21st Annual Conference on Advancing School Mental Health | San Diego

Building a Behavioral Health Model for Schools
Boston Public Schools – MTSS Tier 1 Toolkit

October 1, 2016

WELCOME TO OUR CREW!
ICEBREAKER

I work at the ________________________ school (district).

PURPOSE
• Why?

OUTCOME
• What?

PROCESS
• How?
About CBHM

BPS Comprehensive Behavioral Health Model

Mission: Ensuring that all students have a safe and supportive school where they can be successful

If we do this... We will see this... To achieve this...

Students
- Universal screening and positive social stimulation
- Access to targeted supports and services
  → Improved academic performance
  → Increased positive behaviors
  → Academic and social competence

Schools
- Integrated academic and socio-emotional learning
- Professional development and evidence-based interventions
  → Improved school climate and student engagement
  → Increased ability to address student needs
  → Safe and supportive learning environments

District
- Data management and accountability
- Partnerships with families and community agencies
  → Increased capacity to provide services
  → Improved access to and coordination of services
  → High-quality, equitable behavioral health services

Essential Components
- Collaboration with and support for families
- Aligned district initiatives and policies
- Data-based decision-making
- Appreciation for diversity

Guided by Massachusetts Department of Elementary and Secondary Education's Behavioral Health Framework

Theory of Change: Integrating behavioral health services into schools will create safe and supportive learning environments that optimize academic outcomes for all students.

Alphabet Soup?

MTSS
Multi Tiered Systems of Support

PBIS
Positive Behavioral Interventions and Supports

RTI
Response to Intervention

ISF
Interconnected Systems Framework
School teams understand CBHM Essential Components: Instruction, Assessment, Data-based Decision Making

School teams identify concrete steps to implementing Tier 1 Essential Components in their buildings

School teams recognize supports available through CBHM and how to request help throughout the year

School teams understand good teaming process & procedures

<table>
<thead>
<tr>
<th>Tier 1 Essential Components Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT</strong></td>
</tr>
<tr>
<td>INSTRUCTION</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ASSESSMENT</td>
</tr>
<tr>
<td>DATA BASED DECISION MAKING</td>
</tr>
</tbody>
</table>
### INSTRUCTION

| SchoolWide Positive Behavioral Interventions and Supports (SWPBIS) | Students need to know behavioral expectations throughout the school building in order to be successful in the school environment | Organize the school environment to prevent problem behaviors and reinforce positive behaviors |
| Social Emotional Learning (SEL) Curricula | Students need social and emotional skills to successfully navigate interactions with peers and adults | Instruction in fundamental social skills, such as empathy, relationship building, and conflict management |
TIER I PBIS ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM

Social Emotional Learning

casel.org
ASSESSMENT

- Universal Screening

Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.

Collect objective information that can be used to guide instruction at multiple levels (e.g., school, grade, class, and individual student)
UNIVERSAL SCREENING
for MTSS

The purpose of universal screening is to detect small problems before they become BIG problems.

- vision
- reading
- behavior

Students who need additional support are matched with appropriate INTERVENTIONS to build skills.

INTERVENTIONS are monitored to make sure that students get the help that they need.
HOW?

Universal screening in **ACADEMIC** content areas involves students completing various academic tasks.

Universal screening for **BEHAVIOR** involves teachers completing rating scales designed to measure how frequently students demonstrate certain behaviors at school.

In **BOTH** cases, universal screeners should be:

- **brief**
- **sensitive**
- **research** based and empirically validated

TIPS FOR SUCCESS

In order to make the most out of universal screening data, tools should be **CONSISTENT** across schools and grades.

Remember, the goal of universal screeners is **NOT TO DIAGNOSE**. The goal is prevention.

Universal screening can only lead to successful interventions and supports if schools & teachers are trained in **DATA BASED DECISION MAKING**.

