SECTION 2
WĀHANGA 2

Positive Behaviour for Learning

SCHOOL-WIDE

WORKING IN TEAMS

TE MAHI Ā-RŌPŪ

Section 2: Working in Teams
Wāhanga 2: Te Mahi ā-Rōpū

The teams responsible for implementing PB4L–SW Tier Two in a school are:

- the PB4L–SW Tier Two Team
- the Classroom Practices Team or teams.

The PB4L–SW Tier Two Team is responsible for the overall implementation and management of Tier Two systems and practices in the school. See section 2.2 for more information about the Tier Two Team.

Classroom Practices Teams are generally syndicate or departmental teams that meet regularly to discuss and resolve curriculum issues and low-level behavioural problems. See section 2.3 for more information about these teams.

Although these teams are responsible for Tier Two, they of course depend on teachers' commitment to change and their day-to-day interactions with students for actual implementation.

2.1 EFFECTIVE TEAM MEETINGS

Time is the most valuable (and scarce) resource for teachers, so it is important that you make sure that all meeting and planning time is used productively and efficiently. Unproductive meetings can dim enthusiasm for a project, while effective team processes can inspire effort and fuel progress.

Effective meetings:

- are well planned and organised
- have clear objectives
- use consensus decision making
- provide closure or allow for follow-up.

To be efficient and effective in meeting its responsibilities, each team must agree on and consistently use procedures for:

- meeting regularly
- assigning and fulfilling functions and responsibilities
- using a standard meeting agenda
- using effective approaches to problem solving.

Time is the most valuable (and scarce) resource for teachers, so it is important that you make sure that all meeting and planning time is used productively and efficiently.

USING A MEETING CHECKLIST

You can use the following checklist to help evaluate the effectiveness of your team meetings. Although it is intended primarily for Tier Two Teams, a modified version would also be useful for Classroom Practices Teams.

MEETING CHECKLIST

- ◯ Data is distributed to all team members in advance (with guidance if appropriate).
- ◯ Team members come to the meeting with ideas for problem identification statements, including hypotheses.
- ◯ The meeting agenda is distributed in advance and includes items to celebrate and follow-up items from previous meetings and the action plan.
- ◯ The meeting ensures it addresses priority or critical issues determined by data.
- ◯ Items have specific time limits that are adhered to.
- ◯ The meeting starts and ends on time.
- ◯ The team leader moves the team through the agenda.
- ◯ Minutes are recorded and include action plan items, responsibilities, and time frames.
- ◯ The team stays on topic (with the support of the team leader or meeting facilitator).
- ◯ The action plan is reviewed.
- ◯ Team members are clear about what will be done by whom before the next meeting.
- ◯ The team addresses conflict constructively.
- ◯ The team makes decisions by consensus.

Adapted from Florida Positive Behavior Support Project (2002)

MEETING REGULARLY

The frequency of meetings is likely to vary as teams begin their work and then move to implementing and sustaining Tier Two systems and practices.

Classroom Practices Teams should meet regularly (e.g., once a fortnight).

In the early stages of Tier Two implementation, it is important for the PB4L–SW Tier Two Team to meet frequently. At a minimum, your Tier Two Team should meet once a month, with additional meetings scheduled as needed to achieve your goals and planning needs. Tier Two Team meetings should normally last for an hour to allow coverage of all items on the agenda.

2.2 THE PB4L–SW TIER TWO TEAM

The PB4L–SW Tier Two Team has overall responsibility for implementing and managing Tier Two systems and practices in the school. At least one of its members will also be part of the PB4L–SW Team that leads and oversees the implementation of Tier One throughout the school.

Table 2 compares the responsibilities of the PB4L–SW Tier Two Team with those of the school's PB4L–SW Team.

Table 2: PB4L–SW (Tier One) Team and Tier Two Team responsibilities

THE PB4L–SW (TIER ONE) TEAM	THE TIER TWO TEAM
Encourages appropriate behaviour for all students and resolves problem behaviour for 80–90% of students	Oversees support for most of the remaining 10–20% of students who are still exhibiting inappropriate behaviour
Uses school-wide data to monitor systems and practices involving all students and to inform Tier One implementation	Uses data to proactively determine which students need additional academic or social-behaviour support
Designs positive behaviour support for all school settings, making modifications as necessary	Designs positive behaviour support for small groups of students needing additional assistance, making modifications as necessary
Coordinates school, whānau, and community activities in relation to all students	Coordinates school, whānau, and community activities in relation to groups of students needing additional support
Provides ongoing support for all staff members as they implement positive behaviour support strategies	Consults with, and provides ongoing support for, staff whose students have not responded to Tier One
Identifies, and provides training and resources in, Tier One essential features for all staff	Identifies, and helps develop, staff skilled in conducting basic functional assessments and in implementing Tier Two interventions
Shares and celebrates Tier One outcomes with the school community	Shares and celebrates Tier Two outcomes with the school community, while ensuring confidentiality for individual students

