District Wide Tier 2 Systems

Session: A 17  Keywords: Tier 2, Behavior, Systems Alignment, Urban Implementation
CONNECT WITH US

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**CONTEXT**

2014 – School Climate Transformation Grant (SCTG) through Office of Safe and Healthy Students

- 12 states and 71 districts funded
- Goal = implement a multi-tiered behavior supports framework
- Missouri received a state-level award
- MU Center for SW-PBS supports 6 districts (urban, suburban, rural)
SESSION OUTCOMES

Establishing District-wide Tier 2 Systems

is about

implementing a standard Tier 2 process across all campuses in a district

exploring

by

sustaining

existing social-emotional-behavioral initiatives or programs to determine impact and relevance

installing

a range of district-supported Tier 2 interventions

the work through cycles of continuous quality improvement based on data

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AUDIENCE

- District PBIS Coaches
- District Leaders/Administrators
- Building Administrators
- Consultants and/or TA Providers
- State and/or Regional Leaders
- University Partners/Researchers
- Practitioners (e.g., district or building team member)
- Currently implementing PBIS district-wide
TEAM CONSIDERATIONS

- How does this compare to our priorities?
  - Does your district structure allow for decisions to be made efficiently and timely?

- Who would do this work?
  - What professional learning is provided to members of the district team?
  - To what degree do district-level leaders understand their connection to PBIS?

- Where would this work live (e.g., responsibility)?

- To what degree are we prepared for this work?
  - As a district, have we established Tier 1 practices with Tier 2 in mind (e.g., district-wide ODR with motivation, policies, procedures, professional learning, etc.)

- What should we stop doing to make room for this work?

- How will we assess whether it’s
  (A) implemented well (fidelity)? – Tier 1 and Tier 2
  (B) working (outcomes)?
DISTRICT
TIER 2
SYSTEMS

LEADERSHIP TEAMING

STAKEHOLDER ENGAGEMENT
FUNDING + ALIGNMENT
POLICY + SYSTEMS SUPPORT
WORKFORCE CAPACITY

PROFESSIONAL LEARNING
COACHING + TECHNICAL ASSISTANCE
EVALUATION

LOCAL IMPLEMENTATION DEMONSTRATIONS
DISTRICT-WIDE TIER 2

- **Options for Tiered Interventions**
  - Formalized process to identify and support evidence-based interventions

- **Operations for Tiered Interventions**
  - Assessment and alignment of funding and resources (across initiatives) to sustain implementation.

- **Level of Use**
  - Systematic tracking of proportion of students participating in tiered interventions (Tier 2 = 5%)

- **Performance Data**
  - Student data monitored and used to determine supports and shared with stakeholders
DISTRICT-WIDE TIER 2

TEAMING

BUILDING

- Membership includes
  - Tier 2 (or Tier 2/3) systems coordinator
  - knowledge of behavior science
  - decision-making authority
  - knowledge about site operations
- Team meets at least monthly with an agenda, minutes, roles, and an action plan

DISTRICT

- District Leadership Team (DLT) includes behavior science expertise across all tiers to ensure high fidelity implementation in:
  - Training
  - Coaching
  - Evaluation
- Team meets at least monthly with an agenda, minutes, roles, and an action plan
DISTRICT-WIDE TIER 2

ALIGNMENT + SYSTEMS SUPPORT

**BUILDING**
- Student Identification Process
- Request for Assistance Process
- Options for Tier 2 Interventions
- Practices Matched to Student Need
- Access to Tier 1 Supports

**DISTRICT**
- Annual Alignment Review
- Student Identification Process Guidance
- Operations for Selecting and Supporting Tiered Interventions
- Data Collection Systems
DISTRICT-WIDE TIER 2

EVALUATION

BUILDING
- Process for Tracking Proportion of Students Participating in Tier 2
- Student Performance Monitoring
- Protocol for Collecting and Reviewing Fidelity Data
- Annual Evaluation

DISTRICT
- Data Collection Systems for Decision Making
- Systematic Tracking of Proportion of Students Served at Tier 2
- Student Performance Monitoring
- Annual Evaluation
DISTRICT-WIDE TIER 2

PROFESSIONAL LEARNING + COACHING

BUILDING
- Standard Process for Teaching Intervention Implementation

DISTRICT
- Professional Learning Planned, Aligned, & Ongoing
- Orientation Materials
  (e.g., handouts, video, website)
- Specialized Coaches for Full Continuum of Behavior Support
  - Tiers 1, 2, 3
  - Core Group of District-wide Coaches
- Differentiated Coaching Support