Successful training includes ongoing coaching & support to reinforce effective systems.
| DATA BASED DECISION MAKING | • Problem Solving Teams & Data Based Decision Making | School teams need to understand how to use universal assessment data to make systemic decisions about instruction | School teams are effectively organized to promote efficient data-based decision making. |
Problem Solving Process

- Problem Identification
- Problem Analysis
- Plan Development
- Plan Evaluation
Individual Students
- SST
- IEP

Classroom

Grades

School
- ILT
- PBIS

Grade Level Teams

Essential Components of MTSS

Data Based Decision Making

Instruction

Assessment
CBHM Outcomes

COHORT ONE

Decrease in Problem Behaviors

<table>
<thead>
<tr>
<th>Year</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13 (n=2297)</td>
<td>58</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>2013-14 (n=2454)</td>
<td>56</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>2014-15 (n=2964)</td>
<td>54</td>
<td>52</td>
<td>50</td>
</tr>
<tr>
<td>2015-16 (n=2467)</td>
<td>52</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

50th Percentile

CBHM Outcomes

COHORT TWO

Decrease in Problem Behaviors

<table>
<thead>
<tr>
<th>Year</th>
<th>Conduct</th>
<th>Negative Affect</th>
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</tr>
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<tr>
<td>2013-14 (n=1637)</td>
<td>58</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
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<td>56</td>
<td>54</td>
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<td>54</td>
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50th Percentile
Repeated Measures Analysis

Among **all** students with consistent (longitudinal) data available for three years (n = 1,433)

- Statistically Significant Improvements in 4 out of 5 scales measured on BIMAS

Repeated Measures Analysis

Among students with consistent (longitudinal) data available for three years **who scored “at risk”** at T1 (n ranges from 384-433 depending on scale):

- Statistically Significant Improvements in 5 out of 5 measured on BIMAS

- Largest effect observed among students at risk for negative affect (internalizing) problems.
Academic Indicators

An analysis of SY 14-15 MCAS & PARCC Data revealed the following:
• Students in CBHM schools outperform students in non-CBHM schools on state tests.
• Academic performance appears stronger for students in schools that have been implementing CBHM for a longer period of time.
Cohort 1
n=1544
Cohort 2
n=618
Cohort 3
n=1198
Cohort 4
n=778

Academic Performance SY 14-15
CBHM by Cohort

Average CPI Score
(Composite Performance Index)

WHERE TO FIND HELP!

Coaching  Google Drive
Websites  Books/Articles
### Our Time Together

<table>
<thead>
<tr>
<th>Wedge</th>
<th>&quot;Deliverables&quot;</th>
<th>Time</th>
</tr>
</thead>
</table>
| Foundational Team Building   | - Mission Statement  
|                              | - Roles & Responsibilities  
|                              | - Norms                                              | TBD  |
| Instruction                  | SEL  
|                              | - Plan for SEL  
|                              | - PBIS  
|                              | - Core Values  
|                              | - Matrix  
|                              | - Lesson Plan                                        | TBD  |
| Assessment                   | Assessment Plan                                      | TBD  |
| Data Based Decision Making   | Plan for Data Based Decision Making                  | TBD  |
Practicing Good Team Hygiene

1. Mission Statement
2. Roles & Responsibilities
3. Norms
4. Agenda
5. Action Plan

TEAM WORK MAKES THE DREAM WORK
Tier 1 Essential Components Table

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<tr>
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Social Emotional Learning

“Educating the mind without educating the heart is no education at all.”

-Aristotle
Second Step
Early Learning thru 8th Grade

The SOS Signs of Suicide

• School-based suicide prevention program
• Addresses suicide risk and depression, while reducing suicide attempts
Break Free from Depression

Break Free from Depression is a 4-module curriculum focused on increasing awareness around adolescent depression and it is designed for use in high school classrooms.

Restorative Justice

[Diagram showing Tiers 1, 2, and 3, with labels for Re-Entry, Restorative Justice, and Reintegration.

TIER 1: Relationships, Social emotional skills & practice

TIER 2: Restorative response to harm/conflict

TIER 3: Intensive wrap around support

RESTORATIVE JUSTICE DISCIPLINE 101

RESTORATIVE PRACTICES, COMMUNITY BUILDING, IDENTITY, STUDENT POPULATION]
Team Work

Guided Discussion
• 10 Minutes

16-17 Action Plan
• 25 Minutes

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Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
• Individual Students
• Assessment-based
• High Intensity

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All students
• Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
• Individual Students
• Assessment-based
• Intense, durable procedures

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All settings, all students
• Preventive, proactive

PBIS VIDEO

Dr. Terry Scott – Explaining PBIS to Adults
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
EXPECTATIONS DEFINED

Five or fewer positively stated behavioral expectations, and examples by setting/location for student and staff behaviors.

