Working Together: The Universal Prevention Team

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| Designate personnel (in addition to the building administrators) who will serve as the Universal Prevention Team at your school:   * At least 2 teachers that represent the span of grades in your building * Staff who have a school wide role (e.g., school counselor) * Staff who are typically involved in conduct and discipline (e.g., Dean) * Other staff that have regular contact with students in day to day routines * 1-2 parents of students in the school   Select team members who:   * Reflect the cultural and linguistic diversity of the students * Are respected by other staff * Are models of effective practices * Are task oriented and ‘doers’ * Have a positive attitude for problem solving and innovation * Will invest in a longitudinal professional development process * Have a personal investment in the success of the school   **Team Leaders**: Designate two personnel with flexible FTE who can serve as the co-leaders of the team. Team leaders will need 2 hours per month of flexible time in addition to time for team meetings and professional development activities to fulfill their role  **Data Coordinator**: Designate one person who will coordinate management of conduct referral data for the team. Data coordinators need approximately 1 hour per month of flexible time to fulfil their role. | | |  | |
| **Who** | | **Role** | **This is accomplished by:** | |
| **NJ PBSIS Coach** | | Provide Helpful Guidance,  Support & Encouragement | * Listening * Modeling effective team process * Providing training * Encouraging the distribution of tasks among team members * Sharing examples and resources * Modeling how to use resources * Helping the team stay on track with timelines and milestones * Using supportive problem solving * Providing honest and constructive feedback * Prompting and reminding * Providing encouragement * Binge available | |
| **Building Administrators** | | Establish Priorities and  Support Decision-Making | * Establishing clear intervention priorities for the team * Participating in the planning process * Being aware of all universal intervention team activities * Talking about it with staff * Modeling the practices * Allocating resources * Supporting team decision making * Supporting the development of necessary systems to sustain the work * Communicating with the NJ PBSIS Coach * Ensuring a system is in place for data tracking * Attending to team self-care | |
| **Team Leaders** | | Coordinate Team Process | * Coordinating the logistics * Establishing a routine structure for team habits * Providing prompts and reminders to complete tasks * Encouraging the delegation of tasks * Keeping administrators and NJ PBSIS Coach informed * Providing NJ PBSIS Coach with products * Facilitating the team dynamic * Helping the team adhere to the planning process * Ensuring data is reviewed at each meeting * Asking for help * Attending to self-care and team-care * Assessing the team process | |
| **Team Members** | | Actively Attend, Engage &  Promote Implementation | * Using the step-by-step planning framework * Staying solution-focused * Working collaboratively * Taking responsibility for tasks * Attending to self-care and team self-care * Representing the team and the team’s work positively with colleagues * Respecting the team as a ‘safe place’ * Supporting your teammates * Being active in the conversation * Asking for help | |