Multi-Tier System of Supports (MTSS) is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards. www.kansasmtss.org

Comprehensive, Integrated, Three-Tiered Models (CI3T) are data-informed, graduated systems of support constructed to address academic behavior, and social domains with an overarching goal of supporting all learners in inclusive environments by maximizing available expertise through professional collaborations of all school personnel (Lane, Kalberg, & Menzies, 2009). www.ci3t.org

Positive Behavior Interventions and Support (PBIS) is a framework for enhancing and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for ALL students.

The fundamental purpose of SWPBIS is to make schools more effective and equitable learning environments.

Predictable Consistent Positive Safe

“Students cannot benefit from interventions they do not experience”
– Fixsen, Naoom, Blasé, Friedman, Wallace (2005)

Formula for Success:

Effective Interventions × Effective Implementation Methods × Enabling Contexts = Socially Significant Outcomes

Building Capacity - Use Implementation Science at each level (State, Regional, District, School)

→ Implementation Drivers (leadership, capacity, competency)
→ Stages of Implementation
→ Improvement Cycles
→ Implementation Teams

Implementation Science & Scaling Up
National Implementation Research Network:
http://nirn.fpg.unc.edu
Scaling Implementation & Scaling-up of Evidence-based Practices Center:
http://sisep.fpg.unc.edu/
BIG ideas
• The implementation stages are not linear
• When the system learns something new, you can often find yourself in a new stage of implementation
• Taking time to explore is critical to effective implementation
• Keep things clear, simple and concise – use or develop tools to assist

## Tier 1: Understanding the Framework

*PBIS is a lot like a cafeteria tray- keep adding components to make a “nutritious” and balanced learning environment.*

- Evaluation Questions & Evaluation Tools for Progress Monitoring, Fidelity, and Implementation
  - Evaluation Tools – *Team Implementation Checklist (TIC)* and *Schoolwide Evaluation Tool (SET)*

### School-wide Evaluation Tool (SET)

Research-validated instrument to assess and evaluate the critical features of school-wide effective behavior support across an academic school year

The SET evaluates components of Tier 1 implementation:

1. Expectations Defined
2. Expectations Taught
3. Rewards System
4. Violation System
5. Decision Making
6. Management
7. District Support

#### SET Feature 1: Expectations Defined
- Posting of expectations communicate **positive culture** of school-wide implementation in environments
- **Effective use** of postings/signage
- Expectations Taught
  - Teach/Show/Practice/Feedback
  - School-wide theme
  - 3-5 expectations
  - Expectations calendar
- Process for Teaching Behavioral Expectations
  - Define the Expectation
  - Provide a Rationale
  - Teach the Critical Discrimination
    - “Examples” & “Non-Examples”
  - “Signal”
  - All student practice
  - Frequent, specific feedback
- Kick-Off Assembly: Modeling Examples and Non-Examples
- PBIS Implementation Calendar & PBIS Lesson Plans
- Expectation Stations
- Integrated Curriculum

#### SET Feature 2: Rewards System
- Efficient, effective, and clearly defined
- Staff development on frequent specific feedback & corrective feedback
- PBIS Flow Chart
- Types of Acknowledgements
  - Individual, Small Group, Class-wide and Staff Acknowledgement Ideas
  - Weekly Grade Level Drawings
  - Procedure
    - Bring acknowledgements to office by 3:30 each day
    - Drawing over announcements on Friday morning
    - Send winning student to the office after announcements
    - Student plays game to determine prize category (individual vs. group)
• **Specific Feedback Staff Training**
  Staff Development: Specific, Frequent Feedback

• **SET Feature 3: Violation System**
  - Consistent use of violation system
  - Crisis plans visible and procedures practiced
  - PBIS Flow Chart

• **SET Feature 4: Decision Making**
  - Comprehensive ODR form
  - Staff development for consistent data collection
  - Efficient, effective system

• **SET Feature 5: Management**
  - SW-PBIS team membership
  - SW-PBIS team schedule to share with staff
  - Evaluate effectiveness of PBIS team
    - Use of agenda
    - Meeting minutes
    - Roles and responsibilities
  - Team Initiated Problem Solving: TIPS
    - Data-driven decisions
    - Annual action plan

• **SET Feature 5: District Support**
  - Explore creative resources
  - District or state level liaison to provide support

• **Student participation**

• **Establishing a Tier 1 System:**
  - Schoolwide PBIS in place
    - TIC or SET ≥ 80% \(\text{www.pbisapps.org}\)
    - Majority (75+) in “green zone”
    - District and Administrative Support
    - Classroom Management in place
      - Rules
      - Routines
      - 4:1 positive: negative ratio
      - Proactive classroom environment

