

Using the Tiered Fidelity Inventory to Promote Mental Health for ALL

Susan Barrett
Director, Center for Social Behavior Supports
Old Dominion University
Partner, Center on PBIS

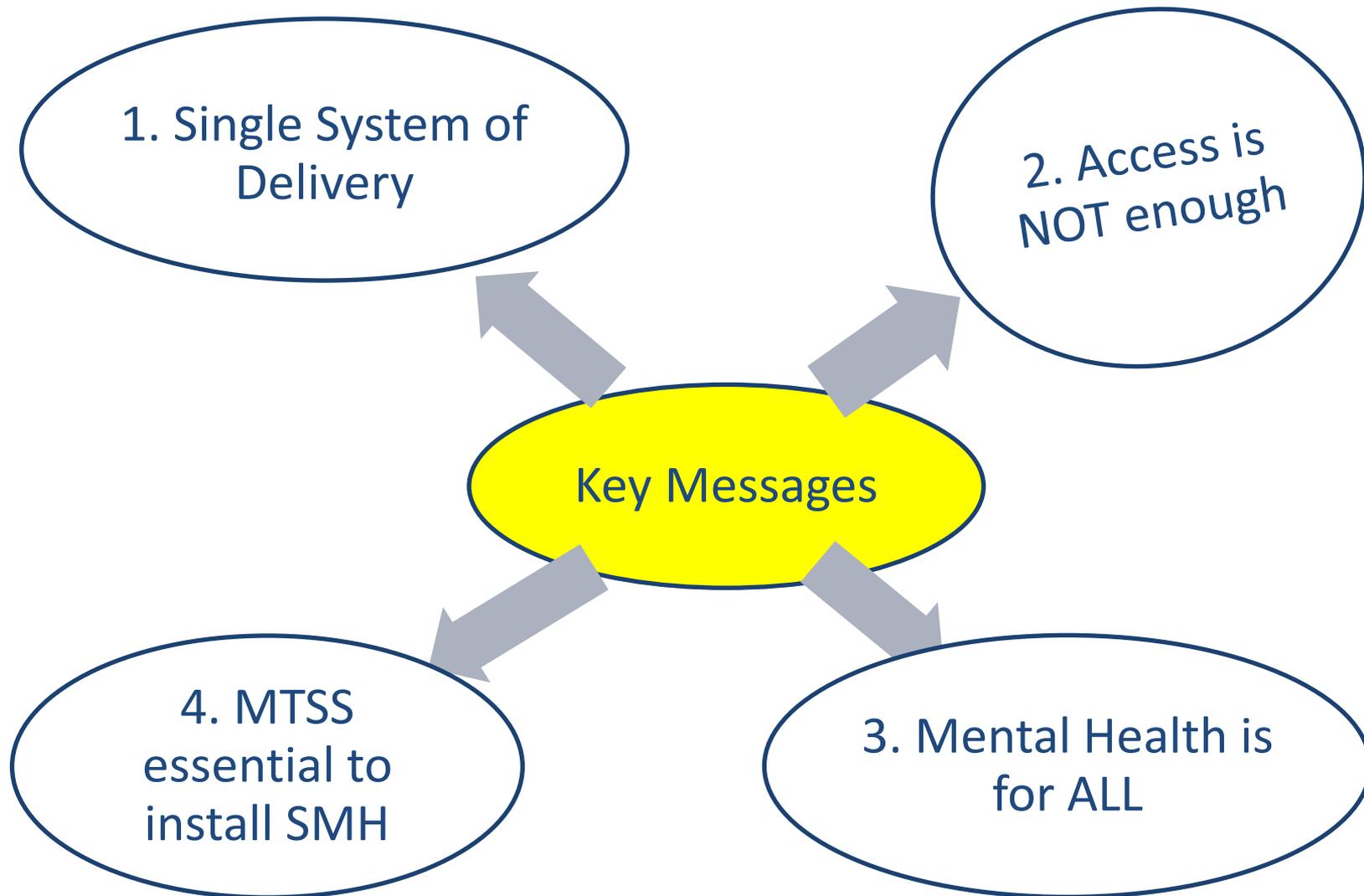
Lucille Eber lucille.eber@midwestpbis.org
Kelly Perales kelly.perales@midwestpbis.org
Susan Barrett sbarrett@midatlanticpbis.org
www.midwestpbis.org
National PBIS Technical Assistance Center
www.pbis.org

Warm UP

- Whip Around
- Provide take-away, thought, one word, question from yesterday.
- Option to pass...

An Interconnected Systems Framework

- A Structure and process for education and mental health systems to interact in most effective and efficient way.
- guided by key stakeholders in education and mental health/community systems
- who have the authority to reallocate resources, change role and function of staff, and change policy.



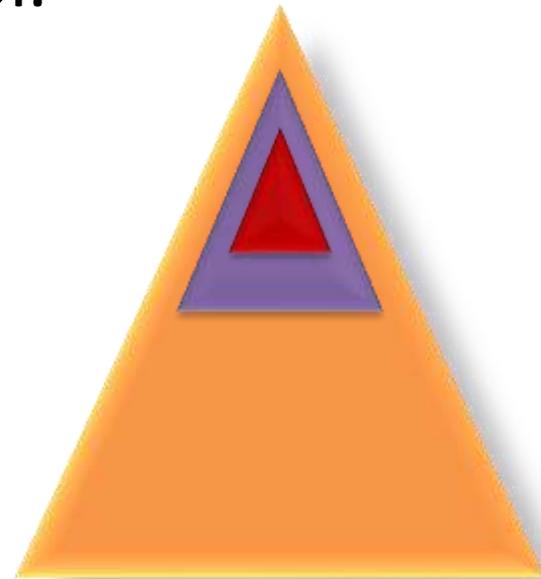
Use PBIS/MTSS Framework to Install Social Emotional and Behavioral Health

- **We organize our resources**
 - Multi-Tier Mapping, Gap Analysis
- **So kids get help early**
 - Actions based on outcomes (data!), not procedures
- **We do stuff that's likely to work**
 - Evidence-Based interventions
- **We provide supports to staff to do it right**
 - Fidelity: Benchmarks of Quality
- **And make sure they're successful**
 - Coaching and Support
 - Progress monitoring and performance feedback
 - Problem-Solving process
 - Increasing levels of intensity

**Steps for Implementing Interconnected
Systems Framework
Action Planning Companion Guide
SW-PBS Tiered Fidelity Inventory**

Purpose of the School-wide PBIS Tiered Fidelity Inventory

- 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.
 - Tier I (Universal PBIS)
Whole School Universal Prevention
 - Tier II (Targeted PBIS)
Secondary, Small Group Prevention
 - Tier III (Intensive PBIS)
Tertiary, Individual Support Prevention



Professional Learning Roadmap

<u>Team</u>	
1.1	Team Composition
1.2	Team Operating Procedures

<u>Implementation</u>	
1.3	Behavioral Expectations
1.4	Teaching Expectations
1.5	Problem Behavior Definitions
1.6	Discipline Policies
1.7	Professional Development
1.8	Classroom Procedures
1.9	Feedback and Acknowledgement
1.10	Faculty Involvement
1.11	Student/Family/Community Involvement

<u>Evaluation</u>	
1.12	Discipline Data
1.13	Data-based Decision Making
1.14	Fidelity Data
1.15	Annual Evaluation

ISF Action Planning Companion Guide to SWPBIS TFI

- The purpose is to guide action planning for integration of Mental Health into PBIS
- Not for use in scoring the TFI
 - (at this point, the ISF enhancements do not impact PBIS fidelity measures; to measure ISF fidelity, consider piloting the ISF II)

Tier I

School-wide PBIS
Tiered Fidelity Inventory
with ISF Enhancements

1.1 Team Composition

Subscale	Tiered Fidelity Inventory: Tier I Features
Teams	<p><u>1.1 Team Composition:</u> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</p>
	<p><u>PBIS Big Idea:</u> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p><u>ISF Big Idea:</u> Community Partners, including family representatives, can provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students.</p>
ISF Enhancement	<p><i>ISF leadership teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.</i></p>
	<p><i>Community partners' roles at Tier 1 are clearly defined through a memorandum of understanding (MOU).</i></p>

1.2 Team Operating Procedures

Subscale	Tiered Fidelity Inventory: Tier I Features
Teams	<p><u>1.2 Team Operating Procedures:</u> Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>
	<p><u>PBIS Big Idea:</u> Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p> <p><u>ISF Big Idea:</u> Community partners, including family/student representatives, with clearly defined roles can improve ongoing action plans for efficient and effective improvement of social/emotional health of all students.</p>
ISF Enhancement	<p><i>Team review relevant community data, along with school data as they establish measureable goals that include mental health outcomes (climate data/ family and student surveys).</i></p> <p><i>Teams address potential barriers (funding, policy, roles of personnel) and engage in problem solving such as review role and utilization of school and community employed clinicians (e.g time studies to determine how school and community staff time is funded, prioritized and assigned).</i></p>

**How does State Policy impact School Level implementation?
Vermont Joint House/Senate Resolution
(J.R.H 6) 2013**

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont

commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students' academic and cognitive achievement, and

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it

Resolved by the Senate and House of Representatives:

That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

Resolved: **That the General Assembly declares Vermont to be a state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools' practices.**

Building the Utopian Society

***What if ?

School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and, *together as an integrated team*, select *evidence based practices* that match specific needs.

School Data → Community Data Student and System level

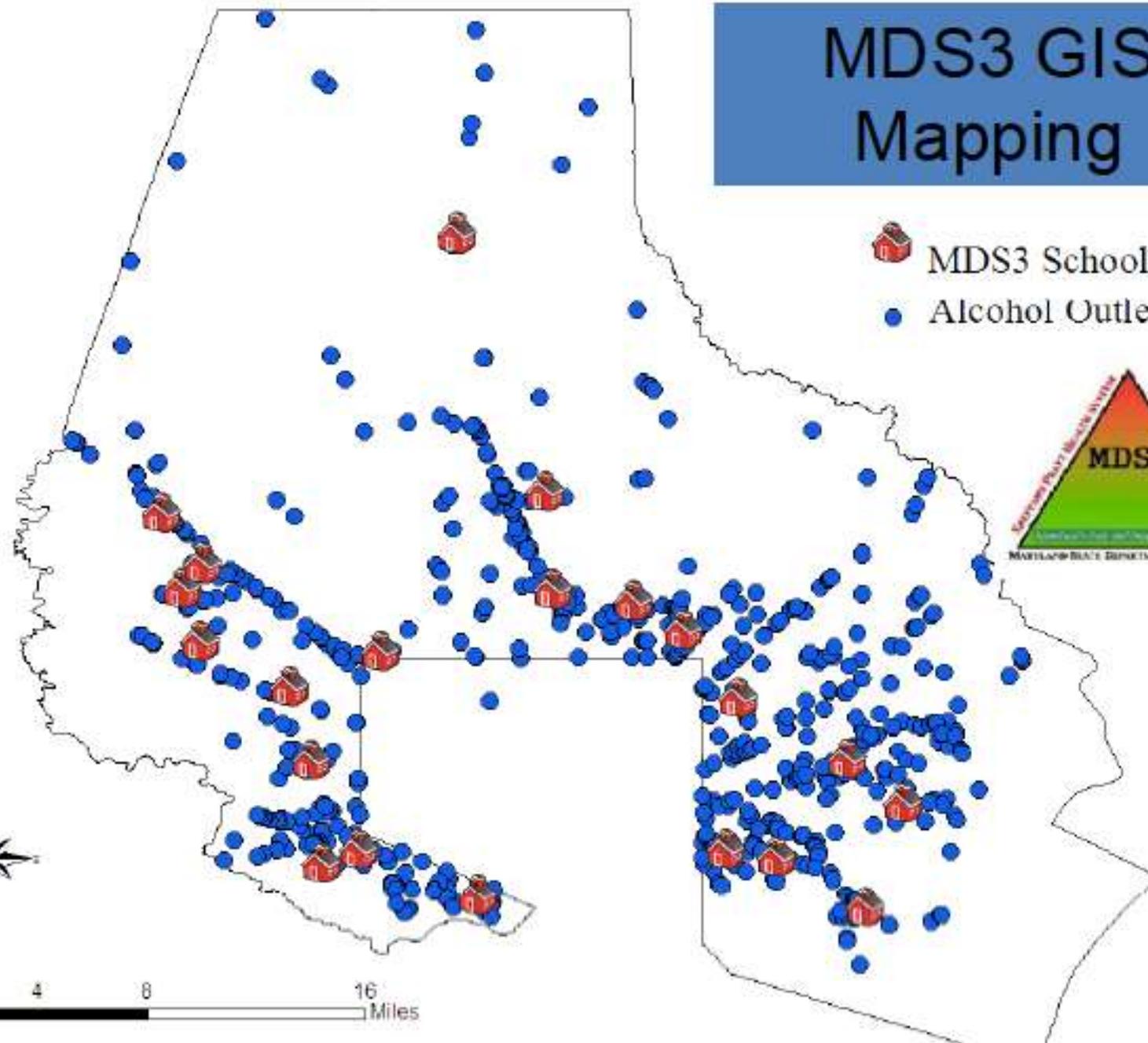
- Academic (Benchmark, GPA, Credit accrual etc)
- Discipline
- Attendance
- Climate/Perception
- Visits to Nurse, Social Worker, Counselor, etc
- Screening from one view
- Community Demographics
- Food Pantry Visits
- Protective and Risk Factors
- Calls to crisis centers, hospital visits
- Screening at multiple views

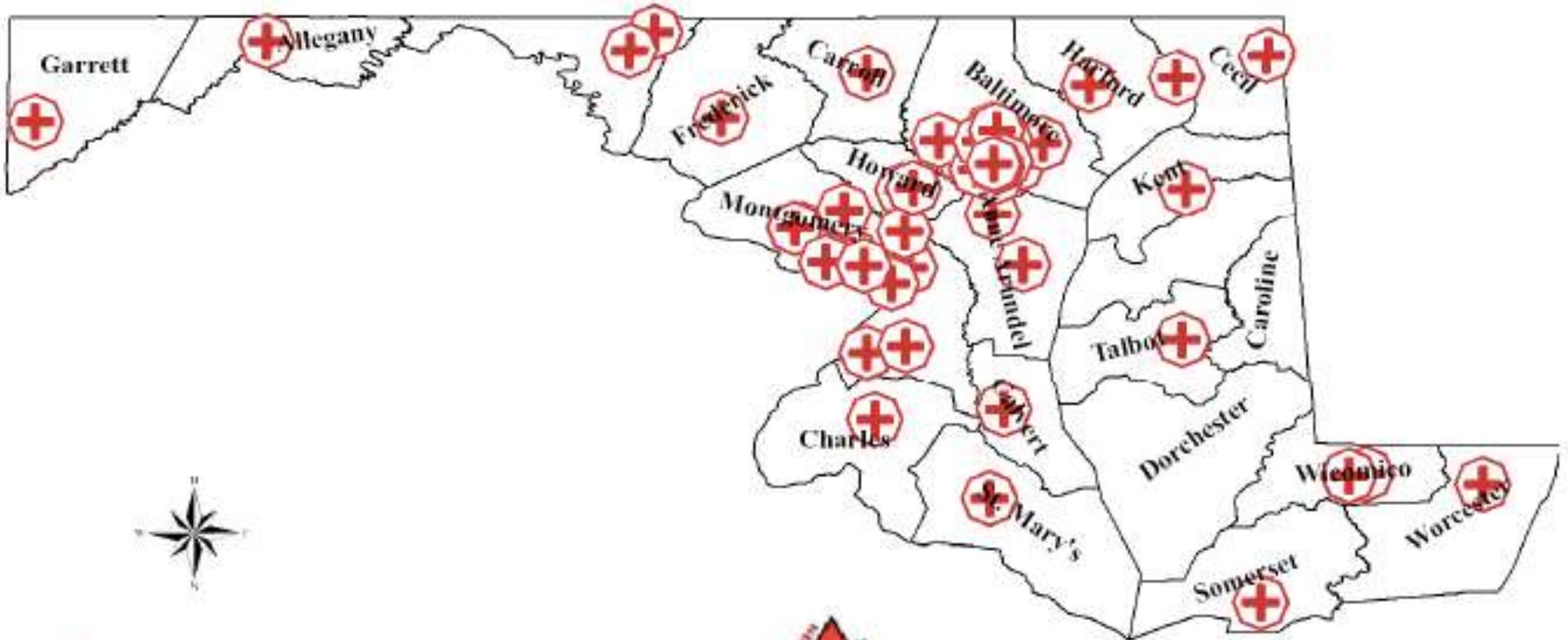
MDS3 GIS Mapping

-  MDS3 Schools
-  Alcohol Outlets



0 4 8 16 Miles





 **Hospitals in Maryland**



1.3 Behavioral Expectations

Subscale	Tiered Fidelity Inventory: Tier I Features
<p>Implementation</p>	<p><u>1.3 Behavioral Expectations:</u> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.</p>
	<p><u>PBIS Big Idea:</u> School-wide expectations are a brief, memorable set of positively-stated expectations that create a school culture that is clear, positive, and consistent.</p> <p><u>ISF Big Idea:</u> School-wide expectations foster skill building, positive relationships, and focus on teaching social and emotional competencies.</p>
<p>ISF Enhancements</p>	<p><i>Families, students and community participate in development of the expectations</i></p>
	<p><i>All elements of the social emotional curriculum including community enhancements are linked the behavioral expectations</i></p>

What does our curriculum look like?

