PM Keynote: Planning for Teaching & Learning for All Students, with a Focus on Students with Disabilities

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Learning Objectives

• Identify use of highly leveraged classroom practices that will lead to increased academic engagement for all students

• Explore and identify tools that assess practices and outcomes and can be used to support teachers

• Explore and identify self-assessment tools that teachers can use to self-assess their practices and growth opportunities

  With a focus on Students with Disabilities
Students with disabilities (SWD) are more likely to experience exclusionary and reactive discipline practices than students with without Disabilities (SWOD)

- According to the Office of Civil Rights (OCR), SWD comprise 12% of the school enrollment; however, they experience
  - 26% of out of school suspensions,
  - 24% of expulsions,
  - 28% of referrals to law enforcement or arrests,
  - 71% of restraints, and
  - 66% of seclusions (Office of Civil Rights [OCR], 2018).
Students with Disabilities (SWD) are more likely to experience exclusionary and reactive discipline practices than Students with without Disabilities (SWOD)

- Other research has confirmed that SWD are overrepresented in these school disciplinary consequences
  - office discipline referrals
  - in school suspensions (Fabelo et al., 2011; Skiba & Rausch, 2006; Vincent et al., 2011).
Potential Resources
Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

U.S. Department of Education
Office for Civil Rights

July 2022

https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf
SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

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https://assets-global.website-files.com/5d3725188825e071f1670246/5f4ede9c0d2af7e672802ef7_Supporting%20Students%20with%20Disabilities%20in%20the%20Classroom%20within%20a%20PBIS%20Framework.pdf
Are Fewer Students with Disabilities Suspended When Schools Implement PBIS?

This evaluation brief explores the relationship between (a) schools’ implementation of Tier 1 (universal) support within a positive behavioral interventions and supports (PBIS) framework and (b) the proportion of students with disabilities suspended. This brief summarizes a larger evaluation of the relationship between PBIS implementation and exclusionary discipline among students with disabilities (Simonsen et al., 2021).

Students with Disabilities Experience High Rates of Exclusionary Discipline

Relative to peers without disabilities, students with disabilities are more likely to experience exclusionary discipline. Specifically, students with disabilities experience disproportionate levels of restraint, seclusion, out-of-school suspension, expulsion, and contacts with law enforcement (U.S. Department of Education’s Office of Civil Rights, 2018). Further, after controlling for race (Black/African American) and gender identity (male)—demographic characteristics known to predict higher rates of exclusionary discipline—scholars have documented that the effects of disability persist (e.g., Sullivan et al., 2014). To reduce exclusionary discipline and improve student outcomes, many (>25,000) schools in the U.S. implement a continuum of social, emotional, and behavioral (SEB) support within a PBIS framework.

Promise of PBIS for Students with Disabilities

Although teams strive to implement a full continuum of support, more schools implement Tier 1 and measure fidelity than the other two tiers combined: in 2019, for example, more than 15,000 schools implemented Tier 1 and measured fidelity, compared to fewer than 14,000 implementing Tiers 2 and/or 3 and measuring fidelity (Center on PBIS, 2021). Further, when schools implement Tier 1 PBIS with fidelity, students with disabilities likely benefit. Preliminary research and several state evaluations support a potential relationship between implementation of Tier 1 practices and reductions in exclusionary discipline for students with disabilities (Benefit et al., 2010; Bradshaw et al., 2012; Farkas et al., 2012; Grasby-Boy et al., 2019; Loman et al., 2018; Simonsen et al., 2010; Tobin et al., 2012). Given the national scale of Tier 1 PBIS implementation in the U.S., a national exploration is an important next step to understand if PBIS is associated with reduced exclusionary discipline (e.g., suspension) for students with disabilities.

