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| RTI2-B School Team Workbook |
| Tier I Day 1 Training |
| School: | Bramble Elementary School |
| District:  | Mason County |
| Date:  | 12/15/2019 |
| Participants:  | Kyle Jonas, Jenny Oyer, Jill Gutierrez, Jordan O’Donnell, Cat Baker |
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**RTI2-B Overview**

**Activity #1: Dream Climate**

Do you have a vision for your dream school climate? Working with your team, discuss your vision. Take notes below under “Ideas” and be prepared to share with the whole group. During the whole group discussion, add to your “Ideas” notes with anything new that your team may want to consider in the future.

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| **Notes about our Dream School Climate** |
| **Guiding Questions** | **Ideas** |
| * + - If you could create the school climate of your dreams, what would it look like and sound like to be in your building?
		- What are your intended outcomes for your school?
		- How will this align with your School Improvement Plan and your Mission?
 | * Strong administrator support
* Respecting and embracing diversity
* Data-driven and student-driven
* Student leadership
* Support to build staff competency
* Welcoming environment for all
* Input given by all stakeholder (parents, teachers, students, other school staff)
* Safe environment for all stakeholders
* Environment where all faculty, staff, and students can take risks
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(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)



= Add to Implementation Manual



**Activity #2: Purpose Statement**

Together with your team, develop a brief statement of purpose for your team. Think about who you are serving, how you are adding value to your school, and exactly what you will be doing.

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| **The purpose of our RTI2-B team is to:** |
| The purpose of our RTI2-B Team is to help develop a school-wide plan to improve school climate for all students, staff, and families. We will encourage building relationships between all stakeholders and will use input to when creating and modifying our plan to make sure all voices are heard. |

**RTI2-B School Teams**

**Activity #3: Tier I Meeting Foundations Form and Agenda**

Complete the Meeting Foundations Form below. Determine the format your team will use for their monthly agenda. Review the agenda options in the example binder and in the electronic resources. One option to use is the Meeting Minutes Form located below.

|  |  |
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| **Team Norms** | **Decision Making Procedures** |
| * Start and end on time
* Listen to understand, not reply
* Use team meeting process
* Actively participate
* Assume best intentions
* Stay on-task
 | * Start and end on time
* Listen to understand, not reply
* Use team meeting process
* Actively participate
* Assume best intentions
* Stay on-task
 |

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| **Team Roles & Responsibilities**  |
|  | **Team Lead** | **Recorder** | **Data Analyst** | **Communicator** | **Time Keeper** |
| **Primary** | Kyle Jonas | Jenny Oyer | Jordan O’Donnell | Jill Gutierrez | Cat Baker |
| **Back Up** | Jenny Oyer | Cat Baker | Jill Gutierrez | Jordan O’Donnell | Kyle Jonas |
| **Responsibilities** | Meeting Agenda | Meeting Notes | Data Reports | Shares updates to staff  | Keeps team on track |

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| **Team Meeting Schedule** |
| **When** | **Where** | **Start/End Time** | **Agenda & Meeting Minute Location** |
| 4th Wednesday of every month | Conference room | 3:30-4:30 | RTI2-B folder in T-Drive |

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| **Data Tool**  | **Data Collection &****Data Entry Schedule***Who & When* | **Report Generation***What, Who & When* |
| **Tiered Fidelity Inventory (TFI)** | Abbie (RTI2-B Coach) – October & May | Jordan – Share TFI report to faculty in November  |
| **Universal Behavior Screener (SRSS-IE)** | Kyle – September, December, & April  | Kyle – Share SRSS triangle data to faculty in October |
| **Office Discipline Referrals (ODRs)** | Jordan – Monthly  | Jordan – Share monthly ODR reports at team meeting |
| **Staff Feedback (PIRS)**  | Kyle – Remind staff to take survey in Februrary  | Jill – Share report at April faculty meeting  |
| **Annual Report**  | Kyle – June | Kyle – Complete online report by June 15th  |

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| **Meetings:** | **Date/Time:** | **Location:** | **Team Lead:** | **Recorder:** | **Data Analyst:** | **Communicator:** | **Time Keeper:** |
| Today’s Meeting | 9/27/213:30-4:30 | Conference room | Kyle Jonas | Jenny Oyer | Jordan O’Donnell | Jill Gutierrez | Cat Baker |
| Next Meeting | 10/25/21 3:30-4:30 | Conference room | Kyle Jonas | Cat Baker | Jordan O’Donnell | Jill Gutierrez | Cat Baker |