**Team Implementation Checklist (TIC)**

- Initial assessment
- Getting started on action plan
- Measuring progress of School-wide PBIS Implementation
- Assesses team-based response

**TIC Feature Areas**

1. Establish Commitment
2. Establish and Maintain Team
3. Conduct Self-Assessment
4. Define Expectations
5. Teach Expectations
6. Establish Reward System
7. Establish Violations System
8. Establish Information System
9. Build Capacity for Function-based Support
10. Ongoing Activities

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**Tier 2 (Secondary): A Plan for Students in Need of a Little Extra Support**

- Do we have a strong foundation? What things need addressed prior to Tier 2 implementation?
  - Our school has a SWPBS system in place. We have decided on **3-5 rules** and have **explicitly taught** the rules to all students. We provide rewards to students for following the rules and mild consequences for rule infractions.
  - Secured **staff commitment** for implementation of the Tier 2 Intervention.
  - **Administrative support** for Tier 2 intervention. Staff and financial resources support implementation of the program.
No major recent changes in the school system such as teacher strikes, high teacher or administrative turnover, or major changes in funding.

Tier 2 intervention is one of school’s top three priorities this school year.

- **Features of Secondary or Tier 2 Interventions**
  - Small groups that target specific skills
  - Targeted self-management skills
  - Structured reinforcement
  - Family involvement
  - Community collaboration

- **Features of Tertiary or Tier 3 Interventions**
  - Comprehensive functional behavior assessment
  - Individualized behavior support plan
  - Wraparound/Person-Centered Planning
  - Frequent progress monitoring

**When is Secondary Intervention Appropriate?**

**APPROPRIATE**
- Low-level problem behavior (not severe)
- Examples
  - talking out
  - minor disruption
  - work completion
- 2-5 referrals
- Behavior occurs across multiple locations

**INAPPROPRIATE**
- Serious or violent behaviors/infractions
- Extreme chronic behavior (6+ referrals)
- Referrals from only one setting
- Students who find adult attention aversive
- Require more individualized support
  - ✓ FBA-BIP
  - ✓ Wrap Around Services

**Examples of Secondary Intervention Strategies**
- Behavioral contracts
- Adult mentor/monitor
- Self-management programming
- Academic restructuring
- Classroom Management
- Check-in and Check-Out
- Check and Connect

**Components of Secondary Interventions**
- Small group interventions
  - Based on functional behavioral assessment
  - Social skills instruction
- Behavioral programming
- Multiple opportunities for high rates of academic success
- Daily behavioral monitoring
  - Self and/or adult
- Regular, frequent opportunities for positive reinforcement
  - Tangible to social
  - External to internal
  - Predictable to unpredictable
  - Frequent to infrequent
- Home-school connection
- Intervention is continuously available
- Rapid access to intervention (less than a week)
- Very low effort by teachers
- Students agree to participate
- Implemented by all staff/faculty in a school

**MTSS: CI3T Secondary Intervention Grid**
A Low-cost, High-quality Tier 2 Intervention: Behavior Education Plan: Check In/Check Out (CICO)

Crone, Hawken, Horner (2010)

Critical Features of CICO

- Intervention is continuously available
- Rapid access to intervention (within 72 hours)
- Very low effort by teachers
- Positive System of Support
- Students agree to participate
- Implemented by all staff/faculty in a school
- Flexible intervention based on assessment
- Adequate resources allocated (admin, team) weekly meeting, plus 10 hours a week
- Continuous monitoring for decision-making

Why Does CICO Work?

- Improved structure
  - Prompts throughout the day for correct behavior
  - System for linking student with at least one adult
  - Start the day and each class in a positive manner
- Increase in contingent feedback
  - Feedback occurs more often and is tied to student behavior
  - Inappropriate behavior is less likely to be rewarded
- Elevated reward for appropriate behavior
  - Adult and peer attention
- Linking school and home support
- Organized to morph into a self-management system

Logistics for Setting Up a CICO Program

- School-wide PBS in place
  - School-wide expectations defined and taught
  - Reward system operating
  - Clear and consistent consequences for problem behavior
- Faculty and staff commitment
  - Are staff willing to commit 5 min per day?
  - Is CICO a reasonable option for us?
    - More than 5 students need extra support
    - CICO is designed to work with 10-12% of kids in a school
    - CICO typically “works” with 67% of students.

