



POSITIVE SCHOOL CULTURE SUPPORT

A STUDENT ASSISTANCE PROGRAM

PROACTIVE. RESPONSIVE. EFFECTIVE.

Coaching through the TFI

Shantay Evans and Kathleen Greb

Cobb County School District PBIS Coaches

Preparation is Key

- Agree on data sources
- Organize data

Team Subscale

- **1.1 Team Composition:** Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels, programs, and for high schools, (e) student representation.

1.1 Team Composition:

Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

- School organizational chart
- Tier I team meeting minutes

0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise

1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%

2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%

Teams Subscale

- **1.2 Team Operating Procedures:** Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

<p>1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none">• Tier I team meeting agendas and minutes• Tier I meeting roles descriptions• Tier I action plan	<p>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1= Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>
---	--	---

Implementation Subscale

- **1.3 Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.

<p>1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<ul style="list-style-type: none">• TFI Walkthrough Tool• Staff handbook• Student handbook	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p>
---	--	---

Implementation Subscale

- **1.4 Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

1.4 Teaching Expectations:

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

- TFI Walkthrough Tool
- Professional development calendar
- Lesson plans
- Informal walkthroughs

0 = Expected behaviors are not taught

1 = Expected behaviors are taught informally or inconsistently

2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations



POSITIVE SCHOOL CULTURE SUPPORT
A STUDENT ASSISTANCE PROGRAM
PROACTIVE. RESPONSIVE. EFFECTIVE.

Implementation Subscale

- **1.5 Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.

<p>1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p>	<ul style="list-style-type: none">• Staff handbook• Student handbook• School policy• Discipline flowchart	<p>0 = No clear definitions exist, and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>
---	--	--

Implementation Subscale

- **1.6 Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

1.6 Discipline Policies:

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

- Discipline policy
- Student handbook
- Code of conduct
- Informal administrator interview

0 = Documents contain only reactive and punitive consequences

1 = Documentation includes and emphasizes proactive approaches

2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use



POSITIVE SCHOOL CULTURE SUPPORT
A STUDENT ASSISTANCE PROGRAM
PROACTIVE. RESPONSIVE. EFFECTIVE.

Implementation Subscale

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

<p>1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none">• Professional development calendar• Staff handbook	<p>0 = No process for teaching staff is in place</p> <p>1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices</p> <p>2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices</p>
---	--	---

Implementation Subscale

- **1.8 Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

<p>1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p>	<ul style="list-style-type: none">• Staff handbook• Informal walkthroughs• Progress monitoring• Individual classroom data	<p>0 = Classrooms are not implementing Tier I</p> <p>1 = Classrooms are informally implementing Tier I but no formal system exists</p> <p>2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations</p>
---	--	---

Implementation Subscale

- **1.9 Feedback and Acknowledgement:** A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.

<p>1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</p>	<ul style="list-style-type: none">• TFI Walkthrough Tool• Staff handbook	<p>0 = No formal system for acknowledging students</p> <p>1 = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students</p> <p>2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</p>
--	---	--

Implementation Subscale

- **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.

<p>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.</p>	<ul style="list-style-type: none">• PBIS Self-Assessment Survey• Informal surveys• Staff meeting minutes• Team meeting minutes	<p>0 = Faculty are not shown data at least yearly and do not provide input</p> <p>1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both</p> <p>2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months</p>
---	---	---

Evaluation Subscale

- **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.

<p>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.</p>	<ul style="list-style-type: none">• Surveys• Voting results from parent/family meeting• Team meeting minutes	<p>0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations</p> <p>1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders</p> <p>2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months</p>
---	--	---

Evaluation Subscale

- **1.13 Data-based Decision Making:** 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.

<p>1.13 Data-based Decision Making: 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.</p>	<ul style="list-style-type: none">• Data decision rules• Staff professional development calendar• Staff handbook• Team meeting minutes	<p>0 = No process/protocol exists, or data are reviewed but not used</p> <p>1 = Data reviewed and used for decision-making, but less than monthly</p> <p>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</p>
--	---	--

Evaluation Subscale

- **1.14 Fidelity Data:** Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.

