VTPBiS Activity

*Tier One - Teams*

*Based on the Tiered Fidelity Inventory*

1. ***Teams need people with multiple skills and perspectives to implement PBIS well.***

Do you have these positions represented?

* Coordinator
* Behavioral expertise
* Administrative authority
* Coaching expertise
* Knowledge about academic/behavior outcomes
* Knowledge about school Operations
* Family/Student perspective included

What works for you?

What are some strategies for improvement?

1. ***Specific features are necessary to ensure meetings are effective for action planning and tracking progress.***

Do you have explicit team operating procedures such as:

* Regular, monthly meetings
* Consistently followed meeting format
* Minutes taken during and disseminated after each meeting
* Participant roles are clearly defined
* Action plan current to the school year

What works for you?

What are some strategies for improvement?

VTPBiS Small Group TFI Activity

*Tier One - Implementation*

* Introduce yourselves and assign a facilitator, recorder(s), and timekeeper
* As a group, discuss the following questions regarding Tier 1 Implementation.
* Select 1-2 people to record your answers on the Post-it notes at your table and place on designated chart paper on the wall.

1. ***Identifying behavioral expectations and teaching them to students is needed for effectiveness.***

Are the behavioral expectations posted with examples in each setting? Can staff and students list most of them?

What works for you?

What are some strategies for improvement?

Are there written lesson plans for teaching behavioral expectations and a schedule for when teaching will occur both in the classroom and in other settings?

What works for you?

What are some strategies for improvement?

1. ***Operational definitions for problem behavior and consistent responses improve the predictability of social expectations in the school.***

Does the process for identifying problem behavior include:

* Problem behavior definitions written down and documented
* Definitions that clearly differentiate between staff-managed and office-managed problem behavior
* Training on the definitions to staff and faculty members
* Sharing the definitions with families and students

What works for you?

What are some strategies for improvement?

1. ***Preventative and positive approaches to discipline are most effective.***

Do the discipline policies emphasize proactive disciplinary measures that are:

* Focused on keeping students in class and in school
* Clearly documented
* Reported by the administrator as preventative and proactive

What works for you?

What are some strategies for improvement?

1. ***The key to effective PBIS implementation is staff consistency.***

Is there a system for training all staff members that includes:

* Annual training of all faculty
* Orientation training for new faculty
* Orientation for substitutes

What works for you?

What are some strategies for improvement?

1. ***PBIS expectations and consequences integrated into classroom systems improve consistency across adults.***

Does the classroom system match the proactive school-wide disciplinary practices including:

* Positively stated expectations and consistent routines
* System for acknowledging appropriate behavior and responses to problem behavior

What works for you?

What are some strategies for improvement?

1. ***Students will sustain positive behavior only if there are regular strategies for rewarding and re-teaching appropriate behavior. Formal systems are easier for staff to implement.***

Are students and staff reporting that they are receiving and distributing acknowledgements? Are they being distributed across the building?

What works for you?

What are some strategies for improvement?

1. ***Schools need active engagement of families, students, and faculty to be effective.***

Is there a documented process for receiving feedback from all stakeholders on Tier 1 and has it occurred within the past 12 months.

What works for you?

What are some strategies for improvement?

VTPBiS Activity

*Tier One - Evaluation*

*Based on the Tiered Fidelity Inventory*

1. ***Teams need the right information at the right time to make effective decisions.***

Is there a centralized system to collect and organize data?

Does the team have access to school-wide academic and discipline data?

Are the data reviewed monthly?

Is the data tied to your annual Action Plan for Tier 1?

If data is tied to an academic or behavior problem, is an action plan created to modify your Tier 1 Action Plan?

What works for you?

What are some strategies for improvement?

1. ***Measuring fidelity data is essential for maintaining high criterion implementation of PBIS.***

Are you doing this?

Is data used in action plan for Tier 1?

Have you scheduled this year’s completion of the TFI with your team?

What works for you?

What are some strategies for improvement?

1. ***Implementation of Tier 1 is likely more sustainable if the Team self-assesses at least annually AND reports this data to key stakeholders.***

Are fidelity assessments and academic data being viewed together?

Are results reported?

Are results used in Tier 1 action planning?

What works for you?

What are some strategies for improvement?