



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





Achilles Bardos, Ph.D.
University of Northern
Colorado



Mary Zortman Cohen,
Ph.D.
Boston Public Schools

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


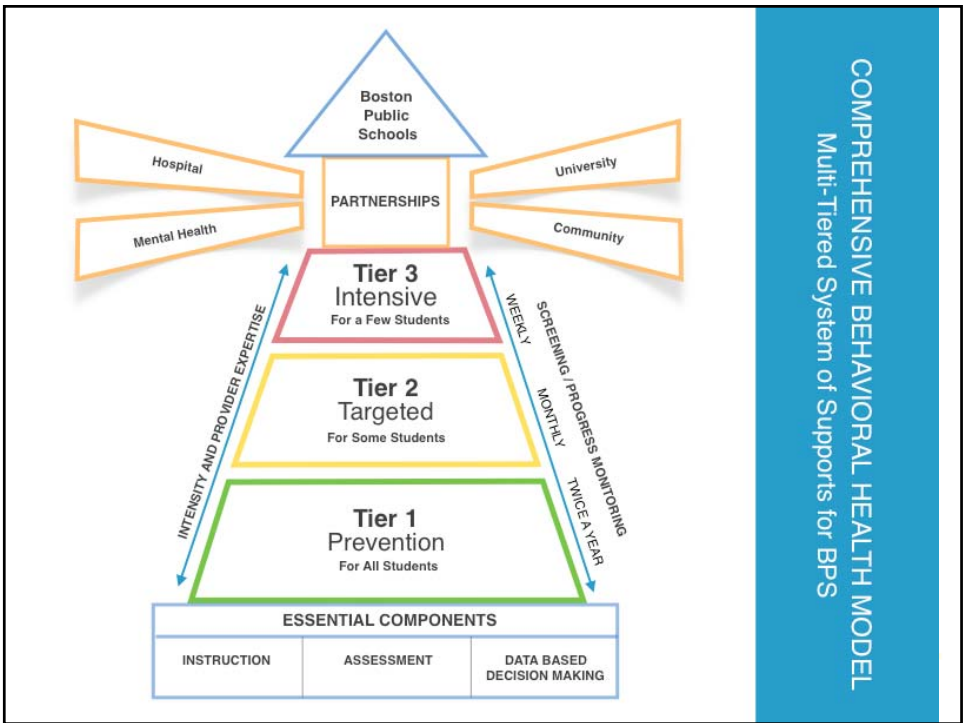
October 1, 2016

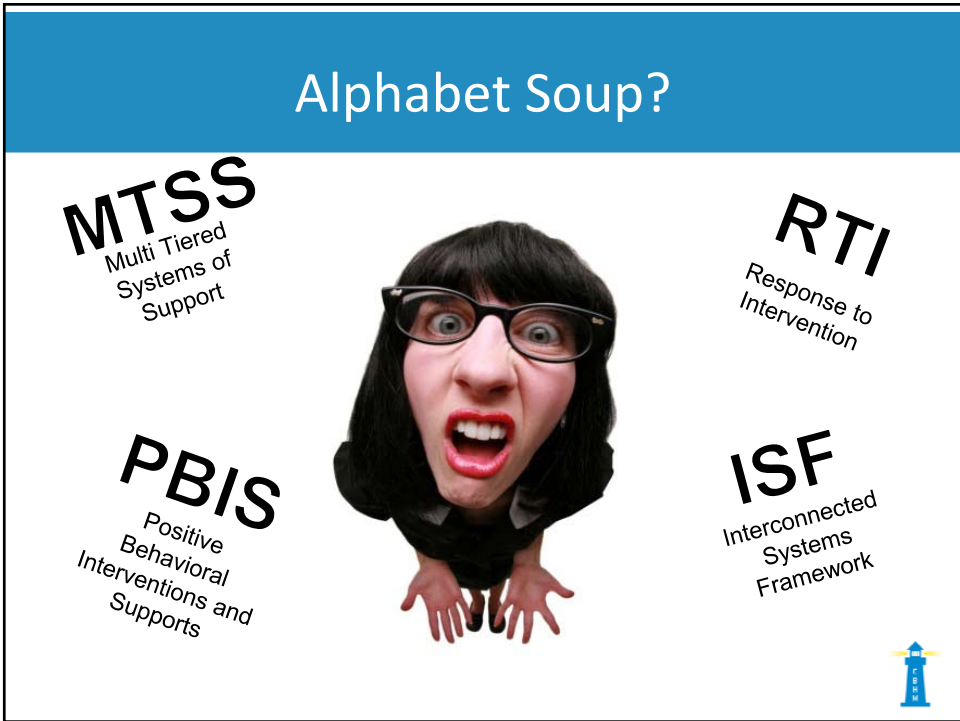
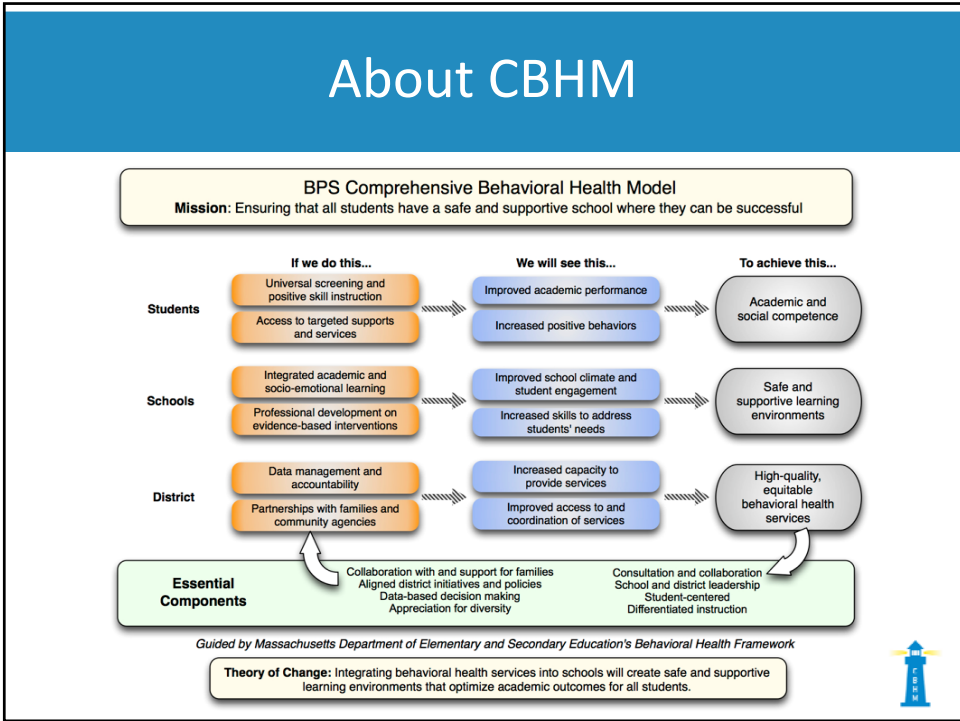


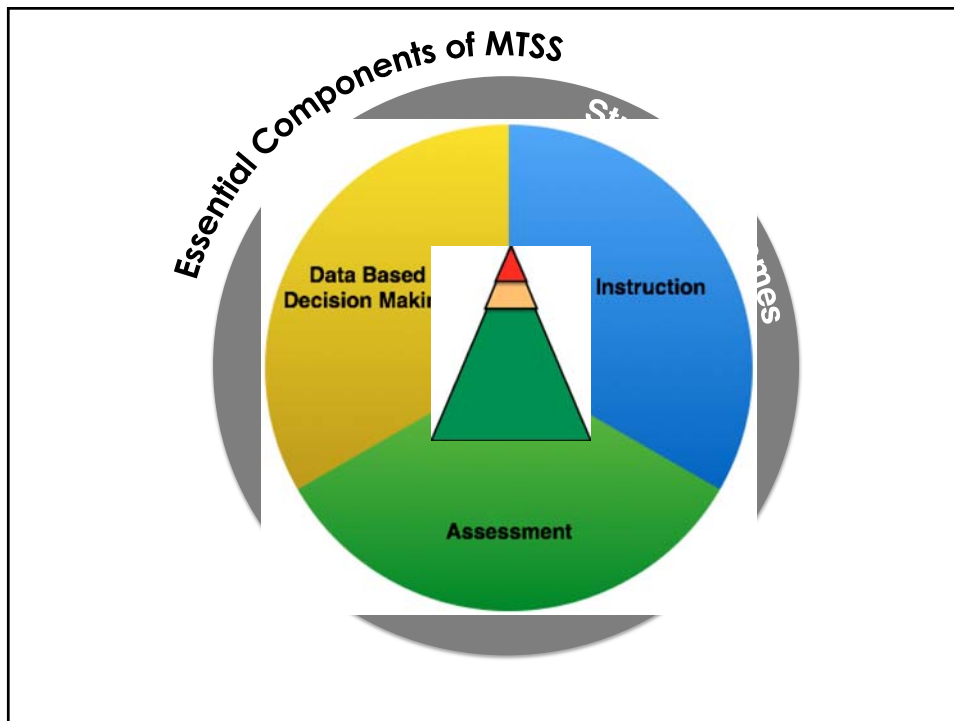
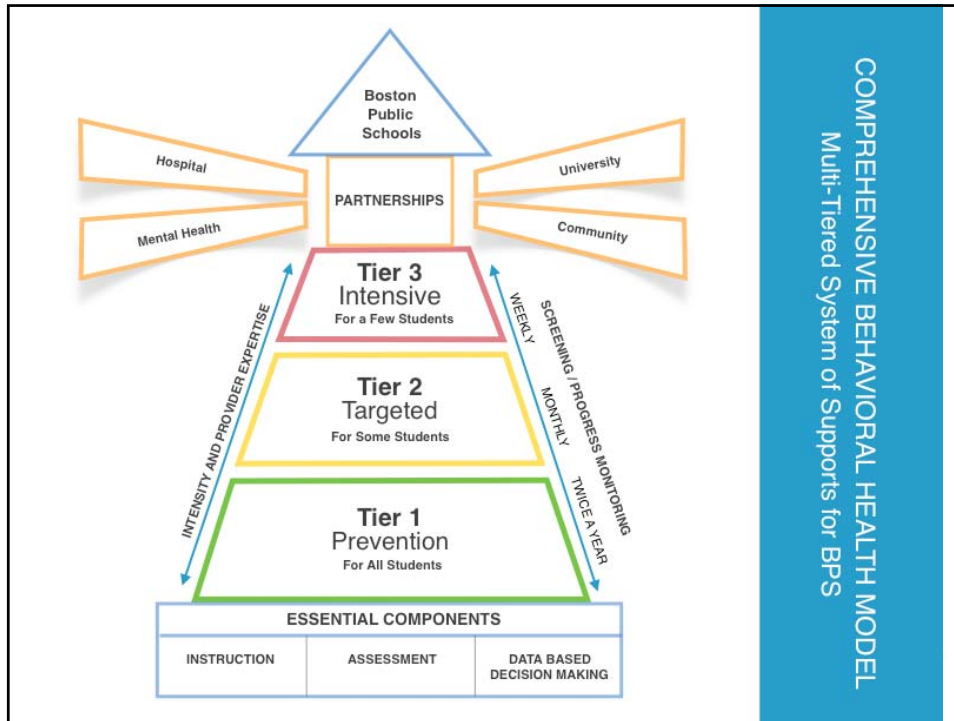
ICEBREAKER


I work at the _____ school (district).

