

Multi-Tiered Systems of Support (MTSS): Voices from the field

The 2019 Annual Conference on
Advancing School Mental Health



November 7-9, 2019
Austin, TX:
Hilton Austin

Safe and Supportive
Schools for *All* Students!



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State University of New York at Oswego
BIMAS2, Senior Author

Amy DiVita, Executive Director
Special Education
Liverpool Central School District

Tony Cardamone, Director of Curriculum K-6
Danielle Nahorney, Director of Academic Services &
Accountability
Karrie LaMacchia, Director of Pupil & Personnel Services
Jennifer Wolken, District Psychologist
Baldwinsville Central School District

Andria Amador, CAGS, NCSP,
Senior Director,
Behavioral Health Services,
Boston Public Schools

Maria Iglesias, S.S.P., NCSP



McDougal's Story

- Finally its time to get real about students' Emotional-Behavioral Health



- ESSA Emphasizes children's mental health in the schools- title 1 funds for MTSS, funds for safe/health schools

Evidence indicates the onset of serious behavioral problems predicts profound, widespread, and persistent problems across virtually every facet of development (e.g., educational, familial,

School Psychology Review
1998, Vol. 27, No. 2, pp. 191-203

A Mile Wide and A Mile Deep: Comprehensive Interventions for Children and Youth with Emotional and Behavioral Disorders and Their Families

Kevin P. Quinn and James L. McDougal
University at Albany, State University of New York

So, which is it? Are we unable or unwilling to affect substantially the course and prognosis of children and youth identified as having emotional and behavioral disorders (EBD)? Their current status within our schools and communities as well as the status of the services made available to them suggest it must be one or the other or, perhaps, a combination of both.

Prevalence & Progression:

Emotional and Behavioral Disorders

- About 20% of children present themselves with diagnosable disorders (*i.e.*, *U.S. Department of Health and Human Services, 1999*)
- 3-6% of children with serious and chronic behavioral disorders (*Kauffman, 1997*)
- Progression of disorders is very predictable
 - Externalizing behaviors (severe tantrums, aggression, defiance)
 - Internalizing difficulties (anxiety, depression, suicide)

McDougal's past ramblings

Implicit within a perspective of positive psychology is the assumption that environments can be promoted to foster individual strengths through a preventative focus and the development of positive institutions. Given that the development of positive institutions has direct implications



Psychology in the Schools, Vol. 41(1), 2004
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DOI: 10.1002/pits.10142

POSITIVE PSYCHOLOGY GOES TO SCHOOL: ARE WE THERE YET?

SHEILA M. CLONAN

Syracuse University

SANDRA M. CHAFOULEAS

University of Connecticut

JAMES L. McDOUGAL

State University of New York at Oswego

T. CHRIS RILEY-TILLMAN

12/5/2019

McDougal's ramblings....



Psychology in the Schools, Vol. 42(5), 2005
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DOI: 10.1002/pits.20090

BRINGING RESEARCH INTO PRACTICE TO INTERVENE WITH YOUNG BEHAVIORALLY CHALLENGING STUDENTS IN PUBLIC SCHOOL SETTINGS: EVALUATION OF THE BEHAVIOR CONSULTATION TEAM (BCT) PROJECT

JAMES L. MCDOUGAL

Syracuse City School District/State University of New York at Oswego

BONNIE K. NASTASI

Institute for Community Research, Hartford, CT

SANDRA M. CHAFOULEAS

- Increasingly schools across the nation are encountering behaviorally challenging students entering primary grade classrooms.
- The BCT utilizing (1) an intervention team approach, (2) behavioral consultation/ functional behavioral assessment, (3) positive behavioral interventions, (4) frequent progress monitoring, and (5) program evaluation.
- Results indicated resolution of the referral problem achieved in 75% of the completed cases, and that successful and unsuccessful cases varied on elements related to acceptability and integrity.

Yada, Yada...

Psychology in the Schools, Vol. 44(1), 2007
Published online in Wiley InterScience (www.interscience.wiley.com).

© 2007 Wiley Periodicals, Inc.
DOI: 10.1002/pits.20200

PROMOTING BEHAVIORAL COMPETENCE: AN INTRODUCTION TO THE PRACTITIONER'S EDITION

DAVID N. MILLER

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JAMES L. MCDUGAL

State University of New York at Oswego

ROBERT J. VOLPE AND JESSICA BLOM-HOFFMAN

Northeastern University

SANDRA M. CHAFOULEAS

University of Connecticut

T. CHRIS RILEY-TILLMAN

East Carolina University



The widely discussed gap between research and practice has been a continuing problem in the fields of school psychology and education. In particular, the extent to which information gener-

Key Idea: Data

Psychology in the Schools, Vol. 39(2), 2002
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GOOD, BAD, OR IN-BETWEEN: HOW DO BEHAVIOR REPORT CARD F

SANDRA M. CHAFOULEAS

University of Connecticut

T. CHRIS RILEY-TILLMAN

Temple University

JAMES L. McDOUGAL

Syracuse City

Psychology in the Schools, Vol. 42(6), 2005
Published online in Wiley InterScience (www.interscience.wiley.com).

© 2005 Wiley P
DOI: 10.10

WHAT DO DAILY BEHAVIOR REPORT CARDS (DBRCs) MEASURE? AN INITIAL COMPARISON OF DBRCs WITH DIRECT OBSERVATION FOR OFF-TASK BEHAVIOR

SANDRA M. CHAFOULEAS

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State University of New York at Oswego

T. CHRIS RILEY-TILLMAN

Temple University

CARLOS J. PANAHON AND ALEXANDRA M. HILT

Syracuse University



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School Psychology
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<http://cjsp.sagepub.com>
hosted at
<http://online.sagepub.com>

Development of a Change-Sensitive Outcome Measure for Children Receiving Counseling

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University at Buffalo

James L. McDougal

State University of New York at Oswego

Achilles Bardos

University of Northern Colorado



School Psychology Forum:

RESEARCH IN PRACTICE

VOLUME 4 • ISSUE 2 • PAGES 1-14 • Summer 2010

Psychology in the Schools, Vol. 44(1), 2007
Published online in Wiley InterScience (www.interscience.wiley.com).

USE OF OFFICE DISCIPLINE REFERRALS IN SCHOOL-W A PRACTICAL EXAMPLE

SHEILA M. CLONAN

Colgate University

JAMES L. MCDUGAL AND KARRIE CLAR

Oswego State University

SIGRID DAVISON

The Use of Change-Sensitive Measures to Assess School- Based Therapeutic Interventions: Linking Theory to Practice at the Tertiary Level

Amanda L. Lannie

Devereux Center for Effective Schools

Robin S. Coddling

University of Massachusetts, Boston

James L. McDougal

State University of New York at Oswego

Scott Meier

or Intervention ing Assessment System

:Dougal, Psy.D.,

Bardos, Ph.D., &

er, Ph.D.

L MANUAL

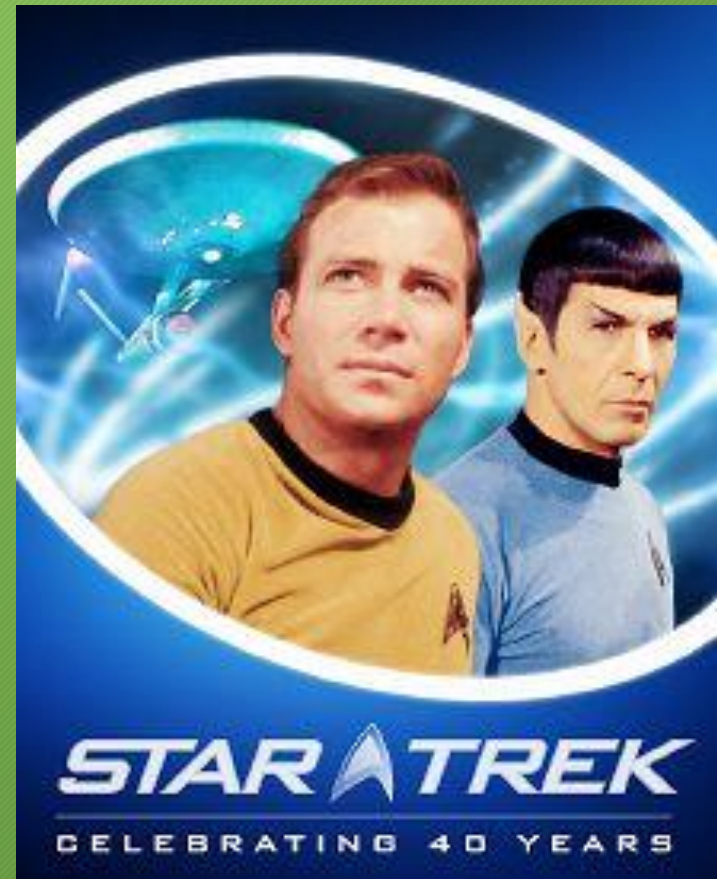


Problematic Territories we have settled with Prevention

- Prevalence in Children & Youth
 - Visual impairment 6%
 - Hearing loss (40 or more decibel) under 1%
 - speech sound disorders- young children 8 to 9%

Effective School Approaches

- Screening for sensory and speech difficulties, begins in Pre K-K
- Accommodations for vision/hearing
- Early and intense treatment S/L



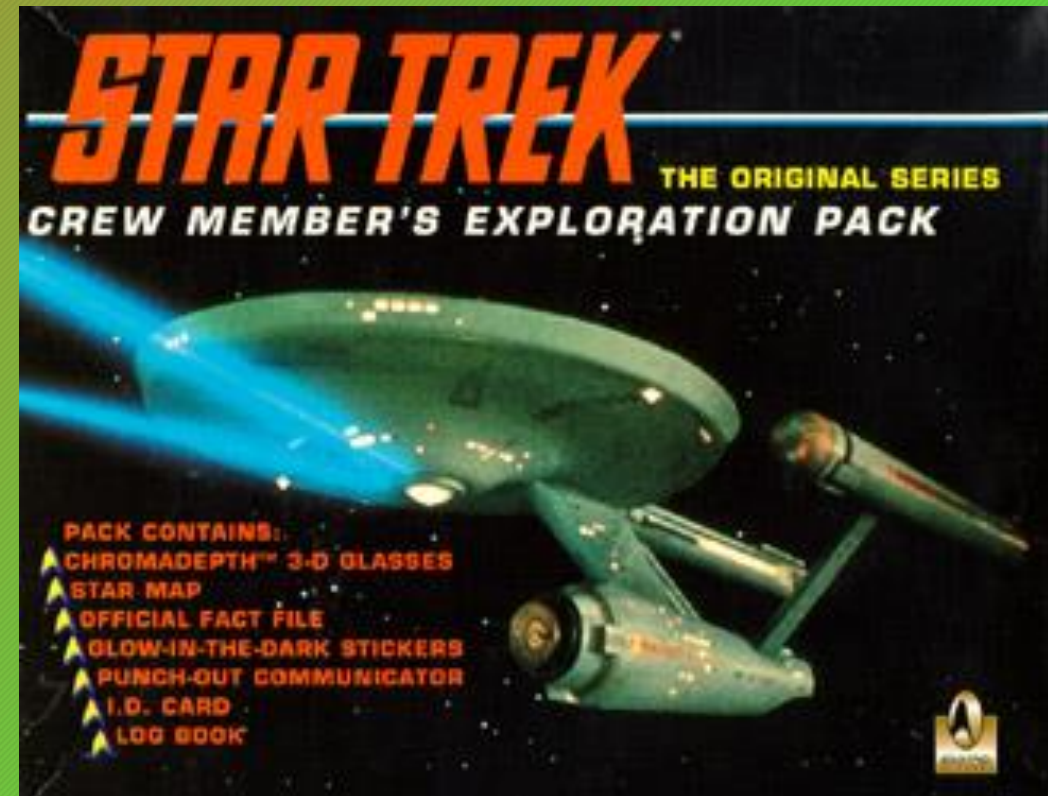
Problematic Territories we are exploring with Prevention

