PBIS – Tier I
New Team Professional Learning

Vtss_ric

VTSS
@Vtss_ric

◎ Richmond, VA   ▦ Joined October 2015

91 Following   **583** Followers

Appreciation is given to the following for their contributions to this New Team Professional Learning:

Center for Social Behavior Support

Mid-Atlantic PBIS Network

Midwest PBIS Network

What to expect these three days….

- begin each day at 9:00 a.m.
- frequent breaks and time for team work
- one hour for lunch
- Zoom tools for feedback and engagement
- breakout rooms for activities
- action planning to continue work after this event

Prepare for the webinar

1. Download the VTSS Tier I New Team Workbook materials https://vtss-ric.vcu.edu/

Implementers->

Tier I Resources->

More About Tier 1 Forum->

New Team Training->

Materials and Zoom link

2. Create a shared folder for all materials

3. Review Zoom basic tools if you are new to this platform

- Annotation tools: https://www.youtube.com/watch?v=Dyv6KRsurno (6 min.)

Grid Greetings

If it's true for you, type your name in the box.		
I have been with my division for more than 5 years.	I have children.	I love to read.
I have worn pajama pants during a Zoom.	I have binged watched something on Netflix, Amazon, etc.	I have a pet.

Virtual Norms

Expectations	What does that look like?
Be Engaged	• Unmute to share ideas/questions. • Participate in virtual activities.
Be Respectful	• Eliminate distractions like cell phones, email, social media, and background noise. • Give others time to talk and share. • Be committed to attend all three days.
Be Prepared	• Download materials prior to the session. • Set dates/times with your team to continue action planning after professional learning.

What we will accomplish in these three days.

During our Time Together	Future Work Back at Your School
• Review key features of the VTSS Framework and our Roadmap for this work	• Complete your Behavior Matrix
• Begin creating a Behavior Matrix	• Complete your Action Planning
• Begin Action Planning	

Virginia Tiered Systems of Supports

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Did you work from home **and** teach kids this past year?

YES	NO

Professional Learning Roadmap

Change is Constant

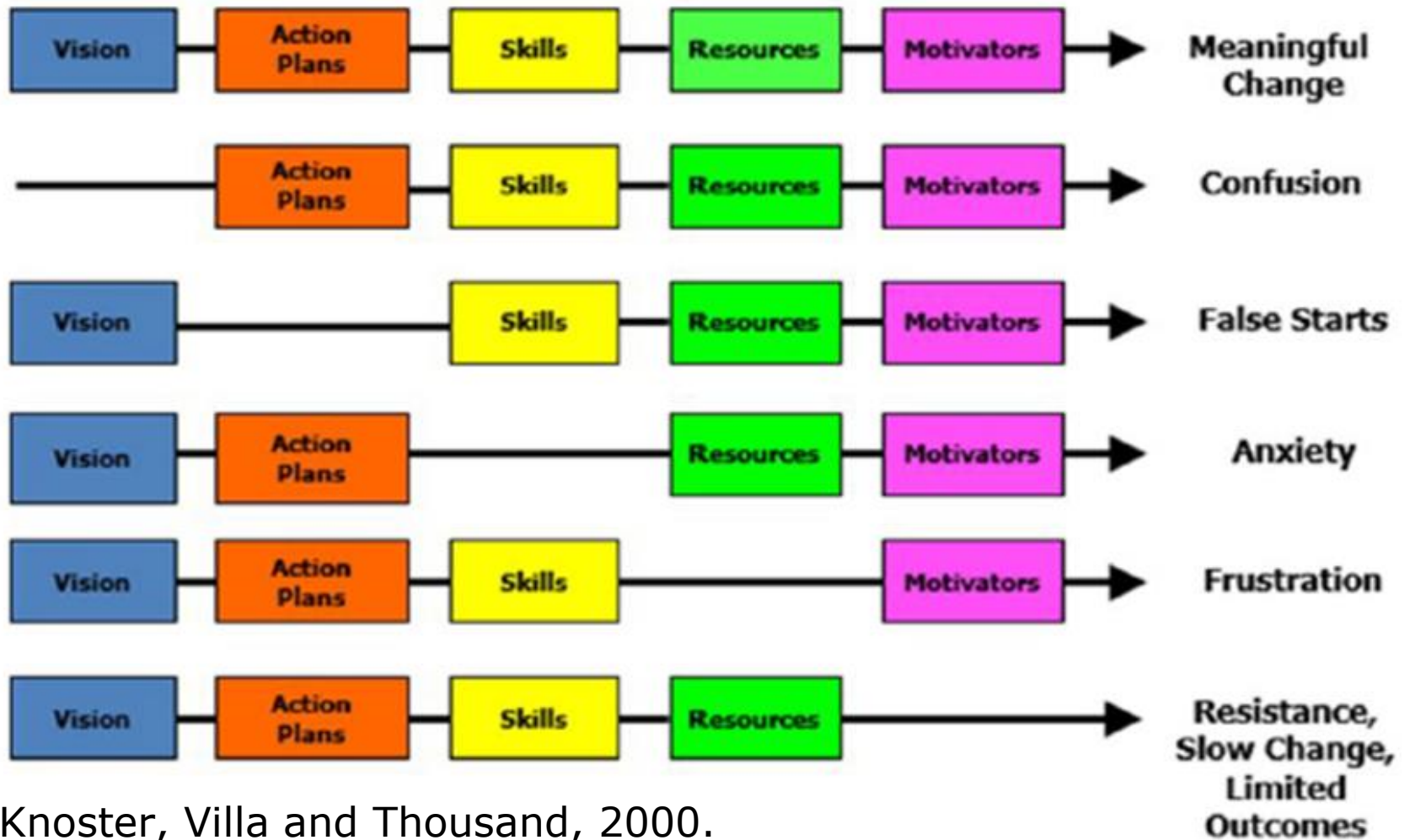**INDIVIDUAL**
- How does it feel when new ways of working arrive on your doorstep?
- How do you want your voice heard?
- What do you look for when deciding if you are on board with the change?