PURPOSE	OUTCOME	PROCESS
<ul style="list-style-type: none"> Why? 	<ul style="list-style-type: none"> What? 	<ul style="list-style-type: none"> How?

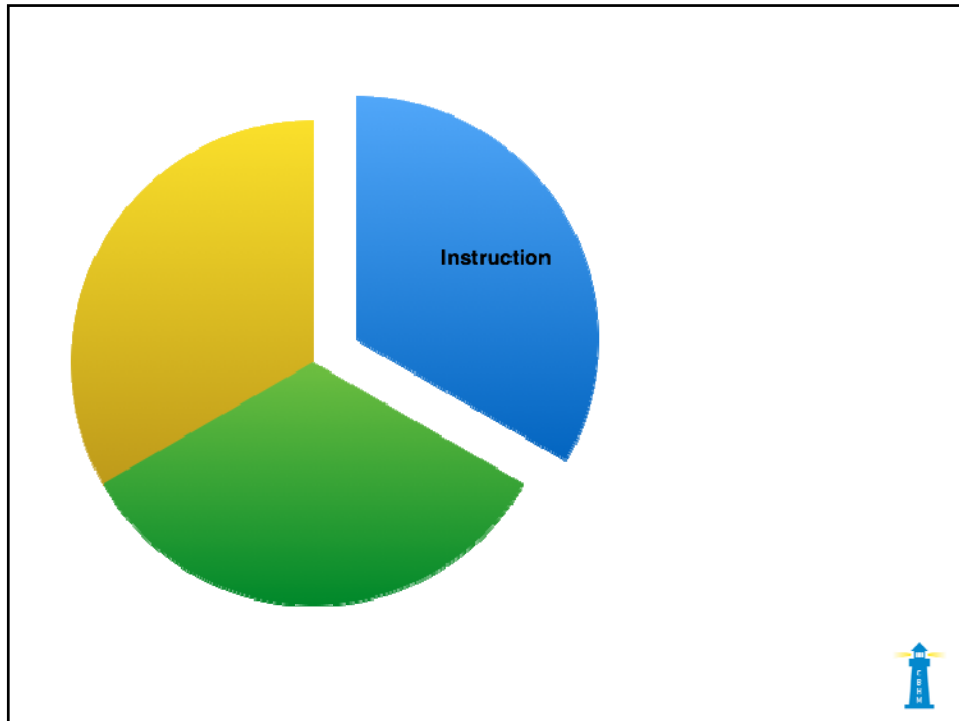




- School teams understand CBHM Essential Components: Instruction, Assessment, Data-based Decision Making
 - School teams identify concrete steps to implementing Tier 1 Essential Components in their buildings
 - School teams recognize supports available through CBHM and how to request help throughout the year
 - School teams understand good teaming process & procedures
- 

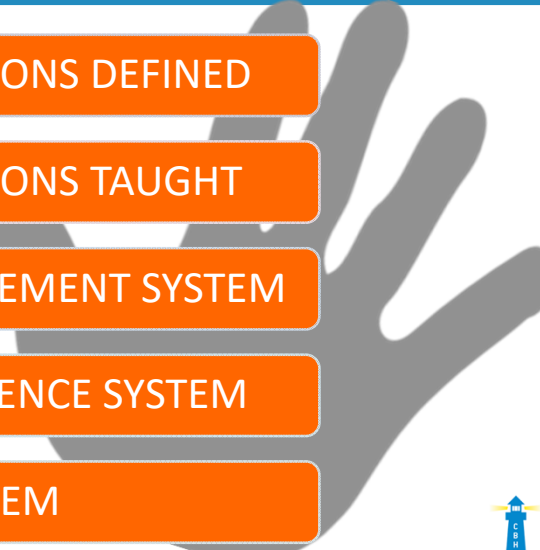
Tier 1 Essential Components Table

	WHAT	WHY	HOW
INSTRUCTION	• School Wide 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
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)
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.




INSTRUCTION	<ul style="list-style-type: none"> • School Wide 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
	<ul style="list-style-type: none"> • 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

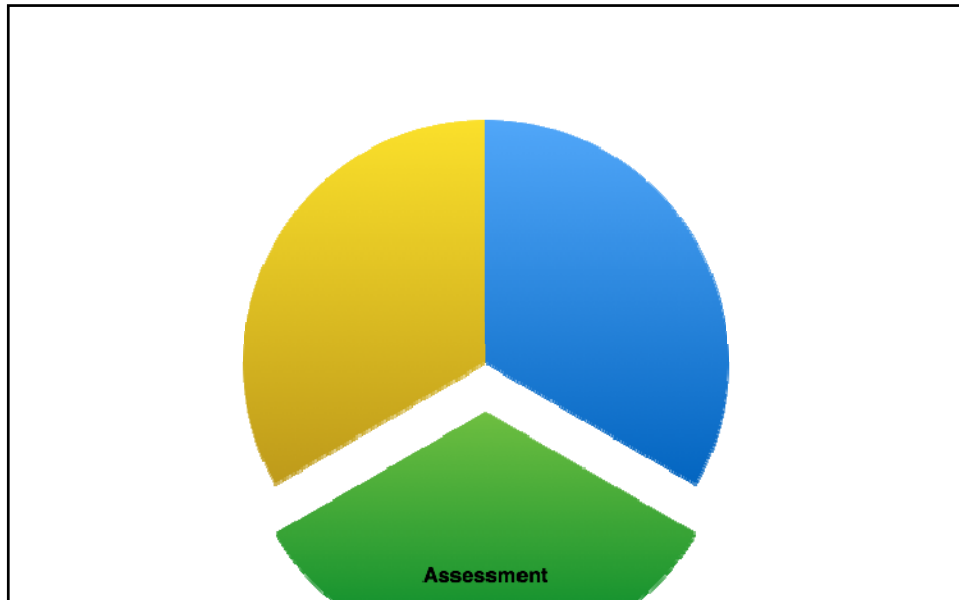


Social Emotional Learning



casel.org





<p>ASSESSMENT</p>	<ul style="list-style-type: none"> • Universal Screening 	<p>Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.</p>	<p>Collect objective information that can be used to guide instruction at multiple levels (e.g. school, grade, class, and individual student)</p>

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:



TIPS FOR SUCCESS

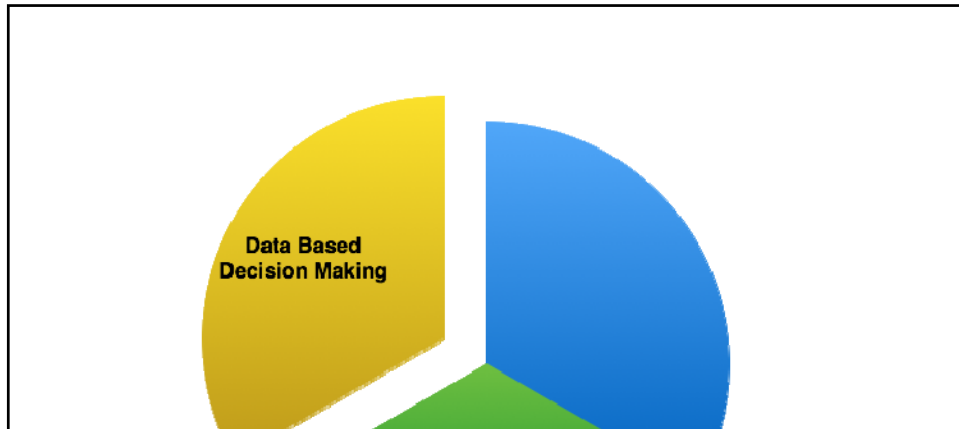
In order to make the most out of universal screening data, tools should be **CONSISTENT** across schools and grades.

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

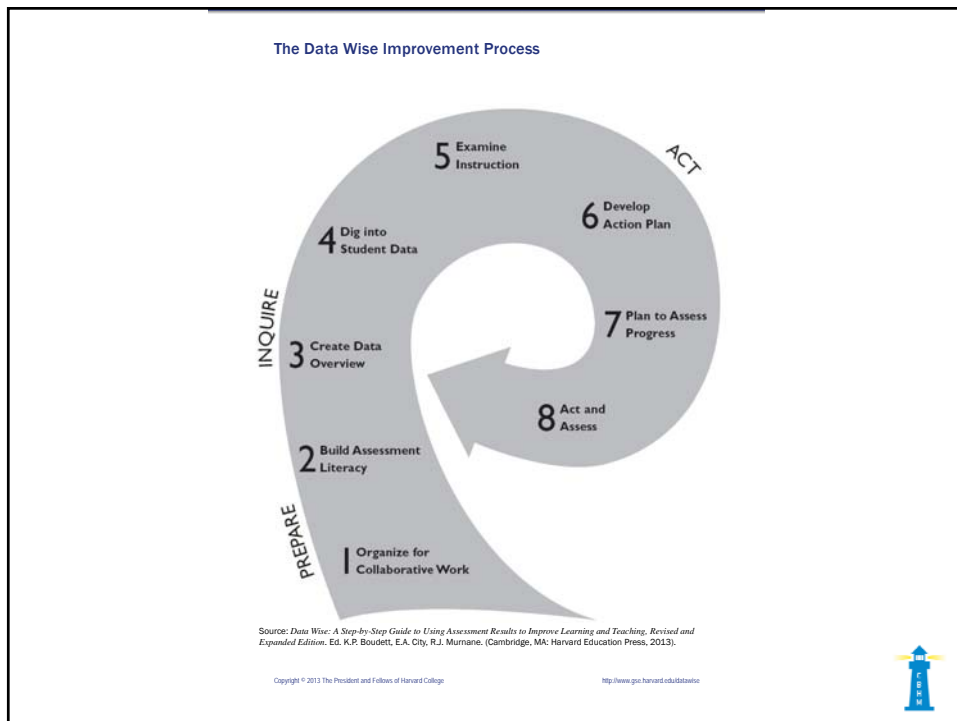
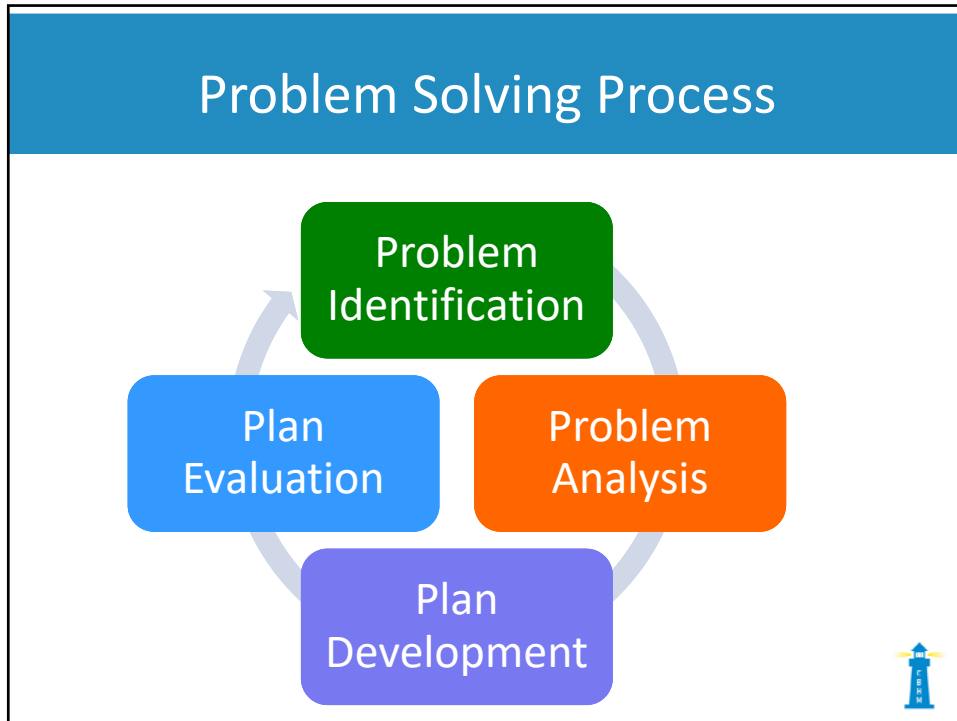
Universal screening can only lead to successful interventions and supports if schools & teachers are trained in **DATA BASED DECISION MAKING**.

