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| RTI2-B School Team Workbook |
| Tier I Day 1 Training |
| School: |  |
| District:  |  |
| Date: |  |
| Participants:  |  |
|    |  |  |

**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?
 |  |

(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:** |
|  |

**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.

|  |  |
| --- | --- |
| **Team Norms** | **Decision Making Procedures** |
|  |  |

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| --- |
| **Team Roles & Responsibilities**  |
|  | **Team Lead** | **Recorder** | **Data Analyst** | **Communicator** | **Time Keeper** |
| **Primary** |  |  |  |  |  |
| **Back Up** |  |  |  |  |  |
| **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** |
|  |  |  |  |

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| --- | --- | --- |
| **Data Tool**  | **Data Collection &****Data Entry Schedule***Who & When* | **Report Generation***What, Who & When* |
| **Tiered Fidelity Inventory (TFI)** |  |  |
| **Universal Behavior Screener (SRSS-IE)** |  |  |
| **Office Discipline Referrals (ODRs)** |  |  |
| **Staff Feedback (PIRS)**  |  |  |
| **Annual Report**  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Meetings:** | **Date/Time:** | **Location:** | **Team Lead:** | **Recorder:** | **Data Analyst:** | **Communicator:** | **Time Keeper:** |
| Today’s Meeting |  |  |  |  |  |  |  |
| Next Meeting |  |  |  |  |  |  |  |

**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) |
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| --- | --- |
| **Today’s Agenda** (Place “X” to left of item after completed) | Agenda Items for Next Meeting: |
|  | Review Agenda (2 min) |  | Data Review (10 min) |  |
|  | Celebrations (3 min) |  | Administrative/General Issues (15 mins) |  |
|  | Review Previous Meeting’s Tasks (5 min) |  | Assign Action Items (5 min) |  |
|  | Meeting Foundations/Upcoming Data (2 min) |  | 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 |
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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 |
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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:** | **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. 2.  3.  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* |
|  |  |  |  |  |  |  |
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*Expectations*

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| --- | --- | --- |
|  |  | *Expectations* |
|  |  |  |  |  |
| *Locations* |  |  |  |  |  |
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Matrix Option 2:

**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:** |  |
| **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:*  |
| **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:*  |
| **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:*  |
| **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:*  |

(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** |
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| \*\*If a student has an IEP or FBA/BIP adhere to those plans first. |

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| --- | --- | --- | --- | --- |
| **Office-Managed Problem Behavior** | **Violation** | **Definition** | **Examples** | **Non-Examples** |
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| \*\*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** |  |  |  |  |
| **Students** |  |  |  |  |
| **Family/****Community** |  |  |  |  |

(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 |

|  |  |
| --- | --- |
| **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: |  |  |  |