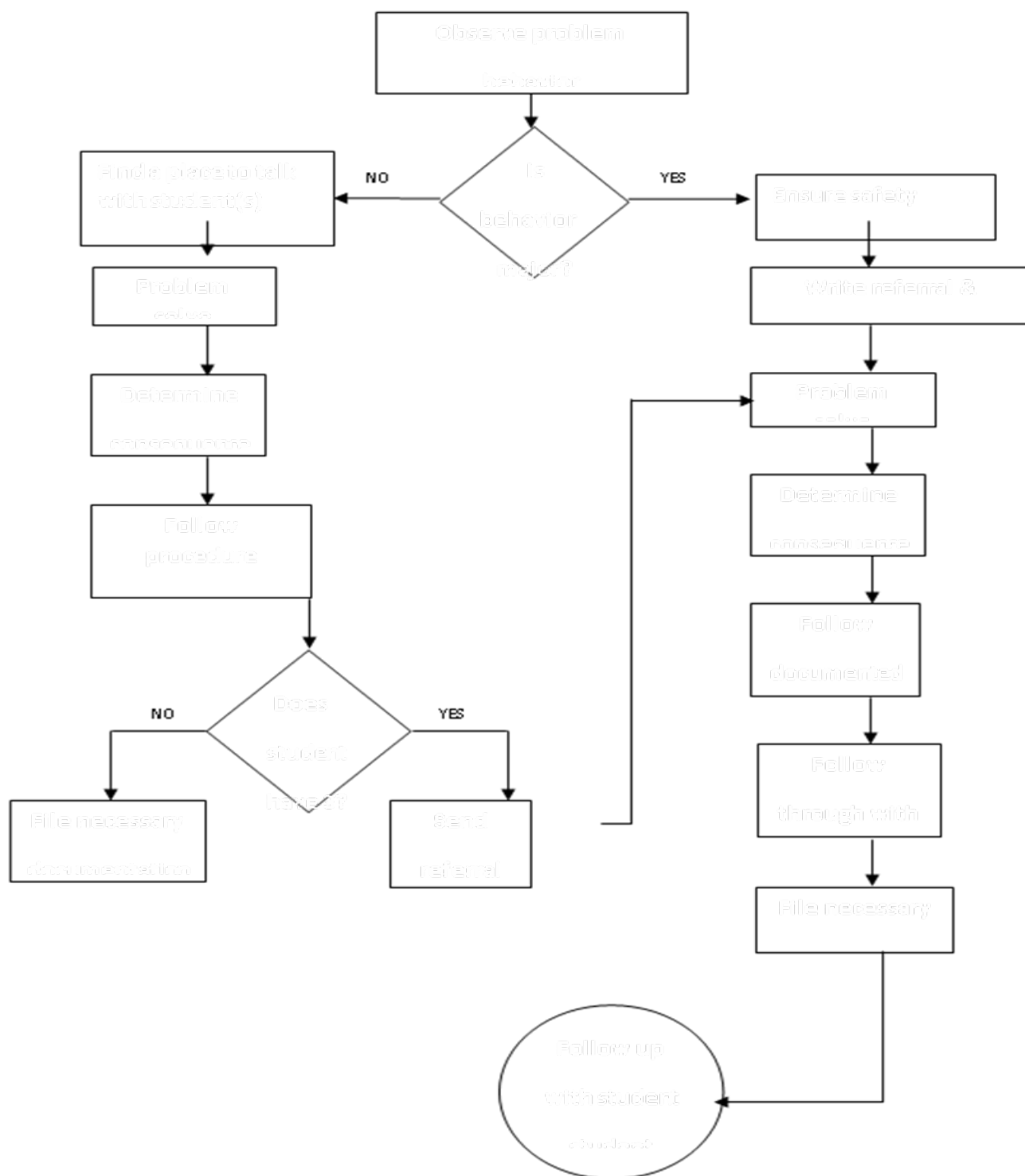
Ask attendees to assess what procedures they currently have in place and use the example to either modify their current procedures or develop a new plan. A blank template is available on page 30 or can be found here: <https://pbis.astate.edu/resources/tier-i-resources/responding-to-problem-behavior/>

## Sample Flow Chart for Dealing with Problem Behaviors



Revised 9/10

## General Procedure for Dealing with Problem Behaviors



## **Training Section Three**

### **Team Problem Solving**

Slides 20 - 39

#### **Goals**

Participants will understand

- The process for problem solving with data
- How to develop an action plan based on a precise problem



# Team Problem Solving

*The heart of the PBIS team meeting*




## Slide #20

### [ Team Problem Solving ]




#### Trainer Notes:

- We will go into more detail about team meetings in another module. This section highlights the data-based decision making at the heart of the team meeting.



