C1: PBIS and Mental Health

Amber Casavant, Fina Roberston & Colleen Coyne

Gardner Public Schools
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

#### Mental Health/Social-Emotional Well-Being

<table>
<thead>
<tr>
<th>Getting Started with ISF</th>
</tr>
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<tbody>
<tr>
<td><strong>VOLUME 2: IMPLEMENTATION GUIDE</strong></td>
</tr>
<tr>
<td>- Chapter 3</td>
</tr>
<tr>
<td><strong>GUIDES &amp; BRIEFS</strong></td>
</tr>
<tr>
<td>- Aligning and Integrating MH and PBIS</td>
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<tr>
<td>- ISF Fact Sheet 101</td>
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<td>- ISF Fact Sheet 201</td>
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<tr>
<td>- Volume 1</td>
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<tr>
<td><strong>VIDEOS</strong></td>
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<tr>
<td>- An Introduction to the ISF</td>
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<td>- The ISF Overview Webinar</td>
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<thead>
<tr>
<th>State/District Installation</th>
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<tbody>
<tr>
<td><strong>VOLUME 2: IMPLEMENTATION GUIDE</strong></td>
</tr>
<tr>
<td>- Chapter 4</td>
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<tr>
<td>- District Installation Guide</td>
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<tr>
<td><strong>GUIDES &amp; BRIEFS</strong></td>
</tr>
<tr>
<td>- Installing and Implementing an ISF at District/Community Level</td>
</tr>
<tr>
<td>- ISF Fact Sheet 301</td>
</tr>
<tr>
<td><strong>PRESENTATIONS &amp; VIDEOS</strong></td>
</tr>
<tr>
<td>- 2020 Forum Session E</td>
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</tbody>
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<table>
<thead>
<tr>
<th>School Installation</th>
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<tbody>
<tr>
<td><strong>VOLUME 2: IMPLEMENTATION GUIDE</strong></td>
</tr>
<tr>
<td>- Chapter 5</td>
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<tr>
<td>- School Installation Guide</td>
</tr>
<tr>
<td><strong>GUIDES &amp; BRIEFS</strong></td>
</tr>
<tr>
<td>- Installing and Implementing an ISF at School Level</td>
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<tr>
<td><strong>PRESENTATIONS &amp; VIDEOS</strong></td>
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<tr>
<td>- 2020 Forum Session E2</td>
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<thead>
<tr>
<th>Topics for Alignment &amp; Integration</th>
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<tbody>
<tr>
<td><strong>TRAUMA</strong></td>
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<tr>
<td>- Integrating a Trauma-Informed Approach within PBIS Framework</td>
</tr>
<tr>
<td>- 2020 Forum Session E1</td>
</tr>
<tr>
<td><strong>SUICIDE PREVENTION</strong></td>
</tr>
<tr>
<td>- 2020 Forum Session A6</td>
</tr>
<tr>
<td>- Interview from 2020 Forum</td>
</tr>
<tr>
<td><strong>SOCIAL EMOTIONAL COMPETENCIES</strong></td>
</tr>
<tr>
<td>- Teaching Social Emotional Competencies within PBIS Framework</td>
</tr>
<tr>
<td>- Video: Social Emotional Learning: Cultivating Essential Life Skills</td>
</tr>
</tbody>
</table>
Potential Resources

The ISF Implementation Guide

Fact Sheet
INTERCONNECTED SYSTEMS FRAMEWORK 301: INSTALLING AN INTEGRATED APPROACH
BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

www.pbis.org
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.
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.
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.
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.
Why Use the Interconnected Systems Framework to Address Mental Health in Schools?
Why Use the Interconnected Systems Framework to Address Mental Health in Schools?