TEAMS
- How do your colleagues experience change?
- How do all of you want to be involved in implementation decisions?

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Managing Complex Change

Vision	Action Plans	Skills	Resources	Motivators	→	Meaningful Change
Action Plans	Skills	Resources	Motivators	→	Confusion
Vision	Skills	Resources	Motivators	→	False Starts
Vision	Action Plans	Resources	Motivators	→	Anxiety
Vision	Action Plans	Skills	Motivators	→	Frustration
Vision	Action Plans	Skills	Resources	→	Resistance, Slow Change, Limited Outcomes

Knoster, Villa and Thousand, 2000.

Consistency Matters: *Common Language*
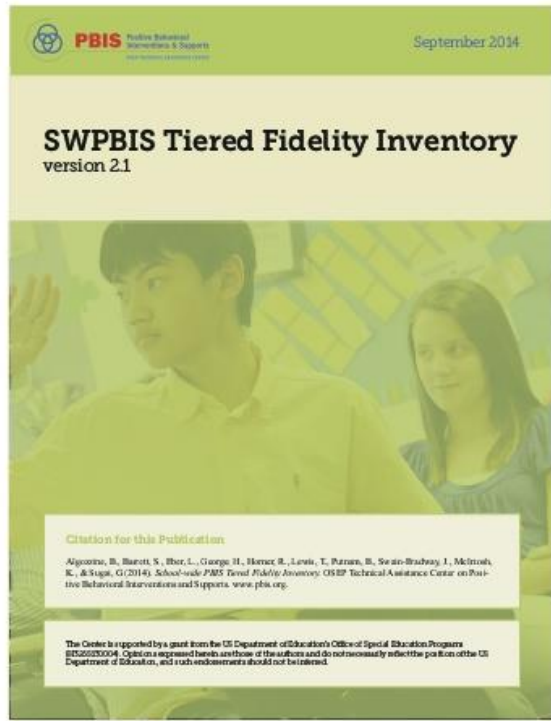
School Based Coaching
- guides faculty
- supports implementation of PBIS

Division Based Coaching
- support to schools
- liaison to the system coach

Systems Coaching
- provided by VTSS to develop capacity among implementers

PBIS Positive Behavioral Interventions & Supports

September 2014

SWPBIS Tiered Fidelity Inventory
version 2.1

Citation for this Publication

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

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What is VTSS?

The Virginia Tiered Systems of Supports (VTSS) integrates academics, behavior and mental health into a single **decision-making framework** for establishing the supports needed for a school to be an effective learning environment for all students.

The VTSS systemic approach allows divisions, schools, and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process.

