School Wide PBIS/ MTSS

Framingham Public Schools

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The City of Framingham: School Demographics

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Framingham</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students PreK-12</td>
<td>8,822</td>
<td></td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>703</td>
<td></td>
</tr>
<tr>
<td>Schools: 15</td>
<td>Pre-School 1 Elementary 9 Middle School 3 High School 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub Groups</th>
<th>Framingham</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language not English</td>
<td>47.2%</td>
<td>23%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>25.1%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Student with Disabilities</td>
<td>21.8%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>38.8%</td>
<td>32.8%</td>
</tr>
<tr>
<td><strong>Total High Needs</strong></td>
<td><strong>61.2%</strong></td>
<td><strong>48.75%</strong></td>
</tr>
</tbody>
</table>
### The City of Framingham: School Demographics

#### Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Framingham</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.6%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.9%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27.4%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>.1%</td>
<td>.2%</td>
</tr>
<tr>
<td>White</td>
<td>55.7%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Native Hawaiian, Pacific Islanders</td>
<td>.1%</td>
<td>.1%</td>
</tr>
<tr>
<td>Multi-Race. Non-Hispanic</td>
<td>4.3%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

#### Special Education

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students PreK-12 on an IEP</td>
<td>1896 students</td>
</tr>
<tr>
<td>Number students on an IEP in a Sub Separate Classrooms</td>
<td>339</td>
</tr>
</tbody>
</table>
District Culture Change:
- All students can and will succeed
- Behavior needs to be taught
- Suspension is not a restorative consequence

Action Steps:
- First cohort of schools trained
- District coach stipend position created
- Stipend coach from each building

Timeline: SWPBIS in Framingham

2015
- Full time district PBIS coach created
- Monthly District-Wide Coach/Admin. Leadership meeting
- Second Cohort of Schools trained
- District leadership group creates vision for integration of SEL

2016/2017
- Development of High Leverage Tier 1 Practices
- Development of Social Emotional Mental Health Team (T3)
- Addition of Social Emotional Behavioral Coaches (SEB) at level 3 schools
- Adoption of Learning and Life SEL Competencies

2018
- Integration of SEL into our PBIS System
- 2 Elementary SEL Curriculums; Second Step/Zones of Regulation
- Character Education Theme of the Month
- Re-writing Code of Conduct to reflect Restorative Practices
- Linking referral process for students in need of supports: Academic/Behavioral/Social Emotional
- Additional SEB coaches added
SWPBIS Practices: Structures

District Support:
Director/Assistant of Health & Wellness
Assistant Superintendents
*Financing
*Availability for PD

- Financing
- AVailibility for PD

Clear Responsibilities
District PBIS Coach/
Social Emotional
Mental Health Team

Clear Responsibilities

Coaching/ Building Capacity
Social Emotional
Behavioral Coaches/
Stipend PBIS Coaches

Assistant Principals

Accountability

Teachers
Student Support Team

Teachers
Student Support Team
SWPBIS Practices: Integration

PBIS/MTSS

- Restorative Practices
- Responsive Classroom
- Social Emotional Learning
- Mental Health
SWPBIS Practice: *Mapping out Tier 1*

### Value Expectation
- Lessons based on school wide Matrix
- Zones of Regulation
- Second Step Social Emotional Learning

### Learning and Life Competencies
- High Leverage Classroom Practices (ex: 5:1+ to -)
- Character Education Theme of the Month

### Direct SEB Instruction

### Integration of SEB into Teaching

### Morning Meeting
- Responsive Classroom Training
- Rewriting the district Code of Conduct to include Restorative Practices
- Community Meeting
- Positive Acknowledgment: Student and Staff

### Environment/School and Classroom Culture
High Leverage Universal Practices

Organizing the Learning Environment
- Purposeful safe placement of classroom furniture and materials to allow supervision of all areas of room
  - [Article](#) [Article](#) - Responsive Classroom
- Reset space in each classroom to allow for self-regulations
  - [Reset Space Photos](#)
  - [Reset Space Types of Tools](#)