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# TRAINER/COACH ASSESSMENT

## Tier 1 - Training, Technical Assistance & Data Collection

<table>
<thead>
<tr>
<th>Content Knowledge/Skill</th>
<th>Outcome</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Basics of Applied Behavior Analysis** | Trainers/Coaches have basic foundational knowledge of Applied Behavior Analysis including: | 0 = Trainers/Coaches do not have basic foundational knowledge of Applied Behavior Analysis.  
1 = Trainers/Coaches have knowledge of some foundational pieces of Applied Behavior Analysis, including at least 2 of the following:  
- ABCs of behavior  
- Functional behavioral assessment logic  
- Data Collection |
| **Understanding and training fluency of PBIS essential components.** | Trainers/Coaches understand the essential components and are able to train fluidly on the content, including: | 0 = Trainers/Coaches do not have a clear understanding and training fluency of some, but not all of the essential components of PBIS.  
1 = Trainers/Coaches have a clear understanding and training fluency of some, but not all of the essential components of PBIS.  
2 = Trainers/Coaches have a clear understanding and training fluency of all essential components of PBIS. |
| **Utilize Standardized Training Content** | Trainers/Coaches have access to and utilize standardized training content for all Core Tier 1 Trainings. | 0 = Trainers/Coaches do not utilize standardized training content for Core Tier 1 Trainings.  
1 = Trainers/Coaches utilize standardized training content for some Core Tier 1 Trainings, but less than 80%.  
2 = Trainers/Coaches utilize standardized training content for at least 80% of Core Tier 1 Trainings. |
| **Provide targeted technical assistance using data** | Trainers/Coaches use school implementation data (SET, PPI, SAS) to determine technical assistance needs of participating schools. | 0 = Trainers/Coaches do not review school implementation data when considering technical assistance, or provide no targeted technical assistance to schools.  
1 = Trainers/Coaches provide targeted technical assistance to schools but... |
**DATA-BASED DECISION MAKING**

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<th>DISTRICT</th>
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<tr>
<td>Require efficient systems for data entry, reporting, &amp; analysis</td>
<td>Quantifies implementation with fidelity and integrity</td>
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<tr>
<td>Quantifies progress towards outcome goals</td>
<td>Establishes priorities for professional development &amp; practices</td>
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**Drilling Down**
- Who (student groups)
- What (outcome types)
- When (time of day/week)
- Where
- Why

**Drilling Down**
- Who (building groups)
- What (outcome types)
- When (time of year)
- Where
- Why
DIFFERENTIATED PROFESSIONAL LEARNING

**SET**
All buildings have reached at least 80/80 on the SET for two consecutive years.

**TFI**
Elementary buildings taking the TFI had 8/9 schools meet the 70% criteria.

**SAS**
Every single school building increased on School-wide, Non-Classroom, and Classroom Subsets.

**SWIS**
9/10 Schools Met 80% of their students had 0-1 Major IBRs last school year.
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<th>Tier 3</th>
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<th>Classroom</th>
<th>Individual</th>
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DISTRICT-WIDE TIER 2

- Options for Tiered Interventions
  - Formalized process to identify and support evidence-based interventions

- Operations for Tiered Interventions
  - Assessment and alignment of funding and resources (across initiatives) to sustain implementation.

- Level of Use
  - Systematic tracking of proportion of students participating in tiered interventions (Tier 2 = 5%)

- Performance Data
  - Student data monitored and used to determine supports and shared with stakeholders
Interested in using the DSFI?

It’s accessible through the PBISAssessments field test site.

Visit PBIS.org and contact your PBIS State Coordinator.

They will connect with a member of the National TA Center for PBIS to obtain access.
DES MOINES PUBLIC SCHOOLS

DmSchools.org
DES MOINES PUBLIC SCHOOLS

- 33,000 students
- 38 Elementary
- 11 Middle
- 5 High
- 10 programs

- 10 International Baccalaureate World Schools
- 5 Turnaround Arts schools
- The only public Montessori school in Iowa
- Central Academy (Advanced Placement)
- Career & Technical Institute at Central Campus
Free and Reduced Lunch – 76.2%  White – 38.1%
English Language Learners- 22.3%  Hispanic – 26.3%
Special Education – 15.1%  African American – 20.2%
           Asian – 8.2%
Multi-Racial – 6.6%
Native American – 0.4%
Pacific Islander – 0.2%
DES MOINES PUBLIC SCHOOLS
TIER 2 SYSTEMS
STARTING WITH TIER 1
HOW DID WE GET TO TIER 2?

