



BoQ Critical Element: PBIS Team

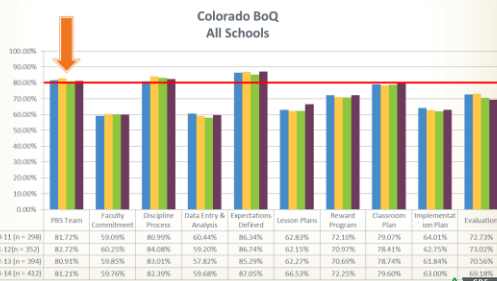


BoQ Critical Element : PBIS Team

1. Team has administrative support
2. Team has regular meetings (at least monthly)
3. Team has established a clear mission/ purpose
4. Team includes one or more family representatives who are equal member
5. Family FSCP Liaison role and family member roles are clearly defined and documented within the team
6. Team is representative of student/family demographics and values cultural diversity.



BoQ Scores by Element All Colorado PBIS Schools



SPEED BUMP By Dave Coverly



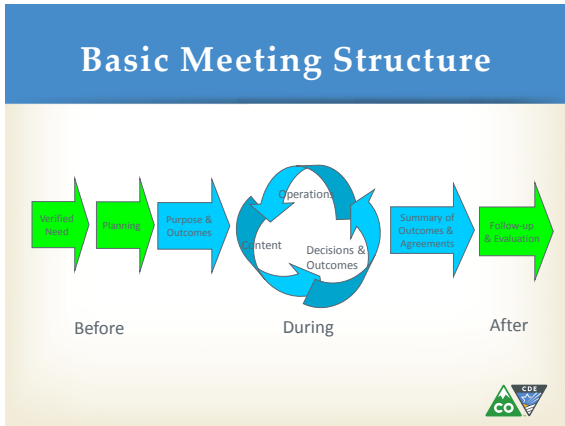
Old Meeting: T...



Have you ever been part of this team?

- No agenda is prepared
- Meeting starts late
- No time schedule has been set for the meeting
- No one is prepared
- No facilitator is identified
- No one agrees on anything
- No action plan is developed
- Everyone is off task
- Negative tone throughout the meeting





What makes a successful meeting?

Predictability	Participation
<ul style="list-style-type: none"> Defined roles, responsibilities and expectations for the meeting Start & end on time, if meeting needs to be extended, get agreement from all members Agenda is used to guide meeting topics Next meeting is scheduled Data are reviewed in first 5 minutes of the meeting 	<ul style="list-style-type: none"> 75% of team members present & engaged in topic(s) Decision makers are present when needed Decision-making process determined

Team Member Roles

<ul style="list-style-type: none"> Team Coach/Leader/Facilitator Recorder Timekeeper Data Specialist Behavior Specialist Administrator Communications Family Member PBIS External Coach 	}	<p>Typically NOT the administrator</p>
--	---	--

Identify back-up for each role

Note: Roles can rotate or be static

Facilitator Skills	Notetaker Skills	Data Analyst Skills
<ul style="list-style-type: none"> Ask questions Implement group norms Keep people on track (back on track) 	<ul style="list-style-type: none"> Uses computer <ul style="list-style-type: none"> Word processor Visual minutes (LCD, Internet) Save files Edit files Ability to listen to a discussion and paraphrase critical information Fluent with meeting minute form 	<ul style="list-style-type: none"> Likes data Navigation through data application Discriminates what to ask when creating custom reports Create a story from data summary <ul style="list-style-type: none"> For new problems Status on old problems

Consensus Decision-Making

- Simple Voting
- Thumbs Up/Down/Sideways
- Fist of Five

What makes a successful meeting?

Accountability	Communication
<ul style="list-style-type: none"> Facilitator, Note Taker & Data Analyst come prepared for meeting & complete during the meeting responsibilities System is used for monitoring progress of implemented solutions (review previous meeting minutes, goal setting) System is used for documenting decisions Efforts are making a difference in the lives of children/students. 	<ul style="list-style-type: none"> All regular team members (absent or present) get access to the meeting minutes within 24 hours of the meeting Team member support to practice team meeting norms/agreements (including conflict resolution)

Before the meeting	
Room Reserved	Facilitator
"New" items solicited for agenda	Facilitator
Data reviewed before the meeting; Suggest possible new issues	Data Analyst
Agenda produced	Facilitator
Lead team through discussion of effects of in-process solutions on "old" problems	Facilitator
LCD projector/SMART Board reserved & set up to project data, agenda, minutes (or team has some other strategy for ensuring team members can review data at meeting)	Notetaker

During the meeting	
Start meeting on time	Facilitator
Identify next meeting time and date	Facilitator
Ensure roles identified for next meeting	Facilitator
Ask for clarification of tasks and complete meeting minutes	Notetaker
Active participation of all team members	Facilitator
End meeting on time	Facilitator

After the Meeting	
Meeting Minutes and Problem-Solving Action Plan completed	Notetaker
Copy of Meeting Minutes & Problem-Solving Action Plan distributed to each member within 24 hrs.	Notetaker

Mission/Vision

- In what ways will the PBIS team's mission support the unified improvement plan and school mission statement?**

Sample Mission Statement

The school, parents and community of Alpine Elementary will work together to provide a safe and orderly environment in which the students demonstrate self-discipline and respect for themselves and others.

