CHAPTER 2: LEADERSHIP FOR TIER 2 TEAM

"A team is a group that forms for a common purpose to achieve an outcome by working together. The purpose of teaming in education is to support staff members in their work to support students."

Kent McIntosh and Steve Goodman, 2016

"Never doubt that a small group of thoughful, committed people can change the world; indeed, it's the only thing that ever has."

Margaret Mead

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

► Affirm administrative commitment for moving forward in the next phase of SW-PBS development, Tier 2 system and practices.

► Establish a Tier 2 Team to make decisions about students receiving Tier 2 supports.

► Develop the Tier 2 Team to include adequate membership for completing action plan items as well as crossover membership and/or a communication plan that informs the Tier 1 team of the status of Tier 2 supports.

► Delineate specific roles for each member of the Tier 2 Team and divide work responsibilities.

► Use a standardized meeting agenda to promote efficiency during meeting times.

► Systematically communicate applicable information and receive feedback from stakeholders.

► Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources, if needed, to develop an effective Tier 2 system.

The Data-Based Decision Making Process

When launching your efforts, it is important to understand the positive, proactive, and instructional philosophy of discipline and SW-PBS and to be committed to the work. Schools must also blend commitment and proven practices with strong leadership and effective school improvement processes to promote deep and lasting change (U.S. Department of Education, 2014).

The ongoing Data-Based Decision Making (DBDM) Process for SW-PBS is similar to most school improvement, problem solving, or decision-making models (See Figure 2.1) and includes collecting data to identify current status, analyzing data, identifying desired outcomes, developing an implementation plan including selecting strategies, determining indicators of results, and establishing an evaluation plan. This thinking is paramount for any improvement effort and remains at the heart of your SW-PBS work.

More specifically, the procedure for unfolding your schoolwide work is outlined below.

1. Collect and Chart Data
   ► Focus on a specific question and work to answer, where are we now?
   ► Gather data pertinent to answering the question at hand (staff survey; records of office referrals, detentions, suspensions, etc.; observations).

2. Analyze and Prioritize
   ► Where are the gaps in your current status compared to where you want to be?
   ► What data can help you drill deeper to further define the who, where, when, why and how?

3. Develop S.M.A.R.T. Goals
   ► Define your outcome goals so that they are S*pecific, Measureable, Achievable, Relevant, and Time Bound.*
   ► Short term and long term goals must be written to be observable and therefore measureable.

4. Select Strategies
   ► What strategies will most efficiently and effectively get you to your desired goals?
   ► Strategies selected should be written into an action plan with aligned goals, steps resources, timeline and communication plans.

5. Determine Results Indicators
   ► Select indicators that help your team answer
     • Are we implementing the plan with fidelity?
     • Is implementation having desired impact on student outcomes?

6. Evaluate Plan
   ► Analyze collected data to determine progress toward meeting goals
     • Have we implemented our plan with fidelity?
     • Have we achieved our goal or are we making adequate progress toward achieving our goal?

Missouri Data-Based Decision Making (DBDM) Process

Step 1. Collect and Chart Data

Step 2. Analyze and Prioritize

Step 3. Develop S.M.A.R.T Goals

Step 4. Select Strategies

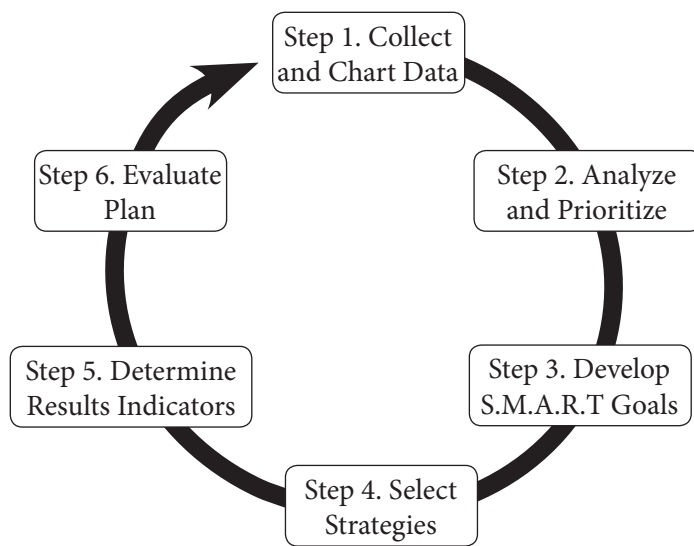Step 5. Determine Results Indicators

Step 6. Evaluate Plan

Figure 2.1

Administrator Role

Successful school improvement efforts share one commonality–strong leadership. Maintaining a well-managed school is one of the primary roles of the building administrator. As the principal goes, so goes the time, focus, resources, and attention to any given school improvement effort.