August 2014 – DMPS awarded a School Climate Transformation Grant (SCTG)

February 2015 – Director and 1 Coordinator hired

August 2015 – Launch of District-Wide Multi-Tier Behavior Framework
How did we get to Tier 2?

Our Objective: Implement a multi-tier behavior framework with fidelity.

Tiers 1 - 3
HOW DID WE GET TO TIER 2?

We started with Tier 1:

- Gathered baseline date – 25%
- Established a District Task Force/Leadership
- Created a DMPS MTBF Handbook
- Provided a system structure for implementation which included professional development: Tier 1 Leads and Teams
- Updated the District discipline code to ensure district-wide referral writing
- Created data visualizations for Tier 1 problem solving
- Checked for fidelity minimum of 2x annually – all sites
HOW DID WE GET TO TIER 2?
TIER 2
BEGINNINGS
WHERE DID WE START?

1. Tier 2 Team
2. Student Identification
3. Intervention Identification
4. Monitoring and Decision Making
WHERE DID WE START?

- Fall 2016 – Provided first professional learning in cohorts
  - Used Tier 1 data to create first pilot group

IT DIDN’T GO WELL.... Here is what we learned.
WHY DIDN’T IT GO WELL?

- Teams struggled the most with the concept of “teaming” or the process.
- We lacked significant infrastructure to facilitate teaming.
- We lacked staffing alignment to support district-wide tier 2.
TIER 2
THE PROCESS OF TEAMING
THE PROCESS OF TEAMING

Although teams understood the MTTS idea of Tier 2 (students receiving more) they didn’t understand the process.
T2 Team Systems Plan

Team Composition and Roles/Responsibilities

<table>
<thead>
<tr>
<th>Team Role</th>
<th>Name</th>
<th>Back Up</th>
<th>Membership Descriptions</th>
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<td></td>
<td>(Administrative Authority, Behavior Expertise, Knowledge of Students, and Knowledge of Operations of School Names Grade Levels and Programs)</td>
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Schedule of Meeting Dates and Times

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DMP5 T2 Student and Intervention Identification Process Guide

Step 1: Tier 1 Behavior Core
Has the student received instruction on schoolwide and classroom expectations/rules and procedures?
Has the student been acknowledged in our building for following expectations?

Step 2: Data Decision Rules
- Existing School Data
  - Does the student meet our data decision rules?

- Nomination
  - Does the completed nomination contain adequate information to move forward?

- Universal Screening
  - Does the student meet at-risk criteria?

Step 3: Tier 2 Team Review
T2 Team Reviews All Students Meeting Any of the Above Criteria (data, nomination and screening)
- Determine, with teacher input, if student meets parameter for Tier 2 support
- Does student indicate a need from multiple sources for a Tier 2 intervention (as determined by intervention criteria)?

Step 4: Student Selection
Teacher and T2 Team Collect Data for Selected Students
- Clarify the target problem behavior in observable, measurable terms.
- Review available student data, with teacher input, to determine what is maintaining the behavior.

Step 5: Determine Function of Behavior
- What conditions are most likely to lead to the problem behavior?
- What response typically follows the problem behavior?

Step 6: Select Intervention
- Obtain Attention or Obtain Tangible
  - To Get Attention
    - From adults and/or peers
    - To get tangible
    - Object, event, activity

- Escape/Avoid Attention or Task
  - To Escape/Avoid Attention
  - To escape/Avoid Task
  - Demand or boring task

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<th>Self-Monitoring</th>
<th>Academic Instruction</th>
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TIER 2
LACK OF INFRASTRUCTURE
WE LACKED INFRASTRUCTURE

Even if teams understood the process of Tier 2, we didn’t have any tools to help them.

“HERE’S A SPREADSHEET…. GOOD LUCK!”
WE LACKED INFRASTRUCTURE

How do we identify students who meet our data decision rules efficiently?

BTW: Let’s talk about other pathways for tier 2… and what learned.
WE LACKED INFRASTRUCTURE
WE LACKED INFRASTRUCTURE

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</tr>
<tr>
<td>Age</td>
<td>(All)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>(All)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Behavior Filters**

<table>
<thead>
<tr>
<th>Total Referrals</th>
<th>Level I Referrals</th>
<th>Level II + Referrals</th>
<th>OSS Days</th>
<th>OSS Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500.0</td>
<td>500</td>
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</table>

**Attendance Filters**

<table>
<thead>
<tr>
<th>ADA</th>
<th>Absent Days</th>
<th>Total Tardies</th>
<th>Days Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1.000</td>
<td>200.0</td>
<td>1000</td>
<td>200</td>
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</tbody>
</table>
WE LACKED INFRASTRUCTURE
WE LACKED INFRASTRUCTURE
WE LACKED INFRASTRUCTURE

When students enter a standardized, researched based intervention, did it work?

