**VTPBiS**

**Coordinators Workbook**

**Leadership Systems and**

**Behavior Review and Planning**

**May, 2012**

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| **Principals: Use the following RTI indicators as a self-assessment tool. Rate as follows:****2 = In place 1 = Developing 0 = Not in place****Develop action steps for any items rated 0 or 1** |
| **Indicators: Rating:** |
| **Leadership** **Support for RTI** |
| 1. **The principal provides resources of staff, time, and materials to support the RTI process.**
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| 1. **The principal provides managerial leadership for a 3-Tier model for focused academic and discipline/student management processes.**
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| 1. **The principal provides clear direction for assessment strategies, including determination for universal screening.**
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| 1. **The principal participates actively with the RTI Team.**
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| 1. **The principal keeps a focus on instructional improvement and student learning outcomes.**
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| 1. **The principal celebrates individual, team, and school successes, especially related to student learning outcomes.**
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| **Leadership****Quality Assurance** |
| 1. **The principal routinely monitors the fidelity of ongoing RTI implementation.**
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| 1. **The principal systematically assesses RTI fidelity at least twice a year and prepares a summary report of findings and recommendations.**
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| 1. **The principal monitors curriculum and classroom instruction regularly.**
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| **Leadership****Professional Development** |
| 1. **The principal ensures that all staff receives on-going RTI training.**
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| 1. **The principal participates in on-going RTI training.**
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| 1. **Staff development for RTI is built into the school schedule for support staff as well as classroom teachers.**
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| 1. **New staff members are trained and included in the RTI process.**
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| **Team and Processes****RTI Team Structure** |
| 1. **The TRI Team includes a core membership of teachers and professional staff with various roles and expertise to provide critical input to the process.**
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| 1. **The RTI Team meets regularly and for a sufficient amount of time to conduct the business of the team.**
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| 1. **The RTI Team operates with agendas and minutes for their meetings, and these documents are maintained in a file by a person designated by the team and also by the principal.**
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| 1. **All core members consistently attend team meetings.**
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| 1. **The RTI Team meetings include additional people with pertinent information about a particular student under review, such as parents, referring teacher, speech-language pathologist, gifted/talented, Title I, English language learning.**
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**Team Profile and Meeting Schedule**

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| **Universal/School-Wide Leadership Team Roster** |
| **School Name: Grades:** **Town/City: Supervisory Union:**  |
|  **Team Member Name Building Role Team Member Role**  **(administrator, Coordinator, teacher, etc.)** |
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| **Dates and Times of Monthly Meetings:** |

**SAS Summary: Analyzing and Prioritizing the Results**

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

**Use the SAS Total Score and Individual Item Score Reports to develop an accurate summary & determine initial focus priority area**

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| For each system area, follow the steps as outlined below | Overall Perception |
| **School-wide** | **Non-classroom** | **Classroom** | **Individual Student** |
| 1. Use *SAS Total Score Report* rate overall perspective of PBIS implementation & circle High, Med. Or Low | HighMedLow | HighMedLow | HighMedLow | HighMedLow |
| 2. Using *SAS Individual Items Report to* list three major strengths  | a.b.c. | a.b.c. | a.b.c. | a.b.c. |
| 3. Using the SAS Individual Item Report to list three major areas in need of development.4. For each system, circle one priority area for focusing development activities | ab.c. | a.bc | a.b.c. | Targeted group orIndividual interventionsa.b.c. |
| 5. Circle or define activities for this/next year’s focus to support area selected for development | a. Organize a teamb. Define/teach school rulesc. Define consequence systems for appropriate & inappropriate behaviord. Define a measurement system linked to school improvement goale. Establish communication cycles with other school teamsf. Develop imp. plan | a. Define/teach routinesb. Supervisor booster training & feedback sessionsc. Data managementd. Maintain team & communication cycle with other school teamse. Develop implementation plan | a. Define/teach routines/ link with school wide rulesb. Classroom staff boosters & feedback sessions for creating effective strategies/materialsc. Data managementd. Maintain team & communication cycle with other school teamse. Develop implementation plan | a. Process for referral & support plan design, implementation & monitoringb. Plan to develop & use FBA to support skillsc. Data managementd. Maintain team & communication cycle with other school teamse. Develop implementation plan |

