**Tier I Team Implementation Workbook - Day 7**



**Resources**

Websites:

PBIS Minnesota website: [pbismn.org](http://pbismn.org)

National PBIS website: [pbis.org](http://pbis.org)

Minnesota Positive Behavior Support Network- <https://mnpsp.org/mnpbs/>

MN PBS YouTube Channel: <https://www.youtube.com/channel/UC2GHTuN8l5ZwlYFvVqwMkLg/featured>

Midwest PBIS website: [midwestpbis.org](http://www.midwestpbis.org/)

Florida PBIS website: <https://flpbis.cbcs.usf.edu/>

PBIS Apps - [pbisapps.org](https://www.pbisapps.org/)

Training Materials:

[Tier 1 Team Training Workbook - Day 7](https://bit.ly/Day7Workbook)

[Tiered Fidelity Inventory (TFI) Manual](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20%28TFI%29.pdf)

[Conducting the TFI video](https://www.pbisapps.org/Resources/Pages/Conducting-the-TFI.aspx)

[Artifact Template](http://bit.ly/PBISArtifactsFolders) - [bit.ly/PBISArtifactsFolders](http://bit.ly/PBISArtifactsFolders)

[PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches)

[PBIS Equity Resources](https://www.pbis.org/publications/all-publications#equity)

[End of Training Survey](https://www.surveymonkey.com/r/Fall20_Yr2) - live link

End of Training Survey - PDF

Helpful Guides:

[Guides for Returning to school During and After a Crisis](https://www.pbis.org/resource-type/practice-guides)….

[Teaching Social Emotional Competencies within a PBIS Framework](https://www.pbis.org/resource/teaching-social-emotional-competencies-within-a-pbis-framework)

New Team Members or Administrators:

PBIS 101 Video - <https://www.youtube.com/watch?v=kV3ziu5IYhw>

Other:

[How to Be a Rock Star Student on Zoom](https://www.sps186.org/downloads/blurbs/85458/FMS%20Zoom%20Guidelines%20%28student%20copy%29.pdf)

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# **TFI 1.7 Professional Development**

## ***Definition***

**1.7 Professional Development:**

A written process is used for orienting all faculty/staff on 4 core Tier I PBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

## ***TFI 1.7 Fidelity Prompts***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TFI | Action Item *(Not In Place; Partially; Fully In Place ->)* | NI | PI | FI |
| 1.7 | A curriculum to teach the components of the discipline system (e.g flow chart and related processes) to all staff is developed and used |  |  |  |
| 1.7 | Plans for training staff how to teach expectations/rules/acknowledgments are developed, scheduled and delivered |  |  |  |
| 1.7 | A plan for teaching students expectations/rules/acknowledgments is developed, scheduled, and delivered |  |  |  |
| 1.7 | A system for orienting substitutes, volunteers, and guests on expectations, rules, and acknowledgements is in place |  |  |  |
| 1.7 | Booster sessions for students and staff are planned, scheduled, and delivered |  |  |  |
| 1.7 | Schedule for acknowledgments for the year is planned |  |  |  |
| 1.7 | Plans for orienting new staff and students are developed and implemented |  |  |  |
| 1.7 | Plans for introducing families/communities to your PBIS system are developed and implemented |  |  |  |
| 1.7 | Dates for professional training of all school staff, and ongoing support are on the school’s calendar  |  |  |  |
| 1.7 | A communication system is established to share information regularly (at least monthly) with staff  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TFI | Action Item *(Not In Place; Partially; Fully In Place ->)* | NI | PI | FI |
| 1.7 CR | The district has a long-term professional development plan that includes SWPBIS and enhancing equity.  |  |  |  |
| 1.7 CR | Professional development opportunities are identified based on system and student outcome data.  |  |  |  |
| 1.7 CR | Teams partner with local community supports and families to provide professional development that orients staff to the community cultures, values, and historical perspectives (e.g., marginalization from schooling). |  |  |  |
| 1.7 CR | Teams have procedures to provide staff with explicit training and practice in specific skills for enhancing equity and examining implicit bias. |  |  |  |
| 1.7 CR | Teams have procedures to provide staff with explicit training and practice in de-escalation skills. |  |  |  |

 ***TFI 1.7 Activity 1: PD Considerations***

1. Complete the Pd Considerations Checklist.

2. Compare what you have in place to what you need to create.

3. Ensure all components of professional development are included with a timeline for completion.

4. Add remaining action items to your overall action plan.

|  |  |
| --- | --- |
| What we have      | What we need to create |

**When developing PD, remember to use something similar to the following:**

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**TFI 1.7 *Activity 2: Timelines for Professional Development***

We need a timeline that is reasonable and allows us to teach and train all staff and students on the core features (expectations, acknowledgements, and discipline).

|  |  |
| --- | --- |
| Who do we train first? | When do we hold “boosters”?  |
|       |   |

**Coaching Considerations -** *What coaching support can we provide for staff who need more support to learn and implement the PBIS Core Practices?*

|  |  |
| --- | --- |
| What we have      | What will we need to do to embed into our coaching program? |

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# **TFI 1.10 and 1.11 Faculty/Student/Family/Community Involvement *Definition***