Virginia Tiered Systems of Supports
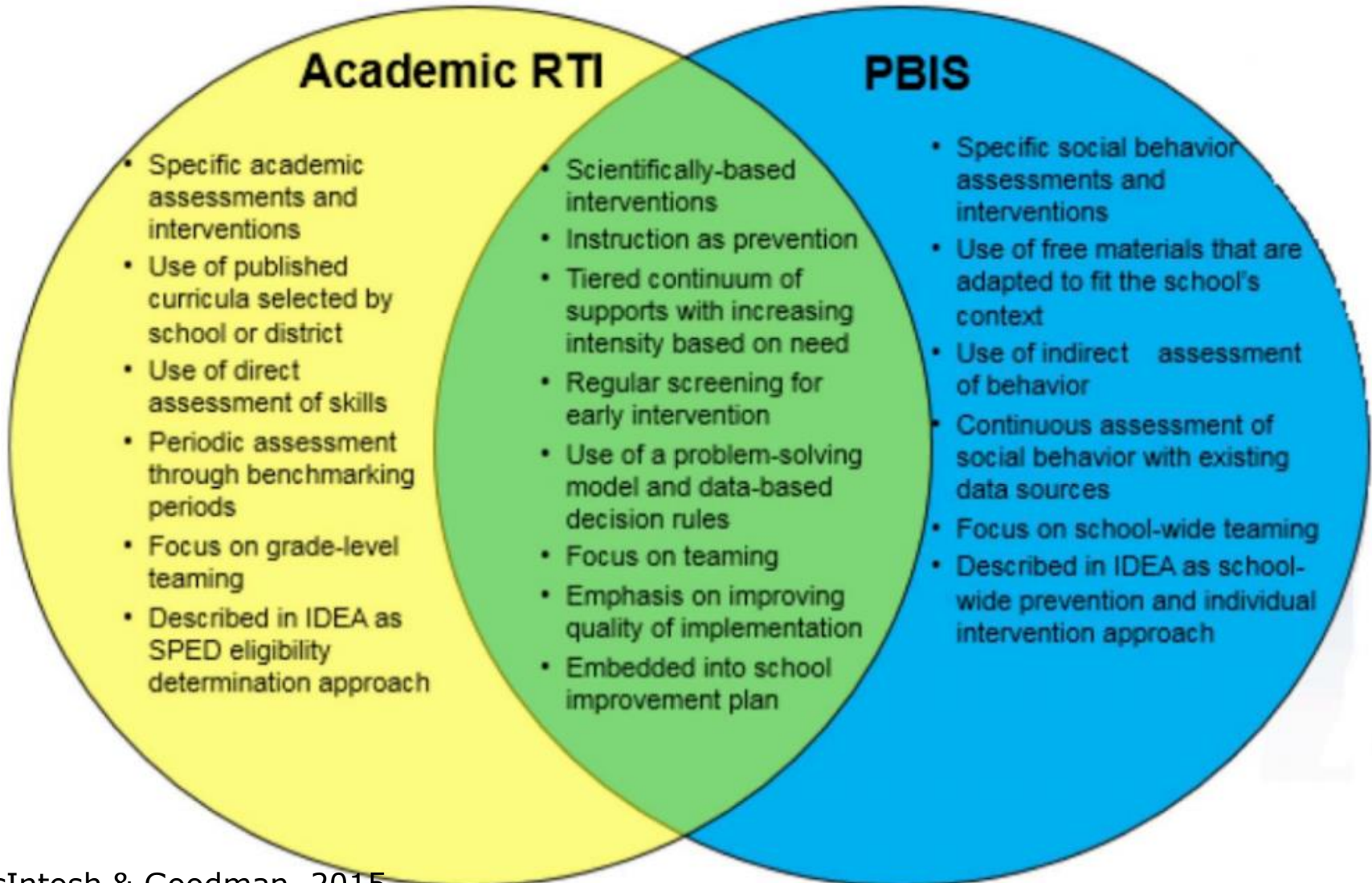VTSS
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Understanding VTSS

