PBIS for School Psychologists

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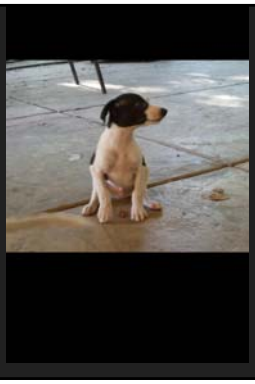
Today

- Introductions
- Why PBIS- My Story
- What is PBIS
- MTSS and CA
- PBIS as MTSS- Data, Screening, Fidelity
- Examples of Tiered Interventions
- Combining Practices within the MTSS Model
- Questions and Discussion

Why PBIS ??

My Story



What is PBIS?
Why is it Important?

Take 2 minutes

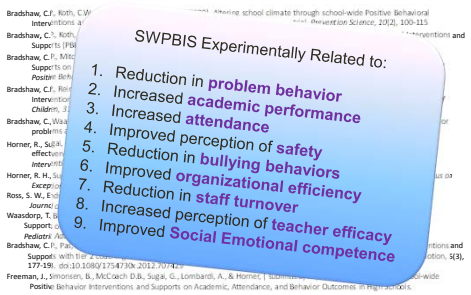
What do you already know about PBIS?

Rob Horner in OC

Creating a Common Understanding

• **Positive Behavior Interventions &Supports (PBIS)** • A systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.	• **Multi-tier Systems of Supports (MTSS)** • MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to student needs, with frequent data-based monitoring to inform decision- making and empower each student to achieve their potential.

Experimental Research on SWPBIS



SWPBIS Experimentally Related to:

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduction in **bullying behaviors**
6. Improved **organizational efficiency**
7. Reduction in **staff turnover**
8. Increased perception of **teacher efficacy**
9. Improved **Social Emotional competence**

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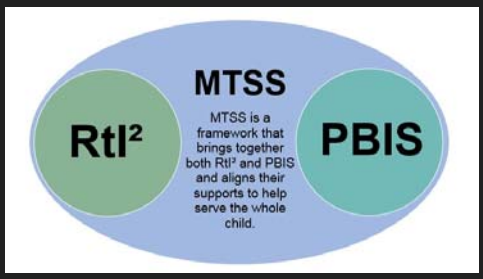
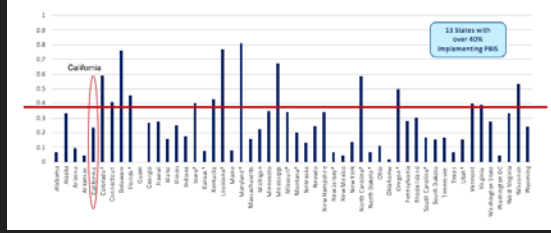
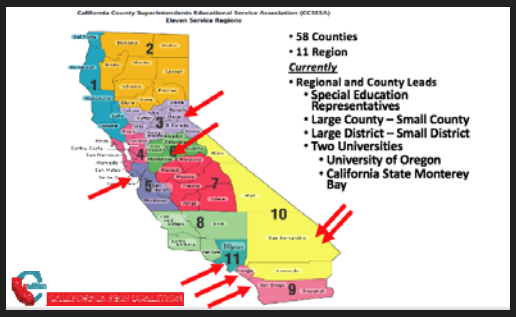


Proportion of Schools Implementing PBIS by State 2016-17





The Last Three Years of Recognition

2015/2016
Platinum Recognition (15 Schools)
Gold Recognition (41 Schools)
Silver Recognition (173 Schools)
Bronze Recognition (280 Schools)
Total: 527

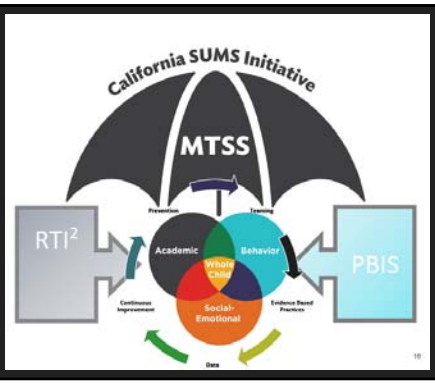
2016/2017
Platinum Recognition (17 Schools)
Gold Recognition (91 Schools)
Silver Recognition (558 Schools)
Bronze Recognition (222 Schools)
Total: 963

2017/2018
Platinum Recognition (40 Schools)
Gold Recognition (87 schools)
Silver Recognition (756 Schools)
Bronze Recognition (161 Schools)
Total: 1,044

More Accomplishments

- Featured by:
  - California Public Counsel – "Fix School Discipline Handbook"
  - Sited by the State Attorney General "In School On Track"
  - July 2017 APBS Featured Network
- Represented:
  - CA Student Mental Health Policy Workgroup
  - CA Attendance Board
  - CA Advocates for Children and Youth
  - Collaborating with the California Mental Health Oversight & Accountability Commission
  - Collaboration with CA School Psychologist Association
- Legislative Contributions & Funding
  - MTSS – Grant Development – (CA SUMS)
  - Proposition 47 Grant Development
  - Mental Health Service Act - Funding

