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| **What is a PBIS team?** A PBIS team is a group of caring adults committed to establishing positive behavioral supports and improving school climate and culture. The team should be representative of different roles across the school, with a mixture of administrators, classroom educators, counselors, and other staff members who interact with students. You may want to consider inviting family representatives, or student representatives (particularly at the high school level).  **What Are PBIS Teams Responsible for?** PBIS teams drive the implementation of behavior supports throughout your school. They meet regularly, usually on either a biweekly or monthly cadence, to review and investigate behavior data, and develop action plans around that data. PBIS teams are especially critical in developing Tier 1 supports for school-wide initiatives and ensuring that classroom teachers, counselors, and other caring adults at the school have the resources they need to support students.   To make the most of your PBIS team meeting time and drive effective change, it is a best practice to use a clear meeting agenda. Here is an editable template you can use to organize your next PBIS team meeting. |

**PBIS Team Meeting Agenda**

*Your School Name Here*

Team Members Present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Pre-Meeting Prep Work:** | * Define meeting objective: |
| **Time** | **Objective** |
| 5 minutes | **Check-In**   * Warm-Up ([Get-To-Know-You Question](https://www.panoramaed.com/blog/get-to-know-you-questions-for-students), [Two-Word Check-In](https://www.panoramaed.com/blog/two-word-check-in-strategy)) * Review meeting objective |
| 15 minutes | **Tier 1**  Look at behavior data and review [Big 5](https://go.panoramaed.com/hubfs/Marketing%20Content/PBIS%20Big%205.pdf):   * **What** are the most frequent types of problem behaviors? * **Where** are the most behavior incidents occurring? * **How** often are behavior incidents occurring? * **When** are behavior incidents occurring? * **Who** are the students in need of tiered support?   Discuss Tier 1 interventions in place, what changes need to be made (if any), look at efficacy. *(If applicable, follow* [*Action Planning Protocol*](https://docs.google.com/document/d/1yRALIqk4UZndtkYtenQ-IEqalaU5jGntQDhzQFjfVLI/copy)*)* |
| 15 minutes | **Tier 2 and Tier 3**  *[8 min. / 4 min. per teacher]* In pairs, evaluate action plans from the last meeting.  Look at student data to answer the questions:   * Has the student met the goal of the intervention? * Does this student still have risk factors? * Does this student need a champion again this cycle? * Will we remove or rethink this student’s intervention plan?   *[7 min.]*  Regroup; each teacher shares a favorite action step from the last cycle and whether the students in the last intervention cycle continue to need a champion and intervention plan (based on data) |
| 10 minutes | **Plan and Share Student Supports**   * Develop a plan to support each identified student. * Ask, “What can we do to more effectively support this student?” |
| 5 minutes | **Pluses/Deltas**   * “What did you find helpful or valuable about this meeting?” * “How can we make the next meeting even better?” * “What action items do we want to complete by our next meeting?” |
| **Post-Meeting Action Items:** |  |