

Combining Initiatives:
*Incorporating PBIS, Trauma Sensitive Schools,
and Academics within a Multi-Tiered System
of Supports Framework*

Presented by Independence School District School Psychologists

Session Outcomes:

- ◆ Build connections between various initiatives/programs
- ◆ Outline current practices and problem-solving adaptations
- ◆ Discuss resources for creating proposals on initiative integration for district consideration

Session Overview:

- ◆ Multi-Tiered System of Supports Framework
- ◆ PBIS
- ◆ Trauma Sensitive Schools
- ◆ Academics/ Career Academies
- ◆ Initiative Integration through multi-disciplinary collaboration
- ◆ Proposal for building/district consideration



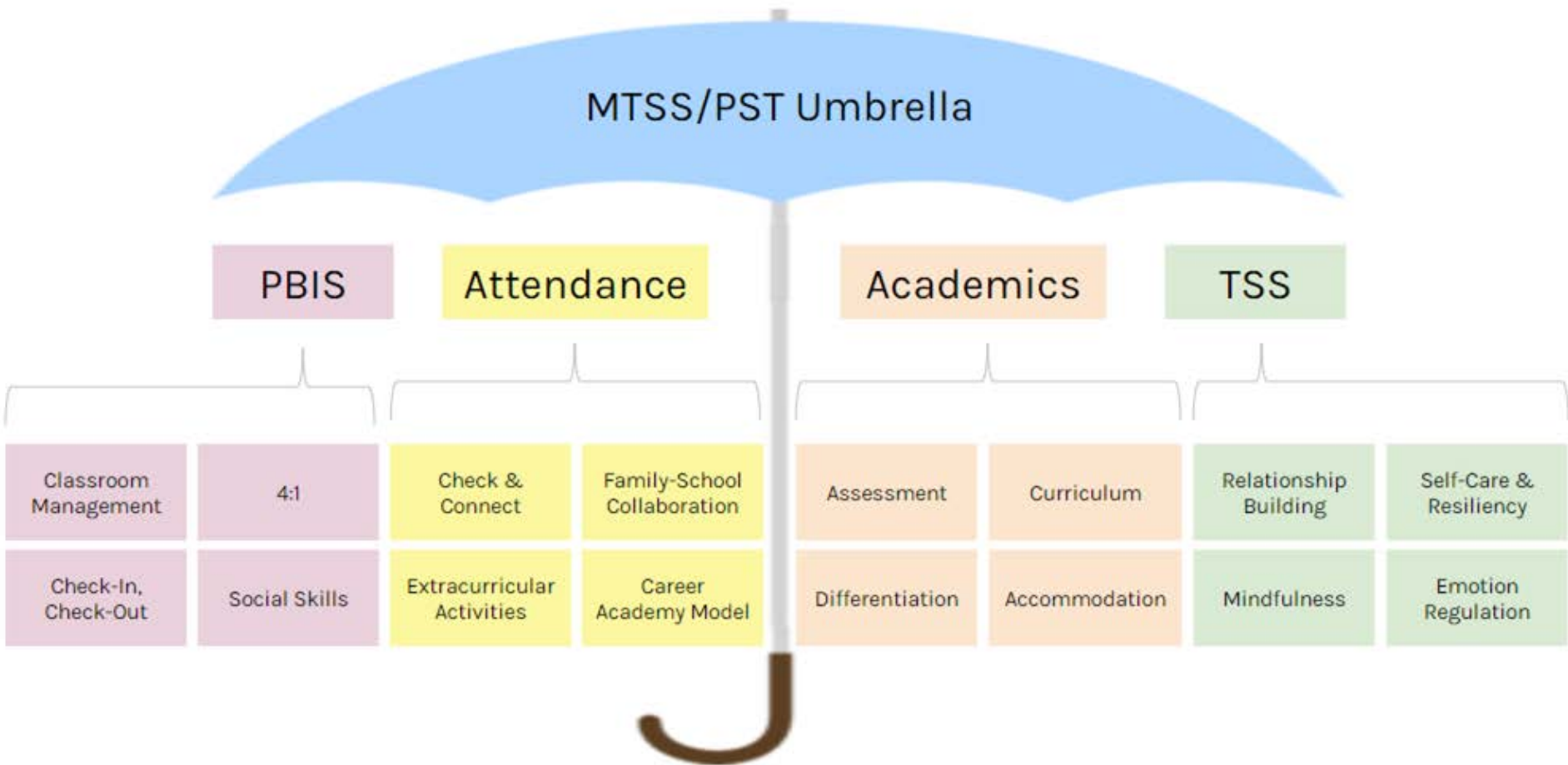
Multi-Tiered System of Supports (MTSS)

Plickers!