Logistics for Setting Up a CICO Program

- Daily CICO progress report card
- Trading menu
- Home report process
- Collecting, summarizing and using data

How is CICO Different than Other “Behavior Card” Interventions?
Implemented in all settings, throughout the school day
All teachers and staff are trained
Students identified proactively & receive support quickly
Team uses data for decision making to determine progress-9-Week graph sent to parents

• Prepare the Student for Success Without CICO
  ➢ Embed self-management strategies when appropriate
    ▪ Use your data to inform you
    ▪ Use natural signals for monitoring as much as possible
  ➢ Begin to think about exiting from CICO
    ▪ Fewer check points during the day
    ▪ Maintain AM and PM times for awhile

• Obstacles to Implementation
  • Administrator not on the team that develops the plan and looks at data for decision making
  • Plan used as punishment rather than prevention program
  • Plan coordinator lacks skills to implement the program (e.g., behavior intervention, computer)
  • Schools expecting plan to solve all behavior problems
  • Fitting plan and data evaluation into existing teams

“The points are the artifact, not the intervention; the positive contact with adults is the intervention”
Lucille Eber

Summary
• Build commitment from Administration, Faculty, Student and Families - social culture is important
• Build on what you already do well
• Measure fidelity of implementation as well as impact
  – Measure fidelity frequently, and use the information to guide improvement.
  – Report outcomes to families, faculty, community and administration.
• Reflection
  1. Do we have a regular way to assess if we are using PBIS?
  2. Do we have a regular way to assess if we are benefiting students?
  3. Do we have clear expectations for the District?
  4. Does our district have the “capacity” to select and implement effective practices.... Like PBIS.
  5. Does our district have the capacity to sustain effective practices (data, training, coaching, evaluation)?
• Getting Better at PBIS -aligning other initiatives within framework

References & Resources

Additional Resources
• KSDE TASN www.ksdetasn.org
• Kansas MTSS www.kansasmtss.org
• Kansas ASD www.kansasasd.com
• OSEP PBIS TA Center: www.pbis.org
• CI3T www.ci3t.org
• MSLBD www.mslbd.org
• APBS www.apbs.org

Connecting educators and practice, one week at a time.
#pbschat
Tuesdays, 8 pm (CST)
Positive Behavior Support Annual Planning Guide: Summary of Progress

Circle all the items that you believe your school has implemented well. Underline the items your school is working on our moving towards this school year. Star the items you need to know more about.

1. Determine/Review School Improvement Goal
2. Complete EBS Self-Assessment Survey
3. Conduct other assessments as needed
4. Define Team to manage School Improvement Goal
5. Use assessment information to revise School Improvement Goal as needed
6. Develop Annual Action Plan (maintaining, developing and implementing)

Coordinated by School-wide PBS Team

Coordinated by Individual Student Support Team

<table>
<thead>
<tr>
<th>Universal Interventions</th>
<th>Classroom Interventions</th>
<th>Targeted Interventions</th>
<th>Individual Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Define routines for non-classroom settings</td>
<td>9. Ensure maximal level of academic engagement &amp; promote high level of academic success (e.g., &gt;70%)</td>
<td>9. Embed function-based concepts to revise targeted interventions</td>
<td>9. For each individual student: (a) Conduct full FBA</td>
</tr>
<tr>
<td>10. Develop teaching schedule (implementation plan) for non-classroom settings</td>
<td>10. Establish consistent responses to problem behavior &amp; use a 5:1 positive to corrective feedback pattern</td>
<td>10. Conduct brief functional behavior assessment with student and others in support circle</td>
<td>(b) Develop system for observing, interviewing, &amp; developing a function-based support plan</td>
</tr>
<tr>
<td>12. Teach expectations and routines in non-classroom settings</td>
<td>12. Establish efficient system for monitoring student progress</td>
<td>12. Conduct monthly updates on targeted intervention implementation &amp; student progress</td>
<td>11. For each school, provide staff development for function based support planning skills</td>
</tr>
<tr>
<td>14. Schedule staff development activities</td>
<td></td>
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<tr>
<td>15. Develop &amp; manage budget</td>
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<tr>
<td>16. Schedule and conduct regular reporting cycle to staff &amp; families</td>
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<tr>
<td>Initiative, Project, Committee</td>
<td>Purpose</td>
<td>Outcome</td>
<td>Target Group</td>
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<tr>
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<tr>
<td>Attendance Committee</td>
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<td>Character Education</td>
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<td>Safety Committee</td>
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<td>School Spirit Committee</td>
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<td>Discipline Committee</td>
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<tr>
<td>DARE Committee</td>
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<tr>
<td>PBIS Work Group</td>
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</tbody>
</table>
### Classroom Management Self-Assessment
Sugai, Colvin, Horner & Lewis-Palmer