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| Determine the percentage based on your data… | Determine Area of Focus... |
| What % of students receive one or more ODRs?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | If more than 40% of students received one or more ODRs or you have an average of 2.5 ODRs per student focus on:  **School-Wide Systems** |
| What % of ODRs come from non-classroom settings?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | If more that 35% of ODRs come from non-classroom settings or more than 15% of students referred from non-classroom settings focus on:**Non-Classroom Systems** |
| What % of ODRs come from the classroom?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | If more than 60% of ODRs come from the classroom or 50% or more ODRs come from less than 10% of classrooms focus on:**Classroom Systems** |
| What % of students receive 5 or more ODRs?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | If more than 5% of students received 5 or more ODRs focus on:**Targeted Group Interventions/Classroom Systems** |
| What % of students receive 10 or more ODRs?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | If less than 5% of students with 10 or more ODRs or less than 5% of students continue to receive ODRs after receiving targeted group interventions or small number of students are destabilizing overall function of school focus on:**Individual Student Systems** |
| Please identify the top 2 systems you will focus on based on your data:Priority Focus Area 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Priority Focus Area 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**ODR Data Focus Worksheet**

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| **VTPBiS Priorities and Professional Development Plan - *Summary Sheet*** |
| **Elements Assessed** | **Priorities for Improvement** | **Professional Development Plan** |
| ***Leadership:*** **Administrator: and Leadership Team*** Principal Self-Assessment
* BoQ Items 1-6
 | 1.2.  | [ ] VTPBiS Regional Coordinators Meetings [ ] Data Days [ ] Coach Consultation on TIPS[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***Universal – Data:**** Discipline Procedures
* Data Entry and Analysis

BoQ Items 7-16* Student outcome data

ODR Data Focus Worksheet and/or Big 5 ODR graphs | 1.2.  | [ ] VTPBiS Regional Coordinators Meetings [ ]Data Days [ ]SWIS Webinar [ ]Coach Consultation on TIPS [ ] VTPBiS Targeted Level Core Training (criteria at [www.pbisvermont.org](http://www.pbisvermont.org)) [ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***Universal – Practices:**** Expectations and Rules
* Rewards and Recognition
* Lesson Plans and Teaching
* Classroom Systems

 BoQ Items 17-34; 42-48 | 1.2. | [ ]Classroom Management Webinar[ ]Social Skills Webinar[ ] CPI Training[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***Universal – Systems:**** Implementation Plan
* Evaluation

BoQ Items 35-41; 49-53SAS Summary Form | 1.2.  | [ ] Data Days [ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***Targeted – Systems, Data and Practices:**** Systems, Data and Practices

Benchmarks of Advanced Tiers | 1.2. | [ ] Data Days [ ] Universal Screening workshop[ ] FBA workshop (2 days)[ ] Life Space Crisis Intervention[ ] Trauma webinar[ ] Social skills[ ] BEST Summer Institute [ ] VTPBiS Intensive Level Core Training (criteria at [www.pbisvermont.org](http://www.pbisvermont.org)) [ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**School Professional Development Planning Form – 2012-13**