What is your familiarity with MTSS?

- A) What do these letters mean?
- B) I've heard of it, but our district does not do this
- C) Our district is doing well in some aspects, but could use a lot of help
- D) We are MTSS experts and implementing it like a champ!

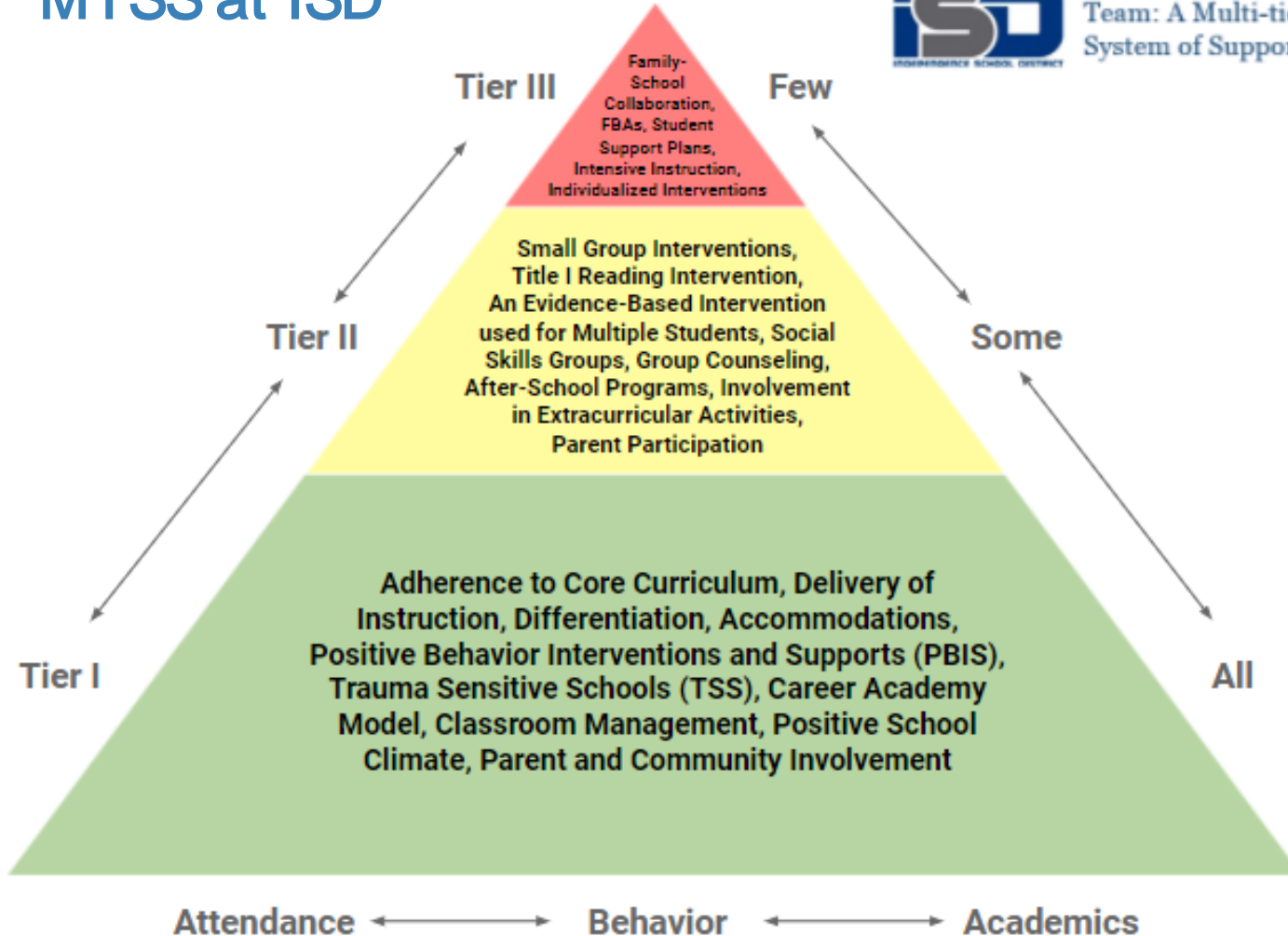
MTSS Overview



MTSS at ISD



Problem Solving
Team: A Multi-tiered
System of Supports





Positive Behavior Intervention & Supports (PBIS)

Plickers!

What is your familiarity with PBIS?

- A) I've read about it in a book once?
- B) I've taken a class or had some informal training regarding PBIS
- C) PBIS is new to our district but we are learning and implementing more
- D) We have used the PBIS framework within MTSS

