Adapting T2/T3 to include internalizing behaviors

Susan Barrett
Director, Mid-Atlantic PBIS Network
sbarrett@midatlanticpbis.org

Mark Weist, Lucille Eber, Kelly Peralas
Where are you in the implementation process?

Exploration & Adoption
- We think we know what we need so we are planning to move forward (evidence-based)

Installation
- Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation
- Let’s give it a try & evaluate (demonstration)

Full Implementation
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Today’s Content

I. Foundation of PBIS
II. Enhancing with MH
III. An example
Problem Context/History/Rationale
Prevalence

• Up to **one in five** kids living in the U.S. shows signs or symptoms of a mental health disorder in a given year.

• So in a school classroom of 25 students, five of them may be struggling with the same issues many adults deal with: depression, anxiety, substance abuse.
“Internalizing” Problems

- Depression
- Anxiety
- Fears/ phobias
- Trauma symptoms
Improving Multi-Tiered Systems of Support for Students with “Internalizing” Emotional/Behavioral Problems

Mark D. Weist, Lucille Eber, Robert Horner, Joni Splett, Robert Putnam, Susan Barrett, Kelly Perales, Amanda J. Fairchild, and Sharon Hoover
Internalizing Diagnoses

- Major Depressive Disorder
- Social Anxiety Disorder
- Generalized Anxiety Disorder
- Specific Phobia
- Obsessive Compulsive Disorder
- Reactive Attachment Disorder
- Posttraumatic Stress Disorder
Distinguishing Internalizing from Externalizing Problems

• Externalizing problems are highly interactive and social
• By contrast, internalizing problems are notable for what they are not
• Social and academic “treading water” or “disappearing” while others are moving forward
• Examples: requesting to leave events, reduced participation in activities, poor completion of work, frequent trips to the school nurse, withdrawal from peer interaction
Reducing the Likelihood of Early Identification/Intervention

• A percentage of students with internalizing problems use academic achievement as a coping mechanism; hence, are doing “well” and are even less likely to be identified and offered support/help
Challenges to focus on Internalizing problems

• Less visible problems less likely to be focused on generally and especially in the very busy environment of schools
• Lack of Tier 1 examples
• Staff generally not trained or supported for effective identification and intervention with these youth
Joni Splett et al. (under review)

• Comparison of universal screening to traditional school identification
• 3744 students (from larger study funded by NIJ)
• 72% neither screener or school identified
• 18.4% screener only identified
• 3.7% school only identified (6.4% identified by both)
• 180% greater rate of identification with screener
• School only more likely to be male and acting out
Applying ISF to the Problem: Building a Comprehensive System

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

Editors: Susan Barrett, Lucille Eber and Mark Weist

pbis.org
csmh.umaryland
IDEA Partnership NASDSE
The ISF: Building a Comprehensive System

ISF Defined

- **Structure and process** for education and mental health systems to interact in most effective and efficient way.

- Guided by **key stakeholders** in education and mental health/community systems

- Who have the **authority** to reallocate resources, change role and function of staff, and change policy.
Where We Are Headed:

• 2017-18 TWG webinars and knowledge development sites continue
• Training/TA curriculum and workbook available online
• Other resources, tools, examples also available
• In process of developing “Monograph Volume 2: An Implementation Guide”
The ISF: Building a Comprehensive System

ISF Core Features

– **Tiered Prevention** logic
– **Cross-system teams** that include community/mental health providers, youth/family voice
– **Data**-based decision making
  • Formal processes for the selection & implementation of **evidence-based practices** (EBP)
  • Rigorous **progress-monitoring** for both fidelity & effectiveness
  • Ongoing **coaching** at both the systems & practices level
– **Early access** through use of comprehensive screening
1. Single System of Delivery

2. Access is NOT enough

3. Mental Health is for ALL

4. MTSS essential to install SMH
Tier I: PBIS Commitment and Structure

PBIS can/needs to establish the positive and preventive school-wide social culture that is effective for those students who are less overt in their patterns of problem behavior.
Tier I: PBIS Commitment and Structure