**Improved Student Outcomes**
- Academic performance (Harris et al., 2009)
- Social-emotional competence (Broadway, Meador, & Loef, 2012)
- Social & academic outcomes for SWD (Lewis, 2017; Tobin, Horner, & Vinson, 2012; Swain-Broadway, 2012)
- Reduced bullying behaviors (Ross & Horner, 2009; Wannberg, Meador, & Loef, 2012)
- Decreased rates of student-reported drug/alcohol abuse (Russett, Klinner, & Mouton, 2013; Broadway et al., 2012)

**Reduced Exclusionary Discipline**
- Office discipline referrals (Broadway, Mitchell, & Loef, 2010; Broadway et al., 2012; Harris et al., 2009)
- Suspensions (Broadway, Mitchell, & Loef, 2010)
- Restraint and seclusion (Reynolds et al., 2006; Simmons, Britton, & Young, 2013)

**Improved Teacher Outcomes**
- Perception of teacher efficacy (Kein & Menocal, 2012; Ross, Horner, & Harris, 2012)
- School organizational health and school climate (Broadway, Bell, & Hysong, 2008; Broadway, Rath, Thompson, & Loef, 2012)
- Perception of school safety (Harris 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

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

- **2015-16**
  - Students Referred: 60
  - Found Eligible: 30

- **2016-17**
  - Students Referred: 65
  - Found Eligible: 40

- **2017-18**
  - Students Referred: 60
  - Found Eligible: 30

Legend:
- Blue: Students Referred
- Orange: Found Eligible
Where are we now?

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

10% Increase
Tier 1 - Middle School

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

Elementary

39% Increase
Tier 2 - High School
Improvements in acknowledgement system implementation - Tier 1

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

- 2020-2021
- 2021-2022

Graph shows the number of acknowledgments by month for two consecutive years.
Exclusionary Discipline Outcomes
Decreasing Exclusionary Practices

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

42% decrease

2019-2020 vs. 2021-2022
Decrease in ODR’s for SWD

Total Major ODRs per Month for All SWD in 2021-2022

- Sep: 85
- Oct: 169
- Nov: 138
- Dec: 83
- Jan: 31
- Feb: 50
- Mar: 94
- Apr: 7
- May: 23
- Jun: 16
Improvements in Restraint Data Across District

District Total Restraints vs. Year

- 2017-2018: 37
- 2018-2019: 28
- 2019-2020: 33
- 2020-2021: 15
- 2021-2022: 24
Improvements in Restraint Data for Elementary for SWD
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 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)
Distribution of ODR’s

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

Sept 2019 – Jan 2020
87%
9%
4%
40 - 9 Students

Sept 2020 – Jan 2021
95%
2%
3%

ODRs
6+
2 - 5
0 - 1

Current data:

Sept - Nov 2022
1.9%
2.9%
95.15%
Tier 2-3 Effectiveness Outcomes
Annual Report Effectiveness Data Tier 2/3

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

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

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

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

ISF at the District Level
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

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<tbody>
<tr>
<td><strong>Mental Health</strong></td>
<td>District SEL Team</td>
<td>MH District Restructuring Began</td>
<td>MH District Restructuring Cont.</td>
<td>• Hiring cont.</td>
<td>• Hiring cont.</td>
</tr>
<tr>
<td></td>
<td>• job description changes</td>
<td>• alignment with ASCA</td>
<td>• Universal Screener (secondary)</td>
<td>• Universal Screener</td>
<td>• PD</td>
</tr>
<tr>
<td></td>
<td>• pilot 1st universal screener</td>
<td>• hiring begins for building based MH staff</td>
<td>(Elementary)</td>
<td>• PD</td>
<td></td>
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<tr>
<td></td>
<td>• PD</td>
<td>• District MH Coordinator (stipend)</td>
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<tr>
<td><strong>PBIS</strong></td>
<td>Year 1 PBIS</td>
<td>Year 2 PBIS</td>
<td>Year 3 PBIS</td>
<td>MAY Consultant to assess PBIS Implementation (District Wide)</td>
<td>• May Consultation to strengthen systems</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>• District PBIS Coordinator</td>
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<tr>
<td><strong>MTSS</strong></td>
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<td></td>
<td>• District SEL MH Team</td>
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<td></td>
<td></td>
<td></td>
<td>• Piloted 1st Building MTSS Team Model</td>
</tr>
</tbody>
</table>
## History of MH & PBIS in Gardner After MTSS