Example:
• Behavior Matrix

<table>
<thead>
<tr>
<th>BHS</th>
<th>RESPECT</th>
<th>INCLUSIVITY</th>
<th>RIGOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>• Arrive on time</td>
<td>• Listen to others</td>
<td>• Come ready to learn</td>
</tr>
<tr>
<td></td>
<td>• Behave in a way that allows you &amp; others to learn</td>
<td>• Respect all opinions</td>
<td>• Challenge yourself</td>
</tr>
<tr>
<td></td>
<td>• Honor physical and personal boundaries</td>
<td>• Learn about others</td>
<td>• Be present</td>
</tr>
<tr>
<td></td>
<td>• Engage in learning</td>
<td>• Be willing to work with and help others</td>
<td>• Ask questions</td>
</tr>
<tr>
<td></td>
<td>• Bring materials and assignments to class</td>
<td>• Embrace new ideas and concepts</td>
<td>• Actively participate</td>
</tr>
<tr>
<td></td>
<td>• Make way for others</td>
<td>• Think of all students as learning partners</td>
<td>• Be a positive role model</td>
</tr>
<tr>
<td></td>
<td>• Smile and greet others</td>
<td>• Demonstrate tolerance</td>
<td>• Take advantage of available supports</td>
</tr>
<tr>
<td></td>
<td>• Promote cleanliness</td>
<td>• Commitment to whole school improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Move to your destination quickly</td>
<td>• Acknowledge that all adults are my educators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use appropriate language</td>
<td>• Welcome</td>
<td>• Be on time</td>
</tr>
<tr>
<td>Hall &amp; Shared Spaces</td>
<td>• Be polite to cafeteria staff</td>
<td>• Be positive</td>
<td>• Help others make good choices</td>
</tr>
<tr>
<td></td>
<td>• Leave table clean</td>
<td>• Demonstrate tolerance</td>
<td>• Uphold policies</td>
</tr>
<tr>
<td></td>
<td>• Be friendly</td>
<td>• Commitment to whole school improvement</td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td>• Return materials on time</td>
<td>• Acknowledge that all adults are my educators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use quiet voices</td>
<td>• Make healthy food choices</td>
<td>• Be on time</td>
</tr>
<tr>
<td></td>
<td>• Take care of materials</td>
<td>• Use library space productively</td>
<td>• Help others make good choices</td>
</tr>
<tr>
<td></td>
<td>• Be friendly</td>
<td>• Explore new topics</td>
<td>• Uphold policies</td>
</tr>
<tr>
<td></td>
<td>• Keep space tidy</td>
<td>• Take advantage of available supports</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>• Be polite to library staff</td>
<td>• Check out and read books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respect all opinions</td>
<td>• Use library space productively</td>
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<td>• Embrace new ideas and concepts</td>
<td>• Share materials</td>
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<td>• Think of all students as learning partners</td>
<td>• Work with others</td>
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<td>• Commitment to whole school improvement</td>
<td>• Acknowledge that all adults are my educators</td>
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</tbody>
</table>
Remember to focus on...

- Accessible Language
  - Multiple Languages
  - Icons/graphics
  - Differentiate by school level (elementary, middle, high)

- Observable behaviors
  - Clear
  - General (all settings)
Common Pitfalls

- Minimal number of words
  - ✗ Wash your hands so well that they shine!
  - ✓ Wash with soap.
- Positively Stated
  - ✗ Don’t be late
  - ✓ Arrive on time
- Mutually Exclusive
  - ✗ Respect, Kindness & Inclusivity
  - ✓ Safe, Respectful & Responsible

Team Work

Create or modify your school’s core values & behavior matrix

55 minutes
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM

WHY TEACH BEHAVIOR?