Focus first on the core features of effective schools

ISF Core Features
- **Tiered Prevention** logic
- **Cross-system teams** that include community/mental health providers, youth/family voice
- **Data**-based decision making
  - Formal processes for the selection & implementation of **evidence-based practices (EBP)**
  - Rigorous **progress-monitoring** for both fidelity & effectiveness
  - Ongoing **coaching** at both the systems & practices level
- **Early access** through use of comprehensive screening

Bully Prevention
Trauma Informed Care
Anxiety Reduction
Depression

**Predictable** social expectations

**Consistency** across people, place, time

**Positive** and Welcoming

**Safe**
(Both actually and perceptually)
Tier I PBIS Core Features

- Consequences for Problem Behavior
- System to Acknowledge Behavior
- School-wide Expectations
- Leadership Team
- Family Engagement
- Classroom Systems
- Data and Decision System
- Bully Prevention

Tier I PBIS
Many ways to achieve core features

1. PBIS is a framework not a curriculum
   - Restorative Practices
   - Social/Emotional Skill Instruction
   - Etc

   *Remember the systems!*

Messages from community health

1. Primary prevention is essential
2. Primary prevention is insufficient
Broaden Use of Data: Focus on Internalizing Issues
# Time Out of Class Form

**Name:** ____________________________  **Location**

**Date:** __________  **Time:** ________  **Playground**

**Teacher:** ____________________________  **Library**

**Grade:** K  1  2  3  4  5  6  7  8  **Cafeteria**

**Referring Staff:** ____________________________  **Bathroom**

**Others involved in incident:**  None  Peers  Staff  Teacher  Substitute  **A**  **B**  **C**

**Hallway**  **Arrival/Dismissal**  **Classroom**  **Other__________**

<table>
<thead>
<tr>
<th>Minor Problem Behavior</th>
<th>Major Problem Behavior</th>
<th>Possible Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Abusive language</td>
<td>Obtain peer attention</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Fighting/Physical</td>
<td>Obtain adult attention</td>
</tr>
<tr>
<td>Defiance</td>
<td>aggression</td>
<td>Obtain items/activities</td>
</tr>
<tr>
<td>Disruption</td>
<td>Defiance/Disrespect</td>
<td>Avoid Peer(s)</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Harassment/Bullying</td>
<td>Avoid Adult</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Dress Code</td>
<td>Avoid task or activity</td>
</tr>
<tr>
<td>Tardy</td>
<td>Inappropriate Display</td>
<td>Teacher/Parent may need to know</td>
</tr>
<tr>
<td>Electronic Violation</td>
<td>Electronic Violation</td>
<td>Nurse</td>
</tr>
<tr>
<td>Other _________</td>
<td>Lying/Cheating</td>
<td>School Counselor</td>
</tr>
<tr>
<td></td>
<td>Skipping class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other _________</td>
<td></td>
</tr>
</tbody>
</table>

**Administrative Decision/Time Out of Class=__________**

<table>
<thead>
<tr>
<th>Loss of privilege</th>
<th>Individualized instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in office</td>
<td>In-school suspension ________</td>
</tr>
<tr>
<td>Conference with student</td>
<td>Out of school suspension ___</td>
</tr>
<tr>
<td>Parent Contact</td>
<td>Other _________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Whole group instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group instruction</td>
<td></td>
</tr>
<tr>
<td>Individual work</td>
<td></td>
</tr>
<tr>
<td>Working with peers</td>
<td></td>
</tr>
<tr>
<td>Alone</td>
<td></td>
</tr>
<tr>
<td>1-on-1 instruction</td>
<td></td>
</tr>
<tr>
<td>Interacting with peers</td>
<td></td>
</tr>
<tr>
<td>Other: Please identify below</td>
<td></td>
</tr>
</tbody>
</table>

---

---
Ask the Families!
Parent Screener for **ALL** students transitioning to Middle school

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

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

Missoula, MT
Adapted from Dishion et al
https://reachinstitute.asu.edu/
Tier I/II/III : Practices

EBP = Teaching Skills

Define simply

Based on data, adjust instruction & reteach

Model/demonstrate w/ range of examples

Monitor & provide positive feedback & reinforcement

Practice in range of natural settings
Multi-Tiered supports

Which Tier?
Depends on your Data

**Tier 3 – Intensive** mental health supports designed to meet the unique needs of students who already display a concern or problem.