Teaching Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/Computer	Assembly	Bus
Expectations	Respect Ourselves	Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Use computers.	Listen to one speaker.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good manners.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Get up. Stand in your seat.
	Respect Property	Recycle. Clean up after self.		Put litter in garbage can.	Replace tray & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day

Specific Behaviors + Pro-Social Skills

Specific Behaviors

- Throw paper in the waste can
- Use the right side of the stairway
- Bring all materials to class
- Keep hands, feet, and other objects to yourself

Pro-Social Skills

- Choose kindness over being right; pick up trash even if it isn't yours
- Encourage others; tell peer they did a good job

Expectation	Arrival at school	Individual work	Lunch	Group activities	Changing activities
The Three Bees (Elementary School Example)					
Be ready	<ul style="list-style-type: none"> ▪Go immediately to your classroom after arriving at school. ▪Bring your homework with you to class. ▪Be in your seat when the morning bell rings. 	<ul style="list-style-type: none"> ▪Have your materials open and on top of your desk. ▪Follow directions the first time. ▪Get to work right away. 	<ul style="list-style-type: none"> ▪Have a lunch plan. ▪Choose quiet or social lunch area. ▪Invite friends to join if you elect social lunch. 	<ul style="list-style-type: none"> ▪Be focused on the group work to be completed. ▪Have your materials with you and opened to assigned page. ▪Organize your group and get to work quickly (within 1 minute). 	<ul style="list-style-type: none"> ▪Be aware of the daily schedule. ▪Listen for directions from Mrs. Lee. ▪Be flexible in case the schedule changes.
Be responsible	<ul style="list-style-type: none"> ▪Be on time to school and class. ▪Listen when Mrs. Lee speaks; one person speaks at a time. ▪Complete your homework. ▪Use indoor voices when speaking. 	<ul style="list-style-type: none"> ▪Follow directions on tests and assignments. ▪Organize and get to work promptly. ▪Make a good effort on all work. ▪Speak only at appropriate times. 	<ul style="list-style-type: none"> ▪Use my breathing technique to feel calm. ▪Tune in to and listen to my personal signals. ▪Use indoor voices when speaking. 	<ul style="list-style-type: none"> ▪Focus on your work. ▪One person speaks at a time using indoor voice. ▪Ask for help as needed. ▪Finish on time. ▪Share with others while keeping your hands and feet to yourself. 	<ul style="list-style-type: none"> ▪Stop and put things away when Mrs. Lee says to do so. ▪Know what materials you need for next class/activity. ▪Keep your hands and feet to yourself. ▪Use indoor voices when speaking.
Be respectful	<ul style="list-style-type: none"> ▪Say “hi” to friends before homeroom starts. ▪Keep hands and feet to yourself. ▪Listen when Mrs. Lee speaks; one person speaks at a time. ▪Follow directions the 	<ul style="list-style-type: none"> ▪Get to work and work quietly. ▪Use only your materials. ▪Ask for help by raising your hand. ▪Make a good effort. 	<ul style="list-style-type: none"> ▪Invite those sitting alone to join. ▪Offer to share as appropriate. ▪Act in a manner that acknowledges others feelings and preferences. 	<ul style="list-style-type: none"> ▪Encourage others to work cooperatively. ▪Keep hands and feet to yourself. ▪It is okay to disagree, but do it without being disagreeable. 	<ul style="list-style-type: none"> ▪Be thoughtful of others. ▪Keep hands and feet to yourself. ▪Use indoor voices. ▪When moving in room and hallway, always walk on the right side.

SCHOOL-WIDE BEHAVIOR EXPECTATIONS



	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	Classroom
S afety First	<ul style="list-style-type: none"> • Walk directly to my designated area • Stay in my area • Talk softly • Keep hands, feet, and belongings to myself 	<ul style="list-style-type: none"> • Walk directly to my designated area 	<ul style="list-style-type: none"> • Keep hands, feet, and belongings to myself • Allow for the privacy of others 	<ul style="list-style-type: none"> • Enter and exit with a pass or my teacher • Throw away my trash and tray • Clean up after myself 	<ul style="list-style-type: none"> • Listen • Follow directions the first time given • Ask appropriately for help • Clean up after myself • Follow lab rules and procedures
W ork Together Respectfully	<ul style="list-style-type: none"> • Respect the space of others 	<ul style="list-style-type: none"> • Walk quietly in a single, straight, and silent line so that others can continue learning and working • Walk to the right side of the hallway 	<ul style="list-style-type: none"> • Conserve supplies: <ul style="list-style-type: none"> - 2 squirts of soap - 2 pushes/turns on the paper towel dispenser - Dispose of trash in the trash can 	<ul style="list-style-type: none"> • Move away from conflict or distractions • Ask for help when needed • Be patient • Stay in line 	<ul style="list-style-type: none"> • Accept feedback and discipline from staff by listening, asking questions, and following directions the first time. • Be ready to learn • Be present and focused • Encourage others
A ccept Responsibility	<ul style="list-style-type: none"> • Keep to your own business 	<ul style="list-style-type: none"> • Remain quiet in QUIET ZONES • Carry my own belongings • Keep lockers locked • Walk directly to my designated area 	<ul style="list-style-type: none"> • Flush • Wash my hands • Use appropriate fixtures • Go 	<ul style="list-style-type: none"> • Maintain a clean space and conversation • Keep food on my tray or in my mouth 	<ul style="list-style-type: none"> • Attend class daily and on time • Clean up after myself • Be prepared for instruction with all necessary materials
G uide Me	<ul style="list-style-type: none"> • Teachers will supervise groups of students at all times • Teachers will ensure that they know the location of all students 	<ul style="list-style-type: none"> • Teachers will enforce safety • Teachers will monitor students by being at their doors and in the hallways 	<ul style="list-style-type: none"> • Teachers will stand by bathrooms to monitor the noise and behavior from the hallway 	<ul style="list-style-type: none"> • Teachers will arrive on time and pick up students on time • Teachers will walk students directly into the cafeteria 	<ul style="list-style-type: none"> • Teachers will supervise groups of students at all times • Teachers will be prepared for class <ul style="list-style-type: none"> - Lesson plans posted - Engaged and present - Observable outcomes

Teaching Matrix

INCORPORATE BULLY PREVENTION / INTERVENTION

Expectations

Respect

Achieving & Organized

Responsible

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

		All Settings	Halls	Playgrounds	If you see Disrespect	Library/ Commons	Assembly	Bus
Respect	Be on time. Organized. Have a plan.				STOP: Interrupt & model respect, rather than watch or join in			Watch for your stop.
Achieving & Organized	Be on time. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others. Invite those who are alone to join in.	WALK: Invite people who are being disrespected to join you and move away.		Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
Responsible	Recycle. Clean up. Don't litter. Use appropriate language.			Stop: Interrupt, Say "that's not ok." Walk: Walk away Don't be an audience Talk: REPORT to an adult		Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1.5 Problem Behavior Definitions

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<p><u>1.5 Problem Behavior Definitions:</u> School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p>
	<p><u>PBIS Big Idea:</u> Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.</p> <p><u>ISF Big Idea:</u> Community, family/student input to the definitions of acceptable vs unacceptable behaviors expands the view of behavioral definitions and increases likelihood of cultural relevancy and student engagement.</p>
ISF Enhancements	<p><i>The school team develops a clearly documented and predictable system for managing disruptive behavior that represent community family/student values and culture.</i></p>
	<p><i>Referral procedures include ways to track students leaving their instructional environment (e.g., visits to the nurse or school counselor) so the needs of youth with internalizing as well as externalizing challenges inform the behavior definition process.</i></p>

Broaden Use of Data: Focus on Internalizing Issues



Time Out of Class Form

Name: _____

Location

Date: _____ **Time:** _____

Playground Library

Teacher: _____

Cafeteria Bathroom

A B C

Grade: K 1 2 3 4 5 6 7 8

Hallway

Arrival/Dismissal

Referring Staff: _____

Classroom

Other _____

Others involved in incident: None Peers Staff Teacher Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language Physical contact Defiance Disruption Dress Code Property misuse Tardy Electronic Violation Other _____	Abusive language Fighting/ Physical aggression Defiance/Disrespect Harassment/Bullying Dress Code Inappropriate Display Electronic Violation Lying/ Cheating Skipping class Other _____	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know _____ Nurse School Counselor _____
Administrative Decision/Time Out of Class= _____		
Loss of privilege Time in office Conference with student Parent Contact	Individualized instruction In-school suspension (____ hours/ days) Out of school suspension (____ days) Other _____	

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

1.10 Faculty Involvement

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<p><u>1.10 Faculty Involvement:</u> Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p>
	<p><u>PBIS Big Idea:</u> Faculty voice is essential in establishing and maintaining staff commitment and consistency in implementation.</p>
	<p><u>ISF Big Idea:</u> Student, family, and community voice is essential in establishing and maintaining commitment and consistency in implementation from all.</p>
ISF Enhancements	<p><i>School employed and community employed staff receive professional development to understand and interpret data from one another's systems.</i></p>
	<p><i>Community data (e.g., food pantry visits, calls to crisis centers, juvenile arrests) are included in the review of data provided to all faculty.</i></p>
	<p><i>Families and students also have an opportunity to review data and provide feedback.</i></p>

Relationships and Youth Connectedness

ESSENTIAL to children's well being.

- A sample of 2,022 students (999 boys and 1,023 girls) ages 12-14 years was measured at two time points twelve months apart on school connectedness and mental health symptoms (general functioning, depression, and anxiety symptoms). After adjusting for any prior conditions that could have led to mental health problems, the authors of the study reported stronger than previous evidence of the association with school connectedness and adolescent depressive symptoms and a predictive link between school connectedness to future mental health problems.
- 22 Early studies suggest that there are substantial percentages of violent youth who do not perceive themselves to be liked by classmates and who report loneliness.

N.E.S.T. Time

During school year 2010-2011, “NEST Time” was implemented instead of the previous 4 lunch periods.

NEST is a one hour lunch period for all students and staff. Students choose where and when they will eat lunch. Teachers have a duty for one half of NEST time and have a duty-free lunch for the other half.

Students can go to a quiet room and do their homework. They can get extra tutoring to improve their GPA. They can practice for HSAs , have their hair and nails done in the cosmetology salon, they can join one of the 86 clubs – there’s something for everyone, from Comic Book Club to Gardening to Yard Games to Sports Reporting! Students check in with teachers and are tracked with the “NEST Tracker” so that teachers, guidance and administrators can track where students are choosing to spend their time. This data is compared to assessment scores to identify students who need extra help but may not be taking advantage of tutoring sessions.

NEST stands for :

- N – Nourishment (Food! Lunch!)
- E – Extracurricular and clubs
- S – Socialization while Studying
- T – Tutoring

Competency and Wellness

- **ALL teachers in your school employ basic classroom evidence based practices.**
 - Behavior Specific Praise statements to error correction is at least 4:1 and classroom system does not promote teacher attention to student errors
 - Wait time is 4 seconds
 - OTR rate. Teacher talk should be no more than 40-50% of instructional time.
 - New material: a minimum of 4-6 responses per minute with 80% accuracy.
 - Review of previously learned material: 8-12 responses per minute with 90% accuracy.
 - Routines and procedures defined and explicitly taught across year
 - Social skills explicitly taught in context with behavior examples
 - Pre-correction is used prior to transitions.
 - Active Supervision used in classroom (and non classroom) areas.
 - Student screening occurs early and interventions are available within 72 hours after request for assistance is complete.
 - All staff are aware of decision rules for access to additional support



Tier 1: Professional Learning Roadmap

TFI Sub-Scale: Team

TFI 1.1 Team Composition

TFI 1.2 Team Operating Procedures

TFI Sub-Scale: Implementation

TFI 1.3 Behavioral Expectations

TFI 1.4 Teaching Expectations

TFI 1.5 Problem Behavior Definitions

TFI 1.6 Discipline Policies

TFI 1.7 Professional Development

TFI 1.8 Classroom Procedures

TFI 1.9 Feedback and
Acknowledgement

TFI 1.10 Faculty Involvement

TFI 1.11 Student/Family/Community
Involvement

TFI Sub-Scale: Evaluation

TFI 1.12 Discipline Data

TFI 1.13 Data-based Decision Making

TFI 1.14 Fidelity Data

TFI 1.15 Annual Evaluation

8 Classroom Management Practices

1 Arrange orderly physical environment

2 Define, Teach, Acknowledge Rules and
Expectations

3 Define, Teach Classroom Routines

4 Employ Active Supervision

5 Provide Specific Praise for Behavior

6 Continuum of Response Strategies for
Inappropriate Behaviors

7 Class-Wide Group Contingency

8 Provide Multiple Opportunities to Respond



Cool Tool: Continuum of Strategies to Encourage Appropriate Behavior (BSPS)

Benchmarks of Quality 25-32

Practice: Behavior Specific Praise Statements (BSPS) Ratio 4:1

Research:

The research supports the use of behavior specific praise statements to:

- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005).
- to increase on-task behavior (Fullerton, Conroy, & Correa, 2009).
- to decrease problem behavior (Hawkins, & Hefflin, 2010; Lampi, Fenty, & Beaune, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000).
- provide increased opportunities for building positive relationships with students.
- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior. Students with the most challenging behavior typically do not receive access to even the average rates of praise that students without challenging behavior receive (Lewis, Hudson, Richter, & Johnson, 2004).

What is it?

A behavior specific praise statement is verbal/written feedback that is *descriptive, specific*, and delivered *contingently* upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Hefflin, 2010)

Effective Praise

- "Excellent job listening and following directions the first time."
- "Your eyes are on me and your mouth is quiet. Thank you for being ready to learn."
- "Way to go! You asked for help and followed the steps to complete your math work before the end of class!"
- "Thank you for being on time this morning, that's very responsible."

Less Effective

- "Good job!"
- "Excellent!"
- "Well done!"

(Gable, Hester, Rock, & Hughes, 2009)

Practice

1. Develop classroom rules aligned with school-wide expectations.
 2. Post and teach classroom rules
 3. Use 2-3 words from the defined classroom rules to formulate BSPS.
 4. Deliver BSPS immediately after students demonstrate expected behavior.
 5. Use prompts to remind you to use BSPS (e.g., notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction (Conroy & Correa, 2009; Sprick, Knight, Reinke, & McKale, 2006).
- Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise.
- Note: Deliver in close proximity in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009).

Observation and Feedback

Instructions:

Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progress.

Date:		
Strategy: Positive Feedback Ratio 4:1	Frequency	Comments
Specific, positive feedback (BSPS)		
Negative feedback		
Ratio of specific, positive feedback to negative feedback Positive : Negative Ratio =		

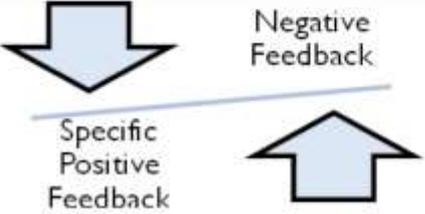
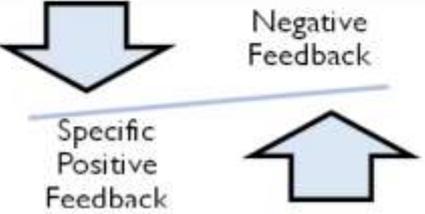
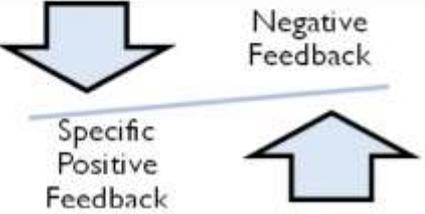
Measurable Goal:

Increasing use of Feedback with Behavior Specific Praise Statements



COOL TOOL: *Feedback with Behavior Specific Praise Statements*

Think of a student behavior you would like to increase in your classroom. Record one behavior specific praise statement you could use. _____

Make a prediction: <i>What do you think is your current ratio of specific positive feedback to negative feedback/reprimands?</i>	Collect Data: <i>What is your current ratio of specific positive feedback to negative feedback/reprimands?</i>	Goal: <i>What goal will you set for yourself?</i>
		

What steps will you take to reach your goal (refer to Cool Tool for ideas)?