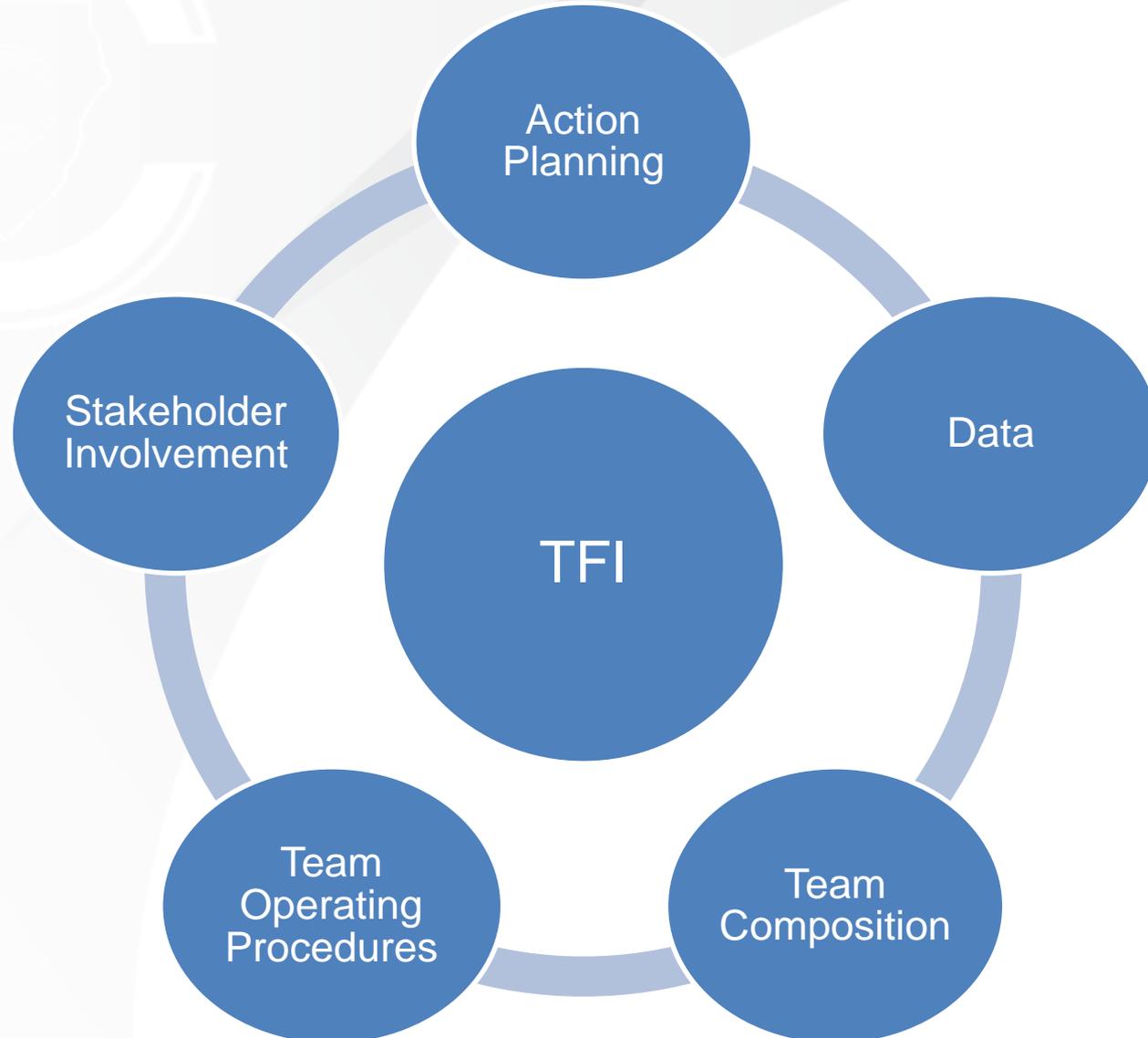
<p>1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</p>	<ul style="list-style-type: none">• School policy• Staff handbook• School newsletters• School website	<p>0 = No Tier I SWPBIS fidelity data collected</p> <p>1 = Tier I fidelity collected informally and/or less often than annually</p> <p>2 = Tier I fidelity data collected and used for decision making annually</p>
--	--	---