**Tier 2 – Targeted** mental health supports provided for groups of students identified as at risk for a concern or problem.

**Tier 1 – Universal** supports that all students receive. Promoting wellness & positive life skills can prevent or reduce mental health concerns or problems from developing.
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>INCORPORATE Trauma Informed Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>Halls</td>
</tr>
<tr>
<td>Respects</td>
<td>Playgrounds</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td>Safe</td>
<td>Library/Computer</td>
</tr>
<tr>
<td></td>
<td>Assembly</td>
</tr>
<tr>
<td>Safety</td>
<td>Bus</td>
</tr>
</tbody>
</table>

### 1. Expectations
- Be on task.
- Give your best effort.
- Be prepared.
- Walk.
- Have a plan.
- Study, read, compute.
- Sit in one spot.
- Watch for your stop.

### 2. Natural Context (Location)
- Be kind.
- Hands/feet to self. Help/share with others.
- Use normal voice volume. Walk to right.
- Share equipment. Include others.
- Use appropriate applause.
- Whisper. Return books.
- Listen/watch. Use quiet voice.
- Stay in your seat.

### 3. Rules or Specific Behaviors
- Recycle.
- Clean up after self.
- Pick up litter.
- Maintain physical space.
- Use equipment properly.
- Put litter in garbage can.
- Push in chairs. Treat books carefully.
- Pick up. Treat chairs carefully.
- Wipe your feet.

### Self Check
- Use Calming Strategy
- Use your words
- Use safe hands
- Ask for help
- Connect with Safe Person
Districts/schools have standard protocol for selecting and installing Evidence-based Practices (EBP)

- Install systems first
- Invest in small number of EBP
- Matched to need (data), culture and context
General Education & Special Education

Tier 1/Universal for Social/Emotional/Behavioral School-Wide Assessment / School-Wide Prevention Systems

Check-In-Check-Out
(provides explicit instruction, feedback, structure, reinforcing of tier 1 core)

Modified CICO &/or Social/Academic Instructional Groups &/or Other

Brief Function-Based Problem Solving

Individualized Team Development: Complex Function-Based Problem Solving Person-Centered Planning

Use Function-Based Thinking to Make Next Choice
All youth interspersed with all adults. All staff are supporting all youth.

**PBIS STAFF TO STUDENT RATIO**

**Tier 1**
- All youth interspersed with all adults. All staff are supporting all youth.

**Tier 2**
- Groupings of youth that are being supported by 1-2 adults at a time

**Tier 3**
- Individual students that are receiving support from individualized teams of adults
Tier II/III Supports

Tool to Shape Team Routine
Consumer Guide to Selecting Evidenced Based Mental Health Services within a SWPBS model
Robert Putnam, Susan Barrett, Lucille Eber, Tim Lewis & George Sugai

Advancing Education Effectiveness: Interconnecting School Mental Health & School-wide Positive Behavior Support,
Appendix F, pages 148-9

• Take an inventory (and examine effectiveness and fidelity) of current practices before investing in new interventions or programs.

• When data indicates a need for a new initiative, consider using this guide
Beyond Access (Access is NOT enough!)

All work is focused on ensuring positive outcomes for ALL children and youth and their families.