MAKE THE RIGHT THING EASY AND THE WRONG THING HARD
EXPECTATIONS TAUGHT

Expected academic and social behaviors are taught directly to all students in classrooms and other campus settings/locations

Example:
• Matrix Lesson Plans
• Universal Social Emotional Learning Curricula

Guiding Principles of PBIS

- If many students are making the same mistake, consider changing system….not punishing students
- Start by teaching, monitoring, & rewarding….before increasing punishment
We all Have Baggage….

- Poverty
- Language barriers
- Little parent interaction
- Inconsistent discipline
- Little or no monitoring
- Lack of pro-social community engagement

Why Teach Behavior?

- Can’t ‘make’ students behave
- Can create an environment that increases likelihood
  - *Guided by core curriculum*
  - *Implemented consistently, with fidelity*
Repetition is Key

- For a child to *learn something new*, it needs to be repeated on average 8 times.

- For a child to *unlearn* an old behavior and replace it with a new behavior, the new behavior must be repeated on average 28 times.

- Harry Wong
When Do We Teach Behavior?

- At beginning of the year kickoff
- When data show a problem
- Weekly or daily – teaching, re-teaching
- Proactively – before class/activity
- Spontaneously - ‘teaching moments’

What are Behavior Lesson Plans?

- Structure for teaching expected behaviors
Teach Behavior Like You Teach Academics

Components of a Behavior Lesson Plan

- Purpose for lesson
- Non-examples and Examples
- Modeling
- Role playing – students practice skill
- Reinforcement
- Acknowledgment
Designing a Behavior Lesson Plan

Select the skill to be taught

• *Skills are taken directly from the behavioral matrix*
• *Select skills based on the trends in your data*

Writing a Behavior Lesson Plan

• Name the skill
• Align to school-wide expectation
• Introduce rule/skill
• Demonstrate rule/skill

• Provide feedback
• Acknowledge
Examples Online

- http://pbiscompendium.ssd.k12.mo.us/LessonPlans/ElementaryMatrix.htm (bunch of lesson plans for elementary)
- http://pbiscompendium.ssd.k12.mo.us/LessonPlans/MiddleMatrix.htm (bunch of lesson plans for middle school)
- http://www4.smsd.org/positivebehaviorsupports/html31169.htm

From Louisiana:
- http://stage.redstick.com/content_lasig/media/Lesson_Plans.pdf

Example - Discussion

- How can you improve it?
- How can you apply it to your own school?
### Expectation:

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Introduction &amp; Rationale</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Model</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Role-Play</th>
</tr>
</thead>
</table>

*Example:*

*Nonexample:*

*Example:*

*Student Example:*

<table>
<thead>
<tr>
<th>Signal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Review</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Practice throughout the Day</th>
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</table>

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supplemental Activities</th>
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</thead>
</table>

### Practice

**Behavior Lesson Plan Template**

**UNIVERSAL EXPECTATION:**

**NAME OF SKILL/SETTING:**

**PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.**

1. 

2. 

*What do the data show? (Who, what, where, when, how often, why is it continuing?)*
Practice, cont.

TEACHING EXAMPLES
1.
2.
3.

How can you model non-examples and examples?

How will you know if students understand?

Practice, cont.

STUDENT ACTIVITIES/ROLE PLAYS
1.
2.
3.

What types of activities can the students do to model the behavior?
Practice, cont.

FOLLOW UP/ REINFORCEMENT ACTIVITIES
1.
2.
3.

How will you encourage students to continue using the behavior?

How will you acknowledge students for using the behavior?