## Meeting Goals

- Identify, address, and resolve students' social and academic behavior problems.
  - At Tier 1, not for individual students
  - Focus on big picture
  - Only at Tier 2 or 3 is it about individual children
- Use data to inform decision making.




### Slide #21

### [ Meeting Goals ]

#### Trainer Notes:

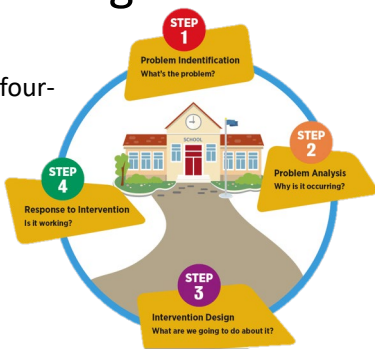
- The main focus of a PBIS team meeting is to problem solve around current behavior data.






## Judy Elliott's Problem-Solving Process

The Arkansas Division of Elementary and Secondary Education is using Judy Elliott's four-stage problem solving process for all RTI:

1. **Define** the problem and set goals
2. **Analyze** the problem and hypothesize
3. **Develop and implement** the plan
4. **Evaluate** the plan








### Slide #22

### [ Judy Elliott's Problem-Solving Process ]


#### Trainer Notes:

- DESE promotes the use of Judy Elliott's problem-solving model to increase consistency and communication within and across schools. Please note that in PBIS, Tier 1 focuses on school-wide issues (all children in the aggregate) and uses aggregate data to identify "hot-spots" in the school—it does not focus on individual children. At Tier 2, the focus can be on individual children.


RTI 

## Judy Elliott's Model (ICEL/RIOT)

| Key Domains of Learning |             |  |
|-------------------------|-------------|--|
| <b>I</b>                | Instruction | Instruction is <u>how</u> the curriculum is taught.          |
| <b>C</b>                | Curriculum  | Curriculum refers to <u>what</u> is taught.                  |
| <b>E</b>                | Environment | The environment is <u>where</u> the instruction takes place. |
| <b>L</b>                | Learner     | The learner is <u>who</u> is being taught.                   |



[http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS.DIP\\_.SIP\\_.HOs.pdf](http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS.DIP_.SIP_.HOs.pdf)




### Slide #23

### [ Judy Elliott's Model (ICEL/RIOT) ]

#### Trainer Notes:


- Image obtained from [http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS.DIP\\_.SIP\\_.HOs.pdf](http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS.DIP_.SIP_.HOs.pdf).

The ICEL/RIOT matrix itself is not a data collection instrument. Instead, it is an organizing framework that increases schools' confidence both in the quality of the data that they collect and the findings that emerge from the data (Hosp, 2006, May). The leftmost vertical column of the ICEL/RIOT matrix includes four key domains of learning to be assessed: instruction, curriculum, environment, and learner (ICEL). ICEL gives you the types of things to look at, but is flexible. This is a framework for guiding your investigation, not a rigid process. In the PBIS context, there is no curriculum in a strict sense, and the philosophy of PBIS is that the learner is never considered a cause. Rather, you must understand the learner(s) to identify what changes to make to the learner's environment or how behavior is taught in order to change conditions and contingencies.




|          |           |  |
|----------|-----------|--|
| <b>R</b> | Review    | Review of historical records and products  |
| <b>I</b> | Interview | Interviews of key stakeholders   |
| <b>O</b> | Observe   | Observe performance in real time functional settings                             |
| <b>T</b> | Test      | Test through careful use of appropriately matched measurement strategies/methods |

*Note: Green circles with 'and/or' connect the methods in the original image.*



[http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS-DIP\\_SIP\\_HCs.pdf](http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS-DIP_SIP_HCs.pdf)




## Slide #24

### [ Potential Sources Of Information ]




#### Trainer Notes:

- This table includes four potential sources of student information to examine what is not going well: review, interview, observation, and test (RIOT). Schools should attempt to collect information from a range of sources to control for potential bias from any one source. The RIOT sources help validate the hypothesis that is developed in step two of Judy Elliott's Problem-Solving Process, but other sources of information can and should be used as well.