• Interventions matched to presenting problem using data, monitored for fidelity and outcomes
Demystify Interventions

• Teams and staff are explicit about types of interventions students and youth receive
  – e.g. from “student receives counseling” to “student receives 10 coping skills group sessions"

• Skills acquired during sessions are supported by ALL staff
  – e.g. staff are aware that student is working on developing coping skills and provides prompts, pre-corrects, acknowledges across school day
Connect Interventions back to the Core curriculum

• Skills acquired during sessions are supported by ALL staff
  – e.g. staff are aware that student is working on developing coping skills and provides prompts, pre-corrects, acknowledges across school day

Tier II/III Supports
Data-Based Decision-Making: Two Types of Data: Student Outcome Data

**IN**

What qualifies a student initially...

**ON**

...gets progress monitored here...

**OUT**

...and is evaluated here to determine response to intervention
Data Decision Rules

- Staff need to know how students are eligible for the intervention (IN), how progress is monitored (ON), and how students exit the intervention (OUT)

★ IN = Identification/decision rules
★ ON = Progress monitoring
★ OUT = Fading/transitioning off intervention or adding additional layer
Data-based problem solving

Progress monitoring data are necessary to answer important questions:

– Is the student making progress towards the goal?
– Is the intervention effective for most of the students receiving the intervention?
Don’t Forget
Access to Tier 1 Supports

• It is critical to make sure that:
  – Tier 2/Targeted supports are explicitly linked to Tier 1 supports
  – Students receiving Tier 2/Targeted supports have access to and are included in Tier 1
  – We do not take away Tier 1 levels of support when a student starts to receive Tier 2 supports
## Daily Progress Report (DPR) Sample

NAME:______________________  DATE:__________________

### EXPECTATIONS

<table>
<thead>
<tr>
<th></th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
<th>5th block</th>
<th>6th block</th>
<th>7th block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Label feeling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use deep breathing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Use calm words with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Let teacher know feeling temperature if above yellow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**

**Teacher Initials**
Daily Progress Report (DPR) Sample

NAME: ____________________  DATE: ________________

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

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Grant Middle School STAR CLUB

Adapted from Responding to Problem Behavior in Schools: The Behavior Education Program by Crone, Horner, and Hawken

“Tier 3 Plan with Trauma-Informed Strategy”
Examples of Screening Tools (public domain)
1. Pediatric Symptom Checklist
2. Children’s Anxiety Scale
4. Depression Scale for Children
5. Columbia Depression Scale
7. Trauma Symptom Checklist for Children & Trauma Symptom Checklist for Young Children

Source: Nic Dibble
Wisconsin Department of Public Instruction
nic.dibble@dpi.wi.gov
http://sspw.dpi.wi.gov/sspw_mhbehavioraltools
Ask the Families!
Parent Screener for **ALL** students transitioning to Middle school

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

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

Missoula, MT
Adapted from Dishion et al
https://reachinstitute.asu.edu/
An Example
Incorporating Screening Data into Data-Based Decision Making

- Team Based Problem Solving is necessary
  - use TIPS process to drill down and guide decisions
- Surveillance team approach
  - Find kids before they experience failure
  - Requires staff to have relationships with kids
- Numbers will increase
  - Drop down a tier; more supports to kids/staff/families
- Increase supports across the Tiers
- Use a Triage approach
Assumptions

• “Screening” process in place
  – Formal Universal
  – Informal- team using data to inform how to match interventions to student need at system level and student level

ISF Webinars on Screening
– http://www.midwestpbis.org/interconnected-systems-framework/webinars
  • https://midwestpbis.adobeconnect.com/p7pkk5t9w9yv/
  • https://midwestpbis.adobeconnect.com/p306425jwti/
General Process

• How do teams adapt plan to match to need
  – 43% in elevated risk category v. 20% elevated risk
  – Teach process to drill down and crosswalk
• General trend analysis within screener info and performance data
• Team prioritizes specific skills/strategies
• Use social emotional curriculum ;linked to matrix
  – Packaged curriculum
  – Free curriculum

• What do all students need? What do students in your school community need?
  – Be selective based on specific data ‘drill-down’
• Use consumer guide to select EBP
## Sample BESS-3 Data