CALIFORNIA PBIS COALITION



2018 California PBIS Conference Sessions

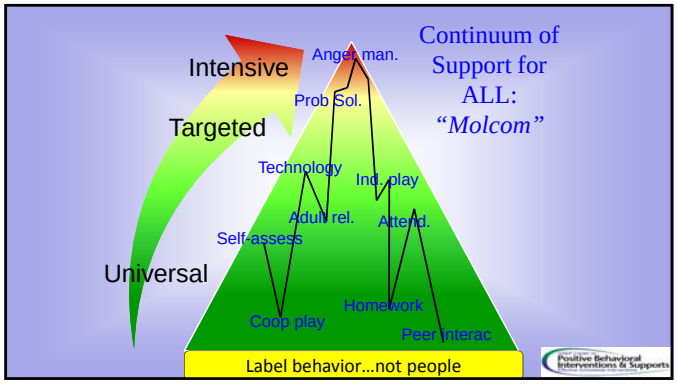
Title of Presentation	Name of Presenter	Brief Description
Sustainability - What Does It Take to Sustain PBIS?	Welcome/ Keynote **Dr. Kent McIntosh.** Professor in the Department of Special Education and Clinical Sciences at the University of Oregon and Director of Educational and Community Supports, a research unit in the College of Education.	Why does it seem so hard to sustain school initiatives? When initial grant funding ends and champions move on, how do we keep systems like PBIS strong in our buildings? This talk will provide the latest research findings and practical strategies to overcome common barriers to sustaining effective school initiatives.
Integrating Mental Health Within a School-Wide System of PBIS: Systems Practices, Data	Welcome/ Keynote **Susan Barrett**, Director of the Mid-Atlantic PBIS Network at Sheppard Pratt Health System in Baltimore Maryland.	This session will describe how to expand the continuum of multi- tiered interventions within schools to ensure a comprehensive system of social emotional behavioral health supports using the Interconnected Systems Framework including key features, tools, and examples.

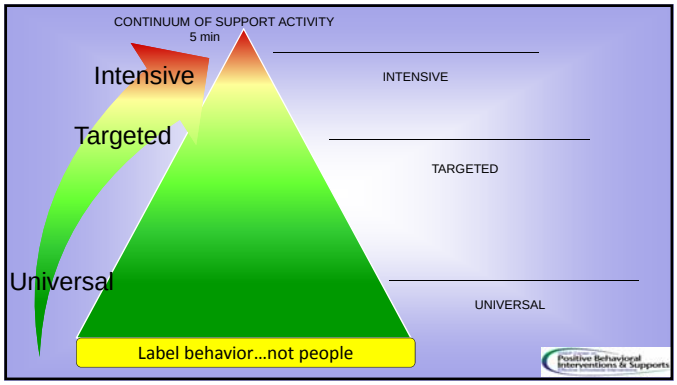
Measuring and Monitoring Disproportionality in School Discipline: Striving for Equitable Outcomes	Bert Eliason – University of Oregon	We will use a four-step problem-solving process including common metrics and tools schools can use to measure, monitor, investigate, and address situations when disproportionality in school discipline occurs. Additional information will be shared on vulnerable decision points and the impact of implicit bias on disproportionality.
Strengthening your Tier II Implementation: Using Fidelity Measures to Promote Growth in Tier II Implementation	Celeste Rossetto Dickey - University of Oregon	Fidelity is asking the question, "Are we implementing Tier II with integrity?" Participants will be provided with various Tier II Fidelity assessments, and be guided in using the data for decision making, as well as participate in a "mock" Tier II meeting.
Tier II Outcome Data: Using Check In Check Out Data to Run Efficient & Effective Meetings	Celeste Rossetto Dickey - University of Oregon	Many schools use Check In Check Out as a Tier II intervention. This session will provide participants with hands-on activities by demonstrating how to use CICO-SWIS data to drill down, prepare data summaries and participate in a Tier II meeting.
From Classroom Interactions to Disproportionate Outcomes: Addressing inequity through SW-PBIS	Chris Borgmeier - Portland State University	This presentation examines how implicit bias and teacher expectations influence classroom interactions that contribute to disproportionate outcomes and inequitable school experiences for students. SW-PBIS will be presented as a framework for supporting staff to reduce disproportionate outcomes and improve school experiences for all students.

The integration of PBIS, MTSS and Restorative Practices on a School Campus	Katie Knifton - San Juan Unified School District/ Sylvan Middle School Co-presenter: Rebecca Duditch	This presentation will focus on the integration of PBIS, MTSS and Restorative Practices at a Title 1 middle school campus. Examples of how staff can work together with a multi-disciplinary team to ensure student and family success. We will discuss practical strategies for behavior prevention, alternative discipline and intervention as well as referrals to support Tier 2 and Tier 3 students. Practical examples of Behavior Contract implementation will be reviewed.

MTSS Components

1. Multiple Tiers of Intervention and Support for social, emotional, behavioral, academic needs
2. Team based problem solving
3. Evidenced based curricula and practices
4. Use of data for decision making and progress monitoring
5. Universal screening
6. Use of fidelity and capacity assessments