Pieces of Regulation

- **Sensory Processing**
  - How you make sense of the information you perceive from your sensory receptors and how you organize and integrate that information to respond to it
  - [Reset Space Example Lesson](#) [Reset Space Interactive Modeling Lesson](#)
- **Executive Functioning**
  - The thinking behind the command center in your brain that oversees actions and emotional operations
  - [Reset Space Teacher Expectations](#)
- **Emotional Regulation**
  - Emotional regulation, monitoring, and modifying the intensity and timing of your emotional response
  - Video (transition)
- **Social Cognition**
  - Knowing how you are expected to behave in different contexts. For example, you get a test that makes you angry. You respond differently if you are alone in your house versus sitting in a meeting with your coworkers.
Learning and Life Competencies

Integrating Learning and Life Competencies into Teaching

Mindset: When the teacher has a positive growth mindset it sets the stage for academic engagement and development of the Learning and Life Competencies resulting in student self-confidence and success.

1. Establish Routines: As teachers are building their classroom culture teach continuously re-teach routines that support the target behaviors.
   - Example Target Behavior Routines
     - As students enter the class the teachers greet them and they greet the teacher.
     - Students understand how to access resources around the room and do so without interrupting learning.
     - Teaching what turn and talk looks like/ sound like and how to disagree respectfully.

2. Identification for Lesson Planning: As the teacher creates the objective/language objective for the lesson they choose which target behaviors are needed to meet those objectives.
   - Many target behaviors may be applicable.
   - Choose 1-2 target behaviors that students need to learn/develop or have students brainstorm look at Learning and Life Competency checklist and determine the target behaviors themselves.

3. Direct Teach/Model: As the teacher reviews the objectives/language objectives they directly teach/model the target behavior.
   - Example Ways to Direct Teach/Model Target Behavior:
     - Responsive Classroom Interactive Modeling
     - Determining strategies as a class to meet target behavior.
     - T-chart: What target behavior is/What it isn’t.
     - Sentence frame to support using target behavior.

4. Assess/Feedback and Setting Goals: At the end of the lesson assess/give feedback on development of target behavior and set goals.
   - Example Ways to Assess/Give Feedback
     - Direct Teacher Feedback Given in a Positive Way
     - Student Self-assessment of target behavior
     - Whole Class Reflection
     - Individual goal setting/class goal setting

Additional Practices for LLC

<table>
<thead>
<tr>
<th>School wide/ class/ grade intervention to developing specific target behavior</th>
<th>Behavior goals for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student behavior charts/ circle/ restorative conferencing</td>
<td>Lunch group target skill building</td>
</tr>
<tr>
<td>Teacher self-assessment of integrating SEL</td>
<td>Teacher coaching tool</td>
</tr>
</tbody>
</table>
SWPBIS Practice: Mapping out Tier 2

**Tier 2: Academic/Behavior/SEL**
- Interventions have clear objective
- Interventions have data decision rules
- Interventions are progress monitored
- Interventions are tied back to tier 1

**SEB Small Groups:**
- Zones of Regulation
- Second Step Social Emotional Learning
- Learning and Life Competencies

**CICO/ Mentoring**
- School Bases CICO Structure
- School Based Mentoring Structure

**Classroom Connection Across the Tiers**
- Shared curriculum across tiers
- Shared skills (Learning and life competencies)
- Shared data/ progress monitoring
<table>
<thead>
<tr>
<th>Resource/Intervention</th>
<th>Objective/Function of Behavior</th>
<th>Staff</th>
<th>Criteria for Entrance</th>
<th>Availability</th>
<th>Assessment/Exit Criteria</th>
<th>Fidelity</th>
<th>Connection Back to Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CICO</td>
<td>Frequent access to adult attention and feedback on behavior.</td>
<td>All Staff CICO volunteers</td>
<td>Discipline Referrals: 3-5 Majors or 5 minors</td>
<td>Every morning and every afternoon</td>
<td>Tracking points: 80% for 2 weeks</td>
<td>CICO coordinator monitors data</td>
<td>Use school core values Share data with teacher</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Support students attendance Connection to school through positive adult role model</td>
<td>Specialists</td>
<td>Chronic absence 6+</td>
<td>15 minute block 2x a week</td>
<td>Improved Attendance Improved connection to school: mentor survey</td>
<td>Tier 2 team progress monitors using record of intervention</td>
<td>Record of intervention form shared with classroom teacher for feedback</td>
</tr>
<tr>
<td>Skill Group</td>
<td>Support students in development of Learning and Life Competency skills</td>
<td>Support team</td>
<td>3-5 Discipline referrals for defiance/disruption “Red” coding in universal screener</td>
<td>Weekly during lunch or intervention block</td>
<td>Qualitative data collection through progress monitoring</td>
<td>Tier 2 team progress monitors using record of intervention</td>
<td>Record of intervention form shared with classroom teacher for feedback</td>
</tr>
</tbody>
</table>
Progress Monitoring