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>BERI</th>
<th>BERI Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>F</td>
<td>White</td>
<td>73</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>M</td>
<td>White</td>
<td>76</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>72</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>M</td>
<td>White</td>
<td>61</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>F</td>
<td>White</td>
<td>61</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>F</td>
<td>White</td>
<td>61</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>65</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>M</td>
<td>White</td>
<td>65</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>65</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>71</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>71</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>70</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>M</td>
<td>White</td>
<td>71</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>M</td>
<td>White</td>
<td>64</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>F</td>
<td>White</td>
<td>77</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>F</td>
<td>White</td>
<td>70</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>M</td>
<td>White</td>
<td>81</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>F</td>
<td>White</td>
<td>62</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>M</td>
<td>Two or More Races</td>
<td>77</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>M</td>
<td>White</td>
<td>64</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>M</td>
<td>White</td>
<td>70</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>M</td>
<td>White</td>
<td>71</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>F</td>
<td>White</td>
<td>61</td>
<td>Elevated</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>M</td>
<td>White</td>
<td>72</td>
<td>Extremely Elevated</td>
</tr>
</tbody>
</table>
Sort groups of students by need other factors that will impact groupings will be age/gender

- Elevated: Depression
- Elevated: Anxiety
- Extremely Elevated: Depression
- Extremely Elevated: Anxiety
- Externalizer Risk
- Adaptive Skills Risk
Data Crosswalk with other sources
ALL STAFF- ALL STUDENTS- ALL TIMES

• Data Points and Everyday Behaviors/Interactions
• Attendance, Classwork, HW, Participation, Dress, Affect, Referral Patterns, GPA
• Surveys/Focus Groups
• THEN, TRIAGE
  – Sort Students (Groups)
  – Boost Across Tiers (Layered and Connected)
Data Decision Process

• 30% with elevated risk->Tier 1
• Drill Down-teacher reports, climate surveys, student focus groups, morning meetings
  – All data can provide information to prioritize SEB skills
• Revise Teaching Matrix/schedule to match need
• Determine when/how to train staff (faculty meeting, grade level meeting)
• Determine times to deliver booster sessions
• Provide opportunities to practice in context
• Use matrix to prompt, teach, pre-correct and acknowledge
How?... The Same Process for teaching Social Emotional Behavior as used for academics

BE CONSISTENT

DEFINE (TELL) Simplify
MODEL (SHOW)
PRACTICE In setting
MONITOR
ADJUST (RETEACH) For efficiency
School 1

- 43% indicate elevated risk –internalizing features: mixed. Team reviewed other data sources and noted overall decreasing attendance rate and student survey reports indicating stress/anxiety during lunch
- Team boost teaching coping skills strategies (second step module) for ALL and including in teaching matrix
- Lunch modified to “flexible lunch”- students select lunch area
## School 1

### Teaching Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>INCORPORATE Coping Strategies for Managing Stress</th>
<th>All Settings</th>
<th>Halls</th>
<th>Playground</th>
<th>Lunch</th>
<th>Library/Computer</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Achieving &amp; Organized</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibl</strong> e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1. Expectations

- Be on task.
- Give your best effort.
- Be prepared.
- Walk.
- Have a plan.

#### 2. Natural Context (Locations)

- Assembly: Listen/watch, Use appropriate applause.
- Bus: Watch for your stop.

#### 3. Rules AND SEB Skills

- Use my breathing technique
- Listen to my signals
- Invite those sitting alone to join in
- Have a lunch plan and choose quiet or social lunch area
- Invite friends to join me
- Include others
- Use a quiet voice
- Stay in your seat
For other schools, may be a social media concern....