**Problem-Solving using the ICEL/RIOT Matrix**

| Domain             | Variables   | Review  | Interview   | Observe  | Test   |
|--------------------|---|---|---|--|--|
| <b>Instruction</b> | <p><b>Group/System</b></p> <ul style="list-style-type: none"> <li>Instructional decision making regarding selection and use of materials</li> <li>Use of progress monitoring</li> <li>Explicit instruction</li> <li>Differentiated instruction</li> <li>Sequencing of lessons</li> <li>Designs to promote success</li> <li>Use of a variety of practice and application activities</li> <li>Pace and presentation of new content</li> <li>Block of time allotted per subject</li> </ul> <p><b>Individual</b></p> <ul style="list-style-type: none"> <li>Instructional decision making regarding placement of the student</li> <li>In groups</li> <li>Use of progress monitoring</li> <li>Communication of expectations and criteria for success</li> <li>Differentiated instruction</li> <li>Direct instruction with explanations and cues</li> <li>Use of a variety of practice and application activities</li> <li>Pace and presentation of new content</li> </ul> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>Instructional techniques</li> <li>Presentation style</li> <li>Clarity of instruction</li> <li>Questioning</li> <li>Feedback technique</li> <li>Cooperative learning</li> <li>Use of graphic organizers</li> <li>Instructional conversations</li> <li>Development of academic language/vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>Unit/Lessons Plans</li> <li>Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements</li> <li>Benchmarks / standards</li> <li>Assignments. Evaluate % of assignments turned in, average amount % of assignments completed).</li> <li>Length/time required to complete assignments</li> </ul> | <p>Stakeholders about:</p> <ul style="list-style-type: none"> <li>Effective teaching practices</li> <li>Instructional decision making regarding choice of materials, placement of students, instructional strategies</li> <li>Sequencing/pacing of instruction</li> <li>Choice of screening, diagnostic and formative assessments</li> <li>Product methods (e.g. dictation, oral test, paper pencil, projects)</li> <li>Grouping structures used</li> <li>Accommodations/modifications used</li> <li>Reinforcement management/engagement strategies</li> <li>Allowable repetition for mastery/understanding</li> <li>Who is providing the supplemental/intensive instruction</li> <li>Use of supportive technology</li> <li>Student/group performance compared to peers</li> <li>Patterns of performance errors/ behavior</li> <li>Setting(s) where behavior is problematic</li> <li>Significance of academic, speech, social, task or motor difficulties</li> <li>Onset and duration of problem</li> <li>Consistency from day to day, subject to subject</li> <li>Interference with personal, interpersonal, and academic adjustment</li> <li>Performance using different modes of expression (e.g. verbal, written, kinesthetic)</li> <li>Teacher perceptions/hypotheses regarding why the student is unable to demonstrate the desired behaviors academic and/or behavioral</li> <li>Philosophical orientation of curriculum (e.g. whole language, phonics)</li> <li>Expectations of district for pacing/coverage of curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Teachers' instructional styles/preferred styles of presenting</li> <li>Clarity of instructions/directions</li> <li>Effective teaching practices</li> <li>Communication of benchmarks/expectations and criteria for success</li> <li>How new information is presented</li> <li>Percent of time with direct instruction, whole group instruction, practice time, differentiated instruction, etc.</li> <li>How teachers gain/maintain student attention</li> <li>Academic engaged time</li> <li>Traditions</li> <li>Large group instruction</li> <li>Small group instruction</li> <li>Independent work time</li> <li>Group work time</li> <li>Teachers use of positive reinforcement, student-teacher interaction quality/quantity, (use of direct observation protocols)</li> <li>Time on task</li> <li>External supports necessary to sustain engagement</li> </ul> | <p>Classroom environment survey</p> <p>Develop checklists on effective instruction</p> <p>"Things to Look For" and "Ask About"</p> |



[http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS-DIP\\_SIP\\_HCI.pdf](http://sscc.dmschools.org/wp-content/uploads/2016/07/Judy-Elliott-Session4-MTSS-DIP_SIP_HCI.pdf)



## Slide #25

### [ Problem-Solving Using The ICEL/RIOT Matrix ]




#### Trainer Notes:

- DESE recommends the ICEL/RIOT framework to help educators 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 a student's 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 Team-Initiated Problem Solving (TIPS), developed by the PBIS Technical Assistance Center that helps organize meetings to facilitate discussion. There is special training for this available, but the major focus is on conducting an efficient, effective problem solving team meeting.



## Define/Identify A Problem With Precision

- What is the problem?
- Where is it happening?
- When is it happening?
- Who is involved?
- What is the motivation?




### Slide #26

## [ Define/Identify A Problem With Precision ]




### Trainer Notes:

- A precise problem is a focused problem that can be addressed that will make a big impact without requiring a lot of resources and time invested. Start with one of the above and dig down! Motivation is important in developing hypotheses and effective solutions. You want to make it more rewarding to use appropriate behavior.