- _____
- _____
- _____



1.11 Student/Family/Community Involvement

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<p><u>1.11 Student/Family/Community Involvement:</u> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>
	<p><u>PBIS Big Idea:</u> Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.</p>
	<p><u>ISF Big Idea: Having:</u> Family and community members as full and active team members expands the opportunities for cultural relevance and improved implementation.</p>
ISF Enhancements	<p>Family and community members actively participate on the District and Community Leadership Team, as well as the building level Tier I systems team.</p>
	<p>Family and community member perspectives on the components of ISF Implementation are solicited at least annually through a variety of methods.</p>

Applying the Logic to Families

Tier 3: Intensive, Individual Interventions

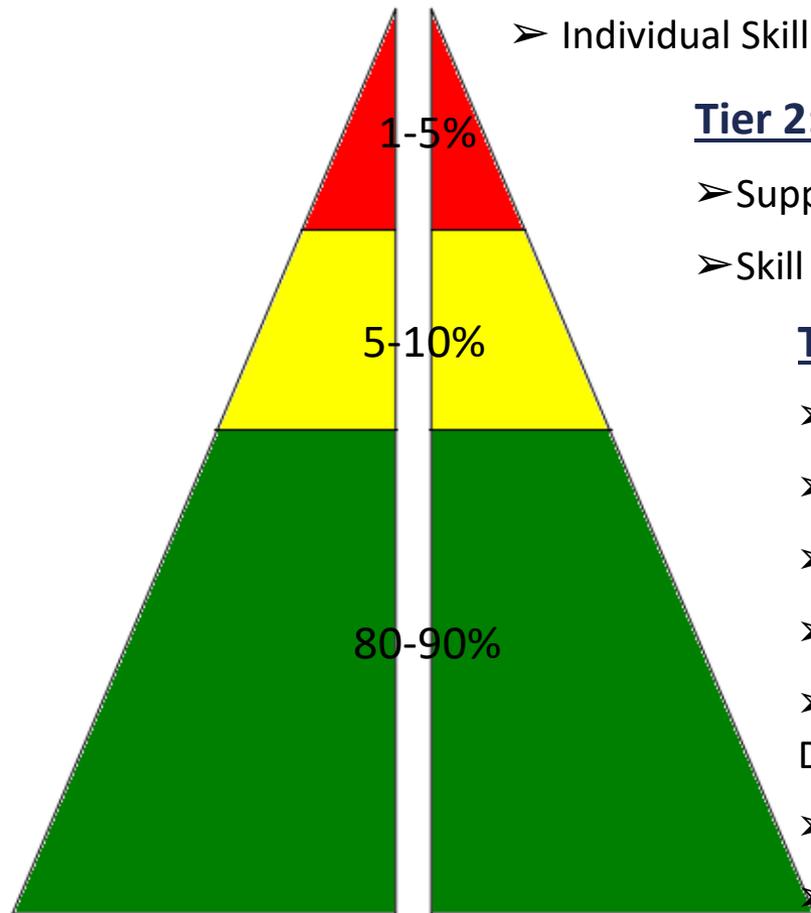
- Family Liaison-matched with family, needs matched with community resources
- Individual Skill Building Sessions-

Tier 2: Targeted Group Interventions

- Support Groups (Military Families, Newcomer Group)
- Skill Building Sessions (Academic and Behavior)

Tier 1: Universal Interventions

- Self Assessments: Family Engagement Checklist, Surveys
- Skill Building Series Guest Speaker (Topics Vary- Survey Families)
- Newsletter, Resource Library , “Shout Outs”
- Volunteer Opportunities (DOGS- Dads of Great Students)
- Teacher Conferences- Goal Setting, Family Vision, Strengths Discovery
- Family Fun Nights throughout the year
- Participate in development of the School Handbook (Teaching Matrix – promote common language between school and home)



Families at Tier I

- Create two-way communication
- Gather input on school-wide implementation
- Elicit input in problem solving and selection of practices
- Ensure families know interventions available and how/when to access
- Involve families in the screening process

PBIS Parent Survey

Where are you asking about communication preferences?

Family PBIS Survey

Our school would like your feedback regarding our Positive Behavioral Interventions and Supports (PBIS) system. Input from you provided in this survey will aid us in making improvements to the PBIS system next year. Please complete the questions below. Thank you for helping make our school a more positive and successful school!

If you would like to be considered in the raffle for a gift card, please indicate the name/grade of your child in the comment section at the end of the survey

1. I am familiar with what Positive Behavior Intervention and Support (PBIS) is at my child's school (e.g., expectations, rules for different areas of the school, Tiger Tickets, and rewards for appropriate behavior.)

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The staff at my child's school use positive strategies on a regular basis to talk/work with students in regards to behavior expectations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. I believe the use of the PBIS strategies at my child's school have a positive impact on my child's academic achievement.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. My child feels safe at school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. I find it easy to understand the behavioral expectations for my child at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. I receive regular information on how my child is doing in regards to the behavior expectations at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. I believe my child's school has explained the Positive Behavior Intervention and Support (PBIS) system effectively (i.e., expectations, rules for different areas of the school, Tiger Tickets, and rewards for appropriate behavior.)

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. I am satisfied with the behavior expectations for my child at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. I believe my child has benefited behaviorally from the PBIS system at this school.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. The staff at my child's school have provided me with strategies to support the school's behavior expectations at home.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. I know how to support this school's PBIS system at home (e.g., discuss the expectations and rules at home, provide reinforcement for appropriate school behavior at home, etc.).

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. If I should need to, I know how to access support or ask questions of the staff at my child's school regarding the PBIS system.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. If you indicated Neutral, Disagree, or Strongly Disagree to any questions in this survey, please provide suggestions for us to improve our PBIS system at this school:

14. Please provide any additional comments below. Be sure to include your first and last name and the first and last name of your child if you wish to be included in the drawing for a raffle.

Parent Screener for ALL students transitioning to Middle school

Missoula, MT

School Readiness Check-In
Welcome to the new school year!
We're checking in with you to learn about your student's strengths and needs for support at school.
By answering these questions, you can help us start the year off right!



Please rate your student in the following areas:	Doing Great ☺	Some Concern ☹	Serious Concern ☹	Need Support? ☐
Cooperating with adults				☐
Behaving well at school				☐
Getting grades that are appropriate for his/her skills				☐
Having good relationships with other students				☐
Following classroom rules				☐
Focusing and staying on task in class				☐
Completing homework and assignments on time				☐
Showing up on time to school or other activities				☐
Avoiding tasks that seem difficult or challenging				☐
Spending time with students who break school rules				☐
Getting depressed, anxious, or irritable				☐
Getting easily distracted by other kids				☐
Needing structure and supervision to stay on task and behave well				☐
Liking attending school				☐

PBIS Matrix for Home

I am respectful

- Listen to my parents
- Be truthful to my parents
- Play cooperatively
- Speak nicely to others

I am responsible

- Put away my toys, bike, and equipment
- Help with jobs at home
- Follow my parents' directions
- Share Thursday folder with parents

I am safe

- Play safely with others
- Stay in designated areas
- Stay away from strangers
- Wear bike helmet and equipment

I am prepared

- Finish homework and share with parent
- Pack backpack at night for school the next day
- Go to bed on time
- Get up and get ready for school when called

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT							
O OWN YOUR BEHAVIOR							
M MANNERS COUNT							
E	V	E	R	Y	D	A	Y

How do we help our children and youth look at differences in school, home and community?

Elements of Culture	My values growing up	My values now	What my school values	How my students and families might be different	How this difference may create conflict
Appropriate personal space					
Appropriate voice level					
Appropriate dress					
Appropriate response to insults					

Expectation	At SCHOOL it looks like...	At HOME it looks like...	For MYSELF, this looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 			
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 			
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 			

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 	<ul style="list-style-type: none"> • Protect your friends and family • Don't talk back 	<ul style="list-style-type: none"> • Stick up for your friends • Don't back down • Look the other way
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 	<ul style="list-style-type: none"> • Do exactly what adults tell you to do • Don't stand out • Don't bring shame 	<ul style="list-style-type: none"> • Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 	<ul style="list-style-type: none"> • Help your family out first • Own your mistakes • Share credit for successes 	<ul style="list-style-type: none"> • Have each other's backs • Own your mistakes • Check in about what to do

1.13 Data-based Decision Making

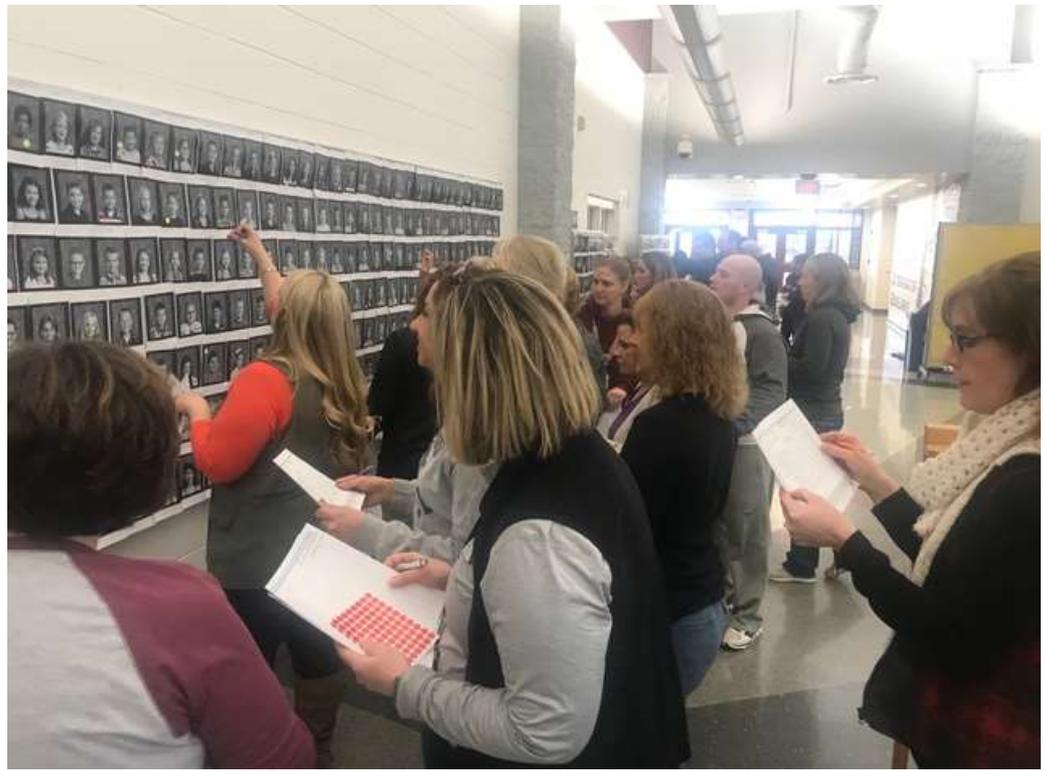
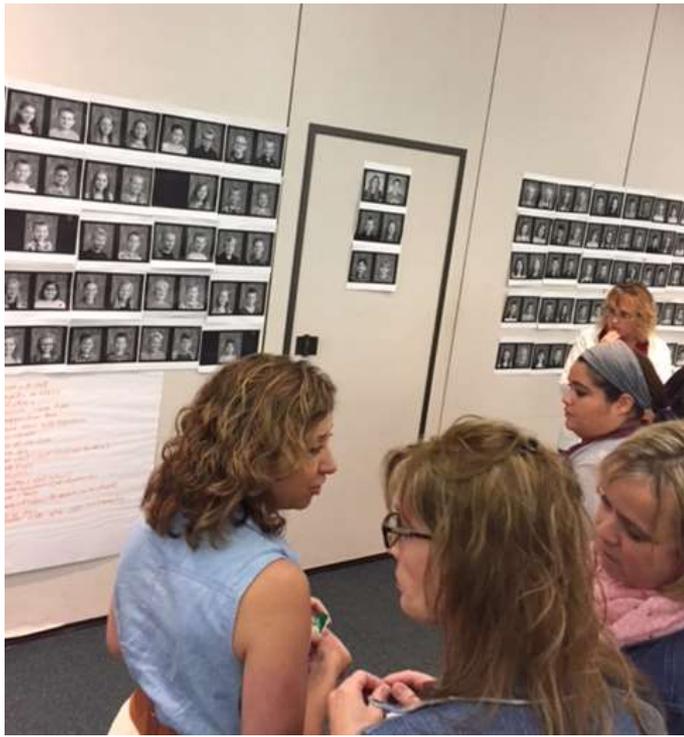
Subscale	Tiered Fidelity Inventory: Tier I Features
<p>Evaluation</p>	<p><u>1.13 Data-based Decision Making:</u> Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.</p> <p><u>PBIS Big Idea:</u> Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.</p> <p><u>ISF Big Idea: Including:</u> community data as part of ongoing data review can expand and enhance relevant instruction and intervention.</p>
<p><i>ISF Enhancements</i></p>	<p><i>School employed and community employed staff receive professional development to understand and interpret data from one another's systems.</i></p> <p><i>Community data, from a variety of settings, inform action planning at the Tier 1 level .</i></p>

Messages on Data-Based Decision Making

- Expanded view of data within schools
 - Visits to nurse, counselor, time out of class
- Expanded view of data from community
 - Student and family perception (family screener, surveys, morning meetings, relationships, communication system)
 - Connected to other child serving systems – JJ, CYS
 - Risk and protective factors
 - Demographics
 - High rate of: unemployment, military, immigrant status

Incorporating Screening Data into Data-Based Decision Making with ALL Tiers

- Team Based Problem Solving is CRITICAL
- Surveillance team approach
- Numbers will increase
- Increase supports across the Tiers
- Using Triage approach

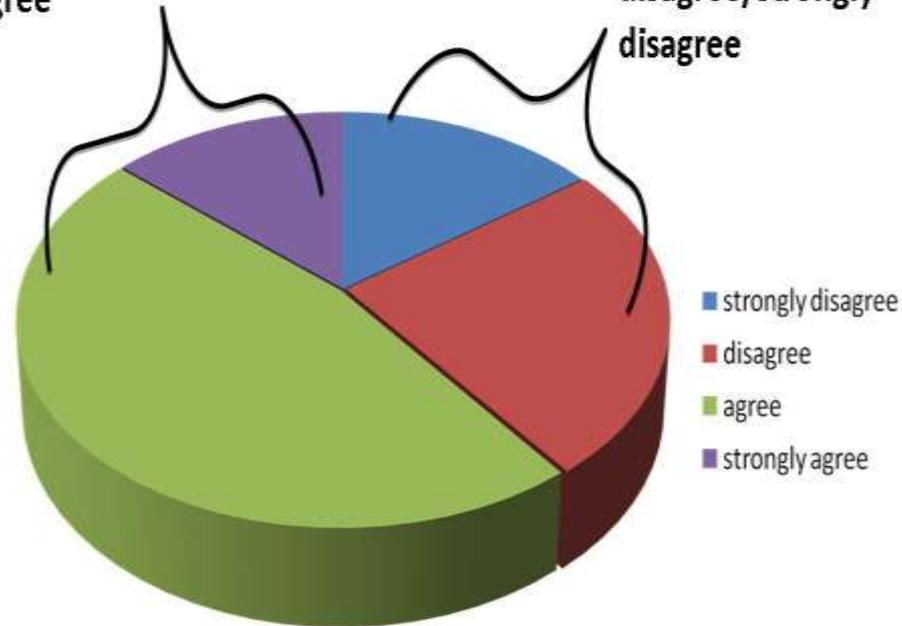


Belonging

"I feel like I belong"

60% of students
agree/strongly
agree

40%
disagree/strongly
disagree



East Marion Elementary Risk Distribution Spreadsheet

F Teacher	G Behavior Emotional Risk	H Externalizing Risk Index	I Internalizing Risk Index	J Adaptive Skills Risk Index	K Risk Index Overall Score	L Office Discipline	M Attendance Count	N Suspension Total	O ESE Y/N	P Total Risk	Q1
	Extremely Elevated	Elevated Risk	Elevated Risk	Elevated Risk	3	10	13	5	N	11	T3 is o
	Extremely Elevated	Extremely Elevated	Normal Risk	Extremely Elevated	3	2	13	1	N	10	Att PS
	Extremely Elevated	Extremely Elevated	Extremely Elevated	Normal Risk	3	2	18	2	N	10	CS Gr
	Extremely Elevated	Extremely Elevated	Extremely Elevated	Extremely Elevated	3	2	3	1	Y	9	T3 So
	Extremely Elevated	Extremely Elevated	Elevated Risk	Elevated Risk	3	6	1	1	Y	9	Ca Em
	Extremely Elevated	Elevated Risk	Extremely Elevated	Normal Risk	3	7	2	1	Y	9	EB
	Elevated	Extremely Elevated	Normal Risk	Normal Risk	2	2	10	2	N	8	
	Elevated	Elevated Risk	Elevated Risk	Elevated Risk	2	5	3	4	N	7	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	3	4	1	Y	6	
	Extremely Elevated	Elevated Risk	Extremely Elevated	Elevated Risk	3	0	8	0	N	5	
	Extremely Elevated	Extremely Elevated	Elevated Risk	Elevated Risk	3	0	2	0	N	4	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	12	0	N	4	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	8	0	Y	4	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	8	0	N	3	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	9	0	N	3	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	9	0	N	3	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	2	0	N	2	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	0	0	N	1	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	0	0	N	1	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	0	0	N	1	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	0	0	N	1	
	Normal	Normal Risk	Normal Risk	Normal Risk	1	0	0	0	N	1	

Quick Check: Data-Based Decision Making with a Social Service Lens

What is the system for accessing data necessary for decision making? TIPS process taught to school and community partners. Community data analyzed and inform action planning

- Self-Assessment

- Does the team have access to discipline data for the entire student body (school-wide)?
- Does the team have access to academic data for the entire student body?
- Other CRITICAL DATA SETS: Screening Data, Climate Data, Focus Groups, Attendance, # of students participating in clubs, sports, connected to staff?
- Are those data clearly and logically linked to the annual action plan for Tier I?
- Are these data reviewed at least monthly?