As you completed preparation activities and began implementing SW-PBS practices, administrative leadership was key for success. The need for administrative leadership, participation and support continues throughout your work at Tier 2. To define the role of the principal in the development and implementation of Schoolwide Positive Behavior Support, thirteen considerations were offered by Colvin and Sprick (1999) and further clarified by Colvin (2007). These concepts were introduced during initial trainings for SW-PBS but are important enough that reviewing them is warranted.

- ► Maintain Standards for Best Practices.
- ► Publicly Provide Support.
- ► Maintain a SW-PBS Leadership Team.
- ► Support the SW-PBS Team Members.
- ► Guide the Decision Making Process.
- ► Take a Leadership Role in Problem Resolution.
- ► Support the Team Meetings.
- ► Provide Recognition for Faculty and Team and Their Work.
- ► Serve as the Point Person for School-Related Groups.
- ► Monitor Implementation Activities and Provide Feedback.

- ► Review Data and Provide Feedback Regularly.
- ► Ensure That Innovation is Sustained.
- ► Make a Time Commitment.

> **DISCUSSION**
>
> How does this description of the administrative SW-PBS role match with your administration's present approaches? What functions will be natural or readily provided? What shifts or adjustments might need to be made to help ensure the success of the Team's work?

The SW-PBS Leadership Team

The process recommended for effective school improvement is based on strong leadership, shared decision-making and consensus building among all school staff. It began with the formation of a SW-PBS Leadership Team. As the work of developing Tier 2 begins, this team will continue to assist staff in the on-going process of maintaining a positive school environment that meets the needs of all students.

Asking all members of the existing SW-PBS Leadership team to maintain Tier 1 efforts and simultaneously develop expertise for more specialized behavior support likely will not be the most efficient or effective use of team member's talents and time. Instead, at this point, many schools choose to divide the SW-PBS Leadership team into smaller groups (i.e., committees) that will focus on one particular tier of the continuum. For example, some members of the SW-PBS Leadership team will opt to maintain Tier 1 efforts while others may be selected or recruited to work within the Tier 2 Team. Initially the Tier 2 Team will work to develop group-based, Tier 2 interventions, but later some members of the Leadership Team may be designated to learn about and develop a system for individualized, Tier 3, behavioral interventions.

TEAM RESPONSIBILITIES

To determine which members of the SW-PBS Leadership Team are best suited to accept responsibility for the Tier 2 Team, description of the activities associated with this group may be beneficial. Staff members who serve on the Tier 2 Team will work to establish systems and practices for students requiring more intensive social, emotional, and/or behavioral support. Members of this group will ensure timely access to interventions, oversee implementation of practices, and regularly use data to monitor student progress during intervention and evaluate overall program outcomes. Some example activities include the following:

- ► Develop procedures and data based decision rules for referring students to intervention.
  - Existing information, such as office discipline referrals or attendance data
  - Teacher nomination
  - Screening instrument scores

- ► Provide Tier 2 strategies, interventions, and supports.
- ► Provide training and support to school personnel, students, and families regarding Tier 2 interventions.

- Meet regularly (e.g., weekly or biweekly) to review Tier 2 interventions, monitor individual student progress, and review new referrals.
- Summarize and review data to address the following questions:
  - Are appropriate students being referred?
  - Are students receiving support quickly?
  - Has entire staff been trained?
  - Are data reviewed on a regular basis?
  - Have data based decision rules been established for accessing, monitoring progress, and fading the intervention?
  - Are interventions implemented as planned?
  - Is adequate training provided to individuals who will implement interventions?
  - Are students actively participating in the intervention?
  - Is effectiveness of intervention and support being monitored?

- Develop data based decision rules (including time frames) for placing students, monitoring progress, and fading the intervention.
- Coordinate schoolwide implementation of the overall Tier 2 practices and systems.

COMPOSITION

To accomplish the activities and tasks associated with development and implementation of group-based interventions, the membership of the team should be crafted to ensure primary functions are fulfilled. Individuals in the following positions are often included in the work of the Tier 2 Team.

PARTICIPATION

While the Tier 2 Team is in the initial preparation and implementation phases, membership will remain constant. The same people will participate in each meeting and work together to accomplish items from the Action Plan. Once a system and interventions are in place, members who attend team meetings may vary to some extent based on which students are participating in Tier 2. Intervention coordinators and classroom teachers will regularly participate, but may not be required for the entirety of all Tier 2 meetings. For example, classroom teachers may choose to attend only during portions when a student from their class list is discussed.