<table>
<thead>
<tr>
<th></th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023 (Present SY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>• Hiring Cont.</td>
<td>• Hiring Cont.</td>
<td>• Complete building based teams inc. building based BCBA’s</td>
</tr>
<tr>
<td></td>
<td>• PD</td>
<td>• PD</td>
<td>• Focus on Continuous Rotating Groups matched to student need</td>
</tr>
<tr>
<td></td>
<td>• Representative District MH planning team (Counselor, School Psych, SAC, BCBA/District MTSS Coordinator)</td>
<td>• Focus on Fidelity of tier 2 small groups</td>
<td>• CPI trained</td>
</tr>
<tr>
<td></td>
<td>• Annual Reports begin to focus on outcome data</td>
<td>• All trained on High Leveraged Classroom Behavior Supports (HLCBS) for classroom level tier 1 support</td>
<td>• Brief FBA trained</td>
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<tr>
<td>PBIS</td>
<td>• Re-Implement at Middle School</td>
<td>• Stipends for Coaches all schools</td>
<td>• High school PBIS Academy Year 1</td>
</tr>
<tr>
<td></td>
<td>• District Coaches meeting</td>
<td>• Implement at High School with focus on climate/culture</td>
<td>• SWIS in all schools</td>
</tr>
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<tr>
<td>MTSS (ISF)</td>
<td>• Phased in secondary level with focus on tier 1</td>
<td>• Stipends for Facilitators/Coaches</td>
<td>• Cont. to phase in tier 3</td>
</tr>
<tr>
<td></td>
<td>• Year 2 DESE Academy</td>
<td>• Phased in tier 2 and/or 3</td>
<td>• Change in membership to district team</td>
</tr>
<tr>
<td></td>
<td>• Annual Reports began</td>
<td>• Year 3 DESE Academy</td>
<td>• Added Family &amp; Community Partner Representation</td>
</tr>
<tr>
<td></td>
<td>• District Self Assessment</td>
<td>• District Facilitator/coach meetings began</td>
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<td></td>
<td></td>
<td>• Began looking at District Level Data</td>
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<td>• DSFI</td>
<td></td>
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</tr>
<tr>
<td>Family &amp; Community</td>
<td></td>
<td>• Stipends for teacher leaders/coaches</td>
<td>• Interconnection of FCE with MTSS/PBIS</td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
<td>• Siloed, each teacher leader doing their own thing</td>
<td>• District FCE team began with MTSS PD</td>
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</table>
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
Established Effective MTSS Framework
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 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).

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

**MTSS SEL Intervention FIDELITY Checklist Tiers 1-3**

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

<table>
<thead>
<tr>
<th>OUTCOME GOAL TO ADDRESS:</th>
<th>Decrease percentage of extremely elevated internalizing students based on BESS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERVENTION (Name):</td>
<td>TRAILS to Wellness Anxiety &amp; Depression CBT Group</td>
</tr>
</tbody>
</table>

**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

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

**Fidelity Rating Scale**

| 2 | 1 | 0 |
Where are we now

ISF at the School Level
# Building Based Mental Health Team

## Weekly Common Planning Time

<table>
<thead>
<tr>
<th>Review of Action Plan (review prior CPT notes &quot;to dos&quot;)</th>
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<tbody>
<tr>
<td>Recent Incidents/Current Topics of Discussion</td>
</tr>
<tr>
<td>MTSS Report</td>
</tr>
<tr>
<td>Tier 1-</td>
</tr>
<tr>
<td>Tier 2-</td>
</tr>
<tr>
<td>Tier 3-</td>
</tr>
<tr>
<td>Tier 1 Data Review</td>
</tr>
<tr>
<td>No specific data scheduled to review</td>
</tr>
<tr>
<td>- Consider looking at any tier 1 intervention data that is/could be available</td>
</tr>
<tr>
<td>- Consider completing a Tier 1 fidelity checklist</td>
</tr>
<tr>
<td>Upcoming Classroom Lessons</td>
</tr>
<tr>
<td>Upcoming Small Group Lessons</td>
</tr>
<tr>
<td>Upcoming Large Group Activities</td>
</tr>
<tr>
<td>Universal Screenings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review Progress Towards Team Goals</th>
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</thead>
<tbody>
<tr>
<td>Formalize Next Month’s Calendar</td>
</tr>
<tr>
<td>Reflection &amp; Next Steps</td>
</tr>
<tr>
<td>Determine the agenda for future meetings.</td>
</tr>
</tbody>
</table>
# 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.

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

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

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

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.