Need More on Screening?

ISF Webinars on Screening

- <http://www.midwestpbis.org/interconnected-systems-framework/webinars>
- <https://midwestpbis.adobeconnect.com/p7pkk5t9w9yv/>
- <https://midwestpbis.adobeconnect.com/p306425jwti/>

Pause and Reflect

- Which PBIS Tier 1 feature(s) could be enhanced most easily in your school (s)?
- How could this tool be used with your school(s)?
- Determine how SEL will align with PBIS effort.
 - Identify priority skills based on data, link to teaching matrix, train ALL staff to embed lessons, use marketing strategies to focus on whole school approach.



Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

Context

PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation

In this continuous improvement model, teams develop a strategic plan that is anchored to core features or guiding

Break



Tier 2

Professional Learning Roadmap: Tiered Fidelity Inventory

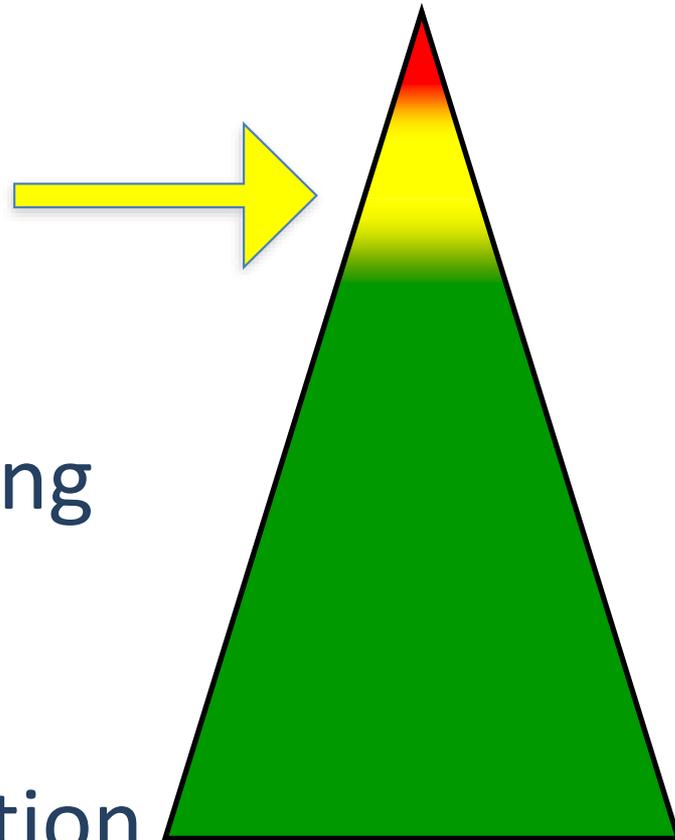
<u>Teams</u>	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

<u>Interventions</u>	
2.5	Options for Targeted Interventions
2.6	Targeted Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

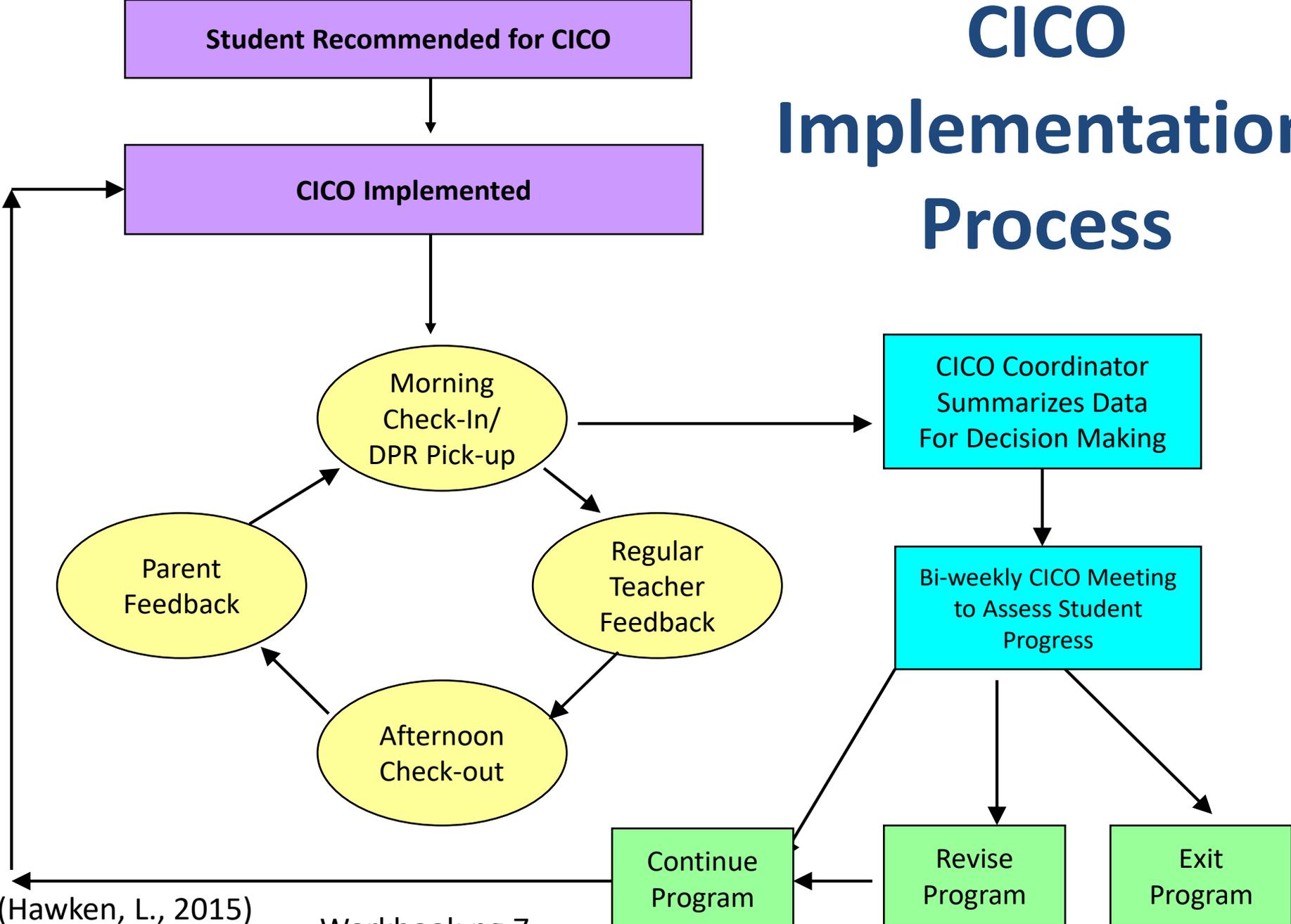
<u>Evaluation</u>	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

Install Tier 2 Systems Using CICO as the “Organizer”

- Intervention
- Screening Tool
- Data Collection
 - progress monitoring
 - fidelity
- Teacher Support
- Formal Documentation



CICO Implementation Process



(Hawken, L., 2015)

Workbook pg.7

CICO Daily Progress Report

Built upon 3-5 school-wide expectations

Generalizable across student schedules

Three point rating scale

Defined number times for feedback (10 or less)

CICO-SWIS Daily Progress Report

Name: _____ Date: ____/____/____ Parent/Guardian Signature: _____	Rating Scale 2 = Met all expectations (Great job!) 1 = Met some expectations (Good work) 0 = Met few or no expectations (Room for improvement)	CICO-SWIS Goal: ____% Points Earned: _____ Points Possible: _____ Goal Met: ____ YES ____ NO
--	--	---

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							

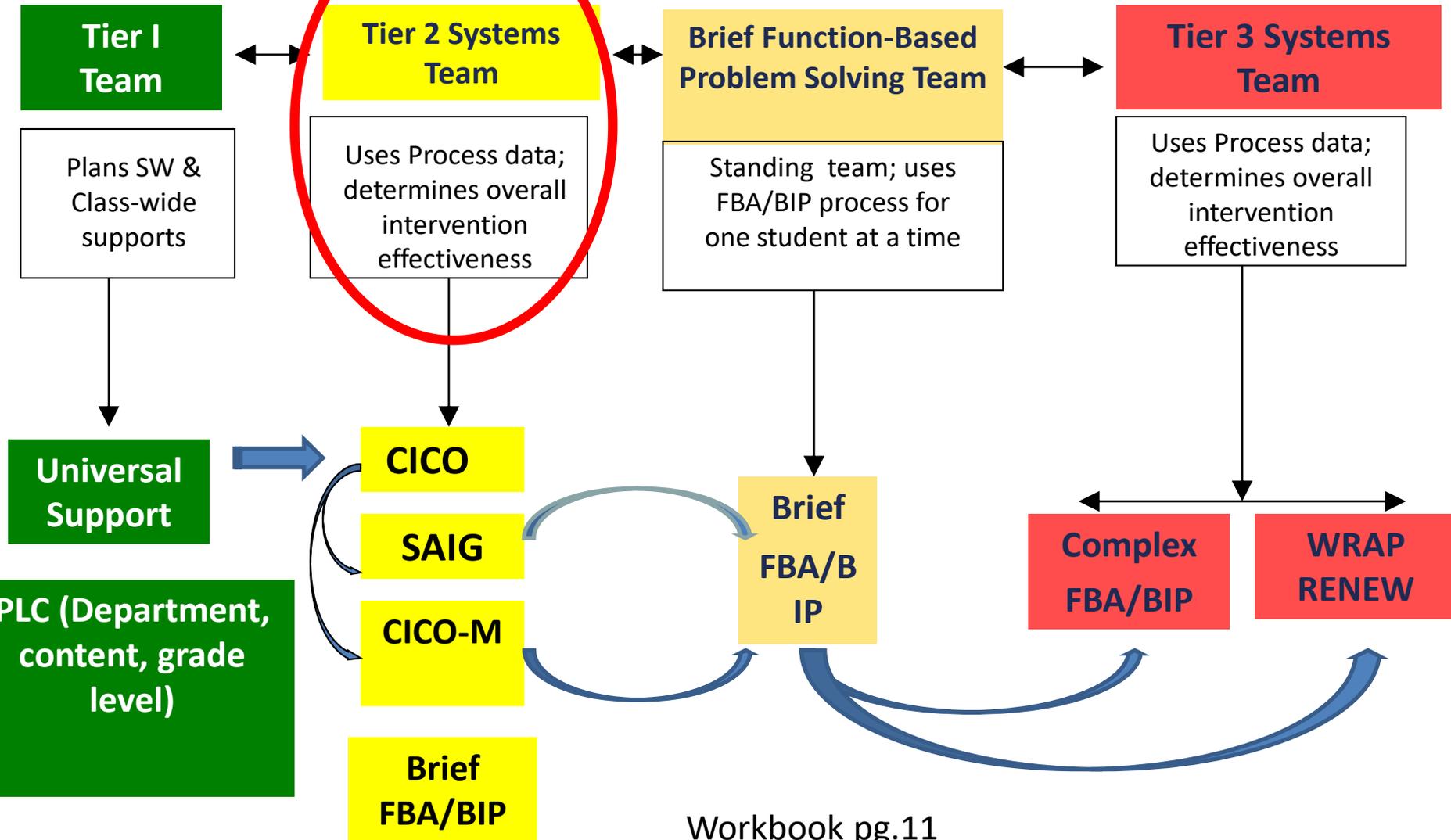
CICO in Action: What did you notice?



http://www.youtube.com/watch?v=f8Jhy_LxWDk

3-Tiered System of Support

Necessary Conversations (Teams)



Traditionally, we have Problem Solving Teams...

Problem Solving Team 'conversation'

- Develops plans for one student at a time
- Every school has this type of meeting
- Teachers and family are typically invited

We want to consider Systems Planning at Tier 2

- **Tier 2 Systems Planning ‘conversation’**
 - Monitors effectiveness of all Tier 2 Interventions
 - CICO, Social Academic Instructional Groups (S/AIG, and Brief FBA/BIP supports
 - Reviews data to make decisions on improvements to the interventions
 - Conversation is focused on trends to look at how all students (groups of students) are responding with LIMITED to NO individual student discussions
 - Students who are making progress
 - Students who have met their goal
 - Students who are not making progress

Understanding Types of Groups

Monitor Data, Install Systems, Select Practice

Simple

Complex

**REMEMBER to Consider: structure, skills taught, staff skills, location, and frequency
Matched to student need with instructional focus, skilled staff (i.e. group dynamics, content, behavior science, clinical)**

- SEL – Core Curriculum
- Taught by Teacher Inside of the Classroom
- Weekly

- Pro-Social Skills-Core SEL curriculum
- Taught by Assistant Teacher
- Outside of the Classroom
- 2/week

- Coping Skills-pulled from SEL curriculum
- Taught by a School Counselor
- Inside of the Classroom
- 2/week

- Coping Power
- Taught by a Community Provider
- Outside of the Classroom
- Daily

Welcome Activity

- Find a partner
- Use link from email to access google folder
- Go to Examples
- Find TSS Trauma Sensitive Lens
- Read and discuss

Mapping Part 1: Tier 2

Ensuring Structures are in place

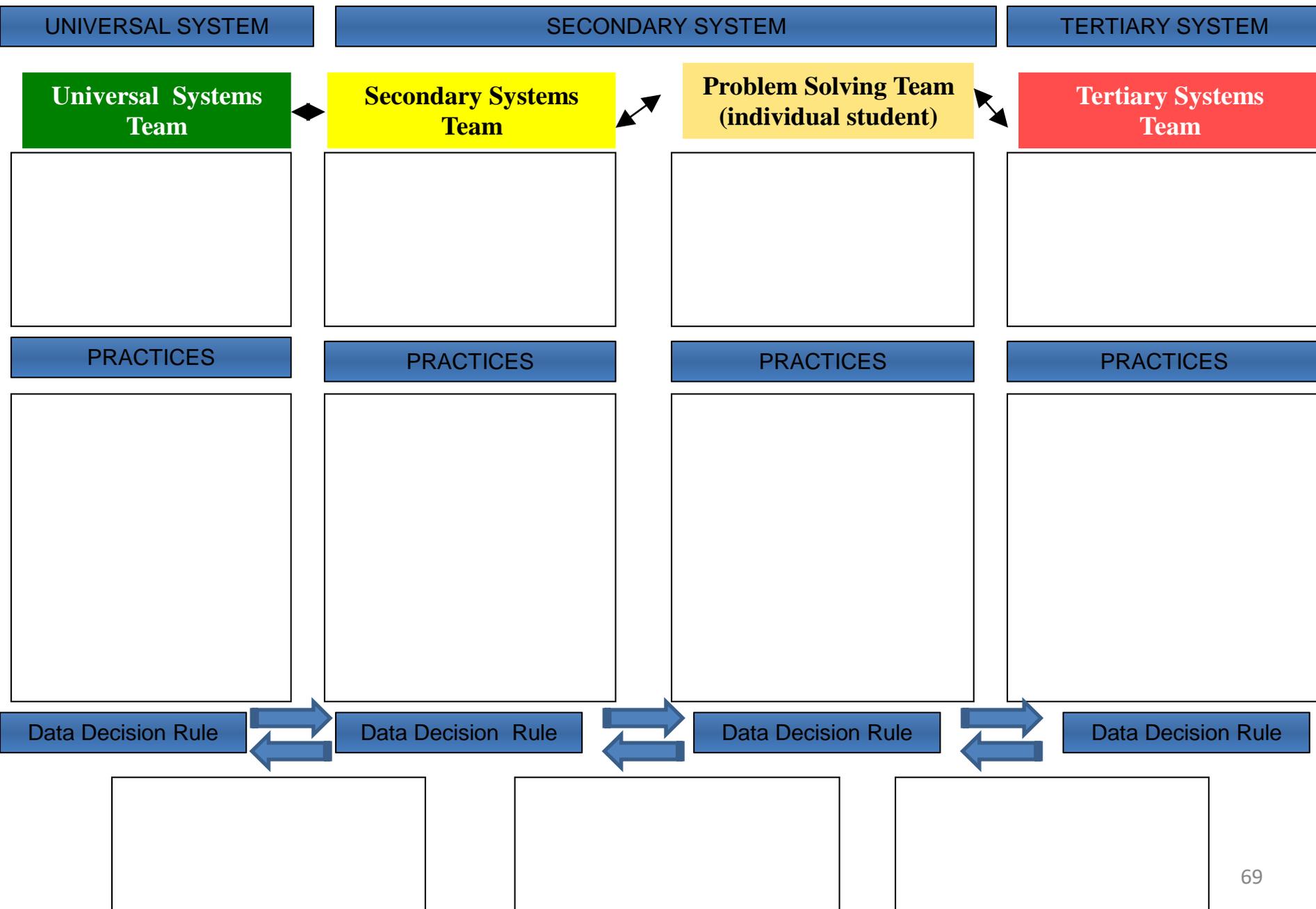


Activity: Intervention Mapping and Gap Analysis

Step 1: Use the table below to identify what interventions you have in place at each tier.