**Activity #3: Tier I Team Meeting Minutes Form and Agenda**

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| **Tier I Team Members** (Place “X” to left of name if present) |
| X | Kyle Jonas | X | Jordan O’Donnell | X | Cat Baker |  | Robert Smith  |
| X | Jenny Oyer | X | Jill Gutierrez | X | Ann Kinsmon | X | Lorraine Southview |

|  |  |
| --- | --- |
| **Today’s Agenda** (Place “X” to left of item after completed) | Agenda Items for Next Meeting: |
| X | Review Agenda (2 min) | X | Data Review (10 min) | Discuss School Store |
| X | Celebrations (3 min) | X | Administrative/General Issues (15 mins) | Determine who will score screener |
| X | Review Previous Meeting’s Tasks (5 min) | X | Assign Action Items (5 min) |  |
| X | Meeting Foundations/Upcoming Data (2 min) | X | Evaluation of Team Meeting (1 min) |  |

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| **Administrative/General Information and Issues** |
| Issue/Information | Discussion/Decision/Task | By When? | Who? | Staff Communication |
| Expectations Posters | At our last meeting, we talked about hanging up posters in every setting. The expectations posters are hung up in every setting besides the gym. We need to print off a poster, laminate it, and post it in the gym.  | 10/1/21 | Lorraine | Tell them it will be posted at next faculty meeting |
| New students who missed teaching the expectations activities  | We have 6 new students who have not been taught the expectations. Ann will meet with them on Monday to explain our plan and teach the expectations.  | 10/10/21 | Ann | Email students’ homeroom teachers  |
| School Store | Students will be able to redeem their Bramble Bucks at the school store on Friday. We have added more certificates. Kyle will supervise the store on Friday as teachers bring their classes during related arts.  | 9/29/21 | Kyle | Email teachers the schedule of when to bring their classes to the store |

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| **Data Review***ODR Review for ODRs, SRSS-IE Spreadsheet, TFI Report at pbisassessment.org, PIRS Report, Annual Report* |
| Data Tool | Discussion/Decision/Task | Goal | By When? | Who? | Staff Communication |
| TFI | We scored 1 out of 2 on team because we don’t have a parent representative. We need to add a parent who can meet with our team once a semester.  | Add parent representative to the team | 11/15/21 | Melissa  | Share score at next faculty meeting |
| SRSS-IE | The window is open to complete the behavior screener. We need to create the spreadsheets for each teacher to complete and explain the process at our next faculty meeting.  | All teachers complete the screener | 10/1/21 | Jordan  | Explain process at grade level meetings |
| ODRs | Refer to action plan on the ODR Review | Decease problem behavior in the cafeteria | 10/25/21 | Kyle | Share summary from ODR Review at grade level meetings |

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| --- | --- |
| **Evaluation of Team Meeting (Mark your ratings with an “X”)** | **Our Rating** |
|  | Yes | So-So | No |
| 1. Was today’s meeting a good use of our time? |  |  |  |
| 2. In general, did we do a good job of ***tracking*** whether we’re completing the tasks we agreed on at previous meetings? |  |  |  |
| 3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings? |  |  |  |
| 4. In general, are the completed tasks having the ***desired effects*** on student behavior?  |  |  |  |

**Behavioral Expectations**

**Activity #4: Reframing**

Step 1: Write 2-3 “No” or “Don’t” statements you have heard teachers say to students (e.g., “No running in the hallway!”) on the left side of your index card

Step 2: Pass your index card to the person on your right

Step 3: Re-write each negative statement into a positive statement on the right side of the index card

Step 4: Return index cards and share at your table



Negative

Positive

(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)



A**ctivity #5: Behavioral Expectations**

As a team, complete the chart below.

|  |  |
| --- | --- |
| **Name of Behavioral Expectations:**Bramble Behaviors  | **Examples:** Eagle Expectations Wilson Wisdoms |
|  **Expectations should be:** - Positively Stated - Clear and Concise - Memorable - Applicable to all settings - Applicable to all people  | **List Expectations:** (must have 3-5 expectations) 1. Be Safe 2. Be Respectful 3. Be Prepared 4. 5.  |

**Activity #6: Behavioral Expectations Matrix**

Refer to the matrices on pages 7-8 for this activity.