**1.10 Faculty Involvement:**

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months

**1.11 Student/Family/Community Involvement:**

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

## ***TFI 1.10 and 1.11 Fidelity Prompts***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TFI | Action Item*(Not In Place; Partially; Fully In Place ->)* | NI | PI | FI |
| 1.10 | School-Wide behavioral data is shared with faculty regularly  |  |  |  |
| 1.10 | Faculty involved in establishing and reviewing goals |  |  |  |
| 1.10 | Faculty feedback is obtained throughout the year |  |  |  |
| 1.11 | Plans for involving families/communities are developed and implemented  |  |  |  |
| 1.10, 1.11 | *Data informs decisions (e.g., staff surveys, fidelity assessments, climate surveys, etc.)* |  |  |  |
| 1.10, 1.11 | *Surveys are developed with dates to administer to staff, students, and families* |  |  |  |
| *1.10 CR* | *Teams have a process for frequently facilitating two-way communication between the school administration, leadership team, and faculty.*  |  |  |  |
| *1.10 CR* | *Teams have procedures for school staff to play an active role in planning and delivery of school- wide activities.*  |  |  |  |
| *1.10 CR* | *School staff are acknowledged for their participation in SWPBIS systems.*  |  |  |  |
| *1.10 CR* | *Teams collect and use feedback from school staff regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually.*  |  |  |  |
| *1.11 CR* | *Teams research their communities to determine which ethnic groups are represented within the broad federal race categories.*  |  |  |  |
| *1.11 CR* | *Teams have procedures for specific community out- reach actions to ensure frequent two-way communication with stakeholders.*  |  |  |  |
| *1.11 CR* | *Teams have procedures in place to inform families and community members of and actively engage them in volunteer opportunities within the school, (e.g., school- wide or classroom orientations or celebrations).*  |  |  |  |
| *1.11 CR* | *Teams actively seek feedback from stakeholders regarding their perceptions of and suggestions for Tier I SWPBIS systems at least annually.*  |  |  |  |
| *1.11 CR* | *Teams have procedures to ensure that stakeholders and community resources are connected to Tier I SWPBIS systems, including increasing students’ and families’ access to resources that specifically address underrepresented ethnicity groups or underserved populations.*  |  |  |  |
| *1.11 CR* | *Teams share all information with stakeholders in multiple languages and modes of delivery (e.g., written, audio, visual).*  |  |  |  |

## ***TFI 1.10 and 1.11 Activity 2: Planning for Stakeholder Input and Feedback***

Identify how your team will involve all your stakeholders in developing the Universal Foundations.

How will you receive their input, as well as their continued feedback?

|  |
| --- |
| **Universal Foundations** |
| **Stakeholders:** | **Expectations****and Rules****(Teaching Matrices)** | **Initial and on-going instruction on expectations** | **Acknowledgement Program** | **Discipline (problem behavior definitions, policies, procedures)** |
| **Students** |  |  |  |  |
| **Families** |  |  |  |  |
| **Communities** |  |  |  |  |

**Reintegration for 2020-2021**

**Action Planning**

**What is your school/district main mission going to be that is connected to the social, emotional, and behavioral well-being of both your staff and your students?**

|  |
| --- |
|  |

**Systems:**

**What team is going to be responsible for the dissemination and implementation of reintegration work?**

|  |  |  |
| --- | --- | --- |
| Team | Addressing | Scope of Work |
|  | Systems for Adults |  |
|  | Practices for Student/Families |  |

**Notes/Action Steps**

|  |
| --- |
|  |

**Whole Child Practices:**

**What whole child practices do you have in place and what is the priority for improvement/enhancement as we reintegrate after COVID-19 and the Racial Equity Movement?**

|  |  |  |
| --- | --- | --- |
| **Current Status** |  **System/Practice** | **Priority for Improvement** |
| **In Place** | **Partially In Place** | **Not** **In Place** |  | **High Priority** | **Medium Priority** | **Low****Priority** |
|  |  |  | **Predictability & Consistency****Name of Practice:** |  |  |  |
|  |  |  | **Predictability & Consistency****Name of Practice:** |  |  |  |
|  |  |  | **Acknowledgement System****Name of Practice:** |  |  |  |
|  |  |  | **Acknowledgement System****Name of Practice:** |  |  |  |
|  |  |  | **School Connectedness (Adults)****Name of Practice:** |  |  |  |
| **Current Status** |  **System/Practice** | **Priority for Improvement** |
| **In Place** | **Partially In Place** | **Not** **In Place** |  | **High Priority** | **Medium Priority** | **Low****Priority** |
|  |  |  | **School Connectedness (Adults)****Name of Practice:** |  |  |  |
|  |  |  | **School Connectedness (Students)****Name of Practice:** |  |  |  |
|  |  |  | **School Connectedness (Students)****Name of Practice:** |  |  |  |
|  |  |  | **Trauma Informed Practice****Name of Practice:** |  |  |  |
|  |  |  | **Trauma Informed Practice****Name of Practice:** |  |  |  |
|  |  |  | **Social Emotional Learning (Adults)****Name of Practice:** |  |  |  |
|  |  |  | **Social Emotional Learning (Students)****Name of Practice:** |  |  |  |