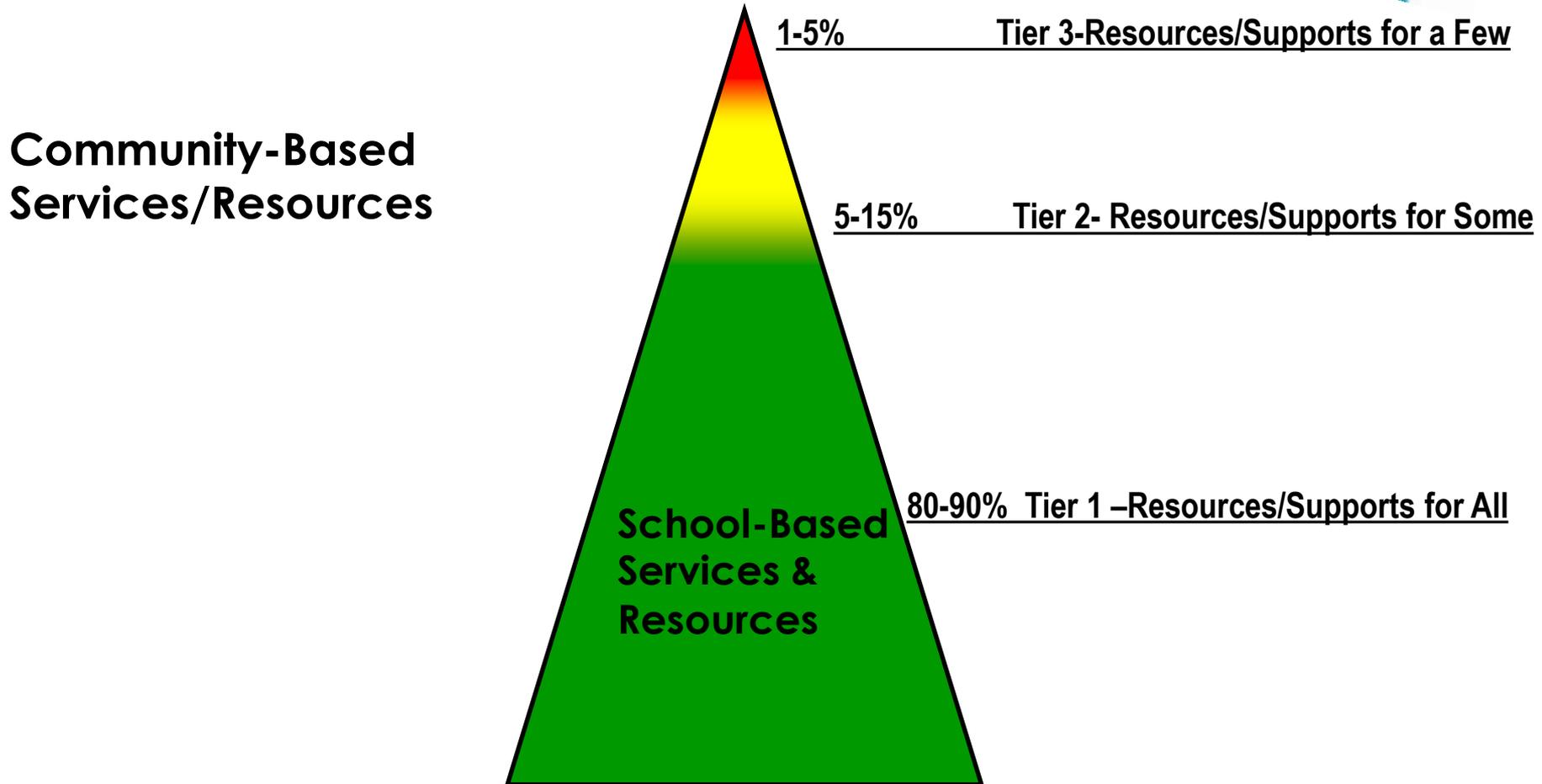
Intervention Map								
	Intervention	Expected Outcome	Who Facilitates	Decision Rules (In, On, Out)	How many students participated	How many made progress	Was intervention an EBP	Was intervention implemented with fidelity
Tier 1								
Tier 2								
Tier 3								

Part II: How will mapping influence teaming structures?



Reflect & Discuss:

Part III: What's in Place in the Community?



2.1 Team Composition

Subscale	Tiered Fidelity Inventory: Tier II Features
<p>Teams</p>	<p><u>2.1 Team Composition:</u> Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</p> <p><u>PBIS Big Idea:</u> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p><u>ISF Big Idea:</u> Community partners familiar with operations of school and work can san strengthen the promotion of healthy social/emotional functioning for all students.</p>
<p>ISF Enhancements</p>	<p><i>Tier II teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.</i></p> <p><i>Tier II team includes those who have the authority to allocate resources, develop policies and commit to necessary and critical changes in how both school and community employed personnel function at the school and student level (i.e. school-based clinicians, etc).</i></p>

Teaming at Tier 2

Building Systems Planning **'conversation'**

Monitors effectiveness of tier two interventions

Review data to make decisions on improvements to the interventions

Individual students are not discussed

Intervention Team 'conversation'

Develops plans for one student at a time

Every school has this type of meeting

Teachers and family are typically invited

Building Systems Team Roles

Meet at least monthly for maximum of 1 hour

Team Leader - responsible for agenda & facilitation of meeting

Intervention Coordinator(s) - report out on aggregate student data from interventions they coordinate (ex. “50 youth in CICO, 40 are responding”)

Action Plan Recorder - note taker

Time Keeper - keeps team on topic and manages time per topic

Family Representative - provide family voice on modifying interventions, need for additional interventions, and improving family involvement with interventions

Community Partner – report out aggregate student data from interventions they coordinate; provide mental health expertise

Determine Roles and Function Teams and Individuals

Coordinator

- Organizes and/or oversees the specific interventions such as CICO, Small group instruction, specific targeted MH intervention
- Roles include: scheduling meetings, review & collect data to share during team meetings, etc...

Facilitator

- Directly provides intervention support services to youth/families
- Roles include: meeting with students for CICO, facilitating a small group intervention, or specific targeted MH intervention

2.2 Team Operating Procedures

Subscale	Tiered Fidelity Inventory: Tier II Features
Teams	<p><u>2.2 Team Operating Procedures:</u> Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p> <p><u>PBIS Big Idea:</u> Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p> <p><u>ISF Big Idea:</u> The inclusion of community data can ensure that action planning is culturally relevant and considers home/school/community context of students.</p>
ISF Enhancements	<p><i>Teams review community and school data to inform decisions regarding which evidence-based interventions are selected along the continuum of Tier II supports.</i></p> <p><i>Teams review role and utilization of school and community employed clinician and Community partners' roles at Tier 2 are clearly defined through a memorandum of understanding (MOU).</i></p>

Tier 2 (CICO) Coordination Team Meeting Minutes

School:

Meetings	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)

<input type="checkbox"/>						
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Today's Agenda Items (Place "X" to left of item after completed):

Today's Agenda Items (Place "X" to left of item after completed):				Agenda Items for Next Meeting	
1.	<input type="checkbox"/>	Review Agenda and Suggested Times (? min.)	5.	<input type="checkbox"/>	CICO System Problem Solving & Action Planning (? min.)
2.	<input type="checkbox"/>	Celebrations	6.	<input type="checkbox"/>	Evaluation of Team Meeting (? min.)
3.	<input type="checkbox"/>	CICO Intervention Summary (? min.)	7.	<input type="checkbox"/>	1.
4.	<input type="checkbox"/>	Decision Rules and Sources for New referrals to CICO team (? min.)	8.	<input type="checkbox"/>	2.
					3.

CICO Intervention Summary (Completed by CICO Coordinator/Data Analyst)

Tier 2 Implementation Fidelity Check - Tiered Fidelity Inventory (TFI) – Tier 2 section

Date of last assessment: _____ Tier 2 Implementation _____ % Next Check: _____ Tier 2 Date _____

Population Data:

Total School Population as of Oct 1: _____ #
 Total # students currently receiving Tier 2 CICO supports _____ # Percentage of students currently receiving Tier 2 CICO supports: _____ %

CICO Progress Monitoring:

Data-Based Decision Rule for "responding" to CICO: _____

Number/Percent of students by status since last review:

Students Meeting Goal # _____ % Students Not Meeting Goal # _____ % Students Fading to self-management # _____ %

Decision Rules and Source for New Referrals to CICO (Completed by CICO Coordinator)

Possible sources: SWIS data (minor and major), Request for Assistance form, Other (family or student nomination)

Standard procedure: Referral, assessment, determination within 48-72 hours (insert your timeframe), parent/student notification, parent/student introduction, begin CICO

Where are referrals being generated (how many from SWIS Data, RFA, Other-Family/Student Nomination)?

Referral Source	Decision Rule (2 ODRs within a 2 month period; 6 classroom-managed incidents)
SWIS Data	
Request for Assistance	
Other:	

CICO System Problem Solving & Action Planning (See *Guiding Questions on Problem Solving and Action Planning Resource*)

Possible problems: fidelity, delay in identifying students or starting CICO, low % responding, etc.

Possible decisions: meet with teacher, meet with facilitator(s), modify decision-rule(s), etc.

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
___ students are being supported through CICO. ___ % are responding (___ students), ___ students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), ___ students have met their goal (80% points earned over 4 consecutive weeks), and ___ students are not responding.			
Continue			
Fade/Graduate			
Intensify/modify			
Continue to not respond after modifications have been implemented			

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of tracking whether we are completing the tasks we agreed upon at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed upon at previous meetings?
4. In general, are the completed tasks having the desired effects on student behavior?

	Our Rating		
	Yes	So-So	No

If some of our ratings are "So-So" or "No," what can we do to improve things?

2.3 Screening

Subscale	Tiered Fidelity Inventory: Tier II Features
Teams	<p><u>2.3 Screening:</u> Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</p>
	<p><u>PBIS Big Idea:</u> Quick access to additional supports increases the likelihood of student success.</p> <p><u>ISF Big Idea:</u> Screening for social, emotional, and behavioral concerns; both internalizing and externalizing; allows students to be identified early and linked to the appropriate intervention.</p>
ISF Enhancements	<p><i>School-wide screening protocol includes a process to identify both internalizers and externalizers.</i></p> <p><i>Data from screening and Tier II decision rules are used to select appropriate evidence-based intervention (e.g., if a small group of students are experiencing anxiety, an intervention specifically aligned to teach coping skills is selected).</i></p>

Selecting EBP at Tier 2 based on Screening and other data sources

- Start with Tier 1 and enhance with SEL curriculum
- Start with CICO and DPR
- Small group instruction on specific skill sets
 - Social, coping, problem solving etc. skills as low level generic, higher frequency dosage of teaching
 - Skills are layered into DPR
- Small group instruction to address a specific identified need
 - Use of screening, expanded data, referral

For other schools, may be a social media concern....

Teaching Matrix		IMMERSE Strategies for Using						
		All	Technology	L	...	Bus
Expectations	Respectful	...	Walk.	Have a plan.	Words matter, pause and reflect before you post	Study, read, compute.	Sit in spot.	
	Achieving & Organized	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Check your feelings Re-read message	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Responsible	...	Maintain physical space.	Use equipment properly. Put litter in garbage can.	Model for others double check sources and consider feelings of others	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Specific Behaviors/Skills

Data Informed Linked to SEB

Teaching Matrix		INCORPORATE Coping Strategies for Managing Stress						
		All Settings	Classrooms	Lunch	Assembly	Bus		
Expectations	Respectful	Walk.	Have a plan.	<p>Invite those sitting alone to join in</p>	<p>Study, read, compute.</p>			
	Achieving & Organized	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	<p>Have a lunch plan and choose quiet or social lunch area</p> <p>Invite friends to join me</p>	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Responsible	Use appropriate physical space.	Share equipment properly. Put litter in garbage can.	<p>Use my breathing technique</p> <p>Listen to my signals</p>	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.	

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

Assessing Need by Reviewing Community and School Data

- SAME PROCESS AS Tier 1

2.5 Options for Tier II Interventions

Subscale	Tiered Fidelity Inventory: Tier II Features
<p>Interventions</p>	<p><u>2.5 Options for Tier II Interventions:</u> Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p> <p><u>PBIS Big Idea:</u> Using evidence-based interventions to address student need increases the likelihood of improved outcomes.</p> <p><u>ISF Big Idea:</u> Implementing evidence-based interventions is ensured when a protocol for selection and assessment of fidelity are aligned with specific behavioral health challenges.</p>
<p><i>ISF Enhancements</i></p>	<p><i>School employed and community employed staff develop a single continuum of interventions that is evidence-based, matches needs in a culturally appropriate way, increases to match intensity level, and prioritizes family perspective.</i></p> <p><i>Which staff deliver which intervention is decided by the team based on skills/fluency of personnel with the each specific evidence-based intervention.</i></p>

Explore Intervention Options-

Can you build on what you have?

- American Psychological Association
(<http://effectivechildtherapy.com>)
- Evidence Based Behavioral Practice (www.ebbp.org)
- National Association of School Psychologists
(www.nasponline.org)
- What Works Clearinghouse (www.whatworks.edu.gov)
- Center for School Mental Health (www.csmh.umaryland.edu)
- School Based Mental Health: An empirical guide for decision makers
(<http://rtckids.fmhi.usf.edu/rtcpubs/study04/SBMHfull.pdf>)
- National Institute of Health (NIH)

Interventions for Trauma

Intervention	Target Population	Implementation Details	Getting Started
Support for Students Exposed to Trauma (SSET)	10 to 14 years	<ul style="list-style-type: none"> • Tier 2 • 10 sessions 	<ul style="list-style-type: none"> • Non-clinical adaptation of CBITS • Teachers and school counselors • Free resources to implement
Trauma Focused Coping (TFC)	9 to 18 years	<ul style="list-style-type: none"> • Tier 2 • 14 sessions 	<ul style="list-style-type: none"> • Mental health provider with Master's Degree • Manual available for free • Training available, but not required \$2400 per day
Bounce Back https://bouncebackprogram.org/	5 to 11 years	<ul style="list-style-type: none"> • Tier 2 • Adaptation to CBITS • 10 sessions 	<ul style="list-style-type: none"> • Clinicians with CBT aptitude may only need trainer manual • Free online training and resources • In-person training available from \$2000-8000
CBITS Cognitive Behavior Intervention for Trauma in Schools	8 to 15 years	<ul style="list-style-type: none"> • Tier 2 • Group, individual, parent and teacher sessions 	<ul style="list-style-type: none"> • Master's or doctorate in clinical field • Free online training and resources • In-person training available from \$4000-10,000
SPARCS (Structured Psychotherapy for Adolescents Responding to Chronic Stress)	12 to 18 years	<ul style="list-style-type: none"> • Tier 2 • 16 sessions 	<ul style="list-style-type: none"> • Generally mental health clinicians with Master's Degree • 4 days of training with follow-up support (contact developers for cost)
Trauma-Focused Cognitive Behavioral	3 to 18 years	<ul style="list-style-type: none"> • Tier 3 • Weekly 30-45 	<ul style="list-style-type: none"> • Master's degree and training • 2 day training available for approximately

Select Intervention

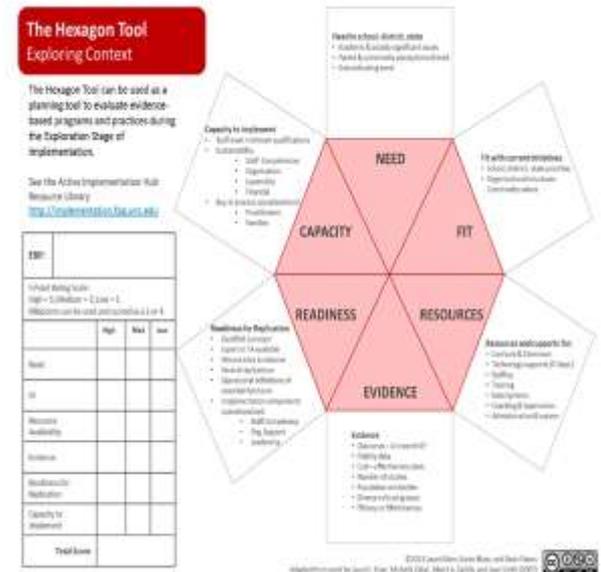
Identify a process to guide selection:

- Consumer Guide to Selecting EBPs (ISF Monograph)
- Hexagon Tool from NIRN

Consumer Guide to Selecting Evidenced Based Mental Health Services within a SWPBS model