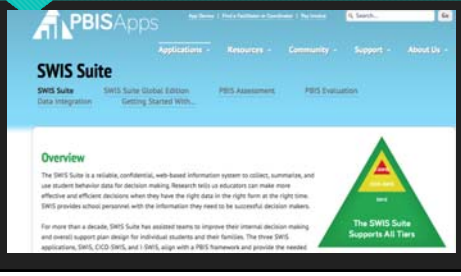


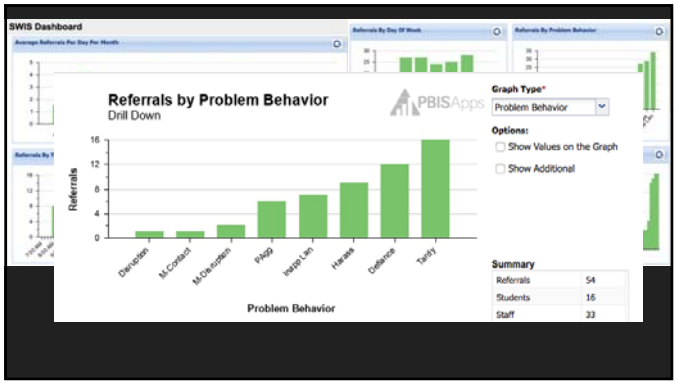


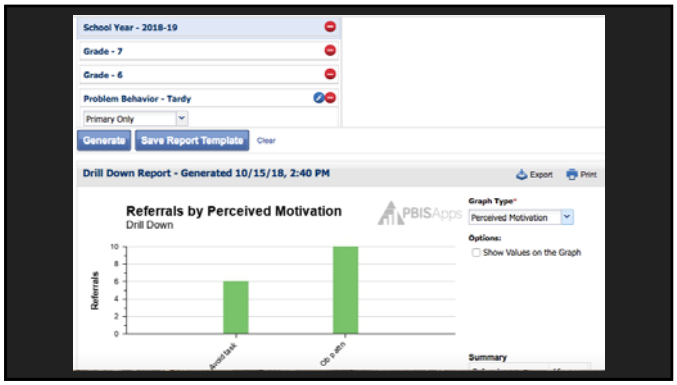
Two Kinds of Data

1. Outcome data
2. Fidelity data

SWIS







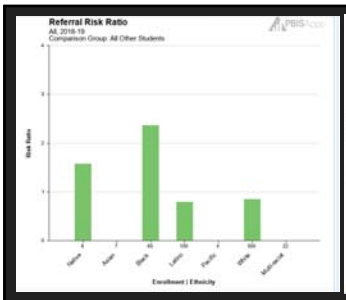
Team builds a precision statement

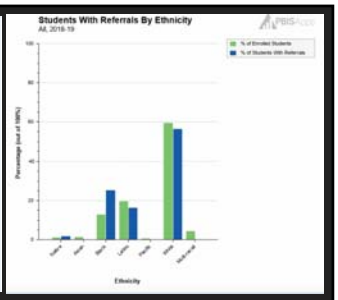
During the first 3 months of school, during lunch and morning break, there are a number of of 6th and 7th grade students (20) who have been tardy to class in order to obtain peer attention (escape task less likely motivation).

District Data vs. School/Classroom Data

- u

All Students		42,579	High	Maintained
English Learners		6,051	Medium	Declined
Foster Youth		460	Very High	Increased
Homeless		2,692	Very High	Declined
Socioeconomically Disadvantaged		23,182	Very High	Maintained
Students with Disabilities		5,494	Very High	Declined
African American		3,381	Very High	Increased
American Indian		355	Very High	Declined
Asian		2,672	Medium	Increased
Filipino		437	Low	Declined
Hispanic		9,809	High	Maintained
Pacific Islander		341	High	Maintained
Two or More Races		1,937	Very High	Increased
White		23,414	High	Maintained

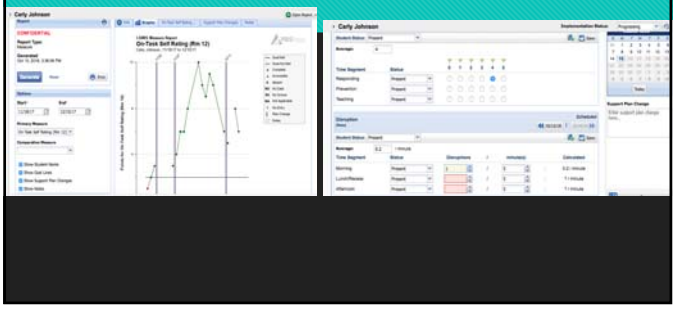




SCHOOL DATA IN REAL TIME
SWIS ETHNICITY REPORT

SWIS CICO Tier 2 Data

ISIS SWIS Tier 3 Data



Tiered Fidelity Inventory

Date Completed	Tier I			Tier II			Tier III		
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan
5/5/2016	100%	56%	50%	75%	30%	88%	25%	100%	42%
5/5/2017	100%	89%	62%	88%	50%	88%	50%	100%	58%
9/4/2018	100%	94%	75%	88%	90%	75%	88%	100%	75%

Universal (school-wide) behavioral screening :

- Addresses prevalence of emotional/behavior problems among school-age children ranges between 9%-13% (Tier 2 & 3 Students)
- Provides a valid and reliable approach for identifying student behavioral issues
  - Externalizing and Internalizing students are identified
- Highlights schools as an ideal environment for addressing mental health-related issues
  - "Less stigmatizing" than clinics
  - Potential to reach large groups of youth and families
  - Successfully identify kids with internalizing behaviors

(Rose, Owens, PBIS Network)

Universal Screening: Selection Criteria

- **Usability/practicality:**
  - **Cost-effective**
    - Does not require specialized training to administer or evaluate results
    - Does not interfere with instructional time or other required tasks
  - **Efficient**
    - For example, identifies students who are withdrawn (internalizers) as well as those who act out (externalizers)
    - Can be completed quickly
  - **Informs interventions**
    - Results can be used to identify appropriate interventions
    - Aids in improving student outcomes