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Person(s) Completing this form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| ***VTPBiS Training for Schools Exploring PBIS Implementation*** |
| **Training Title and Description Dates/Times:** | **Plan to attend?****(Required/Yes/No)** |
| **[ ] VTPBiS Introductory Forum September** This optional learning opportunity is for individuals, schools and Supervisory Unions/Districts who are exploring Positive Behavior Interventions and Supports (PBIS) for installation during the upcoming School Year.  | [ ]Yes[ ] No |
| **[ ] VTPBiS Getting to Readiness Webinar October** This webinar will highlight strategies for getting to PBIS “readiness”, a prerequisite to implementation. | [ ]Yes[ ] No |
| ***VTPBiS Training for Schools at Tier 1 - Universal*** |
| **Eligibility for the following VTPBiS FOCUS Trainings can be found at:** [**Readiness Activities:**](http://www.pbisvermont.org/events/universal-level-sequence) |
| **[ ] FOCUS Training: Coordinator Orientation Webinar January *or* April**Facilitated events for school leadership teams consisting of an innovation neutral process around problem solving and data-based decision making. This is a **f**ull day training |  [ ]Yes \_\_\_ Jan. \_\_\_ April[ ] No |
| **[ ] FOCUS Training: First Steps Module Series Scheduled by Leadership Team** The School Leadership Team completes this three part online module series with the support of the School Coordinator and/or SU/District Coordinator focusing on the first steps for implementing PBIS.  | [ ] Yes[ ] No |
| **[ ] FOCUS Training: Universal Training for Leadership Teams March *or* June**This training is a three-day series offered regionally in March, or a four-day training for teams who choose to attend the BEST Summer Institute in June. School Leadership Teams will complete their PBIS Implementation Plan and prepare for PBIS roll-out to staff, students and family members.  | [ ] Yes:  \_\_\_Mar \_\_\_June [ ] No |
| **[ ] FOCUS Training: SWIS/Intro to Team Initiate Problem Solving April**This is for schools that choose SWIS as their data-based information system. School Leadership Teams will identify a few individuals to participate in this training. This three-hour training will be held regionally. | [ ] Yes [ ] No |
| ***VTPBiS Training at Tier 2 - Targeted*** |
| **Training Title and Description Dates/Times:** | **Plan to attend?****(Yes/No)** |
| **Eligibility for the following VTPBiS FOCUS Trainings can be found at** [**Readiness Activities:**](http://www.pbisvermont.org/events/targeted-level-sequence) |
| **[ ] FOCUS Training: Targeted Coordinator Orientation Webinar February *or* May** The School Coordinator and SU/District Coordinator will be provided with the necessary skills to facilitate the School Leadership Team’s readiness activities for training at the Targeted Level. This is a two hour webinar. | [ ] Yes:  \_\_\_Feb  \_\_\_May [ ] No |
| **[ ] FOCUS Training: Targeted Team Leadership Training March *or* June** School leadership teams that have implemented School-wide PBIS with fidelity are eligible to attend this training, which will provide the content and facilitation needed to support school teams in preparing for implementation at the targeted level. This training is held for three days regionally in March or over four days at the BEST Institute in June.  | [ ] Yes: \_\_\_Mar  \_\_\_June [ ] No |
| **[ ] FOCUS Training: Functional Behavioral Assessment (FBA) November**A small group of individuals will be identified by the School Leadership Team to learn how to conduct FBAs/BIPs.Two Days (separated by one week);  | [ ] Yes[ ] No |
| **[ ] SWIS – CICO Ongoing**For school leadership team data analysts and building administrator, if using SWIS. One hour training is online at www.swis.org after SWIS license is updated. | [ ] Yes[ ] No |
| **[ ] Life Space Crisis Intervention** **December**This one-day regionally held workshop focuses on relationship building, de-escalation and conflict resolution skills needed by staff working with students at the targeted and intensive levels. Participants will learn how to support students with self-defeating behaviors using applied behavior management skills **and** positive helping relationships. | [ ] Yes[ ] No |
| **[ ] Universal Screening April**This workshop describes the features of an early nomination and activation system to help schools determine students who have not responded to core instruction for behavior. Held regionally one-half day in April.  | [ ] Yes[ ] No |
|  **[ ] Trauma Webinar November**This webinar will provide an overview of the impact of psychological trauma on development and learning as well as strategies for identifying and  supporting children who have experienced trauma. Participants will understand what it takes to create a trauma informed  school. | [ ] Yes[ ] No |
| **[ ] Social Skills Webinar October**This webinar will provide an overview of social skills training curricula needed to help students function successfully in social environments across all settings.  | [ ] Yes[ ] No |
| ***VTPBiS Training at Tier 3 - Intensive*** |
| **Training Title and Description Dates/Times:** | **Plan to attend?****(Required/Yes/No)** |
| **Eligibility for the following VTPBiS FOCUS Trainings can be found at** [**Readiness Activities:**](http://www.pbisvermont.org/events/intensive-level-sequence) |
| **[ ] FOCUS Training: Intensive Level Wraparound Overview January** **Webinar**During the webinar, participants will have the opportunity to explore adoption of VTPBiS Intensive Level Wraparound at their schools. | [ ] Yes[ ] No |
| **[ ] FOCUS Training: Intensive Level Wraparound Admin. April** **Overview** SU/District Teams including community partners are expected to attend this one-day training activity, a necessary pre-requisite to Intensive Level training, will provide an overview of the systems, data and practices at this level of intervention. | [ ] Yes[ ] No |
| **[ ] FOCUS Training: Intensive Level Wraparound Team Training June at BEST Summer Institute**This training will support individuals selected by the SU/District Team to further explore the systems, data, and practices at the Intensive Level and to learn to facilitate the Wraparound approach. | [ ] Yes[ ] No |
| **[ ] Coaching for Wraparound Facilitators Webinars. Bi-monthly**Held bi-monthly, participants will receive online coaching using a case supervision model | [ ] Required *(for*  *wraparound*  *facilitators)* |
| ***VTPBiS Implementing Schools: Training at All Tiers – Universal, Targeted and Intensive*** |
| **Training Title and Description Dates/Times:** | **Plan to attend?****(Required/Yes/No)** |
| **[ ] VTPBiS Regional Coordinators Meetings. October and March**SU/District and School Coordinators will participate in two 2.5 hour meetings held regionally in October and March. These meetings provide the opportunity for networking among Coordinators and participation in topic-based training. | [ ]Required: |
| **[ ] Team Initiated Problem Solving (TIPS) Fall**Implementation Coaches will demonstrate an efficient school leadership team meeting format as well as a process for using data to make and solve problems. This is a one hour meeting in early Fall that your team should schedule with your Implementation Coach. | [ ]Required |
| **[ ] Data Days. January *and* May**Facilitated events for school leadership teams consisting of an innovation neutral process around problem solving and data-based decision making. This is a **f**ull day training |  [ ]Required |
| **[ ] Classroom Management Webinar. To be determined**Participants will learn the critical features of evidence-based practices in classroom management in order to plan for improved implementation fidelity of these practices and a system to assess and monitor implementation. This is a two hour webinar. | [ ] Yes[ ] No |
| ***BEST Training Activities – 2012-13*** |
| **Training Title and Description Dates/Times** | **Plan to attend?****(Yes/No)** |
| **[ ] Vermont Summer Institute June 24-27**This annual institute for school teams will provide an intensive four-day training on the relevant research-based topics within a Multi-Tiered System of Supports | [ ] Yes[ ] No |
| **[ ] Crisis Prevention and Intervention (CPI) October *or* January *or* March**This full-day workshop or half-day refresher provides training in a safe, non-harmful behavior management system designed to help human service workers provide for the best possible care, welfare and safety of children who become out-of-control or physically aggression. | [ ] Yes[ ] No |