Prevalence in Children & Youth

- Reading difficulties 20-25%,
- Dyslexia 5-17%

Effective School Approaches

- Screening for Pre-Literacy and Early Skills
- Tiered model: vary intervention intensity based on need.
- Use of data: UA, PM, Evaluation



The Final Frontier- *endeavor to persevere*



Multi-tier System of Supports (MTSS) for Students Behavioral Health



Baldwinsville

Central School District

Achieving our full potential together.

Karrie LaMacchia
Danielle Nahorney
Tony Cardamone
Jennifer Wolken

District-Wide

Strategic Goals



Achieve educational excellence and high levels of learning for all

Promote collaboration, innovation, and flexibility to prepare students for their future



Ensure equal access, opportunity and choice for all students

Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.



District-Wide Demographics



- ★ 5447 students
 - (5) Gr. K-5 Elementary Schools
 - Gr. 6-7 Middle School
 - Gr. 8-9 Jr. High School
 - Gr. 10-12 High School
- ★ Predominately white but changing over time
- ★ ELL population increase to 1%
- ★ Students with disabilities approx. 15%
- ★ Attendance rate consistently at/above 95%
- ★ Suspension rate consistent

Shift over last 10 years:

- ★ Economically disadvantaged



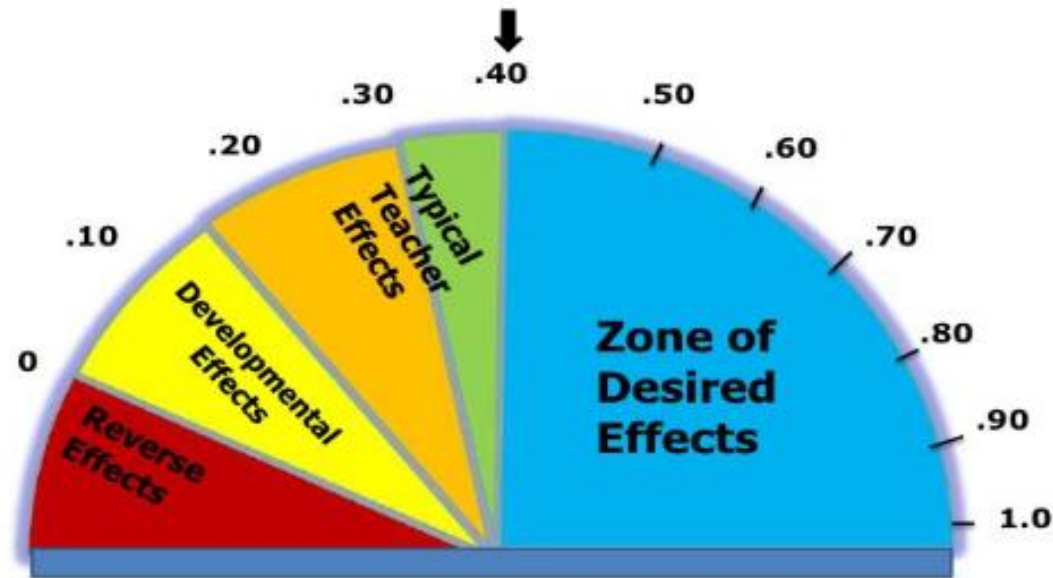
How do we
measure what
we're observing??

- ★ Screening tool/assessment of social emotional learning = shift to preventative, proactive response
- ★ One school: Van Buren Elementary utilized as part of the norming of the BIMAS 2011-2012 and despite challenges it was very well received
- ★ It was utilized again at the same building a few years later with success
- ★ Data from that school was key in moving forward at a district level
 - 2017-18 Year 1: Pilot 2 Elementary Buildings
 - 2018-19 Year 2: All Elementary Buildings
 - 2019-20 Year 3: Middle School



Effect size refers to the magnitude of the impact on student outcomes

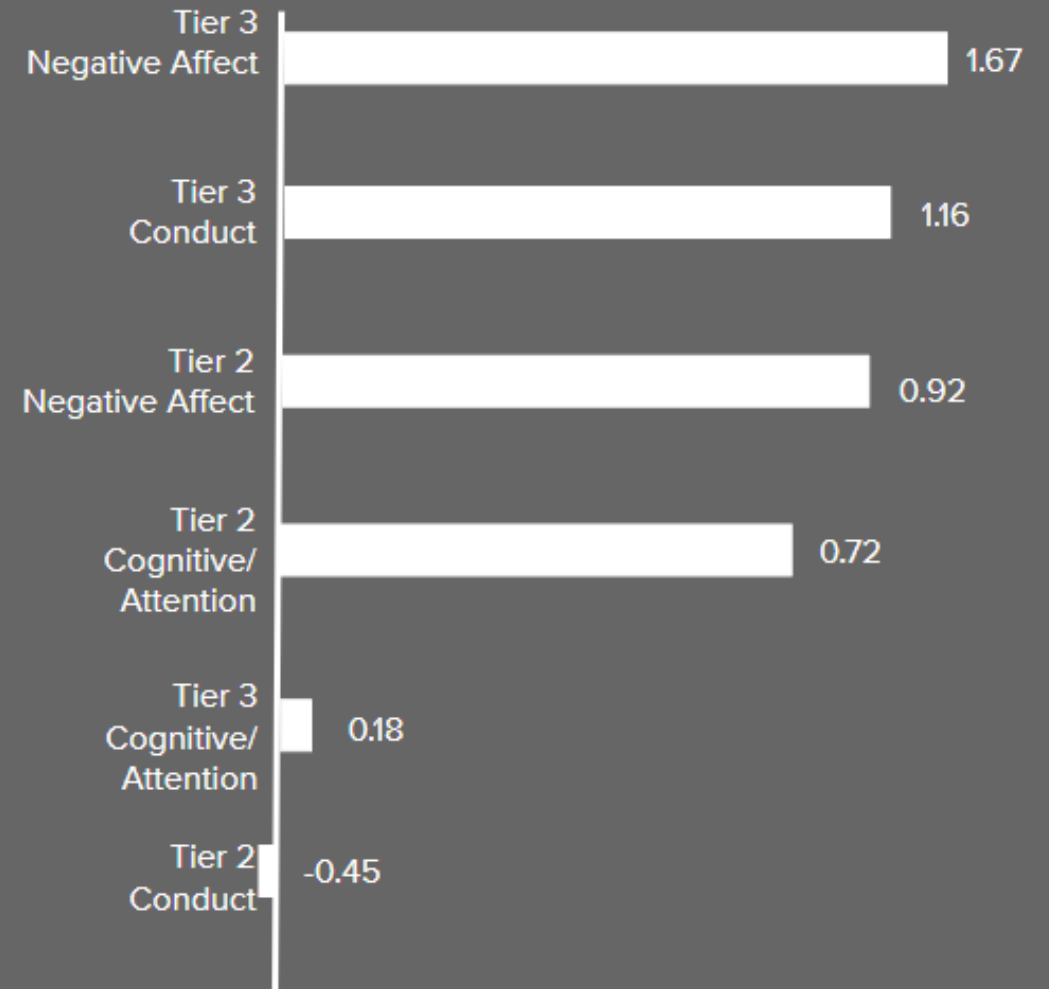
0.40 is the average effect of one year of schooling



Van Buren Elementary

BIMAS Results 2017-18

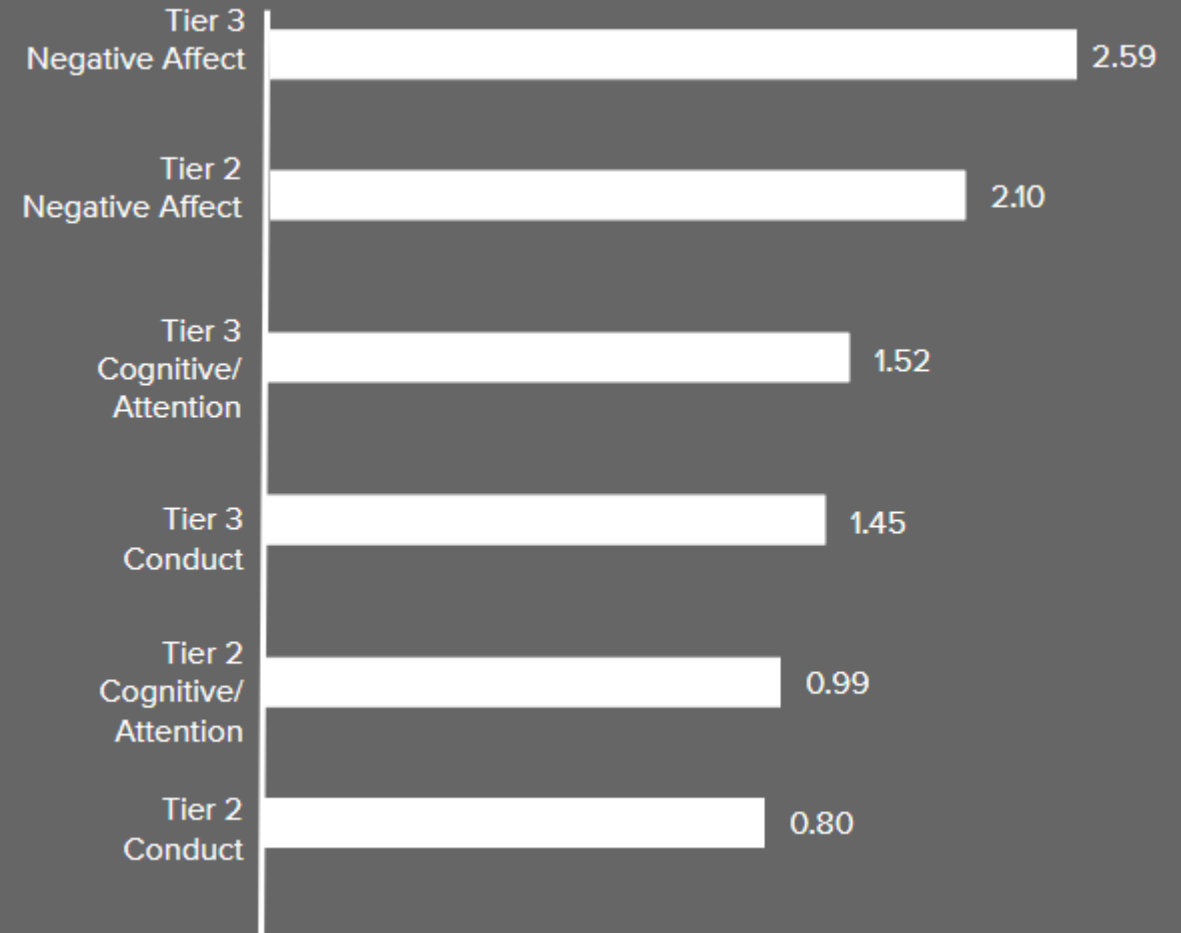
Measure	Tier	n (%)	F '17 Avg	Sp '18 Avg	Effect
Conduct	Tier 3	16 (3%)	75.35	71.13	1.16
	Tier 2	47 (9%)	63.06	64.14	-0.45
Negative Affect	Tier 3	19 (4%)	74.21	68.42	1.67
	Tier 2	53 (11%)	62.81	60.54	0.92
Cognitive/Attention	Tier 3	58 (11%)	73.98	73.43	0.18
	Tier 2	85 (17%)	64.54	62.56	0.72