Step 1: Choose which matrix layout your team prefers (Choose ONLY one)

Step 2: Add your agreed upon behavioral expectations

Step 3: List your locations using the map of your school

Step 4: Fill in each cell of the matrix one location at a time

Remember to operationally define the best example of the expected behavior.

Matrix Option 1:

|  |  |  |
| --- | --- | --- |
|  |  | *Locations* |
|  | **CAFETERIA** | **TECHNOLOGY** | **HALLS** | **ARRIVAL/****DEPARTURE** | **CLASSROOM** | **RESTROOM** |
|  | **BE SAFE** | -Wait in line for your turn-Walk in and out of the cafeteria | -Visit school appropriate sites only -Report inappropriate content-Use equipment with care and obtain permission before using  | -Walk with your feet moving in the direction of traffic on the right side of the hall and stairs -Keep hands to self  | -Respond immediately when teachers/adults call-Stay in designated area -Walk both inside and outside of school grounds | Keep hands, feet, and objects to yourself-Appropriate responses to adults and peers at all times | -Keep restrooms clean-Report any problems or misbehaviors to staff (graffiti, fighting, horseplay, bullying, etc.) |
| **BE RESPECTFUL** | -Speak at an appropriate volume -Follow adult directions -Show good table manners | -Leave equipment the same as you found it-Speak at an appropriate volume | -Keep hands off walls and pick up trash-Use quiet voices -Follow adult directions |  -Speak at an appropriate volume both inside and outside of school building-Resolve conflicts with others | -Pay attention to the speaker-Follow directions-Work well with others | Honor privacy-Wait patiently for your turn-Keep restrooms clean |
| **BE PREPARED** | -Throw away your trash and recycle plastic bottles-Clean your area after eating -Stay seated | -Keep food and drinks away from computers -Use technology for academic purposes only  | -Go directly to where you need to go-Be efficient and arrive to class on time | -Arrive on time -Go directly to destination | -Complete all classwork-Be present with all materials ready-Ask questions as needed | -Use restroom quickly -Return to classroom promptly and quietly -Use soap and water for washing hands |
|  |  |  |  |  |  |  |

*Expectations*

Matrix Option 2:

|  |  |  |
| --- | --- | --- |
|  |  | *Expectations* |
|  | **BE SAFE** | **BE RESPECTFUL** | **BE PREPARED** |  |
| *Locations* | **CAFETERIA** | -Wait in line for your turn-Walk in and out of the cafeteria | -Speak at an appropriate volume -Follow adult directions -Show good table manners | -Throw away your trash and recycle plastic bottles-Clean your area after eating -Stay seated |  |
| **TECHNOLOGY** | - | -Leave equipment the same as you found it-Speak at an appropriate volume | -Keep food and drinks away from computers -Use technology for academic purposes only  |  |
| **HALLS** | -Walk with your feet moving in the direction of traffic on the right side of the hall and stairs -Keep hands to self  | -Keep hands off walls and pick up trash-Use quiet voices -Follow adult directions | -Go directly to where you need to go-Be efficient and arrive to class on time  |  |
| **ARRIVAL/****DEPARTURE** | -Respond immediately when teachers/adults call-Stay in designated area -Walk both inside and outside of school grounds |  -Speak at an appropriate volume both inside and outside of school building-Resolve conflicts with others | -Arrive on time -Go directly to destination |  |
| **CLASSROOM** | -Keep hands, feet, and objects to yourself-Appropriate responses to adults and peers at all times  | -Pay attention to the speaker-Follow directions-Work well with others  | -Complete all classwork-Be present with all materials ready-Ask questions as needed  |  |
| **RESTROOM** | -Keep restrooms clean-Report any problems or misbehaviors to staff (graffiti, fighting, horseplay, bullying, etc.) | -Honor privacy-Wait patiently for your turn-Keep restrooms clean  | -Use restroom quickly -Return to classroom promptly and quietly -Use soap and water for washing hands |  |

**Teaching Expectations to Students**



**Activity #7: Lesson Plans**

The Behavioral Expectations Lesson Plan template should be used to create your school’s lesson plans for every setting on the matrix. Use your task list to determine which lesson plan each team member will write. Each team member should write a different lesson plan, and your team will have time to create these lesson plans during lunch. Additional copies of this template are located on the flash drive.

