

# PBIS Tier 1 Team Member Profile

Expertise	Name	Responsibilities
Administrator		<ul style="list-style-type: none"> <li>Maintains standards for best practices.</li> <li>Guide the decision-making process.</li> <li>Take a leadership role in problem resolution.</li> <li>Provide recognition for faculty, team, and their work.</li> <li>Monitor implementation activities and provide feedback.</li> <li>Review data and provide feedback regularly.</li> <li>Ensure that innovation is sustained</li> </ul>
Coordinator		<ul style="list-style-type: none"> <li>Schedules and calendars meetings and trainings</li> <li>Liaison between Tier I team, staff, families, and community; coordinates communication</li> <li>Is the "Go-to-person" for staff.</li> <li>Coordinates all Tier II Interventions</li> </ul>
Applied Behavioral Expertise		<ul style="list-style-type: none"> <li>Attends all team meetings providing behavioral knowledge as teams plan Tier II interventions based on student need (function of behavior)</li> <li>Provides additional behavioral training and coaching for staff and team members.</li> <li>Understands the science of behavioral analysis, implementation, learning and prevention.</li> <li>Guide team in function-based behavioral decision making</li> </ul>
Coaching Expertise		<ul style="list-style-type: none"> <li>Systems Change – Understands the need for a shared vision, collaborative communication, and structured planning and problem-solving using data to build capacity.</li> <li>MTSS – Understands the need to integrate academic and behavioral instruction, delivered to all students in varying intensities based on student need.</li> <li>PBIS – Understands the application of evidence-based instruction and systems to assist schools in improving academic performance and decreasing problem behavior.</li> <li>Principles of Behavior - Understands the application of basic behavioral principles.</li> <li>Problem-Solving - Understands and can effectively problem-solving using data.</li> </ul>
Knowledge of students' academic and behavior patterns		<ul style="list-style-type: none"> <li>Has access to all academic and behavior program platforms.</li> <li>Works with data analyst to provide academic and behavior data from different program platforms.</li> <li>Is familiar with the school's academic objectives.</li> <li>Is familiar with the school's behavior discipline policies</li> </ul>
Knowledge about the operations of the school across grade levels		<ul style="list-style-type: none"> <li>Is familiar with all programs across grade levels.</li> <li>Provides information about other programs to the tier 1 team</li> </ul>
Family member		<ul style="list-style-type: none"> <li>Ensures family input and perspectives are obtained and considered; communicates information to and from family stakeholders and the team</li> </ul>
Student Representation		<ul style="list-style-type: none"> <li>(Typically, secondary level) - Ensures student input and perspectives are obtained and considered; communicates information to and from students and the team</li> </ul>

# PBIS Tier 1 Team Meeting Roles/Tasks

Meeting Roles	Name	Responsibilities
<b>Facilitator</b>		<ul style="list-style-type: none"> <li>Runs efficient and effective meetings.</li> <li>Knows how to craft questions.</li> <li>Ability to delegate tasks.</li> <li>Keeps people on track (Back on track)</li> <li>Moves through agenda in a timely fashion.</li> <li>Keeps clock or watch nearby</li> </ul>
<b>Communication Coordinator</b>		<ul style="list-style-type: none"> <li>Schedules and calendars meetings and trainings</li> <li>Liaison between Tier I team, staff, families, and community; coordinates communication</li> <li>Is the "Go-to-person" for staff.</li> <li>Coordinates all Tier II Interventions</li> </ul>
<b>Minute Taker</b>		<ul style="list-style-type: none"> <li>Likes word processing.</li> <li>Creates necessary documents for team meeting (minutes and agenda)</li> <li>Records information during student review process</li> <li>Distributes minutes in a timely manner</li> </ul>
<b>Data Analyst</b>		<ul style="list-style-type: none"> <li>Provides necessary data for student referral and selection process.</li> <li>Demonstrates fluency in navigating and inputting CICO and ISIS if Tier II and Tier III analyst</li> <li>Generates reports and tells a story with data summary.</li> <li>Structures conversation around data</li> <li>Brings fidelity, outcome, and program-wide data</li> </ul>

<b>Comparison of Tier I and Tier II Teams and Responsibilities</b>	
<b>Tier I Team</b>	<b>Tier II Team</b>
Addresses and prevents problem behavior for 80 to 90% of the students.	Designs early intervention programs for the remaining 10 to 15 percent of students who are at risk for academic and behavior problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the Tier I team.
Uses school-wide data to set priorities within the school, monitor the implementation process and student outcome data.	Uses data to proactively determine which students need additional academic and/or social-behavioral supports, evaluate program effectiveness and implementation fidelity
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 supports.	Consults with and provides ongoing support for school staff who have a student with academic and/or behavior problems.
Shares school-wide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community school-wide services.	Coordinates school and community services for groups of at-risk students.