Assessment

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ An assessment has been conducted to determine the need, risk and intensity of the services. These may include the following depending on the presenting problem and the level of risk student presents with. <ul style="list-style-type: none"> ○ Strengths assessment, i.e.: Strengths and Difficulties Questionnaire (Goodman, 1997) ○ Functional behavioral assessment ○ Social skills assessment i.e.: (SSIS, SRS) ○ Mental health functioning rating scales i.e.: Self-Report Youth Inventories ○ Risk assessment ○ Diagnostic assessment ○ Results of the assessment indicate the strengths and skill deficits of the student ○ Assessment results are reviewed at the appropriate continuum of behavior support team (universal, tier II, tier III) <ul style="list-style-type: none"> ○ to determine the appropriate school based intervention and/or ○ referral, in conjunction with the school team, to a more qualified mental health professional if needed to assess risk | <p>YES / NO</p> |
|--|---|



2.6 Tier II Critical Features

Subscale	Tiered Fidelity Inventory: Tier II Features
Interventions	<p><u>2.6 Tier II Critical Features:</u> Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p> <p><u>PBIS Big Idea:</u> When critical features are in place, students are more likely to respond and have improved success.</p> <p><u>ISF Big Idea:</u> When critical features include both internalizing and externalizing needs, a broader range of interventions will be available to address the needs of ALL students.</p>
ISF Enhancements	<p><i>School employed and community employed staff receive professional development regarding their role in Tier II critical features, including the teacher's role in providing prompts, pre-corrects and reinforcement of skills being taught in Tier 2 interventions (e.g. using the Daily Progress Report with all Tier2 interventions)</i></p> <p><i>As interventions are selected through a team-based protocol, critical features are addressed specific to each intervention before implementation begins. Linkage to Tier 1 expectations and progress monitoring are clarified.</i></p>

Install and Implement

- Define and deliver Professional Development
 - What will facilitators (e.g.: both school and community employed) need?
 - What will staff, students, and families need?
- Define the intervention
 - Who will deliver? When?
 - Decision rules (in, on, and out)
 - Student identified in highly elevated range for Internalizing Risk
 - Crisis hotline has been called for student
 - Student has 2 or more events leading to suspension

Possible Decision Rules: Social Emotional Behavior Academic

Use a Social Service Lens

- Formal Screening Measures
- Student has ? consecutive minor classroom reports
- Student has 2-5 ODR's
- Student has 1Suspension
- Student experiences more than ? minutes out of instruction (nurse, counselor, early dismissal)
- Student misses more than ? days unexcused absences
- Student- incomplete classwork/homework
- Tardies
- Other indicators:

Data-Based Decision-Rules:

Sample to Consider

a) Identification for CICO (IN):

- Youth is identified by Universal Screener, has 2 or more ODRs, 10% out of class time, open referral

b) Progress-monitoring (ON):

- DPR data is collected daily & reviewed every other week. Data is collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

c) Exiting/transitioning (OUT):

- Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or attendance concerns. Youth will be transitioned into being a CICO student mentor.

Trauma-Informed Tier 2 Group

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Self-Check Use calming strategy	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use your words Use safe hands	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Ask for help Connect with safe person	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

2.10 Level of Use

Subscale	Tiered Fidelity Inventory: Tier II Features
Evaluation	<p><u>2.10 Level of Use:</u> Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>
	<p><u>PBIS Big Idea:</u> Approximately 5-15% of students would benefit from Tier II interventions.</p>
	<p><u>ISF Big Idea:</u> A review of cross-system data can increase the likelihood that students will receive early access to a wider array of appropriate interventions.</p>
ISF Enhancements	<p><i>All Tier II interventions, regardless of if they are delivered by school or community employed, are progress monitored for fidelity and impact through an integrated tier II systems team.</i></p>
	<p><i>School employed and community employed staff install interventions according to data and need (e.g., if a large percentage of students within a building have experienced trauma, a trauma-informed intervention would be appropriate at Tier I vs. a smaller percentage (5-15%) of students, who might receive a targeted intervention within the Tier II continuum).</i></p>

2.11 Student Performance Data

Subscale	Tiered Fidelity Inventory: Tier II Features
Evaluation	<p><u>2.11 Student Performance Data:</u> Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>
	<p><u>PBIS Big Idea:</u> Making decisions based on data allow the Tier II team to efficiently and effectively monitor intervention fidelity and student outcomes.</p> <p><u>ISF Big Idea:</u> Cross system collaboration and communication enhances the use of student performance data.</p>
ISF Enhancements	<p><i>School and community employed staff are proficient at using consistent data gathering tools and processes where possible (e.g. daily progress report) so that communication, systems, and processes can be streamlined.</i></p>
	<p><i>Barriers to intervention success (e.g., that a student was able to access/participate in the intervention) are reviewed and discussed.</i></p>

Sample Student Outcome Data Sources

- Classes passed, credits earned, grades
- Attendance- classes and days
- Behavior problems- (SWIS)
- Employment, internships, clubs
- Community participation
- Other activities that relate to post-school goals
 - (College visits or applications, driver's license, etc.)
- Tracking performance on assignments, quizzes, tests, homework (check in/check out)
- Behavior problems
- Employment, internships, vocational programs
- Housing, relationships at home
- What the student needs

**“Social & Academic
Instructional
Groups”**

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

(sample coping skills group)

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe Label feeling Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use calm words with peers	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Let teacher know feeling temperature if above yellow	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							

Tracking Tool

Interventions	Check-in Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Modified Check-In/Check-Out # / %		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning) # / %		Complex FBA/BIP # / %		Wraparound Support # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
July	/	/	/	/	/	/	/	/	/	/	/	/
August	/	/	/	/	/	/	/	/	/	/	/	/
September	50 / 5%	40 / 80%	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0%	0 / 0	0 / 0	20 / 2%	14 / 70%
October	90 / 9%	70 / 78%	20 / 2%	20 / 100%	20 / 2%	20 / 100%	20 / 2%	20 / 100%	20 / 2%	20 / 100%	20 / 2%	17 / 85%
November	130 / 13%	100 / 77%	40 / 4%	30 / 75%	30 / 3%	20 / 50%	30 / 3%	20 / 50%	30 / 3%	20 / 50%	30 / 3%	3 / 90%
December	140 / 14%	110 / 79%	50 / 5%	30 / 60%	30 / 3%	20 / 50%	30 / 3%	20 / 50%	30 / 3%	20 / 50%	30 / 3%	6 / 88%
January	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	102 / 10%	80 / 78%	36 / 3%	26 / 72%	26 / 2.6%	20 / 77%	10 / 1%	7.5 / 75%	0 / 0	0 / 0	19 / 19%	16 / 84%

Data supports:

- Monitoring fidelity of interventions
- Ensuring students are proportionate to total enrollment

Monitoring ALL Interventions

Social/Academic Instructional Groups: December

	Group 1 Name: Problem Solving Group I		Group 2 Name: Problem Solving Group II		Group 3 Name: Pro-Social Skills Group		Group 4 Name: Academic Behavior Group		Group 5 Name: Bounce Back		Total for Social/Academic Instructional Groups:	
	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating	# / % Students Participating
December	10 / 1%	5 / 50%	12 / 1.2%	9 / 75%	12 / 1.2%	10 / 83%	10 / 1%	6 / 60%	6 / .6%	5 / 83%		

- Breaking data down by individual groups helps monitor fidelity of all groups
- Interventions facilitated by both school and community providers are monitored

Example:

ENGLISH PROFICIENCY	LUNCH STATUS	GENDER	ETHNIC CODE	MAP Math %	MAP Reading %	DRA	BESS	Referrals 11/1	Truancy Warning and Truancy 10/28	2017 Enrich Plan Area	504	#Nurses Visits (10/20)	ESOL support	Interventions		
9	F	M	W	76	50	#N/A	Normal		#N/A	None		8	#N/A			
9	P	M	B	99	96	#N/A	Normal		#N/A	None		0	#N/A			
9	P	M	B	63	70	#N/A	Normal		#N/A	None		2	#N/A			
9	F	M	B	38	44	#N/A	Normal		#N/A	None		0	#N/A	Small Group	Chirles	
9	P	M	B	#N/A	#N/A	#N/A	#N/A		#N/A	Special Education		1	#N/A	IEP-Valot		
9	P	F	W	78	84	#N/A	Elevated		#N/A	None		0	#N/A			
9	F	F	B	13	53	#N/A	Elevated		7	None		0	#N/A			
9	P	F	W	60	56	#N/A	Normal		3	None		4	#N/A			
9	P	M	W	95	98	#N/A	Elevated		#N/A	None		0	#N/A			
9	P	F	M	93	99	#N/A	Normal		#N/A	None		0	#N/A			
9	F	F	W	#N/A	#N/A	#N/A	Normal		#N/A	Special Education		5	#N/A			
9	F	F	B	1	3	#N/A	Normal		#N/A	None		1	#N/A	IEP-Valot		
9	F	F	B	1	5	#N/A	Elevated		#N/A	None		4	#N/A	IEP-Valot		
9	P	F	W	93	89	#N/A	Normal		#N/A	None		4	#N/A			
9	P	F	W	44	44	#N/A	Normal		#N/A	None		1	#N/A			
9	P	M	W	92	87	#N/A	Normal		3	None		1	#N/A			
9	P	M	W	97	99	#N/A	Normal		#N/A	None		0	#N/A	Small Group	Chirles	

2.12 Fidelity Data

Subscale	Tiered Fidelity Inventory: Tier II Features
Evaluation	<p><u>2.12 Fidelity Data:</u> Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.</p>
	<p><u>PBIS Big Idea:</u> Teams assess fidelity of implementation of the core components of each intervention in order to eliminate barriers and increase the likelihood of positive student outcomes.</p> <p><u>ISF Big Idea:</u> Evaluation of fidelity of implementation can help in the selection/maintenance of interventions and the cancellation of other interventions, thus ensuring that all interventions are carefully matched to data indicating need.</p>
ISF Enhancements	<p><i>School employed and community employed staff are in the process of gathering process data for identified evidence-based interventions.</i></p>
	<p><i>School and community employed staff use process/performance data to determine the overall effectiveness of interventions. Both school and community employed staff use a similar process of gathering and analyzing data so that decisions regarding intervention effectiveness can be streamlined.</i></p>

Monitor - Fidelity

CBITS Adherence / Fidelity Measure

Session 1:

Did the group leader cover the following elements?

0 – not covered at all

1 – cursory reference to this topic and quick review

2 – group leader clearly covers the topic, with or without cooperation of group members

3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)

_____ Introduction of group members, confidentiality, and group procedures.

_____ Explanation of treatment using stories

_____ Discussion of reasons for participation (kinds of stress or trauma).

_____ Homework assignment: Goal-setting

Session 2:

Did the group leader cover the following elements?

0 – not covered at all

1 – cursory reference to this topic and quick review

2 – group leader clearly covers the topic, with or without cooperation of group members

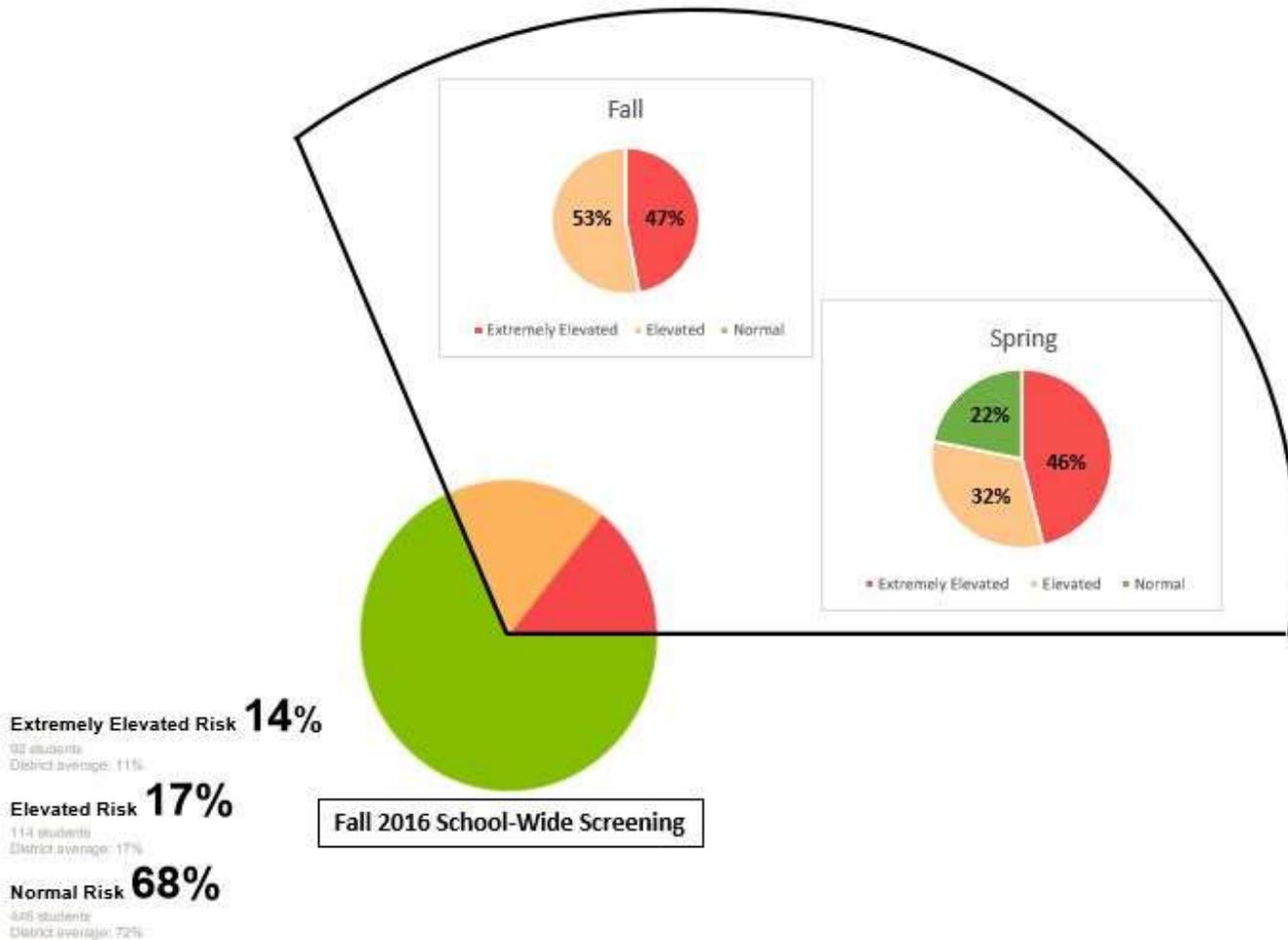
3 – group leader covers the topic thoroughly, integrating it into the larger context of therapy and in an interactive style)

_____ Homework review: Goal-setting

_____ Education about common reactions to stress or trauma.

_____ Relaxation training to combat anxiety

Monitor - Outcomes



Activity: Setting Up Tier 2 Groups

- What intervention(s) and how will it be delivered?
- What is the presenting concern to be addressed?
What is the desired goal/outcome?
- What skills will be taught during the intervention?
- What is the specific plan to monitor progress towards the desired outcome? What are the decision rules to indicate ending the intervention?
Who will deliver the intervention? What skills/training do they need?