BTW: Let’s talk about interventions and how we supported schools....
WE LACKED INFRASTRUCTURE

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Behavior</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students</td>
<td># Students Met Goal</td>
<td># Students Met Goal</td>
</tr>
<tr>
<td>Improved</td>
<td>No Change</td>
<td>Not Improved</td>
</tr>
<tr>
<td>1,673</td>
<td>398</td>
<td>1,244</td>
</tr>
<tr>
<td>Percent</td>
<td>53.50%</td>
<td>12.73%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Detail

<table>
<thead>
<tr>
<th>Student</th>
<th>Plan Start/End</th>
<th>Intervention</th>
<th>Base Score</th>
<th>Goal Score</th>
<th>Goal Met</th>
<th>Referrals AVG Pre</th>
<th>Referrals AVG During</th>
<th>Referrals AVG Post</th>
<th>Absent Days AVG Pre</th>
<th>Absent Days AVG During</th>
<th>Absent Days AVG Post</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>10/2/2017 - 12/17/2017</td>
<td>Social Skills</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>0.12</td>
<td>0.28</td>
<td>0.13</td>
<td>0.26</td>
<td>0.00</td>
<td>0.00</td>
<td>Detail Data - hover here</td>
</tr>
<tr>
<td>Student B</td>
<td>10/2/2017 - 5/31/2018</td>
<td>Check &amp; Connect</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.13</td>
<td>0.00</td>
<td>0.00</td>
<td>Detail Data - hover here</td>
</tr>
<tr>
<td>Student C</td>
<td>10/6/2017 - 11/9/2017</td>
<td>Check &amp; Correct</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>1.13</td>
<td>2.25</td>
<td>1.75</td>
<td>2.00</td>
<td>0.88</td>
<td>1.38</td>
<td>Detail Data - hover here</td>
</tr>
<tr>
<td>Student D</td>
<td>10/2/2017 - 11/27/2017</td>
<td>Couns Intervention (Behavior)</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.13</td>
<td>0.00</td>
<td>0.00</td>
<td>Detail Data - hover here</td>
</tr>
<tr>
<td>Student E</td>
<td>9/15/2017 - 1/12/2018</td>
<td>CICO</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>0.25</td>
<td>0.29</td>
<td>0.00</td>
<td>0.00</td>
<td>0.11</td>
<td>0.00</td>
<td>Detail Data - hover here</td>
</tr>
<tr>
<td>Student F</td>
<td>6/23/2017 - 1/12/2018</td>
<td>Couns Intervention (Achieve)</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.06</td>
<td>0.00</td>
<td>Detail Data - hover here</td>
</tr>
<tr>
<td>Student G</td>
<td>9/14/2017 - 12/21/2017</td>
<td>Couns Intervention (Behavior)</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>0.13</td>
<td>0.05</td>
<td>0.00</td>
<td>0.13</td>
<td>0.10</td>
<td>0.06</td>
<td>Detail Data - hover here</td>
</tr>
<tr>
<td>Student H</td>
<td>9/12/2017 - 10/28/2017</td>
<td>Couns Intervention (Atten)</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.31</td>
<td>0.00</td>
<td>0.00</td>
<td>Detail Data - hover here</td>
</tr>
</tbody>
</table>

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TIER 2
LACK OF STAFFING ALIGNMENT
WE LACKED STAFFING ALIGNMENT

- Who should lead the tier 2 team?
- How will we support 10, 50, and 65 school sites?
- Who should be on the tier 2 team?
- What skills and professional development will these people need?
- How will we manage the turnover of teams?
Before professional development begins, map out the following for each building:

<table>
<thead>
<tr>
<th>Role</th>
<th>Before Meeting</th>
<th>During Meeting</th>
<th>After Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Lead</td>
<td>Develop agenda, set purpose, attend district level meeting, manage team action plan and gather new nominations for team members</td>
<td>Facilitate meeting, assign tasks/duties to team members</td>
<td>Follow up on assigned tasks to ensure completion, seek input from team members and begin developing next agenda, share data highlights with staff</td>
</tr>
<tr>
<td>Intervention Coordinator(s)</td>
<td>Prepare summary of student progress, monitoring data, prioritize which student’s data will be reviewed, complete DMPS Pre-meeting Organizer form</td>
<td>Present update on data, facilitate focused conversation on data reviews, report on fidelity, data from interventions, for example (15 students in targeted group, 12 are responding) and discuss any nominations of new students</td>
<td>Notify and train teacher(s), students and families and collect necessary data</td>
</tr>
<tr>
<td>Minute taker/Recorder</td>
<td>Provide meeting reminder to team</td>
<td>Keep meeting minutes</td>
<td>Distribute team minutes to members</td>
</tr>
<tr>
<td>Time Keeper</td>
<td>Review time slots on agenda</td>
<td>Maintain time parameters and keep team on task</td>
<td>Lead conversation for evaluation of meeting</td>
</tr>
<tr>
<td>Communication Coordinator</td>
<td>Collect and compile feedback from stakeholders: students, teachers, families, community members</td>
<td>Share feedback from stakeholders and considers sharing of information to all stakeholders</td>
<td>Communicate with staff and all stakeholders need to know information</td>
</tr>
</tbody>
</table>
WE LACKED STAFFING ALIGNMENT