Evaluation Subscale

- **1.15 Annual Evaluation:** Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

<p>1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<ul style="list-style-type: none">• Staff, student, and family surveys• Tier I handbook• Fidelity tools• School policy• Student outcomes• District reports• School newsletters	<p>0 = No evaluation takes place, or evaluation occurs without data</p> <p>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/ or not shared with stakeholders</p> <p>2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation</p>
--	--	--

Using the Agenda at Monthly Team Meetings



Attendance and Roles

Insert School Name

PBIS Team Meeting Agenda and Meeting Minutes

Insert PBIS Team Mission Statement:

**Please send to team members at least 48 hours in advance of meeting.*

	Time (begin and end)	Location	Team Leader/Facilitator	Recorder	Data Analyst
Meeting Date:					

Team Members & Attendance (Mark with "X" to left of name if present at meeting)										

- TFI Feature 1.1: Team Composition

Team Operating Procedures

Agenda Items:	Person responsible to discuss	Time needed	Discussion	Decision/Task *Identify person responsible to complete each task and due date
1. Review past meeting notes/action items	Recorder	5 minutes	•	•
2. Review precise problem statement from our last meeting	Data analyst	5 minutes	<p><i>Did we do what we said we were going to do?</i></p> <p>Level of Implementation</p> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	<p>What are our next steps:</p> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:
3. Review open TFI action plan items not covered in previous minutes	Team leader	5 minutes	•	•

- TFI Feature 1.2: Team Operating Procedures:
 - Agenda
 - Minutes
 - Defined Roles
 - Action Plan

Data and Fidelity

4. Data analysis/problem-solving: (<i>Potential Data points to review include discipline data, evaluation data (TFI), survey data (SAS, GSHS), attendance, academics data, etc.</i>)	Data analyst	20 minutes	Precision Problem Statement(s), based on review of data	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Implementation and Evaluation	
			Who?	When?		
			<i>What is happening? When? Where? Who? Why?</i>	<i>What can we do to prevent the behavior? What do we need to teach to solve the problem? What can we do to reward appropriate behavior? What can we do to prevent the problem behavior from being rewarded? What will we do to provide corrective feedback? Do we need additional safety precautions?</i>	<i>Who is responsible for implementing the solution(s)?</i>	<i>When will the solution be initiated? When will it be completed?</i>
5. New Items to discuss: 1. 2. 3.		20 minutes	1. 2. 3.	1. 2. 3.		

- TFI Feature 1.6: Discipline policies
- TFI Feature 1.10: Faculty Involvement
- TFI Feature 1.13: Data-based decision making
- TFI Feature 1.14: Fidelity Data

Team Evaluation and Planning Ahead

6. Evaluation of team meeting	Team leader	5 minutes	•	•		
Next Meeting Agenda Items			Evaluation of Team Meeting (Mark your ratings with an "X")			
				Yes	So-so	No
			In general, did we do a good job of <i>tracking</i> whether we're <i>completing</i> the tasks we agreed upon at the previous meeting?			
			In general, have we done a good job of actually <i>completing</i> the tasks we agreed upon at previous meetings?			
			In general, are the completed tasks having the <i>desired outcomes</i> ?			
			Was today's meeting a good use of our time?			
			If some of our ratings are "So-So" or "No," what can we do to improve things? (Indicate the discussion/decisions on row number 6 above.)			

- Allow team to reflect on meeting
- Improve Efficiency
- Plan for items at the following meeting

Thank You!

Kathleen.Greb@cobbk12.org

678.581.7428

Shantay.Evans@cobbk12.org

770.426.3300



POSITIVE SCHOOL CULTURE SUPPORT

PROACTIVE. RESPONSIVE. EFFECTIVE.