Van Buren Elementary

BIMAS Results 2018-19

Measure	Tier	n (%)	F '18 Avg	Sp '19 Avg	Effect
Conduct	Tier 3	21 (4%)	75.5	70.2	1.45
	Tier 2	41 (8%)	62.85	60.9	0.80
Negative Affect	Tier 3	18 (4%)	75.27	63.45	2.59
	Tier 2	49 (10%)	63.39	57.88	2.10
Cognitive/Attention	Tier 3	49 (10%)	75.03	69.31	1.52
	Tier 2	71 (14%)	64.87	62.14	0.99



PROGRESS MONITORING



2nd Grade Student: Tier 3

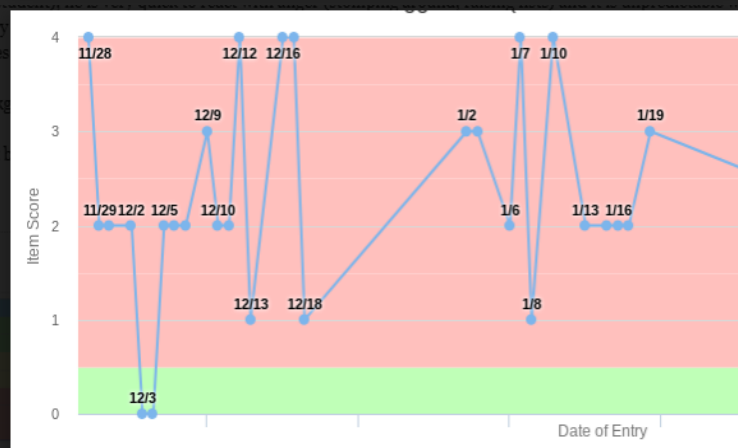
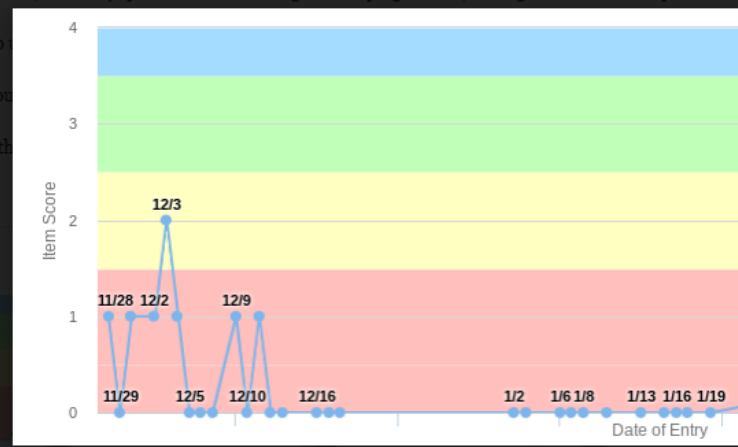
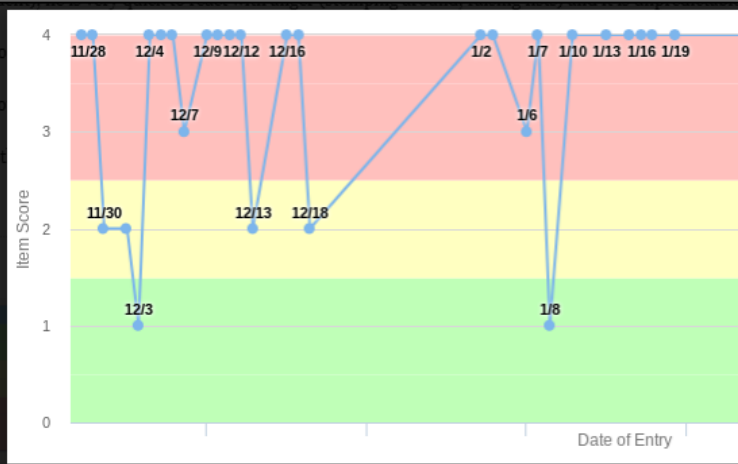
Progress monitoring: Weekly

Interventions: CICO, daily behavior chart with reward based on points with conferencing, daily breaks with support staff, daily review of behavior expectations

