

C1: PBIS and Mental Health

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Gardner Public Schools

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Learning Objectives

- 1) Identify what an interconnected system framework is and the benefits (WHY) of ISF
- 2) Identify the role of BCBA and other mental health staff across the tiers in an interconnected system
- 3) Explore and Identify specific examples and tools to support interconnection of PBIS and Mental Health at a district, building and classroom level

Potential Resources

Getting Started with ISF

VOLUME 2: IMPLEMENTATION GUIDE

- [Chapter 3](#)

GUIDES & BRIEFS

- [Aligning and Integrating MH and PBIS](#)
- [ISF Fact Sheet 101](#)
- [ISF Fact Sheet 201](#)
- [Volume 1](#)

VIDEOS

- [An Introduction to the ISF](#)
- [The ISF Overview Webinar](#)

State/District Installation

VOLUME 2: IMPLEMENTATION GUIDE

- [Chapter 4](#)
- [District Installation Guide](#)

GUIDES & BRIEFS

- [Installing & Implementing an ISF at District/Community Level](#)
- [ISF Fact Sheet 301](#)

PRESENTATIONS & VIDEOS

- [2020 Forum Session E](#)

School Installation

VOLUME 2: IMPLEMENTATION GUIDE

- [Chapter 5](#)
- [School Installation Guide](#)

GUIDES & BRIEFS

- [Installing and Implementing an ISF at School Level](#)

PRESENTATIONS & VIDEOS

- [2020 Forum Session E2](#)

Topics for Alignment & Integration

TRAUMA

- [Integrating a Trauma-Informed Approach within PBIS Framework](#)
- [2020 Forum Session E1](#)

SUICIDE PREVENTION

- [2020 Forum Session A6](#)
- [Interview from 2020 Forum](#)

SOCIAL EMOTIONAL COMPETENCIES

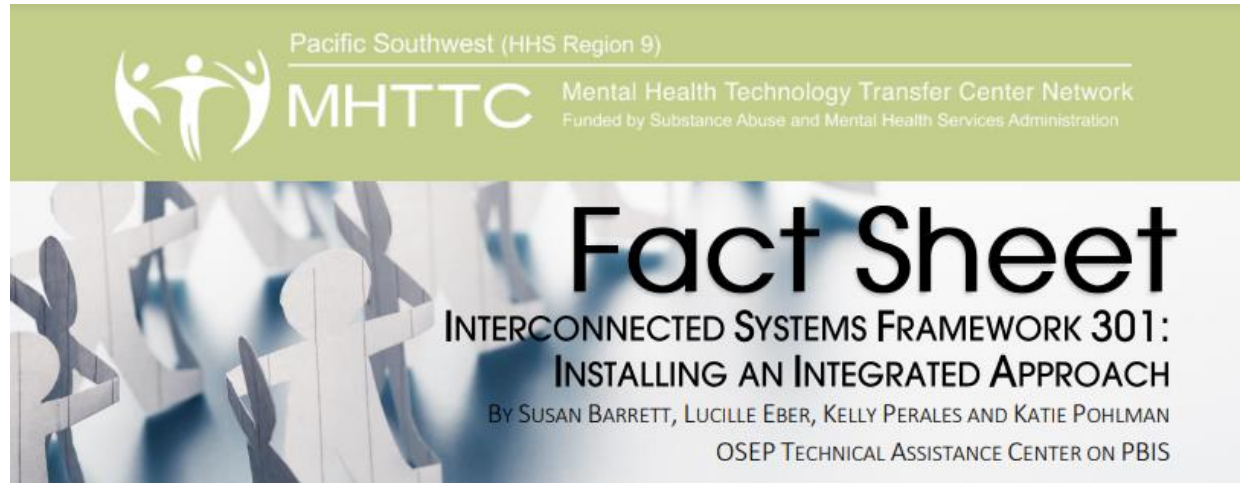
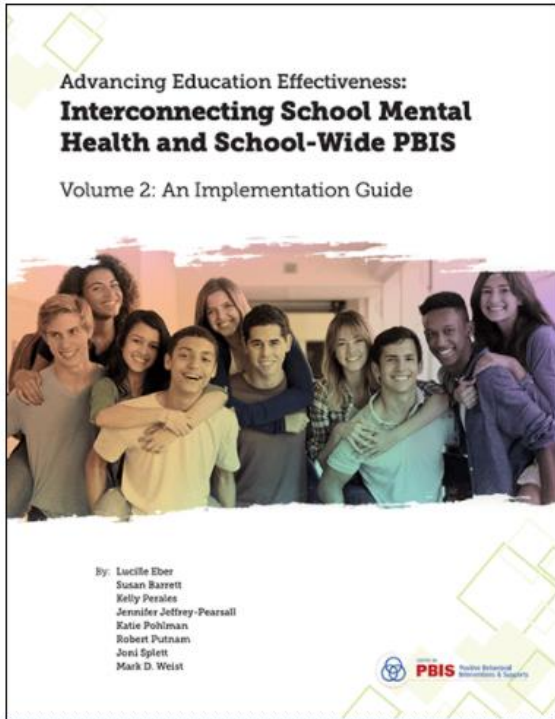
- [Teaching Social Emotional Competencies within PBIS Framework](#)
- [Video: Social Emotional Learning: Cultivating Essential Life Skills](#)

Mental Health/Social-Emotional Well-Being

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Potential Resources

The ISF Implementation Guide



www.pbis.org

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Mental Health/Social-Emotional-Behavioral Wellbeing

The term ‘mental health’ refers to how we think, feel and behave; it is a critical part of our overall health. Current rates of mental illness, substance misuse and opioid abuse are alarming and require significant societal shifts. Mental health is now recognized as a critical part of education, but schools struggle with how to establish a comprehensive system of mental health support.

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Mental Health/Social-Emotional-Behavioral Wellbeing

The Interconnected Systems Framework (ISF) is an emerging approach for building a single system to address mental health and social-emotional well-being in schools. The Interconnected Systems Framework uses MTSS core features to ensure mental health is embedded in all aspects of the learning environment.

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How to Address Mental Health In Schools

Education and mental health leaders understand the need to establish one system of social-emotional and behavioral supports in schools. The Interconnected Systems Framework (ISF) is a way to blend PBIS with mental health supports in schools.

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How to Address Mental Health In Schools

Clinicians (*BCBA's, School Psych, SAC, School Counselors*) - supported by integrated district structures - become part of multi-tiered school teams to address the social-emotional and behavior needs of all students.

ISF expands the PBIS framework as a way to assist teams and enhance their efforts.

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Why Use the Interconnected Systems Framework to Address Mental Health in Schools?

INTERCONNECTED SYSTEMS FRAMEWORK



- 1 Identify students with social-emotional-behavioral needs **earlier**
- 2 Link students to **evidence-based interventions**
- 3 Use **data** to ensure students are receiving support to improve outcomes
- 4 Expand roles for clinicians to support school personnel and students at **every tier**
- 5 Create healthier school environments



KEY MESSAGES



Single System of Delivery



Access is Not Enough



Mental Health is for All



Multi-Tiered System of Support (MTSS) is Essential to Install Systems to Support School Mental Health (SMH)

ENHANCED MULTI-TIERED SYSTEM OF SUPPORT CORE FEATURES



Integrated Teams



Expanded Data-based Decision Making



Collaborative Selection & Implementation of Single Continuum of Interventions



Comprehensive Screening for Early Access



On-going Coaching

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Why Use the Interconnected Systems Framework to Address Mental Health in Schools?



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasborg, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Riss & Horner, 2009; Waasborg, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse

(Bastable, Kittleman, McIntosh, & Haseltan, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Brittan, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Riss, Romer, & Horner, 2012)

school organizational health and school climate

(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety

(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

Gardner Public Schools

PBIS and Mental Health



18th Annual New England Positive Behavioral Support Forum
November 18th, 2022

Amber Casavant- District MTSS/PBIS Coordinator/BCBA

Fina Robertson- BCBA Gardner Elementary School

Colleen Coyne- SEL Coach/School Counselor Gardner Elementary School

Gardner Public Schools



Student enrollment: 2400

4 Schools:

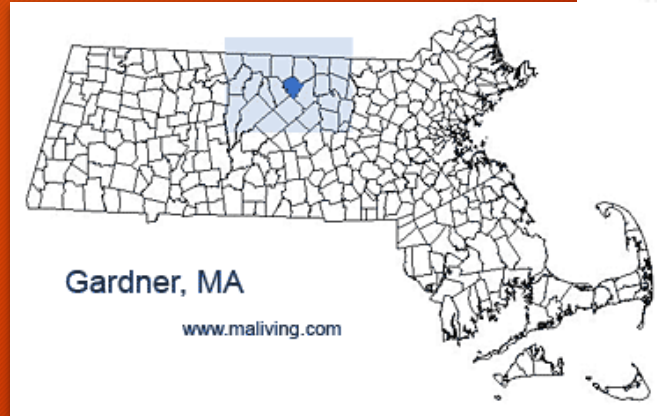
Elementary PreK-4

Middle School 5-7

High School 8-12

Alternative School

9-12



Gardner Public School Demographics



Select Populations

- **High Needs: 72.7%**
- **Students w/ Disabilities: 21%**
- **Low Income: 66.9%**
- **ELL: 6.3%**



Race/Ethnicity

- **White-61.7%**
- **Hispanic-25.5%**
- **Multi-race/non Hispanic-7.8%**
- **African American-3.2%**
- **Asian-1.7%**



Why is This Important for BCBA's, School Psych's, Counselors?



The Social and Emotional and Behavioral needs are far too great (ASD prevalence, increases in MH) for schools or districts to be relying on one or a few BCBA's/MH Staff

Therefore...



BCBA's and MH Staff need to be utilized and positioned to be more effective and efficient to impact outcomes for greater numbers of students



Why the Need for District Change?



What was the problem?

Staff Time Spent on Putting out Fires



- Reactive mode
- Staff intervened individually/siloed
- Constant walkie talkie calls tying up staff due to high ODR's
- Dysfunctional system that supported the culture that “we don't have time to do that”
- SST and Referrals to special education extremely high
- High % students tier 3
- Unsustainable