**Classroom Teacher Pre-Mentor Form**

If you have a student who is being considered for the mentor program fill out this form

**Students Name:** _______________ **Grade:** ____ **Teacher:** _______________

What learning and life competency skill(s) does your student need to work on through mentoring?

Please put an X next to each area of concern

| Attendance | Notes |
| Social/emotional/ behavioral skills in the classroom |
| Attitude towards themselves/ confidence level |
| Connection with a positive adult role model |

**Tier 2 Record of Intervention**

- When starting a new intervention make a copy of this sheet on google docs and fill it out for an individual student.
- Please share and allow edits with support staff and student’s teacher
- Teachers are encouraged to offer feedback on progress of translation of skills into the classroom.

**Student:** __________ **Date:** __________

**Grade:**

**Classroom Teacher:**

**Intervention:**

**Objective of Intervention/ Learning and Life Competency Skill being worked on:**

**Person Responsible:**

**When will intervention occur:**

| Progress Monitoring: |
| Date | Intervention Notes | Classroom Teacher Notes |
| | |

**End of Intervention Summary/ Recommendations:**
Social Emotional Mental Health Team: Support/ coaching in development of individualized function based plans

School Based Student Support Team: Connecting to Outside Supports/Agencies for student and family

Special Education Sub Separate Classroom

Alternative High School

Therapeutic Classrooms (non-special ed)

SWPBIS Practice: Mapping out Tier 3

Data Collection

Wrap Around Support

Programming
Supporting the Adults: Classroom Coaching Tools

Classroom Self-Assessment Tool

Teacher: Room #:

Rating Scale:
1. I do not implement this practice
2. I rarely implement this practice
3. I implement this practice occasionally
4. I implement this practice consistently

<table>
<thead>
<tr>
<th>Positive Personal Relationships</th>
<th>Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>a.</td>
</tr>
<tr>
<td>a. I greet each student as they enter the classroom</td>
<td>b.</td>
</tr>
<tr>
<td>b. I demonstrate to each student that I appreciate them as an individual</td>
<td>c.</td>
</tr>
<tr>
<td>c. I follow up with my students when they have a problem or concern</td>
<td>d.</td>
</tr>
<tr>
<td>d. I create structures in the classroom that are consistent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Morning Meeting/ Circle/Class Meetings</th>
<th>Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>a.</td>
</tr>
<tr>
<td>a. I use morning meeting practices to help form meaningful relationships</td>
<td>b.</td>
</tr>
<tr>
<td>b. I use morning meeting practices to help form a community within my classroom where students learn and model expectations</td>
<td>c.</td>
</tr>
<tr>
<td>c. I address the commonalities and differences that exist among students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5:1 positive to negative/corrective</th>
<th>Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
<td>a.</td>
</tr>
<tr>
<td>a. I consistently focus and acknowledge the behaviors I want to see and less on the behaviors I want to discourage</td>
<td>b.</td>
</tr>
<tr>
<td>b. Students receive systematic positive reinforcement for following expectations: marble jar, tickets, dojo points, use of reinforcing teacher language</td>
<td>c.</td>
</tr>
<tr>
<td>c. I successfully support positive emotions and respond to negative emotions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEL Teaching Practices</th>
<th>Teacher Action</th>
<th>Student Action</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Personal Relationships</td>
<td>Morning meeting, circle, person check-ins, feedback, meet and greet students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning tasks and protocol</td>
<td>Visual postings of objective, routines, protocols, varied modes and opportunities to respond and meet objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing the learning environment</td>
<td>Placement of furniture and materials, reset space, procedures for materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic and behavior supports</td>
<td>Explicit expectations taught and posted, teaching of target behaviors, self reflection, academic check ins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restorative and accountable discipline</td>
<td>Use of schoolwide procedures and protocols, standardized first response to behavior, behavior check-ins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SWPBIS Practice: Request for Support