Tier 3

School-wide PBIS
Tiered Fidelity Inventory
with ISF Enhancements

3.2 Team Operating Procedures

Subscale	Tiered Fidelity Inventory: Tier III Features
<p>Teams</p>	<p><u>3.2 Team Operating Procedures</u> Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meetings notes, and (d) a current action plan.</p>
	<p><u>PBIS Big Idea:</u> Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p>
	<p><u>ISF Big Idea:</u> When community data is reflected in action planning process, this broader context can support the needs of students across home, school, and community.</p>
<p>ISF Enhancements</p>	<p><i>Community partner roles at Tier III are clearly defined through a MOU.</i></p>
	<p><i>Teams review and utilization of school and community employed clinicians. Staff responsible for implementing individualized Tier III interventions have the credentials, expertise, skill sets needed, and/or receive appropriate professional development.</i></p>

3.3 Screening

Subscale	Tiered Fidelity Inventory: Tier III Features
Teams	<p><u>3.3 Screening</u> Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nomination) to identify students who require Tier III supports.</p>
	<p><u>PBIS Big Idea:</u> Quick access to additional supports increases the likelihood of student success.</p> <p><u>ISF Big Idea:</u> Mental health/community and family/student participation in data review can a) provide a broader perspective and b) offer additional screening tools, for ensuring all youth in need of Tier III are identified as soon as possible.</p>
ISF Enhancements	<p><i>School and community employed staff participate on Tier III systems teams, along with family/youth, to consider possible screening data, additional screening tools (e.g. trauma screening for individual students) and to review data for students in need of Tier III supports.</i></p> <p><i>The integrated Tier III systems team is trained to fluency in and available to facilitate screening tools with individualized families (e.g. “Family Check-up”) to assess individualized needs for either school or community-based supports.</i></p>

3.5 Staffing

Subscale	Tiered Fidelity Inventory: Tier III Features
<p>Teams</p>	<p><u>3.5 Staffing</u> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports. <u>PBIS Big Idea:</u> Adequate resources need to be allocated in order to ensure interventions are put into place with fidelity.</p> <p><u>ISF Big Idea:</u> Community providers full participation in the Tier III system can ensure adequate staff are available to partner with school staff to facilitate/deliver individualized interventions with fidelity.</p>
<p>ISF Enhancements</p>	<p><i>School employed and community employed clinicians have adequate FTE to deliver evidence--based interventions and ensure adequate supervision to ensure fidelity of delivery of interventions.</i></p> <p><i>School employed and community employed clinicians have job descriptions and time allocation/flexible funding that indicate their involvement and participation in Tier III interventions, including conducting function based assessments, developing and implementing behavior support plans, and facilitating individualized interventions (e.g., person center planning, wraparound, RENEW).</i></p>

3.6 Student/Family/Community Involvement

Subscale	Tiered Fidelity Inventory: Tier III Features
Teams	<p><u>3.6 Student/Family/Community Involvement</u> Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non--school--based interventions (e.g., intensive mental health) as needed.</p>
	<p><u>PBIS Big Idea:</u> Individual student support plans require a multi--disciplinary approach that spans home, school, and community.</p> <p><u>ISF Big Idea:</u> Community partners with established collaborative relationships with school district and buildings can enhance full engagement of students/families and increase opportunity for interventions and support</p>
ISF Enhancements	<p><i>School employed and community employed staff work collaboratively with students/families and other natural and community supports to facilitate comprehensive individualized plans with identified resources and interventions across home, school, and community.</i></p>
	<p><i>MOU's are established to clarify delivery of resources and interventions through community agencies as needed.</i></p>

3.7 Professional Development

Subscale	Tiered Fidelity Inventory: Tier III Features
<p>Teams</p>	<p><u>3.7 Professional Development</u> A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention. <u>PBIS Big Idea:</u> Explicit descriptions and professional development ensure a more accurate assessment and that behavior support plans will be implemented with fidelity.</p> <p><u>ISF Big Idea:</u> Cross training with community employed and school employed staff assists everyone in being confident, competent and fluent to consistently deliver evidence-based interventions.</p>
	<p><i>Both school employed and community employed staff qualifications/skills are assessed to determine Professional development plan and resulting common PD calendar for common trainings.</i></p> <p><i>Treatment fidelity is used to evaluate the extent to which both school and community employed staff require additional training and support/supervision.</i></p>
<p>ISF Enhancements</p>	<p><i>Both school employed and community employed staff qualifications/skills are assessed to determine Professional development plan and resulting common PD calendar for common trainings.</i></p> <p><i>Treatment fidelity is used to evaluate the extent to which both school and community employed staff require additional training and support/supervision.</i></p>

Cross Training

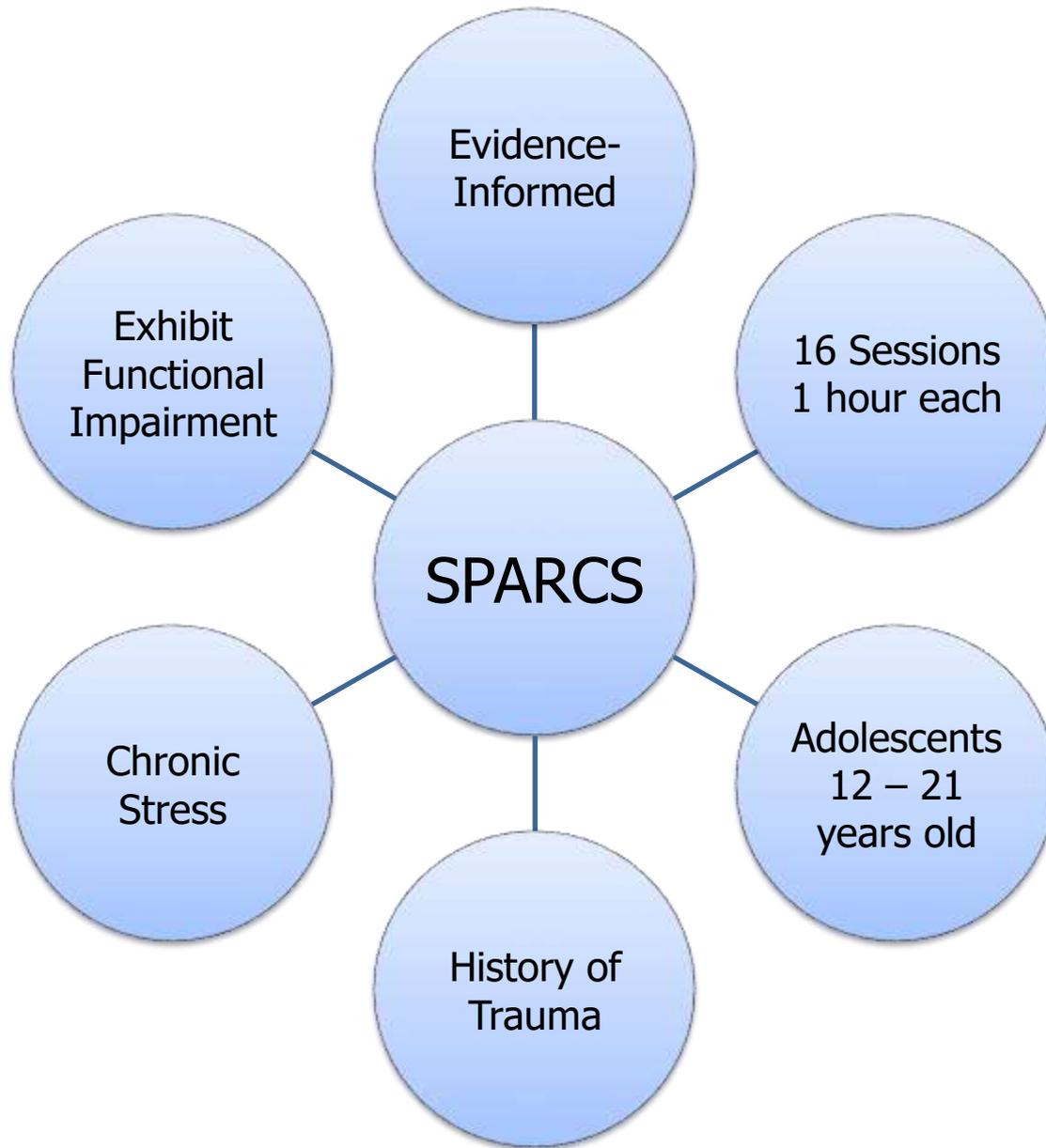
- School employed and community employed clinicians receive appropriate professional development for intervention
- *Examples:
 - SPARCS
 - RENEW

A Trauma-Informed Intervention - SPARCS?

Structured
Psychotherapy
for
Adolescents
Responding to
Chronic
Stress



DeRosa, R., Habib, M., Pelcovitz, D., Rathus, J., Sonnenklar, J., Ford, J., Kaplan, S. (2005). *SPARCS: Structured Psychotherapy for Adolescents Responding to Chronic Stress: A Trauma-Focused Guide*. Great Neck, NY: North Shore- Long Island Jewish Health system, Inc.



Evidence-Informed

16 Sessions
1 hour each

Adolescents
12 – 21
years old

History of
Trauma

Exhibit
Functional
Impairment

Chronic
Stress

SPARCS

RENEW

- Rehabilitation
- Empowerment
- Natural Supports
- Education
- Work

*Person-centered Planning/Wraparound process
driven by youth

RENEW

- Evidence based practice
- School employed and/or community employed staff trained as facilitators

3.8 Quality of Life Indicators

Subscale	Tiered Fidelity Inventory: Tier III Features
Teams	<p><u>3.8 Quality of Life Indicators</u> Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).</p>
	<p><u>PBIS Big Idea:</u> Having a strength--based approach with student/family voice and choice encourages a positive, proactive, and contextually relevant support plan.</p> <p><u>ISF Big Idea:</u> Involving community partners increases access to resources and encourages inclusion of student and family community experiences that assist in developing list of strengths/preferences to expedite achieving goals across home, school, and community.</p>
ISF Enhancements	<p><i>School, student/family and community partners, work together to identify strengths and needs across life domains and settings.</i></p>

3.11 Comprehensive Support

Subscale	Tiered Fidelity Inventory: Tier III Features
<p>Teams</p>	<p><u>3.11 Comprehensive Support</u> Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.</p>
	<p><u>PBIS Big Idea:</u> Behavior Support Plan needs to include multiple components.</p> <p><u>ISF Big Idea:</u> Community partners can contribute a needed perspective in development of a comprehensive behavior support plan.</p>
<p>ISF Enhancements</p>	<p><i>Community partners are fluent with FBA process and actively engage in process of developing support plans.</i></p>
	<p><i>Community partners are actively participating in development of a comprehensive behavior support plan.</i></p>

3.12 Formal and Natural Supports

Subscale	Tiered Fidelity Inventory: Tier III Features
<p>Teams</p>	<p><u>3.12 Formal and Natural Supports</u> Behavior support plan(s) requiring extensive and coordinated support (e.g., person center planning, wraparound, RENEW) documents quality of life strengths and need to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.</p> <p><u>PBIS Big Idea:</u> Behavior Support Plan fits unique context of the individual with a person-- centered lens.</p> <p><u>ISF Big Idea:</u> Active participation of community partners provides the expanded view to help guide how other life domains impact the school setting.</p>
<p>ISF Enhancements</p>	<p><i>Community partners continuously inform the team of strengths and community resources.</i></p> <p><i>The school can consider conducting an internal resource map of the school to identify adults in the building who have skills/interests/hobbies (e.g., tennis, cars, sewing, fashion, etc.) that can be utilized when matching strengths/needs to help meet student goals. If a student presents a goal and a staff member has expertise in this area, he/she could be invited to the team as a fluid team member.</i></p>

3.14 Data System

Subscale	Tiered Fidelity Inventory: Tier III Features
Teams	<p><u>3.14 Data System</u> Aggregated (i.e., overall school--level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.</p>
	<p><u>PBIS Big Idea:</u> Sharing data with staff increases staff buy--in and leads to their willingness to participate in interventions when appropriate.</p> <p><u>ISF Big Idea:</u> Sharing data with community partners increases buy--in and leads to their willingness to participate in and expand options of interventions when appropriate.</p>
ISF Enhancements	<p><i>School employed and community employed staff review data from interventions both for fidelity and impact.</i></p>
	<p><i>This data review informs decisions regarding changes in the goals or plan.</i></p>

Case Examples: Using Data for Decision Making

Are data representative of school, home and community behavior collected, analyzed and used for decision making, including outcome/impact, process, and fidelity data?

Examples

Milton School District

Lehigh School District

Case Example: Milton Area School District 2017-18

- Student enrollment of 2,223 students comprised of 86% White, 3% Black, Latino-Hispanic 7% and 4% Other
- 182 teachers, 108 staff, and 16 administrators
- Largest industries: food manufacturing/distribution, trucking & steel
- Located in rural Northumberland and Union counties
- 3 Elementary Schools, 1 Middle School and 1 High School
- Each school is at different stages of implementation of the PBIS framework
- 352 students receive special education (17.08%)
- 120 students speak English as their second language (4.5%) 69 students currently receiving ELL services
- Median household income of \$38,311.00 / year
- 56% of students qualify for free or reduced lunch

Pennsylvania Youth Survey (PAYS)

- Voluntary survey conducted with 6, 8, 10 and 12 grade students to learn about their behavior, attitudes and knowledge concerning risk and protective factors in their lives.
- The survey is conducted on an every other year basis and is sponsored through the Pennsylvania Commission on Crime and Delinquency in collaboration with the Pennsylvania Department of Education.
- Approximately 75% of school districts in Pennsylvania are projected to conduct the PAYS during the 2017-18 school year.
- Primary focus is on 1) providing school leaders with critical information concerning changes in patterns in the use and abuse of harmful substances and behaviors, and 2) assessing risk factors that are related to undesired behaviors and the protective factors that help guard against concerning behavior.

Case Example: MASD

Priorities Reflected in MASD PAYS Data (2015):

Mental Health & Risk for Suicide

- 4 out of 10 students indicated “at times I feel I am no good at all” (41.4%)
- 4 out of 10 students indicated “felt sad or depressed most days in the past 12 months” (44.5%)
- 2 out of 10 students reported “seriously considered attempting suicide” (21%)

Experiences with Bullying

- 2 out of 10 students reported “being bullied in the past 12 months” (21.9%)

Being Threatened with Violent Behavior

- 3 out of 10 students report being threatened to be hit or beaten up on school property in the past 12 months (31.2%)
- 1 in 10 students report having been hit or beaten up in the past 12 months (13.9%)

Data continued:

Substance Access and Use

- 4 out of 10 students report having tried beer, wine or hard liquor in past 30 days (41.3%)
- 1 out of 2 students report gaining access to alcohol from family / religious celebrations (51.5%)
- Nearly 2 of 10 students report “having smoked cigarettes” (19.4%)
- Approaching 1 of 10 students indicate “using prescription pain relievers without doctor telling them to take them” (7.9%) with primary source of those drugs being family or friends

Stress Associated with Limited Family Resources

- 2 out of 10 students report “worrying about the family running out of food” (19.8%)
- Almost 1 out of every 10 students indicate having “skipped a meal due to limited family money” (8.9%)

Case Example: MASD

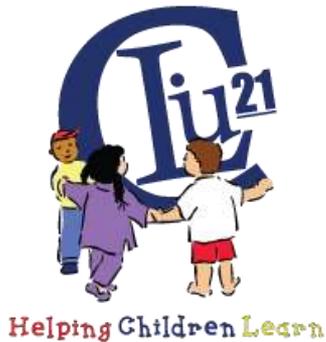
Concurrent and/or Next Priority Steps

- Situating evidence-based universal screening across all schools
- Selection and installation of evidence-based SEL curricula
- Expanding relationships with local community MH providers
- Collaborative community projects:
 - Prescription drug disposal program
 - Panther packs plus other food related initiatives
- Engaging youth leadership in PBIS endeavors across schools
- Increased professional development for teachers:
 - Acknowledgment / Reinforcement
 - Achieving a 4 to 1 ratio in the classroom
 - Positive Parent Contact Program

- School and community data are presented, reviewed, and analyzed at all tier 1 team meetings (monthly).

ISF Implementation Inventory

- 2.14 & 3.17: Multiple sources of school and community data are used to determine need and fit when the tier 2 and/or 3 building system conversation/team is selecting mental and behavioral health interventions.
- 2.15 & 3.18: The tier 2 and/or 3 building system conversation/team monitors the impact of tier 2 & 3 interventions across all students receiving mental and behavioral health interventions by regularly reviewing outcome data from school and community mental health sources.



Carbon Lehigh Intermediate Unit #21 Schnecksville Pa.

- CLIU#21 provides services to **14** public school districts, non-public schools and 2 Career and Technical Institutes of the Carbon and Lehigh counties.



- **Lehigh Learning Achievement School**



- **Allentown Learning Achievement School**

Lehigh County Pennsylvania Systems of Care



Case Study: Use of the Hexagon Tool

Alternative special education program supported by a regional Intermediate Unit

- Grades 3-12 - Most students have significant behavior challenges
- Typical enrollment is 80-100 in an academic year
- Suburban / Urban setting

Racial diversity for 2014-2015

40% White; 38% Hispanic; 19% Black; 3% Other

Special education status

60% Emotional Disturbance; 18% Other Health Impaired;
7% Specific Learning Disability; 6% Autism; 6% Intellectual
Disability; 2% Traumatic Brain Injury

Hexagon Tool Results

Prioritization of practices / interventions:

1. Mental Health and Alcohol / Substance Abuse screener
2. Implement advanced tiered interventions that were evidenced based (e.g., locally-developed mentoring program not necessarily evidenced based)
3. Align students with intervention groups based on need not convenience (e.g., scheduling)

BIMAS Data

BIMAS | Results

Age:

11	12	13	14	15	16	17	18	19	20	21
3%	6%	---	11%	29%	26%	23%	3%	---	---	---

* Majority of students between the ages of 15-17

Race/Ethnicity:

African American	American Indian	Asian	Hispanic	White	Other	Multiple	Unspecified
6%	---	0%	43%	46%	---	6%	---

* Majority of students identified as White

Gender:

Male	Female
77%	23%

* Majority of students are Male

Risk Level Results:

	Conduct	Negative Affect	Cognitive/Attention	Social	Academic
High Risk	31%	43%	29%	60% (concern)	40% (concern)
Some Risk	37%	31%	34%		

Overall Interpretation (please re: p. 2 for a more specific description of the scales):



The Positive Action program features scripted lessons that are easy to prepare and teach.