<table>
<thead>
<tr>
<th>Effective Classroom Management Practices</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom behavioral expectations defined and taught (consistent with school-wide expectations)</td>
<td>Not In Pl 0</td>
</tr>
</tbody>
</table>
| 2. Classroom routines defined and taught  
  a) Signal established for obtaining class attention | | | |
| 3. Self-management routines established | | | |
| 4. Positive environment established  
  a) 5 positive comments to every correction/negative  
  b) First comment is positive/celebrations | | | |
| 5. Physical layout is functional  
  a) Classroom activities have locations  
  b) Teacher able to monitor whole class  
  c) Traffic patterns established | | | |
| 6. Maximize academic engagement  
  a) Opportunities for student responses (0.5/min)  
  b) Active supervision/monitoring | | | |
| 7. Promote academic success  
  a) Academic success rate matches level of learning (70-80% for early learners)  
  b) Curricular adaptations available to match student ability | | | |
| 8. Hierarchy of responses to problem behavior  
  a) Do not ignore moderate/intense problem behavior  
  b) Responses to problem behavior allow instruction to continue | | | |
| 9. Vary modes of instruction | | | |
| 10. System available to request behavioral assistance | | | |

**Summary Score**

Total Points = _____ X 100% = %
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS ACKNOWLEDGEMENT MENU IDEAS

Individual Student Acknowledgements

- Privilege to sit in “Golden” chair
- Art time with special materials
- Get a “no homework” pass
- Teacher Helper for an hour/day
- Donated community gifts/coupons
- Teacher Helper for younger class
- Guest Reader for younger class
- Sharpen pencils for class
- Student calls parents at work or e-mails parent with news of student’s accomplishments
- Teacher calls parents with news of student’s accomplishments
- Assist the custodian
- Help decorate a bulletin board
- Decorate the closet door
- Line Leader for the day
- Caboose for the day
- Give announcements over the intercom
- Clean the teacher’s desk
- Choose where to sit for the day
- Move desk for the day
- Help school librarian
- Lunch with the teacher
- Lunch in the room with a friend
- Teacher eats lunch in the lunchroom with class
- Read a comic book for a book report
One free assignment
Coupon good for one “no homework” or full credit for a late assignment
Invite two friends to play a game during class time
Work a puzzle, either jigsaw, word, crossword, or brain teaser
Draw a picture on the white board
Put your feet on your desk during silent reading
Switch jobs with a classmate
Visit with the principal with a good news note
Be a principal helper
Give spelling test to the class
Choose a game for the class to play
Listen to a CD/iPod during seatwork time
Create with clay
Water the plants in the classroom
Feed the class pet(s)
Play with the class pet(s)
Take the class pet(s) home for the weekend
Shoot paper at the trash can
Read to the class
Tell three jokes to the class
Perform a magic trick for the class
Complete a special craft project
Sit and work in the teacher’s chair for a designated amount of time
Teach a lesson to the class
Tutor younger students
Dismiss the class at the end of the day
Give an announcement over the intercom about your class’ hard work and accomplishments
Choose a book for the teacher to read aloud to the class
Choose music for the class to hear
Choose which homework problem the teacher will give the answer to for a freebie
Dance to favorite music in the classroom
Do half of an assignment
Earn extra computer time
Get “free choice” time at the end of the day
Get time to draw
Extra reading time
Keep a stuffed animal at desk
Listen to music while working
Technology helper for day’s lessons
Receive a 5-minute chat break at the end of the class or at the end of the day
Sit next to the teacher during story time
Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo’s, bubbles, spider rings, charms and pencil toppers) / candy jar
Teach the class a math lesson
Use colored chalk
Work in the lunchroom
No shoes in the classroom
Work under your desk
Use a “special” pen/pencil for the day
Breakfast with the teacher (bring muffins & juice and welcome the student & a friend in the classroom about 15 minutes early to have breakfast)
Chew gum (sugar free) for the day (as long as it’s not seen or heard)
First choice at indoor recess games/recess equipment
Stay in at recess (when teacher is not on duty) and play on the computer or play a game with the teacher
Small Group Acknowledgments
(student is allowed to invite a friend or two to join in on the fun)