- Team Lead
- Intervention Coordinators/Facilitators
- Team Membership
WE LACKED STAFFING ALIGNMENT

- District-level Support: 2 to 65
- Repurposed staff at the district level: 1 to 12 ratio
- Moved from siloes of expertise to shared expertise
  - Social worker, Psychology, Behavior Analysis, Special Education, Administrator, School Counseling
WHAT PROFESSIONAL DEVELOPMENT IS NEEDED?

- Identified a Tier 2 Lead: teaming, data literacy, interventions, infrastructure, functional behavior

- Intervention Coordinators/Facilitators: 1 intervention at a time, train-the-trainer model

- Team Members; teaming, functional behavior
WHAT PROFESSIONAL DEVELOPMENT IS NEEDED?

In the Beginning:
- Started with large group sessions (30 teams / 200 people)
- 5 session a year
- Monthly intervention training

Now:
- Focus on Tier 2 Leads
- Attend Tier 2 meetings and coach
- Monthly intervention training
BEFORE YOU GET STARTED

- Tier 1 fidelity is a gatekeeper to Tier 2
- Identify Tier 2 leads that are systematic
  - If you can identify membership, even better
- Identify a span of control that is reasonable
- Start with a simple intervention to teach the process
- Set District-wide minimum data decision rules
- Build infrastructure for identification and monitoring
  - If you build a meeting agenda that …. Call me.
- Document, document, document
WRAP UP

CONCLUSION
SESSION OUTCOMES

Establishing District-wide Tier 2 Systems

is about

implementing a standard Tier 2 process across all campuses in a district

exploring

by

sustaining

existing social-emotional-behavioral initiatives or programs to determine impact and relevance

installing

a range of district-supported Tier 2 interventions

the work through cycles of continuous quality improvement based on data
WHAT IS YOUR JOURNEY?

I am a **TRAVELER**, not a mapmaker. I am going down this path same as and with you.

*Brené Brown, PhD, LMSW*
TEAM CONSIDERATIONS

- **How does this compare to our priorities?**
  - Does your district structure allow for decisions to be made efficiently and timely?

- **Who would do this work?**
  - What professional learning is provided to members of the district team?
  - To what degree do district-level leaders understand their connection to PBIS?

- **Where would this work live (e.g., responsibility)?**

- **To what degree are we prepared for this work?**
  - As a district, have we established Tier 1 practices with Tier 2 in mind (e.g., district-wide ODR with motivation, policies, procedures, professional learning, etc.)

- **What should we stop doing to make room for this work?**

- **How will we assess whether it’s**
  - (A) implemented well (fidelity)? – Tier 1 and Tier 2
  - (B) working (outcomes)?
GUIDANCE + TIPS

- Consider differentiated professional learning based on need
- Strong administrator involvement + commitment is key
- Learn before you go – it’s better than learning as you go!
- Unify practices across multiple school levels
- Plan for time – brainstorming, decision making, planning, reviewing, etc.
- Identify coaches with high knowledge, skills, and capacity
  - Or, some expertise and high motivation to learn and grow
- Be strategic with resources
- Picture - Plan – Part
  - What is the bigger picture? What are you trying to do?
  - What is the plan?
  - What part does each person play?
RESOURCES

National PBIS Technical Assistance Center
www.pbis.org

- Implementers Blueprint
- Professional Development Blueprint
- Trainer/Coach Assessment
- Evaluation Blueprint
- Technical Guide for Alignment

Missouri School-wide PBS
pbismissouri.org
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QUESTIONS + ANSWERS
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2) Online: click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) QR Code: Scan the code here (or in your program book) and chose your session from the dropdown menu.
DISTRICT WIDE TIER 2 SYSTEMS

Session: A 17  Keywords: Tier 2, Behavior, Systems Alignment, Urban Implementation