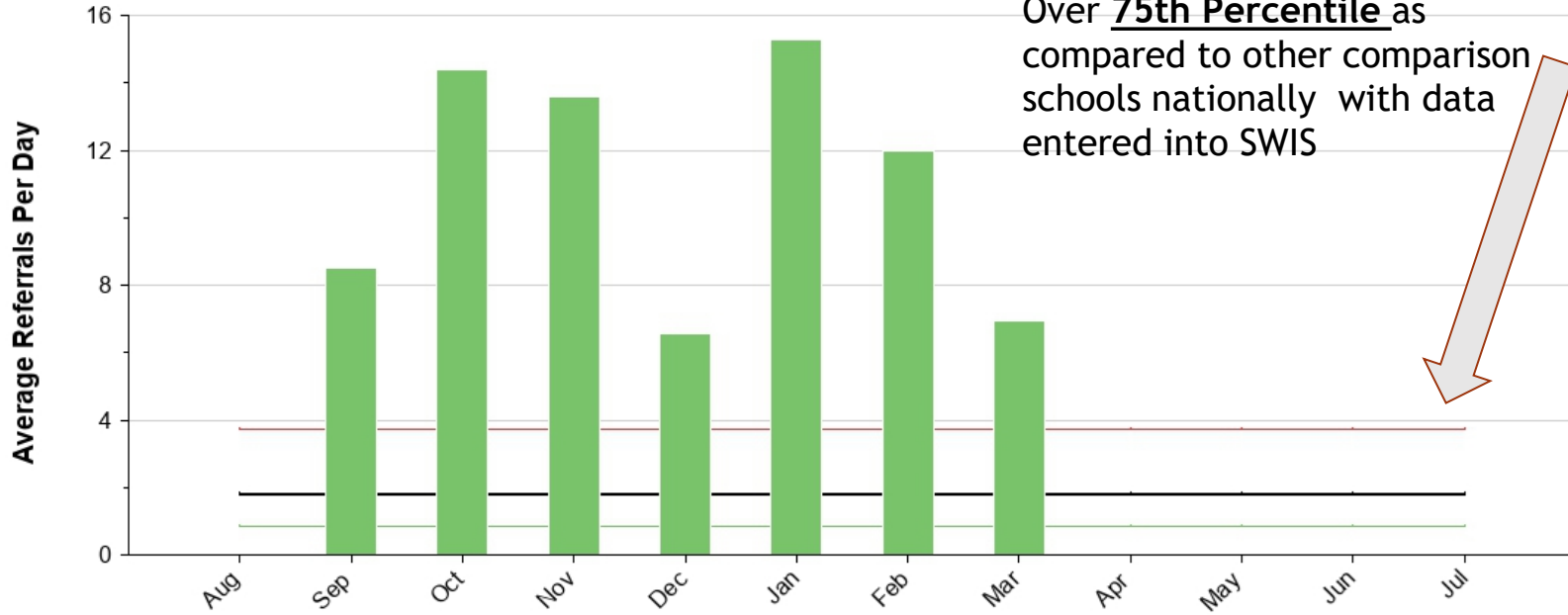


Example of High Rate ODR's 19-20 SY Elementary



Average Referrals Per Day Per Month - Multi-Year

All, 2019-20 - 2019-20



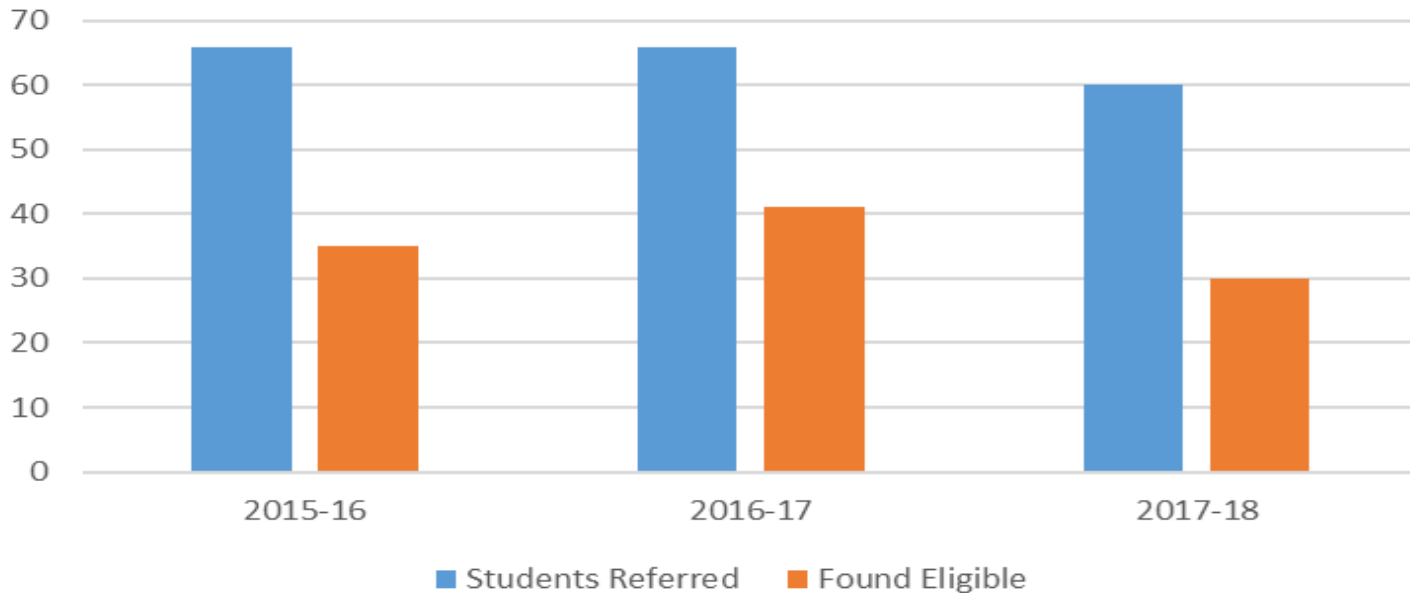
Over 75th Percentile as compared to other comparison schools nationally with data entered into SWIS



High Rate Special Education Referrals (does not include PK)



Referrals to Special Education



Where are we now?



What were our outcomes? What has been the impact of this ISF?

Fidelity of Implementation Outcomes





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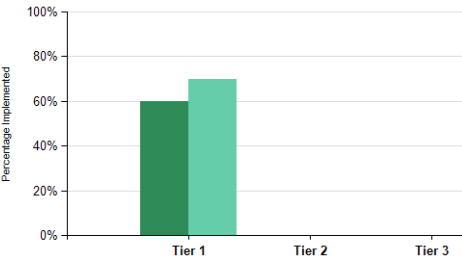
Fidelity of Implementation

10% Increase
Tier 1 - Middle
School



School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Gardner Middle School
6/2/2021 - 2/16/2022

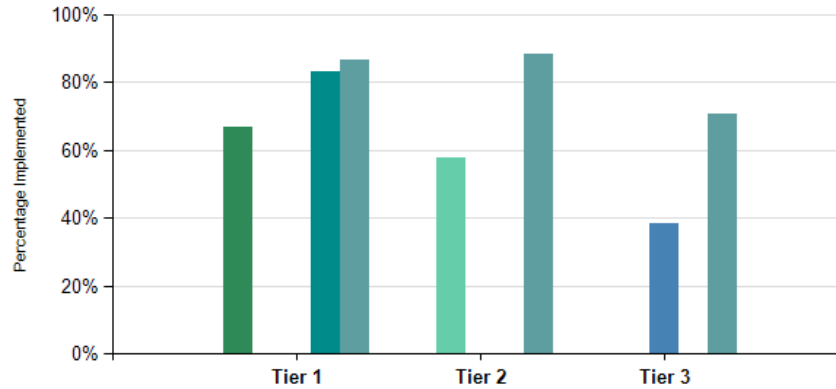
6/2/2021 2/16/2022



Date Completed	Tier 1	Tier 2	Tier 3
6/2/2021	60%	NA	NA
2/16/2022	70%	NA	NA

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Waterford Street School
5/4/2020 - 3/2/2022

5/4/2020 6/8/2020 4/16/2021 5/18/2021 3/2/2022



Tier 1: 20%
Tier 2: 30%
Tier 3: 30%

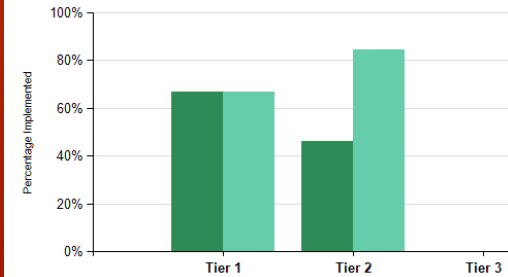
Elementary

39% Increase
Tier 2 - High
School



School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Gardner High School
5/11/2021 - 2/1/2022