Graph 1: Appears anxious or worried

Graph 2: Shares his thoughts / feelings

Graph 3: Aggressive behaviors



Community Partners

**Mental Wellness
Committee**

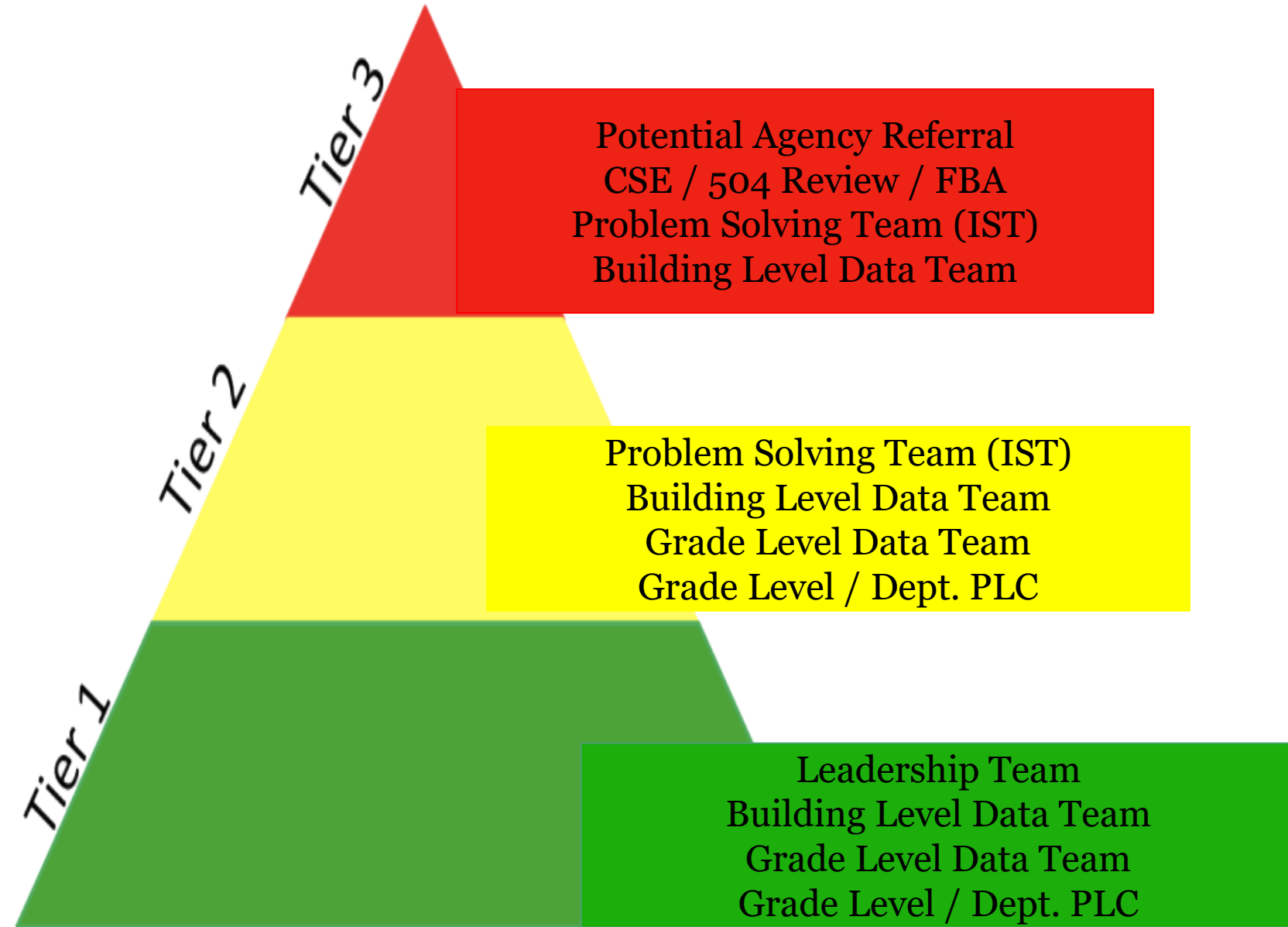
Diversity Committee

RtI shift to MTSS



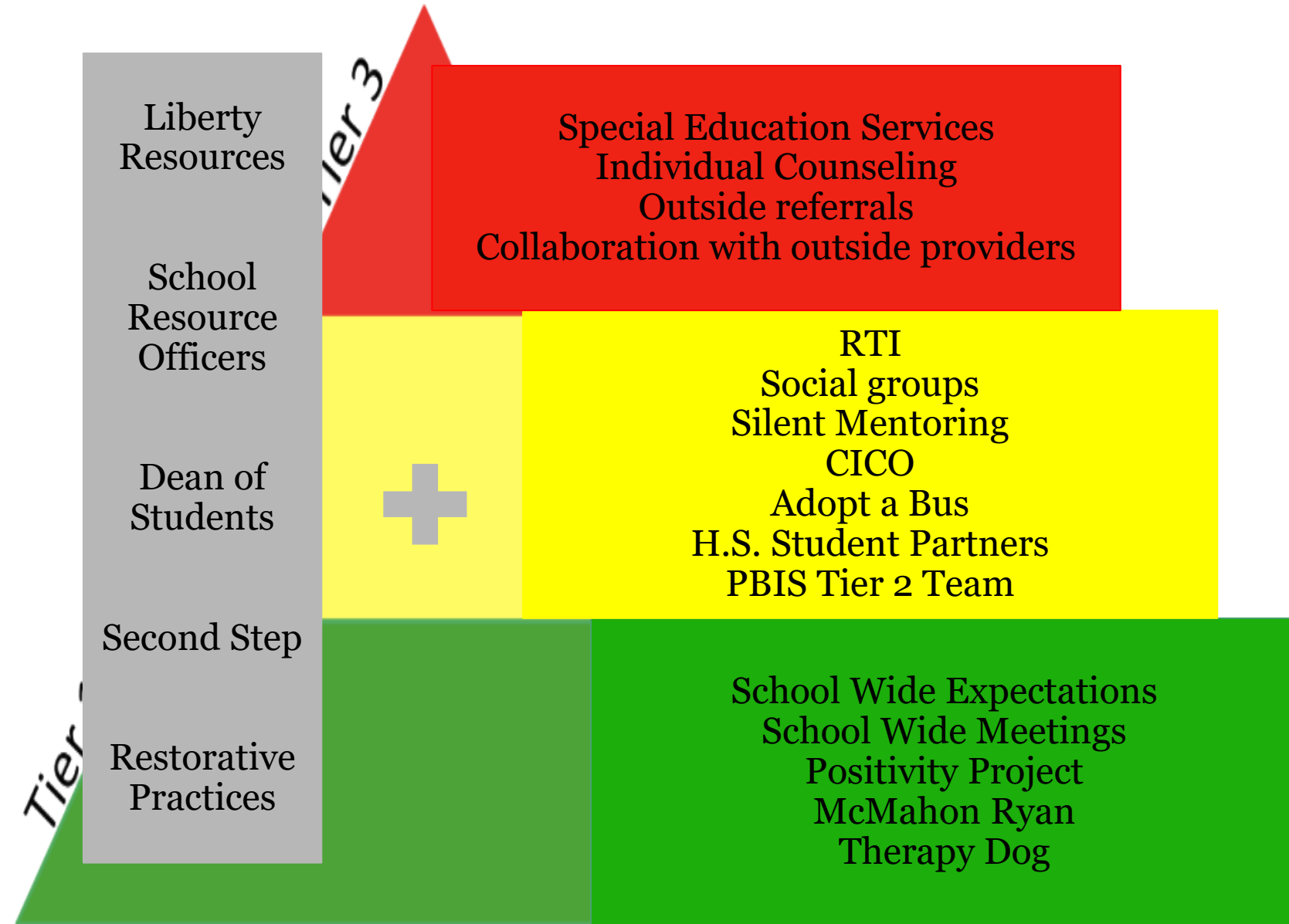
**Van Buren
Elementary
2016 - present**

**Data Based
Decision Making
Teams**



Van Buren Elementary 2016 - present

Supports & Interventions



Where are we?

Where do we
need to be?



THE
**POSITIVITY
PROJECT**

[K-2 Strengths / Standards](#)

[3-5 Strengths / Standards](#)

VERA HOUSE
INCORPORATED



McMahon/Ryan
Child Advocacy Center



MENTAL HEALTH EDUCATION
LITERACY IN SCHOOLS:
LINKING TO A CONTINUUM OF
WELL-BEING

COMPREHENSIVE GUIDE
July 2018



District-Wide

Tier 1 Supplemental Lessons



Each session runs approx. 20-30 minutes

Grade Level	Session 1	Session 2	Session 3
Kindergarten	Lesson 6	Lesson 7	Lesson 12
	Identifying Feelings	More Feelings	We Feel Feelings in Our Body
1st	Lesson 12	Lesson 14	Lesson 15
	Identifying Our Own Feelings	Calming Down Anger	Self-Talk for Calming Down
2nd	Lesson 8	Lesson 12	Lesson 9
	Respecting Different Preferences	Managing Embarrassment	Showing Compassion
3rd	Lesson 11	Lesson 12	Lesson 13
	Introducing Emotions	Managing Test Anxiety	Handling Accusations
4th	Lesson 7	Lesson 16	Lesson 17
	Conversations & Compliments	Problem Solving, Part 1	Problem Solving, Part 2
5th	Lesson 3	Lesson 20	Lesson 21
	Being Assertive	Dealing with Gossip	Dealing with Peer Pressure

District-Wide

Next Steps



- ★ All Elementary Buildings now familiar with benchmarking and data process
- ★ Elden and VBE Psychologists to support as needed
- ★ Consider expanding at Middle School Level
- ★ Continue to cultivate and explore Community partnerships
- ★ Use of Edocrina
- ★ Director of Academic Services & Accountability Position
- ★ SEL Curriculum
- ★ Trauma Informed, Mental Health First Aide, Restorative Practices
- ★ Consistency with Grow the green protocol
- ★ Consider expansion of SBMHC
- ★ BIMAS - Parent, provider, and/or student assessment tools
- ★ Classroom Incident Reporting
- ★ Poverty Simulation
- ★ Student-led IEP's

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IMPLEMENTING A BEHAVIORAL/SOCIAL-EMOTIONAL SCREENER IN THE LIVERPOOL CENTRAL SCHOOL DISTRICT

Amy DiVita, Executive Director for Special Education

Liverpool Central School District

adivita@liverpool.k12.ny.us

(315) 622-7185



GETTING BUY IN SPRING 2018



- ↳ Large multidisciplinary group including special education administration, principals, teachers, school psychologists, school counselors and community agencies attended MTSS Conference sponsored by SUNY Oswego
- ↳ Group decided that the first step in implementing MTSS for behavior and social-emotional development was a universal screener
- ↳ Elementary principals met in the summer to review potential screeners and selected the Behavior Intervention Monitoring Assessment System (BIMAS-2) k-6 in all 9 elementary buildings
- ↳ Need for metric for Board of Education goals in SEL and mental health

THINGS TO CONSIDER

Time/ease of administration

Electronic storage of results

Reports

Response to critical item endorsement

How often

By whom

Level of access

Parental Opt Outs

Requests to see screener



BEFORE YOU START

Superintendent/BOE

Communicate the why

Union President

Suicide/threat assessment protocol: Columbia-Suicide Severity Rating Scale (C-SSRS) and Fairfax County Public Schools (FCPS) Threat Assessment

Downloading student data-talk to your data person

Parent notification



PROCESS

Set screening windows

Parent notification: AIS notification, agreement that results would be shared via face to face contact, we decided on no parental opt outs

Train Staff: Principals showed video in staff meeting

Establish data teams and tiered interventions at the building/level

Principal PLC to review data at the district level





School Psychological Services

SCHOOL DISTRICT OF PALM BEACH COUNTY

Maria Iglesias, S.S.P., NCSP

Program Planner, School Psychological Services Administrator

**MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD**



PALM BEACH COUNTY SCHOOLS
*Your **BEST** Choice!*

Top-performing urban school district in Florida

MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



PALM BEACH COUNTY SCHOOLS
Your **BEST** Choice!

The School District of Palm Beach County

- Tenth largest in the nation
- Fifth largest in the State of Florida
- Serving more than 193,000 students who speak 146 languages and dialects
- Largest employer in Palm Beach County
 - 22,340 employees, including more than 12,900 teachers.
- School Psychological Services
 - 4 administrators
 - 140 school psychologists

MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



PALM BEACH COUNTY SCHOOLS
Your **BEST** Choice!

Heritage Elementary school

- Title I elementary school in Greenacres Florida
- Enrollment: 775
 - 72% Hispanic 15% Black 13% Other
 - 93% Free & Reduced Lunch
 - 43% Classified ELL
 - 11% Classified ESE
 - 5% Mobility Rate

MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



PALM BEACH COUNTY SCHOOLS
Your **BEST** Choice!

BIMASTM2

**Behavior Intervention
Monitoring Assessment System**

WWW.BIMAS2.COM

By James L. McDougal, Psy.D., Achilles N. Bardos, Ph.D., Scott T. Meier, Ph.D.

MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



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Implementation at the School Level

- Enter school staff and students
- Introduce the use of BIMAS-2 as universal screening at faculty meeting
- Completion of BIMAS-2 during grade level PLC meeting
- Data analysis and discussion with SBT/school administration
- Follow up with teachers at grade level PLC or faculty meeting

MORE OF
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WANT FOR
YOUR CHILD



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Follow-up After Universal Screening

- Universal screening
 - Identify areas of behavior concerns and adaptive skills
 - Detect students in need of further assessment
- Progress Monitoring
 - System-wide interventions
 - Small group interventions (Tier 2)
 - individual student interventions (Tier 3)

MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



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Fall 2017

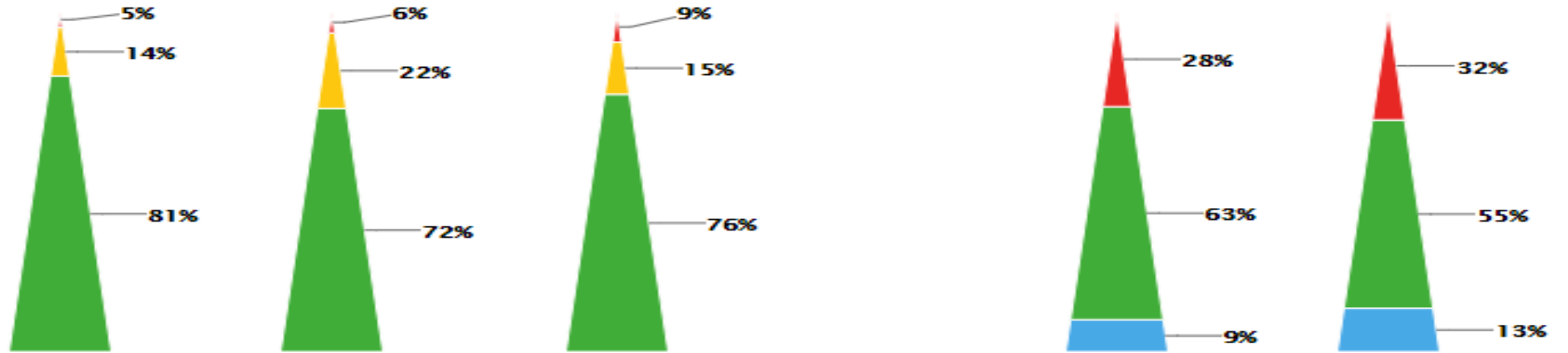
UA Period:

Fall 2017

School(s):

Heritage

Grade:



Levels Of Risk	Conduct	Negative Affect	Cognitive/Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	34 (5%)	46 (6%)	66 (9%)	Concern	207 (28%)	236 (32%)
Some Risk	106 (14%)	165 (22%)	114 (15%)	Typical	465 (63%)	411 (55%)
Low Risk	602 (81%)	531 (72%)	562 (76%)	Strength	70 (9%)	95 (13%)
Total	742 (100%)	742 (100%)	742 (100%)	Total	742 (100%)	742 (100%)

MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



PALM BEACH COUNTY SCHOOLS
Your **BEST** Choice!