Evaluation Question

This brief addresses one evaluation question: Is there a relationship between (a) schools implementing PBIS with fidelity and (b) the proportion of students with disabilities suspended?
PBIS Impact on Students with Disabilities
PBIS & Improved SEB Outcomes

• Preliminary research indicates SWD experience improved SEB outcomes in schools that implement Tier 1 PBIS with fidelity.
  • Increase prosocial behavior and emotional regulation (Bradshaw et al., 2012; Farkas et al., 2012)
  • Experience fewer SEB challenges (e.g., decreased clinical symptoms, internalizing and externalizing behavior, concentration problems) (Bradshaw et al., 2012; Loman et al., 2018; Benner et al., 2010; Simonsen et al., 2010).

PBIS with Fidelity & Reduced Exclusionary Discipline for SWD

• **Receive fewer office discipline referrals** (Farkas et al., 2012; Jolivette et al. 2014).

• **Less likely to experience suspension** (Bradshaw et al., 2012; Gage et al., 2019; Grasley-Boy et al., 2022; Simonsen et al., 2021).

• **Fewer crisis responses (restraint and seclusion)** (Simonsen et al., 2021; Gelbar et al., 2015; George et al., 2013; Simonsen et al., 2010; Grasley-Boy et al., 2021).

• **Less likely to refer to alternative setting placements because of behavioral concerns** (Grasley-Boy et al., 2019)

What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD
What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD Improved Systems

↑ District-wide fidelity of implementation across schools (TFI)
↑ Ensured that students that were identified for Tier 2 services by ODRs, screening, teacher referral, etc., had High Leveraged Classroom Behavior Support (HLCBS) practices implemented with fidelity
What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD Improved Systems

Regular representative team-based (including all mental health staff, BCBA) data-based decision-making at the classroom level

Tier 1 teams disaggregated data at the classroom level and built action plans to increase the use of (HLCBS) practices across the school
Increased Applied Behavior Expertise at the District and School Level

• Trained all behavioral responders (walkie-talkie) (mental health staff, BCBAs, administrators) in conducting HLCBS training, direct observations and performance feedback

• Increased time of applied behavior expertise staff at the district (District MTSS Coordinator) and school level (BCBA)

• Trained all mental health staff in conducting Brief FBAs
Increased PBIS Technical Assistance - May Institute

• Leveraged grants and other funding to provide increased PBIS technical assistance at all tiers and particularly at Tier 3 to build systems, data, and practices across the district and schools
  • May Institute has successfully supported Gardner over the last 12 years in working with students at the top of triangle who are at risk for more restrictive placements

• With the rise in ODRS, the May Institute was asked to provide intensive MTSS technical assistance to build capacity at the district and school level.

• Introduced the HLCBS system
What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD Improved Systems

- District-wide fidelity of implementation across schools (TFI)
- Regular representative team-based (including all mental health staff, BCBA) data-based decision-making at the classroom level
- Increased Applied Behavior Expertise at the District and School Level
- Increased PBIS Technical Assistance
- Began to train all staff to implement HLCBS with fidelity
Gardner Public School District

Student enrollment: 2400
4 Schools:
  Elementary PK-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%
“EVERY CHILD, IN EVERY CLASSROOM, EVERY DAY”
At Gardner Public Schools we are committed to the success of ALL students. Equity is at the forefront of how GPS delivers education with an understanding of the unique challenges and barriers faced by our students, families and community. MTSS is the district's overarching integrated system of multi-tiered supports to prevent students from requiring more intensive, individualized and/or special education services. MTSS is about how all systems fit together to ensure that all students can access high quality instruction.
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

Over 75th Percentile as compared to other comparison schools nationally with data entered into SWIS
High Rate Special Education Referrals (does not include PK)
Where are we now?