Grades K-12

Pre and Post Assessment

Approximately 15+ minutes instruction 3 days

Classroom Kits- 140 lessons per Kit

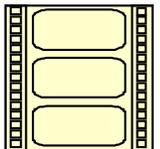
<https://www.positiveaction.net>

Youth Mental Health First Aid



Mental Health First Aid USA is listed in the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices. Mental Health First Aid is an 8-hour course that teaches participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training helps participants identify, understand, and respond to signs of mental illnesses and substance use disorders.

<https://www.youtube.com/watch?v=7R2j-gxPePE>



School Police Officer



- School Building Safety
- *Crime Prevention Through Environmental Design*
- Security and access to the building

- Promote Positive Relationship with Police

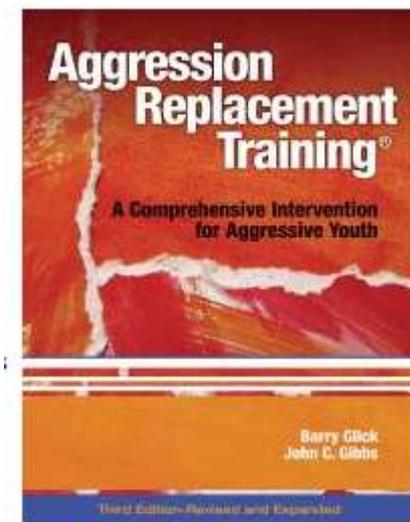
- Member SWPBIS Team

- Aggression Replacement Trainer of Trainer

AGGRESSION REPLACEMENT TRAINING®

Aggression Replacement Training features three coordinated and integrated components:

- **Social Skills**
- **Anger**
- **Moral Reasoning**



Secondary Tier 2 Supports

Groups of students that data suggests they need more teaching, training, and skills

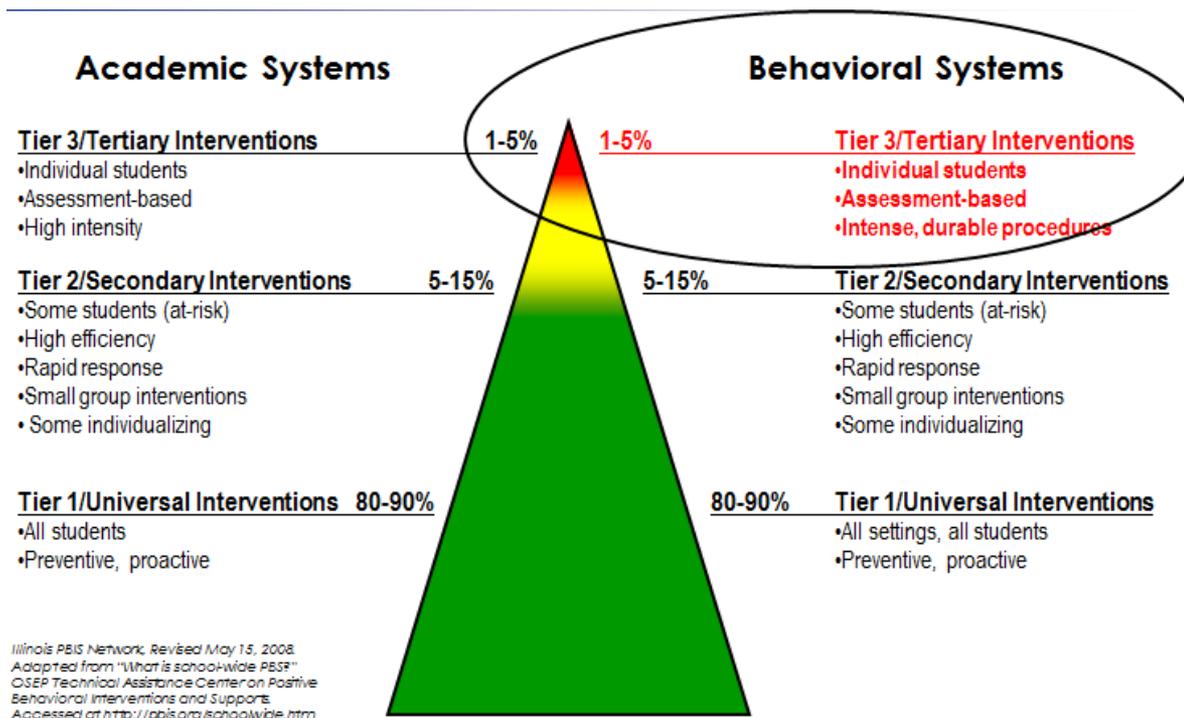
Examples: Student Assistance Program, Check in Check Out/ Check & Connect, Aggression Replacement Therapy, Pro-social Skills, PATHS...



Secondary Tier 3 Supports

Individual Supports for that data suggests they may need intensive training, counseling and skills.

Examples: RENEW, Behavior Intervention Plan, PTR



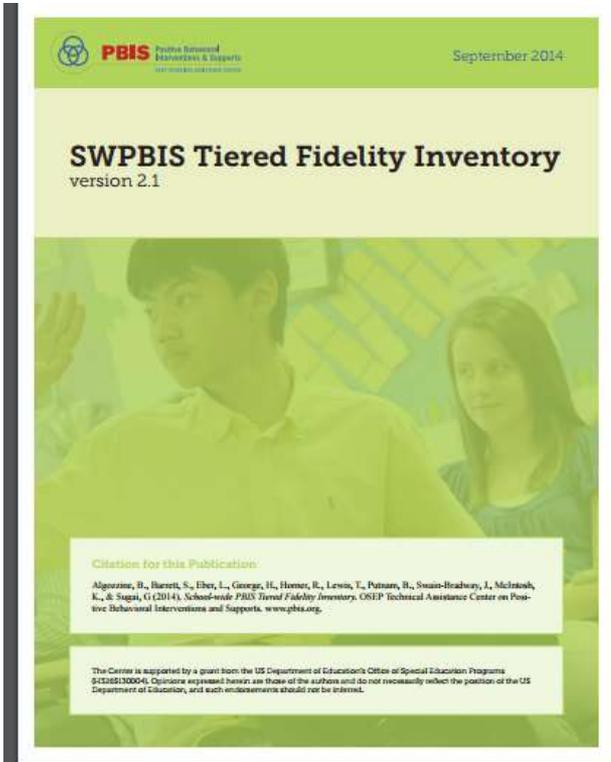


RENEW Rehabilitation for Empowerment,
Natural Supports, Education, & Work

RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.

<http://iod.unh.edu/projects/rehabilitation-empowerment-natural-supports-education-and-work-renew>

Tiered Fidelity Inventory



www.pbisapps.org

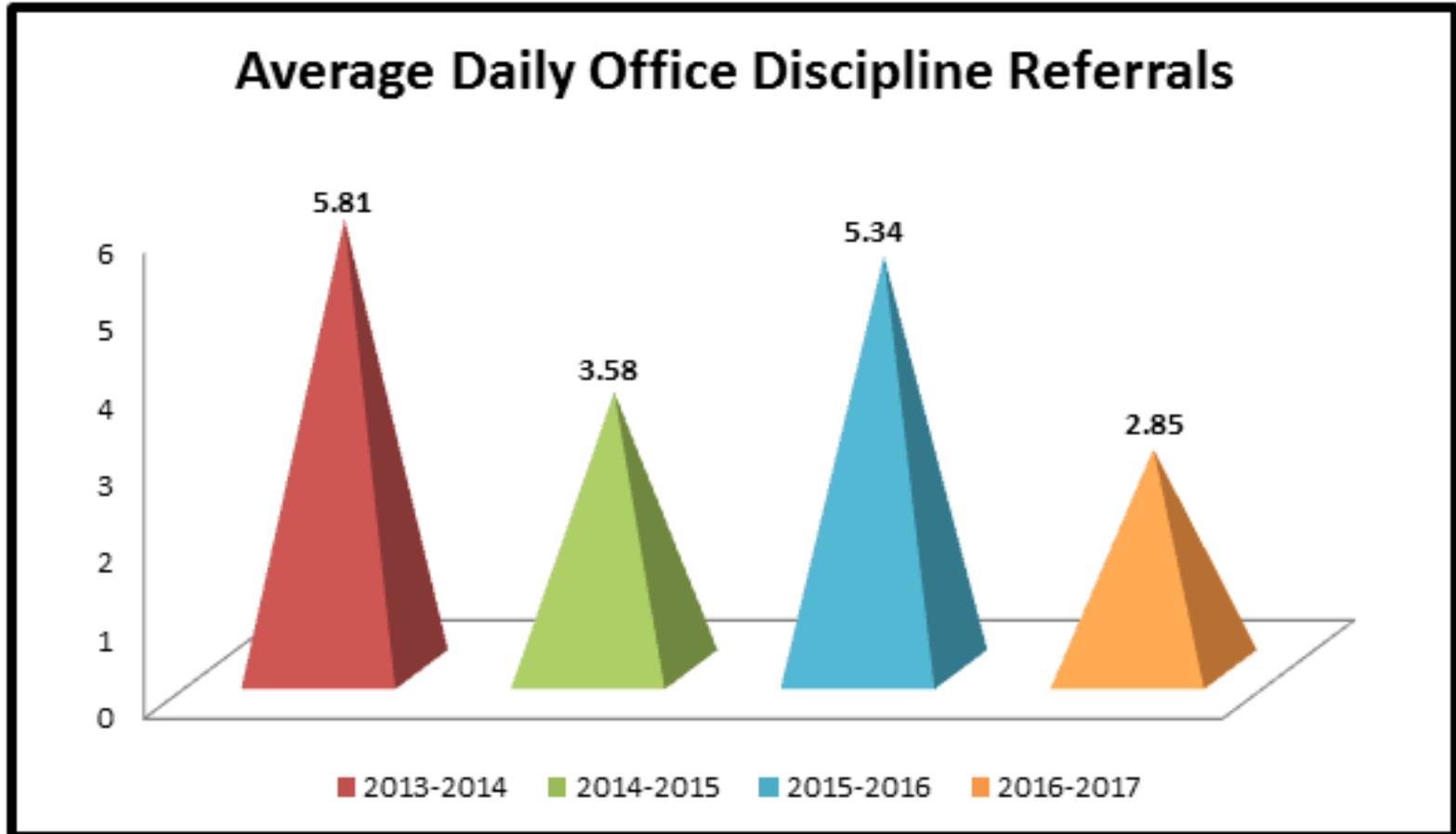
ALAS Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition	2	Staff: Tracy P, Joan L, Barbara H, Lynn K, Rosemary L, Joann L, Courtney F, Heather S Youth Leadership Council: Shane U, Halley V, Haley E, Wilson, Kory Parent Involvement: Halley V. Mom	Molly	August 2016
	1.2 Team Operating Procedures	2	Monthly TIPS facilitator and note taker	Tracy	Monthly
Tier II					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	2.1 Team Composition	2	SAP: Michelle McWhinney , Mark Lesko, Megan Hess, Pia Houseal , Allport, Dr. Mark Simon ART: Officer Frank DeMatto, Jay Gray, Jonathan McDonald	Vinnie	
	2.2 Team Operating Procedures	2	Decision Rules TIP Notes	Tier II Team	
	2.3 Screening		Discussion of measure- BIMAS? Using a new tool?		
Tier III					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	3.1 Team Composition	2	RENEW- Vinnie Andrews, Jonathan McDonald, Michelle McWhinney , Dr. Molly Flood, Jay Gray SITES- Dr. Matt Gilton, Dr. Mark Simon, Karri Miller,	Vinnie	
	3.2 Team Operating Procedures	2	Decision Rules		
	3.3 Screening	2	RENEW- Statewide Update 11/10/2016	Molly Vinnie	
	3.4 Student Support Team	2	Trained RENEW Facilitators CLIU 21 Mental Health Staff Psychiatrist Dr. Larry Dumont		
Resources	3.5 Staffing	2	The building is under staffed which makes it difficult to be consistent. Social Work Services: Pia Houseal -Allport, School Psychologist: Dr. Mark Simon		
	3.6 Student/Family/Community Involvement	2	Career Link, Military Recruiters, Keenan House, PSP, Mark Allen, Fishing trips in Spring Community Service for Friends of Allentown- Trail Cleaning	ESI's	
	3.7 Professional Development	2	2016 Summer Academy, October 2016: Via Presentation Professional development calendar	Molly	
Support Plans	3.8 Quality of Life Indicators	2			

Installation of SWPBIS Tiers

Academic Year	Tier 1 SWPBIS	Tiers 2 & 3 SWPBIS
2012-2013	Full (SET = 100 / 93)	Informal mentoring system
2013-2014	Full (BoQ = 89)	SPO, SAP, Project RENEW
2014-2015	Full (BoQ = 97)	SPO, SAP (MH / D&A Assessments), Choices, Project RENEW
2015-2016	Full (BoQ = 96)	SPO, SAP, ART, Choices, RENEW, Positive Action

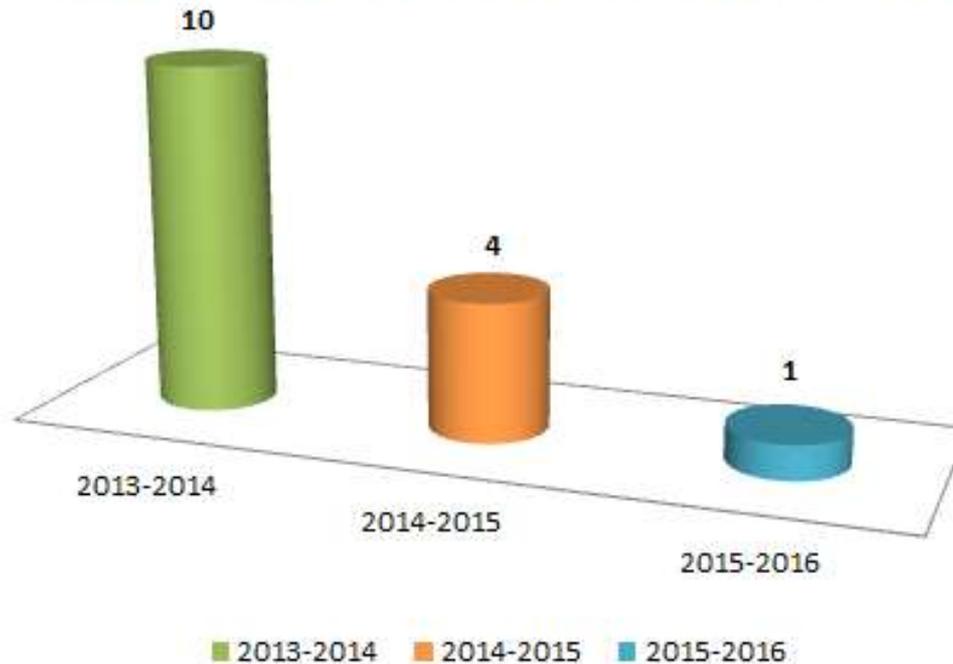
Note. SET = Schoolwide Evaluation Tool; BoQ = Benchmarks of Quality; SPO = School Police Office; SAP = Student Assistance Program; ART = Aggression Replacement Therapy; RENEW = Rehabilitation, Empowerment, Natural Supports, Education, and Work.

Office Discipline Referral Data



Placement Data

Youth Sent to a More Restrictive Placement



More Restrictive Placements:

1. Juvenile Detention Center
2. Residential Treatment Facility
3. Psychiatric Hospital
4. Drug & Alcohol Rehabilitation

Final Thoughts

- Identify BIG need of your community
- Review current MOU
- Examine current way of work (staffing, skills, needs) and build on strengths
- Gather more information and participation from community, families, students (data, perspective and info around MH stigma)
- DCLT needs to have people with authority to change system structures
- Use data and cost benefit to keep support

Next Steps

- Strengthen alignment of SEL with PBIS.
- Identify “Tier of Focus”
- Schedule DCLT meeting for upcoming year
- Develop Marketing Strategy

www.midwestpbis.org



MIDWEST PBIS

[Home](#)

[Coaches](#)

[Family](#)

[Mental Health Integration \(ISF\)](#)

Several Pages are Available

Mental Health Integration (ISF)

Mental Health Integration (ISF)

Webinars

Training Descriptions

Tools

C Examples

Publications

Presentations

Join the Targeted Workgroup Webinars

Targeted Workgroup is to provide opportunities for sites from around the country to learn and interact with one another through technical assistance. The goals of the workgroup are to: 1) increase ISF capacity at both state and regional levels as national demonstration, and 3) test and refine ISF tools.

[Series Recordings](#)

[Series Recordings](#)

[Series Recordings](#)



[Sign up here](#) for the ISF Targeted Workgroup Email List!

Follow Us On Social Media



Midwest PBIS Network

 Messages

 Notifications 11



Mid-Atlantic PBIS Network

6501 North Charles Street, Towson, Maryland 21204

Education

123 like this



Susan Barrett @sbarrett1114 · Mar 15

DDOP Day 18: What is in place to allow for our students to talk about stress? Students may be experiencing high levels of stress and anxiety, Have an open dialogue, create multiple ways for students to communicate concerns and take time to teach coping skills. [#PBIS](#) [#APBS2018](#)



[Show this thread](#)



Thank You!