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 BCBAs and all Mental Health Providers

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td><strong>Some students/Partial groups</strong></td>
<td><strong>Few students/ as identified by Special Ed. Admin.</strong></td>
</tr>
<tr>
<td>- Attends PBS and MTSS Tier 1 meetings to analyze Tier 1 data sources</td>
<td>- Attends PBS and MTSS Tier 2 meetings to analyze Tier 2 data sources</td>
<td>- Attends MTSS Tier 3 meetings to analyze Tier 3 data sources (Individual student data)</td>
</tr>
<tr>
<td>- 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.</td>
<td>- 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)</td>
<td>- Attends BCBA common planning time to support district level Tier 3 BCBA system and processes</td>
</tr>
<tr>
<td>- Provide district information and resources to teachers (i.e. DCAP) for accommodations regarding specialty in behaviors, ADHD, Autism, chronic absenteeism etc.</td>
<td>- Attends Mental Health common planning time to analyze tiered 1 and 2 systems, data sources, and students</td>
<td>- Support parent observations**</td>
</tr>
<tr>
<td>- 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</td>
<td>- Tier 2 groups, RTI on targeted interventions such as, ACT, CICO and social skills (i.e. through a lunch bunch) identified through MTSS</td>
<td>- Support SST for interfering behaviors (as invited)</td>
</tr>
<tr>
<td></td>
<td>- Observe and fidelity check of implementation of Tier 2 system interventions (prior to considering a student for tier 3 supports).</td>
<td>- 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 **</td>
</tr>
<tr>
<td></td>
<td>- Implement CICO as needed</td>
<td>- Coaching and development of Tier 3 Behavior support and classroom behavior management (that can be utilized by groups of students or classrooms)</td>
</tr>
<tr>
<td></td>
<td>- Coaching and development of Tier 2 Behavior support and classroom behavior management (that can be utilized by groups of students or classrooms)</td>
<td>- CPI Crisis support responder</td>
</tr>
<tr>
<td></td>
<td>- CPI de-escalation PD training and refreshers</td>
<td><strong>Per BACB ethical guidelines, all BCBAs need parent consent to provide this level of individualized support.</strong></td>
</tr>
</tbody>
</table>

**IEP Mandated Responsibilities**
- 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

**Sub-Separate Responsibilities**
- 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 exclusive 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

<table>
<thead>
<tr>
<th>Role:</th>
<th>TIER 1</th>
<th>TIER 2</th>
<th>TIER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Grade Based Counselors (SACs/SCs)</td>
<td>- Provides all students with standards based SEL lessons</td>
<td>- Participation on MTSS SEL Tier 1 or Tier 2</td>
<td>- Individual student planning and individual short-term counseling</td>
</tr>
<tr>
<td></td>
<td>- Participation on MTSS SEL Tier 1 team</td>
<td>- Identifies struggling students and collaborates to provide appropriate RTI services</td>
<td>- Specific focus on mental health needs</td>
</tr>
<tr>
<td></td>
<td>- Supports universal screening administration</td>
<td>- Provides small group counseling</td>
<td>- Receive Tier 3 specific information at CPT and responding appropriately</td>
</tr>
<tr>
<td></td>
<td>- Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback</td>
<td>- Collaborates on FBA/BSP development</td>
<td>- Provides counseling (group and individual) services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Emergency/crisis support</td>
</tr>
<tr>
<td>School Adjustment Counselors (SAC)</td>
<td>- Provides resources for classroom calm down corners (early elementary)</td>
<td>- Provides counseling / RTI services</td>
<td>- Specific focus on mental health needs</td>
</tr>
<tr>
<td></td>
<td>- Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback</td>
<td>- Intervention design and implementation</td>
<td>- May participate in social/emotional or behavioral evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Participation on MTSS SEL Tier 2 team</td>
<td>- Provides counseling (group and individual) services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Collaborates on FBA/BSP development</td>
<td>- Participation on MTSS SEL Tier 3 team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Emergency/crisis support</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>- Provides consultative services to staff</td>
<td>- Identifies struggling students and collaborates to provide appropriate RTI services</td>
<td>- Intervention design and implementation</td>
</tr>
<tr>
<td></td>
<td>- Collaborates to develop and evaluate comprehensive systems of student supports</td>
<td>- Intervention design and implementation</td>
<td>- Provides comprehensive evaluations for special education eligibility</td>
</tr>
<tr>
<td></td>
<td>- Collaborates on data collection and analysis, program evaluation</td>
<td>- Provides counseling services (group and individual)</td>
<td>- Collaborates on data collection and analysis of systems of student supports; data-based decision making</td>
</tr>
<tr>
<td></td>
<td>- Participation on MTSS SEL Tier 1 team</td>
<td>- Collaborates to evaluate and implement data-based decision making</td>
<td>- Provides counseling services (group and individual)</td>
</tr>
<tr>
<td></td>
<td>- Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback</td>
<td>- Participation on MTSS SEL Tier 2 team</td>
<td>- Participation on MTSS SEL Tier 3 team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Collaborates on FBA/BSP development</td>
<td>- Emergency/crisis support</td>
</tr>
</tbody>
</table>
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**