Fall 2018

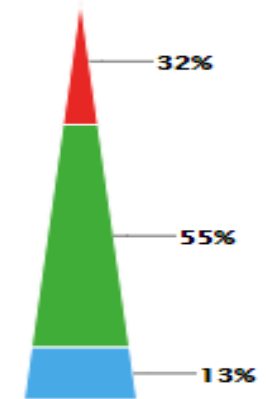
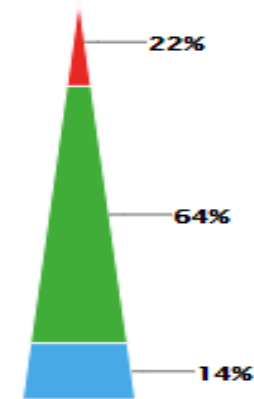
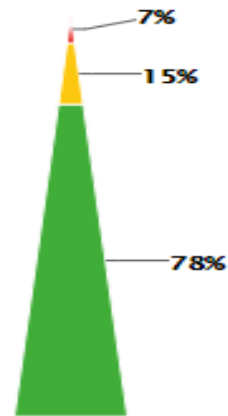
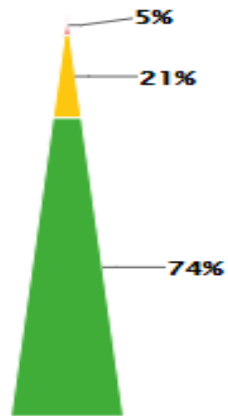
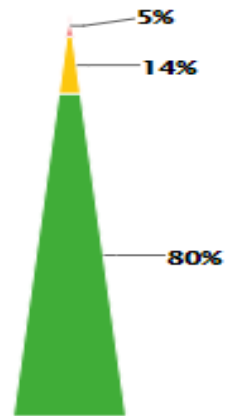
UA Period:

Spring 2018 ▼

School(s):

Heritage ▼

Grade:



Levels Of Risk	Conduct	Negative Affect	Cognitive/Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	32 (5%)	30 (5%)	42 (7%)	Concern	132 (22%)	190 (32%)
Some Risk	86 (14%)	124 (21%)	92 (15%)	Typical	386 (64%)	334 (55%)
Low Risk	485 (80%)	449 (74%)	469 (78%)	Strength	85 (14%)	79 (13%)
Total	603 (100%)	603 (100%)	603 (100%)	Total	603 (100%)	603 (100%)

MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



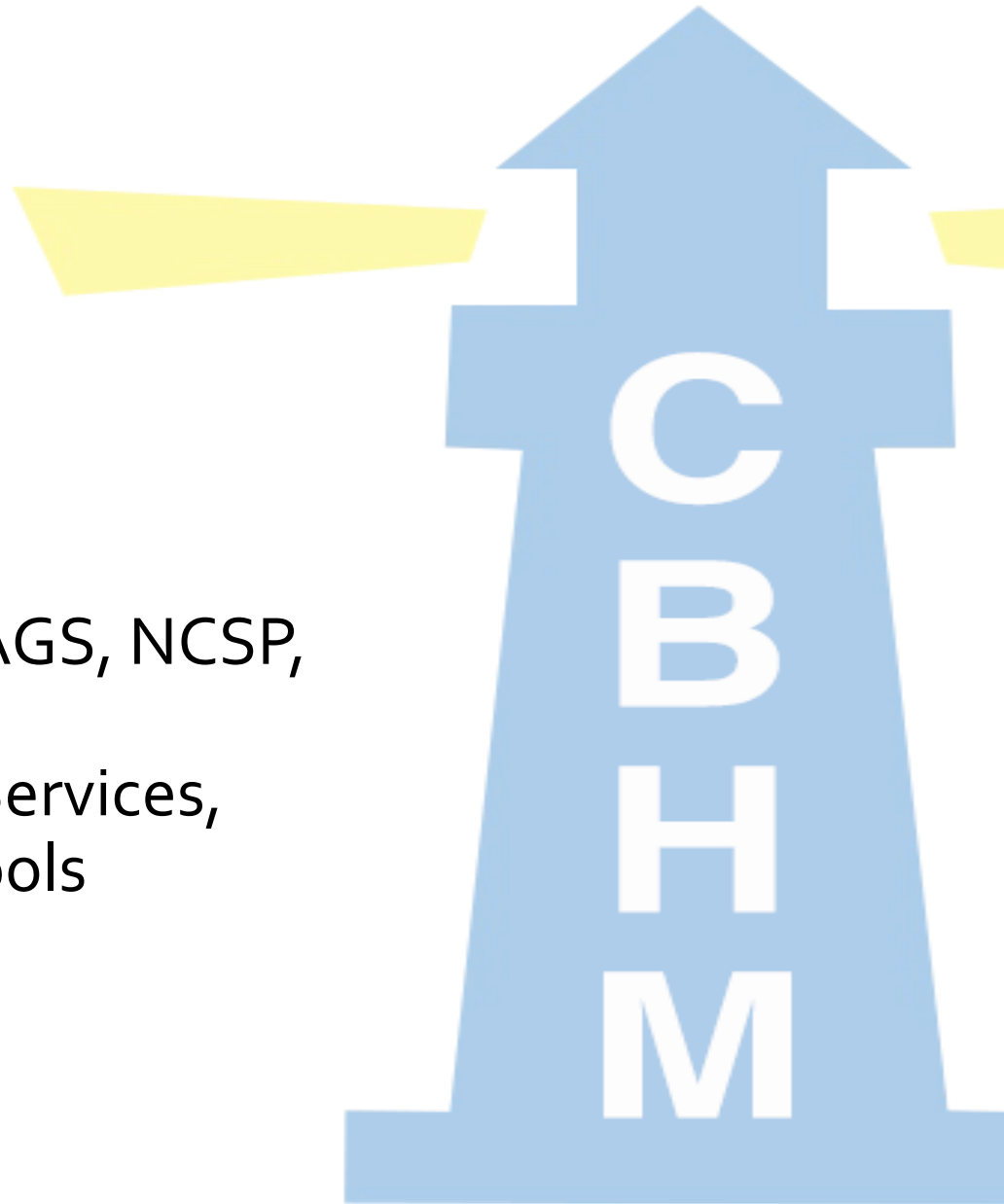
PALM BEACH COUNTY SCHOOLS
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Follow-up After Universal Assessment

- Review current state of school-wide interventions
 - Create a clear guide/sampler for SWAG and Core Behavior Management alignment (positive classroom behavior)
 - Review the system of positive behavior reinforcement: SWAG store, School-wide SWAG celebration, classroom (as whole) support through recognition
 - Positive behavior promotion
 - List of specific expected behaviors and interventions accessible to teachers
- Using BIMAS-2 for behavior support identification and monitoring
 - Identify and make available behavior resources for ALL teachers
 - Tier 2 and Tier 3 for some risk and high risk students
 - Larger effect sizes for high risk students than for some risk students

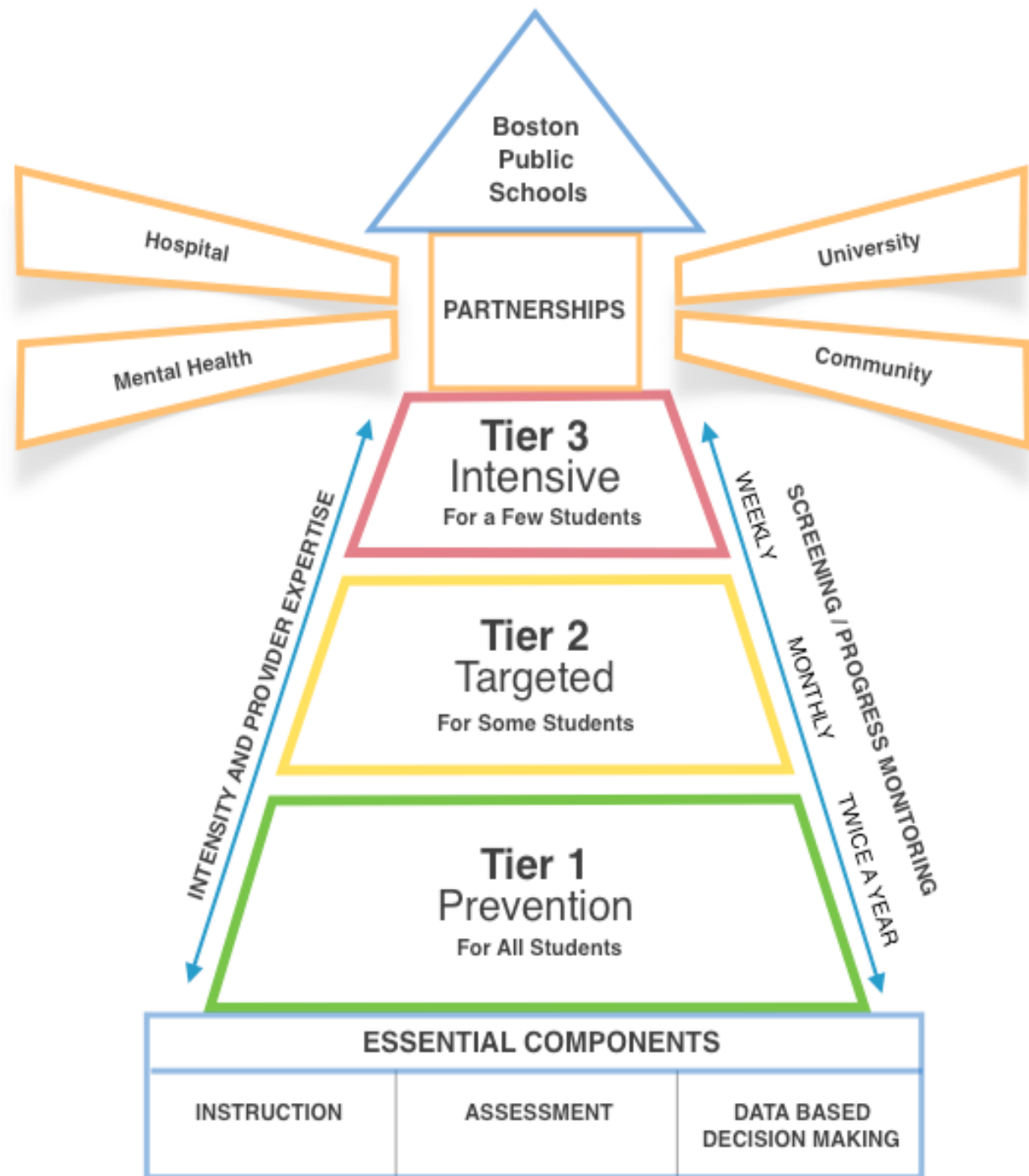


Andria Amador, CAGS, NCSP,
Senior Director,
Behavioral Health Services,
Boston Public Schools