> ### Tier 2 Team Composition
>
> - An individual designated to coordinate each Tier 2 intervention
> - A School Administrator
> - A Behavior Specialist (e.g., school counselor, school psychologist, social worker, special educator)
> - A Classroom Teacher

SELECTING TEAM MEMBERS. The method for designating team members who will lead Tier 2 efforts should be thoughtful. To be successful, the team should include staff members who are "doers," held in high esteem by their colleagues, and team players that focus on solutions and are positive and respectful in their interactions with staff, students, and families. Methods for selecting team members could include:

- **Appointment by administration.** This method allows the principal to recruit people known to possess the above qualifications. While appointment to the team has obvious advantages, it can be divisive if staff somehow views those chosen as the administrator's "select" or favored group.

- ▶ **Volunteers.** Some staff may respond best to a volunteer approach. The administrator can describe the role and responsibilities of the team and the desired composition and allow individuals to submit their name for consideration. The administrator will likely need a process to make final selections when more than one person from a representative group volunteers.

- ▶ **Election.** Representative groups can elect a constituent to represent them on the team. This election process might enhance staff consensus by ensuring that each group feels a personally selected staff member is sharing their interests. However, this process can feed into an already divisive staff by contributing to a tendency to form power blocks.

- ▶ **Existing Committee, Team, or Group.** For some buildings, the process simply may be to use an existing staff team. Many schools already have a group of staff members that meet regularly to discuss academic and/or behavioral concerns for some students. If an existing committee is considered, be sure that the added workload will not render the team ineffective.

COMPENSATION. The time commitment to participate with SW-PBS efforts sometimes goes beyond the normal responsibilities of staff members. While respected professionals often make such commitments gladly, consideration should be given to how to support them and work. This might include:

- ▶ Arrange meeting times and hire substitutes for a portion of the day when meetings are held.

- ▶ Meet outside of regular school hours with extra pay.

- ▶ Arrange for additional preparation time by periodically supervising team members' classes for them.

- ▶ Relieve participating team members of other duties such as bus supervision, recess duty, cafeteria supervision, etc.

> ## Teams and Teachers Are Critical For Success!
> A common misperception is that someone else will provide strategies to "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff are often involved in the intervention – it is important to stress that these interventions will require a high level of involvement among ALL staff within the school building.
>
> Lewis, 2009

Tier 1 Team and Tier 2 Team Responsibilities Compared

TIER 1 TEAM	TIER 2 TEAM
Addresses and prevents problem behavior for 80% to 90% of the students.	Designs early intervention programs for the remaining 10% to 15% of students who are at risk for academic or behavioral problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the Tier 1 Team.
Uses schoolwide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.
Identifies needed strategies, current and on-going staff training, and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing positive behavior support programs.	Consults with and provides ongoing support for school staff who have a student(s) with academic and/or behavior problems.
Shares schoolwide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community schoolwide services.	Coordinates school and community services for groups of at risk students.

Tier 1 Team and Tier 2 Team Responsibilities Compared. Adapted From Los Angles County Office of Education (2001). Teaching Alternative Behaviors Schoolwide: A Resource Guide to Prevent Discipline Problems.

Who?	• Who might be effective members for our Tier 2 Team? • Do we have the talent and skill sets that we need within our existing SW-PBS Leadership Team? Or do new members need to be recruited for completing Tier 2 work?
What?	• What is the charge of our Tier 2 Team? • How does this team relate with other committees or structures that already exist in our school?
How?	• How long will team members serve? • How will rotation occur? • How can we ensure full representation of staff?

Working Smarter

We have all heard this phrase before–work smarter, not harder–but what does it really mean, especially in education? We're all busy, that's a given. However, just because we are engaging in promising initiatives doesn't mean we are maximizing our possible successes. Whenever you are beginning something new, implementing something new, or even thinking about something new, it is a good time to step back and reflect on what work is currently on our plate, what the intent and outcomes are, who it is expected to impact, what staff are involved, and how the efforts relate to our school improvement goals. Compiling this information across all initiative or efforts may help us make decisions to consolidate committees or staff, eliminate initiatives, or wisely add to our improvement efforts and therefore, work smarter not harder (Kameenui and Carnine, 1998). A sample of how one school summarized and reviewed their school initiatives is provided on the following page. Redundancy and possible staff overload is evident.

ACTIVITY   Use the Working Smarter form provided to identify all current initiatives or improvement efforts (e.g., School Safety Committee, PLC, Data Teams, DARE Committee, RtI, School Spirit Committee, etc.) specifically related to improvement of student behavior. Then note the purpose of that work, identify the outcomes, the group that is targeted by this work, the staff involved, and the related CSIP goal(s). Is there overlap? Are there efforts that do not have measureable outcomes? Can the work of some initiatives or committees be combined? Are some staff serving on multiple efforts? How might you adjust to work smarter?