# ~VTPBiS Targeted Action Plan for Sustainability~

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| TASKS |  |  |  |
| Faculty and Staff | **Action?** | **Who?** | **When?** |
| 1. Review the elements/procedures of CICO (referral process, DPR form, role of CICO Coordinator and of school staff, CICO reinforcement system, progress monitoring and data review, plan for fading students) with ALL staff and faculty. |  |  |  |
| 2. Review the elements/procedures for other targeted interventions (referral process, role of school staff, progress monitoring and data review, plan for fading students) with ALL staff and faculty. |
| 3. Review procedures for identifying students who are at risk (systematic screening) with ALL staff and faculty. |
| 4. Review procedures for referral to complete FBA with ALL staff and faculty. |
| 5. Develop a plan to train staff in performing the Targeted Level interventions/teaching the expected behaviors. |
| 6. Develop a plan for orienting new and substitute faculty and staff to Targeted Interventions of PBIS. |
| Students | **Action?** | **Who?** | **When?** |
| 7. Review the elements and procedures of CICO (referral process, DPR form, role of CICO Coordinator, role of school staff, CICO reinforcement system, data review, plan for fading students) with ALL students.  |  |  |  |
| 8. Students selected for targeted interventions will be oriented to the intervention/s and have regular opportunities to perform the expected behaviors. |
| 9. Students will be acknowledged/rewarded for exhibiting the behavior/s associated with the targeted intervention *and* the school-wide expectations. |
| 10. Students will receive additional behavior support, if needed, in a timely manner. |
| 11. A plan for graduating from targeted interventions will be established. |
| Families/Community | **Action?** | **Who?** | **When?** |
| 12. A plan for communicating the PBIS Targeted System to ALL families has been developed. |  |  |  |
| 13. A plan for notifying family members of student nomination to Targeted interventions will be developed.  |
| 14. A plan for frequent communication with families of impact of and plan for graduating from intervention will be developed. |

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| **LOGISTICS** | **Action?** | **Who?** | **When?** |
| 15. Team membership and schedule of student level and systems level planning (teams, conversations) established. |  |  |  |
| 16. Inventory of targeted interventions completed. |  |  |  |
| 17. Written referral process and procedures for CICO and other interventions developed. |
| 18. DPR Form finalized and printed. |  |  |  |
| 19. CICO Coordinator and location identified.  |  |  |  |
| 20. Process for systematic screening of students at risk identified and screening dates scheduled.  |  |  |  |
| 21. Personnel to manage SWIS or other data system identified. |  |  |  |
| 22. Personnel to complete FBA identified and trained. |  |  |  |
| 23. Student acknowledgements for CICO planned.  |  |  |  |
| 24. Staff training in Targeted supports planned. |  |  |  |
| 25. Parent information session planned. |  |  |  |
| 26. Student information session planned. |  |  |  |
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