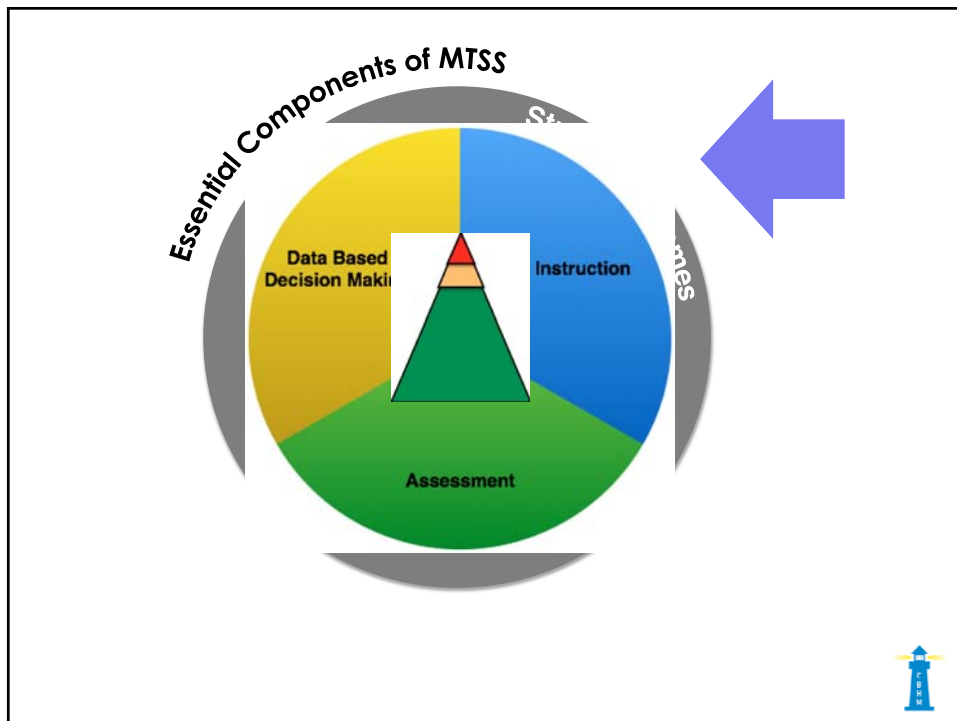
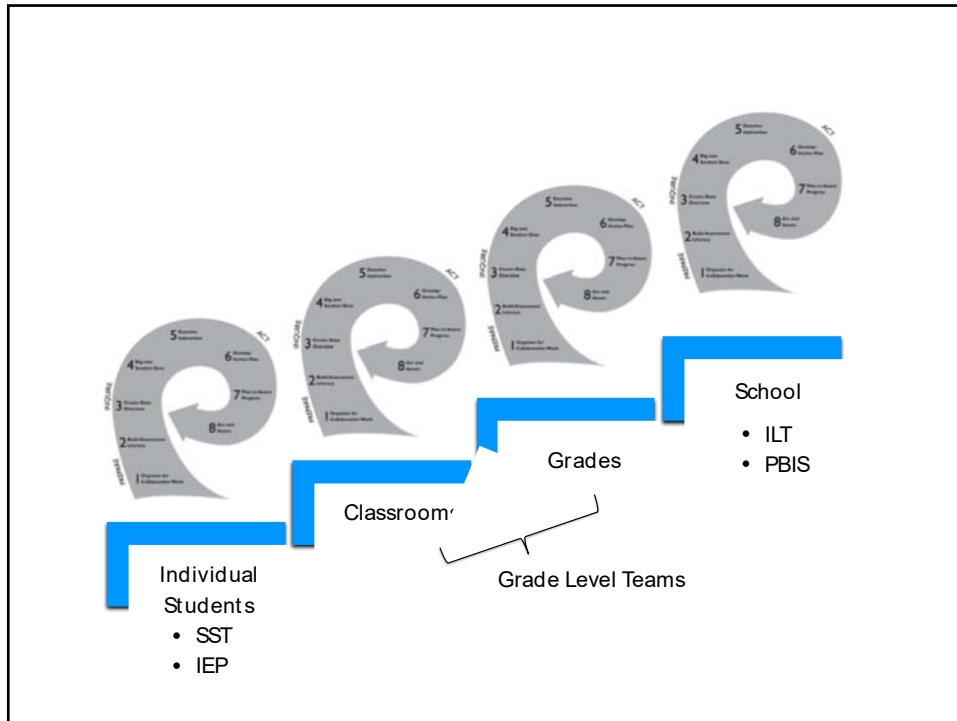
Successful training includes ongoing coaching & support to reinforce effective systems.

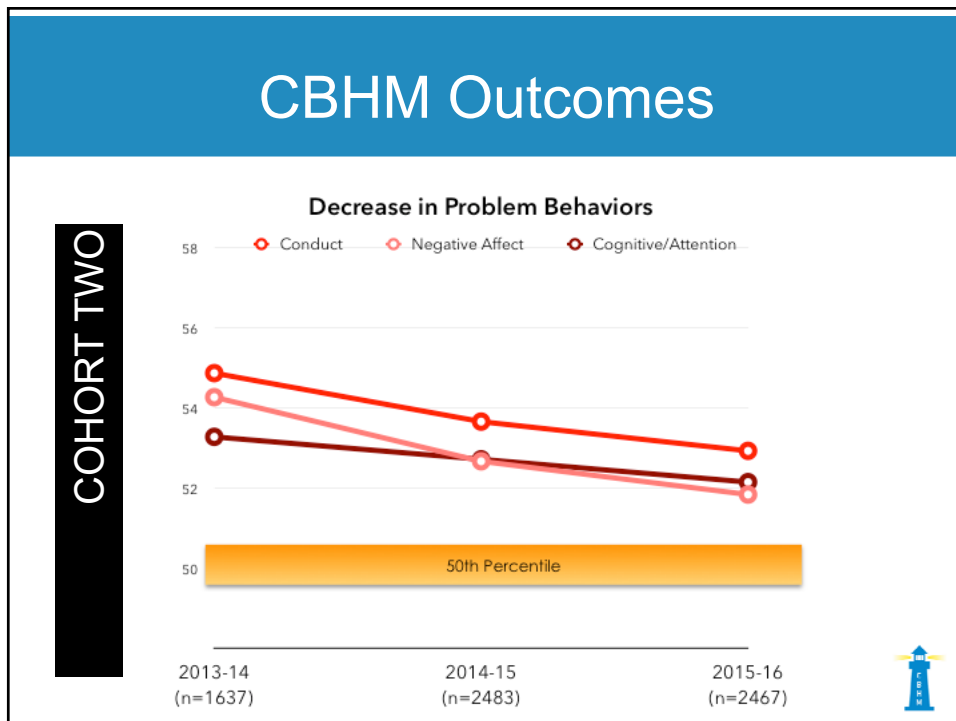
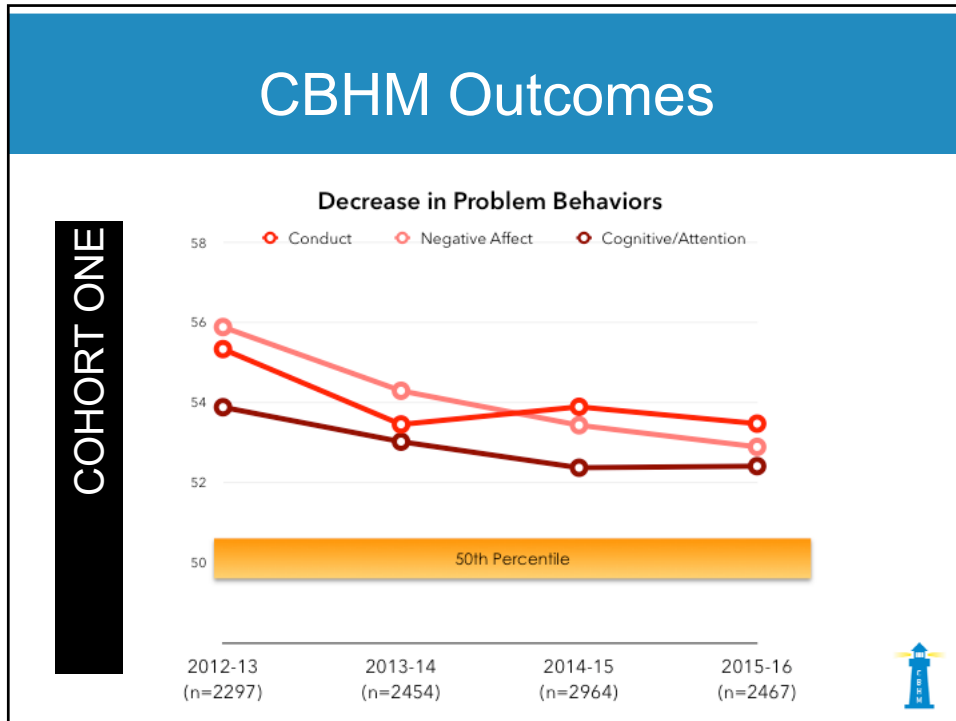