Working Smarter

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal
SW-PBS Leadership Team Tier 1	Develop, implement and monitor universal system of support.	Decreased number of discipline incidents. Improved perceptions of school safety.	All staff and students.	Principal, school counselor, grade or department level representatives.	Goal #3
Attendance Committee	Encourage low attending students to increase school attendance.	Improved attendance rates.	Low attending students.	School librarian and one instructional aide.	Goal #2
Teacher/Student Assistance Team; CARE Team	Develop strategies for students who need extra assistance.	Improved behavioral and academic achievement.	High-risk students.	Principal, counselor, social worker, special education teacher.	Goal #3

What groups or committees focus on behavior in your school? For each group listed consider the following questions:

1) To what extent is the committee reaching goals stated in the CSIP plan?
2) Is there clear purpose and identified outcomes for each group listed?
3) Have outcomes for each committee been evaluated?

Working Smarter – Tier 2 Team

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal

Effective Team Processes

Time is the most valuable resource for educators. Meeting and planning time often is scarce so we must learn to work smarter, maximizing our time and outcomes. Unproductive meetings can dim enthusiasm for your work and slow efforts, while effective team processes excite and inspire, and fuel progress. The most common categories of ineffective meetings include: 1) disorganization in planning; no clear meeting objective or purpose, 2) ineffective processes for running the meeting, and 3) no closure or follow-up.

In the past your SW-PBS work was guided by a clearly delineated schedule of protected meeting time, ground rules or working agreements, use of a meeting agenda, deciding how to decide, team member roles, planning for communication, action planning, and engaging the staff in your work. All of these same principles continue to apply as the work of the SW-PBS Leadership Team is divided into Tier 1 and the Tier 2 focused teams.

PROBLEMS COMMONLY ASSOCIATED WITH MEETINGS

- ► Getting off the subject
- ► No goals or agenda
- ► Too lengthy
- ► Poor or inadequate preparation
- ► Inconclusive
- ► Disorganized
- ► Ineffective leadership/lack of control
- ► Irrelevance of information discussed
- ► Time wasted during meetings
- ► Starting late
- ► Not effective for making decisions
- ► Interruptions from within and without
- ► Individuals dominate discussion
- ► Rambling, redundant, or digressive discussion
- ► No published results or follow-up actions
- ► No pre-meeting orientation
- ► Canceled or postponed meetings

950 professional surveyed on meeting efficiency; listed in rank order. (Mosvick and Nelson, 1987)

DISCUSSION

What challenges to effective meetings have you experienced in your school? What meeting roadblocks would you like to avoid?

TIER 2 SAMPLE ANNUAL TEAM CALENDAR

Putting all of the pieces together for Tier 2 can be manageable with advanced planning. Using your documents developed in Chapter 2: Leadership for Tier 2 Team and your Tier 2 Action Plan, an annual calendar can be created to keep the team focused on current and future plans.

MEETING SCHEDULE

Meeting frequency will vary somewhat as you begin the preparation phase of your work, then later move to implementing and sustaining your practices. During the initial development or preparation phase, it is important for the Tier 2, Tier 2 Team to meet frequently. At a minimum, this team should meet once per month, with additional meetings scheduled as needed to achieve your goals and timelines. It is recommended that meeting dates and times be entered on the school master calendar early in the school year so other activities do not crowd out these important meetings. Additionally, be sure to schedule the length of meetings to allow ample uninterrupted time to plan; at least an hour is ideal. Schools often schedule meetings before or after school, on early release days, at a time during the day when all or most share a common planning time, or in some cases, schedule substitutes as necessary. Some schools occasionally "retreat" to allow longer, uninterrupted work time. Creative scheduling helps to provide the time necessary to ensure good outcomes for your school.

EXAMPLE

Meeting Dates and Times – Tier 2 Team

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
2 full day paid work sessions 8:00-4:00	2nd and 4th Wednesdays 9:00-10:00	2nd and 4th Wednesdays 9:00-10:00	2nd and 3rd Wednesdays 9:00-10:00
DECEMBER	**JANUARY**	**FEBRUARY**	**MARCH**
2nd and 3rd Wednesdays 9:00-10:00	2nd and 4th Wednesdays 9:00-10:00	2nd and 4th Wednesdays 9:00-10:00	2nd and 3rd Wednesdays 9:00-10:00
APRIL	**MAY**	**JUNE**	**JULY**
2nd and 4th Wednesdays 3:00-4:00 (after school)	2nd and 4th Wednesdays 9:00-10:00	2 full day paid work sessions 8:00-4:00 MO SW-PBS Summer Institute Training 3 days	No Meetings

With your team, consider your meeting options. What meeting times will work for you? On the calendar below indicate your meeting dates and times for the upcoming months. Who will be responsible for entering these meetings on your school's master schedule?