Universal Screening: Sample of Evidence-Based Screening Instruments

Screener	Pros	Cons
Systematic Screening for Behavior Disorders (SSBD; Walker & Severson, 1990) http://store.cambiumlearning.com	• Well-validated (Endorsed in 1990 by the Program Effectiveness Panel of the U.S. Department of Education) • Efficient (Screening process can be completed within 45 minutes to 1 hour) • Most effective instrument for identifying internalizers (Lane et al., 2009) • Meets AERA/APA instrument selection criteria • Inexpensive (Manual= $ 134.49; includes reproducible screening forms)	• Normed for grades 1-6 • Dated norms (normed in 1990) • Normative sample skewed to western U.S. region
BASC-2/BESS (Kamphaus & Reynolds, 2007) http://www.pearsonassessments.com	• Measures behaviors associated with internalizing and externalizing problem behaviors and academic competence • Meets AERA/APA instrument selection criteria • Incorporates three validity measures to rule out response bias • Utilizes large (N= 12,350 children & youth), nationally-representative sample • Web-based screening capacity available via AIMSewb	• Can be expensive for districts/schools that don't have access to a scantron machine • $26.25 for 25 hand-scored protocols • Online access via AIMSweb: **Additional** $1.00 per student for subscribers and $4.00 per student for non-subscribers) • Hand-scoring is time-consuming and reduces access to validity measures • Computer software is expensive ($620)

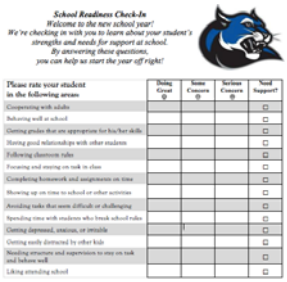
Universal Screening: Sample of Evidence-Based Screening Instruments

Screener	Pros	Cons
Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) http://www.sdqinfo.org	• Measures internalizing/externalizing behaviors • Free • Option of completing pencil and paper, or online version • Can be scored online • Technically sound: Large, representative normative group	• Perceived length of administration time • Items skewed toward externalizing behaviors
Student Risk Screening Scale (SRSS; Drummond, 1993)	• Measures internalizing/externalizing behaviors • Free • Quick to administer (less than 5 minutes per student; 15 minutes for entire class, depending upon number of students) • Easy to understand and interpret score results • Technically-adequate	• Not as accurate as the SSBD regarding identification of internalizers
Social Skills Improvement System (SSIS; Gresham & Elliott, 2008) http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm	• Measures problem behaviors, social and academic competence • Computer and web-based (AIMSweb) administration and scoring available	• Expensive: Technical manual=$105.60; Rating forms= $43.75 for package of 25 hand-scored forms; scoring software= $270.00; Scanning software= $640 • Can be time-consuming. It takes 10-25 minutes per student to complete the screening instrument

Ask the Families!

Parent Screener for ALL students transitioning to Middle school

Missoula, MT
Adapted from Dishion et al
https://reachinstitute.asu.edu/



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!

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

Universal Screening for Schools

A Multiple Gating System

Step 1 **Teacher Nomination** (with criteria)

Step 2 **Short Screener** (internalizing or externalizing)

Step 3 **Team uses other** (attendance, grades, ODR's) **data sources**

Step 4 **Students Rated** (most to least at-risk)
Step 5 **Parents notified before Tier 2 Interventions**

Universal Screening Tool for Classroom Teachers

Examples of Externalizing Types of Behavior	Examples of Internalizing Types of Behavior
Displaying aggression towards objects or persons	Low or restricted activity levels
Arguing or defying the teacher	Avoidance of speaking with others
Getting the submission of others	Shy, timid, and/or unassertive
Out of seat behavior	Avoidance or withdrawal from social situations
Non-compliance with teacher instructions or requests	A preference to play or spend time alone
Tantrums	Acting in a fearful manner
Hyperactive Behavior	Avoiding participation in games and activities
Disturbing Others	Unresponsive to social interactions by others
Stealing	Failure to stand up for oneself
Not following Teacher or School Rules	
Non-Examples of Externalizing Types of Behavior	**Non-Examples of Internalizing Types of Behavior**
Cooperating	Initiation of social interactions with peers
Sharing	Engagement in conversations with peers
Working on assigned tasks	Normal rates or level of social contact with peers
Asking for help appropriately	Displaying positive social behaviors towards others
Listening to teacher	Participating in games and activities
Interacting in appropriate manner with peers	Resolving peer conflicts in an appropriate manner
Following Directions	Joining in with others
Attending to task Demands	
Complying with teacher requests	

Teacher Nomination

Externalizing Students	Internalizing Students
1.	1.
2.	2.
3.	3.

Rating Scale for Externalizing Students

Student Risk Screening Scale (SRSS; Drummond, 1994)

Teacher Name_____ Date_____

Directions: Please rate each student on each behavior using the following scale:

0 = Never, 1 = Rarely, 2 = Occasionally, 3 = Frequently

Student Name	Stealing	Lying/cheating/deceitfulness	Behavior problems	Poor Attention	Poor Academic Achievement	Negative attitude	Aggressive Behaviors	Totals

Ratings Scale for Internalizing Students

Student Internalizing Screening Scale (SISS)

Teacher Name_____ Date_____

Directions: Please rate each student on each behavior using the following scale:

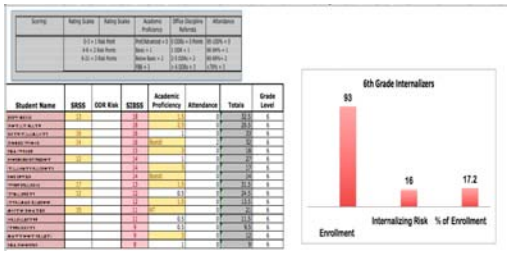
0 = Never, 1 = Rarely, 2 = Occasionally, 3 = Frequently