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| **Behavioral Expectations Lesson Plan**Lesson plans should be taught in the area and take 10-15 minutes |
| **Objective:** |  |
| **Setting:** | **Lesson Plan Examples are in the Example Binder, Section****5: Teaching Expectations** |
| **Expectations:**(see behavior expectation matrix) |  |
| **Examples:**Teach using “I do, we do, you do” |  |
| **Non-examples:**(Adults model only) |  |
| **Follow Through and Practice:**(How will behavior expectations continue to be taught throughout the school year?) |  |
| **Acknowledgement:** (How will behaviors be acknowledged in this setting?) |  |



**Activity #8: Teaching the Plan to Students**

Complete the chart below. Reference your school calendar for the year when deciding on dates.

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| **Teaching the Plan to Students** |
| **How will you introduce the plan to students?***(e.g., describe steps for first introducing the school-wide plan to all students)* |
| *Who will teach the expectations to the students?**What materials are needed to teach the expectations?* *Where will instruction take place?* *How will the acknowledgement system be explained?* | *When:* First day of school before the brunch schedule begins (9:00 – 9:30) |
| **How will you create and post the expectations in all locations?** |
| *What will it look like?**Who will create it?* *Who will post it?* *Where will they be posted?*  | *When:* Will be hung before the first day of school |
| **How will you review the plan and reteach lessons throughout the year?***(e.g., after each break)* |
| *Who will review the lessons with students?* *What materials are needed to teach the lessons?* *Where will instruction take place?*  | *When:* Assemblies – quarterlyClassroom – after each breakBehavior Expectations – Daily during announcements |
| **How will you teach the plan to new students throughout the year?** |
| *Who will teach the plan to new students?**What materials are needed to teach the plan?**Where will instruction take place?* | *When:* Beginning of each month |

(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)

**Problem Behavior Definitions**



**Activity #9: Defining Problem Behaviors and Office-Managed vs. Staff-Managed Chart**

Step 1: Sort the problem behaviors into office-managed and staff-managed.