Schedule of Meeting Dates and Times
Tier 2 Team

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
DECEMBER	JANUARY	FEBRUARY	MARCH
APRIL	MAY	JUNE	JULY

WORKING AGREEMENTS

During the initial stages of your SW-PBS efforts you established working agreements or ground rules for assisting staff to achieve their meeting goals and to increase the productivity and effectiveness of their time (Garmston and Wellman, 2009). This is a good time to revisit, review, revise and/or recommit to clearly defined working parameters.

As has been previously recommended, ground rules should be: 1) developed by the members of the work group, 2) posted visibly during meetings, 3) reviewed as each meeting is initiated, 4) occasionally used to review team performance at the close of meetings, and 5) revised as new issues surface. All staff should be willing to address and discuss behaviors that are in violation of their working agreements when they occur during meetings. Some common working agreements are listed below and an additional sample follows.

Working Agreements: Some Possibilities

- ► Start on time; end on time.
- ► Stay on topic.
- ► Avoid unnecessary repetition.
- ► Give your full attention; silence cell phones during meeting.
- ► Clarify agenda/meeting outcomes and time allotments before beginning.
- ► If presenting, be prepared.
- ► Watch and be considerate of time.
- ► Attend to the speaker; use post-its for side conversations.
- ► Wait to speak; use active listening.
- ► Indicate support for ideas you like or agree with.
- ► Ask for clarification if you don't understand.
- ► Share concerns thoughtfully; pair criticism with a way to improve.
- ► Communicate authentically; avoid "parking lot" talk.
- ► Keep focus on our group goal and what is best for students.
- ► Be willing to doubt your own infallibility and compromise when necessary.

EXAMPLE

Be Respectful:
- ► Listen to others
- ► Limit side conversations

Be Responsible:
- ► Be on time
- ► Bring required materials

Be a Problem Solver:
- ► Discuss concerns with the team
- ► Brainstorm solutions

With your team, identify some of the challenges and the roadblocks you may have experienced during initial SW-PBS efforts. Also consider and discuss the professional behaviors that characterize efficient and effective meetings you have attended. What working agreements will support your team's work and heighten your productivity?

MEETING AGENDA

In the same way that you have used a meeting agenda during your work with Tier 1, maintaining an effective agenda is one of the most important elements for a productive meeting. The agenda typically communicates: 1) topics for discussion, 2) a time allotment for each topic, and 3) the person responsible for reporting or leading. It also can be used as a checklist to ensure that all information is covered and, if it is distributed before the meeting, lets participants know what will be discussed. This gives the team an opportunity to come to the meeting prepared for the upcoming discussions or decisions. Additionally, agendas often include a space to take notes or indicate members present; tasks, activities, or assignments to be done before the next meeting; and the date of the future meeting as well as possible agenda items. Examples of a team agenda as well as a blank meeting agenda template follow.

SW-PBS Tier 2 Team Meeting Agenda

DATE:_____

Members Present:

Objective/Outcome	Time	Person Reporting
1.		
2.		
3.		
4.		
5.		

To Do Before the Next Meeting:

Next Meeting:
Possible Agenda Topics:

EXAMPLE

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Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Norms:
Today's Meeting	March 1	3:30 – 4:15	Conference Room	*Begin and end of time*
Next Meeting	March 15	3:30 – 4:15	Conference Room	*Be an active listener* *Stay on topic* *Follow through on all assigned tasks* *Reach consensus with thumbs up procedure*

Team Members Present: Barb Mitchell (Chairperson), Diane Feeley (Administrator), Terry Bigby (Intervention Coordinator), Deb Childs (Secretary), Betty Ennis (Communication Coordinator)

Today's Agenda Items:	Additional Agenda Items:	Potential Problems Raised:
1. Review of Student DPR data for CICO 2. New Students 3. Staff CICO training 4. Scheduling TFI		1. 2. 3.

Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
Review of Student DPR data for CICO	Five students currently participating in CICO for the past two weeks. A review of their graphs show that four are at or above their goal of 80%, so they will continue with data review scheduled in two weeks to see if they meet data decision rule for fading at that time.	Diane Feeley	March 15, 2016
	One student's data was reviewed due to poor response. After reviewing the Fidelity of Implementation Checklist, it was determined that CICO is not being implemented with fidelity due to the DPR not being consistently completed and the student not consistently checking-out. Barb Mitchell will retrain the classroom teacher on completing the DPR and providing positive feedback and will also arrange for an older student on the intervention to pick-up the student for check-out.	Barb Mitchell	March 3, 2016
	Student's graphs will be brought to the next team meeting.	Diane Feeley	March 15, 2016

New Students meeting Data Decision Rule for Tier 2 consideration	Diane Feeley reported that no new students have met the data decision rule for Tier 2 intervention.	
Staff CICO training	Right now, the only staff trained on completing the DPR and providing positive feedback based upon the DPR are those teachers involved in the pilot. When we go full scale next year, we will need everyone trained. Deb Childs reported that she will schedule 45 minutes for staff CICO training to take place by May 1. We will use the Tier 2 Toolkit materials and training videos as resources for this training.	Deb Childs — May 1, 2016
Scheduling TFI	The Tier 2 Team needs to take the TFI and submit the Excel spreadsheet to our regional consultant by April 15.