Student Name	Nervous or fearful	Bullied by peers	Upsets Easily	Disinterested	Withdrawn	Seems sad or unhappy	Complains about being sick or hurt	Totals

Tier(2)Interventions&yRiskFactor(

RISK!	Tier(2)Interventions&ools!	Progress/Monitoring!
Externalizing! (SRSS)!	Checkin/Checkout! PeerMentoring! SelfMonitoring! SocialSkillsInstruction!	SWIS (DailyBehaviorReport/Cardwith goals&graph/analysis)!
ODR! (OfficeDisciplineReferral)!	AllAboveplusIncreased supervision(Transitions/Breaks)!	SWIS!
Internalizing! (SIBSS)!	Referto/schoolcounselor! SocialOpportunities/Instruction! Mentoring(CICO)!	SWIS(cico)!
Academics! STAR8,Grades,! District assessment,ICBM!	Referto/Academicteam! Diagnostic/Assessment! TargetedInterventions! Extra/supportiveTutoring!	Trend/analysis! • Benchmark/standards! • Growth/Standards!
Attendance! Zoom/	Parent!Meeting! Group/meeting! District/attendance/improvement/ team/support!	Weekly/monitoring! • Set/goals!(studyteam/with/ district/support)!

Encina Grade 6



Encina Grade 6

Student Name	SRSS	ODR Risk	SIBSS	Academic Proficiency	Attendance	Totals	Grade Level
[redacted]							

Continuation of Special Series: Universal Screening Beyond Academic Performance

Development and Validation of the *Student Internalizing Behavior Screener*: Examination of Reliability, Validity, and Classification Accuracy

Clayton R. Cook,[1] Kutlo B. Rasetshwane,[1] Erica Truelson,[2] Stephanie Grant,[1] Evan H. Dart,[1] Tai A. Collins,[1] and Jeffrey Sprague[3]

Abstract

Students with internalizing behavior patterns are often overlooked and underserved in schools, which is problematic in that they are at risk for a host of negative outcomes. As a result, there is a need for universal screening procedures to proactively detect students with these behavior patterns and to provide them with early, ongoing supports. The purpose of this study was to examine the reliability, validity, and classification accuracy of the Student Internalizing Behavior Screener using a sample of elementary-age students. The results indicated that the screener demonstrated adequate evidence of reliability and validity. Results also revealed an optimal cutoff score to maximize accurate hits and minimize diagnostic errors, and they demonstrated that the screener was able to identify a unique group of behaviorally and emotionally at-risk students. The implications of the results are discussed, as well as the directions for future research on screening practices for students with internalizing behavior patterns.

Keywords

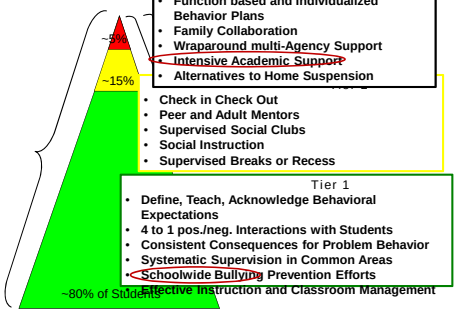
universal screening, internalizing disorders, response to intervention, depression, anxiety

Universal screening of school-based academic and emotional and behavioral problems has gained popularity as a way to prevent future difficulties and put interventions in place for those students who need them. Rather than allowing students to struggle academically or behaviorally until their problems become so pronounced that they can no longer

screening tools to identify students who exhibit externalizing behavior patterns such as aggressive, oppositional, and disruptive behaviors (Drummond, 1994; Severson, Walker, Hope Doolittle, Kracochwill, & Gresham, 2007).

Behavioral screeners are often limited in their scope by costs and a lack of time efficiency or by a failure to identify

ESTABLISHING CONTINUUM of SWPBS



Tier 3
- Function based and Individualized Behavior Plans
- Family Collaboration
- Wraparound multi-Agency Support
- Intensive Academic Support
- Alternatives to Home Suspension

- Check in Check Out
- Peer and Adult Mentors
- Supervised Social Clubs
- Social Instruction
- Supervised Breaks or Recess

Tier 1
- Define, Teach, Acknowledge Behavioral Expectations
- 4 to 1 pos./neg. Interactions with Students
- Consistent Consequences for Problem Behavior
- Systematic Supervision in Common Areas
- Schoolwide Bullying Prevention Efforts
- Effective Instruction and Classroom Management

What's the Function ?

New Directions for PBIS

Including EBP's under the Umbrella

Peer Mentoring as a Tier 2 Practice

JIM WOOD, PBIS FACILITATOR
LUKE ANDERSON, SCHOOL PSYCHOLOGIST
SAN JUAN UNIFIED SCHOOL DISTRICT

Review of Tier 2 Foundations

- Continuous Availability to Students
- Rapid Access to mentoring (within 7 days)
- Low effort by teachers with maximum benefit to students
- Consistent with school wide expectations
- Implemented uniformly by staff (Staff know their roles)
- Support of Tier 2 team and Administrators
- Student voluntarily participates
- Mentoring fits the culture of the school (socially valid)
- Continuous monitoring of the students involved

What Can be Achieved?

For mentees, these programs have shown a positive impact on:

- – Connectedness to school and peers
- – Feelings of competency and self-efficacy
- – Grades and academic achievement
- – Prosocial behavior and attitudes

What Can be Achieved?