What were our outcomes?
Fidelity of Implementation Outcomes
Fidelity of Implementation

10% Increase
Tier 1 - Middle School

39% Increase
Tier 2 - High School

Tier 1: 20%
Tier 2: 30%
Tier 3: 30%
Elementary
Improvements in acknowledgement system Implementation - Tier 1

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

2020-2021 2021-2022
Exclusionary Discipline Outcomes
Decreasing Exclusionary Practices

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

42% decrease
Decrease in ODR’s for SWD

<table>
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<th></th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
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Total Major ODRs per Month for All SWD in 2021-2022

2021-2022
Improvements in Restraint Data Across District

District Total Restraints vs. Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Restraints</th>
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<tbody>
<tr>
<td>2017-2018</td>
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<td>2018-2019</td>
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<td>2019-2020</td>
<td>33</td>
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<tr>
<td>2020-2021</td>
<td>15</td>
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<tr>
<td>2021-2022</td>
<td>24</td>
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</tbody>
</table>
Improvements in Restraint Data for Elementary for SWD

Restraints Across Years
SY 2019-2020 vs 2021-2022

- SY 2019 - 2020: 20
- SY 2021 - 2022: 2
Time Gained from Decrease in ODR’s

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 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 ODRs x 10 minutes = 4590 administrative minutes gained, or 12.75 administrative days gained

*Scott & Barrett (2004)
Distribution of ODR’s

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

Sept - Nov 2022

Current data:

1.9%
2.9%
95.15%

Sept 2019 – Jan 2020
40 - 9 Students
3% 95%
0 - 1
2 - 5
6+

Sept 2020 – Jan 2021
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%

Includes SWD
Improvements for Tier 2 CICO and SWD

Outcome of SWD using CICO in 2021-2022

- Success: 83%
- No Change: 17%

n=6
Annual Report Effectiveness Data for Tier 3

Tier 3 Student 2021-22 Progress

- 50% Making Progress
- 25% Ready to Fade to Tier 2
- 25% Not Making Progress

Includes SWD
SWD Outcomes

- Increased Inclusion Rates
- Increased Graduation Rates/Decreased Drop Out Rates
- Reduction in Referrals: Student Support Teams and Special Education
Full inclusion placement for SWD will increase by 5% - EXCEEDED GOAL (+19%)
SWD 5 year Graduation Rate Percentage

- 2019: Gardner - 62.5, State - 76.4
- 2020: Gardner - 55.2, State - 78.2
- 2021: Gardner - 81.1, State - 79.3
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%)

PBIS Introduced
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.
Academic Outcomes - Early Elementary K&1 started using DBDM for DIBELS
Improved Teacher Retention

Teacher Retention Rates

- Gardner
- State
How did we do it?

What did Gardner do to get these outcomes?
We have been focused on trying to reduce the number of students who may need more intensive supports for ALL students, including SWD, at a district level and then from there focusing in at the classroom level.

Teachers are at the forefront and if we can equip them with the right supports in ALL classrooms at tier 1, we can prevent a lot of the need for more intensive supports at tier 2 and tier 3.
Why Did We Focus on the Classroom?

Why the focus on Classrooms?
- District ODR data indicates most ODR's are coming from classrooms
- District ODR data indicates top behavior across the district for ODR's is elopement/cutting class
- Teachers have expressed needing more support for SEB in the classrooms

It is a GPS expectation that
- Evidence based Tier 1 practices are implemented in every classroom, every day with all students
- Teachers consistently use instructional practices that are likely to motivate and engage most students in the content of the lesson.
GPS District Fall 21 ODR (majors/office referrals) Averages (per day, per month, per 100 students) Compared to National Data

ABOVE 75TH PERCENTILE
District ODR Outcome Goal & Intervention

Outcome Goal

1) Increase student engagement in the classroom as measured through a 25% reduction in ODR for each school by June 2023

Evidence Based Interventions that address problem location, problem behaviors identified

Tier 1) Implement classroom support system (i.e. high leverage classroom practices) across district
Tier 1 Implementation

First, the focus was on developing Tier 1 fidelity of PBIS Key Elements

- School Wide Expectations
- Teaching the Expectations
- Acknowledgement System
- Discipline Flow Chart
- Screening, Data Sources, Data Disaggregation
- Positive Greetings

Foundation for High Leveraged Classroom Behavior support (HLCBS) practices
1st Focused on Tier 1 Implementation
- Ensured Access for SWD