Step 2: List your problem behaviors on the chart below and define each problem behavior. Be sure to provide examples and non-examples with each definition. Reference your school’s discipline handbook and/or the behavioral definitions listed above to help you provide the definitions, examples, and non-examples for the problem behaviors.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
| **Lying/Cheating:** | Lying – Making a statement to which one knows to be untrue.Cheating – using dishonest methods to gain academic advantage. | Cheating on testsCopying work (without teacher permission)Lying to an adult | Teacher approved:Cooperative LearningSharingProjects |
| **Inappropriate Verbal Language or Nonverbal Language (Disrespectful):** | Student engages in low-intensity instance of inappropriate language toward other students Calling namesUse of inappropriate vocal tones | Stupid, ugly, shut-up, sucks, freakin’, etc. Eye rolling, mumbling disrespectful statements under breath | Swearing or cursing toward any individual teacher or another adult, yelling at adult, flipping the middle finger |
| **Physical Contact:** | Student engages in non-serious, but inappropriate physical contact.Inappropriate touching with the hands or feet which **did not display of perceived threat or result in injury.** | Pushing, shoving, horseplay, hugging, kissing | Punching, hitting, kicking |
| **Disruption/ Noncompliance:** | Student engages in brief or low-intensity failure to respond to adult requests. Refusing to obey; challenging or resisting authority; engaging in power struggles | Talking back, not following teacher or staff directions,  | Yelling at the teacher, leaving class without permission |
| **Disruption:** | Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one’s self or others.  | Talking, tapping pencils, repeated noises, blurting out, out of seat, passing gas, burping | Yelling, turning over furniture |
| **Property Misuse:** | Use of Property in a way in which it was not designed, **does not cause physical harm or injury to one’s self or others.** | Kicking furniture, purposefully breaking classroom materials (e.g., pencils, crayons) | Breaking classroom items, throwing desks, chairs, computers |
| **Forgery/Theft:** | Forgery – Signing someone else’s name or taking credit for something which is not yours.Theft – Taking someone else’s property without permission | Taking someone else’s pencil or other property valued of $5, turning in someone else’s work as your own, signing your parent’s name. | Stealing school or teacher’s property |
| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Office-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
| **Abusive Language:** | Swearing or curse words directed toward others in a demeaning or provoking manner, words used to hurt or demean | Calling others names, making racial or sexual slurs | Saying stupid, ugly, shut up, etc. to other students, profanity |
| **Defiance:** | Leaving classroom without permission, repeated verbal defiance over 5 minutes or direct refusal to obey (after two directives) | “I’m not going to!”“You can’t make me”Refusal to go to the office | Not completing work, talking back, not following directions, eye rolling, mumbling disrespectful statements under breath |
| **Disruption:** | Any disturbance or interference that takes away from the learning environment causing potential harm to one’s self or others | Prolonged yelling, turning over furniture, escalated confrontation between students, slamming books or knocking books to the floor in anger, acts of rage | Talking, tapping pencils, repeated noises, yelling for under a minute. |
| **Fighting/Physical Aggression:** | Physical contact with intent or outcome of causing injury or harm to others | Punching, hitting, kicking, spitting, causing physical harm to another | Pushing, shoving, horseplay that does not escalate |
| **Theft:** | Stealing school, student or teacher’s property over a value of $10 | Taking money, calculators, teachers’ editions or other books, taking valuable property that belongs to the school or another student, taking money | Turning in someone else’s work as your own, signing your parent’s names |
| **Harassment/Threats:** | Repeated verbal abuse, inappropriate touching, threats of physical harm, including threats of weapons | Repeated inappropriate comments or physical contact that makes the receiver fee unsafe, intimidated, or excluded. “You better watch yourself!” | Horseplay actions or comments that do not make the receiver feel threatened, unsafe, intimidated or excluded. |
| **Property Damage:** | Intentional destruction of property belonging to the school or the teacher, or students through misuse or aggressive behavior. | Breaking classroom materials, throwing desks, chairs, and computers. Destroyed textbooks, urination/defecation in inappropriate places, placement of bodily fluids on community property | Kicking furniture, breaking pencils, crayons, leaving caps off markers, etc. |
| **Weapons:** | Having possession of a weapon or weapon look alike capable of causing bodily harm | Knives or guns (real or look alike) or other objects readily capable of causing bodily harm found on the student or in lockers, backpacks, purses, etc. (including cigarette lighters) | Pencils, scissors, and toys when being used properly  |
| **Drugs and Alcohol:** | Any possession of drugs and alcohol including cigarettes will be considered a major behavior and will be handled by the office. | Alcohol, cigarettes, or drugs found in a student’s locker, backpack, purse, jackets, etc. or found in the pockets or hands of the student. | TylenolPrescriptions with a note from home/doctorCough drops |
|  |  |  |  |
| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. |

**Faculty Involvement**



**Activity #10: Planning for Stakeholder Input**

Identify how your team will involve your stakeholders (students, staff, family/community) in developing the RTI2-B framework at your school. How will you receive their input?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Behavioral Expectations** | **Teaching and** **Re-teaching of Expectations** | **Acknowledgement System** | **Discipline** **Process** |
| **Staff** | A draft of the RTI2-B Implementation Manual will be sent to faculty and staff for feedback through department chairs | Lessons will be sent to each department chair to be reviewed and suggestions offered before RTI2-B workshop day | A draft of the RTI2-B Implementation Manual will be sent to faculty and staff for feedback through department chairs | All behaviors will be sorted with the staff into office vs. classroom managed during the RTI2-B workshop, team will create definitions, faculty and staff will provide examples and non-examples |
| **Students** | Student Council will review and provide feedback | Student Council and students in Technology class will help create videos to review Behavioral Expectations at grade level assemblies. | Students will be surveyed annually to provide ideas for acknowledgements, student leaders will create a Suggestion Box for students to provide input | Have student be part of the discipline process using restorative circles, student leaders will provide input on how to create student ownership at the school  |
| **Family/****Community** | All parts of the plan will be reviewed with family and community during back to school night. Administrators will ask for feedback from PTO representativeSchool will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night. Administrators will ask for feedback from PTO representativeSchool will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night. Administrators will ask for feedback from PTO representativeSchool will recruit a parent team member for the RTI2-B School team | All parts of the plan will be reviewed with family and community during back to school night. Administrators will ask for feedback from PTO representativeSchool will recruit a parent team member for the RTI2-B School team |