VTSS is not a new initiative, it is a way of doing work!
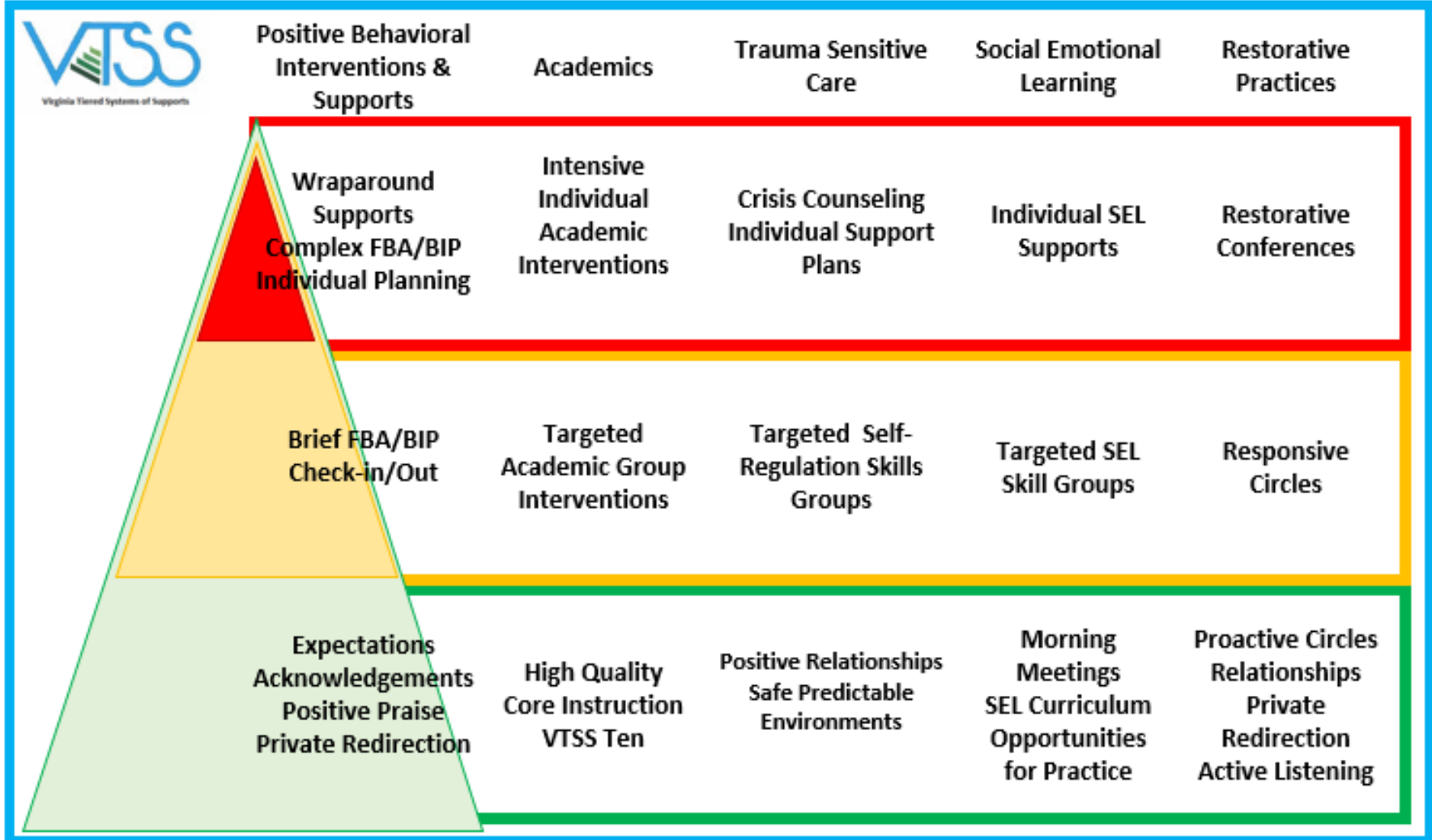
VTSS is a Multi-Tier System of Support (MTSS) framework

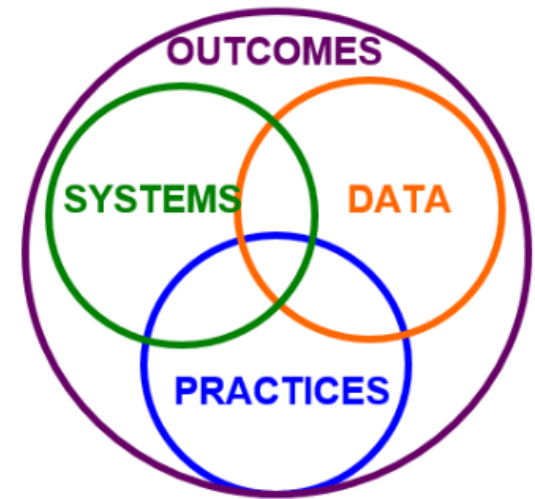What is a Multi-Tier System of Support?