**Supporting
Staff Behavior**



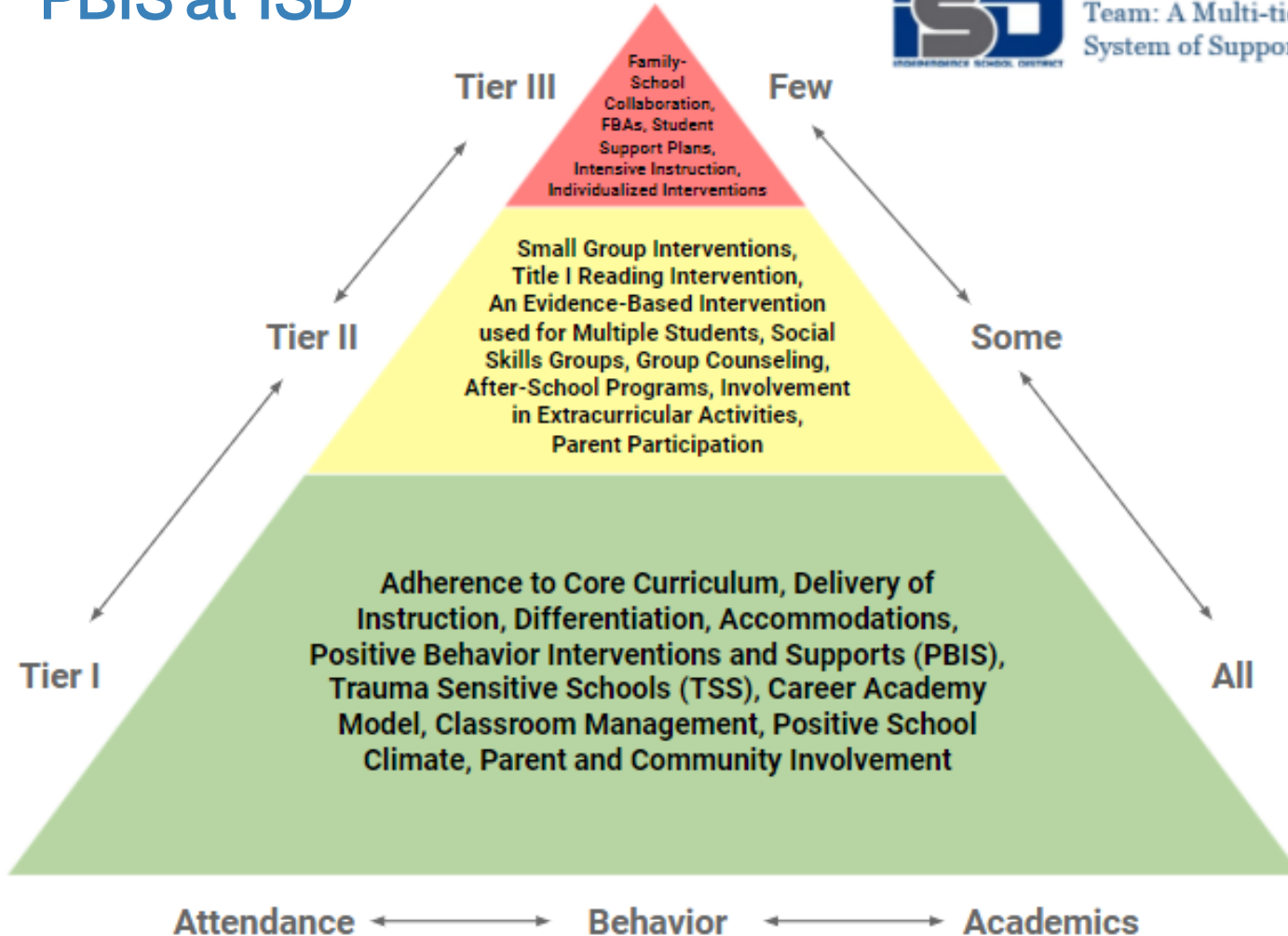
**Supporting
Student Behavior**

**Supporting
Decision
Making**

PBIS at ISD



Problem Solving
Team: A Multi-tiered
System of Supports





Trauma Sensitive Schools (TSS)

What is your familiarity with TSS/ TIC?

- A) I heard about it from Oprah