Extra Recess with support staff
Lunch with Principal and a friend
Pizza with the Principal and a friend
Wii Party with a friend
Dance Dance Revolution Party
Pizza Party with a friend and special staff of your choice
Root Beer Float with the Principal
Picnic Lunch
Use colored chalk at recess
Give an announcement with 2 friends over the intercom
Fine Dining in the Lunchroom with 3 friends
Hot Chocolate Party with the secretary
Camp Out with Smores
Class-wide Acknowledgements

Extra recess
Computer Party
Free time on computers during library class
Popcorn Party with surprise reader
Root Beer Float Party
Read-In (students bring sleeping bags, pillows and snacks to school and spend the last hour of the day reading favorite books)
20 minute free draw/CD for class
Slipper Day
Pajama Day
Free PE/music/art
Lunch in classroom
Sunglasses Day
Movie Party
Free Gym time - teacher leads
Games with special staff
Frozen Treat Party
Extra PE time
Cookie Decorating Party
Cupcake Decorating Party
BINGO Party
Picnic Lunch Outside
Indoor Picnic (spread tablecloths on the classroom floor to sit on)
Decorate sidewalk with colored chalk
Put a sign or banner above the classroom door proclaiming the class’ positive accomplishments
Have the principal visit and share hobbies or read a book to the class
Set up a challenge or competition with another class
Board Games Party (everyone brings board games and plays for 30 minutes)
Talent Show
Crazy Hat Day
Favorite T-Shirt Day
Crazy Socks Day
Have the teacher dress up in a costume or funny clothes for the day
Class Fiesta (serve chips and salsa)
Uno Tournament
Electronics Party
Donut Party
Stuffed Animal Party
Students pick the schedule for the day
Fancy Friday (wear “Dress-Up” clothes)
Chocolate Party while watching Fudge-O-Mania
Read-In with flashlights
Same Color Day (everyone wears the same color and observes how long that it takes others to notice)
Tent Read-in
Beach Volleyball party
Guest Reader (with popcorn)
**Staff Acknowledgements**