## Example Of A Precise Problem Statement

There are many referrals for fighting on the playground. Most of these referrals are happening between 9:15 and 10:15 am among 3<sup>rd</sup> and 4<sup>th</sup> graders. The motivation appears to be wanting to obtain sports equipment.



### Slide #27

### [ Example Of A Precise Problem Statement ]

#### Trainer Notes:

- This problem statement was developed using referrals for fighting (which must have been sparked by data or hypotheses), then sequentially looking for where, when, and who; those on the playground, those between 9:15 and 10:15, and those from 3<sup>rd</sup> and 4<sup>th</sup> 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.



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## Data System

- You must have a data system that gives you data for problem statements.
- Examples:
  - Smart Data Dashboard
  - School-wide Information System (SWIS)
  - PBIS Rewards


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### Slide #28

#### [ Data System ]

#### Trainer Notes:

- Arkansas is trying to increase consistency among schools, so you can access their Smart Data Dashboard on from the ADE website at <https://dese.ade.arkansas.gov/Offices/public-school-accountability/data-integration/smartdata-dashboard>. If a school wants even greater precision (in ADDITION to GPS), another example is the School-wide Information System (SWIS) run by the PBIS group in Oregon (website: <https://www.pbisapps.org/products/swis>). This link will open an overview page. You can click the “Demos” tab at the top, then click “SWIS Suite” to view an example of the program, including data reports and the “Drill Down” tool.






## Identify A Goal For Change

**What change is desired? How can you define it?**

- A goal is a definition of success in the problem solving effort.
- A goal will detail the change that is desired and include a timeline.

**Guiding questions:**

- At what point is the identified problem no longer a concern?
- At what point is the frequency and duration of the behavior at an acceptable level?




### Slide #29

#### [ Identify A Goal For Change ]




#### Trainer Notes:

- Now you need to think about where you WANT the data to be. What is an acceptable level? When will the behavior cease to be a concern? The goal needs to include a time period; how soon do you feel the goal should be achieved?



## Example Of A Goal With Timeline

- Have a SMART goal:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**elevant
  - **T**imely
- Using the precise problem statement from earlier:
  - Goal: 75% reduction in referrals for playground fighting in one month.




### Slide #30

### [ 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?



## Identify A Solution, Create A Plan

Guiding questions:

- What will you do to bring about the desired change?
- How will you remove the barriers to success?




### Slide #31

### [ Identify A Solution, Create A Plan ]




#### Trainer Notes:

- Use these guiding questions to start formulating a plan to reach your goal.



## Solution Strategies

- **Prevent:** Remove the “trigger”.
- **Define & teach:** Provide instruction in expected behavior (alternative to problem behavior).
- **Reinforce** the expected behavior when it occurs.
- **Extinction:** Withhold reward for the problem behavior, if possible.
- Use **corrective consequences** when problem behavior occurs.
- Consider **safety** issues.

### Slide #32 [ Solution Strategies ]

#### Trainer Notes:

- These are some generic solution strategies: **Prevent** – Remove or alter the “trigger” for problem behavior. **Define & teach** – Define behavioral expectations and provide demonstration/instruction in expected behavior (alternative to problem behavior). **Reward/reinforce** the expected/alternative behavior when it occurs; prompt for it as necessary. **Withhold reward/reinforcement** for the problem behavior, if possible (“**Extinction**”). Use non-rewarding/non-reinforcing **corrective consequences** when the problem behavior occurs. Consider **safety** issues.

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## Create A Plan

- Use solution strategies
- Include WHO will do WHAT by WHEN and a plan to EVALUATE progress.


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### Slide #33

#### [ Create A Plan ]

#### Trainer Notes:

- The plan needs to include a prevention component, a teaching component, an acknowledgement component, and appropriate consequences. You must outline and assign roles, state a specific date and goal, and select a method for evaluating progress.






## Example: Trevor Test Middle School

**Precise problem statement:**

- Many instances of disruption are occurring in the cafeteria between 11:30 AM and 12:00 PM with a large majority involving 6<sup>th</sup> graders.