At a small school in Invercargill, all staff are on the PB4L–SW Tier One Team. When it came to forming the Tier Two Team, the school wanted to include confident, competent members of the Tier One Team with strong knowledge of the PB4L–SW framework. The Tier Two Team, therefore, is a 'subset' of the Tier One Team, consisting of the principal, deputy principal, a senior teacher, two other staff, and an RTLB. The team coordinates the school's interventions such as CICO and Small Group Social Skills Instruction. It also supports classroom teachers, who recognise that at times they need to change their classroom practice and environment to better support positive student behaviour.

WHAT DOES THE TIER TWO TEAM DO?

The PB4L–SW Tier Two Team implements and communicates Tier Two systems and practices, facilitates students' access to support and interventions, and regularly collects, analyses, and uses data to monitor students' progress and the effectiveness of Tier Two in the school.

IMPLEMENTING AND COMMUNICATING TIER TWO SYSTEMS AND PRACTICES

Your Tier Two Team is responsible not only for implementing Tier Two systems and practices in the school, but also for making sure that these are fully understood and supported by the wider school community.

The team will:

- coordinate school-wide implementation of Tier Two practices and systems
- make sure that all Tier Two strategies and interventions are compatible with the school-wide values and expectations already established for Tier One
- provide Tier Two training and support for school staff
- provide information about interventions to classroom teachers.

FACILITATING ACCESS TO SUPPORT FOR STUDENTS

The Tier Two Team works to establish behaviour support for students who have not responded to the systems and practices put in place for PB4L–SW Tier One.

Your team will:

- provide or support behavioural assessment strategies and interventions
- act as a problem-solving team for students who have not responded to strategies implemented by the Classroom Practices Team(s)
- develop data decision rules[3] for considering students for Tier Two
- match student needs with appropriate targeted interventions, such as Check In/Check Out (CICO) and social skills groups
- meet regularly to review Tier Two implementation, monitor individual students' progress, and review new nominations.

Tier Two data decision rules are criteria, based on data, that indicate when a student should be considered for Tier Two support.

[3] Tier Two data decision rules are criteria, based on data, that indicate when a student should be considered for Tier Two support. These rules can also serve as the basis for monitoring students' responses to the support, especially during interventions.

COLLECTING, ANALYSING, AND USING DATA

The Tier Two Team collects, analyses, and uses data to ensure that students are supported with appropriate practices and interventions. Data is also used to monitor the effectiveness of Tier Two in the school.

Your team will:

- monitor the implementation of classroom practices and targeted interventions, and collect data on students' responses
- review data to recommend future action (e.g., maintaining, modifying, intensifying, or fading interventions)
- provide regular data to classroom teachers.

Data collected by the team can be analysed and used to address questions such as the following.

- Are we identifying the right interventions for students?
- Are students receiving support quickly?
- Have we established criteria for accessing, monitoring progress in, and fading an intervention?
- Are students actively participating in interventions?
- Are we implementing interventions as intended?
- Are we monitoring the effectiveness of interventions?

The Tier Two Team at a Taranaki primary school uses an inquiry approach to ensure the ongoing effectiveness of Tier Two interventions. By using a combination of quantitative data and qualitative teacher reporting, and by valuing student and whānau voice, they are able to evaluate the impact of interventions, making changes when needed.

Teachers particularly value the collaborative approach to solving behavioural issues – they say that a culture of 'tautoko' has developed within their teaching and learning hubs and that this is both supportive and enabling. They also value having a menu of interventions available for when strengthened classroom practices have not been successful. They report that this helps them remain optimistic about the potential for progress with groups of students with challenging behaviours.

TIER TWO TEAM MEMBERSHIP

In order to accomplish all the activities and tasks on its action plan, your PB4L–SW Tier Two Team should ensure that all the team's primary functions and responsibilities can be covered through its membership.