- Hour for lunch (coverage by administration)
- Fun border/letters
- Front parking spot
- Recess duty coverage
- Donated community gifts/coupons
- Trophy Award (given to staff who goes above and beyond in modeling school-wide expectations for staff/students)
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Expectation</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Berenstain Bears Double Dare</td>
<td>Berenstain</td>
<td>Safety</td>
<td>Primary</td>
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<tr>
<td>Berenstain Bears Ghost of the Forest</td>
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<td>Safety/Responsible</td>
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<td>Berenstain Bears Green-Eyed Monster</td>
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<td>Safety</td>
<td>Primary</td>
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<tr>
<td>Berenstain Bears In-Crowd</td>
<td>Berry</td>
<td>Safety</td>
<td>Primary</td>
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<tr>
<td>Feeling Angry</td>
<td>Bourgeois</td>
<td>Safety/Responsible</td>
<td>Primary</td>
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<td>Franklin's Bad Day</td>
<td>Bourgeois</td>
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<td>Primary</td>
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<td>Franklin is Bossy</td>
<td>Bourgeois</td>
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<td>The Grouchy Ladybug</td>
<td>Carle</td>
<td>Safety</td>
<td>Primary</td>
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<td>How To Take the Grrr Out of Anger</td>
<td>Verdick &amp; Lisovskis</td>
<td>Safety</td>
<td>Intermediate</td>
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<td>I Was So Mad</td>
<td>Simon</td>
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<td>No Jumping On The Bed</td>
<td>Arnold</td>
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<td>O'Neill</td>
<td>Safety</td>
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<td>Gantos</td>
<td>Safety</td>
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<td>Lionni</td>
<td>Safety/Responsible</td>
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<td>Wanted Best Friend</td>
<td>Monson</td>
<td>Safety/Responsible</td>
<td>Primary</td>
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<td>When I Care About Others</td>
<td>Spelman</td>
<td>Safety</td>
<td>Primary</td>
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<td>When I Feel Angry</td>
<td>Spelman</td>
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<td>When Sophie Gets Angry</td>
<td>Bang</td>
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<td>Accept and Value Each Person</td>
<td>Meiners</td>
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<td>Surat</td>
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<td>Brown</td>
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<td>Shannon</td>
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<td>Be Polite and Kind</td>
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<td>Be Honest and Tell the Truth</td>
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<td>Berenstain Bears Forget Their Manners</td>
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<td>Couric</td>
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<td>Primary</td>
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<td>White</td>
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<td>Freeman</td>
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<td>Sollinger</td>
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<td>Friends</td>
<td>Heine</td>
<td>Respectful</td>
<td>Primary</td>
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<td>Giraffes Can't Dance</td>
<td>Andreae</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>The Giver</td>
<td>Lowry</td>
<td>Respectful</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The Giving Tree</td>
<td>Silverstein</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>The Hundred Dresses</td>
<td>Estes</td>
<td>Respectful</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Invitation to Friendship</td>
<td>Schmidt</td>
<td>Respectful</td>
<td>Intermediate</td>
</tr>
<tr>
<td>JoJo's Flying Side Kick</td>
<td>Pinkney</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Judy Moody was in a Mood</td>
<td>Reynolds</td>
<td>Respectful</td>
<td>Primary/Intermediate</td>
</tr>
<tr>
<td>Just Kidding</td>
<td>Trudy Ludwig</td>
<td>Respectful</td>
<td>Elementary</td>
</tr>
<tr>
<td>The Kissing Hand</td>
<td>Penn</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Legend of the Indian Paintbrush</td>
<td>dePaola</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>A Little Peach</td>
<td>Kerley</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Respectful/Responsible</td>
<td>Grade Level</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Marley and the Kittens</td>
<td>Grogan</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Maynard's Mermaid</td>
<td>James</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Minikin</td>
<td>Cosgrove</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Miss Penny and Mr. Grubbs</td>
<td>Ernst</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>My Mouth is a Volcano</td>
<td>Cook</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>My Secret Bully</td>
<td>Trudy Ludwig</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Oliver Button is a Sissy</td>
<td>dePaola</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Pink and Say</td>
<td>Polacco</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Pish Posh</td>
<td>Cosgrove</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Please and Thank You</td>
<td>Scarry</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Please Don't Step On Me</td>
<td>George</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>The Puppy Who Wanted a Boy</td>
<td>Thayer</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Quick as a Cricket</td>
<td>Wood</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>The Rainbow Fish</td>
<td>Pfister</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Ramona Quimby, Age 8</td>
<td>Cleary</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Respect and Take Care of Things</td>
<td>Meiners</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Rosa</td>
<td>Giovanni</td>
<td>Respectful</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Saving Shiloh</td>
<td>Naylor</td>
<td>Respectful/Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Share and Take Turns</td>
<td>Meiners</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Shiloh</td>
<td>Naylor</td>
<td>Respectful/Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Shiloh Season</td>
<td>Naylor</td>
<td>Respectful/Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The Skin You Live In</td>
<td>Tyler</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>Smile</td>
<td>Telgemeier</td>
<td>Respectful/Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Stand Tall Molly Melon</td>
<td>Lovell</td>
<td>Respectful</td>
<td>Primary</td>
</tr>
<tr>
<td>The Talking Eggs</td>
<td>San Souci</td>
<td>Respectful/Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Through My Eyes</td>
<td>Bridges</td>
<td>Respectful/Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Too Much Noise</td>
<td>McGovern</td>
<td>Respectful/Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Trouble Talk</td>
<td>Trudy Ludwig</td>
<td>Respectful</td>
<td>Elementary</td>
</tr>
<tr>
<td>Arthur's First Sleepover</td>
<td>Brown</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Arthur's Teacher Trouble</td>
<td>Brown</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Bad Case of Tattle Tongue</td>
<td>Cook</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Bently &amp; Egg</td>
<td>Joyce</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Berenstain Bears Bad Habit</td>
<td>Berenstain</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Berenstain Bears Too Much TV</td>
<td>Berenstain</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>The Book of Virtues</td>
<td>Bennett</td>
<td>Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Brave Irene</td>
<td>Steig</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>The Care and Keeping of Friends</td>
<td>Meiners</td>
<td>Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The Carrot Seed</td>
<td>Krauss</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>The Empty Pot</td>
<td>Demi</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Girls Who Rocked the World</td>
<td>Welden</td>
<td>Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>A Job For Wittilda</td>
<td>Buehner</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Know and Follow Rules</td>
<td>Meiners</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Listen and Learn</td>
<td>Meiners</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>The Little Engine That Could</td>
<td>Piper</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>The Loud Book</td>
<td>Underwood</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Nobody Knew What to Do</td>
<td>McCain</td>
<td>Responsible</td>
<td>Elementary</td>
</tr>
<tr>
<td>Oops, The Manners Guide for Girls</td>
<td>Holyoke</td>
<td>Responsible/Responsible</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Responsibility</td>
<td>Grade</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------</td>
<td>----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Pigsty</td>
<td>Teague</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>The Quiet Book</td>
<td>Underwood</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
<tr>
<td>Ramona the Pest Look Out Kindergarten</td>
<td>Cleary</td>
<td>Responsible/Safe</td>
<td>Primary</td>
</tr>
<tr>
<td>Silly Tilly's Thanksgiving Dinner</td>
<td>Hoban</td>
<td>Responsible</td>
<td>Primary</td>
</tr>
</tbody>
</table>
Tier II Interventions Assessment Tool

School: ___________________________  Date: ____________

Purpose of Reference Guide:
This is a tool for evaluating current interventions in place in your school to determine whether interventions meet the needs of students in your school and are implemented systematically.