Team Agreement/Norms

1. Inform facilitator of absence/tardy before meeting
2. Avoid side conversations
3. Remind each other to stay focused
4. Start and end on time
5. Be an active participant

Using Meeting Minutes

- Documentation of :**
 - Logistics of meeting (date, time, location, roles)
 - Agenda items for today's meeting (and next meeting)
 - Discussion items, decisions made, tasks and timelines assigned
 - Problem statements, solutions/decisions/tasks, people assigned to implement with timelines assigned, and an evaluation plan to determine the effect on student behavior

Adapted from Todd, Algozzine & Horner (2011)

Using Meeting Minutes

- **Reviewing Meeting minutes**
 - Snapshot of what happened at the previous meeting and what needs to be reviewed during the upcoming meeting
 - What was the issue/problem?
 - What were we going to do?
 - Who was going to do it and by When?
 - How are we measuring progress toward the goal?
- **Visual tracking of agenda topics during and after meetings**
 - Prevents side conversations
 - Prevents repetition
 - Encourages unified group focus
 - Encourages completion of tasks



Langley Elementary PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

Today's Meeting: Date, time, location; Facilitator; Minute Taker; Data Analyst
 Next Meeting: Date, time, location; Facilitator; Minute Taker; Data Analyst

Team Members (bold are present today)

Meeting Demographics

Today's Agenda Items: 01, 02, 03
 Next Meeting Agenda Items: 1, 2

Administrative/General Information/Planning Items

Information for Team, or Issue for Teams to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Video in the morning	Video is ready. Congratulations. We need to fix the TV connections in classrooms	NM & JB	1-31-10
Recent Supervisor Expectations	Review access rules with supervisors Review agreement that supervisors will walk a figure 8 continually throughout recess	KK	1-19-10 EA meeting

Problem Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Who?	By When?	Goal, Timeline, Decision Rule, & Updates
Disrespectful behavior with adults in the classroom in all grade levels has doubled this year. Many students are combing and the problems seem to occur during the afternoon more than the morning. We are not sure why	Address respect in newsletter Model Disrespectful behaviors Re-teach expectations daily and link to SW rules	Staff Classroom teachers	1-15-2010 1-11-2010	Decrease frequency of disrespectful behaviors so more than 5 per grade level month by end of school year

Evaluation of Meeting

Evolution 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 addressing the meeting?			
3. In general, have we done a good job of actually implementing our work or agreements from the meeting?			
4. In general, are the completed tasks having the desired effects on student behavior?			

Langley Elementary PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

Today's Meeting: Date: 1-7-10; time: 2:30-3:45; location: Library; Facilitator: KK; Minute Taker: KK; Data Analyst: KK
 Next Meeting: Date: 2-3-10; time: 2:30-3:45; location: Library; Facilitator: KK; Minute Taker: KK; Data Analyst: KK

Team Members (bold are present today): KK, CA, AJ, NM, SM, SP, JB, DR

Today's Agenda Items: 01. Review of data; 02. PBS Training (Video); 03. Recent Supervisor expectations
 Next Meeting Agenda Items: 01. Review status of implemented solutions; 02. Training on PBS opportunities; 03.

Personal Problem

01. Playground toys
02. Harassment on the playground
03. Getcha System (assemblies, incentives)
04.
05.

Administrative/General Information and Issues

Information for Team, or Issue for Teams to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Video in the morning	Video is ready. Congratulations. We need to fix the TV connections in classrooms	NM & JB	1-31-10
Recent Supervisor Expectations	Review access rules with supervisors Review agreement that supervisors will walk a figure 8 continually throughout recess	KK	1-19-10 EA meeting

Problem Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Who?	By When?	Goal, Timeline, Decision Rule, & Updates
Disrespectful behavior with adults in the classroom in all grade levels has doubled this year. Many students are combing and the problems seem to occur during the afternoon more than the morning. We are not sure why	Address respect in newsletter Model Disrespectful behaviors Re-teach expectations daily and link to SW rules	Staff Classroom teachers	1-15-2010 1-11-2010	Decrease frequency of disrespectful behaviors so more than 5 per grade level month by end of school year

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 addressing the meeting?			
3. In general, have we done a good job of actually implementing our work or agreements from the meeting?			
4. In general, are the completed tasks having the desired effects on student behavior?			

Completed example

Working Smarter... Not Harder

- Investigate current initiatives in place
- Realign committees to more effectively address behavioral concerns
- "Working Smarter...Not Harder" matrix
 - May have been reviewed and/or completed during Exploration process or Admin. Overview



Committee Audit Considerations

- When considering adding a new initiative, what are we taking off the plate
 - Rob Horner's rule of thumb: Take 2 things off, for every 1 thing we add.
- Spending time and resources on committees with no measureable outcomes
- How does the committee fit with the ed reform areas (UIP, Ed Effectiveness)?
- Merge or combine committees that are similar in team membership and outcomes



Working Smarter, Not Harder Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	Relationship to Ed Reform Areas (UIP, Ed Effectiveness)
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve character	All students	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High-risk drug users	Don	
PBIS Team	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

Team Time

Outcomes

- Determine where/how your team fits within the school system (Working Smarter, Not Harder Matrix)
- Identify team member roles
- Discuss meeting schedule for the year
- Discuss meeting structure
- Complete Team Planning Guide (in binder)
- Complete action plan section (*PBIS Team*) identifying goals and tasks to be completed



Reflection Questions

- How does your team blend with other initiatives in your school?
- Do you have the right people on your team?
- Does your team represent the diversity of your students and families?
- What are you going to call your team?
- Do we have a template for meeting agendas and notes?
- How will you make decisions?

Team Time



U.S. Office of Special
Education Programs

The contents of this training were developed under a grant from the US Department of Education, #H323A090005. However, these contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

Project Officer, Jennifer Coffey, PhD.