- K Grade Total: 11750
- 1st Grade Total: 17216
- 2nd Grade Total: 17150
- 3rd Grade Total: 17625
- 4th Grade Total: 8704
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
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

<table>
<thead>
<tr>
<th>Week of: 3/7/22 - 3/11/22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>9:00</td>
</tr>
<tr>
<td>10:00</td>
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<tr>
<td>11:00</td>
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<tr>
<td>12:00</td>
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<td>1:00</td>
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<td>2:00</td>
</tr>
<tr>
<td>3:00</td>
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<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>*Meg @ ESS</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
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<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td>Sue/Meg HMS am</td>
</tr>
</tbody>
</table>

*Wednesday XX/XX check in on xx class throughout day*
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).

<table>
<thead>
<tr>
<th>Entrance Criteria</th>
<th>Status based on review of PM at 6 weeks</th>
<th>Current ODR’s Last 2 weeks</th>
<th>BESS BERI Rating</th>
<th>BESS Index</th>
<th>Attendance</th>
<th>IEP/504/SS T/Referral</th>
<th>Intervention 1</th>
<th>Progress Monitoring Tool</th>
<th>Status based on review of PM at 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BESS</td>
<td>Entering</td>
<td>0-2</td>
<td>Elevated</td>
<td></td>
<td></td>
<td></td>
<td>small group</td>
<td>Skill Streaming Rubric</td>
<td></td>
</tr>
<tr>
<td>ODRs</td>
<td>Making Progress</td>
<td>0-2</td>
<td>Elevated</td>
<td>EE IRI</td>
<td></td>
<td></td>
<td>CICO</td>
<td>CICO card</td>
<td></td>
</tr>
<tr>
<td>Parent Referral</td>
<td>Making Progress</td>
<td>0-2</td>
<td></td>
<td></td>
<td>Referred</td>
<td></td>
<td>small group</td>
<td>Skill Streaming Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making Progress</td>
<td>0-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ODRs</td>
<td>Making Progress</td>
<td>5-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CICO</td>
<td>CICO card</td>
<td></td>
</tr>
<tr>
<td>Parent Referral</td>
<td>Entering</td>
<td>0-2</td>
<td></td>
<td>E IRI</td>
<td></td>
<td></td>
<td>small group</td>
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<td></td>
</tr>
</tbody>
</table>
**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*

<table>
<thead>
<tr>
<th>Tier 2 Interventions</th>
<th>Evidence Based?</th>
<th>What does the intervention Target? What area of student Need? Function?</th>
<th>Which Team/Individuals are responsible for the intervention</th>
<th>What is the fidelity Tool</th>
<th>What data will be used to evaluate student outcome/progress/ effectiveness of the intervention?</th>
</tr>
</thead>
</table>
| Check In/Check In Mentoring (CICO) | Yes | - 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 | - Student could benefit from recognizing anxious feelings and physical reactions to anxiety  
- Student could benefit from clarifying cognition in anxiety-resolution situations (i.e. unrealistic) | SEB Team (MH team) | Small Group Tier 2 fidelity check | Skill Streaming Rubric  
Every 6 weeks |

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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
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:**

**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 example)

**Functional Behavior Discussion (Function):**
- Hypothesized function per target behavior

**Prevention Strategies:**

<table>
<thead>
<tr>
<th>Prior to ...</th>
<th>A staff member should do this...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Teaching Strategies:**
Where are we now

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
Contact Information

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Colleen Coyne SEL Coach/School Counselor
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