**Phase 3 Positive Behavioral Support (PBS) Recognition Application**

**Tier 2 - Targeted Team Problem Solving Conversations**

This application is for Phase 3 of a multi-phase, DE-PBS recognition system. The complete recognition system includes several levels of recognition that encompass the universal, targeted and intensive levels (Tier 1, 2 and 3) of a multi-tiered system of behavioral support.

**This Phase 3 application includes three sections:**

* Section I: Program Components
* Section II: Products for Submission
* Section III: Reflection Prompt

Please note that ALL requirements must be submitted online by the deadline. **Teams will NOT be prompted to submit missing items.** Please see the DE-PBS webpage for recognition-related documents and tools at <http://wh1.oet.udel.edu/pbs/recognition/applications/>

**INSTRUCTIONS:**

1. As a team, review application and document “*Phase 3 & 4 Frequently Asked Questions (FAQ)”*. Determine if Phase 3 requirements are a good match for implementation efforts this school year.
2. Inform your DE-PBS District Coach(es) of your application. Remember that coaches are a great resource to help in preparation and review of applications!
3. Use this Word version of the application to prepare content for the online submission. We also recommend you keep a copy of this completed Word document in your team files.
4. Designate point of contact for Summer 2020.
5. Designate team member to submit online application, see DE-PBS website under “Recognition”. <http://wh1.oet.udel.edu/pbs/recognition/applications/>
6. Complete online application and upload the required supporting documentation by **Friday, June 26th, 2020.**
7. **NOTE:** If the school’s point of contact does not receive a confirmation of application receipt by ***July 17th, 2020***, they *must* contact project staff.

**Questions** may be directed to your DE-PBS Coach(es) or Sarah Hearn at [skhearn@udel.edu](mailto:mebling@udel.edu) .You are also invited to visit the DE-PBS webpage for Tier 2 systems, data and interventions at <http://wh1.oet.udel.edu/pbs/forms-and-tools/tier-2-targeted-tools/>

**Notification**s regarding schools receiving Phase 3 Recognition will be sent to the schools the week of September 14th, 2020.

**Phase 3 Positive Behavioral Support (PBS) Recognition Application**

**Tier 2 - Targeted Team Problem Solving Conversations**

Please fill in the following information:

|  |  |
| --- | --- |
| **District Name** | **School Name** |
|  |  |
| **Name of staff member filling out this application for the team** | **Point of contact for Summer 2020 (name + email)** |
|  |  |

**I. Phase 3: Tier 2 - Targeted Team (Problem Solving Conversations) - Program Components**

Please review the items below. Check off the components that were in place in the school during the 2019-2020 academic year. Please note: You **do not** need to submit documentation for all of the items; however as part of our review process we may randomly request documentation from schools. Your summer point person should have access to any supportive documentation that may be requested.

|  |  |  |
| --- | --- | --- |
| **Teams** | **Intervention** | **Evaluation** |
| Tier 2 Problem Solving Team Leader identified and trained | Method for communicating *with family* when their child is receiving an intervention | Progress Monitoring System in place that includes timely entering of data for **specific student** data tracking |
| Process in place to review individual students referred to Tier 2 | Method for communicating *with staff* when one of their students is receiving an intervention | Individual student data reviewed on a scheduled cycle to determine overall effectiveness and plan for fading/increasing supports |
| Prescheduled Problem Solving Team conversations occur at least monthly | Process in place to match students to interventions available based on identified need. |  |

**II. Phase 3: Tier 2 - Targeted Team (Problem Solving Conversations) - Products for Submission**

**These items need to be uploaded individually as part of the application.**

1) List of 2019-2020 SY Tier 2 **problem-solving** team members with roles; identify team leader

(e.g. Sally Smith – PST Coordinator).

2) 2019-2020 SY Tier 2 team meeting schedule for meetings focused on **problem-solving**

**conversations**.

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**III. Phase 3: Tier 2 - Targeted Team (Problem Solving Conversations) - Reflection Prompts**

**Teams are asked to reflect** upon the following prompt and follow-up questions.

When responding, teams should reflect on **current interventions used at Tier 2 AND one student who was successfully supported through one of your Tier 2 level interventions during the 2019-2020 SY**.

Use this student’s information to guide responses to the following questions.

*IMPORTANT NOTES before proceeding:*

* *This reflection* ***should not*** *be for an individualized (Tier 3) behavioral intervention. Your focus is a Tier 2 intervention and how one student proceeded through it.*
* *Please make be sure to address* ***all*** *questions and components within each question.*
* *Comprehensive written responses are* ***REQUIRED****. (Hint: Include enough details that a new teacher could easily understand how this student proceeded through one of your interventions this SY).*

1. How did the team determine the student demonstrated a need for this Tier 2 intervention (*e.g., data, referral, screening tool, etc.*)?
2. What Tier 2 intervention was provided? Please define this intervention *(including if it was a skill building and/or relationship building one).*
3. Why was this Tier 2 intervention selected and what is the linkage to your Tier 1 school-wide expectations?
4. How were the intervention steps and/or associated skills taught to the student (***including where and when*** this occurred)?
5. How were teachers notified about their student’s involvement in the intervention? And how were they coached or informed about their expectations for involvement (e.g. feedback, data tracking)?
6. How were parents/guardians notified about their child’s participation & the intervention process?
7. What data was collected for the student throughout the intervention? Please include ***a data summary as part of your response***.
8. How was the student’s progress was monitored by the team?
9. Once the team determined the intervention was successful, what was the process to fade supports?