Features of MTSS

Academic RTI
- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as SPED eligibility determination approach

(overlap)
- Scientifically-based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

PBIS
- Specific social behavior assessments and interventions
- Use of free materials that are adapted to fit the school's context
- Use of indirect assessment of behavior
- Continuous assessment of social behavior with existing data sources
- Focus on school-wide teaming
- Described in IDEA as school-wide prevention and individual intervention approach

McIntosh & Goodman, 2015

VTSS Can Support All Efforts

	Positive Behavioral Interventions & Supports	Academics	Trauma Sensitive Care	Social Emotional Learning	Restorative Practices
	Wraparound Supports Complex FBA/BIP Individual Planning	Intensive Individual Academic Interventions	Crisis Counseling Individual Support Plans	Individual SEL Supports	Restorative Conferences
	Brief FBA/BIP Check-in/Out	Targeted Academic Group Interventions	Targeted Self-Regulation Skills Groups	Targeted SEL Skill Groups	Responsive Circles
	Expectations Acknowledgements Positive Praise Private Redirection	High Quality Core Instruction VTSS Ten	Positive Relationships Safe Predictable Environments	Morning Meetings SEL Curriculum Opportunities for Practice	Proactive Circles Relationships Private Redirection Active Listening

VTSS — Virginia Tiered Systems of Supports

Implementation Logic

Teams and schools will use their learning to…develop data driven systems that support adults in efficient acquisition of preventive and restorative practices for teaching prosocial skills and responding to behavior incidents.