- B) I have heard of the ACES study, but our district is not currently using any trauma sensitive practices
- C) My district has some ideas or we are trying to incorporate TSS practices, but it's still a work in progress
- D) My district has embraced TSS practices

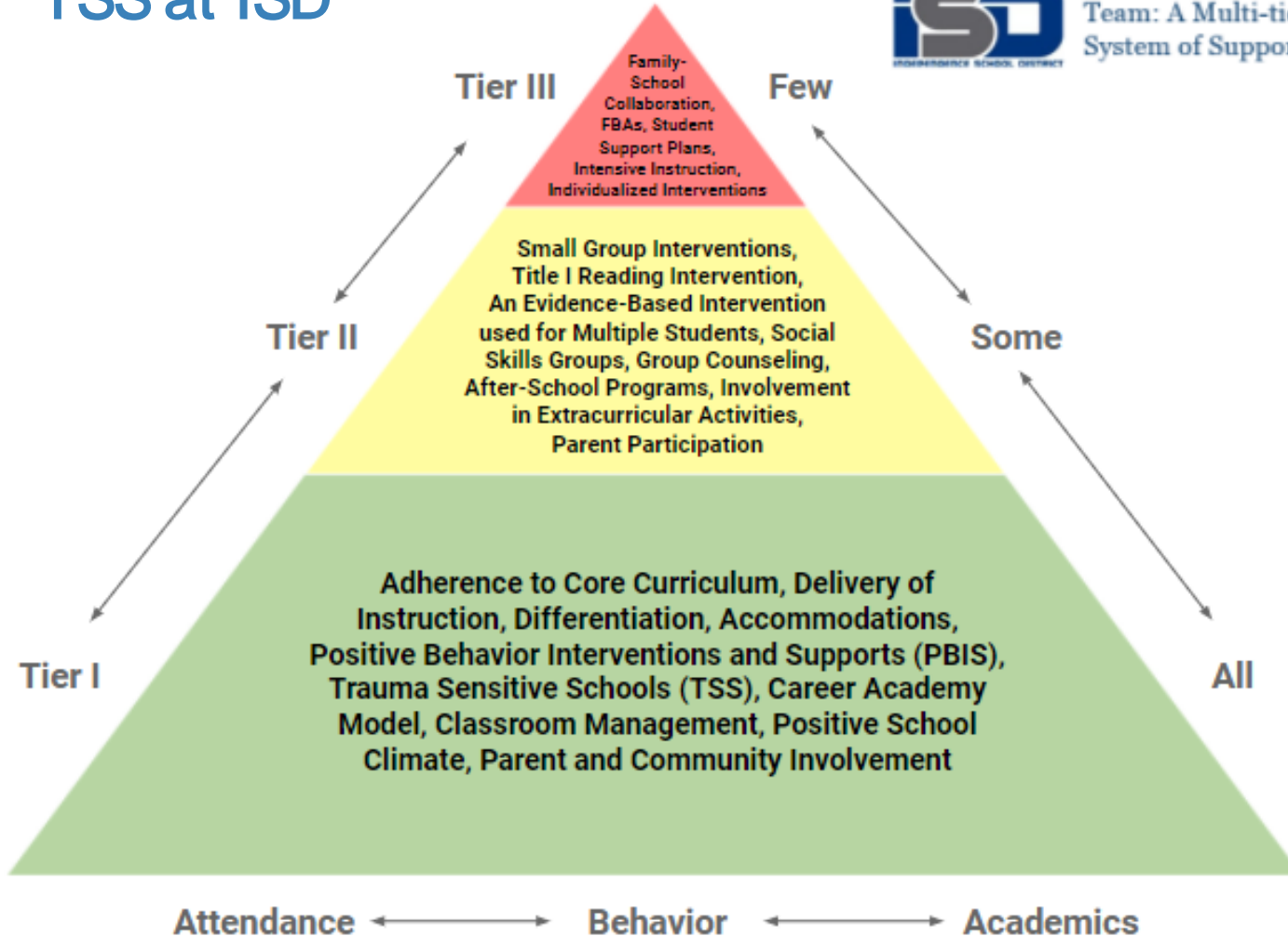
Trauma Sensitive Schools (TSS)