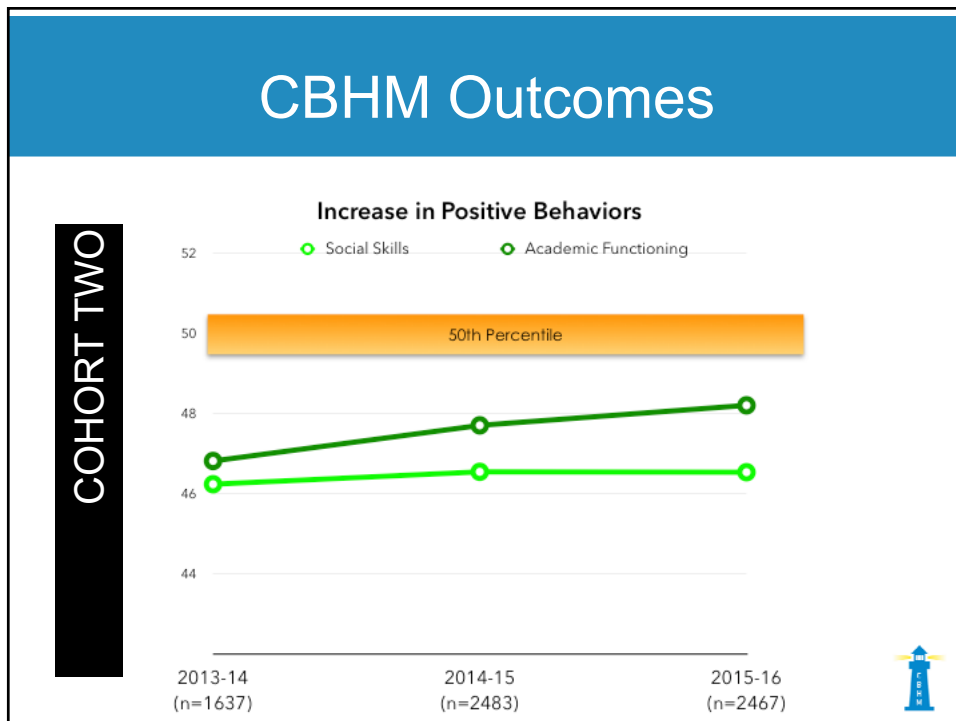
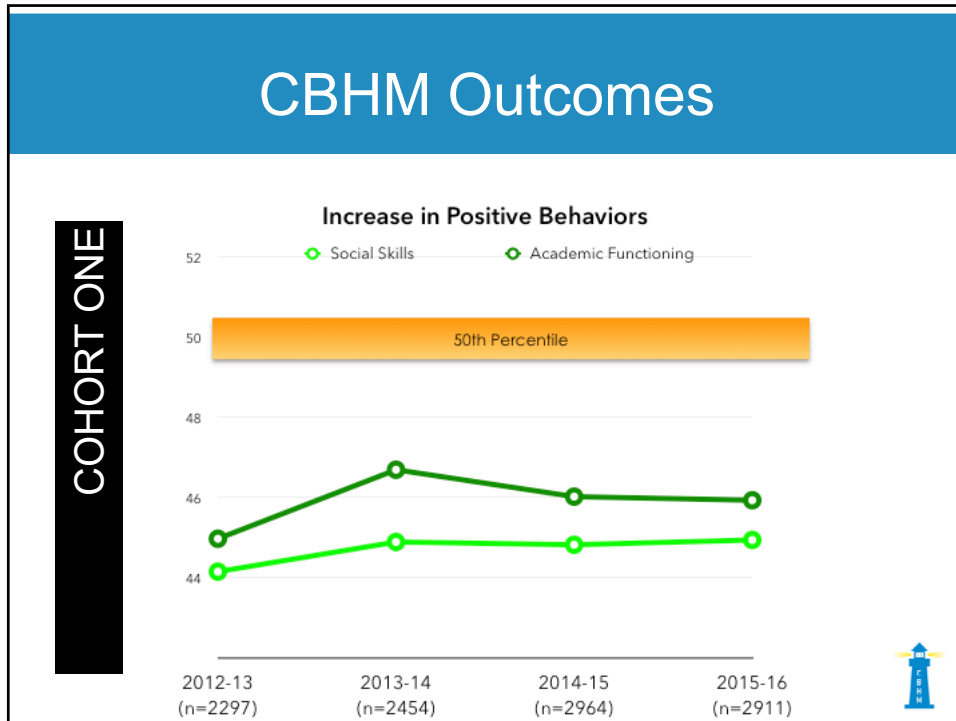


DATA BASED DECISION MAKING	<ul style="list-style-type: none"> • Problem Solving Teams & Data Based Decision Making 	School teams need to understand how to use universal assessment data to make systemic decisions about instruction	School teams are effectively organized to promote efficient data-based decision making.










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.



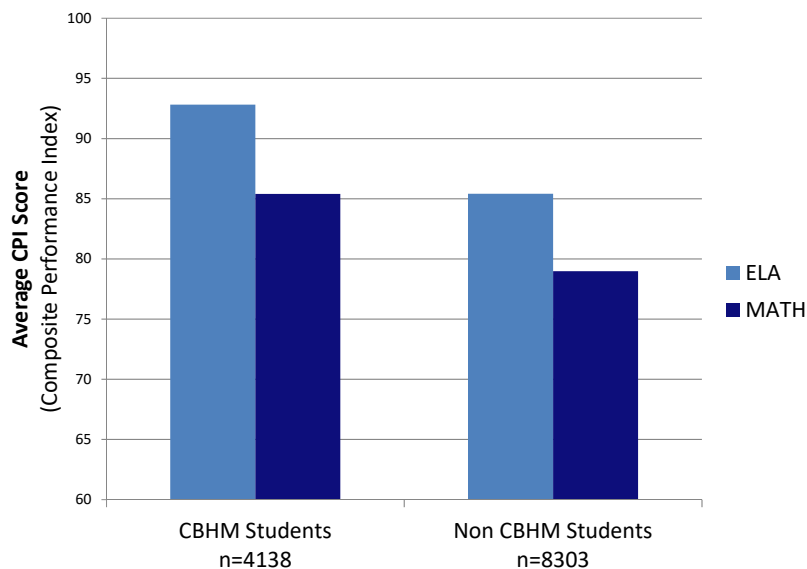
Academic Indicators

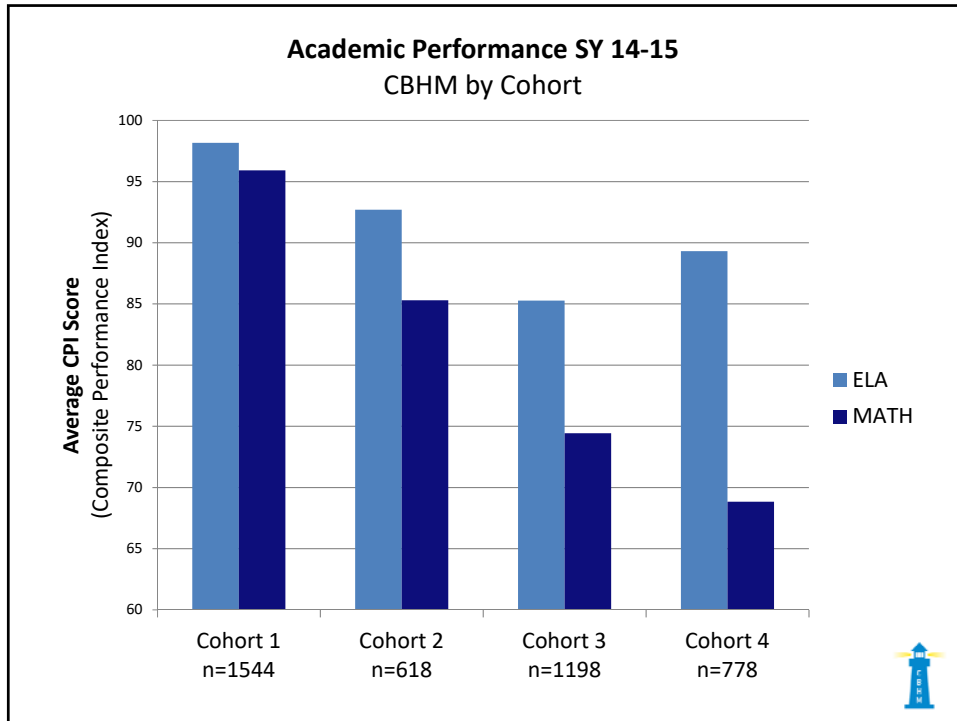
An analysis of SY 14-15 MCAS & PARCC Data revealed the following:

- 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.



Academic Performance SY 14-15
CBHM vs. Non CBHM Students








WHERE TO FIND HELP!

Coaching	Google Drive
Websites	Books/Articles


10-10:10

BREAK!



Our Time Together

Wedge	“Deliverables”	Time
Foundational Team Building	<input type="checkbox"/> Mission Statement <input type="checkbox"/> Roles & Responsibilities <input type="checkbox"/> Norms	TBD
Instruction	SEL <input type="checkbox"/> Plan for SEL PBIS <input type="checkbox"/> Core Values <input type="checkbox"/> Matrix <input type="checkbox"/> Lesson Plan	TBD
Assessment	<input type="checkbox"/> Assessment Plan	TBD
Data Based Decision Making	<input type="checkbox"/> Plan for Data Based Decision Making	TBD



Practicing Good Team Hygiene

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



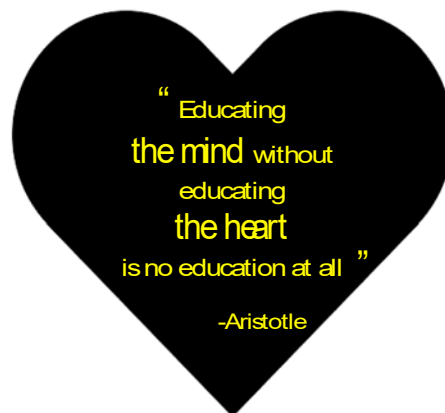
TEAM WORK MAKES THE DREAM WORK



Tier 1 Essential Components Table

	WHAT	WHY	HOW
INSTRUCTION	• School Wide 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
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)
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.

Social Emotional Learning



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

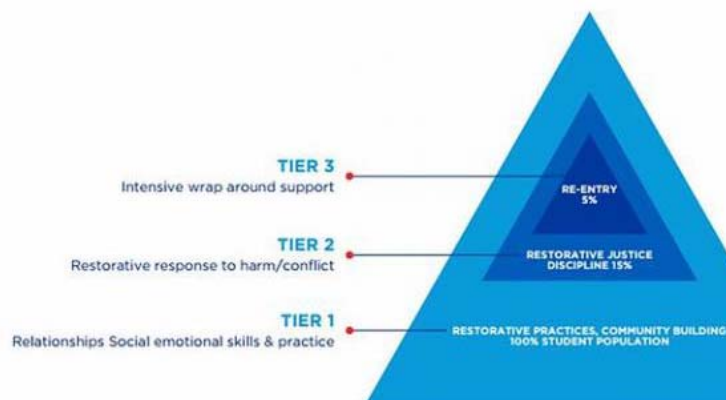


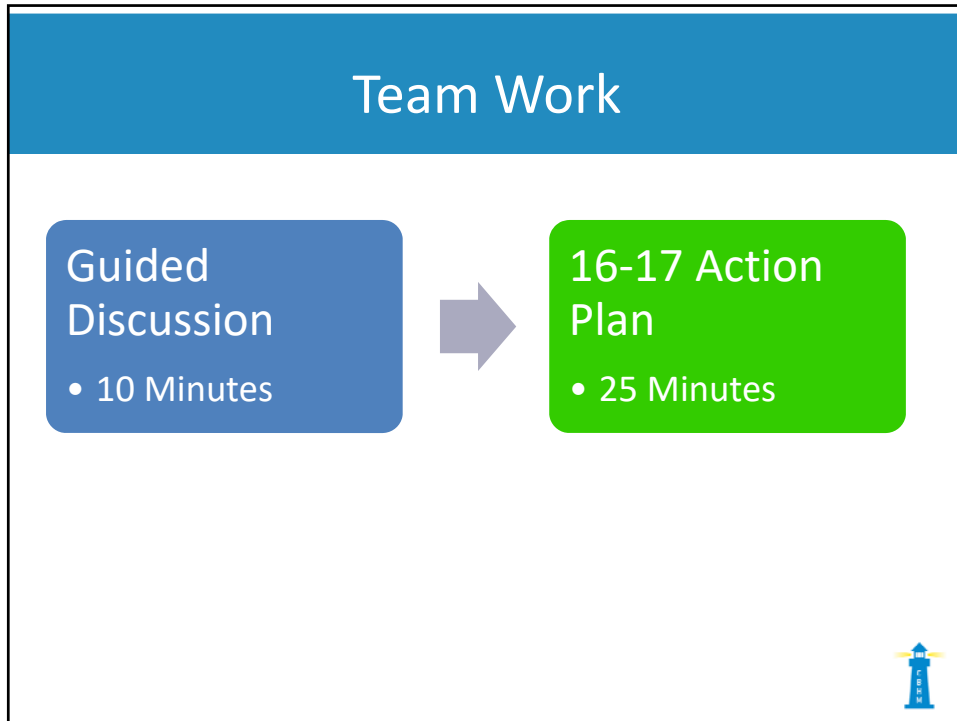
Break Free from Depression

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.