In ALL classrooms,
Including substantially separate classrooms
HLCBS Practices

Following Tier 1 PBIS Implementation, we wanted to ensure that our High Leverage Classroom Behavior Support (HLCBS) practices were in place. Did we have the appropriate levels of

- Instruction
- Praise to error correction ratio
- Proactive monitoring/active supervision
- Opportunities to respond

To maximize on-task behavior, build better student teacher relationships as well as academic performance
Systems Approach to HLCBS Practices

- Provided brief training on
  - HLCBS practices with emphasis on how they improve student on task behavior
  - how the classroom observation system works
- Used the Classroom Observation Tool - (Handler & Putnam 2000; Revised - Putnam & Handler, 2020) used to measure these HLCBS using a 10 minute observation with 15 second partial interval data collection
- Using data from the tool, provided graphical performance feedback on these variables to the instructional staff
Example Observation Graph (The Goal)
### SUMMARY of CLASSROOM OBSERVATION

*Hander & Putnam, 2000*

<table>
<thead>
<tr>
<th>Teacher Behaviors</th>
<th>Student Behaviors</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>0:00 - 0:15</td>
<td>On-task</td>
</tr>
<tr>
<td>Monitoring</td>
<td>0:30 - 0:45</td>
<td>On-task</td>
</tr>
<tr>
<td>Praising</td>
<td>1:00 - 1:15</td>
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<tr>
<td>Behavior Correction</td>
<td>1:30 - 1:45</td>
<td>On-task</td>
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<tr>
<td>Training</td>
<td>2:00 - 2:15</td>
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<tr>
<td>Behavior Correction</td>
<td>9:00 - 9:15</td>
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</table>

#### Teacher Behaviors

- **Instruction**: Monitoring, Praising, Behavior Correction

#### Student Behaviors

- **On-task**: 0%
- **Off-task**: 0%
- **Opportunities to Respond (OTR)**: 0%

#### Observations

- **Staff: Student ratio**: 
- **Interval**: Total number of intervals observed
- **% of Intervals**: Total number of intervals observed / 100

#### Instructional Activities

- **Instruction**: 0%
- **Monitoring**: 0%
- **Praising**: 0%

#### Behavior Correction

- **Positive (+)**: 0%
- **Negative (-)**: 0%

#### Total Behavior Correction (TBC)

- **Total Behavior Correction (TBC)**: 0%
How we Obtained BUY IN for the Classroom Observation System

- Tested validity
- Utilized teacher efficacy scale to further test validity and compare to teacher efficacy
- Conducted the PD, observations and data based performance feedback
- Shared results
- Results indicated validity in identifying good versus needing support in behavioral management classroom practices which helped obtain buy in at the building level
- Improved on task behavior at the building level, helped obtain buy in at the district level
Important for Buy In

- **Separate** the use of the system from the instructional staff district evaluation system - this data is to be used only by the behavior coaches

- **No surprises** - observations only conducted at instructional staff’s preferred times

- Only focus on the **positives** - what instructional staff are doing right
Brief Training & Performance Feedback
Classroom #1
Brief Training & Performance Feedback
Classroom #2
Barriers Despite our Best Efforts

- The word “Observation” was a trigger for anxiety for some teachers
- Teachers began to question how they were being identified for these “observations”
- Union started to get involved

We needed to make some adjustments and provide more clarification building upon our “No Surprises” Motto
Adjustments to System

- Changed the name from “Classroom Observation Tool” to “Classroom Support System”
- Met with PBIS, Instructional Coaches and MH staff conducting the observations to identify teacher concerns
- Developed District Wide Process/Procedures to clarify any questions/areas of concern that went through Superintendent's office and then Principal’s review
District Wide Process/Procedures for Classroom Support System

★ Why the focus on classrooms?
★ What is the purpose?
★ Who receives the PD?
★ How long does it take?
★ Who conducts the PD?
★ What is the criteria to identify a classroom for support/coaching cycle?
★ Can an Admin request a CR be identified for support?
★ What is the timeline and follow up schedule once identified?
★ What happens to the data/who has access?