A school's Tier Two Team would typically include:

- the school principal or a senior management representative
- a representative from the PB4L–SW (Tier One) Team
- Tier Two intervention coordinator(s)
- a behaviour support specialist (e.g., an RTLB)
- an academic support specialist
- a data analyst.[4]

The principal or senior management representative:

- supports the Tier Two systems and processes by attending meetings, allocating resources (time and staff), and communicating with staff about the initiative
- gives final approval of plans
- recognises and acknowledges the efforts of participating staff
- ensures that there is planned and regular communication with whānau about the positive impact of Tier One and Tier Two.

The representative from the PB4L–SW Team:

- actively participates in both the PB4L–SW and Tier Two Teams
- facilitates two-way communications and processes.

It is best if the membership of your Tier Two team remains constant (i.e., the same people participate in each meeting and work together to accomplish items from the action plan) while Tier Two systems and processes are being established. After that, periodically 'swapping out' one or two members will build wider capability in your school and refresh the team.

Some members of the team may attend for only part of a meeting – for example, intervention coordinators will regularly participate but may not be required for the whole of each meeting. Also, teachers who are not members of the team may attend parts of a meeting when a student from their class is being discussed.

Periodically 'swapping out' one or two members will build wider capability in your school and refresh the team.

[4] Note that in small schools, one person may need to act in several of these roles.

TEAM FUNCTIONS AND RESPONSIBILITIES

In order to effectively and efficiently accomplish all the tasks and activities on its action plan, the work of your Tier Two Team will need to be shared.

Effective teams usually have several functions identified to make processes run more smoothly. Because all members of the Tier Two Team are responsible and accountable for the initiative's success, each member of the team will have specific tasks and responsibilities, in accordance with their assigned function(s).

Table 3 provides a list of suggested team functions and responsibilities. Depending on the size of your school and Tier Two Team, you may not require all of these functions, but you will almost certainly need:

- team leadership
- secretarial duties/note-taking
- database management
- behavioural and/or academic expertise
- coordinating interventions.

Functions are usually assigned according to the interests and specific skill sets of individual team members. However, some teams opt to rotate functions around all team members in order to build the experience and skills of participants and avoid an over-reliance on a few. In smaller schools, some team members may need to undertake more than one function.

Table 4 shows the contribution made by each of the different functions of the Tier Two Team before, during, and after each team meeting.

The activity following Tables 3 and 4 will help your team to assign functions to individual team members, according to their interests and skill sets.

Table 3: Tier Two Team functions and responsibilities

TIER TWO TEAM FUNCTIONS AND RESPONSIBILITIES	
Function	**Suggested responsibilities**
Team leadership	• Developing agendas and sending them to team members • Leading team meetings and the evaluation of each meeting • Working with intervention coordinator(s) to identify priority students to be discussed during team meetings • Attending cluster meetings
Secretarial duties	• Notifying and reminding members about meetings • Reviewing time-slots on the agenda and using established signals to keep the team on task • Keeping minutes of meetings and distributing them to members
Database management	• Receiving new nominations for Tier Two support • Presenting student data during team meetings • Helping the team summarise data to make decisions • Preparing reports • Gathering additional data as needed • Sharing data highlights with staff
Coordinating communication	• Leading the planning for communication with staff, students, whānau, and community • Collecting, compiling, and sharing input and feedback • Coordinating communication between the team and staff, students, whānau, and community • Leading the planning for activities to recognise successful efforts • Preparing and providing updates for the team on the activities
Maintaining records and archives	• Distributing updates of guidelines, templates, and forms • Discussing and listing files to add to database • Maintaining an electronic database, with regular back-ups
Behavioural and/or academic expertise	• Understanding, identifying, and explaining functions of behaviour • Using student data to select appropriate classroom strategies and interventions • Sharing their expertise in academic assessment and effective, inclusive classroom pedagogies • Coaching staff to develop their knowledge and skills in effective strategies to support learning and positive social behaviour
Coordinating interventions	• Establishing and managing all aspects of their assigned intervention • Managing day-to-day activities associated with the intervention (including venue and personnel) • Ensuring fidelity as the intervention is implemented • Providing staff development for all involved with the intervention • Working with the team leader to identify priority students to discuss during team meetings • Processing referrals • Collecting and reviewing data to monitor student progress • Reporting student progress to team meetings, and discussing next steps for students • Sharing data with students' teachers

Table 4: Tier Two Team functions and responsibilities before, during, and after meetings