5/11/2021 2/1/2022

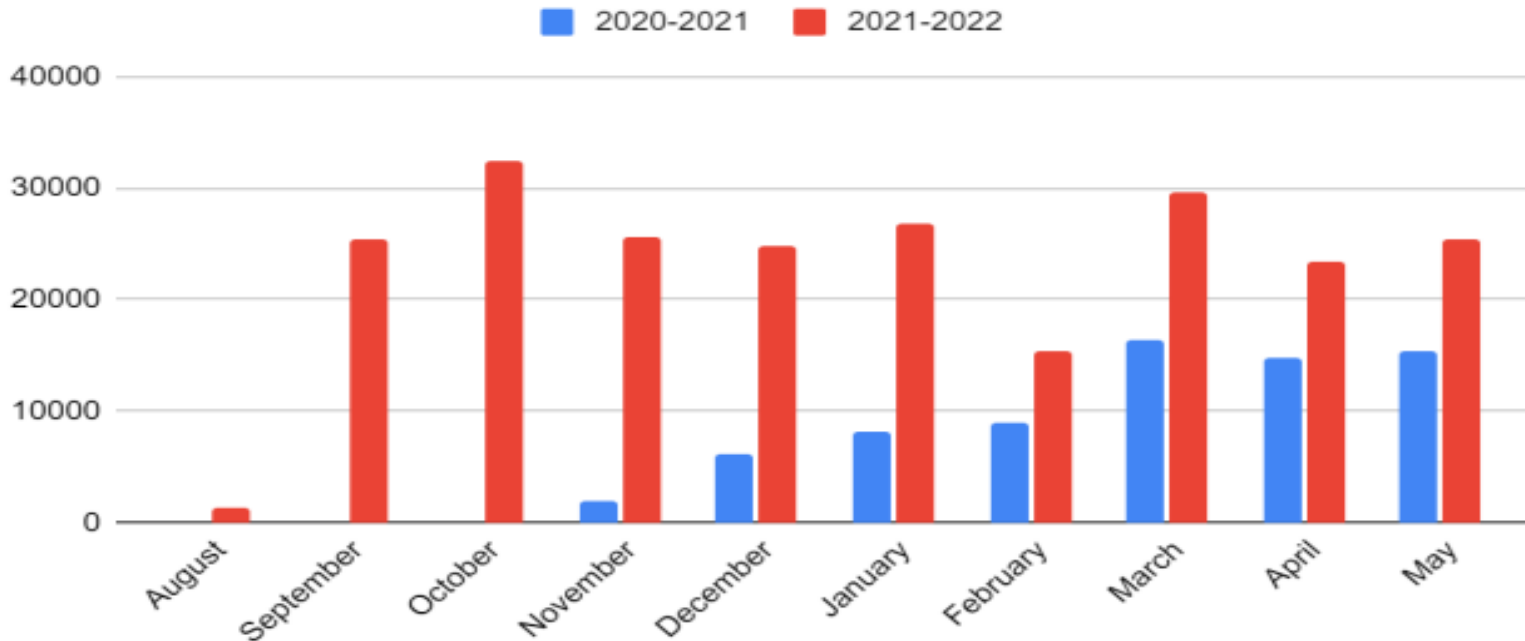


Date Completed	Tier 1	Tier 2	Tier 3
5/11/2021	67%	46%	NA
2/1/2022	67%	85%	NA

Improvements in acknowledgement system Implementation - Tier 1



Paw Point Acknowledgement System School-Wide by Month
Year to Year Comparison



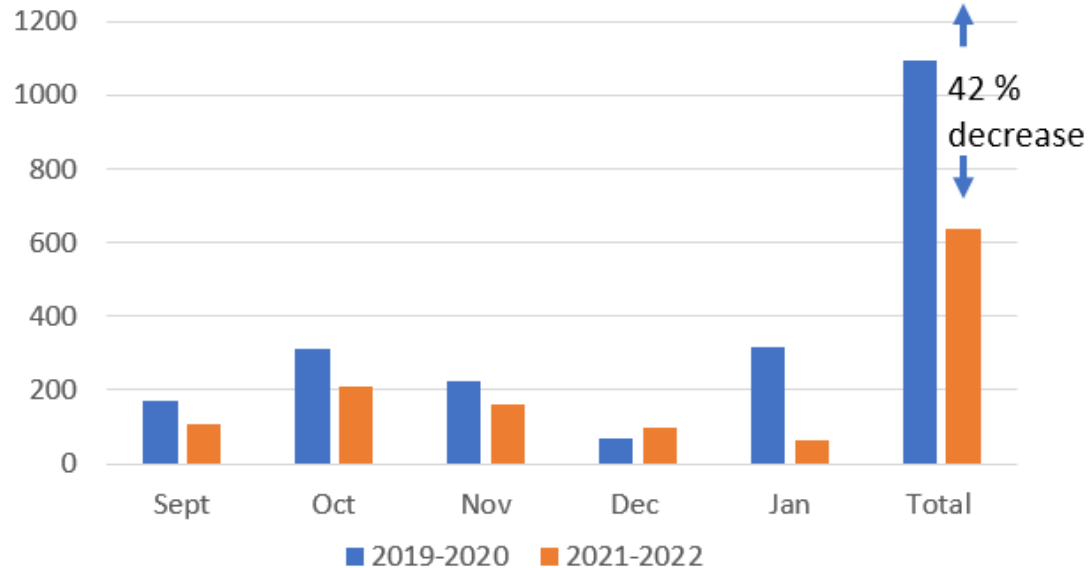
Exclusionary Discipline Outcomes



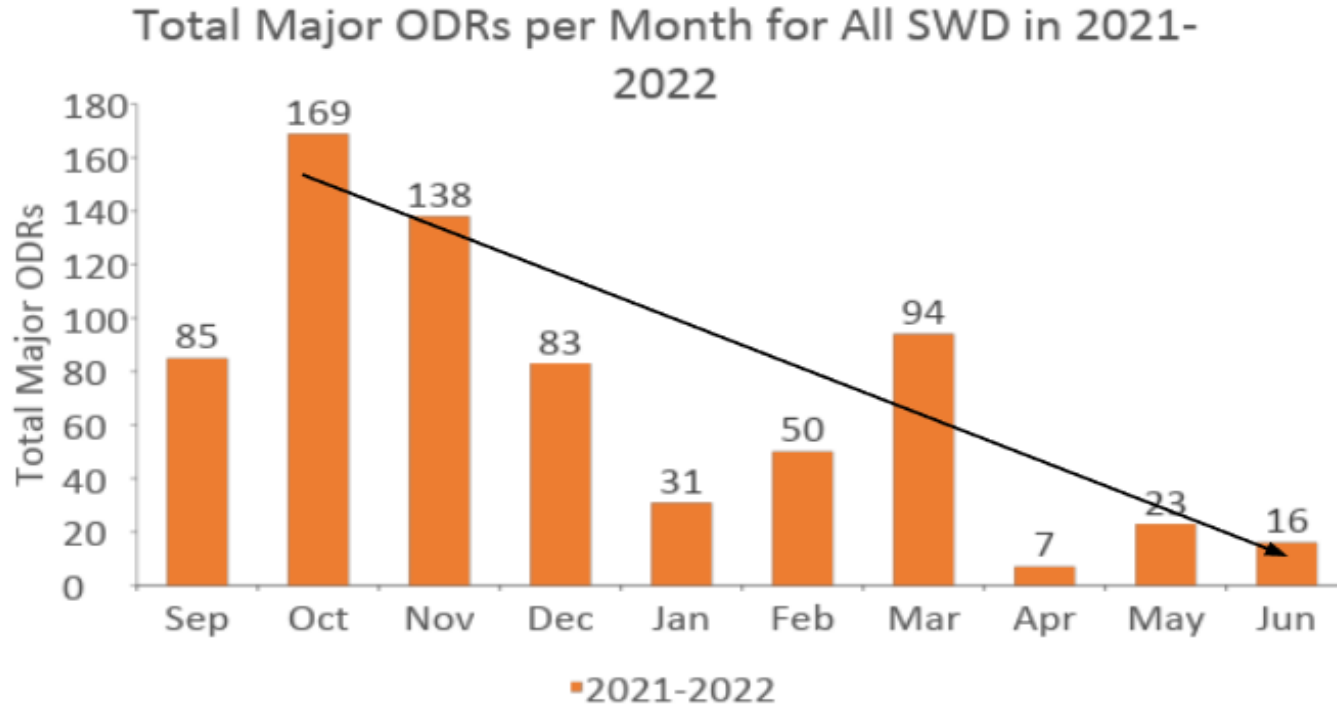
Decreasing Exclusionary Practices



Waterford St. School
Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022



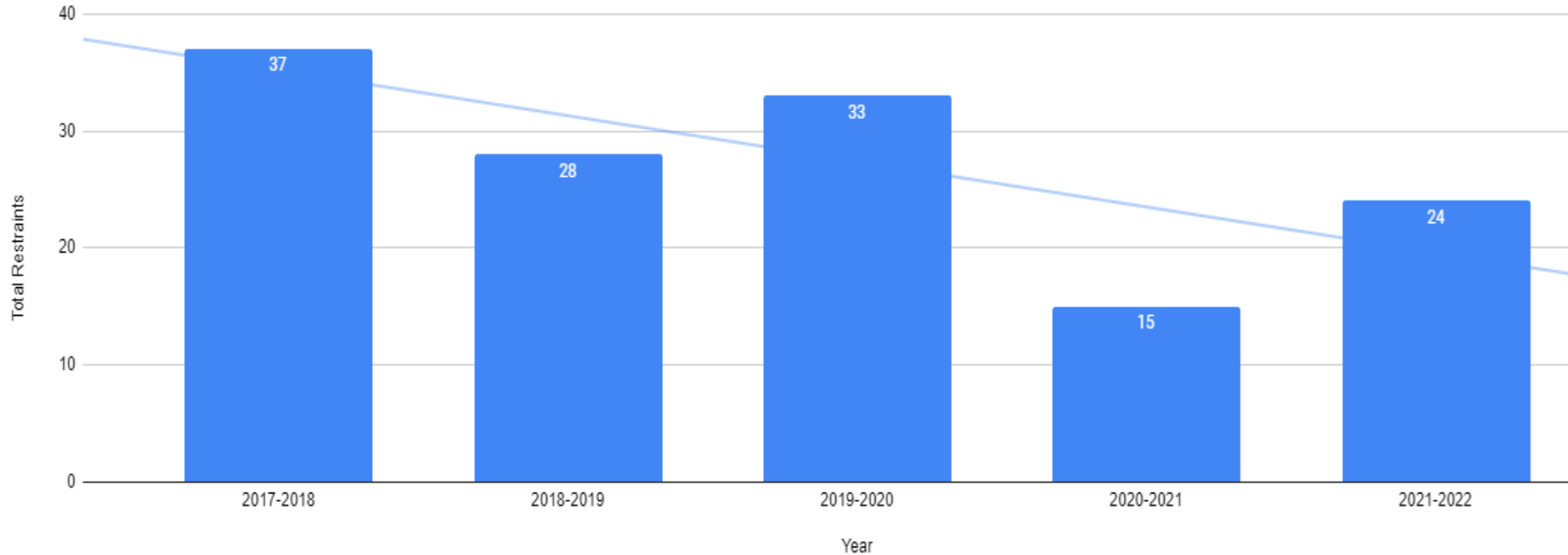
Decrease in ODR's for SWD



Improvements in Restraint Data Across District



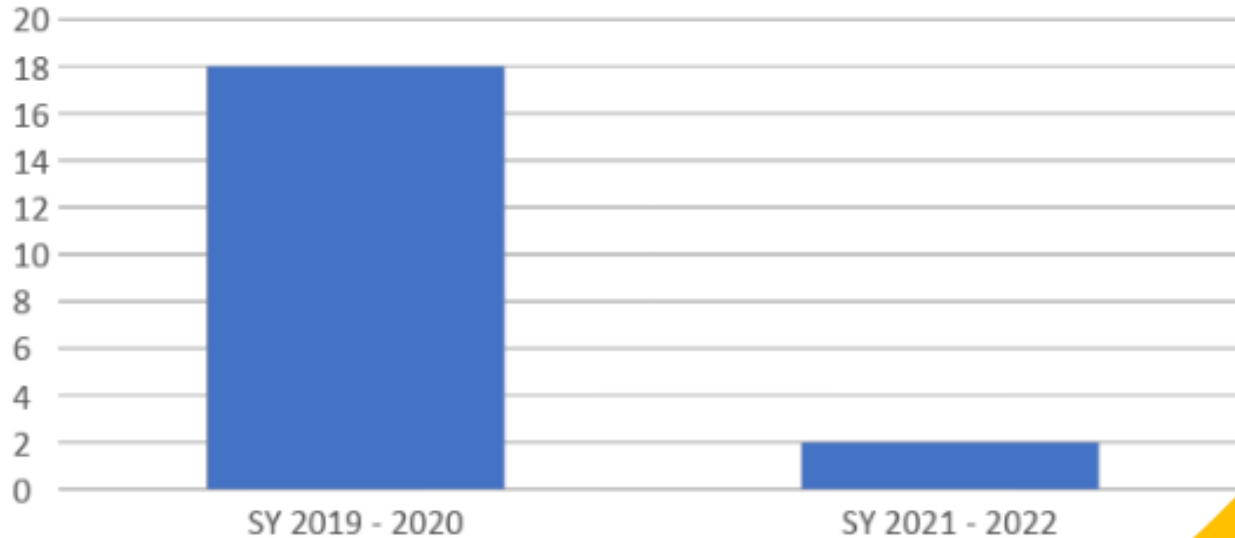
District Total Restraints vs. Year



Improvements in Restraint Data for Elementary for SWD



Restraints Across Years
SY 2019-2020 vs 2021-2022



Time Gained from Decrease in ODR's



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Waterford St. School
Major Office Discipline Referrals
Time Gained
September - January
School Year 2019 - 2020 vs. 2021 - 2022

Student instructional minutes gained per ODR

- 20 student instructional minutes lost per ODR*
- 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022
- 459 ODRs x 20 minutes =
**9180 instructional minutes gained, or
25.5 instructional days gained**

Administrator processing time per ODR

- 10 minutes used to process each ODR*
- 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022
- 459 ODRs x 10 minutes =

**4590 administrative minutes gained, or
12.75 administrative days gained**

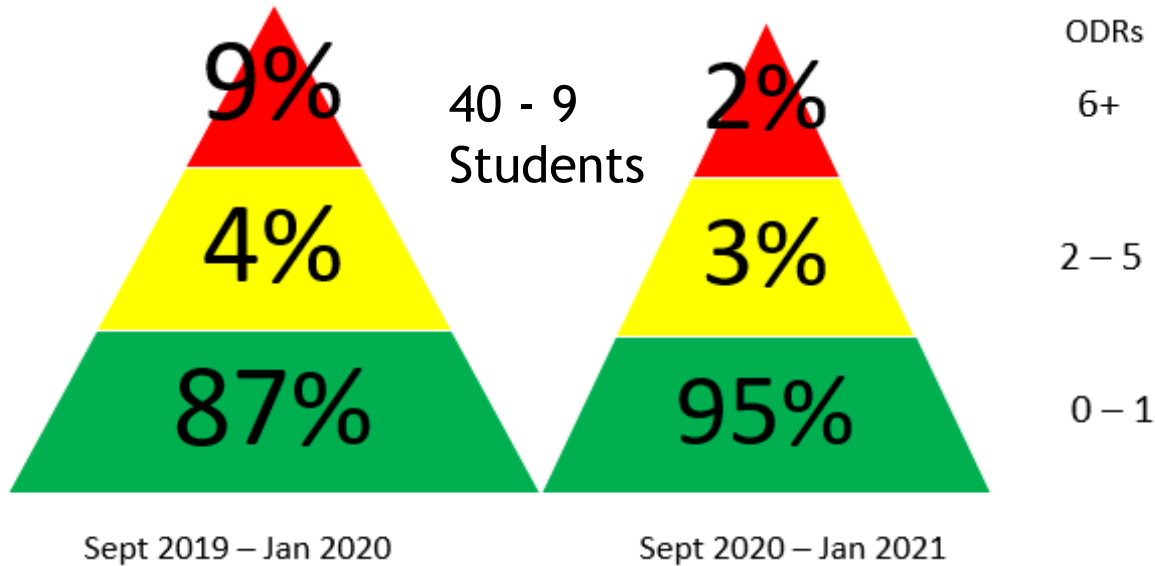
*Scott & Barrett (2004)

*Scott & Barrett (2004)

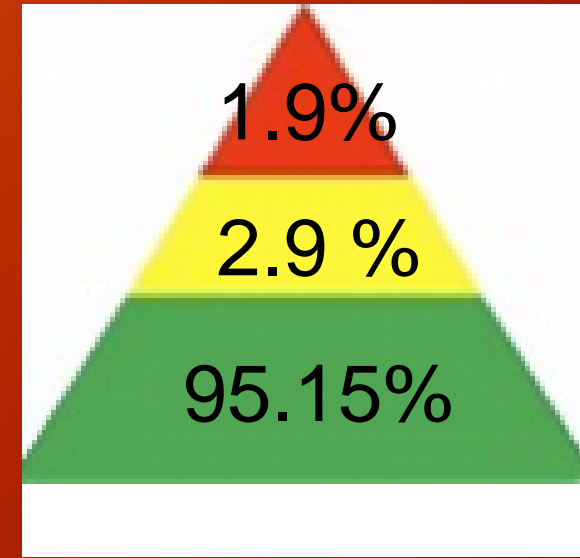
Distribution of ODR's



Waterford Street School
Students with Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022



Current data:



Sept -Nov 2022

Tier 2-3 Effectiveness Outcomes



Annual Report Effectiveness Data Tier 2/3



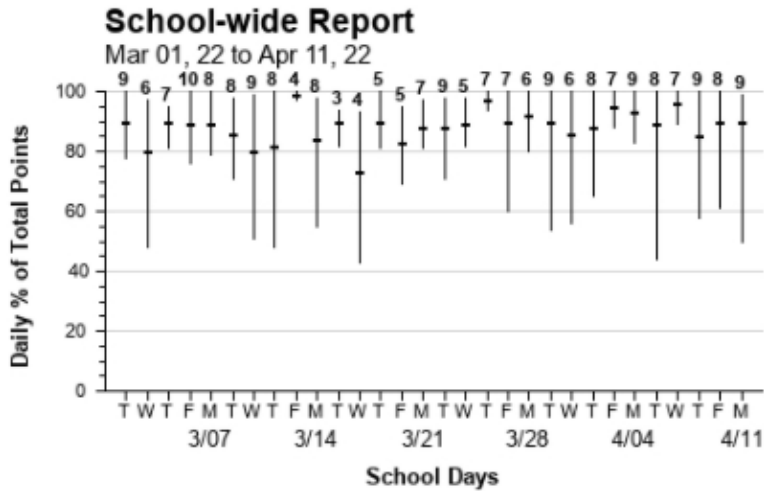
TIER 2 AND TIER 3 EFFECTIVENESS DATA

For this great work, WSS has achieved the following:

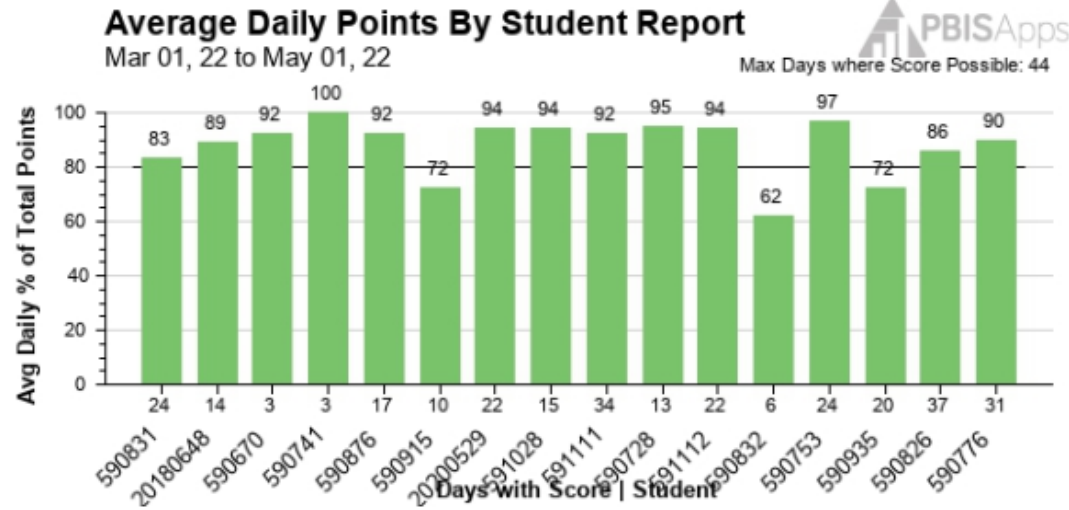
- 8.1% of students are currently receiving Tier 2 supports
- Six students have graduated or have been faded out
- 3.2% of students are currently receiving Tier 3 supports
- Three students have graduated or have been faded out
- Improved effectiveness of our Tier 2 Interventions
 - Check-In/Check-Out (CICO): 19 students on CICO
 - # of students meeting goal: 13 students at or above 80% on average the past four weeks
 - % success: 68% successful
 - Small-Group (8 Students in Small Group)
 - 8 / 8 students are meeting their goal
 - 100% success rate

**78% students
receiving Tier 2
above 80% success,
includes SWD**

Improvements for Tier 2 CICO



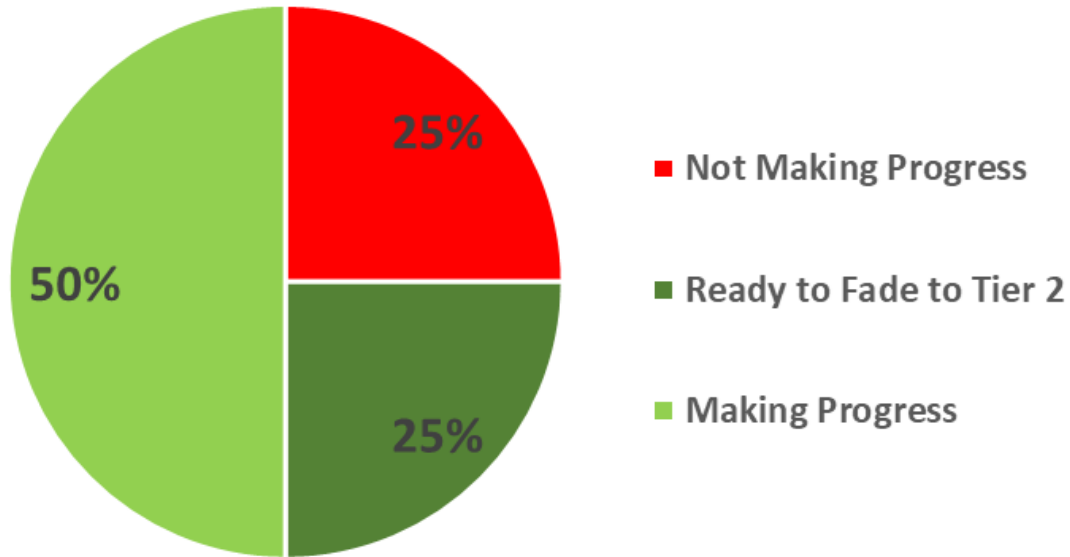
Mean score (figure left) and the average daily points (figure right) both most often above 80%



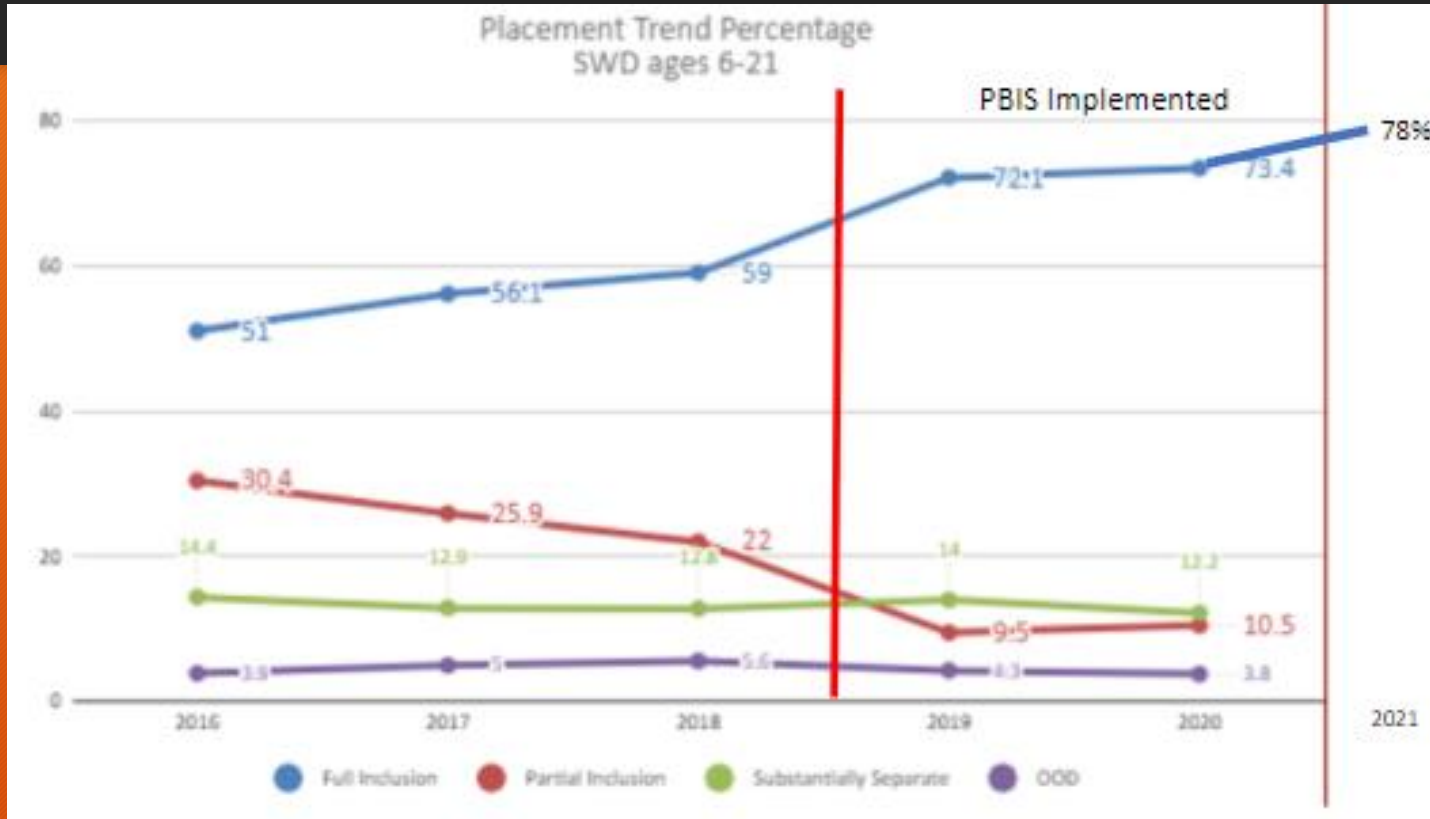
Annual Report Effectiveness Data for Tier 3