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Words matter, pause and reflect before you post</td>
</tr>
<tr>
<td><strong>Achieving &amp; Organized</strong></td>
<td>Check your feelings, re-read message</td>
</tr>
<tr>
<td><strong>Respect &amp; Expectations</strong></td>
<td>Model for others double check sources and consider feelings of others</td>
</tr>
</tbody>
</table>

1. **Expectations**
2. **Natural Context (Locations)**
3. **Specific Behaviors/Skills**
School 1

• Smaller set of students participating in coping skills group led by staff with specific skills
  – Increased training and coaching for staff delivering intervention
  – All staff provided training and support during faculty mtgs
• Team determines specific module or EBP that is matched to need
  – Continued booster from SEL or specific curriculum
  – Add other features to group (warm up or cool down strategy practiced during session)
  – Identify location, frequency, duration of group
• Layered DPR used for progress monitoring
Understanding Types of Groups

Monitor Data, Select Practice, Install Systems

**Basic**

- Behavior—Core Curriculum taught by teacher daily to all
- Small group taught inside classroom weekly by teacher or support teacher
- Self-management cards for some students

**Complex**

- Pro-Social Skills—Core SEL curriculum
  - Taught by range of staff with teaching background
  - Outside of the Classroom
  - 2/week

- Coping Skills—pulled from SEL curriculum
  - Add emotional regulation feature
  - Taught by staff with technical skills
  - Inside of the Classroom
  - 2/week

- Coping Power
  - Taught by Staff with advanced technical skills
  - Outside of the Classroom
  - Daily

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

NAME:______________________  DATE:__________________

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

“Social & Academic Instructional Groups”
(sample coping skills group)
PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social/Academic Instructional Groups</th>
<th>Individualized Check-In/Check-Out, Groups &amp; Mentoring</th>
<th>Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)</th>
<th>Complex FBA/BIP</th>
<th>Wraparound Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># / % Students Participating</td>
<td># / % Students Responding</td>
<td># / % Students Participating</td>
<td># / % Students Responding</td>
<td># / % Students Participating</td>
<td># / % Students Participating</td>
</tr>
<tr>
<td>July</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>August</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>September</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>October</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>November</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>December</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>January</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>February</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>March</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>April</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>May</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>June</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
<tr>
<td>Averages for year</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
<td>/ /</td>
</tr>
</tbody>
</table>

**Data-based Decision-rules for defining “response to intervention”:** Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

**Responding to Check-in Check-out (CICO):**

**Responding to Social/Academic Instructional Groups:**
### ISF Spreadsheet (BESS + Early Warning System Data)

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Teacher Name</th>
<th>Behavior Risk Index</th>
<th>Externalizing Risk Index</th>
<th>Internally Risk Index</th>
<th>Risk Index Overall Score</th>
<th>ODRs</th>
<th>Attend</th>
<th>OSS</th>
<th>ESE</th>
<th>Total Risk Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>312017</td>
<td>BOLAND, SANDRA</td>
<td>Extremely Elevated</td>
<td>Extremely Elevated</td>
<td>Normal Risk</td>
<td>3 10 4 N 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>313508</td>
<td>BOLAND, SANDRA</td>
<td>Extremely Elevated</td>
<td>Extremely Elevated</td>
<td>Normal Risk</td>
<td>3 5 6 9 N 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>315764</td>
<td>KING, LINDA</td>
<td>Extremely Elevated</td>
<td>Extremely Elevated</td>
<td>Extremely Elevated</td>
<td>3 2 18 2 N 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>320011</td>
<td>RIVERA, HEATHER</td>
<td>Elevated</td>
<td>Elevated</td>
<td>Extremely Elevated</td>
<td>2 10 11 3 Y 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>337005</td>
<td>DE LA ROCHA, LUCY</td>
<td>Extremely Elevated</td>
<td>Elevated</td>
<td>Elevated Risk</td>
<td>3 10 13 5 N 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>339888</td>
<td>SELLERS, KATRINA</td>
<td>Extremely Elevated</td>
<td>Extremely Elevated</td>
<td>Normal Risk</td>
<td>3 2 9 3 N 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Private Student and Teacher info*
Questions/Dialogue