Planning for Teaching Behavior:
Guiding Questions

• How will expectations be taught?
• What is teaching schedule (dates, times) for year?
• Who is responsible for teaching expectations?
• Who is responsible for writing behavioral lesson plans based on data trends?
Tips for Creating Lessons

- Build on what you already have (e.g., Second Step)
- Involve staff and students in the development process

Tips for Teaching Behavior

- Pre-correct before activity
- Have a plan for behavioral acting-out
- Practice conducted in actual setting
- Use non-example and example
- Use high frequency acknowledgments (4:1 positive statements:corrective statements)
- Use a variety of strategies:
More Ideas

- Have students create skits.
- Have students write letters to their parents or articles for the school newspaper about expectations.
- Play “Pictionary” or “Jeopardy” with expectations.
- Use older students to show younger students

<table>
<thead>
<tr>
<th>Cafetería PBIS Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong></td>
</tr>
<tr>
<td>Positivity</td>
</tr>
<tr>
<td>★Be mindful of wasting food</td>
</tr>
<tr>
<td>★Try everything in your meal</td>
</tr>
<tr>
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LESSON 1

GOAL: Introduce, discuss and model cafeteria positive behavior expectations.

AREA: Classroom

TIME ALLOCATED: 10 – 15 minutes

MATERIALS: Cafeteria PBIS Behaviors, Cafeteria Voice Level Chart

TEACH:

A. Overview of the lesson: “This month, the whole school is focusing on our behavior in the cafeterias in the classroom about this behavior. Then, later, we will practice in the cafeteria. If we Fancy Lunch.”

B. Engage Prior Knowledge: “How do you think our cafeteria behavior is now? Turn to a partner and say a few words/adjectives.” Call upon a few students to share their answers with the whole class.

C. Definition of Haley Behavior Matrix for the Cafeteria. See above matrix for expectations.

1. Show the Behavior Matrix and say out loud each expectation.

MODEL:

A. Discuss, demonstrate examples or show pictures of NOT FOLLOWING expectations.

1. Positivity. Discuss not following positive expectations in the cafeteria (wasting food, loud noise, etc.).

2. Expectations. Have two students show an example of NOT using a “Formal Normal” (mime) what it is like to not eat all food while seated at the table; have two students show themselves; have two students show what it is like to not ask permission to leave. Talk with students about how else a person might not be following expectations in the cafeteria.

3. Acceptance. Show example of NOT respecting privacy and personal space, being accepting all classmates at your table. Talk with students about how else a person might not be following expectations in the cafeteria.
Implementation of Lesson Plans

Year-long week-by-week schedule template in your binder

Team Work

Create a lesson plan for **ONE** area in your school
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM

Team Work

15 minutes

Complete +/Δ
- School Team
- Training Overall
2:45-2:50

+/Δ SHARE OUT

KEEP CALM
AND
REMEMBER YOU'RE
DOING A GREAT JOB
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM

REINFORCEMENT SYSTEM

A written set of procedures for specific behavior feedback that is:
[a] linked to school-wide expectations and
[b] used across settings and within classrooms.
Harvard Kent Hallway Behaviors

The Bucks

White = 1 Buck (given to individual students)
Blue = 5 Bucks (given to whole class)

Bucks should never be taken away once a student or class earns them

If you need more bucks please see our banker: Brendan Brett

On Thursday of each week you will receive a link to a google doc in your email to record how many bucks your class earned that week

The Hallway Matrix

Will be displayed in the hallways
You can reference the matrix at anytime

The Rewards

Weekly

- Go to lunch and recess early on Friday
- Banner to hang outside classroom
- Class announced over the intercom

Monthly

- Class announced over the intercom
- Entire class (and teacher!) attend a lunch at Warren Tavern

Student Rollout

Jason will be speaking with the students on Friday May 1st at each of the dances
I would have self-control and listen to the teacher and do my work to earn more pride points to win the challenge.
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM
CONSEQUENCE SYSTEM

Clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed vs. staff-managed problems.

Examples
• Office Discipline Referral forms that emphasize school-wide expectations
• Procedures outlines for entering events into SIS/ASPEN

R.O.A.R.S.