Tier 3 Student 2021-22 Progress

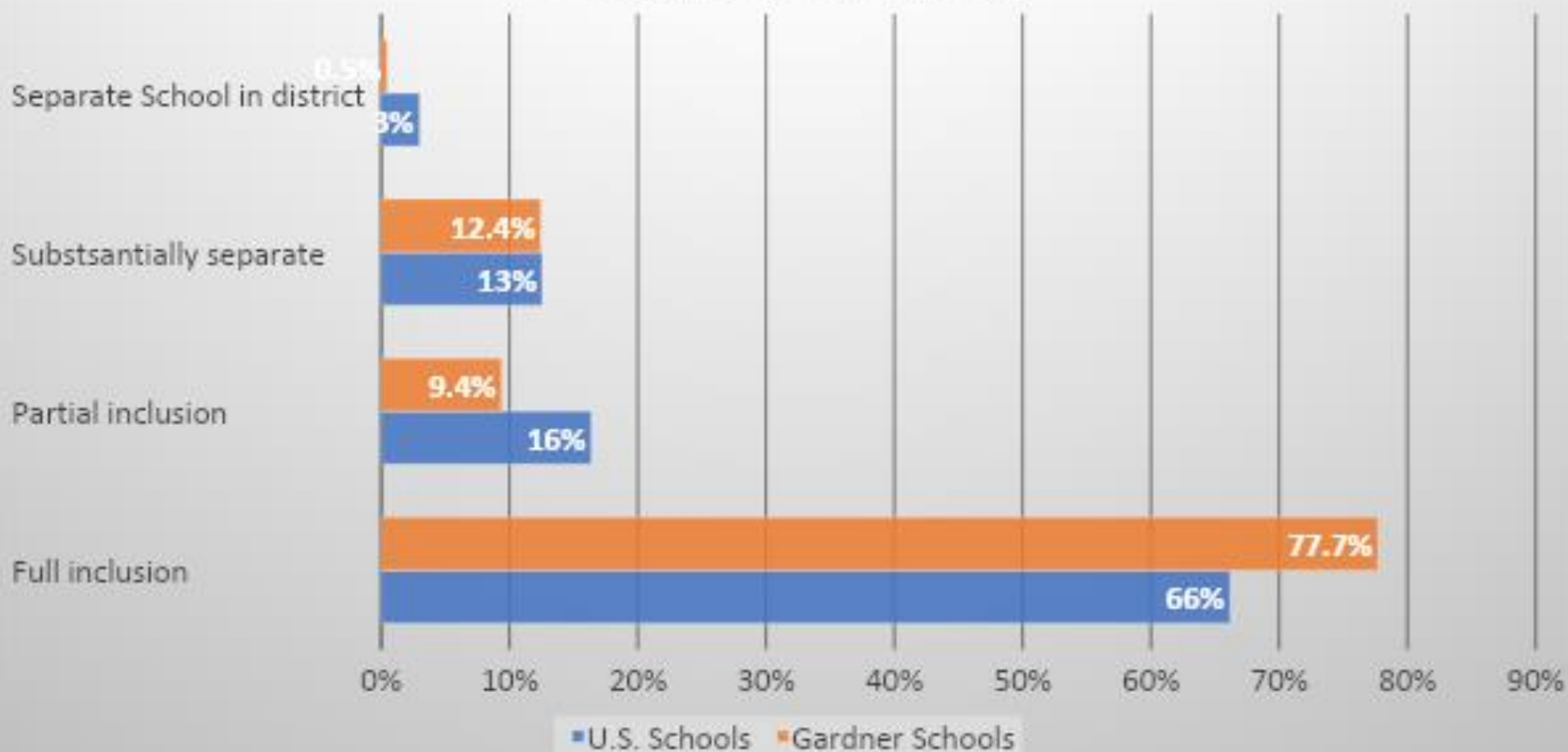


Increased Inclusion Trends

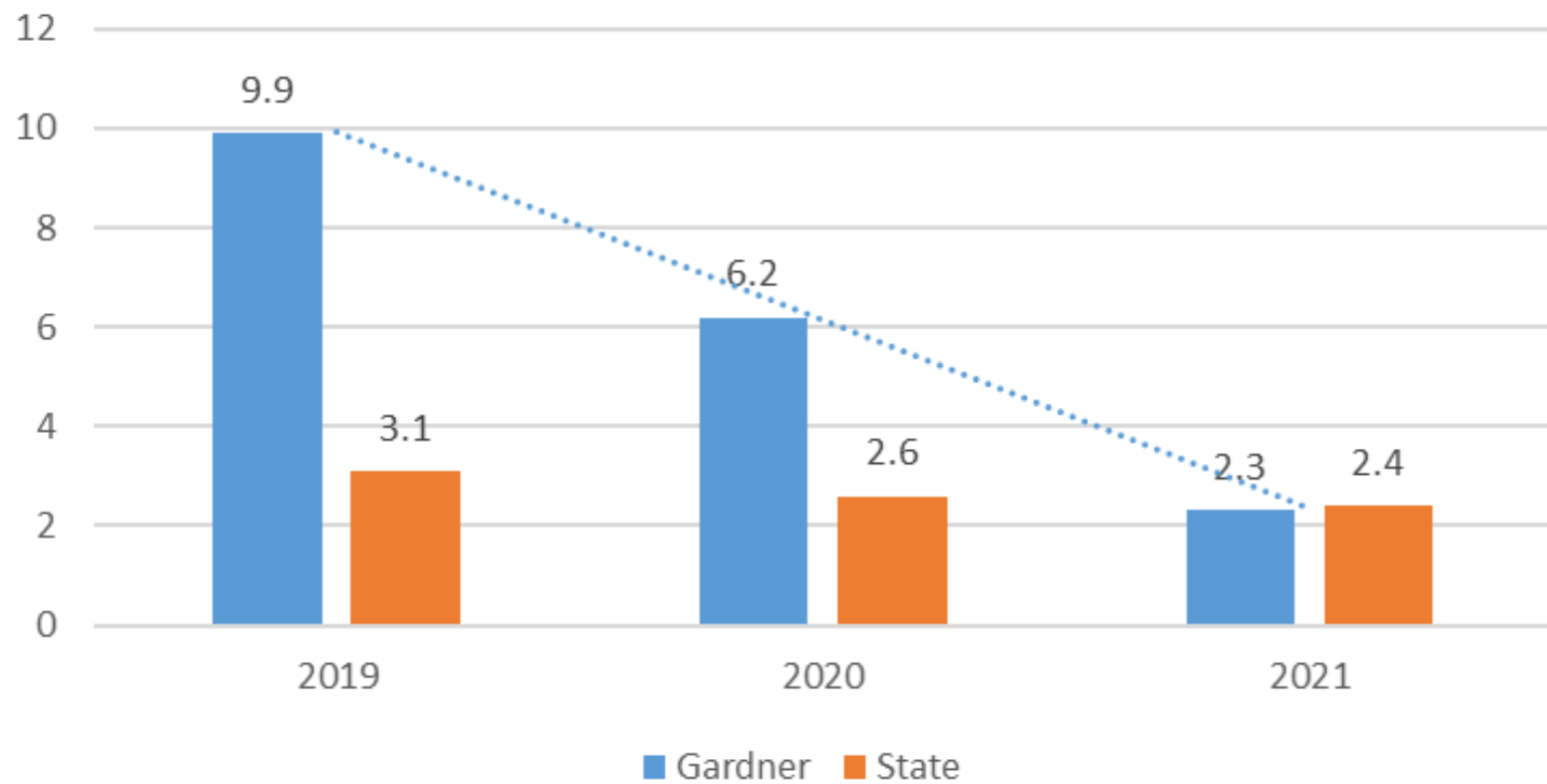


Full inclusion placement for SWD will increase by 5% - **EXCEEDED GOAL (+19%)**

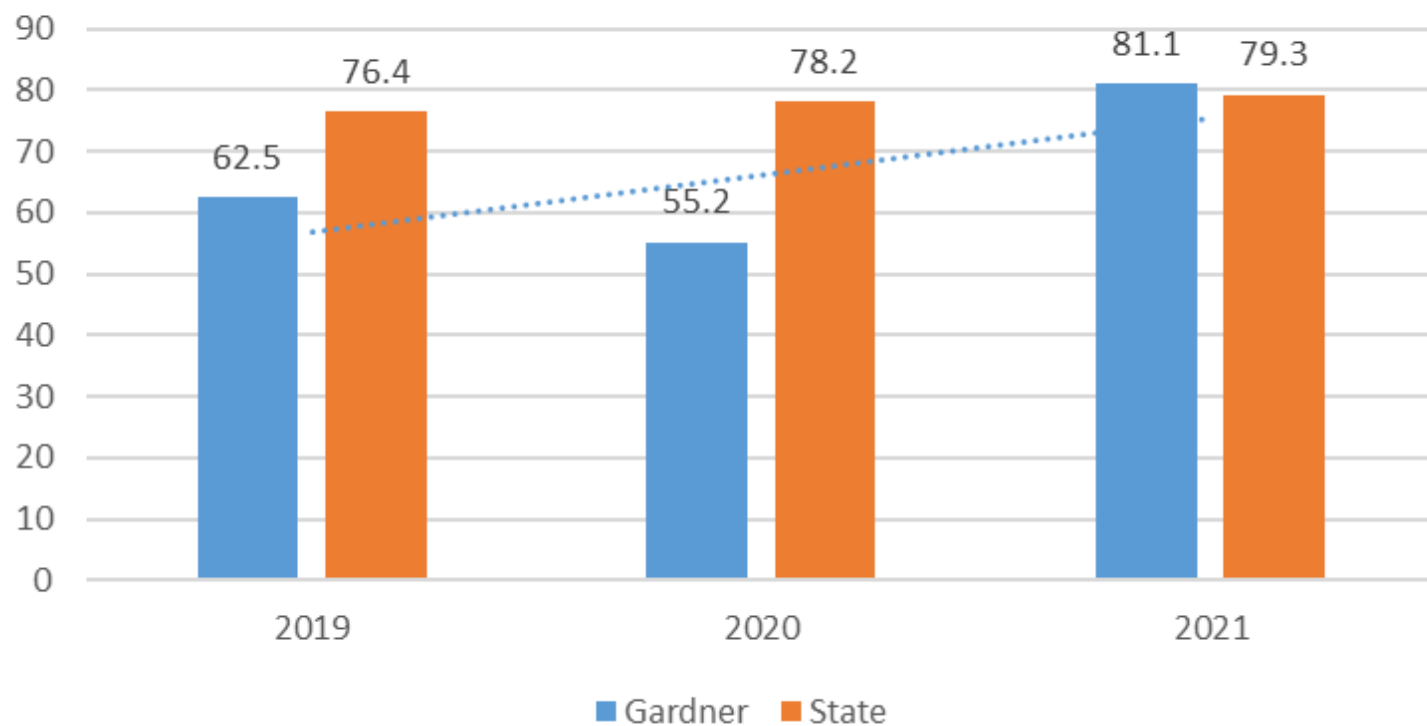
Gardner vs. U.S. Schools



SWD Drop Out Rate Percentage



SWD 5 year Graduation Rate Percentage

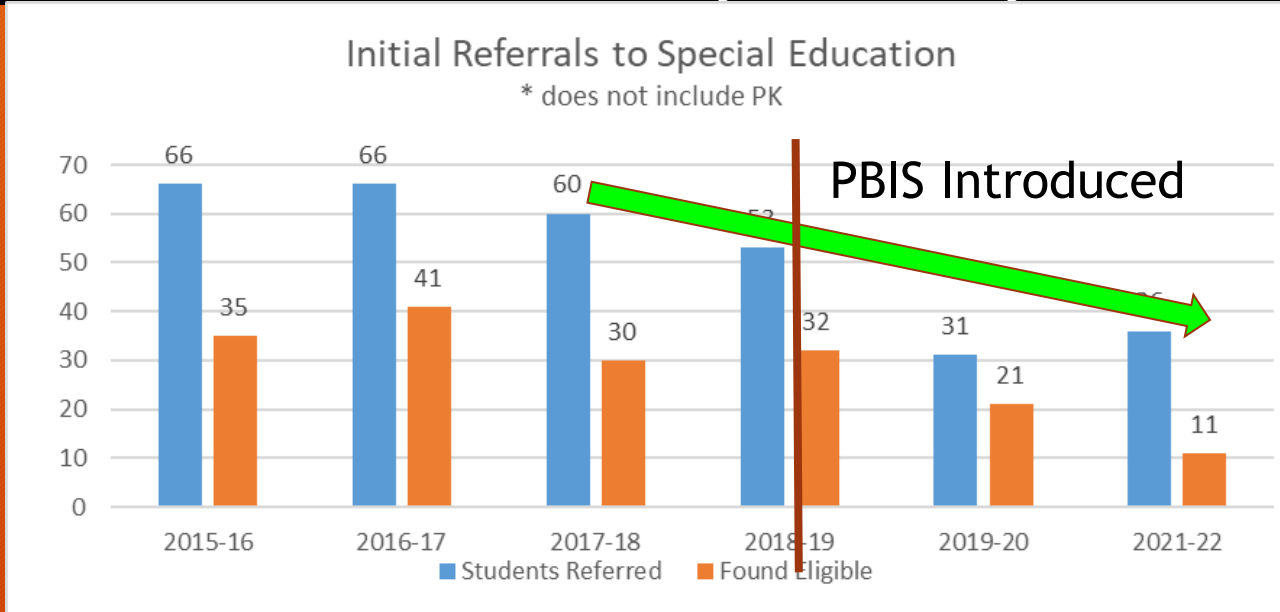


Exceeded Goals for Reduction in Spec. Ed Referrals



Correlative Outcomes from DIP 18-21

Special Education referrals will be reduced by 10% annually: **EXCEEDED GOAL (-47%)**



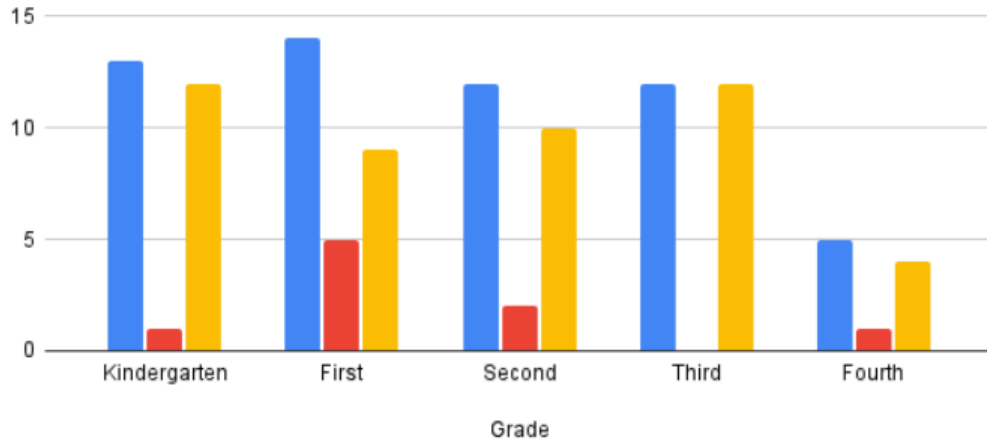
Low Referrals to SST for Social, Emotional, Behavioral



Referrals to Student Support Team (SST) 2021-2022 SY

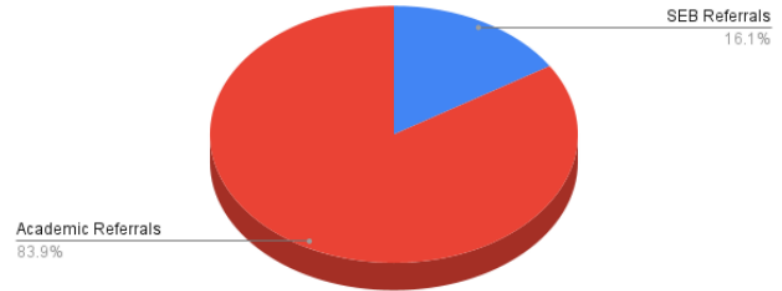
Social/Emotional/Behavioral vs. Academic Referrals (K - 4)

■ Total Referrals ■ Total SEB Referrals ■ Total Academic Referrals



Total SST Referrals 2021-2022 SY

Grades K - 4



SST data 21 -22 SY suggests that students with Tier 2 or Tier 3 social/emotional or behavioral needs may have been identified in a timely manner through MTSS SEL team

How did we get here



Gardner Public Schools

ISF at the District Level

Mental Health District Restructuring (in 2016)