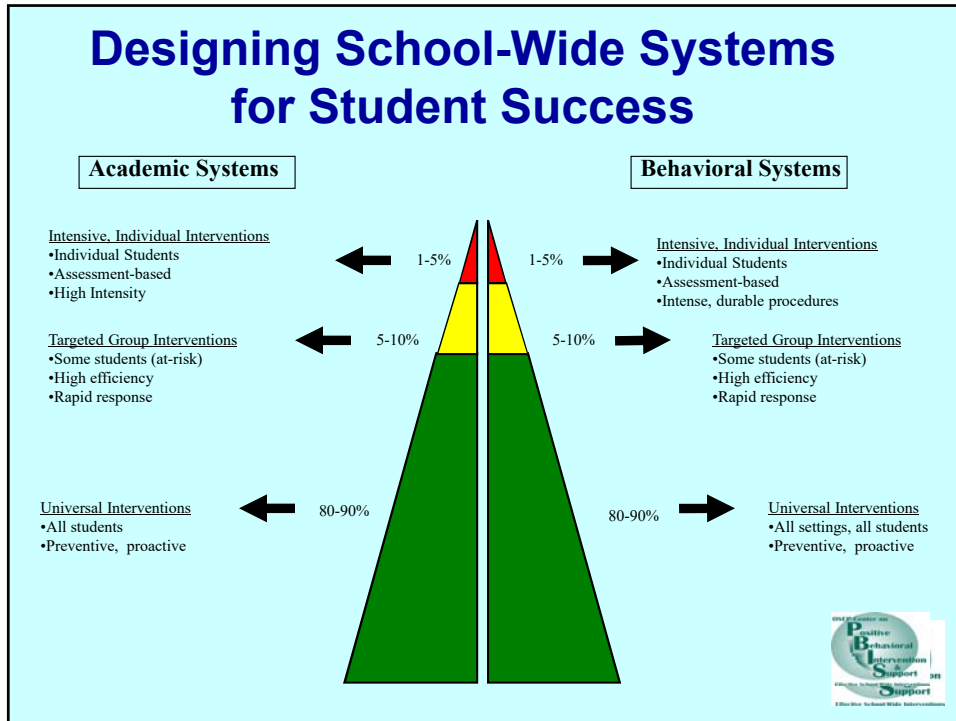
Restorative Justice






Tier 1 Essential Components Table

	WHAT	WHY	HOW
INSTRUCTION	<ul style="list-style-type: none"> • School Wide 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
	<ul style="list-style-type: none"> • 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
ASSESSMENT	<ul style="list-style-type: none"> • 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)
DATA BASED DECISION MAKING	<ul style="list-style-type: none"> • 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.




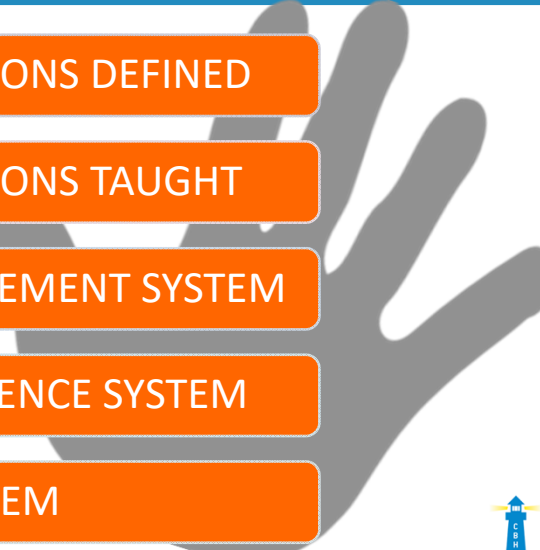
PBIS VIDEO

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



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



BHS	RESPECT	INCLUSIVITY	RIGOR
Classroom	<ul style="list-style-type: none"> - Arrive to class on time - Behave in a way that allows you & others to learn - Honor physical and personal boundaries - Use academic language - Engage in learning - Bring materials and assignments to class 	<ul style="list-style-type: none"> - Listen to others - Respect all opinions - Learn about others - Be willing to work with and help others - embrace new ideas and concepts - Think of all students as learning partners 	<ul style="list-style-type: none"> - Come ready to learn - Challenge yourself - Be present - Ask questions - Actively participate - Be a positive role model - take advantage of available supports
Hall & Shared Spaces	<ul style="list-style-type: none"> - make way for others - Smile and greet others - promote cleanliness - Move to your destination quickly - Use appropriate language 	<ul style="list-style-type: none"> - Be welcoming - Be Positive - Demonstrate tolerance - commitment to whole school improvement - acknowledge that all adults are my educators 	<ul style="list-style-type: none"> - Be on time - Help others make good choices - Uphold policies
Cafeteria	<ul style="list-style-type: none"> - Be polite to cafeteria staff - leave table clean - Be friendly 	<ul style="list-style-type: none"> - sit with new people - use appropriate language - share table space 	<ul style="list-style-type: none"> - Make healthy food choices - Be an ally
Library	<ul style="list-style-type: none"> - Return materials on time - Use quiet voices - Take care of materials - Be friendly - Keep space tidy - Be polite to library staff 	<ul style="list-style-type: none"> - Work with others - Be accepting of new ideas and concepts - Share materials 	<ul style="list-style-type: none"> - Check out and read books - Use library space productively - Explore new topics - Take advantage of available supports



C A F E T E R I A	RESPECT	INCLUSIVITY	RIGOR
	Be Polite to Cafeteria Staff 	Sit with new people 	Look out for each other 
	Throw away trash 	Share table space 	Clean up trash that is not yours 
	Use appropriate language 	Be Friendly 	

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




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....

heavy



- 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'



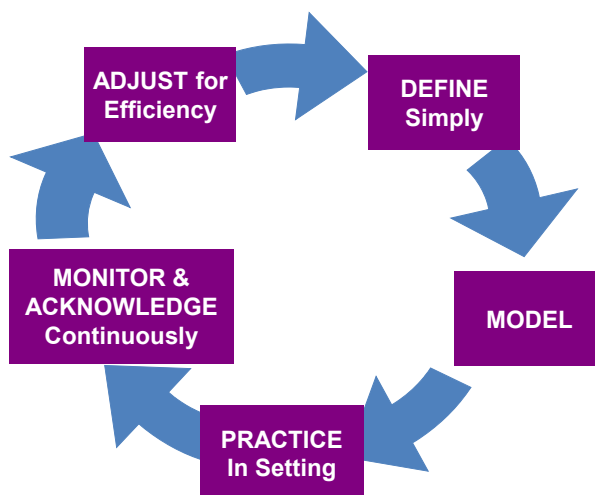
What are Behavior Lesson Plans?



- 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://charactercounts.org/lesson-plans/lesson_planes_sr.php?age_group=6-9%20yrs.

<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://coedpages.uncc.edu/bric/behavior%20lesson%20plans.pdf>

<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:	
Skills	
Introduction & Rationale	
Teacher Model	
Role-Play <i>Example:</i> <i>Nonexample:</i> <i>Example:</i> <i>Student Example:</i>	
Signal	
Review	
Practice throughout the Day	
Homework	
Supplemental Activities	



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 ACTIVITES/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



Cafeteria PBIS Behaviors				
P Positivity	E Expectations	A Acceptance	C Community	E Engagement
<ul style="list-style-type: none"> ★Be mindful of wasting food ★Try everything in your meal 	<ul style="list-style-type: none"> ★Follow entry procedure ★Eat all food while seated at table ★Clean up after yourself ★Get permission to leave 	<ul style="list-style-type: none"> ★Respect privacy and personal space ★Be accepting of what others eat ★Welcome all classmates at your table 	<ul style="list-style-type: none"> ★Have friendly and appropriate conversations ★Use manners ★Enjoy your lunch only ★Use your <i>Empathy</i> and <i>Communication</i> skills 	<ul style="list-style-type: none"> ★Show teamwork to keep area clean ★Use a quiet voice to talk (Level 3 – Formal Normal) ★Line up as class to exit



LESSON 1

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

AREA: Classroom

TIME ALLOTTED: 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 cafeteria in the classroom about this behavior. Then, later, we will practice in the cafeteria. If we want to have a Fancy Lunch.”
- B. *Engage Prior Knowledge:* “How do you think our cafeteria behavior is now? Turn to a partner and share words/adjectives.” Call upon a few students to share their answers with the whole class.
- C. *Definition of Halsey 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 in the cafeteria.*
 1. **Positivity.** Discuss not following positive expectations in the cafeteria (wasting food; not saying please and thank you; not using polite words).
 2. **Expectations.** Have two students show an example of NOT using a “Formal Normal show (mime) what it is like to not eat all food while seated at the table; 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:

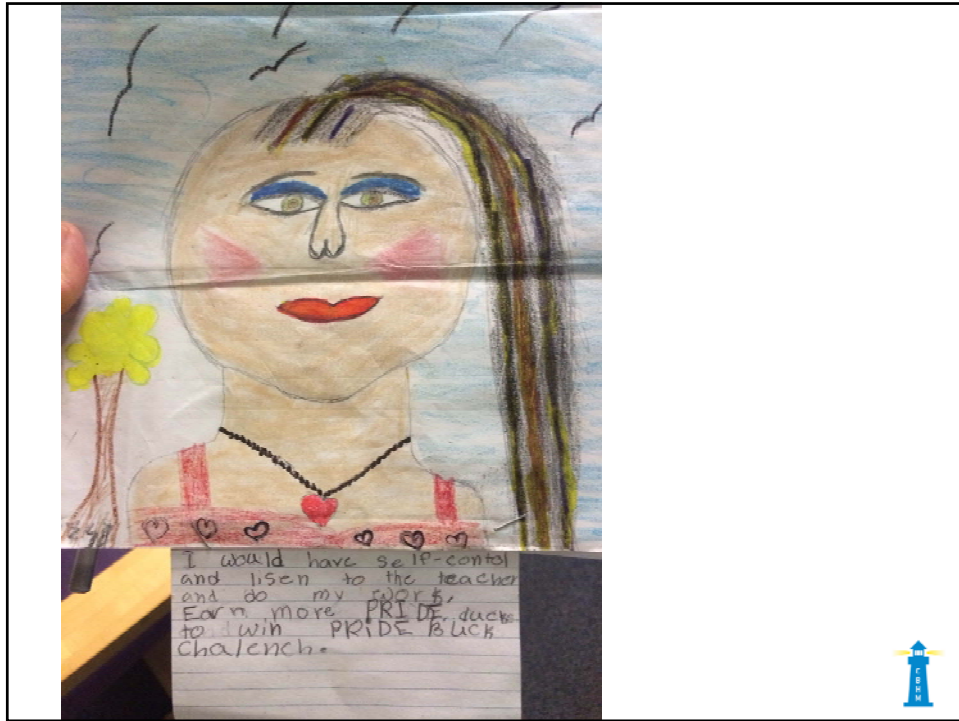
- [a] linked to school-wide expectations and
- [b] used across settings and within classrooms.