Oliver Wendell Holmes Elementary – Disciplinary Referral Form

Student’s Name ___________________________ Grade _______ Date __________
Reporting Staff ___________________________ HR# _______ Time _______

LOCATION (Check One)

☐ AM Bus ☐ Auditorium ☐ Gym ☐ Playground
☐ PM Bus ☐ Bathroom ☐ Library ☐ Outside/parking lot
☐ Walk to School ☐ Cafeteria ☐ Office ☐ Intervention room
☐ Walk Home ☐ Hallway ☐ Classroom (#______) ☐ Other _______

MINOR BEHAVIORS

(Check One)
☐ Defiance/disrespect/non-compliance
☐ Disruption
☐ Physical Contact

MAJOR PROBLEM BEHAVIORS/INCIDENTS

(Check One- Most Serious)
☐ Abusive Language
☐ Bullying
☐ Defiance/Insubordination/Non-Compliance
☐ Disrespect
☐ Intimidation/Harassment
☐ Leaving Class w/o permission
☐ Physical Aggression
☐ Vandalism/Prop Damage
RHS Student Behavior Procedural Flowchart

**Handled in classroom**
- RI Circle/Second Step (Skills & Relationship Building)
- Review expectation and redirect to activity

**Components of Behavior Management systems**
- Redirect behavior/Intervene student
- Reminder of expectations
- Reinforce positive behavior
- De-escalation/trauma sensitive strategies
- Use of breaks
- Conference/circles with student (s) (solution focused)
- Second step lessons to address class wide difficulties
- Peer support/classroom support (time in another class)
- Communicate with parent
- Consequences to discourage (i) behavior:
  - Repair harm/Make up work/ loss of rewards/ lunch with teacher/g use of extra computer time/ before or after school detention

**Handled in classroom**
- Managed in Classroom: Lack of caring words, Lack of caring for others, Lack of caring for environment, Not prepared to learn
- Managed out of classroom: Use of abusive language, Physical aggression, Property damage, Consistent disengagement, Constant disruption
- Incident Report needs to be filed in ADE/PS

**Support: School Leaders**
- Anti-bullying
- Get support from classroom
- Call family/documentation of next steps
  - 1st-6th (Ania & Geneville)
  - 7th-8th (Kathy & Vanessa)
- Student Support Team
  - Supports students in Tiers II & III

**TIER I ESSENTIALS**

1. **EXPECTATIONS DEFINED**
2. **EXPECTATIONS TAUGHT**
3. **REINFORCEMENT SYSTEM**
4. **CONSEQUENCE SYSTEM**
5. **DATA SYSTEM**
DATA SYSTEM

Teams use multiple sources of data at least monthly for decision-making.

Examples:
• BIMAS
• SIS Conduct
• Attendance
• CBM
TIER I ESSENTIALS

1. EXPECTATIONS DEFINED
2. EXPECTATIONS TAUGHT
3. REINFORCEMENT SYSTEM
4. CONSEQUENCE SYSTEM
5. DATA SYSTEM

TIERED FIDELITY INVENTORY
Purpose

• The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school. It assesses across all three tiers.

www.pbisapps.org

There is an account set up for the internal coach in each school. To use your account, visit the PBIS Apps site (www.pbisapps.org) and select PBIS Applications Login on the right hand side of the black app bar at the top of the page. Enter the following account information:

• User Name: [your email address]
• Password: [if you don't have one already set, request to change password]

If you would like additional users added to your schools’ account on PBIS Apps, please contact your external coach.
Completing the TFI

The TFI should be completed at your Tier One team meeting. It allows for your team to think together about implementation and give feedback that will help guide your action planning.

The TFI is completed quarterly (3 times throughout the school year). The TFI must be completed prior to scheduling quarterly meetings with school administrators and CBHM coaches (internal & external).

Total score (TFI)
Sub-scale report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2012 - 5/5/2013

Tier I
- Teams
- Implementation
- Evaluation

Tier II
- Teams
- Interventions
- Evaluation

Tier III
- Teams
- Resources
- Assessment
- Support plan
- Monitoring and adaptation

Sub-subscale report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2012 - 5/5/2013

Tier I
- Teams
- Implementation
- Evaluation

Tier II
- Teams
- Interventions
- Evaluation

Tier III
- Teams
- Resources
- Assessment
- Support plan
- Monitoring and adaptation
### Action Planning

An Action Plan is then created based off the team responses to the TFI. It is then used to guide the action steps for your team to prioritize.