- In the past, mental health staff worked in silos
 - Worked to align all mental health workers to work in district and building based teams
- Changed (Guidance Counselor to School Counselor)
- Revised job descriptions to include MTSS language-to clarify the utilization of counseling services through the Tiers
- Increased mental health staffing to create building based teams

Mental Health Staff in Gardner includes: School Psychologists, School Adjustment Counselors/Social Workers, School Counselors, Board Certified Behavioral Analysts (BCBA), and School Based Care Coordinators

Mental Health & PBIS Systems Development Prior to MTSS



	2014-2015 SY	2016-2017 SY	2017-2018 SY	2018-2019 SY	2019-2020 SY
Mental Health	District SEL Team	MH District Restructuring Began <ul style="list-style-type: none"> job description changes pilot 1st universal screener PD 	MH District Restructuring Cont. <ul style="list-style-type: none"> alignment with ASCA hiring begins for building based MH staff District MH Coordinator (stipend) Universal Screener (Elementary) PD 	<ul style="list-style-type: none"> Hiring cont. Universal Screener (secondary) PD 	<ul style="list-style-type: none"> Hiring cont. PD
PBIS	Year 1 PBIS	Year 2 PBIS	Year 3 PBIS	MAY Consultant to assess PBIS Implementation (District Wide)	<ul style="list-style-type: none"> May Consultation to strengthen systems District PBIS Coordinator
MTSS					<ul style="list-style-type: none"> District SEL MH Team Piloted 1st Building MTSS Team Model

History of MH & PBIS in Gardner After MTSS



	2020-2021	2021-2022	2022-2023 (Present SY)
Mental Health	<ul style="list-style-type: none"> Hiring Cont. PD Representative District MH planning team (<i>Counselor, School Psych, SAC, BCBA/ District MTSS Coordinator</i>) <i>Annual Reports begin to focus on outcome data</i> 	<ul style="list-style-type: none"> Hiring Cont. PD Focus on Fidelity of tier 2 small groups All trained on High Leveraged Classroom Behavior Supports (HLCBS) for classroom level tier 1 support 	<ul style="list-style-type: none"> Complete building based teams inc. building based BCBA's Focus on Continuous Rotating Groups matched to student need CPI trained Brief FBA trained
PBIS	<ul style="list-style-type: none"> Re-implement at Middle School District Coaches meeting 	<ul style="list-style-type: none"> Stipends for Coaches all schools Implement at High School with focus on climate/culture 	<ul style="list-style-type: none"> High school PBIS Academy Year 1 SWIS in all schools
MTSS (ISF)	<ul style="list-style-type: none"> Phased in secondary level with focus on tier 1 Year 2 DESE Academy Annual Reports began District Self Assessment 	<ul style="list-style-type: none"> Stipends for Facilitators/Coaches Phased in tier 2 and/or 3 Year 3 DESE Academy District Facilitator/coach meetings began Began looking at District Level Data DSFI 	<ul style="list-style-type: none"> Cont. to phase in tier 3 Change in membership to district team Added Family & Community Partner Representation
Family & Community Engagement		<ul style="list-style-type: none"> Stipends for teacher leaders/coaches Siloed, each teacher leader doing their own thing 	<ul style="list-style-type: none"> Interconnection of FCE with MTSS/PBIS District FCE team began with MTSS PD

Mental Health District Teaming-to better align and integrate initiatives across the district



- District Counseling Coordinator and District MTSS Coordinator meet Monthly to ensure the mental health work moves forward within an MTSS structure
- Counseling Advisory Team-to assist the creation for professional development and agendas for monthly meetings now includes School Psych & District MTSS Coordinator/BCBA
- Restructured Monthly District MH Meetings to include relevance for all mental health positions
- District Mental Health Staff Policies and Procedures Handbook to ensure that all MH staff are aligned

MTSS/PBIS District Teaming-to better align and integrate initiatives across the district

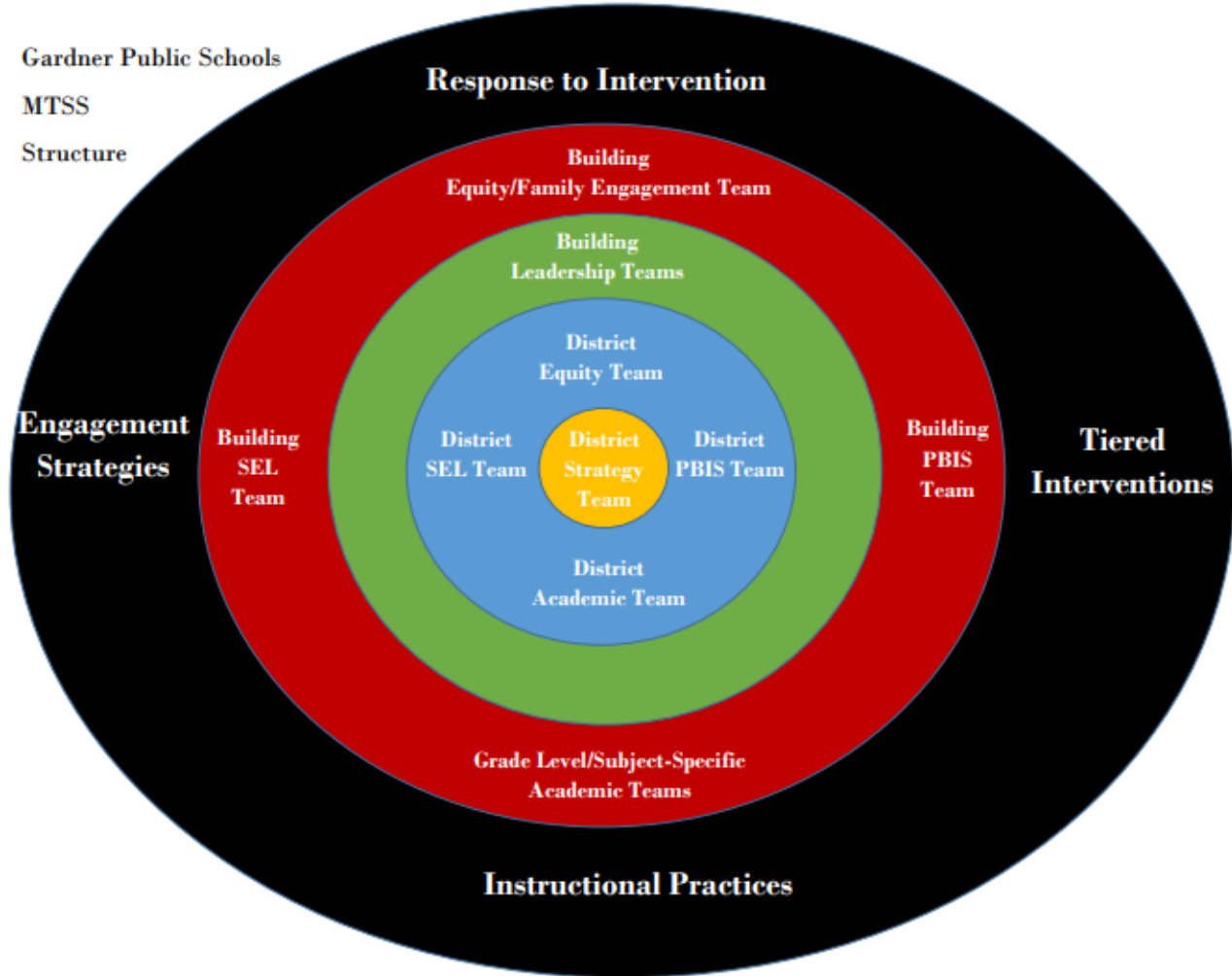


- Executive Leadership/MTSS Strategy Team
- District MTSS ISF Team
- District PBIS Coaches Team
- District Family Engagement & Equity Team
- School Based MTSS and PBIS teams

Gardner Public Schools

MTSS

Structure

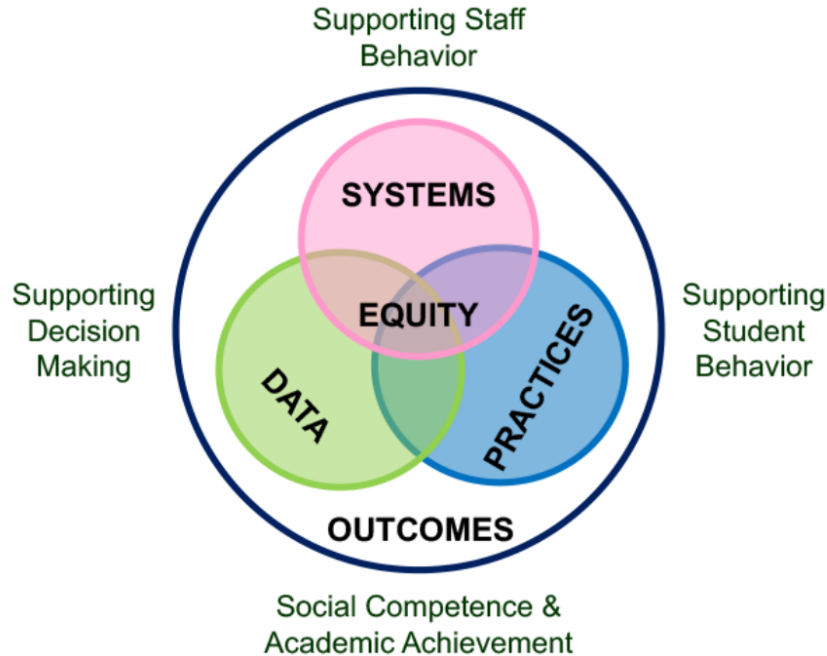


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Established Effective MTSS Framework



Gardner Public Schools





MTSS Implementation

(4 Step Data-Based Decision Making Process)



Step 1: Define, in objective and measurable terms, the goal(s) to be obtained. (What is it we want students/educators/system to know and be able to do?)

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.



Step 2: Identify and analyze possible reasons for why the desired goal(s) are not being met.

Step 3: Develop outcome goals and **implement** a well-supported plan using evidenced based strategies to obtain the goal(s)

District Key Drivers



- District MTSS/PBIS Coordinator
- District MTSS ISF Team
- Connection to Central Office - Superintendent & Director of Pupil Personnel Support and Dedicated Grant Funding
- Data Based Decision Making Process with district agreements/criteria and materials/tools for alignment and consistency (building habits) across school teams
- School Improvement Goals aligned to District Improvement Goals
- Coaching, Coaching, Coaching with on going PD
- Phased in Schools, Teams and Tiers - you can't do it all at once



Focus on **FIDELITY** - are we doing what we said we were doing?

Fidelity Checklist for Intervention



Gardner Public Schools

MTSS SEL Intervention FIDELITY Checklist Tiers 1-3

ARE WE DOING WHAT WE SAID WE WERE GOING TO DO?

OUTCOME GOAL TO ADDRESS: Decrease percentage of extremely elevated internalizing students based on BESS Scores

INTERVENTION (Name): TRAILS to Wellness Anxiety & Depression CBT Group

Tier (circle/highlight): 1 (all students 80-100%) 2 (some students 10-15%) 3 (few students 1-5%)

Fidelity Guiding Questions	Answers to Fidelity Questions	Fidelity Rating Scale
WHO will implement? (Name or Role teacher, counselor, admin?)	Karen McCrillis, School Counselor	2 1 0
WHO will be targeted? (audience: all students, specific grade, specific classrooms, specific group of students, individual student?)	Students who scored extremely elevated internal ratings on the BESS and have 2+ failures and/or 5+ absences	2 1 0
WHAT is being targeted/taught/addressed? (specific skills, function of behavior/purpose of intervention?)	CBT strategies for coping and to reduce anxiety & depression symptoms	2 1 0
WHAT is the outcome goal? (student, staff and/or parent/ family outcome?)	Decrease percentage of extremely elevated internalizing students based on BESS Scores	2 1 0

Where are we now



ISF at the School Level

Building Based Mental Health Team Weekly Common Planning Time



Review of Action Plan (review prior CPT notes "to dos")	
Recent Incidents/ Current Topics of Discussion	
MTSS Report	Tier 1- Tier 2- Tier 3-
Tier 1 Data Review	No specific data scheduled to review <ul style="list-style-type: none"> - Consider looking at any tier 1 intervention data that is/could be available - Consider completing a Tier 1 fidelity checklist
Upcoming Classroom Lessons	
Upcoming Small Group Lessons	
Upcoming Large Group Activities	
Universal Screenings	

	Review Progress Towards Team Goals	
	Formalize Next Month's Calendar	
	Reflection & Next Steps Determine the agenda for future meetings.	