Harvard Kent Hallway Behaviors

<p style="text-align: center;"><u>The Bucks</u></p> <p>White= 1 Buck (given to individual students) Blue= 5 Bucks (given to whole class)</p> <p>Bucks should never be taken away once a student or class earns them</p> <p>If you need more bucks please see our banker: Brendan Brett</p> <p>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</p>	<p style="text-align: center;"><u>The Rewards</u></p> <p style="text-align: center;"><u>Weekly</u></p> <ul style="list-style-type: none"> ❖ Go to lunch and recess early on Friday ❖ Banner to hang outside classroom <ul style="list-style-type: none"> ❖ Class announced over the intercom <p style="text-align: center;"><u>Monthly</u></p> <ul style="list-style-type: none"> ❖ Class announced over the intercom ❖ Entire class (and teacher!) attend a lunch at Warren Tavern
<p style="text-align: center;"><u>The Hallway Matrix</u></p> <p>Will be displayed in the hallways</p> <p>You can reference the matrix at anytime</p>	<p style="text-align: center;"><u>Student Rollout</u></p> <p>Jason will be speaking with the students on Friday May 1st at each of the dances</p>

		HK P.R.I.D.E. - September 2015					9/10/2015					9/17/2015							
		Current Monthly Totals					# of Bills not value					# of Bills not value							
Teacher	Room #	Class Size	Avg Per Student	Rank	Leader(s)	Pride Dollars	Per Student	White Bucks	Blue Bucks	Green Bucks	Rank	Leader	Pride Dollars	Per Student	White Bucks	Blue Bucks	Green Bucks	Rank	Leader
Kindergarten																			
Collins C.		1	0.00	30		0	0.00				1	HK PRIDE	0	0.00	0	0	0	4	
Johnston J.		0.001	0.00	30		0	0.00				1	HK PRIDE	0	0.00	0	0	0	4	
Liang L.	103	16	13.06	28		0	0.00				1	HK PRIDE	209	13.06	65	9	0	3	
O'Hearn K.	104	18	40.50	5		0	0.00				1	HK PRIDE	729	40.50	297	20	2	1	HK PRIDE
Nunez R.		19	14.95	26		0	0.00				1	HK PRIDE	284	14.95	75	9	1	2	
First Grade																			
Alonzo G.	202	20	25.30	20		0	0.00				1	HK PRIDE	506	25.30	66	22		2	
Burke D.	201	21	17.19	25		0	0.00				1	HK PRIDE	361	17.19	67	12	1	4	
Kwong P.	217	18	20.50	24		0	0.00				1	HK PRIDE	369	20.50	45	18	3		
Marcella M.	203	22	25.73	18		0	0.00				1	HK PRIDE	566	25.73	104	21	0	1	HK PRIDE
Second Grade																			
Bastianelli S.	303	22	49.00	2		0	0.00				1	HK PRIDE	1,078	49.00	110	42	1	1	HK PRIDE
Free N.	209	22	14.82	27		0	0.00				1	HK PRIDE	326	14.82	84	11	0	6	
Hayes E.	411	7	39.86	7		0	0.00				1	HK PRIDE	279	39.86	104	25	0	4	
Lally S.	204	4	38.50	9		0	0.00				1	HK PRIDE	154	38.50	72	33		5	





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.

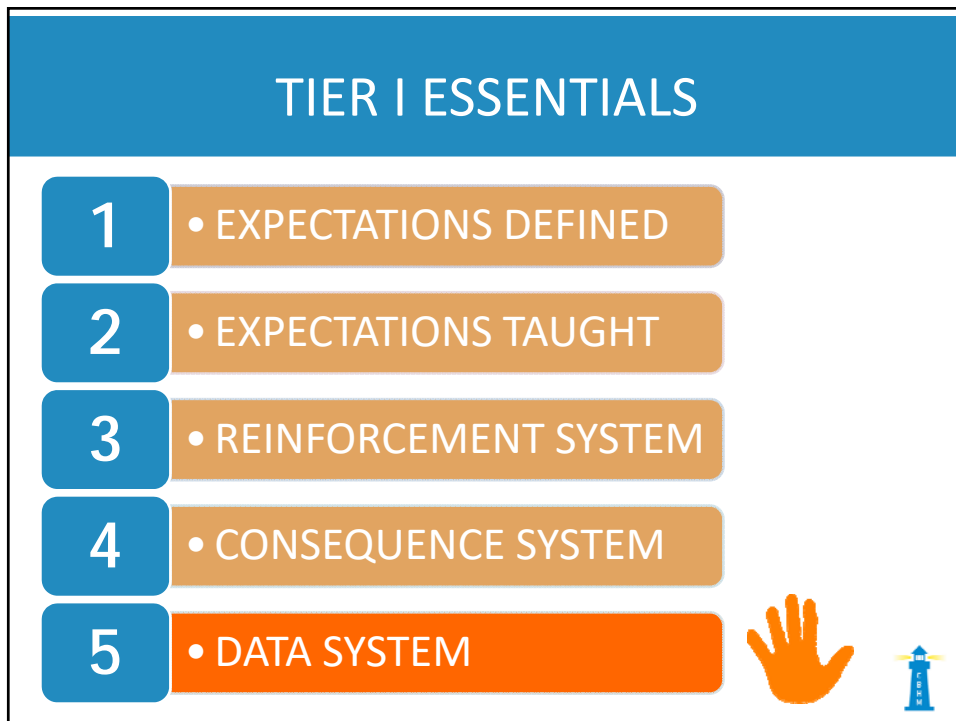
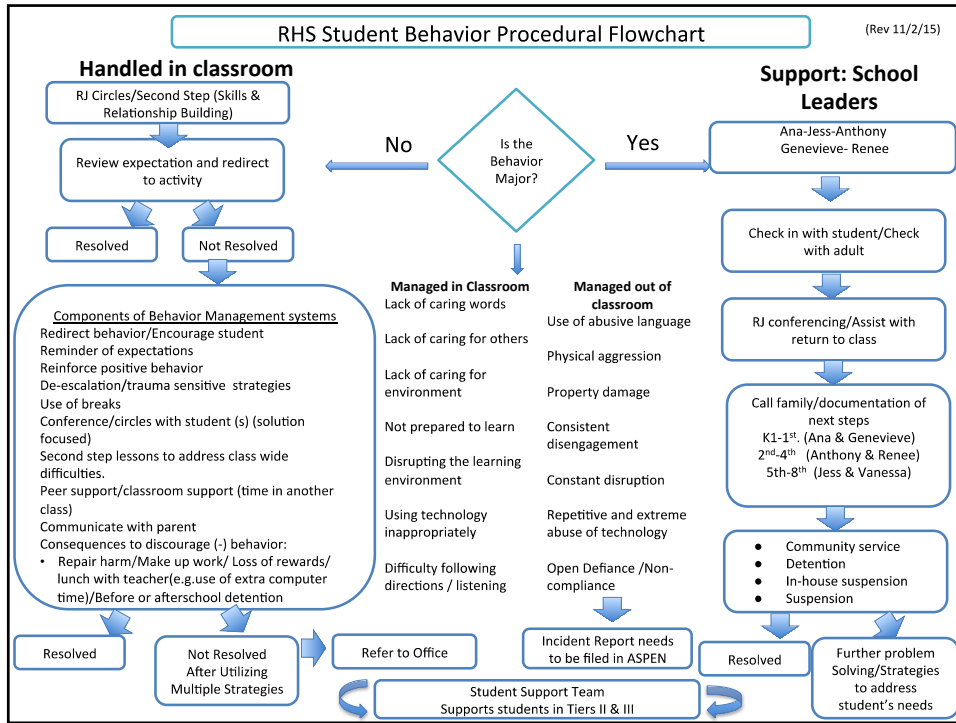
Examples

- 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)			
<input type="checkbox"/> AM Bus	<input type="checkbox"/> Auditorium	<input type="checkbox"/> Gym	<input type="checkbox"/> Playground
<input type="checkbox"/> PM Bus	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Library	<input type="checkbox"/> Outside/parking lot
<input type="checkbox"/> Walk to School	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Office	<input type="checkbox"/> Intervention room
<input type="checkbox"/> Walk Home	<input type="checkbox"/> Hallway	<input type="checkbox"/> Classroom (# _____)	<input type="checkbox"/> Other _____
MINOR BEHAVIORS (Check One)	MAJOR PROBLEM BEHAVIORS/ INCIDENTS (Check One- Most Serious)		
<input type="checkbox"/> Defiance/disrespect/non-compliance	<input type="checkbox"/> Abusive Language	<input type="checkbox"/> Intimidation/Harassment	
<input type="checkbox"/> Disruption	<input type="checkbox"/> Bullying	<input type="checkbox"/> Leaving Class w/o permission	
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Defiance/Insubordination/Non-Compliance	<input type="checkbox"/> Physical Aggression	
	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Vandalism/Prop Damage	