Instructions:
1. List the Tier II interventions that are available in your school.
2. Assess the extent to which each feature is in place. Score each Tier II intervention and determine as a group which intervention(s) are priorities to implement fully.
3. Decide whether any interventions will be withdrawn; draw a line through these interventions.
4. Build an action plan to guide implementation.
1. There are personnel identified to coordinate and deliver the Tier 2 strategy and personnel have adequate time for this responsibility.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

2. The Tier 2 strategy is consistent with school-wide expectations.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

3. The Tier 2 strategy is established within the school and does not need unique development/modification for each participating student.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

4. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

5. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

6. The Tier 2 strategy includes frequent communication with the family.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

7. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

8. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

9. The Tier 2 strategy requires less than 10 min per day of any instructional staff to implement.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

10. Documented, data-based decision rules are used to determine which students will begin the Tier II strategy  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

11. Documented, data-based decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

12. Fidelity of the tier 2 strategy is assessed.  & 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0 2 1 0

For items below, please record answer to each question

13. Data source used to assess student progress toward goal

14. % students successful (# meeting goals/# referred)
<table>
<thead>
<tr>
<th>Activity Task Analysis—What Will be Done?</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Responsibilities of PBS Team Members are defined for the facilitator, minute taker, and data analyst. The responsibilities are organized for before the meeting, during the meeting and after the meeting. The form also provides a place to define the primary and a backup person for each of the three critical roles.
Responsibilities of PBS Team Members

<table>
<thead>
<tr>
<th>A: Before Team Meeting</th>
<th>Team Member Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facilitator</td>
</tr>
<tr>
<td>Primary:</td>
<td></td>
</tr>
<tr>
<td>Backup:</td>
<td></td>
</tr>
<tr>
<td>A1. Advises Backup team member in advance if unable to attend meeting, so that Backup team member is prepared to assume role</td>
<td>✓</td>
</tr>
<tr>
<td>A2. Asks team members for agenda items; adds items to agenda</td>
<td>✓</td>
</tr>
<tr>
<td>A3. Disseminates agenda</td>
<td>✓</td>
</tr>
<tr>
<td>A4. Reserves room for meeting</td>
<td></td>
</tr>
<tr>
<td>A5. Sets up LCD so that it is projecting the <em>Meeting Minutes and Problem-Solving Action Plan</em> form</td>
<td>✓</td>
</tr>
<tr>
<td>A6. Sets up laptop (or other computer) and connects it to SWIS database</td>
<td>✓</td>
</tr>
<tr>
<td>A7. Brings TIPS notebook to meeting</td>
<td>✓</td>
</tr>
<tr>
<td>A8. Prints and reviews data:</td>
<td>✓</td>
</tr>
<tr>
<td>• The SWIS “Big 5” reports (used to identify new problems)</td>
<td></td>
</tr>
<tr>
<td>• Custom or other reports showing “pre-solution” and “post-solution” data for problems being addressed (used to monitor effectiveness of currently implemented solutions)</td>
<td></td>
</tr>
<tr>
<td>• Produces any other data requested at a previous meeting</td>
<td></td>
</tr>
<tr>
<td>A9. Disseminates hard copies of all data to each team member, if data will not be projected via LCD</td>
<td>✓</td>
</tr>
<tr>
<td>A10. Prepares <em>Meeting Minutes and Problem-Solving Action Plan</em> form for meeting</td>
<td></td>
</tr>
</tbody>
</table>
### B: During the Meeting

<table>
<thead>
<tr>
<th>Team Member Role</th>
<th>Facilitator</th>
<th>Data Analyst</th>
<th>Minute Taker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Backup:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B1.** Ensures roles for next meeting have been established (if roles have not been permanently assigned)  
- ✓

**B2.** Prompts, as necessary, with TIPS problem-solving “mantra”:
- Do we have a problem? (*identify problems*)
- What is the precise nature of the problem? (*define & clarify problems with precision*)
- Why does the problem exist, and what should we do about it? (*develop & refine hypotheses; discuss & select solutions*)
- Is our plan being implemented, and is it working? (*develop & implement Action Plan; evaluate and revise Action Plan*)  
- ✓