	Before team meeting	During team meeting	After team meeting
Team leadership	Develop agenda with input from team and reference to the action plan. Send agenda to team members.	Facilitate meeting. Lead the evaluation of the meeting.	Follow up on assigned tasks and seek feedback/input from team members/staff.
Secretarial duties	Provide meeting reminder to team.	Keep meeting minutes. Maintain time parameters. Use established signals to keep team on task.	Distribute team minutes to members.
Database management	Prepare summary of student progress monitoring data (e.g., incident data, or data from Big 5 reports on target groups of students). Prioritise which students will be reviewed. Gather any new nominations.	Present update on data and facilitate focused conversation. Discuss any nominations or requests for assistance for new students.	Share data highlights with staff. Collect any other necessary data.
Coordinating communication	Collect and compile feedback and input from staff. Prepare summary of staff recognition activities.	Share compiled feedback and input from staff. Lead planning for stakeholder communication. Provide update and lead planning on staff recognition activities.	Provide updates to staff. Coordinate stakeholder communication (e.g., via emails, newsletters, website). Coordinate activities recognising staff.
Maintaining records and archives	Prepare up-to-date records on the implementation of Tier Two processes. Distribute updates of guidelines, templates, and forms.	Lead discussion on any new files. Offer tools and information to assist with team activities. Make sure all decisions are based on data.	Maintain electronic database, backing up regularly.
Behavioural and/or academic expertise	Review data for prioritised students.	Lead discussion about prioritised students, including academic difficulties and the functions of behaviour. Suggest appropriate responses, including specific interventions.	Follow up the nominations of students with the Classroom Practices Teams or intervention coordinator.
Coordinating interventions	Check on how the students involved in targeted interventions are getting on, and prepare reports based on data about their progress. Make sure that staff involved in the interventions are supported and kept up to date.	Report to the meeting about students' progress and discuss next steps.	Share data and next steps with the students' teachers.
All members	Review meeting notes. Preview agenda. Bring completed materials.	Follow meeting norms. Provide feedback/input.	Set a positive tone and example. Complete assigned tasks. Provide support to staff for identified aspects of Tier Two.

ACTIVITY: ALLOCATING FUNCTIONS TO TIER TWO TEAM MEMBERS

Add the name of each member of your school's Tier Two Team, and then discuss and assign team functions, matching each to a person whose strengths match the responsibilities. Then check to see which (if any) functions have not been allocated.

Member	Name	Team leadership	Secretarial duties	Database management	Coordinating communication	Maintaining records and archives	Behavioural and/or academic expertise	Coordinating interventions
Principal/ senior management representative								
Tier Two intervention coordinator(s)								
Behaviour support specialist								
Academic support specialist								
PB4L–SW Team representative								
Data analyst								
Others (including classroom teachers)								

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

COMMUNICATION

One of your Tier Two Team's most important tasks is to keep all staff, students, and whānau informed about the implementation of Tier Two. Regular sharing of updates and information with staff, students, and whānau promotes buy-in, sustains and enriches interest, and maintains ongoing commitment to PB4L–SW.

The creation of a communication system must be intentional and strategic. Ideally, an effective communication system will already have been developed during the implementation of PB4L–SW Tier One. However, as you begin the work for Tier Two, it is a good time to revisit existing communication strategies and consider the extent to which these need revision.

Any communication plan should include provisions for:

- sharing ongoing information
- presenting data
- obtaining feedback from staff, students, whānau, and community.

Your means of communication could include:

- the school's website and intranet
- newsletters
- staff meetings
- posters and bulletin boards
- data displays
- open evenings and whānau hui.

Feedback and input, from staff, students, whānau, and community, are essential parts of the communication plan.

Feedback and input, from staff, students, whānau, and community, are essential parts of the communication plan. For example, you could gather feedback by providing a comments or suggestion box, by identifying specific people to contact (according to year level, team, or department), or by encouraging emails and online feedback (e.g., via the school's intranet).

A Whānau Group is an important way of ensuring two-way communication. It supports Māori whānau to meet regularly to discuss achievement and behaviour, provide input into school decision making, and monitor the cultural response of the school. The group can also ensure that new Māori whānau learn about PB4L–SW and are encouraged to participate and contribute to its ongoing implementation, with a focus on benefits to Māori tamariki and rangatahi.