Training Process:
Step 1) Train all District Mental Health Staff & Coaches
Step 2) Train Principals/Admin
Step 3) Train Elementary Teachers
Step 4) Train Secondary Teachers
Classroom Support System
SUCCESS Fall/Winter 2021

Gr. Kindergarten (w/SWD)

3rd Grade (w/SWD)

1st Grade (w/SWD)
Classroom Support System
SUCCESS Spring 2022

1st Grade (w/SWD)

1st Grade Individual (SWD) Student
Classroom Support System
SUCCESS Fall 2022

2nd Grade (w/SWD)
Classroom Support System

New Advancements/Modifications
- Fall 2022

★ Tier 1 Screener for EVERY classroom (Fall and Spring) including integrated preschool classrooms and substantially separate programs

★ Guiding Questions for Data Based Decision Making at the Systems Level for Tier 1 & 2 using this as a data source

★ Developmentally appropriate definitions of ON-TASK for integrated preschool and students with Autism in our ABA substantially separate programs
Classroom Support System

NEXT STEPS

- Elementary Level using as a tier 1 screener for **ALL** classrooms Fall and Spring to target classroom support and Staff PD
- Train Secondary Level (*using the training sequence developed as part of the district process*)
- Continue to Interconnect with Tier 1 practices - Academic MTSS leg (*for increased academic achievement*)
- Focus on Fidelity
District Drivers for Classroom Level Success

These Tier 1 Classroom Level Systems, Data & Practices are a part of our Larger District Level Systems that Ultimately make them Sustainable
School-level MTSS/PBIS implementation is more successful when it’s supported by district-level systems.

- By supporting multiple schools in the same area, districts create a shared vision, language and experience that makes everyone more effective.

- Tiered Fidelity Inventory (TFI) to measure fidelity of implementation.
Information
Funnels out &
Funnels In
Teaming

Representative, District & School Level, Data-Based Decision Making (DBDM) Teams:

All Teams:
- Administrators/Principal
- ALL MH staff roles
- BCBA’s (for applied behavior expertise)
- Special Ed. Admin
- Teachers
- Family Engagement Teacher leaders
  - (with ways of incorporating family voice)

Some Teams:
- Community Outreach
- Community Partners
- Ways of Incorporating Youth Voice
Data Based Decision Making

Adopted 4 Step Data Based Decision Making Process:

Identified:
- **Common Data Sources**
- **Common Data Points** (disaggregated by...)
  - Accountability Targets
  - Entrance Criteria for Tier 2 & 3
  - Marginalized Groups
- **Guiding Questions**
- **Progress Monitoring Cycles**
- **Fidelity Tools & Checklists**
Increased Applied Behavioral Expertise

- Full Time District Coordinator for MTSS/PBIS (BCBA)
  - Background in Applied Behavioral Expertise as Board Certified Behavior Analyst
  - Connected to District Central Office

- Increased School Level BCBA’s to Building Based
- Conducted BRIEF FBA Training with ALL Mental Health
- Trained all behavioral responders (walkie-talkie) (mental health staff, BCBAs, administrators) in HLCBS Practices

As you probably know, PBIS is considered ABA at Scale
Technical Assistance

Leveraged Grants & Other Funding

**MAY Institute:**
- Consultation to District Coordinator for Capacity Building
- Attending District and School Level Team Meetings
- Providing PD

**DESE Academy:**
- Completed 3 years of SEL & MH MTSS Academy
- Year 1 of High School PBIS Academy
What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD Improved Systems

- District-wide fidelity of implementation across schools (TFI)
- Regular representative team-based (including all mental health staff, BCBA) data-based decision-making at the classroom level
- Increased Applied Behavior Expertise at the District and School Level
- Increased PBIS Technical Assistance
- Began to train all staff to implement HLCBS with fidelity
“EVERY CHILD, IN EVERY CLASSROOM, EVERY DAY”
Thank You

Q&A
Psychology CEs