- ◆ Trauma is defined, experienced, and interpreted in different ways
- ◆ Trauma impacts the brain - and therefore communication, learning, and behaviors
- ◆ Trauma can create physical responses (fight, flight, freeze)
- ◆ Trauma Sensitive Schools (TSS) recognize potential trauma responses in children
- ◆ TSS can help us build resilience in students
- ◆ TSS can help us teach coping and calming skills to students, including mindfulness practices

TSS at ISD



Problem Solving
Team: A Multi-tiered
System of Supports



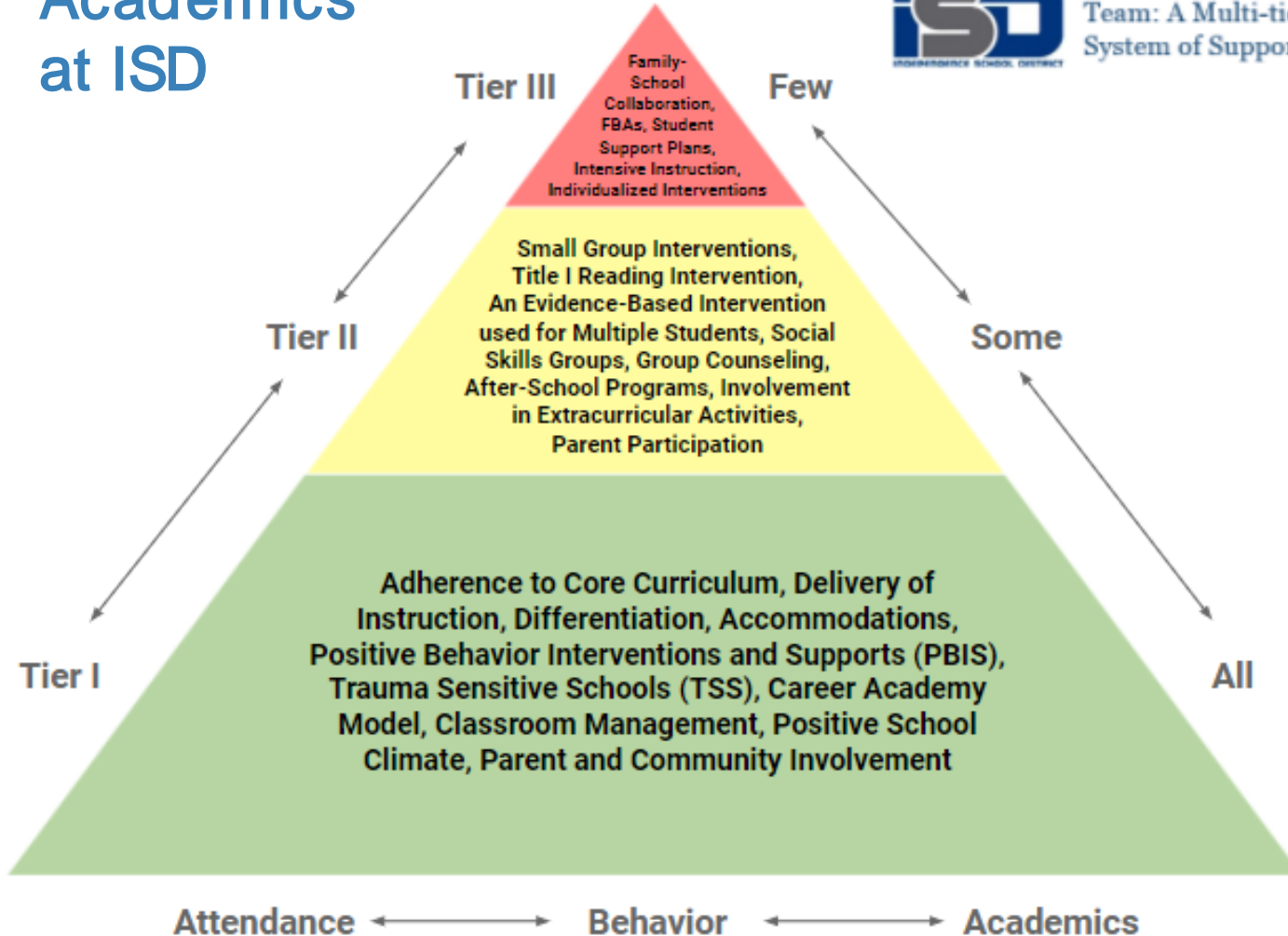


Academics

Academics at ISD



Problem Solving
Team: A Multi-tiered
System of Supports



What is your familiarity with Career Academies?

- A) I don't know much...tell me more!
- B) Is that like departments?
- C) I've heard about it but I don't know how it works exactly
- D) I know what they are, but I still want to learn more!!

ISD Career Academies

- ◆ The career academy model
 - ◆ Allows students to identify career pathways
 - ◆ Creates opportunities for certifications and work skills to be developed while in high school
 - ◆ Greater collaboration among teachers within each academy to make data-based decisions

Academics at other levels

- ◆ Grade Level Collaborations (Elementary)
 - ◆ Same grade-level teachers meet and review student data, discuss curriculum and other ideas
 - ◆ Allows teachers to be targeted, specific, and learn from each other
- ◆ Team Meetings (Middle)
 - ◆ Teachers are grouped to serve smaller populations of students
 - ◆ Allows teachers to know students better despite having a large student body
 - ◆ Allows teachers to get on the same page for plans