**Hypothesis:**

- Cafeteria overcrowded
- 6<sup>th</sup> graders with insufficient instruction in cafeteria expectations
- Attention from adults and peers rewarding disruption




### Slide #34

#### [ Example: Trevor Test Middle School ]

#### Trainer Notes:

- This slide and the next two show an example of using a precise problem statement and hypothesis to create an action plan for reducing problem behavior. The hypothesis was developed through observation and data.

|   |   |
|---|---|
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| <b>Prevent "Trigger"</b>  | Change lunch schedule so fewer students are eating between 11:30 AM and 12:00 PM.   |
| <b>Define &amp; Teach</b>   | Focus on 6 <sup>th</sup> graders- define cafeteria expectations, develop and post expectation signage in cafeteria, demonstrate and teach expectations.   |
| <b>Reward/Reinforce</b>   | Set up "Friday 5" (extra five minutes of lunch time on Friday, if no ODRs occur in cafeteria during lunch time).  |
| <b>Withhold Reward (Extinction)</b>   | Ensure staff don't argue back and forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up "Friday 5". |
| <b>Corrective Consequence</b>   | Ensure active supervision during lunch (possibly add one supervisor between 11:30 AM and 12:00 PM); ensure quick corrective consequence, per our handbook.  |
| <b>Safety</b>   |   |

## Slide #35

### [ Example ]

#### Trainer Notes:

- Using the solution strategies from slide 32, the above plans were developed. The next slide shows an example of a full action plan, complete with a goal, timeline, persons responsible, etc.



| Problem Solving Action Plan   |  |   |   |  |
|---|--|---|---|--|
| Precise Problem Statement   | Solution Actions   | Who will complete?  | By When?  | Goal, Timeline, Rule & Updates   |
| <p>Many instances of disruption occurring in cafeteria between 11:30 AM and 12:00 PM; large majority involving 6<sup>th</sup> graders.</p> <p>Hypothesis:</p> <ul style="list-style-type: none"> <li>• cafeteria overcrowded</li> <li>• 6<sup>th</sup> graders with insufficient instruction in cafeteria expectations</li> <li>• attention from adults and peers rewarding disruption</li> </ul> | <p><b>Prevention:</b> Change lunch schedule so fewer students are eating between 11:30 AM &amp; 12:00 PM</p>   | Principal   | Monday 10/5                                       | <p><b>Goal:</b><br/>Reduce cafeteria ODRs by 50% per month (currently 24 per month)</p>  |
|   | <p><b>Define &amp; Teach:</b> Focus on 6<sup>th</sup> graders; define cafeteria expectations; develop and post expectation signage in cafeteria; demonstrate/teach expectations</p>  | Teachers will take students to cafeteria; cafeteria staff will teach expectations | Rotating schedule on 10/5                         | <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>• ODRs in cafeteria</li> <li>• Fidelity: re-teaching of expectations &amp; reminders before lunch (teacher survey), supervisor duty (observation)</li> </ul> |
|   | <p><b>Reward/Reinforce:</b> Set up "Friday 5" (extra 5 mins. of lunch time on Friday, if no ODRs occur in cafeteria during lunch time)</p>   | Principal and School Counselor will develop chart & announce to school            | Announcement on 10/5 during morning announcements | <p><b>Timeline:</b><br/>Review monthly</p>   |
|   | <p><b>Extinction:</b> Ensure staff don't argue back &amp; forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up Friday 5</p> | 1) Principal will discuss in staff mtg; 2) teachers remind students before lunch  | 1) Staff mtg on 10/1<br>2) Ongoing                | <p><b>Update when?</b><br/>Next PBIS Team meeting 11/3</p>   |
|   | <p><b>Corrective Consequences:</b> Ensure active supervision during lunch (possibly add one supervisor between 11:30 AM and 12:00 PM); ensure quick corrective consequence, per our handbook</p>                                     | Hall and cafeteria supervisors  | Ongoing   |  |

## Slide #36

### [ Example: Problem Solving Action Plan ]

#### Trainer Notes:

- This is an example of a problem-solving action plan that starts with the precise problem statement and hypothesis and includes all the components: prevention, teaching, recognition, extinction, corrective consequences, roles assigned, date set, and a method for measuring progress.



## ACTIVITY

### Problem Solving Action Plan

Hand out or display the precise problem statement examples on page 49 and assign one to each team (or divide the room into small groups). Have teams/groups develop a problem-solving action plan that contains all of the elements discussed in slides 33 – 36. Distribute or display the example from slide 36, which can be found on page 50, as well as the blank template (print from page 51 or download here (under Team Meeting Tools): <https://pbis.astate.edu/resources/tier-i-resources/pbis-leadership-teams/>).

### Precise Problem Statement #1:

Inappropriate language and disrespect in the class at 11:30-12:15, involves many students in grades 3-5. The perceived motivation is attention from peers.

### Precise Problem Statement #2:

Bullying on the playground is increasing during first recess is being done mostly by four 4<sup>th</sup> grade boys, and seems to be maintained by attention from the bystander peer group.

### Precise Problem Statement #3:

A large number of students in each grade level (3, 4, and 5) are using texting to spread rumors and harass peers. Texting occurs in unstructured times, both during the school day and after school, and appears to be maintained by attention from others.