DATA SYSTEM

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

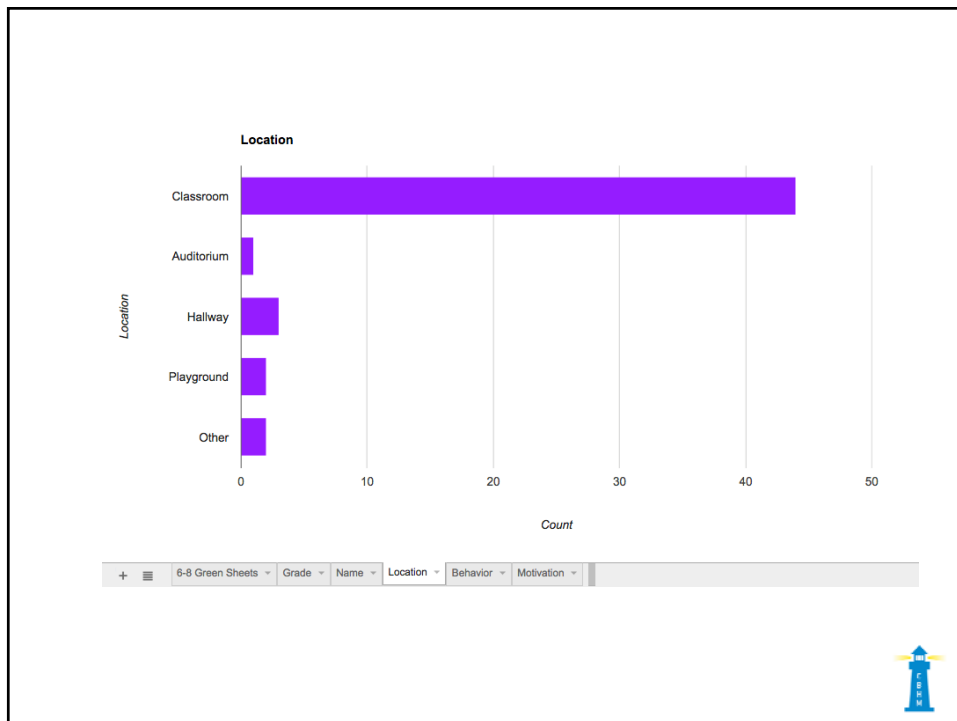
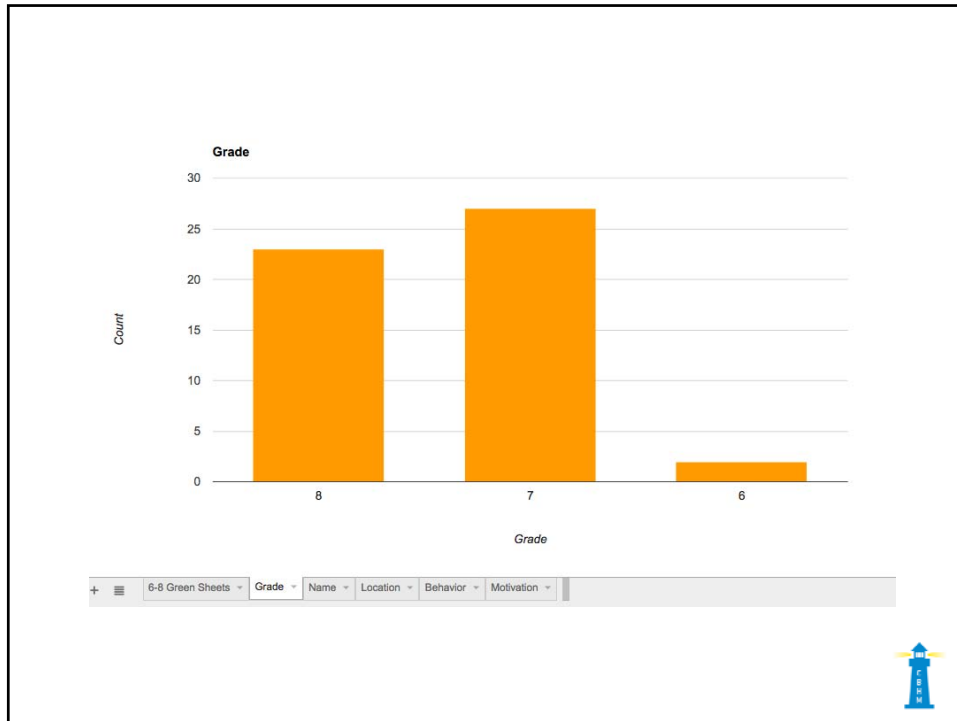
Examples:

- BIMAS
- SIS Conduct
- Attendance
- CBM

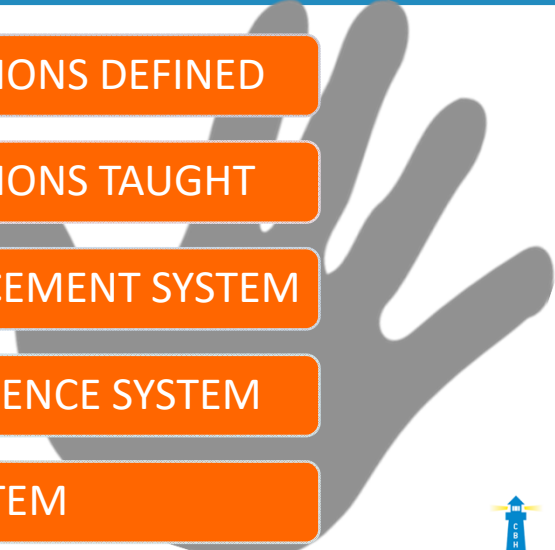


	A	B	C	D	E	F	G	H	I
1	Last Name	Grade	HR #	Date	Time	Location	Behavior	Motivation	
2	Mouse	8	312	10/15/2015	9:25 AM	Classroom	Disrespect/Inappropriate Language	Unknown	
3	Book	8	312	10/1/2015	9:45 AM	Auditorium	Defiance	Unknown	
4	Road	7	208	9/28/2015	9:45 AM	Classroom	Disruption/Defiance	Unknown	
5	Deer	7	208	9/28/2015	9:50 AM	Classroom	Disruption	Unknown	
6	Deer	7	208	10/8/2015	9:55 AM	Classroom	Defiance	Unknown	
7	Road	7	208	10/8/2015	9:55 AM	Classroom	Defiance	Unknown	
8	Book	8	312	9/25/2015	10:00 AM	Classroom	Defiance/Inappropriate Language	Unknown	
9	Mouse	8	312	9/25/2015	10:30 AM	Classroom	Disruption/Defiance	Unknown	
10	Road	7	208	9/25/2015	10:35 AM	Classroom	Cell Phone Violation	Unknown	
11	Apple	7	208	9/11/2015	10:45 AM	Classroom	Defiance	Unknown	
12	Apple	7	208	10/1/2015	11:00 AM	Classroom	Physical Aggression	Unknown	
13	Deer	7	208	10/13/2015	11:30 AM	Classroom	Disruption/Disrespect	Unknown	
14	Road	7	208	10/13/2015	11:30 AM	Classroom	Disruption/Disrespect	Unknown	
15	Book	8	312	9/29/2015	11:35 AM	Classroom	Defiance/Inappropriate Language	Unknown	
16	Cook	8	312	10/16/2015	11:35 AM	Classroom	Expectation #7 Violation	Unknown	
17	Mouse	7	208	10/13/2015	11:40 AM	Classroom	Physical Aggression/Disruption	Unknown	
18	Road	7	208	10/13/2015	11:40 AM	Classroom	Physical Aggression/Disruption	Unknown	
19	Wheel	8	312	10/16/2015	11:45 AM	Classroom	Defiance	Unknown	
20	Book	8	312	9/28/2015	11:55 AM	Classroom	Skipping Class	Unknown	
21	Road	7	208	9/28/2015	11:55 AM	Hallway	Abusive/Inappropriate Language	Unknown	
22	Book	8	312	9/29/2015	12:00 PM	Classroom	Skipping Class	Unknown	
23	Mouse	8	312	9/29/2015	12:00 PM	Hallway	Abusive/Inappropriate Language	Unknown	







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

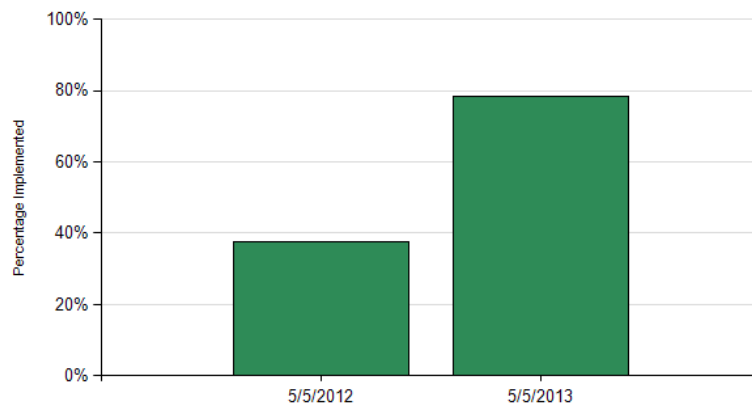
The TFI should be completed at your Tier One team meeting. It allows for your team to think together about implementation and give feedback that will help guide your action planning.

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).

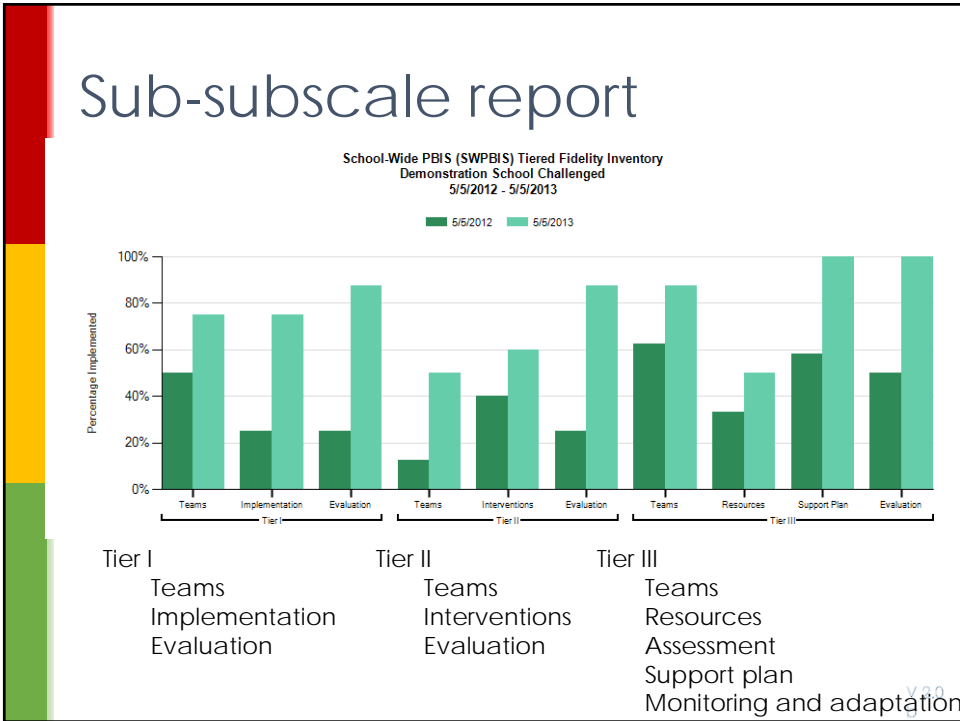
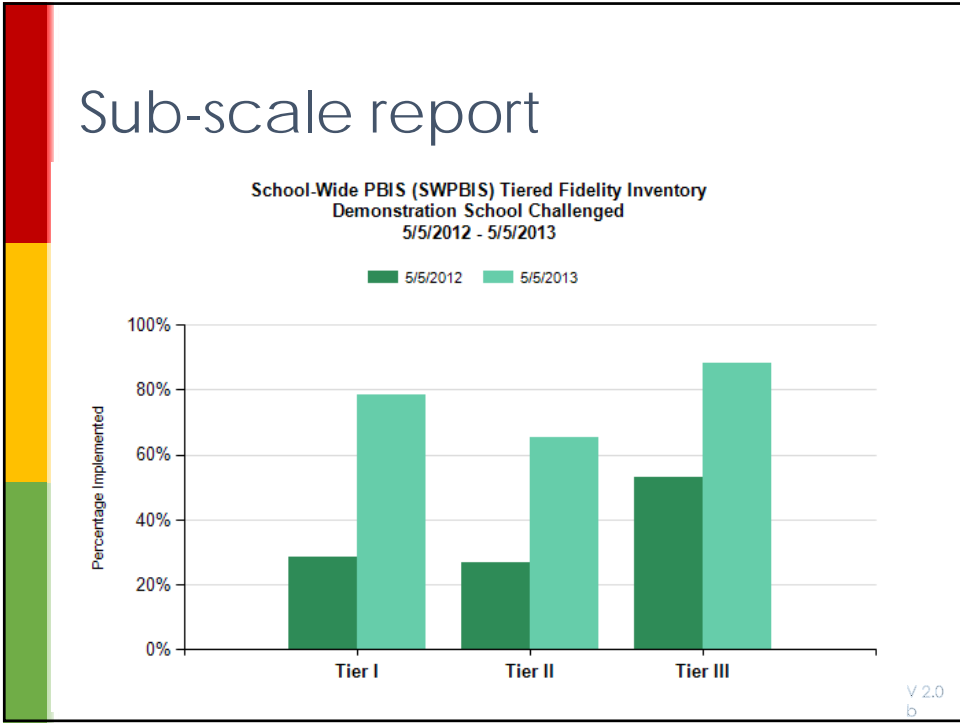


Total score (TFI)

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



V 2.0
b



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.