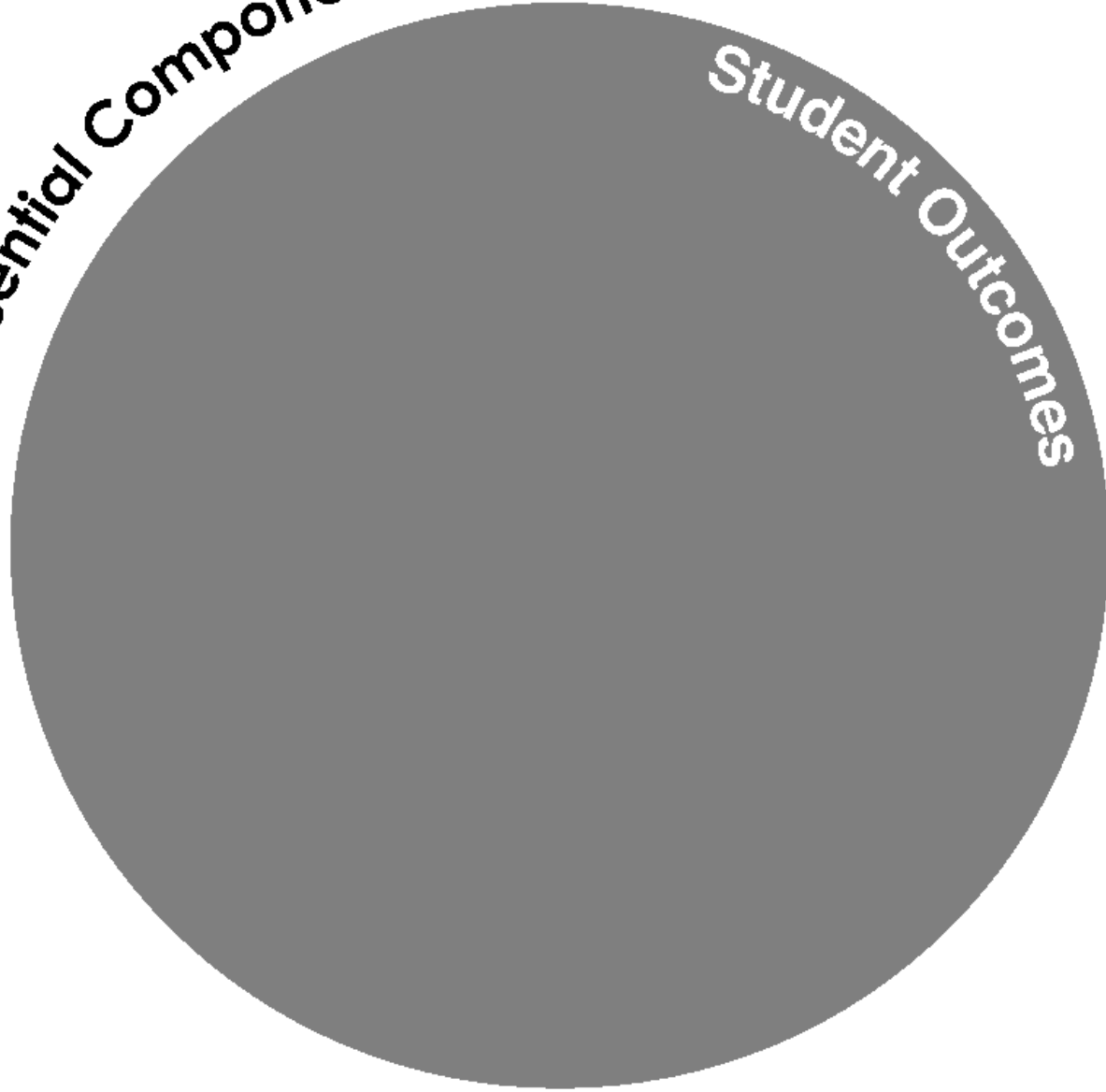
Every Child Deserves a Safe & Supportive School

- Preventative model to build capacity within BPS to meet the **behavioral health & social emotional** needs of all students.
- Builds capacity within BPS schools to **provide instruction and intervention supports** along a continuum of student need (e.g. universal, targeted, intensive).
- Incorporates use of a **universal screener** to identify students at risk for social, emotional and/or behavioral health concerns early, and monitor student progress throughout intervention services.
- Implementation began in 10 schools during the 2012-13 School Year.
- Currently being implemented in **50 BPS schools**, serving **over 24,000** students.



Essential Components of MTSS

Student Outcomes



CBHM at Tier 1

	WHAT	WHY	HOW
INSTRUCTION	<ul style="list-style-type: none"> School Wide Positive Behavioral Interventions and Supports (SWPBS) 	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.

MEASURING PROGRESS: BIMAS 2.0

Twice a year, teachers complete a brief (34-item) rating scale for each student.



Sample Item:

In the last week, how often did this student appear comfortable when relating to others?

never / rarely / sometimes / often / very often

- Based on observable behaviors
- **Not** a diagnostic tool
- Can be completed by students, parents, teachers, or other adults working with a student

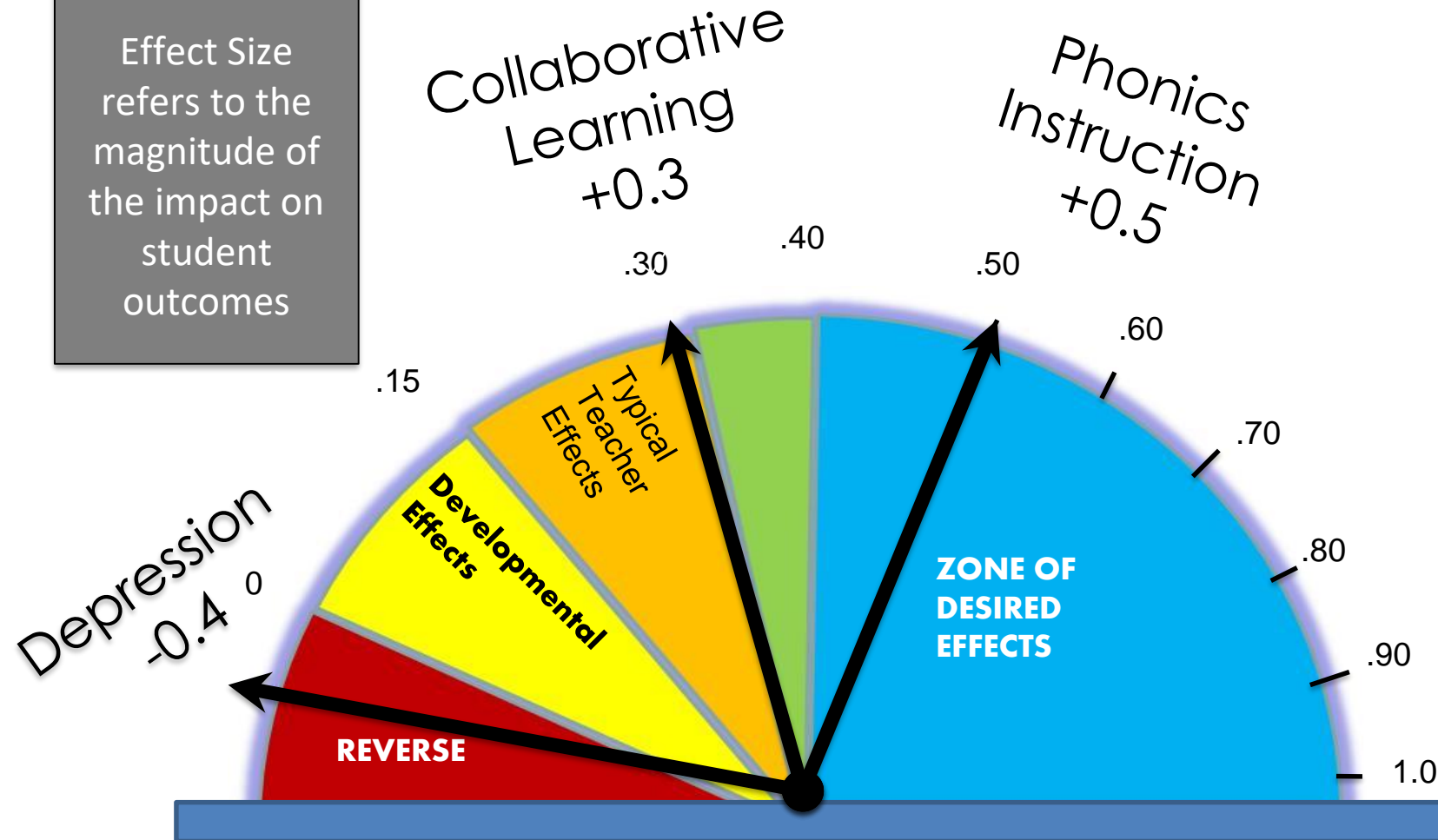
BEHAVIOR INTERVENTION MONITORING ASSESSMENT SYSTEM (BIMAS)

	BIMAS Scale	Measures...
CONCERNS (Identify Risk)	Conduct	Anger management, bullying behaviors, substance abuse
	Negative Affect	Anxiety, depression
	Cognitive/Attention	Attention, focus, organization, planning, memory
ADAPTIVE (Strengths)	Social	Friendship maintenance, communication
	Academic Functioning	Academic performance, attendance, ability to follow directions