Supporting Staff

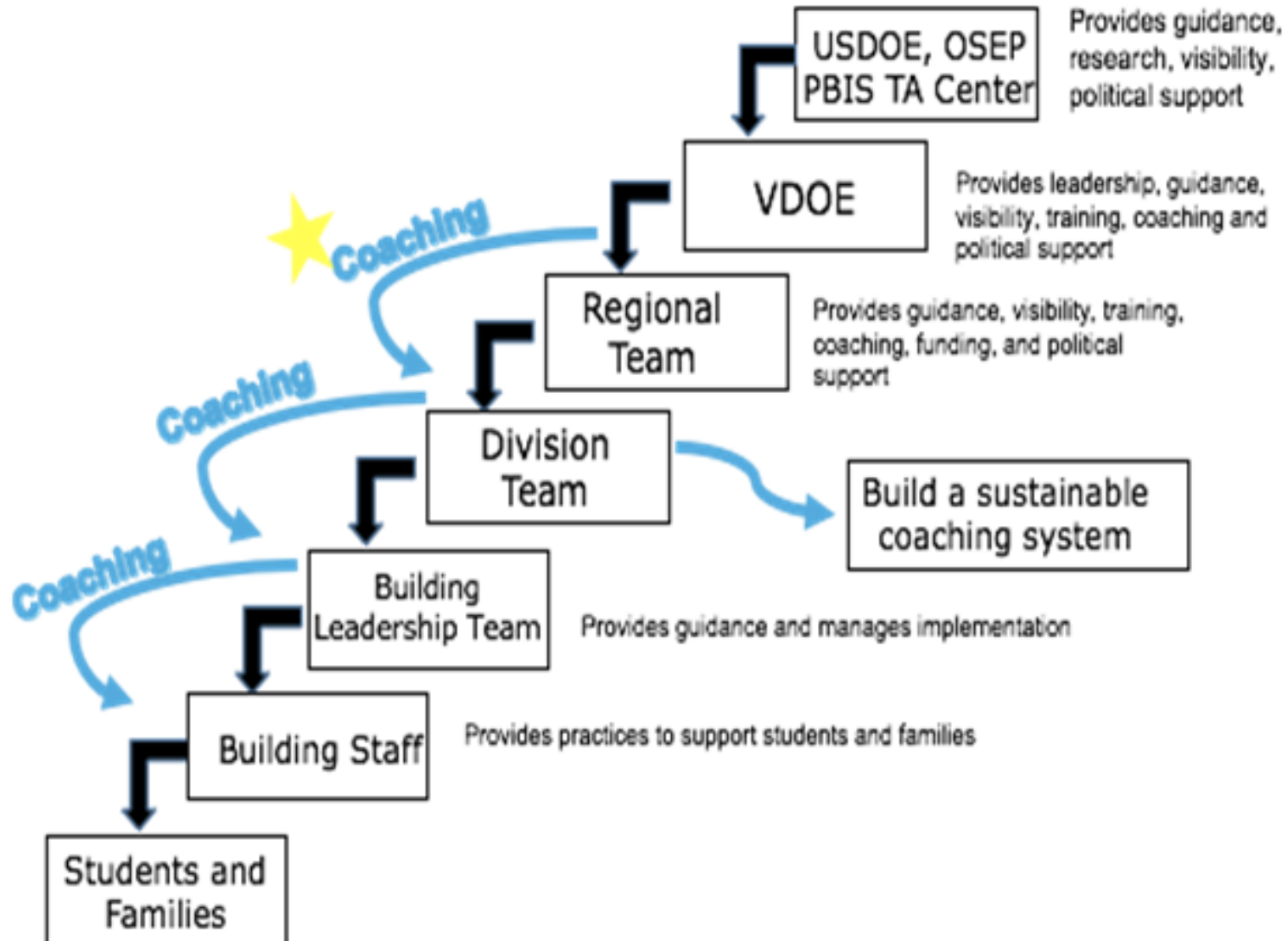**Supporting Decision Making**

Supporting Students
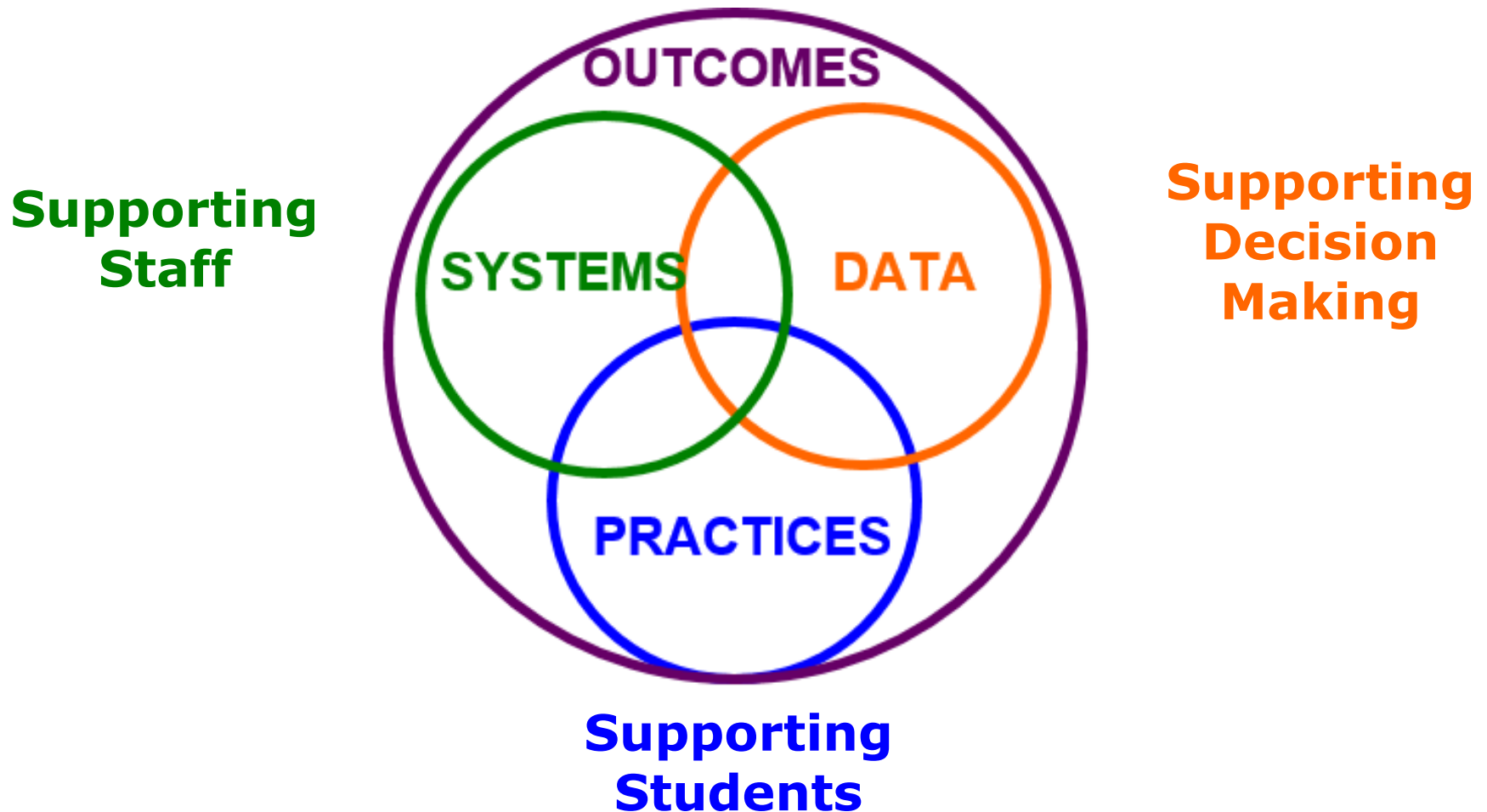
Let's practice the Implementation Logic

- With your team, choose a current example in your school that reflects the implementation logic of data, practices, and systems.