### Precise Problem Statement #4:

There are many referrals for disrespect in the cafeteria. This is happening from 12:15-12:45 every day and involves many students from 2<sup>nd</sup> and 3<sup>rd</sup> grade. The behavior is maintained by peer and adult attention.


## Problem Solving Action Plan

| Precise Problem Statement   | Solution Actions   | Who will complete?  | By When?  | Goal, Timeline, Rule & Updates   |
|---|--|---|---|--|
| <p>Many instances of disruption occurring in cafeteria between 11:30 AM and 12:00 PM; large majority involving 6<sup>th</sup> graders.</p> <p>Hypothesis:</p> <ul style="list-style-type: none"> <li>cafeteria overcrowded</li> <li>6<sup>th</sup> graders with insufficient instruction in cafeteria expectations</li> <li>attention from adults and peers rewarding disruption</li> </ul> | <p><b>Prevention:</b> Change lunch schedule so fewer students are eating between 11:30 AM &amp; 12:00 PM</p>   | Principal   | Monday 10/5                                       | <p><b>Goal:</b></p> <p>Reduce cafeteria ODRs by 50% per month (currently 24 per month)</p>   |
|   | <p><b>Define &amp; Teach:</b> Focus on 6<sup>th</sup> graders; define cafeteria expectations; develop and post expectation signage in cafeteria; demonstrate/teach expectations</p>  | Teachers will take students to cafeteria; cafeteria staff will teach expectations | Rotating schedule on 10/5                         | <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>ODRs in cafeteria</li> <li>Fidelity: re-teaching of expectations &amp; reminders before lunch (teacher survey), supervisor duty (observation)</li> </ul> |
|   | <p><b>Reward/Reinforce:</b> Set up "Friday 5" (extra 5 mins. of lunch time on Friday, if no ODRs occur in cafeteria during lunch time)</p>   | Principal and School Counselor will develop chart & announce to school            | Announcement on 10/5 during morning announcements | <p><b>Timeline:</b></p> <p>Review monthly</p>  |
|   | <p><b>Extinction:</b> Ensure staff don't argue back &amp; forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up Friday 5</p> | 1) Principal will discuss in staff mtg; 2) teachers remind students before lunch  | 1) Staff mtg on 10/1<br>2) Ongoing                | <p><b>Update when?</b></p> <p>Next PBIS Team meeting 11/3</p>  |
|   | <p><b>Corrective Consequences:</b> Ensure active supervision during lunch (possibly add one supervisor between 11:30 AM and 12:00 PM); ensure quick corrective consequence, per our handbook</p>                                     | Hall and cafeteria supervisors  | Ongoing   |  |

### Example - Problem Solving Action Plan

Precise Problem Statement:




| Solution Actions       | Who is responsible? | By when will it be completed? | Goal, Timeline, & Updates |
|------------------------|---------------------|-------------------------------|---------------------------|
| Prevention             |                     |                               | Goal:                     |
| Recognition            |                     |                               |                           |
| Extinction             |                     |                               | Timeline:                 |
| Corrective Consequence |                     |                               |                           |
| Data Collection        |                     |                               | Update:                   |



## Implement The Solution With Integrity

Was the intervention implemented as planned?

- The plan has to be implemented correctly before you can determine its effectiveness.
- Use data from previously determined sources (e.g., checklists, observations).