### Universal Screening Tools

- Recognized best practice
- Only used in 2% of districts nationwide
- BPS Piloting Procedures
## Universal Screening

<table>
<thead>
<tr>
<th>TOOL</th>
<th>AGES</th>
<th>GRADES</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| BIMAS – I     | 5 to 18    | K2 to 12th   | 34 items! 4 point scale!  
|               |            |              | **SCALES:**  
|               |            |              | Conduct!  
|               |            |              | Negative Affect!  
|               |            |              | Cognitive/Attention!  
|               |            |              | Social Skills!  
|               |            |              | Academic Functioning!  
|               |            |              | Can be completed by Teachers, Parents and Students (6th – 12th grade)  
| TESS – I      | 3 to 5     | K0 & K1      | 20 items! 4 point scale!  
| Behavioral and Emotional Screening System, Preschool Form | | | **SCALES:**  
|               |            |              | Behavioral and Emotional Risk Index (BERI)!  
|               |            |              | **SUBSCALES:**  
|               |            |              | Externalizing Risk Index (ERI)!  
|               |            |              | Internalizing Risk Index (IRI)!  
|               |            |              | Adaptive Skills Risk Index (ARI)!  
|               |            |              | Can be completed by Teachers and Parents  

### Risk Level Pyramids across All Scales

**SIMAS-Teacher Standard™**

**Springfield District School Board**

2010-2011

**Universal Assessment 1**

**Schools Selected:** Lincoln Middle School  
Midland Elementary  
Ridge Elementary

**Grades Selected:** K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

**Total For District 11 Students**

<table>
<thead>
<tr>
<th>Levels Of Risk</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
<th>Levels Of Functioning</th>
<th>Social</th>
<th>Academic Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>4 (21%)</td>
<td>2 (11%)</td>
<td>3 (16%)</td>
<td>Concern</td>
<td>5 (32%)</td>
<td>7 (37%)</td>
</tr>
<tr>
<td>Some Risk</td>
<td>5 (25%)</td>
<td>7 (37%)</td>
<td>4 (21%)</td>
<td>Typical</td>
<td>11 (58%)</td>
<td>10 (53%)</td>
</tr>
<tr>
<td>Low Risk</td>
<td>10 (53%)</td>
<td>10 (53%)</td>
<td>12 (63%)</td>
<td>Strength</td>
<td>2 (11%)</td>
<td>2 (11%)</td>
</tr>
<tr>
<td>Total</td>
<td>19 (100%)</td>
<td>19 (100%)</td>
<td>18 (100%)</td>
<td>Total</td>
<td>19 (100%)</td>
<td>18 (100%)</td>
</tr>
</tbody>
</table>
Logistics

- Approximately 3-5 minutes per student
- All Students screened by one teacher/staff
  – Decision rule
Team Work

25 minutes
Complete Assessment POP form

Tiered Fidelity Inventory (TFI)

• Teams complete
Team Work

30 minutes

Complete a baseline TFI

www.pbisapps.org
USERNAME: BPS EMAIL
SET UP YOUR OWN PASSWORD

Dream come true:

The time you NEVER get during the school year
Team Work

Continue working on “Golden Ticket” deliverables

DATA-BASED DECISION MAKING
Data Based Decision Making

- **Problem Solving Process**
  - Often reflected in school forms (e.g. SST Referral) or meeting formats (e.g. PBIS/CBHM/Climate Team Agenda)
Data Based Decision Making

**Process**
- DESE has provided this process to help schools and districts develop problem solving procedures at macro levels

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**Process with Protocol**
- BPS ILT teams have been trained
- Protocol can be used/modified for any school team provided staff have been trained
Data Based Decision Making

• Data Driven Dialogue
• Training Protocol to help staff/teams coalesce around data & DBDM
• Steps:
  – Introduction
  – Make Predictions & Explore Assumptions
  – Explore the Data
  – Act on the Data
  – Come to Consensus
  – Debrief

Data Based Decision Making

• School Forms & Data Entry/Organization
  – SST form
  – ODR data entry procedures
• Entry & Exit Criteria
  – Academic Supports
  – Behavioral Supports
• Clearly articulated processes for requesting support & accessing resources
Please complete the workshop evaluation form.
THANK YOU!

and always remember....

we cannot direct the wind, but we can adjust the sails.