ADDITIONAL INFORMATION: <http://www.edumetrisis.com/products/282-bimas-2>

Effect Sizes: Impact on Learning

Effect Size refers to the magnitude of the impact on student outcomes

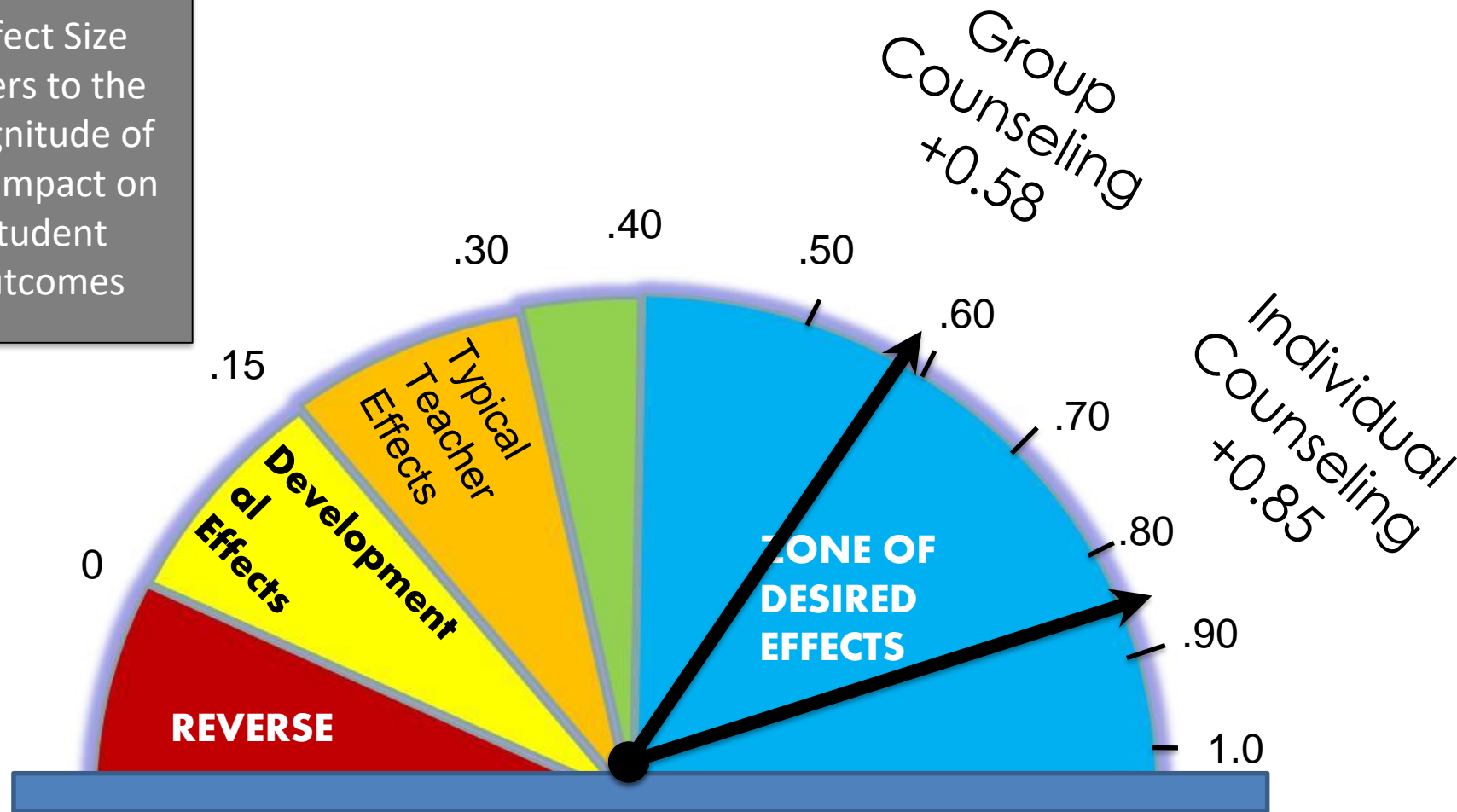


John Hattie, Visible Learning
<http://visible-learning.org/>



Effect Sizes: Behavioral Health

Effect Size refers to the magnitude of the impact on student outcomes

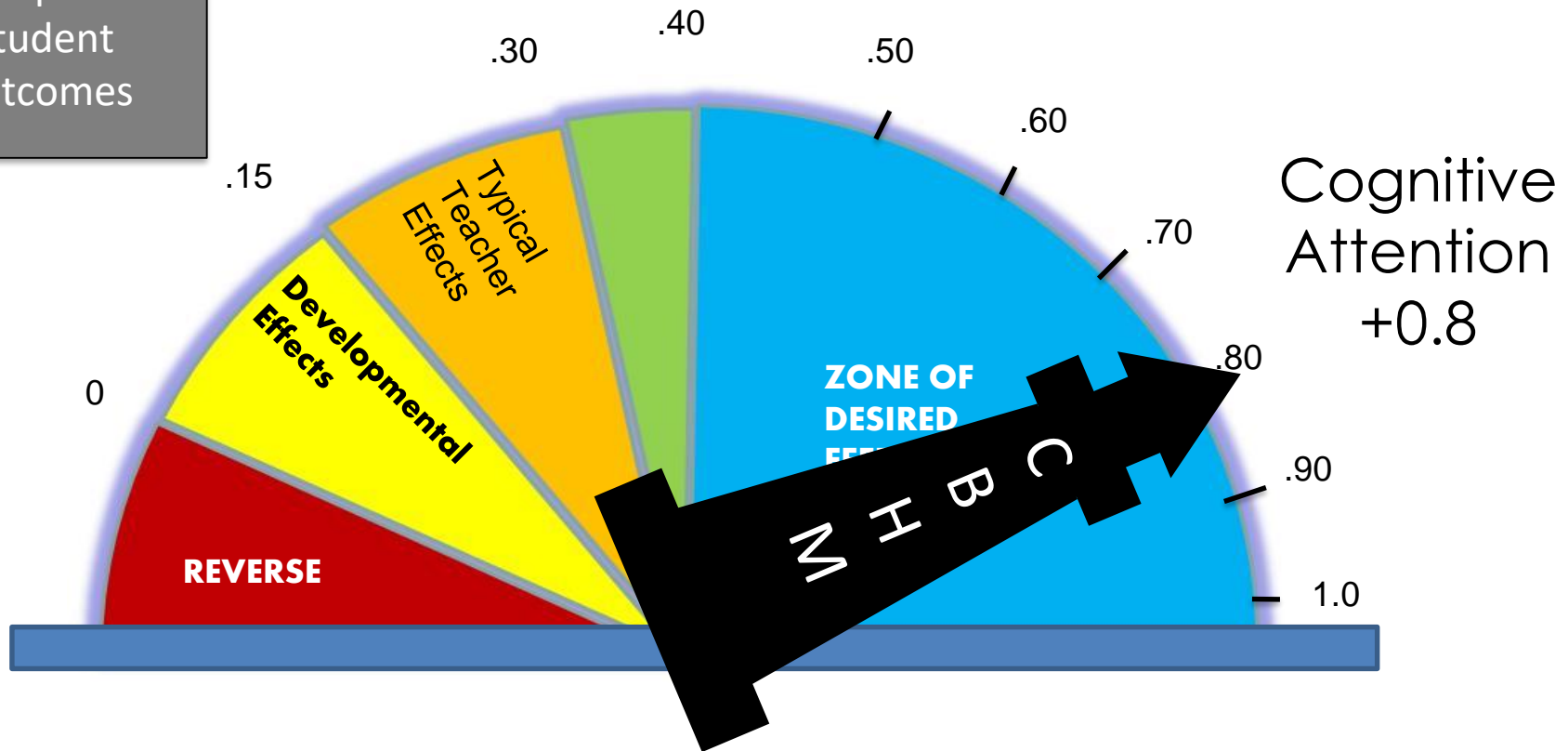


Reynolds, Wilson, & Hooper (2012)



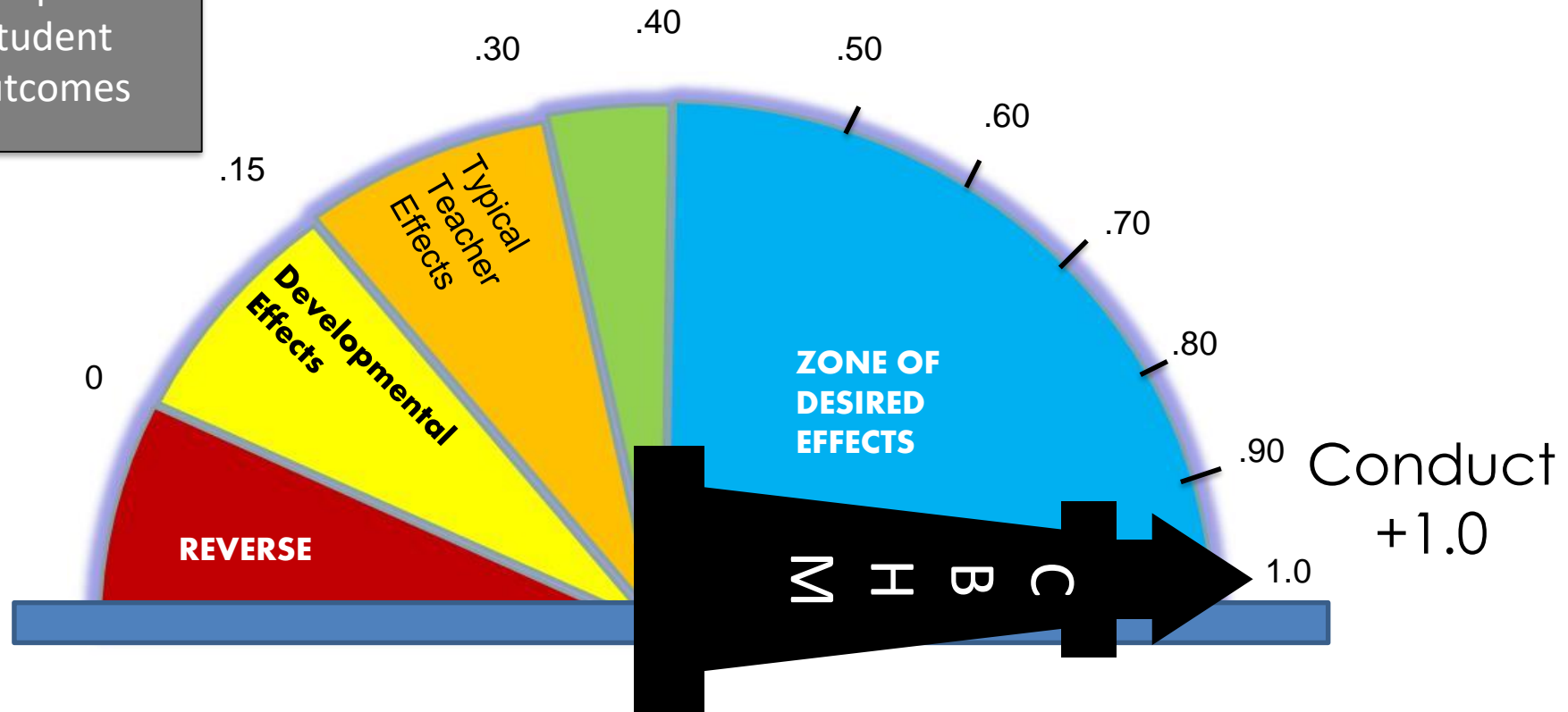
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes



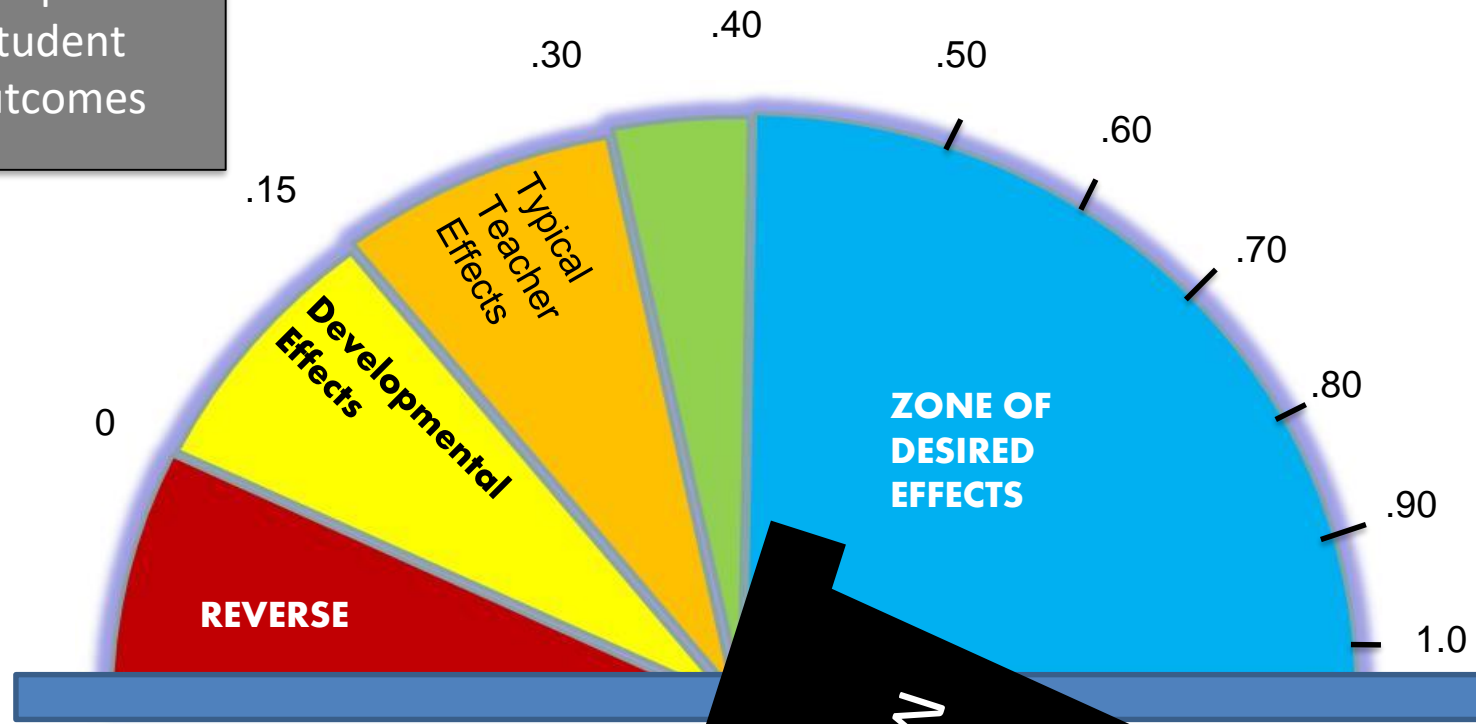
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes



Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes

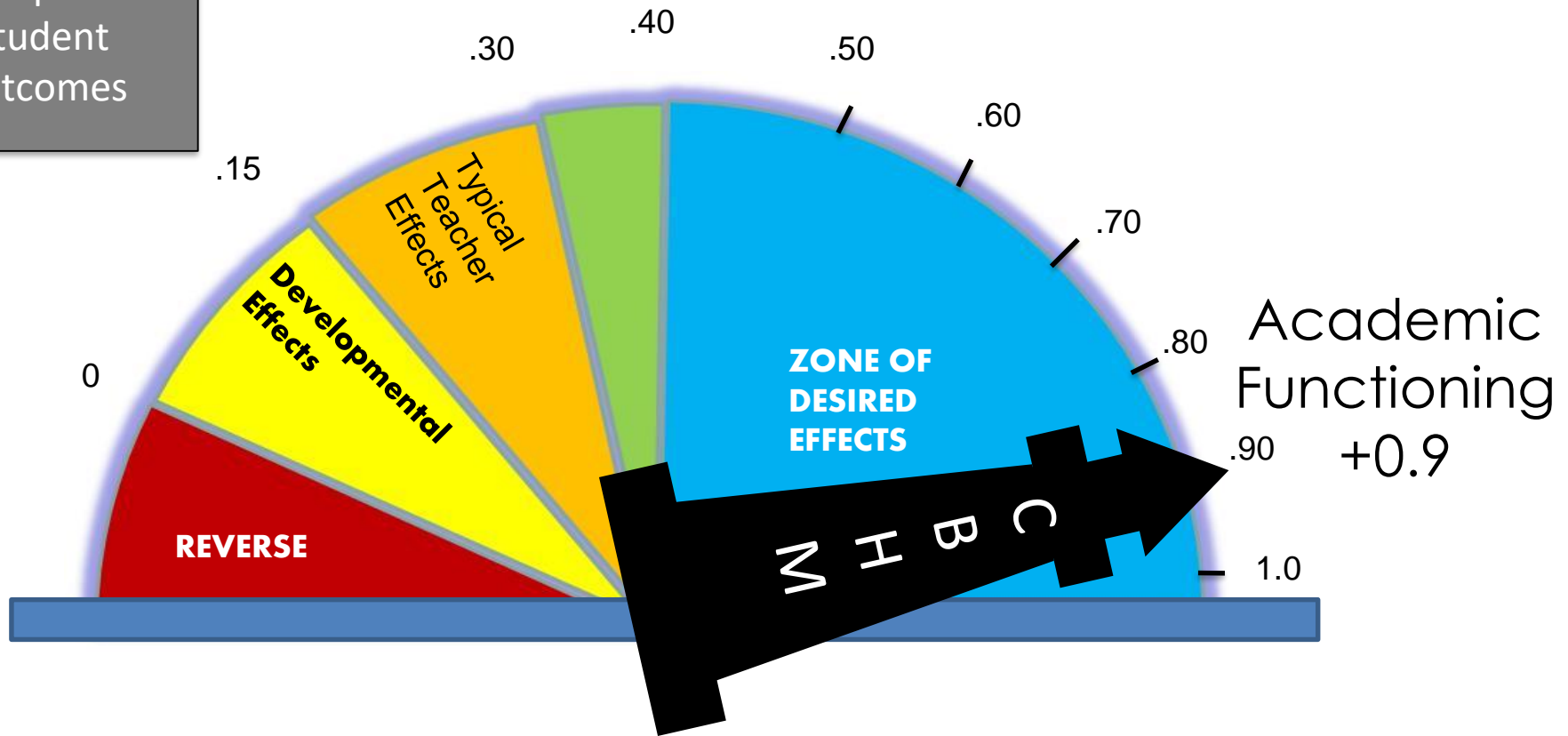


Negative Affect +1.2



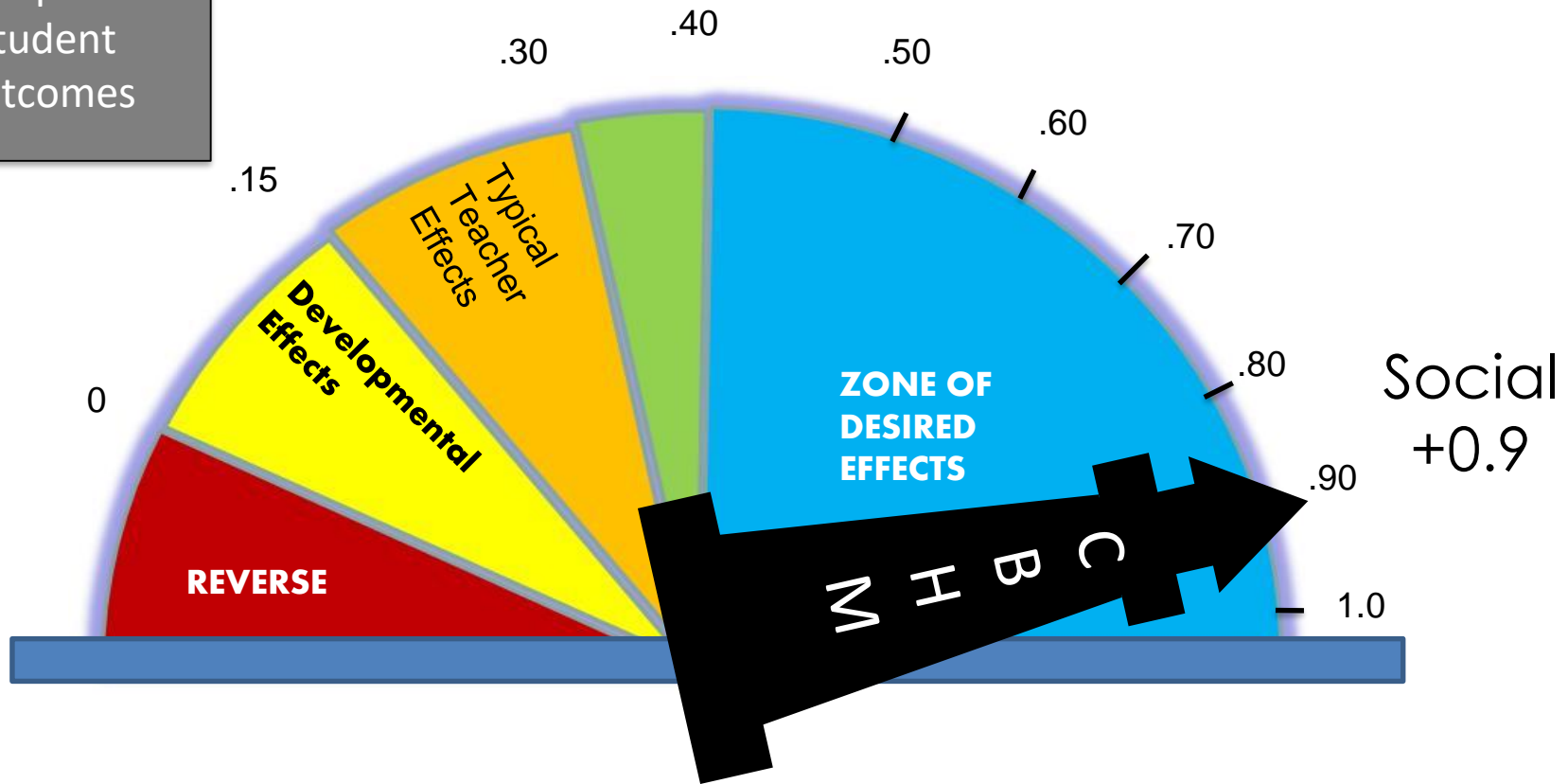
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes



Effect Sizes: CBHM

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QUESTIONS?

For additional information regarding CBHM, please contact:

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Questions???????

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