(Adapted from Mid-Atlantic PBIS Tier I Team Implementation Workbook)

**Day 1 Homework: Activities for Gathering Staff Input**

The chart below lists suggestions on how to gather staff input on components of your Tier I plan. Select one or two activity ideas from each category (Foundations, Behavioral Expectations, and Problem Behavior Definitions) to complete with your staff. These can be done at faculty meetings, grade level-meetings, department meetings, or PLCs. We recommend gathering input prior to Day 2 of training.

|  |  |
| --- | --- |
| **Suggested Activities** | **References** |
| **Foundations** | 1. Complete “Dream Climate Activity” with staff
 | Day 1 Workbook Activity #1 |
| 1. Show foundational videos:
 | **“Atlanta Speech School”** https://www.youtube.com/watch?v=VxyxywShewI**“RTI2-B Overview”** http://tennesseebsp.org/videos/ |
| 1. Share your team’s purpose statement
 | Day 1 Workbook Activity #1 |
| 1. Review the TFI Report:
* discuss strengths and areas for growth
* discuss using TFI as a foundation for building the plan
 | Refer to “TFI Tier I Score Report” |
| 1. Distribute staff survey
 | Example Binder Section 7. Faculty Involvement |

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| **Behavioral Expectations** | 1. All staff place a sticker on a school map indicating where they think the most problem behaviors occur
* As a staff determine expectations for those locations and develop the matrix for those areas
 | Day 1 Workbook Activity #6 |
| 1. Everyone reviews the draft of the behavioral expectations matrix and provides suggestions on what to change or add
 | Day 1 Workbook Activities #5 & #6 |
| 1. Review expectations vs. rules when explaining the expectations matrix and ask for feedback
 | Day 1 Presentation Day 1 Workbook Activity #6 |
| 1. Send lesson plans to each grade level/department chair to review with team to provide feedback or develop additional lesson plan ideas
 | Day 1 Workbook Activity #7 |

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| **Suggested Activities** | **References** |
| **Problem Behavior Definitions** | 1. With staff sort problem behaviors into Office-Managed vs. Staff Managed
 | Day 1 Workbook Activity #9 |
| 1. Discuss problem behaviors sorted as both Office-Managed vs. Staff-Managed (Major vs. Minor) and clarify definitions for those behaviors
 | Day 1 Workbook Activity #9 |
| 1. Provide staff with the top three problem behaviors using ODR data
	* have staff come up with a definition of those problem behaviors
	* come to a group consensus on what the school-wide definition, examples, and non-examples will be for those problem behaviors
 | School Office Discipline Referral Data (ODR)Day 1 Workbook Activity #9 |
| 1. Show staff the Cost/Benefit Worksheet and how time could be regained for students, teachers, and administrators
 | Day 1 Presentationhttp://www.pbismaryland.org/ |

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| **Tier I Training – Action Planning Form** |
| **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Instructions:** Complete each activity as a team and delegate unfished tasks. Corresponding TFI Items are noted within each section.  |
| **Description** | ***What*** work needs to be completed? | ***How*** *will you gather and use staff input?*  | ***Who*** completes the work? | ***When*** will work be completed? |
| **Day 1 Workbook** | **RTI2-B School Teams*** *Activity #2: Purpose Statement*
* *Activity #3: Meeting Foundations and Agenda*

**TFI Items**1.1 - Team Composition1.2 - Team Operating Procedures |  |  |  |  |
| **Behavioral Expectations*** *Activity #5: Behavioral Expectations*
* *Activity #6: Behavioral Expectations Matrix*

**TFI Items**1.3 - Behavioral Expectations |  |  |  |  |
| **Teaching Expectations*** *Activity #7: Lesson Plans*
* *Activity #8: Teaching the Plan to Students*

**TFI Items**1.4 - Teaching Expectations | List team members responsible for writing each lesson plan here: |  |  |  |
| **Problem Behavior Definitions*** *Activity #9: Defining Problem Behaviors and Office-Managed vs. Staff-Managed Chart*

**TFI Items**1.5 - Problem Behavior Definitions |  |  |  |  |
| **Faculty Involvement*** *Activity #10: Planning for Stakeholder Input*
* *Day 1 Homework: Activities for Gathering Input*

**TFI Items**1.10 - Faculty Involvement | List how your team will secure faculty input prior to Day 2 of training: |  |  |  |