For mentors, there have been reported improvements in...

- – Connectedness to school
- – Self-esteem
- – Empathy and moral reasoning
- – Intrapersonal communication and conflict resolution skills
- – Relationships with parents

Common Practices

- High school students mentoring middle or elementary students
- Older elementary students mentoring younger students
  - Rule of thumb- At least a 2 grade difference

Cross age peer mentoring

- Must be structured and organized
- Meet for 10 or more times
- At least a 2 year age span
- Do not focus primarily on deficits or problems

Important Notes

- Screen Well for Mentors (Beware of Deviancy Training?)
- Regular and frequent monitoring built in
- Mentors need help with structuring activities
- Training for both mentors and mentees
- Parent permission slips for mentors and mentees

Responsibilities and Roles

- Principal- Must support
- Teachers- Refer mentors and or mentees, provide space or supplies, report on outcomes
- Site coordinator-Most important player (recruits, trains, outcome data, helps to keep it going)- Dual Coordinators ?

Turn and talk: At your school, how would roles be decided upon, and responsibilities be determined ?

Recruiting/Screening for Mentees

- Use a set of criteria (socially withdrawn, academic deficits, not connected to adults)
- Use parents in your recruitment of mentees
- Emphasize the benefits to mentees and parents
  - Newsletters, New student packets, parent nights, website

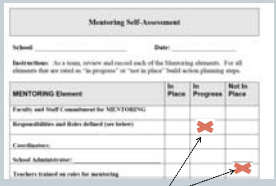
1. **What do you think would be the best way to recruit mentors?**
2. **What screening process would you use to choose mentees?**

Data/Feedback from Participants

- PRE/POST/WEEKLY Questionnaire for Mentors
- Questionnaire for Teachers
- Questionnaire for Parents
- Attendance/grades/SWIS data/

Culminating Activity
Using your handouts and resources

- Fill out the Mentoring Self Assessment (1 per team)



Mentoring Self-Assessment

School: _____ Date: _____

Instructions: As a team, review and record each of the Mentoring elements. For all elements that are rated as "in progress" or "not in place" build action planning steps.

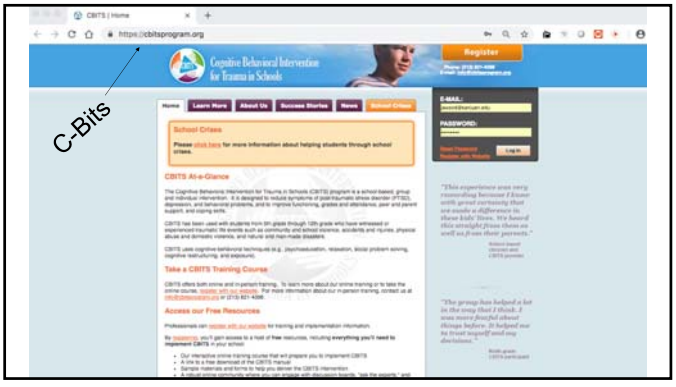
MENTORING Element	In Place	In Progress	Not In Place
Faculty and Staff Commitment for MENTORING			
Responsibilities and Roles defined (see below)		✗	
Coordinators:			
School Administrator: _____			
Teachers trained on roles for mentoring			✗

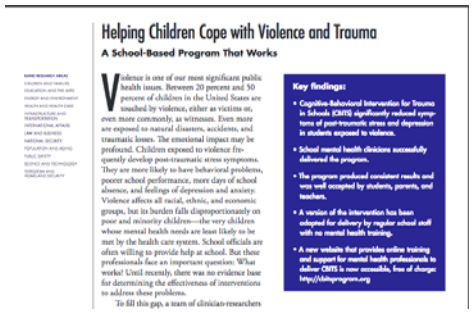
- For all elements that are rated as "in progress", or "not in place", complete the attached action planning steps.

Action Plans

Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
• Faculty and Staff Commitment	a. b. c. d. e.		
Responsibility and Roles defined	a. b. c. d. e.		
• Teachers trained	a. b. c.		





Helping Children Cope with Violence and Trauma

A School-Based Program That Works

Violence is one of our most significant public health issues. Between 20 percent and 50 percent of children in the United States are touched by violence, either as victims or, even more commonly, as witnesses. Even more are exposed to natural disasters, accidents, and traumatic losses. The emotional impact may be profound. Children exposed to violence frequently develop post-traumatic stress symptoms. They are more likely to have behavioral problems, poorer school performance, more days of school absence, and feelings of depression and anxiety. Violence affects all racial, ethnic, and economic groups, but its burden falls disproportionately on poor and minority children—the very children whose mental health needs are least likely to be met by the health care system. School officials are often willing to provide help at school. But these professionals face an important question: What works? Until recently, there was no evidence base for determining the effectiveness of interventions to address these problems.