- This example will help your faculty understand the value of each element and the importance of this logic.

Activity #1, pg. 5

Division Leaders Support the SYSTEM

USDOE, OSEP PBIS TA Center — Provides guidance, research, visibility, political support

VDOE — Provides leadership, guidance, visibility, training, coaching and political support

Regional Team — Provides guidance, visibility, training, coaching, funding, and political support

Division Team → Build a sustainable coaching system

Building Leadership Team — Provides guidance and manages implementation

Building Staff — Provides practices to support students and families

Students and Families

Coaching

Tiered Instruction and Intervention

Knowing the culture in your building, what is the best way to explain tiered instruction and intervention to your faculty?

Tier III

Tier II

Tier I

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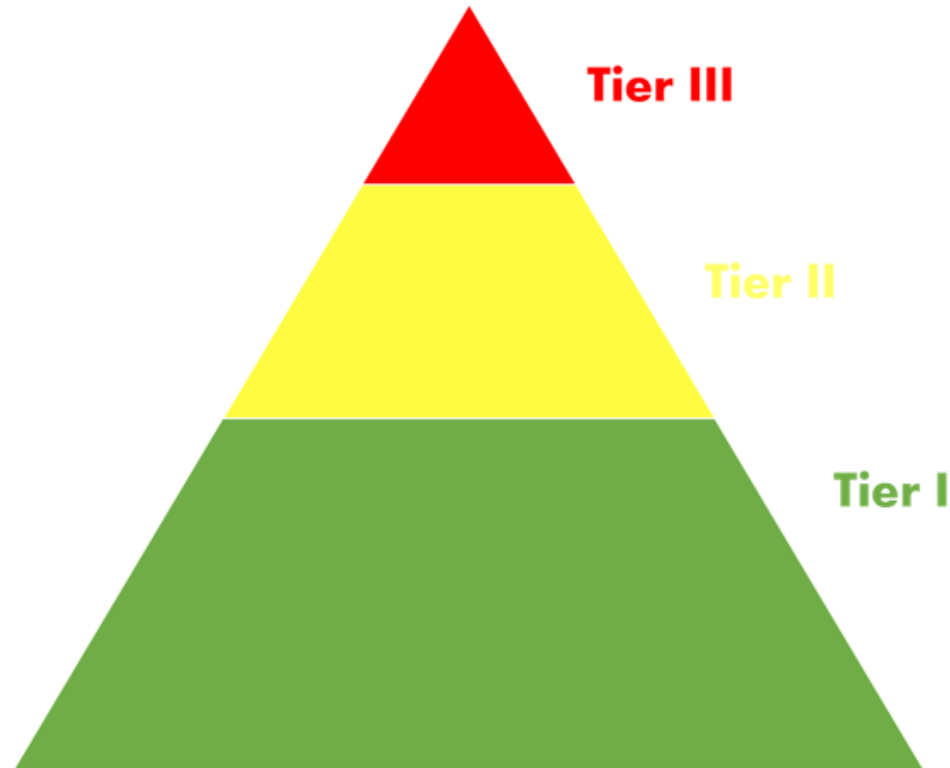
Layers of Support

*Students receiving Tier II and Tier III supports **ALSO** receive Tier I supports*

Tier III: No more than 5% of students needing intensive, individualized instruction in addition to core and supplemental instruction

Tier II: No more than approximately 20% of students needing supplemental instruction in addition to core instruction