Teams should build time into team meetings to consider communication needs relative to the agenda items being discussed. At the conclusion of your meetings, consider these questions:

- *What* needs to be communicated?
- *Who* do we need to share this with?
- *How* should it be communicated (e.g., formally or informally, and by what means)?
- *When* should it be communicated?
- *Who* will be responsible for the communication?

Although your team's communication coordinator may assume primary responsibility for organising and maintaining the communication system, the team will need to assist with planning and selecting what will work best for your school and stakeholders. To ensure that you have a *systematic* way to communicate with the Tier One Team, staff, students, whānau, and your community, a full plan should be created.

You can use the activity overleaf to document your team's plans for communication with each of these groups.

The Tier Two Team at a Northland secondary school brought Māori whānau together to discuss the ways in which Tier Two would provide additional support to students who need it. At a whānau hui, the team explained how PB4L–SW Tier One was supporting 80% of students to be socially successful and thanked whānau for their engagement with PB4L. They then shared trend data showing a reduction over time in stand-downs and suspensions since launching PB4L.

Members of the Student Council shared positive stories about ways in which the culture of the school had become safer and friendlier. Practices and systems for Check In/Check Out were explained and the importance of ongoing whānau support and participation was highlighted. A member of the Tier Two Team was identified as a key 'go to' person for any future questions or concerns about Tier Two, and whānau put forward their ideas on the best ways of keeping them informed and involved with PB4L–SW.

ACTIVITY: DOCUMENTING PLANS FOR COMMUNICATIONS

Complete the middle column, thinking about *what* will need to be communicated to each stakeholder group and *how* and *when* this should occur. Then in the right-hand column, name the person from the team who will take prime responsibility for communicating with that group.

COMMUNICATION PLAN FOR TIER TWO TEAM		
Stakeholder group	**Strategies for communicating with stakeholder group**	**Person responsible**
Senior leadership		
Tier One Team		
Staff		
Students		
Whānau		
Wider community		

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

2.3 CLASSROOM PRACTICES TEAMS

Classroom Practices Teams are at the heart of Tier Two implementation. For many of your teachers who nominate students for Tier Two support, the sharing of expertise and guidance within a Classroom Practices Team will be sufficient to help them support behaviour change and re-engage students socially and academically in their classrooms.

A Classroom Practices Team generally has about five members. Two or three of these are usually 'permanent' members – the representative from the Tier Two Team, a pedagogical leader such as a syndicate or departmental head, and, at times, a year-level dean. The remaining members are teachers whose students have been referred to the team for support through strengthened classroom practices.

Classroom Practices Teams are often able to resolve relatively low-level behavioural, social, or learning difficulties by using a collaborative problem-solving approach. Because of this collaboration, they work best when there is a broad range of experience and expertise at the meeting.

The work of the team is iterative, involving a cycle of problem identification, sharing and inquiry, trialling and data gathering, evaluation of progress, and further trialling.

At your school's Classroom Practices Team meetings, members will:

- discuss students in their classes whose behaviour is inappropriate
- identify students who share similar needs and functions of behaviour
- use problem-solving methods, such as reflective questioning, to strengthen their classroom practice and to plan strategies for supporting these students.

Your Classroom Practices Team(s) should develop a schedule to complete tasks – for example:

Meeting 1	Discuss students who have been nominated for Tier Two support. Review data on them and analyse the functions of their behaviour. Brainstorm inclusive strategies to support learning and positive social behaviour. Identify particular strategies to trial. If necessary, allow for some inquiry time between meetings to research evidence-based strategies that target particular concerns (e.g., strategies for supporting self-management).
Meeting 2 (approx. two weeks later)	Review progress of previously identified students. Repeat the above process for newly identified students.
Ongoing meetings (fortnightly or as required)	As for Meeting 2

To ensure its meetings are efficient and productive, your Classroom Practices Team(s) should consider using a standard meeting agenda (see section 2.4). Whatever the approach, meetings should engender a strong sense of whanaungatanga as teachers support teachers, sharing responsibility for the professional and personal challenges of teaching and celebrating successes in the classroom.

THE TIER TWO TEAM REPRESENTATIVE'S RESPONSIBILITIES

The representative from your PB4L–SW Tier Two Team who attends a Classroom Practices Team's meetings is the link between the two teams.

The representative will:

- guide the Classroom Practices Team through the process of defining the problem behaviour, deciding its function, identifying a replacement goal, and selecting appropriate strategies
- refer students to the Tier Two Team for additional support if problem behaviours continue after the agreed strategies have been implemented
- notify the Tier Two Team leader of student names to be added to the Tier Two Team meeting agenda
- serve as a general resource to assist teachers in supporting students with behavioural concerns.