**B3.** Presents overview of findings from review of current data and initiates discussion of:
- Effectiveness of currently implemented solutions, especially as compared against team’s goal, timeline, and decision rule for a targeted problem  
- Identification of new problems  
- ✓

**B4.** Completes sections of *Meeting Minutes and Problem-Solving Action Plan* form  
- ✓

**B5.** Is active participant in meeting (applies to ALL team members)  
- ✓

### C: After the Meeting

**C1.** Disseminates copy of *Meeting Minutes and Problem-Solving Action Plan* form to all team members within 24 hours.  
- ✓

---

Horner, Todd, Newton, Algozzine & Algozzine, 2008
PBS Team Meeting Minutes and Problem-Solving Action Plan Form

**Today’s Meeting**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Facilitator:</th>
<th>Recorder:</th>
<th>Data Analyst:</th>
</tr>
</thead>
</table>

**Next Meeting**

<table>
<thead>
<tr>
<th>Date, time, location:</th>
<th>Facilitator:</th>
<th>Recorder:</th>
<th>Data Analyst:</th>
</tr>
</thead>
</table>

**Team Members (Place “X” to left of name if present)**

<table>
<thead>
<tr>
<th>Name</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Today’s New Business Items**

<table>
<thead>
<tr>
<th>New Business Item</th>
<th>Potential New Problems (Data Analyst’s Overview)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>01.</td>
</tr>
<tr>
<td>02.</td>
<td>02.</td>
</tr>
<tr>
<td>03.</td>
<td>03.</td>
</tr>
<tr>
<td>04.</td>
<td>04.</td>
</tr>
<tr>
<td>05.</td>
<td>05.</td>
</tr>
</tbody>
</table>

**Meeting Minutes: Administrative/General Information and Issues**

<table>
<thead>
<tr>
<th>Information for Team, or Issue for Team to Address</th>
<th>Discussion/Decision/Task (if applicable)</th>
<th>Who?</th>
<th>By When?</th>
</tr>
</thead>
</table>

**Problem-Solving Action Plan**

<table>
<thead>
<tr>
<th>Precise Problem Statement, based on review of data (What, When, Where, Who, Why)</th>
<th>Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)</th>
<th>Implementation and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Goal, Timeline, Decision Rule, &amp; Updates</td>
</tr>
<tr>
<td></td>
<td>Who?</td>
<td>By When?</td>
</tr>
</tbody>
</table>

**Evaluation of Team Meeting (Mark your ratings with an “X”)**

<table>
<thead>
<tr>
<th>Our Rating</th>
<th>Yes</th>
<th>So-So</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was today’s meeting a good use of our time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In general, are the completed tasks having the desired effects on student behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If some of our ratings are “So-So” or “No,” what can we do to improve things?
The Meeting Foundations Checklist

Rob Horner, Anne Todd, Stephen Newton, Bob Algozzine and Kate Algozzine

December 2008

The Meeting Foundations Checklist is a self assessment for teams to use when getting organized. The twelve items include the critical features necessary for developing a system for conducting effective and efficient meetings. To use the Meeting Foundations Checklist, a team determines the status of each of the twelve items. For items that are not in place, the team defines the tasks for getting that item in place and determines who will complete the task(s) with a completion date.
## Meeting Foundations Checklist

<table>
<thead>
<tr>
<th>School ______________________</th>
<th>Date: ________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Foundations Element</th>
<th>+ = in place 0= not in place</th>
<th>Task</th>
<th>Who</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A member is assigned to serve the role of facilitator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A member is assigned to serve the role of minute taker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A member is assigned to serve the role of data analyst</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A member is assigned to serve as back up for any of the three primary roles</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Notebook with Team member information, meeting minutes and data is available and current</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The meeting schedule is established for the school year that includes dates, start/end time, &amp; location</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Meeting location has internet access</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. The team has guaranteed access to a computer with internet access for each meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The team has guaranteed access to an LCD/ document camera to project data and meeting minutes or has hard copies of all information</td>
<td></td>
<td></td>
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<td>10. At least two team members have technical skills to connect the LCD to the computer and to connect with the internet</td>
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<tr>
<td>11. Minute taker can access and complete the Meeting Minute and Problem-Solving Form</td>
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<tr>
<td>12. Minute taker can make available the Meeting Minutes Form to team members within 24 hours of the meeting (O drive)</td>
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</tbody>
</table>

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Horner, Todd, Newton, Algozine & Algozine December 2008