Tier I: Goal – 100% of students achieve at high levels
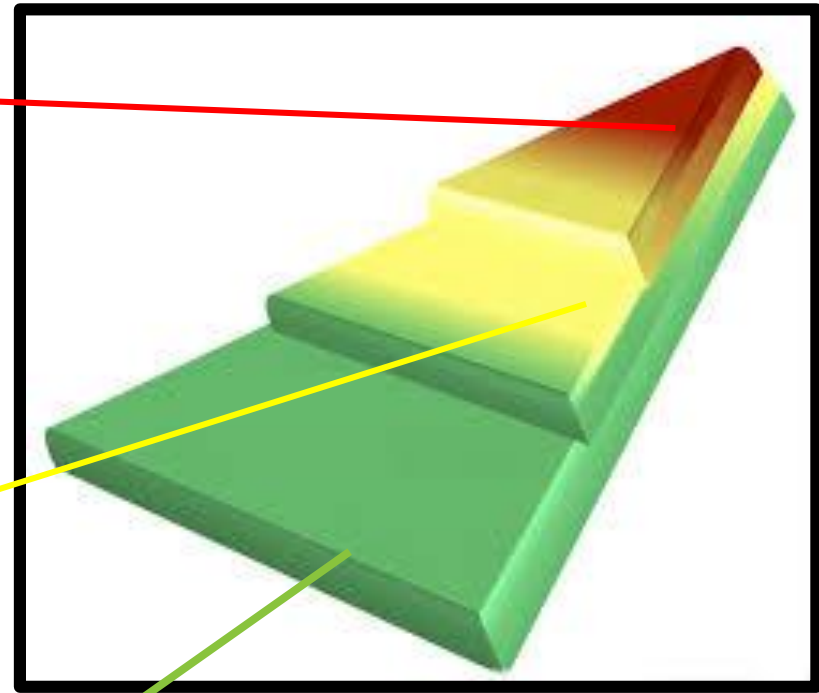
Tier Summary

Tier I
- Universal, core, primary level of prevention
- School-wide research-based systems, practices, & data
- Available to all students from all adults at all times

Tier II
- Supplemental, targeted, secondary level of prevention
- Small group research-based interventions available to some students in order to access core curriculum
- Tier 2 services provided in addition to core instruction

Tier III
- Intensive, tertiary level of prevention
- Individualized research-based interventions provided to the few highest need students and designed by individualized student teams

Example: Tiered Behavioral Supports

Tier I: School wide expectations matrix, teaching expectations, lesson plans, reviewing expectations, acknowledgement system, classroom based strategies

Tier II: Check in Check Out (CICO) with specific targets and skill instruction

Tier III: Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

Example:
Tiered Social Emotional Learning Supports

Tier I (Core curriculum): Social Emotional Learning, relationship building, behavior as communication, classroom routines for self-regulation, staff self-care plan, restorative practices

Tier II: Student mentoring programs, partnering with community organizations, small groups and classes for specialized instruction

Tier III: Individual student plans, wrap-around and individual counseling

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Example: Tiered Math Supports

Tier I (Core curriculum): Explicit instructional sequence (I do, we do, you do), student goal setting, use of dry erase boards, response cards, and other techniques to increase student engagement, working through the CONCRETE – REPRESENTATIONAL – ABSTRACT sequence

Tier II: Small group intervention focused on a research-based problem solving method

Tier III: One on one tutoring driven by student mastery data

Example:
Tiered Attendance Supports

Tier I: Engaging school climate, positive relationships with students and families, recognition of improved attendance, chronic absence data monitored

Tier II: Personalized early outreach, caring mentors

Tier III: Coordinated school and interagency response, legal intervention (last resort)

Why are we here?
Universal Evidenced Based Practices

Schools and teams will use their learning to....

Adopt, organize, and implement evidence-based practices

for teaching and reinforcing **behaviors**

that promote **academic** and **social** success for ***ALL*** students.

Social-Emotional Behavior

Six Core Components of VTSS

1. Aligned Organizational Culture and Structure

1. Data Informed Decision-Making

1. Monitoring Student Progress

See Workbook pg. 3

Six Core Components (cont.)

4. Evidence-Based Practices

5. Family, School, and Community Partnership

6. Evaluation

See Workbook pg. 3

VTSS is not a new initiative, it is a way of doing work!

- The focus is on behavior for Tier I supports.

- The various tasks we cover during this training will take time to implement (1-2 years).

- Your VTSS coaches will be there to support you every step of the way.

Critical Tasks of
Tier I New Team Training

1. Begin to build a behavior expectation matrix
2. Plan for creating lesson plans for the behavior matrix
3. Begin to create an acknowledgement system
4. Plan for communications with staff

Action Planning for each TFI Module.

Behavioral & Classroom Expectations: WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			
C.			
D.			

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How are you feeling after learning more about VTSS?

How do you eat an elephant?

One bite at a time!
Let's get your VTSS journey started!

BEFORE Tier I Training

1. Download the VTSS Tier I New Team training materials at vtss-ric.vcu.edu/
2. Complete the TFI 1.1 and TFI 1.2 with your VTSS State Coaches or view the recorded webinar with your team.
3. Discuss any comments or questions with your VTSS State Coaches or Division Lead.