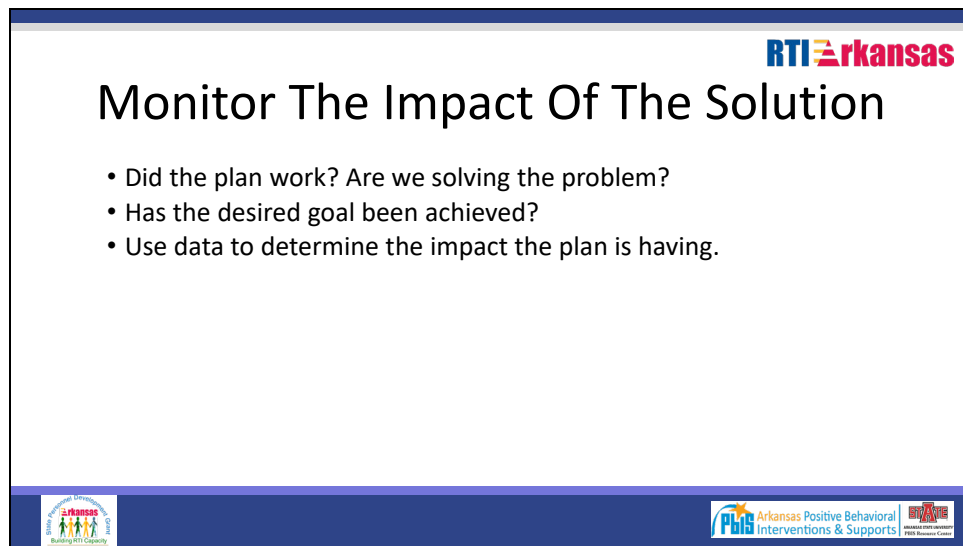


### Slide #37

## [ Implement The Solution With Integrity ]

#### Trainer Notes:

- When evaluating progress, it's important to make sure everything was done with fidelity. Have a method for staff 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.



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## Monitor The Impact Of The Solution

- Did the plan work? Are we solving the problem?
- Has the desired goal been achieved?
- Use data to determine the impact the plan is having.


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### Slide #38

### [ Monitor The Impact Of The Solution ]

#### 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.






## Evaluate & Make A Decision

Look at the big picture!

What should you do next?

- Do you need to modify the strategy to make a stronger impact?
- How do you maintain the goal, once you reach it?
- Do you need to revise the goal?
- Was the solution as feasible as you thought?
- Do you need to redefine the precise problem?

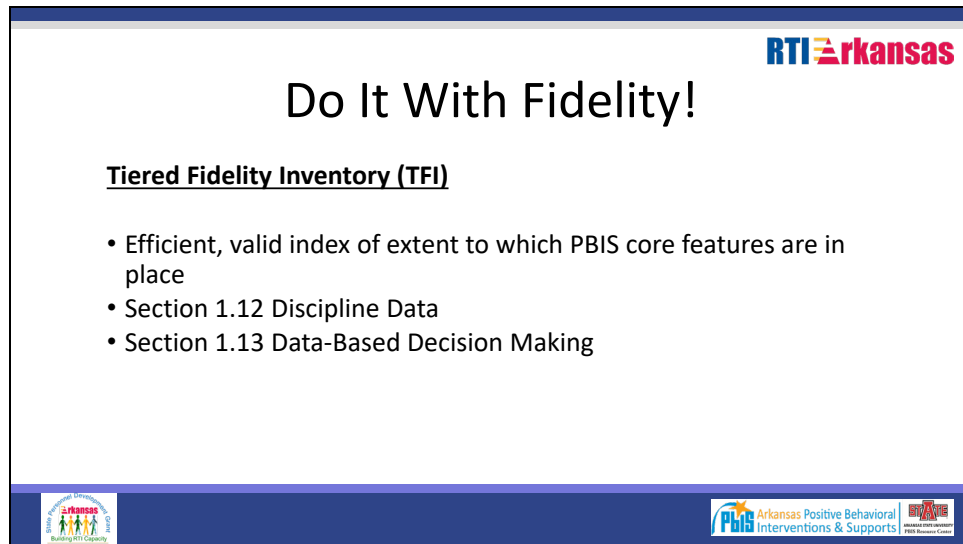


### Slide #39

### [ Evaluate & Make A Decision ]

#### Trainer Notes:

- When evaluating your plan at the determined deadline, using the determined method, you have to once again make a decision. Use the questions above. This is a continuous process: progress monitoring previous action plans, developing new action plans, and making decisions based on current data.






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## Do It With Fidelity!

**Tiered Fidelity Inventory (TFI)**

- Efficient, valid index of extent to which PBIS core features are in place
- Section 1.12 Discipline Data
- Section 1.13 Data-Based Decision Making

**Slide #40**  
**[ 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.



| <div> <div>RTI <b>Arkansas</b></div> <div>Subscale: Evaluation</div> </div>   |   |   |
|---|---|---|
| 1.12 Discipline Data  |   |   |
| Feature   | Data Sources  | Scoring Criteria  |
|   |   | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented   |
| <b>1.12 Discipline Data:</b> Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. | <ul style="list-style-type: none"> <li>School policy</li> <li>Team meeting minutes</li> <li>Student outcome data</li> </ul> | 0 = No centralized data system with ongoing decision making exists.<br><br>1 = Data system exists but does not allow instantaneous access to full set of graphed reports.<br><br>2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student. |
| <div> <b>Main Idea:</b> Teams need the right information in the right form at the right time to make effective decisions.         </div>  |   |   |

Slide #41

[ 1.12 Discipline Data ]