The TFI will be taken during our March 29, team meeting. Terry Bigby will bring the hard copy of the TFI and Diane Feeley will have the TFI Scoring and Results Spreadsheet downloaded onto her computer for data entry. | Betty Ennis — March 29, 2016

Diane Feeley — March 29, 2016 |

Other Issues _____

Evaluation of Team Meeting (Mark your ratings with an "X")

	Yes	So-So	No
1. Was today's meeting a good use of our time?	X		
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?	X		
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?	X		
4. In general, are the completed tasks having the desired effects on student behavior?	X		

If some of our ratings are "So-So" or "No," what can we do to improve things?

Meeting Agenda, Minutes and Problem-Solving Action Plan Form

Date:	Time:		Location:	Norms:

Team Members Present:

Today's Agenda Items:	Additional Agenda Items:	Potential Problems Raised:
1.		1.
2.		2.
3.		3.
4.		

Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?

Other Issues _____

Evaluation of Team Meeting (Mark your ratings with an "X")

	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?			

If some of our ratings are "So-So" or "No," what can we do to improve things?

DECIDING HOW TO DECIDE

As your work progresses, you will encounter decisions that need to be made by the team as well as larger decisions, made by the entire staff, regarding the development and implementation of new approaches. Without effective tools to make these decisions, you may get bogged down in indecision or prolonged discussions and even division.

WHO DECIDES? There are some decisions where it just doesn't make sense to involve everyone. Identifying an individual point person can be very appropriate when that person has much relevant knowledge or authority. Decision-making by the administrator or selected team member may be very appropriate. Similarly, team decisions also may be appropriate when representation of the school is needed, but involving the entire staff is impractical, unnecessary, or too time consuming. However, you will want to take the time to involve the entire staff when the issue is one that everyone needs familiarity with or that requires the support of each person to carry out. This is essential when decisions are being made about new procedures or approaches to be implemented by all.

HOW TO DECIDE. Once you have considered who needs to decide, the second question is how to decide. The common approaches for making decisions are in Figure 2.3. When divisiveness is present, schools would be best to revisit mission, vision, guiding principles, or beliefs to foster harmony before moving on to make decisions using a consensus model. Effective leaders understand the importance of striving for consensus, but also understand that not all decisions should be made by the entire group or by using consensus strategies. In that case a majority rule or unilateral decision will be made. In addition, when the group is "stuck" a smaller group can be assigned to bring suggestions back to all. This would be an example of participative or representative decision-making.

DISCUSSION

Overall, which approaches to deciding are currently used in your school? *Who* decides *what*, and *how* are those decisions made? Are decisions being made efficiently? Do the approaches foster cooperation and collaboration when needed? Which decision-making strategies will you use within your team during Tier 2 work? Which decision-making strategies will you use with the entire staff?

Common Approaches to Making Decisions

DECISION OPTION	ADVANTAGES	DISADVANTAGES
Consensus *Every view or position is heard. All members are willing to support the decision.*	► Generally ensures greater buy-in and therefore increases likelihood of successful implementation. ► Benefits from the input from all perspectives. ► Once a decision has been reached, it can often be acted on more quickly than a unilateral decision handed down.	► Can be time consuming and difficult to do. ► Can be contentious if individuals or small minorities are allowed to block agreement; blocking can result in dissatisfaction with the inflexible minority or individual.
Majority Rule *Decision determined by a majority vote.*	► Familiar, time efficient. ► Considered "fair" by some.	► Regarded as competitive rather than cooperative. ► Ignores the possibility of compromise. ► Can reduce the commitment of each individual to the decision and create less willingness to act upon the decision.
Participative or Representative *Those making the decision seek and take into account input from the entire team or staff.*	► Efficient in that it does not tie up the entire team or staff, but still provides the advantage of their input. ► Staff feel that they were heard; generally acceptable by many. ► Allows for administrative (or other designated decider) to make final decision.	► Sometimes takes time to gather the input, and there is potential of missing someone. ► Requires good communication.
Unilateral *One person or a group is empowered to make a decision without consulting others.*	► Most efficient. ► Good for when a quick decision needs to be made.	► Open to abuse of authority. ► May overlook some perspectives. ► If overused, can be demoralizing by the group.