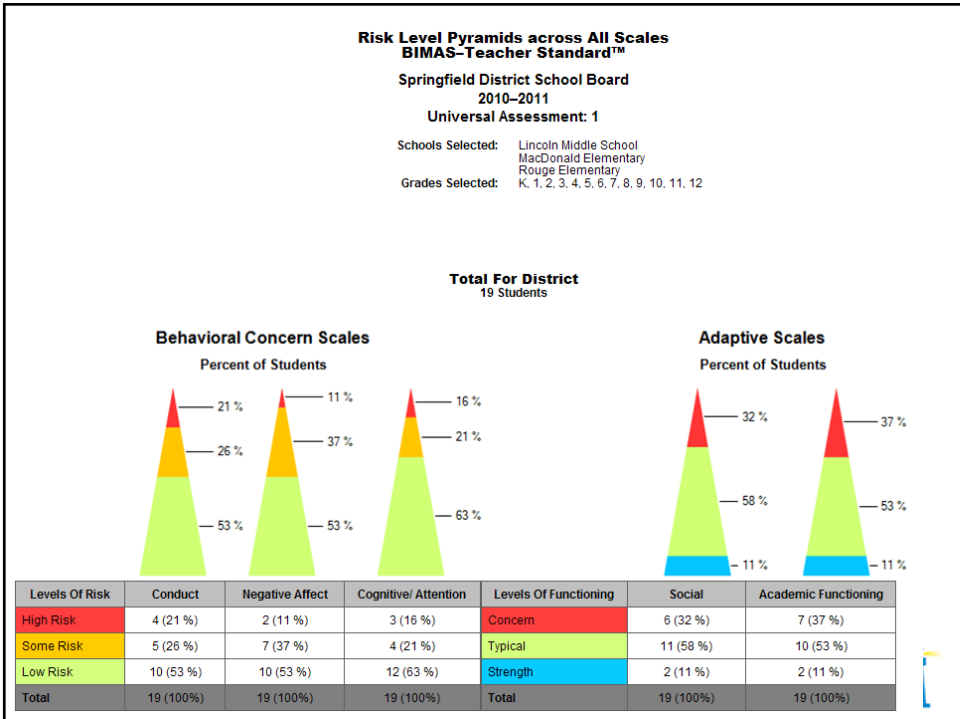
Universal Screening Tools

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



Universal Screening

TOOL	AGES	GRADES	DESCRIPTION
BIMAS – ! Behavioral Intervention Monitoring Assessment ! System	5 to 18	K2 to 12th	34 items! ↑ point scale! ↓ SCALES:! Conduct! Negative Affect! Cognitive/Attention! Social Skills! ↑ Academic Functioning! Can be completed by Teachers, Parents and Students (6th – 12th grade)
BESS – ! Behavioral and Emotional ! Screening ! System, Preschool Form	3 to 5	K0 & K1	20 items! ↑ point scale! ↓ 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

Classroom/Intervention Group Student List by Scale
BIMAS-Teacher Standard™
 Springfield District
 Lincoln Middle School
 2011-2012

Grade: 3
 Homeroom Class: Mrs. Smith Class 3B
 Universal Assessment: 1

Click on student name to view the student's BIMAS Standard Individual Assessment Report for the selected Universal Assessment.

Student Name	Behavioral Concern Scales Higher T-scores indicate MORE concerns.			Adaptive Scales Higher T-scores indicate LESS concerns.	
	Conduct	Negative Affect	Cognitive/Attention	Social	Academic Functioning
Anderson, Tony	67	63	73	34	37
Anderson, Raymond	60	67	61	43	47
Black, John	51	76	73	26	25
Brown, Christopher	49	56	33	55	61
Carter, Matt	47	55	40	50	58
Huang, Hannah	43	58	33	43	61
Jin, Toby	49	60	69	49	41
Lewis, Samuel	43	53	33	64	68
Lo, David	49	56	51	52	47
Manilla, Raquel	43	65	56	41	41
Moore, Jackson	43	58	33	47	61
Munoz, Dini	45	50	50	29	61
Nicolas, Alexa	52	61	63	43	36
Nichols, Ryan	76	78	73	59	41
Pollock, Jackson	43	60	53	45	47
Rico, Jessica	49	70	55	41	41
Roubal, Emrique	49	58	47	55	68
Sanchez, Diana	56	60	70	52	37
Samar, Ahmed	49	60	63	52	40
Xi, Amy	43	67	49	39	49
Yee, Kelvin	64	66	61	31	20
Zackery, Joey	49	58	55	47	47
Total in High Risk	1 5%	3 14%	4 18%		
Total in Some Risk	4 18%	10 45%	5 23%		
Total in Low Risk	17 77%	9 41%	13 59%		
Total in Concern				4 18%	6 27%
Total in Typical				17 77%	10 45%
Total in Strength				1 5%	6 27%

Logistics

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

```

graph LR
    A[Train Staff] --> B[Conduct Screenings]
    B --> C[Review Data]
    
```

Team Work



Complete
Assessment POP
form



Tiered Fidelity Inventory (TFI)

- Teams complete



Team Work



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

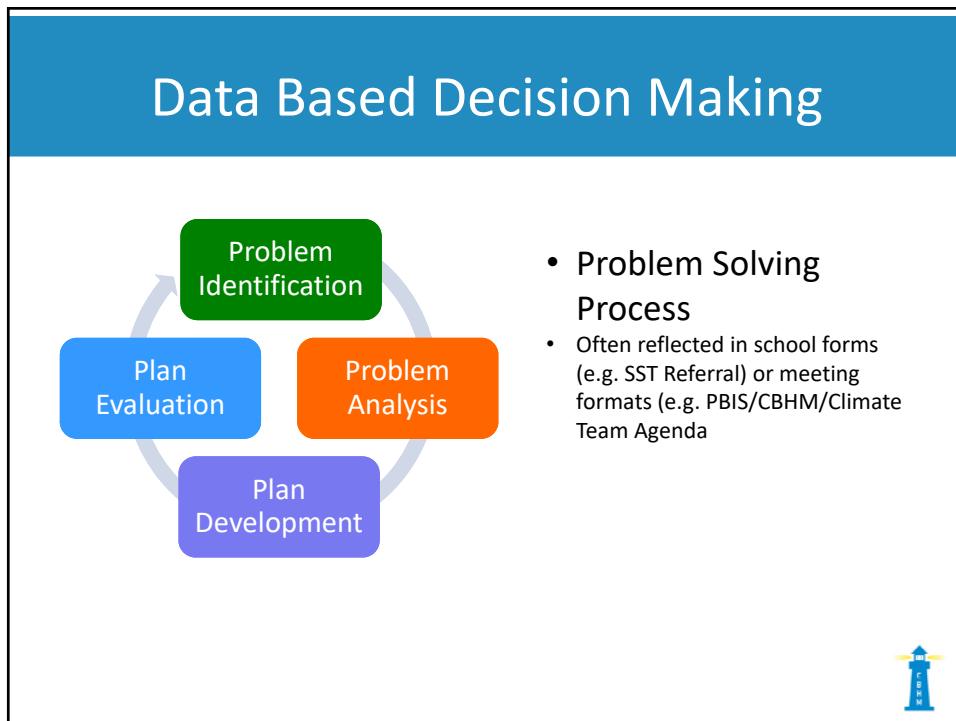
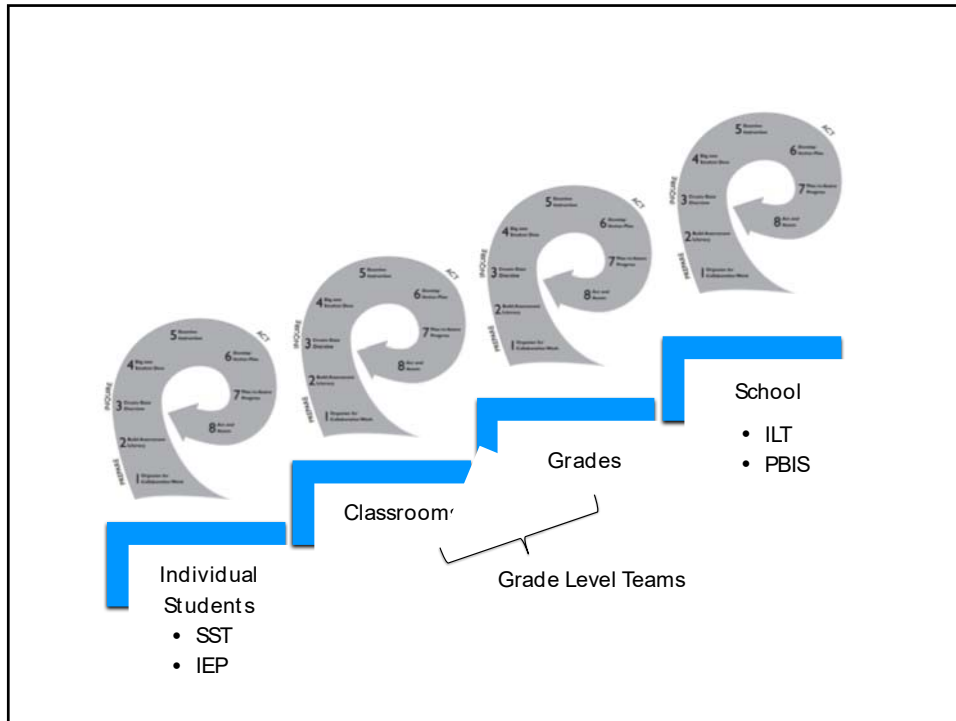


Continue working on "Golden Ticket" deliverables



DATA-BASED DECISION MAKING





Data Based Decision Making

© 2009 Public Consulting Group

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

Data Based Decision Making

The Data Wise Improvement Process

Source: Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition. Ed. K.P. Boulet, E.A. Oley, S.A. Murnane. Cambridge, MA: Harvard Education Press, 2015.

Copyright © 2015 The President and Fellows of Harvard College. <http://www.gse.harvard.edu/datawise>

- **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




WHOLE GROUP REFLECTION



pollev.com/jillsnyder532




EVALUATION



Workshop Evaluation

Please complete the workshop evaluation form.



THANK YOU!

and always remember....



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