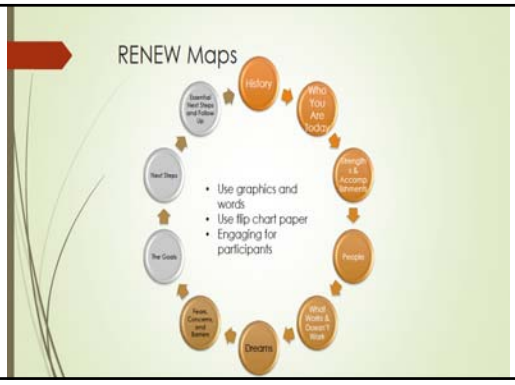
To fill this gap, a team of clinician-researchers

Key findings:

- Cognitive-Behavioral Intervention for Trauma in Schools (CBITS) significantly reduced symptoms of post-traumatic stress and depression in students exposed to violence.
- School mental health clinicians successfully delivered the program.
- The program produced consistent results and was well accepted by students, parents, and teachers.
- A version of the intervention has been adopted for delivery by regular school staff with no mental health training.
- A new website that provides online training and support for mental health professionals to deliver CBITS is now accessible, free of charge: http://cbitsprogram.org

RENEW Indicators

- Social Emotional Concerns (Emotional Disturbance or On this Track)
- Mental Health Concerns
- Risk of Drop Out
- Poor Academics (Low to NO Credits: Credit Recovery)
- Lack of community and social supports
- High Rates of:
  - Trauma
  - Arrests
  - Suspensions
  - Substance Abuse
  - Transition



RENEW Maps

- Use graphics and words
- Use flip chart paper
- Engaging for participants

The Purposes of Futures Planning

- Use "Maps" to create a meaningful, personalized, individualized plan
- Identify supports at home, school, and in the community
- Assist the youth to build self determination skills

Planning Next Steps

1. Youth prioritizes goals
2. Brainstorm next steps for each goal prioritized
3. Youth chooses which steps they want to do first (which makes the most sense)
4. Identify supports the youth has to/can connect to
5. Youth and facilitator develop team to identify criteria for success around each goal and resources needed

RENEW Youth/Team Action Plan
Example

Student: Tom Jones

Date: 9/1 /2009

Grade Level: Junior

Long-Term Goal: Graduate from High School and attend college

Short-term Goal # 1	I would like to learn more about Criminal Justice Careers				
When Do I Want This Completed?	Before Christmas Break of 2009				
What Do I Have To Do To Make This Happen?	**What Resources, Materials, or Support Do I Need?**	**Person Responsible**	**Target Date**	**Status**	**Comments**
Online research	Computer – www.bridges.com or www.online.newhaven.org		10/2009	Complete	
Conduct 2 Informational Interviews	Help from my network to locate someone in the field of Criminal Justice and My Informational Interview Questions		11/2009	In progress (1 complete)	Waiting to hear back from Officer Smith so I can schedule an interview
Job Shadow/Internship	ETC/EIO Coordinator and/or my Guidance Counselor My network to help me find a location to intern/job shadow at		By 12/2009	Will do Semester 2	Won't fit into my Semester 1 schedule

RENEW Facilitator's Manual Tools
© 2013 Institute on Disability, University of New Hampshire

RENEW READINESS CHECKLIST

(Mallery, 2012)

This checklist is designed to assess the readiness or status of organizational support in a school district, school, or community-based agency to implement the RENEW model. This checklist can be used by an organization initially to identify critical action steps that should be addressed to ensure the proper installation and implementation of the RENEW model. Once a school or agency has been implementing RENEW, this checklist should be completed annually to identify areas of strength and features that still need to be addressed. This checklist should be completed by a team of administrators, the agency/school RENEW Coach, and the external RENEW Trainer.

School or Agency:_____ Date:_____

Individuals Completing this Form:_____

CURRENT LEVEL OF IMPLEMENTATION			Topic	PRIORITY		
In Place (3)	Partially in Place (2)	Not in Place (0)	Question	High	Medium	Low
			1. The school or agency administration supports the implementation of developmentally-appropriate evidence-based transition practices for all youth.			
			2. The school-agency prioritizes the provision of flexible services to ensure the success of all youth.			
			3. A systematic process was used to identify youth who need individualized planning and supports or for youth who did not respond positively to other interventions.			
			4. There is a team in the school or agency that oversees, supports,			

RENEW Implementation Action Plan

Choose three items in Checklist that are marked "High Priority" or "Not In Place" and develop action steps for these items.

Activity	Activity Task Analysis (What)	Who	By When
1.			
2.			
3.			

Serious Training Model

Serious Research

RENEW Publications

Restorative Practices and PBIS

Jessica Swain-Bradway, Midwest PBIS Network ;
Jill Mathews-Johnson, ACTIONS Administrator
Champaign School District, IL

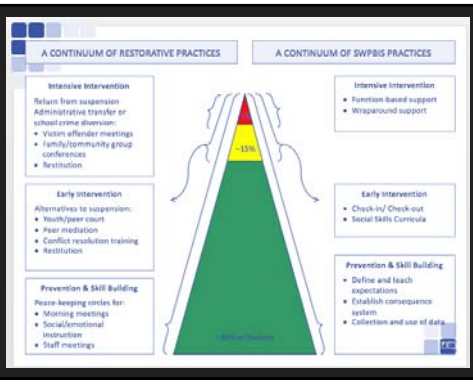
RP in Schools, Concerns

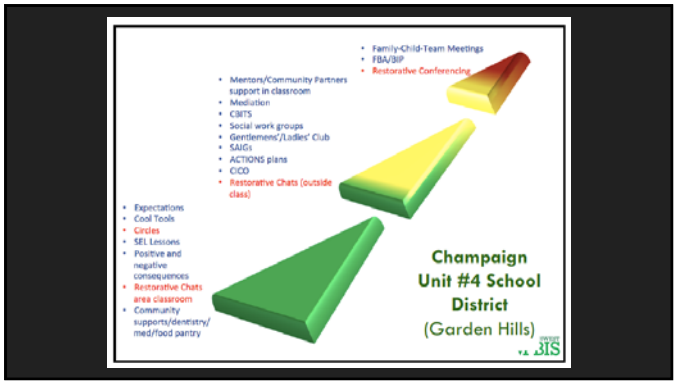
- Lacking scientific evidence – *In process through IIRP*
- Most typical research we have is:
  - Descriptive
  - Quasi-experimental
  - Experimental
- Non-replicable curriculum / model
- Lacking validated fidelity measures

Jessica Swain-Bradway, Midwest PBIS Network ;
Jill Mathews-Johnson, ACTIONS Administrator
Champaign School District, IL

Why Install within SWPBIS?