Figure 2.3

Team Member Roles

To efficiently and effectively accomplish your Tier 2 tasks, the work must be distributed. Effective meetings that lead to successful action planning and utilize consensus decision-making often have several common roles that are designated to make the processes run more smoothly. A clear description of example roles is provided on the following page. Although the name and nature of these roles may vary from group to group, this represents an array of roles that have been found to contribute to success. Depending on the size of your school and team, not all teams may use all of these roles, although some are essential–the most common include: 1) chairperson, 2) timekeeper, 3) secretary, recorder, or note taker. Roles most often are assigned based on interest and the specific skill sets of individual team members. Some teams opt to rotate the main roles through all the group members in order to build the experience and skills of all participants, avoid an over-reliance on a few, and equalize all while preventing any perception of concentration of power. The specifics of roles is perhaps less important than the commitment to use roles and effective group processes to heighten your operation and productivity.

COACHING. In addition to these suggested roles, committee members also may be designated to serve a coaching role to support implementation of Tier 2 practices among staff. In many ways, all group members will serve in a coaching role, which includes:

- ▶ Listening, questioning, reviewing data.
- ▶ Encouraging, teaching, prompting, providing practice and modeling.
- ▶ Communicating with stakeholders.
- ▶ Distributing information and gathering input.
- ▶ Organizing and promoting professional learning.

Some teams may have the ability to identify someone who serves primarily as a coach for their staff.

> **ACTIVITY** Review the description of roles on the next page. What roles will best support your Tier 2 work and heighten your productivity? Determine which roles are needed and staff members that will fill the position.

Tier 2 Team Roles and Responsibilities

	Responsibilities Before Team Meeting	Responsibilities During Team Meeting	Responsibilities After Team Meeting
Chairperson	• Develop agenda with input from team • Send to team members	• Facilitate meeting	• Follow up on assigned tasks • Seek input from team members/ staff
Secretary	• Provide meeting reminder to team	• Keep meeting minutes	• Distribute team minutes to members
Intervention Coordinator(s)	• Prepare summary of student progress monitoring data (Pre-Meeting Organizer) • Prioritize which student's data will be reviewed • Gather any new nominations.	• Present update on data and facilitate focused conversation • Discuss any nominations of new students	• Share data highlights with staff • Collect any other necessary data
Communication Coordinator	• Collect and compile any feedback and/or input from staff	• Share compiled feedback/ input from staff • Lead planning for stakeholder communication	• Provide updates to staff • Coordinate stakeholder communication (e-mails, newsletters, website, etc.)
Time Keeper	• Review time slots on agenda	• Maintain time parameters • Use established signal to keep team on task	• Lead conversation for evaluation of meeting
Cheerleader	• Prepare summary of status of staff recognition activities	• Provide update on staff recognition activities. • Lead the planning for targeted recognition for staff	• Carry out recognition activities with staff.
Historian/Archivist	• Disseminate updates of products	• Lead discussion on any new files	• Maintain electronic database of team products and back up database regularly
All Members	• Review meeting notes • Preview agenda • Bring completed materials	• Follow meeting norms • Provide input	• Set the positive tone and example • Complete assigned tasks

Communication

One of the most important systems the Tier 2 Team must consider is how to keep all staff, students, and families informed. On-going updates and sharing with staff, students and families maintains "buy-in," sustains and enriches interest, and promotes on-going commitment to SW-PBS.

Ideally an effective communication system already has been developed during initial SW-PBS planning stages. However, as the work for Tier 2 begins it is a good time to revisit existing communication strategies and the extent to which these need revision. Whatever communication plan is selected it should include provisions for: 1) sharing ongoing information, 2) presenting data and, 3) obtaining feedback from stakeholders (staff, students, families and community). Some common communication strategies include:

- ► Communication "tree"
- ► Regular bulletins or newsletters
- ► Posters
- ► Parent letters
- ► Presentation at Open House
- ► Website
- ► Monthly staff meetings
- ► Bulletin board in the staff lounge
- ► Suggestion box and surveys
- ► Feedback/exit slips at conclusion or meetings or professional learning
- ► Requests of staff for draft revisions
- ► Bulletin boards for students
- ► Morning announcement/update
- ► Fair of student artwork or essays on SW-PBS
- ► Overview presentations for community groups
- ► SW-PBS overview in substitute packet and application paperwork

In addition to the above communication ideas, teams will want to build time into team meetings to consider communication needs relative to agenda items just discussed. At the conclusion of your meetings, consider these questions: "What needs to be communicated? How should it be communicated (formally or informally)? To whom do we need to share this? And, who will be responsible for the communication?" Routine thoughtful planning for communication can lead to well-informed stakeholders and greater unity.

While your Communication Coordinator may assume primary responsibility for organizing and maintaining the communication systems, the team will want to assist with planning and selecting what will work best for your school and stakeholders. To ensure that you have a systemic way to communicate with staff, students, families and your community, a full plan should be created.