Building Based Mental Health Team Team Action plans



Strategic Action Plan

Team Goal:

By June 2023, the GES Mental Health team will reduce the number of students requiring Tier 2 and Tier 3 services by providing comprehensive social/emotional programming at all tiered levels by 10%.

Strategy 1: Analyze the MTSS / SEL Data by utilizing the MTSS Data Solving process to inform tier 1, 2, and 3 practices.

Action Steps	Resources	Measures of Implementation (Outputs)	Owner	Deadline
Attending MTSS meetings	MTSS meeting dates, All counselors assigned to Tier level meeting	All MH staff attend assigned MTSS meeting	All MH staff	June 2023
Review GES MTSS SEL Data sheet	Attendance, SWIS, BESS, CDRs log, Restraint logs	Data sheet ongoing input	All MH staff	June 2023
Reviewing BESS	BESS completion by teachers	Access to BESS results	All MH staff	November 2023
Develop problem statements based on SEL data following the MTSS process.	Progress monitoring sheet	Access to progress monitoring sheet	All MH staff	Ongoing

Strategy 2: The GES MH/Counseling team will work to strengthen tier 1 practices by ensuring implementation fidelity for Tier 1 SEL classroom lessons.

Action Steps	Resources	Measures of Implementation (Outputs)	Owner	Deadline
Tier 1 Classroom Lessons	Curriculum	Pre/Post assessments	School Counselors	June 2023
Complete Fidelity Checklist	Fidelity checklist	Total of 5 checks across tiers	All MH staff	June 2023

Building Based Mental Health Team Results Report



Team Report Waterford Street School

VISION- Achievement for all students through education, collaboration, and engagement.

MISSION- To foster academic achievement, social emotional development, personal responsibility, and positive decision making in our students. Working in collaboration with staff, families, and community resources, the Gardner Public School Mental Health Team helps all students explore and access educational and career opportunities in a supportive environment.

PURPOSE- To connect with staff and students to encourage a mutually supportive school environment for the Gardner Public Schools community.

Mental Health Team Purpose
To create a joyful, safe and supportive environment for all students and staff at Waterford Street School.



Problem Statement:

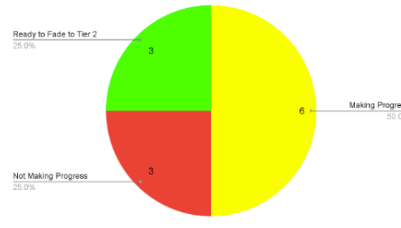
In May of 2021 BESS data indicated that elevated and extremely elevated internalizing behaviors was at 26% in K and first grades.

RESULTS & DISCUSSION



Gardner Public Schools

Tier 3 Student 2021-2022 Progress



Out of the 12 students identified with tier 3 needs during the 2021-2022 school year and receiving appropriate supports, 6 are making progress, 3 are ready to fade to tier 2 and 3 are not making progress.

Counseling Program Impact

Tier 1 During the 2021-2022 school year 387 students received 13 counselor driven lessons in first grade and kindergarten level.

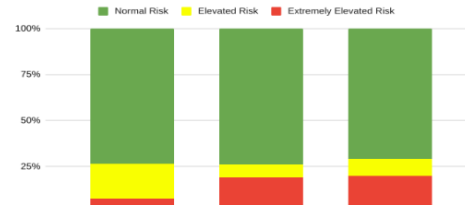
Tier 2

24 student received CICO during the 2021-2022 school year 26 students received RTI small groups targeting specific social and emotional skill deficits

Tier 3

During the 2021-2022 school year 3 kindergarten students were identified as needing one to one support in the classroom, by spring 2 have been able to fade from this level of support.

Comparative chart of Internalizing behaviors from Spring of 2021 to Spring of 2022



Implications & Next Steps

Despite providing Tier 1 counselor driven lessons on mindfulness, anxiety and coping strategies as well as Tier 2 RTI small group and individual counseling support to students rated as extremely elevated on the BESS for IRI the number of students identified with this need increased by Spring 2022.

Next steps :

- The team will evaluate the appropriateness match of evidenced based interventions utilized with identified students at a tier 2 level.
- The team will collaborate with classroom teachers to

Roles across tiers for BCBA's and all Mental Health Providers



Gardner Public Schools District Summary of BCBA Role at Each Tier

Tier 1 All Students	Tier 2 Some students/Small groups	Tier 3 Few Students/ as identified by Special Ed. Admin
<ul style="list-style-type: none"> - Attends PBS and MTSS Tier 1 meetings to analyze Tier 1 data sources - Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback as identified by MTSS tier 1 team process and criteria. - Provide district information and resources to teachers (i.e. DCAP) for accommodations regarding specialty in behaviors, ADHD, Autism, chronic absenteeism etc - District and building based staff training (during allotted training times such as, PD, CPT, grade level meetings, staff meetings) in the areas of; ASD, trauma, CPI. To build capacity and shared understanding 	<ul style="list-style-type: none"> - Attends PBS and MTSS Tier 2 meetings to analyze tier 2 data sources - Support Tier 2 System review meetings (data analysis of tier 2 interventions i.e., dojo points, SWIS, CICO) and make recommendations based on the data collected - Attends Mental Health common planning time to analyze tiered 1 and 2 systems, data sources, and students - Tier 2 groups, RTI on targeted interventions such as; ACT, CICO and social skills (i.e. through a lunch bunch) identified through MTSS - Observations and integrity/fidelity check of implementation of Tier 2 system interventions (prior to considering a student for tier 3 supports). - Implement CICO as needed - Coaching and development of Tier 2 Behavior support and classroom behavior management (that can be utilized by groups of students or classrooms) - CPI de-escalation PD training and refreshers 	<ul style="list-style-type: none"> - Attends MTSS Tier 3 meetings to analyze tier 3 data sources (individual student data) - Attends BCBA common planning time to support district level Tier 3 BCBA system and processes - Support parent observations** - Support SST for interfering behaviors (as invited) - Observations at a Tier 3 level to collect data on teacher implementation as it pertains to tier 3 student intervention (classroom observation tool, fidelity data based summary but only for a targeted student) to provide coaching and feedback on implementation of evidence based interventions ** - Coaching to SST and MH teams around behavior support plan development for individual students. - Bus observations - Parent Trainings - CPI Crisis support responder <p>**Per BACB ethical guidelines, all BCBA's need parent consent to provide this level of individualized support.</p>
<p align="center">IEP Mandated Responsibilities <i>This includes students in the initial referral process and/or as directed by Special Education Administrator</i></p>		<p align="center">Sub-Separate Responsibilities</p>
<ul style="list-style-type: none"> - IEP consultation per caseload (Individual, student specific consultation and data analysis) - IEP meetings for caseload - Support parent observations for students on IEP caseload - Clinic Meetings (internal/external) per caseload, dictated by IEP - Functional Behavior Assessment (FBA) - Evaluations - Attendance at IEP meetings for students who are not on current caseload - Assessments: VBMAPP and FBA (per evaluation consents) - Home/Bus Observations as indicated by above - Parent Trainings - Integrity Data 		<ul style="list-style-type: none"> - Weekly Program consultation with classroom teacher and specialists (SLP, OT, PT) - Graphing of behavior data and summary analysis - Oversight of and editing of ABA student programming and data summary analysis - Sub-Separate Program Evaluations - RBT/C supervision - Sub Separate Program staff weekly meetings - Integrity data - Material support and development - Medicaid oversight

*Should move through Tiers systematically. Tier 3 involvement is inclusive of Tiers 1 and 2. Fidelity checks must be conducted prior to moving through Tiers.

Fidelity check example/guiding questions prior to Tier 3:

Tier 1: SWIS data review (How big of an issue is this ODR), Dojo points (How much reinforcement is this student getting), Classroom observation tool (for evidence based classroom practices), reminders and review of DCAP accommodations.

Tier 2: Is this in place? What does that data look like? What does fidelity look like? SWIS drilldown review/ Review of Tier 2 FBA done by the Mental Health team.

Roles across tiers for BCBAs and all Mental Health Providers



Gardner Public Schools

Role:	TIER 1	TIER 2	TIER 3
<p><u>1.5 Grade Based Counselors (SACs/SCs)</u></p>	<ul style="list-style-type: none"> -Provides all students with standards based SEL lessons -Participation on MTSS SEL Tier 1 team -Supports universal screening administration -Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback 	<ul style="list-style-type: none"> -Participation on MTSS SEL Tier 1 or Tier 2 -Identifies struggling students and collaborates to provide appropriate RTI services -Provides small group counseling -Collaborates on FBA/BSP development 	<ul style="list-style-type: none"> -Individual student planning and individual short-term counseling -Specific focus on mental health needs -Receive Tier 3 specific information at CPT and responding appropriately -Provides counseling (group and individual) services -Emergency/crisis support
<p><u>School Adjustment Counselors (SAC)</u></p>	<ul style="list-style-type: none"> -Provides resources for classroom calm down corners (early elementary) -Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback 	<ul style="list-style-type: none"> -Provides counseling / RTI services -Intervention design and implementation -Participation on MTSS SEL Tier 2 team -Collaborates on FBA/BSP development 	<ul style="list-style-type: none"> -Specific focus on mental health needs -May participate in social/emotional or behavioral evaluations -Provides counseling (group and individual) services -Participation on MTSS SEL Tier 3 team -Emergency/crisis support
<p><u>School Psychologists</u></p>	<ul style="list-style-type: none"> -Provides consultative services to staff -Collaborates to develop and evaluate comprehensive systems of student supports -Collaborates on data collection and analysis, program evaluation -Participation on MTSS SEL Tier 1 team -Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback 	<ul style="list-style-type: none"> -Identifies struggling students and collaborates to provide appropriate RTI services -Intervention design and implementation -Provides counseling services (group and individual) -Collaborates to evaluate and implement data-based decision making -Participation on MTSS SEL Tier 2 team -Collaborates on FBA/BSP development 	<ul style="list-style-type: none"> -Intervention design and implementation -Provides comprehensive evaluations for special education eligibility -Collaborates on data collection and analysis of systems of student supports; data-based decision making -Provides counseling services (group and individual) -Participation on MTSS SEL Tier 3 team -Emergency/crisis support

Tier 1 PBIS/MH



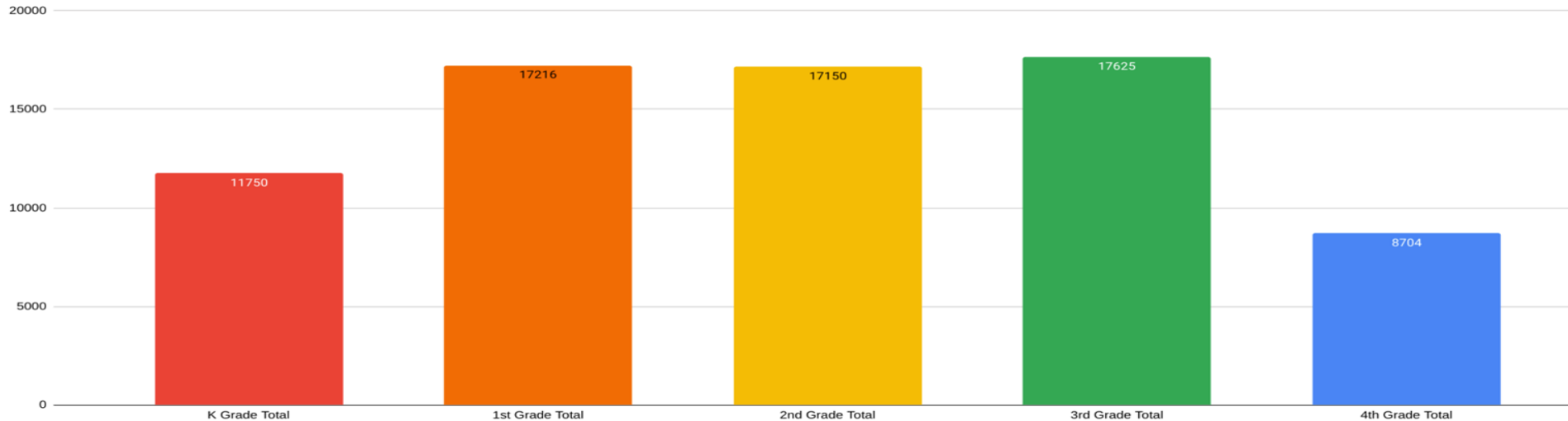
- Tier 1 PBIS (every other week)
 - Setting the schedule for pre teaching expectations
 - Monitoring data from school wide reinforcement system (DOJO)
 - Staff and student building wide recognition and celebration system
 - Plan for PD and dissemination of information and materials on PBIS building wide practices
- Tier 1 MTSS meeting (Monthly)
 - Review and analyze building wide data sources and make decisions following decision making matrix
- Crisis Response Schedule
- Classroom Support System (CSS)
 - Observation and feedback tool
 - Completed by mental health team members