TEACHERS' RESPONSIBILITIES

As discussed above, teachers attend Classroom Practices Team meetings when one or more of their students have been referred to the team for support. This is the case in primary and intermediate schools. However, it is obviously not feasible for all the teachers of a referred student in a secondary school to attend the meeting. In this case, the teacher or teachers attending should have a good relationship with the student and strong knowledge of them to bring to the discussion; and the student's other teachers should be kept informed and asked to contribute data where appropriate.

All teachers should regularly track data to identify students who may need Tier Two support.

Regardless of whether they are currently attending Classroom Practices Team meetings, all teachers should regularly track data to identify students who may need Tier Two support. Students may be nominated for Tier Two support and referred to a Classroom Practices Team when data shows they meet the school's PB4L–SW data decision rules.

For example, any one of the following could serve as the basis for a data decision rule:

- the student has been involved in _____ major behavioural incidents
- minor behavioural incidents persist, with _____ incidents entered into the data system
- the student's attendance is a concern, with _____ absences per term
- the student's academic performance is well below expectations
- there are concerns about internalising behaviours.

For more information about identifying students who require Tier Two support, see sections 3.2–3.5.

Your school's classroom teachers will be responsible for ensuring that agreed strategies are implemented consistently, every day. They will need to collect and review data to determine each student's response. Accurate data is essential for deciding whether the strategies should be continued, changed, or faded, and whether the student needs to be referred for a targeted intervention.

At a Christchurch intermediate school's Classroom Practices Team meeting, two teachers who work collaboratively in a large learning space report on progress in promoting self-regulated, engaged behaviour. They have been trialling strategies to support three students whose behaviour suggested they were trying to avoid independent work. At an initial planning meeting, the Classroom Practices Team had helped the teachers to reflect on questions such as:

- *Are there routines that support the desired behaviour? (e.g., how to ask for help, how to work with partners)*
- *Do we need to check in with the students more often? (e.g., precorrect, then check in after 5 minutes, then at 10-minute intervals)*
- *Would having choices about how to complete or present the work, or in what order to do it, help to keep the students engaged?*
- *Do we acknowledge the students when the problem behaviour does **not** occur?*
- *Do we provide cues and reminders for upcoming transitions to new activities or settings?*
- *Do the students have the necessary skills and materials to complete the task? If not, what targeted support should we provide?*

As a result of reflective discussion about the questions above, the teachers had decided to trial three key strategies:

- *helping the students to set mini goals and checking in with them frequently*
- *increasing the frequency of positive, constructive feedback*
- *providing a menu of choices for completing work (how, when, where, who with).*

At the next two meetings, the teachers reported on progress and took on board suggestions from colleagues. Now, after six weeks, they are able to report positive change; they have been able to reduce the intensity and frequency of checking in and feedback because the three students now regularly work independently. The menu of choices has proved beneficial for the whole class and become standard practice as a result of its trial. The Classroom Practices Team determines that there is no current need for a Tier Two intervention for these students.

ACTIVITY: ESTABLISHING YOUR SCHOOL'S CLASSROOM PRACTICES TEAM(S)

Once your school has its Tier Two Team established and a system in place for identifying students at risk of problem behaviour (a nomination process, data decision rules, etc.), then it is time to establish one or more Classroom Practices Teams.[5]

1. To do so, first meet with the principal to agree on who the Tier Two Team representative(s) and pedagogical leader(s) should be for your intended Classroom Practices Team(s).
2. Then bring the team(s) together to discuss their role within Tier Two.
3. Next, plan for specific training for team members and more general training for staff.
4. To support you in this, you may find it helpful to work through Goal 4 of the action plan in Appendix 2; its planning template is reproduced below.

Steps/Activities	Timeline	Resources	Responsibility	Date completed
Discuss and agree with the principal who the Tier Two Team representative(s) and pedagogical leader(s) should be for intended Classroom Practices Team(s).				
Convene the team(s) and provide general information and training on their role.				
Provide specific training to team members in assisting teachers to examine their classroom practice, in conducting simple FBAs, and in identifying strategies to support behaviour change.				
Provide training for all staff in the Tier Two nomination process and in collecting data for data decision rules and to support nominations.				