School Communication Systems

EXAMPLE 1

1. The Tier 2 Team Recorder will post information/materials for consideration on the "What Do You Think About This?" section of the SW-PBS Bulletin Board in the Teacher Work Room the first Monday each month.
2. Time will be allotted during the monthly staff meeting for the principal to present information/materials for consideration.
3. On the day of the staff meeting, the Tier 2 Coach will send out the information/materials for consideration via e-mail to each certified and classified staff member.
4. Each certified and classified staff member will respond to the e-mail by writing comments or questions regarding the information/materials for consideration. Staff will respond by Friday afternoon the week of the staff meeting.

EXAMPLE 2

1. The Tier 2 Team Recorder will place a hard copy of information/materials for consideration in each certified and classified staff member's mailbox the first Monday of each month.
2. Time will be allotted during the monthly staff meeting for the principal to present information/materials for consideration.
3. Certified Staff will discuss information/materials for consideration during the department/grade level meeting. Each department/grade level team will write comments or questions on the hard copy of the information/materials. Classified staff will individually review and write comments or questions on the hard copy of the information/materials.
4. The second Friday of the month, the department/grade level team and classified staff members will place the hard copy with comments or questions in the SW-PBS Feedback Basket located in the Teacher Work Room.

Document your plans for regular communication with all stakeholders–staff, students, families, and community.

STAKEHOLDER	STRATEGY	RESPONSIBLE PERSON
Tier 1 Team		
Staff		
Students		
Families		
Community		

Dealing With Resistance to Change

As your work with Tier 2 evolves, inevitably some changes to existing procedures and practices will be required. As the SW-PBS Leadership Team continues working with all staff, students and families, understanding about the nature of resistance to change is needed. As discussed during your initial phases of SW-PBS training, change can be viewed as a social process that begins at the individual level. Those involved in the change must go through a learning process in order to shift paradigms and appreciate the goals of the change, to make adaptations to new practices, to be allowed to adequately prepare prior to attempting to implement the change, and to be supported as change is implemented. Strategies you may have used to promote and support change during the beginning stages of SW-PBS development are reviewed below (Knight, 2009)

Teachers must believe the changes will make a difference.
- Leaders have verified the changes are research-based, supported by other practitioners and can provide significant positive impact.
- The proposed changes match staff identified needs.
- Support to learn, implement and sustain the change must be assured.

Several types of support are needed.
- Provide high quality, up front training.
- Provide ongoing skill-building training sessions.
- Provide opportunities for feedback and coaching.

Teachers and staff must see what is expected and believe it will work.
- Provide experiences and examples that demonstrate how and why it works.
- Modeling, visits to other MO SW-PBS schools, videos, question and answer sessions, study groups
- Allow time to experiment and adjust before full implementation.
- Allow time for staff to make up their own minds.

Stakeholders must be involved in the decision-making.
- Provide opportunities for involvement in decisions.
- Respect teachers' professional autonomy and work to incorporate it where appropriate.
- Involve staff in the generation of ideas before making decisions.
- Clarify decision-making. Who makes what decisions? How will decisions be made?

Respect the expertise of the staff.
- Recognize expertise within the building and make sure those who wish to contribute are asked to do so.
- Presenters/team leaders should listen respectfully to staff questions and ideas.
- Recognition of staff contributions should be ongoing.
- Provide opportunities for reflection and shared vision.

Understand and improve upon potentially poor prior experiences with change.
- Have people identify how this change is similar and different from in the past.
- Allow time for implementation to be effective, using a variety of strategies that respect the individuality of your stakeholders.
- Administrative leadership publicly supports implementation and the ongoing work to assure success.
- Clarify that SW-PBS is a valued change and will be a long-term commitment by all; that it is worth the investment to learn, invest in and utilize what is implemented.

DISCUSSION   Has your school experienced resistance to change? What was the nature of the resistance? What might be some ways to head off any resistance to your Tier 2 work?

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Leadership*

1. Establish a Tier 2 Team to oversee development and implementation of Tier 2 system and practices.

   A. Identify and document team meeting dates and times.
      - Use the *Blank Schedule of Meeting Dates and Times*

   B. Identify personnel who will develop and oversee development and implementation of Tier 2 data, system, and practices.
      - Activity in workbook

   C. Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources to develop an effective Tier 2 system.
      - Complete the *Working Smarter Template*

   D. Identify and document team member role and responsibilities.
      - Use the *Blank Team Membership and Roles*

   E. Adopt a standard meeting agenda and format.
      - Use *Blank Team Meeting Agenda*

   F. Revisit, review, revise and/or recommit to clearly defined working agreements.
      - Use the *Blank Team Meeting Agenda*

   G. Identify and document a communication plan for dissemination of information.
      - Use the *Blank Team Meeting Agenda*