## 1.13 Data-Based Decision Making

Subscale: Evaluation

| Feature  | Data Sources  | Scoring Criteria   |
|--|---|--|
|  |   | 0 = Not implemented<br>1 = Partially implemented<br>2 = Fully implemented  |
| <b>1.13 Data-based Decision Making:</b> Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.<br><br><b>Main Idea:</b> Teams need the right information in the right form at the right time to make effective decisions. | <ul style="list-style-type: none"><li>• Data decision making for non-responders</li><li>• Staff professional development calendar</li><li>• Staff handbook</li><li>• Team meeting minutes</li></ul> | 0 = No process/protocol exists or data are reviewed but not used<br><br>1 = Data reviewed and used for decision making, but less than monthly<br><br>2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports |



### Slide #42

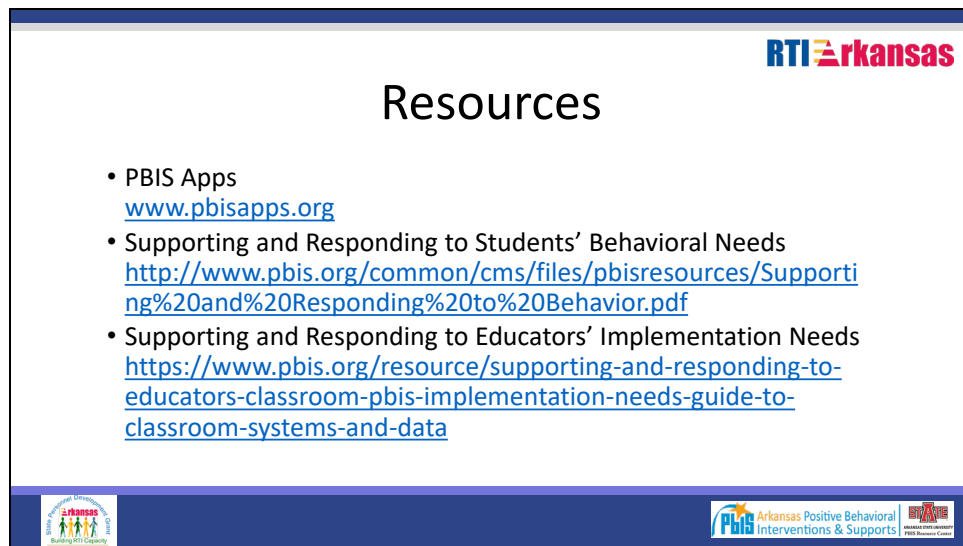
### [ 1.13 Data-Based Decision Making ]

## Summary

- Collect data regularly.
- Analyze data regularly and develop precision statements.
- Meet with the team regularly to discuss data and make decisions.
- Develop specific action plans and progress monitor.



**Slide #43**  
**[ Summary ]**



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## Resources

- PBIS Apps  
[www.pbisapps.org](http://www.pbisapps.org)
- Supporting and Responding to Students' Behavioral Needs  
<http://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>
- Supporting and Responding to Educators' Implementation Needs  
<https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data>

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### Slide #44 [ Resources ]

#### Trainer Notes:

- Here are links to PBIS Apps, Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Educators, and PBIS Technical Guide on Systems to Support Educators' Implementation of Positive Classroom Support.

**Discussion Questions:**

The following questions will help schools start thinking about how they will collect and use data for decision making. They will also help teams address the way they will discuss data with staff and make sure that collecting useful data is a priority.

1. Does your office discipline referral (ODR) form include all essential information needed to identify a precise problem?
  - a. What is the problem (behavior)?
  - b. Where is it happening (specific location)?
  - c. When is it happening (date, time of day)?
  - d. Who is involved (student, grade, gender)?
  - e. Why is it happening (motivation)?
2. If not, how will you update your current form or create a new one?
3. How will you ensure that staff understand the importance of fully completing the referral form?
4. How will you ensure that staff are recording minor offenses?
5. Do you have sufficient time allotted for staff to enter discipline data regularly?  
Is there a backup person that could be trained?
6. Will your team make data-based decision making the foundation of team meetings? Who will be responsible for making sure this happens?

**Resources:**

- Missouri PBIS Website - Ongoing Monitoring (expand item number 7):  
<http://pbissmissouri.org/tier-1-workbook-resources/>
- Arkansas PBIS Resource Center Website – Tier I Resources:
  - Responding to Problem Behavior:  
<https://pbis.astate.edu/resources/tier-i-resources/responding-to-problem-behavior/>
  - Leadership Team Tools (click to expand “Team Meeting Tools”):  
<https://pbis.astate.edu/resources/tier-i-resources/pbis-leadership-teams/>

**Next Module:**

The suggested next module is Module 10: The PBIS Team Meeting. This module will guide teams through efficient, effective team meeting protocol and team problem solving.