[5] Note that there may already be established syndicate or year-level teams in your school that can fulfill the function of Classroom Practices Teams.

2.4 USING A STANDARD AGENDA FOR PLANNING, RECORDING, AND EVALUATING MEETINGS

To make the best use of people's valuable time, your Tier Two meetings need to be as efficient as possible. For this reason, PB4L–SW teams are encouraged to use a standard agenda for planning and evaluating meetings and for taking minutes.

An effective team agenda includes:

- a record of the date and venue of the meeting and those attending
- planned agenda items
- time designated for each agenda item
- known tasks that will need to be completed after the meeting
- the next meeting date.

The agenda should be informed and driven by the action plan.

Often the template for the *agenda* can be used to record the *minutes* of the meeting. Overleaf is a template for Tier Two Team meetings that can be used for both purposes, as illustrated in the examples that follow the template.

TEAM MEETING AGENDA TEMPLATE

	DATE	TIME	LOCATION	Agreed protocols:
Today's meeting				
Next meeting				
Present:				

Planned agenda items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
Additional items	**Designated time**	**Discussion/Decision/Task (if applicable)**	**Who?**	**By when?**

POTENTIAL ISSUES RAISED DURING DISCUSSION

1	
2	
3	

EVALUATING THE IMPACT OF TEAM MEETINGS

	Yes	So-so	No
Was today's meeting a good use of our time?			
In general, did we do a good job of ***tracking*** whether we're completing the tasks we agreed on at previous meetings?			
In general, have we done a good job of ***completing*** the tasks we agreed on at previous meetings?			
In general, are the completed tasks having the ***desired effects*** on student behaviour?			

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

This template is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material

EXAMPLE: HAPPY VALLEY SCHOOL – TIER TWO TEAM AGENDA

	DATE	TIME	LOCATION
Today's meeting	March 1, 2017	3:30 – 4:15	Conference room
Next meeting	March 15, 2017	3:30 – 4:15	Conference room

Present: Hera Smith (Team leader), Deb Childs (Administrator), Emeli Mitchell (Intervention coordinator), Tom Johnson (Recorder), Diane Feeley (Data manager)

Agreed protocols:

- Begin and end on time.
- Be an active listener.
- Stay on topic.
- Follow through on all assigned tasks.

Planned agenda items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
1. Review of data from student Positive Progress Records for CICO Pilot	10 minutes			
2. New students meeting a data decision rule for Tier Two consideration	5 minutes			
3. Review of action plan steps	5 minutes			
4. Intervention guidelines follow-up discussion	15 minutes			
5. Staff CICO training	5 minutes			

EXAMPLE: HAPPY VALLEY SCHOOL – TIER TWO TEAM MEETING MINUTES

	DATE	TIME	LOCATION
Today's meeting	March 1, 2017	3:30 – 4:15	Conference room
Next meeting	March 15, 2017	3:30 – 4:15	Conference room

Present: Hera Smith (Team leader), Deb Childs (Administrator), Emeli Mitchell (Intervention coordinator), Tom Johnson (Recorder), Diane Feeley (Data manager)

Agreed protocols:

- Begin and end on time.
- Be an active listener.
- Stay on topic.
- Follow through on all assigned tasks.

Planned agenda items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
1. Review of data from student Positive Progress Records for CICO Pilot	10 minutes	5 students are currently participating in CICO. A review of their graphs shows that 4 are at or above their goal of 80%, so they will continue, with a data review scheduled in 2 weeks to see if they meet the data decision rule for fading at that time.	Diane Feeley	March 15
		One student's data was reviewed due to a poor response. We determined that, in this case, CICO is not being implemented with fidelity – the Positive Progress Record is not being consistently completed and the student is not consistently checking out. Emeli will retrain the classroom teacher on completing the record and providing positive feedback and will also arrange for an older student on the intervention to be responsible for picking up the student for check-out.	Emeli Mitchell	March 7
		The student's graphs will be brought to the next team meeting.	Diane Feeley	March 15
2. New students meeting a data decision rule for Tier Two consideration	5 minutes	Diane reported that no new students have met a data decision rule for Tier Two.		