Tier 1 Reinforcement System DOJO



Safe, Respectful, Responsible and Kind

Whole School



Tier 1 SEL Data: BESS Universal Screener



- Twice a year
- Used to identify classrooms in need of classwide interventions
- Identifies students with elevated or extremely elevated risk *overall, externalizing, internalizing or adaptive*

Universal Screener Summary

GES October 2022 BASC-3 BESS

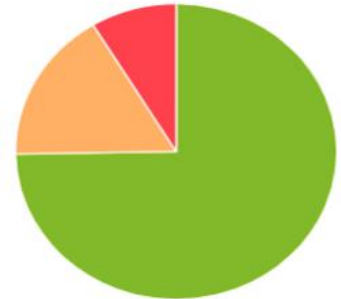
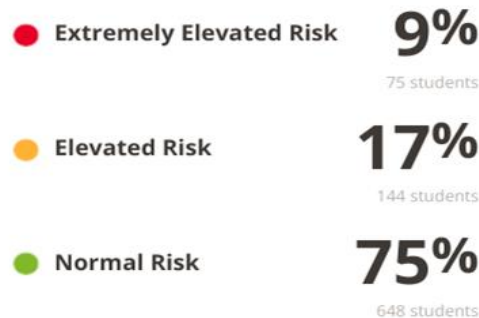


Gardner Elementary School

10/16/2022 - 10/28/2022, Behavioral and Emotional Risk Index

Behavioral and Emotional Risk Index

BESS-3 (Teacher)



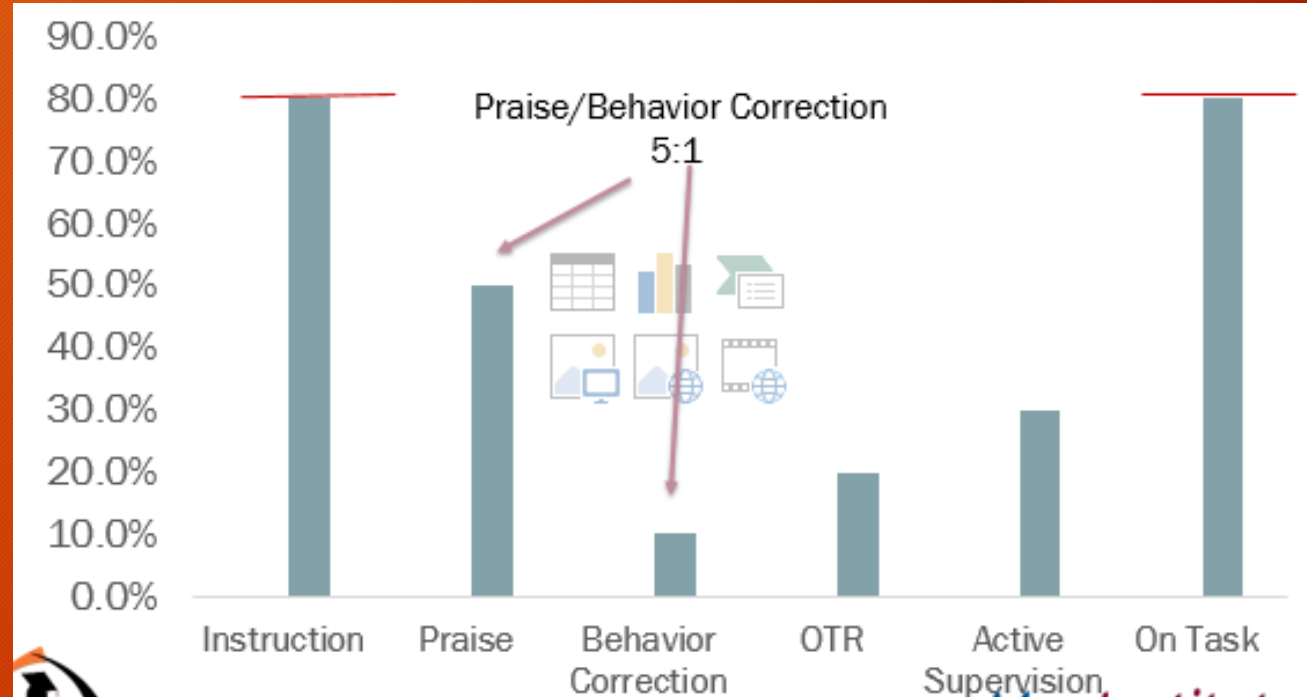
Tier 1 Classroom Support System (CSS)



*High leveraged
classroom behavior
support practices*

Twice a year as tier
to inform PD

Goal is 80% on task
behavior



Tier 1 Crisis Response Schedule



Staffed by mental health and administrative team

All trained prevention & de-escalation

Minimum number of shifts per week

Week of: 3/7/22 - 3/11/22

	Monday	Tuesday *Meg @ ESS	Wednesday	Thursday	Friday Sue/Meg HMS am	Wednesday <u>XX/XX</u> *check in on xx class throughout day
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						

Tier 2 & Tier 3



Identify Students
"In"

Progress Monitor
"On"

Transition
"Out"

Tier 2 PBIS/MH Practices



- Tier 2 PBIS meeting
 - Bi-weekly with tier 3
 - Enrollment, training, progress monitoring, and fading students from Check in and Check out (CICO)
- Tier 2 MTSS meeting
 - Monthly
 - Review and analyze data sources and make decisions following decision making matrix
- Brief FBAs Completed at Tier 2 level
- CSS
 - Coaching cycles for teachers with tier 2 or 3 students

Tier 2/3 Progress Monitoring Spreadsheet Purpose: *A progress monitoring tool as well as a built in prompt for the sequence of queries/data for the team to consider when reviewing students receiving tier 2 supports (to prevent students from needing tier 3)*



G	H	I	J	K	L	M	N	O	P
Entrance Criteria	Status based on review of PM at 6 weeks	Current ODR's Last 2 weeks	BESS BERI Rating	BESS Index	Attendance	IEP/504/SS T/ Referral	Intervention 1	Progress Monitoring Tool	Status based on review of PM at 6 weeks
BESS	Entering	0-2	Extremely Elevated				small group	Skill Streaming Rubric	
ODRs	Making Progress	0-2	Extremely Elevated	EE IRI			CICO	CICO cub card	
Parent Referral	Making Progress	0-2				Referred	small group	Skill Streaming Rubric	
	Making Progress	0-2					small group		
ODRs	Making Progress	5-10					CICO	CICO cub card	
Parent Referral	Entering	0-2		E IRI			small group	Skill Streaming Rubric	

Tier 2 Intervention Matrix



Used by MTSS SEL team and the Mental health team

Matches students to interventions based on area of need or function

Addresses identifies fidelity tool and progress monitoring data

TIER 2 Interventions					
For small group interventions co-facilitation should be the preferred model					
What is the Intervention?	Evidence Based?	What does the intervention Target? What area of student Need? Function?	Which Team/Individuals are responsible for the intervention	What is the fidelity Tool	What data will be used to evaluate student outcome/progress/ effectiveness of the intervention?
Check In/Check In Mentoring (CICO)	Yes	<ul style="list-style-type: none"> • Student seeks and likes attention from adults • Student could benefit from having a positive adult role model outside the home • Student could benefit from starting the day off on a good note and ending the day with positive feedback 	PBS tier 2 team	Cub Card/Daily Sheet	ODRs, Attendance, CICO points ***See MTSS progress monitoring spreadsheet
Small group focused on internalizing behaviors (emotional coping, emotional ID, expression, mindfulness, utilizing CBT approach)	Yes	<ul style="list-style-type: none"> • Student could benefit from recognizing anxious feelings and physical reactions to anxiety • Student could benefit from clarifying cognition in anxiety -provoking situations (i.e. unrealistic 	SEB Team (MH team)	Small Group Tier 2 fidelity check	Skill Streaming Rubric Every 6 weeks

Tier 3 PBIS/MH Practices



- Tier 3 PBIS meeting
 - Bi-weekly with tier 2
- Tier 3 MTSS meeting
 - Bi-weekly
 - Core members
- Brief or comprehensive FBAs
 - Comprehensive FBA are typically conducted by the BCBA or school psychologist
- Individual student BSP meetings 3x per week
- Individual student push in support as needed and based on data
 - MH team members sign up for students identified on the walkie response schedule

Tier 3

Example of a BSP based on a Brief FBA

Data collected through:

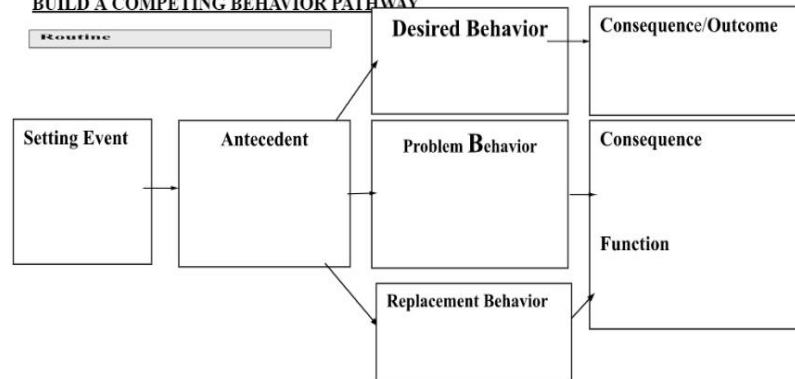
- Interviews
- SWIS (drilldown)
- ABC data
- FACTS
- Direct observation
- Multi-disciplinary team

Behavior Intervention Plan

Developed from a Functional Behavioral Assessment

Student _____ Grade _____ Date _____
 School _____ Case Manager _____

BUILD A COMPETING BEHAVIOR PATHWAY



IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	Manipulate Antecedent to prevent problem & prompt Replacement/Desired behavior	Teach Behavior Explicitly Teach Replacement & Desired Behaviors	Alter Consequences to Reinforce Replacement & Desired Behavior; Redirect & Minimize Reinforcement of Problem Behavior
	<u>Prevent problem behavior</u>	<u>Teach Replacement Behavior</u>	<u>Reinforce Replacement & Desired Behavior</u>
	<u>Prompt Replacement/Desired Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Redirect to Replacement Behavior & Minimize Reinforcement of Problem Behavior</u>

Desired Behavior: Student will earn <ID incentive> if they get 80% or more points on their Daily Point Card

Tier 3

Example of what an aspect of our Tier 3 individual PBIS behavior support plan Looks like, based on a comprehensive FBA

IMPORTANT:

- Collaborative
- Multi-disciplinary
- Include Assent
- **Function based**
- Includes Family Involvement
- Any wrap around supports
- Addresses **skill** deficits

Also includes;

- Monitoring and evaluation
- Training procedures and protocols



Student:

School:

Date:

Supervising Staff:

Information Sources

This plan was developed in collaboration with XYZ providers. Should include information from parent, school and student (if assent was provided by the student, this should be included)

Relevant Background Information:

- Student preferences
- Cultural/contextual considerations
- Relevant medical and mental health information
- Relevant academic data (including attendance, suspensions, when appropriate)
- Document wrap around supports and sources of team communication

Targeted Behaviors/Definitions:

- Operational definition
 - Include examples and non-examples
- Context of where the behavior is most likely to occur
- Include precursors

Intervention Objective:

- Goal of the intervention
- Student strengths
- Team vision (including parent and student perspective)
- Statement that intervention is not all inclusive, and is in addition to Tiers 1 and 2 (include specific exam

Functional Behavior Discussion (Function):

- Hypothesized function per target behavior

Prevention Strategies:

<i>Prior to ...</i>	<i>A staff member should do this...</i>
•	•
•	•
•	•
•	•

Teaching Strategies

Where are we now



Gardner Public Schools

ISF at the Classroom Level

Classroom Level



PBIS Key Elements

- SW expectations, lessons for teaching, acknowledgement system, discipline flow chart for minor classroom managed behaviors, ODR entry in SWIS, positive greetings at the door

Universal SEL Lessons

- Paths curriculum 3X weekly for 20 minutes in every classroom
- 12-13 Counselor delivered SEL lessons in every classroom including sub separate classes throughout the school year.

Classroom Support System

- Every classroom, twice a year, fall/spring, guides professional development
- Tier 2 CSS: individual student or identified classroom as part of fidelity of tier 1 and improving classroom practices

CPI Walkie Responding

- Supporting the crisis, coaching other staff, implementation behavioral strategies, teaching and supporting replacement behaviors, supporting emotional regulation of the student



THANK
YOU



Gardner Public Schools

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