- SWPBIS has a strong evidence base
- Systems and data features push us to:
  - Define what we are doing so we can replicate in all settings, with all students
  - Assess HOW we are conducting a given practice
  - Assess how students are responding
  - Modify intensity and specificity based on student progress
- We can use the SWPBIS features to guide installation of RP
- We STILL want to define RP clearly, with input from the experts and practitioners





Journal of Positive Behavior Interventions
(in press)

Improving Multi-Tiered Systems of Support for Students with "Internalizing" Emotional/Behavioral Problems

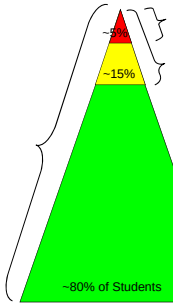
Mark D. Weist, Lucille Eber, Robert Horner, Joni Splett, Robert Putnam, Susan Barrett, Kelly Perales, Amanda J. Fairchild, and Sharon Hoover

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

"Internalizing" Problems

- Depression
- Anxiety
- Fears/ phobias
- Trauma symptoms



Menu of Interventions for Internalizers (Merrell, 2010)

- Tier 1
  - Effective classroom routines including social/emotional principles
  - Effective policies and responses to school bullying
  - School connectedness (adult relationships, peer status)
  - Structured SEL curriculum in gen ed.. (i.e. Strong Teens)
- Tier 2
  - Enhanced/Targeted SEL program (small group)
  - Small group counseling and skills training
  - Home school communication
  - Evidenced based group intervention programs
- Tier 3
  - Individual treatment and case management at school
  - Community based mental health providers
  - WRAP around Services

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**

Tier II/III Supports

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

Tier II/III Supports

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

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?

"Tier 3 Plan with Trauma-Informed Strategy"

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.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe SOS (slow down, orient, self-check) Use mindfulness	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Distract & Self-Soothe Let 'M Go	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Make A Link Make Meaning	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

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

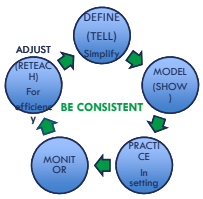
Tier II/III Supports

Examples of Screening Tools (public domain)

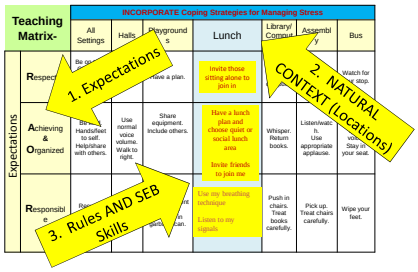
1. Pediatric Symptom Checklist
2. Children's Anxiety Scale
3. Global Appraiser of Individual Needs – Short Screener
4. Depression Scale for Children
5. Columbia Depression Scale
6. Child Report of Post-traumatic Symptoms
7. Trauma Symptom Checklist for Children & Trauma Symptom Checklist for Young Children

Source: Nic Dibble
Wisconsin Department of Public Instruction
nic.dibble@dpi.wi.gov
http://sspw.dpi.wi.gov/sspw_mhbehavioraltools

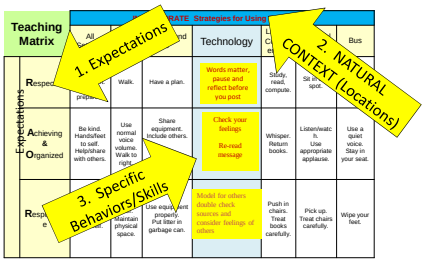
How?... The Same Process for teaching Social Emotional Behavior as used for academics



School 1

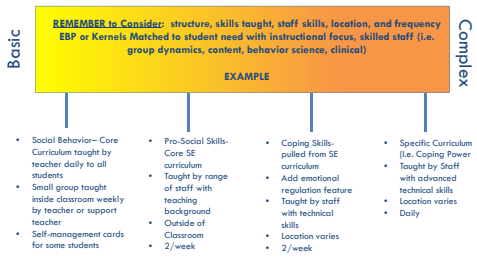


For other schools, may be a social media concern….



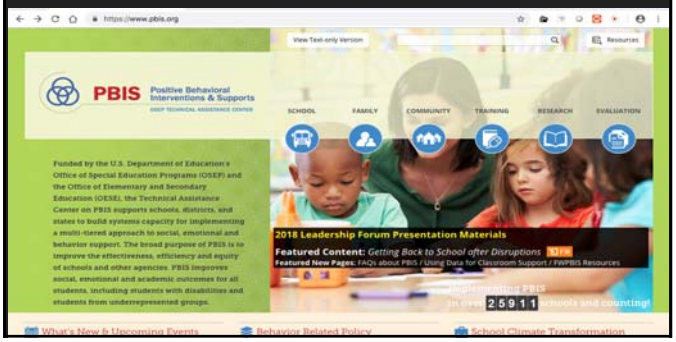
Understanding Types of Groups

Monitor Data, Select Practice, Install Systems



Questions?

PBIS for School Psychologists

Jim Wood
jwood27@comcast.net

RESOURCES