Collect / Analyze Data

Tier 1 Coaching/ Classroom based intervention

Referral for Tier 2 Supports

Referral for Tier 3 Supports

SEB coach/ academic coaches: support and have a coaching cycle with the teacher

SEB coach/ support team/ academic coaches: Work with teacher to implement interventions

Social Emotional Mental Health Team: Work with School Support Team and teacher to create function based plan and wrap around services.
<table>
<thead>
<tr>
<th>Data Source</th>
<th>Who Uses It</th>
<th>For What Purpose</th>
<th>Supporting Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWIS</td>
<td>● Coaches ● Teachers ● IEP Teams ● Student Support Team ● Admin</td>
<td>● Interventions ● Progress Monitoring ● Teacher Coaching</td>
<td>● Definitions of Behaviors ● Discipline Flow Chart ● Consequence Continuum ● Monthly Reports (School/ District)</td>
</tr>
<tr>
<td>Attendance</td>
<td>● Coaches ● Teachers ● IEP Teams ● Student Support Team ● Admin</td>
<td>● Interventions ● Progress Monitoring ● Family Supports</td>
<td>● Attendance Manual with Tiered Interventions</td>
</tr>
<tr>
<td>Universal Screening</td>
<td>● Coaches ● Teachers ● Student Support Team ● Admin</td>
<td>● Interventions ● Progress Monitoring ● Teacher Coaching</td>
<td>● Student Risk Screening Scale ● Strength and Difficulties Questionnaire ● Lagging Skills Assessment</td>
</tr>
<tr>
<td>Tier 2 SEB Data</td>
<td>● Coaches ● Teachers ● IEP Teams ● Student Support Team ● Admin</td>
<td>● Interventions ● Progress Monitoring ● Teacher Coaching</td>
<td>● CICO charts ● Record of Interventions ● Surveys ● SEL assessments</td>
</tr>
<tr>
<td>ABC Data</td>
<td>● Coaches ● Teachers ● IEP Teams ● Student Support Team ● Admin</td>
<td>● Individualized intervention progress monitoring</td>
<td>● Functional Behavioral Pathway ● Data collection tools</td>
</tr>
</tbody>
</table>
SWPBIS Practice: Technical Assistance

Assistance with:

- Professional Development/ trainings
- SWIS/ CICO training and maintenance
- School based faculty meetings
- District PBIS team meetings
- Tiered Fidelity Inventories at each school

- Thought partner for district implementation
## Barriers and Next Steps: *Fidelity*

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Mindset/ Restorative Mindset</td>
<td>Continue to create professional development around growth mindset and restorative practices</td>
</tr>
<tr>
<td>Data</td>
<td>Consistent collection and use of data by schools and district fidelity data</td>
</tr>
<tr>
<td>Students in need of Tier 3 Supports</td>
<td>Supporting and building structures in schools to ensure that students in crisis do no overwhelm the student support team</td>
</tr>
<tr>
<td>Building ALL STAFF Capacity</td>
<td>Coaching all staff on high leverage practices, de-escalation, and integrating the teaching of Learning and Life Competencies into their practice.</td>
</tr>
<tr>
<td>High School Implementation</td>
<td>Action plan how to create system for a large high school</td>
</tr>
</tbody>
</table>
School Wide PBIS: *Lessons Learned*

*Everything is always a work in progress*

*We will ALWAYS be working towards FIDELITY*

*Focus must be put on the ADULT before you can expect change in students*

*Celebrate what you have accomplished...because change is not easy!*
Questions

Framingham

Gardner

New Bedford