Planned agenda items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
3. Review of action plan steps	5 minutes	At our last training, we documented action plan steps and assigned responsibilities and timelines for completion. Tom reported that the team is continuing work on the Tier Two information for staff as well as developing orientation materials for staff, students, and whānau. He will place the documents in the team members' mailboxes by March 12, and team members will provide written feedback and return it to his mailbox.	Tom Johnson	March 12
		Deb Childs reported that she has met with 2 staff members, Ida Rose and Jerry Thomas, about becoming additional CICO facilitators next year. They have agreed and will need training. Emeli will contact them to arrange their training.	Emeli Mitchell	May 1
4. Intervention guidelines follow-up discussion	15 minutes	At our last team training, we reviewed and practised with our intervention guidelines as a possible tool to use for collecting and documenting student information, identifying the problem, selecting and planning the intervention, setting goals, and tracking student and adult response to the intervention. All team members reported they had reviewed the guidelines after the training and see them as a useful tool for data collection and decision making. Several members have expressed concern about the capacity of teachers to complete them for each student. Deb Childs reconfirmed that teachers will only complete the first two pages, and the team will complete the remainder.	All team members	May 1
5. Staff CICO training	5 minutes	Right now, the only staff trained in completing the Positive Progress Record and providing positive feedback based on it 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 PBIS materials and videos as resources for this training.	Deb Childs	May 1

(continued overleaf)

Additional items	Designated time	Discussion/Decision/Task (if applicable)	Who?	By when?
Updating the BAT	5 minutes	The Tier Two Team needs to take the BAT to the next Tier Two cluster meeting on April 15. We will work on the BAT during our March 29 team meeting. Tom will bring the hard copy, and Diane will have the Scoring and Results Spreadsheet downloaded onto her computer for data entry.	Tom Johnson Diane Feeley	March 29

POTENTIAL ISSUES RAISED DURING DISCUSSION	
1	1. Need to make sure any staff who miss the 1 May training are up to speed on how to use and complete the Positive Progress Record.
2	How to ensure long-term relievers know about the intervention guidelines.

EVALUATING THE IMPACT OF TEAM MEETINGS	Yes	So-so	No
Was today's meeting a good use of our time?	✓		
In general, did we do a good job of ***tracking*** whether we're completing the tasks we agreed on at previous meetings?	✓		
In general, have we done a good job of ***completing*** the tasks we agreed on at previous meetings?	✓		
In general, are the completed tasks having the ***desired effects*** on student behaviour?	✓		

2.5 WORKING SMARTER

Whenever you are beginning something new, it is a good idea to step back and reflect on the work you are doing at the moment. The implementation phase of PB4L–SW Tier Two is a good time to reflect on your school's existing initiatives. For example, you could ask:

- What is the intent of each initiative?
- Who is it expected to impact?
- What staff are involved?
- How has it contributed to improvements in student behaviour and/or learning?
- How does it relate to your school's improvement goals?
- Which students still require more intensive and targeted support?

Compiling this information will help your team make decisions about consolidating committees, allocating functions to staff, introducing or eliminating initiatives, and generally working smarter rather than harder.

For example, your Tier Two Team could use the following activity (Working Smarter) to identify all current and planned initiatives that are specifically related to improving student behaviour in your school (e.g., the PB4L–SW and Tier Two Teams, Classroom Practices Team(s), Restorative Practice initiatives, and targeted Tier Two initiatives, such as Check In/Check Out, social skills groups, and Check & Connect).

For each group or initiative, first use the form to identify:

- the purpose of the work
- the intended outcomes
- the students who are targeted
- the staff involved
- the related goal(s) from the School Development Plan.

Then consider each group or initiative, and ask:

- To what extent are they reaching the goal(s) set out in the plan?
- Is there a clear purpose, and are there identified outcomes?
- Have the outcomes been evaluated?

Reflect on the work as a whole, and ask:

- Is there any overlap between the initiatives?
- Do all efforts have measurable outcomes?
- Could the work of some initiatives or groups be combined?
- Are some staff serving on multiple teams? If so, is this manageable?
- How might you adjust in order to work smarter?

Whenever you are beginning something new, it is a good idea to step back and reflect on the work you are doing at the moment.

ACTIVITY: WORKING SMARTER

In the left-hand column, list all behavioural initiatives currently in your school. Then complete the row for each initiative. Discuss the results, checking for clarity of purpose and outcomes for each initiative and whether outcomes and success in meeting goals are being evaluated. Are there some changes you could recommend in order to work smarter – for example, could some initiatives be combined?

INITIATIVE	PURPOSE	INTENDED OUTCOMES	TARGET GROUP	STAFF INVOLVED	SCHOOL DEVELOPMENT PLAN GOAL

The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material