Other District Initiatives/ Considerations

- ◆ Attendance
- ◆ CHARACTERplus
- ◆ Leader in Me
- ◆ Conscious Discipline
- ◆ Trauma Smart
- ◆ Restorative Justice
- ◆ Special Education Practices

A
Leader in Me™
School





How do we bring these
initiatives together?

We created a website!

◆ PST site

Includes a breakdown by Tier and by Level (Early Ed, Elementary, Middle and High)

Inspiring Greatness
ISD
INDEPENDENCE SCHOOL DISTRICT

Search this site

Problem-Solving Team

Tiers of Support, Guidance, and Forms

Functional Behavior Assessment (FBA) Student Support Plans

PST Training Resources Website Resources Tier 1 Support

Tier 2 Interventions Tier 3 Interventions

Pre-K/Early Education
Elementary
Middle
High

olving Team Process



PST Site Home Page



Problem-Solving Team

Search this site

Tiers of Support, Guidance, and Forms

Functional Behavior Assessment (FBA)

Student Support Plans

PST Training Resources

Website Resources

Tier 1 Support

Tier 2 Interventions

Tier 3 Interventions

Problem-Solving Team Process



Tier 1 (Elementary)



Problem-Solving Team

 Search this site[Tiers of Support, Guidance, and Forms](#)[Functional Behavior Assessment \(FBA\)](#)[Student Support Plans](#)[PST Training Resources](#)[Website Resources](#)[Tier 1 Support](#)[Tier 2 Interventions](#)[Tier 3 Interventions](#)

Elementary

Academic Screening Tools, Data Collection, & Self-

Reflection tools for Tier 1

District Curriculum Website
Using STAR to create screening reports
Classroom Management Self-Assessment (After completing this you can use these strategies!)
Supporting & Responding to Behavior Assessment/Strategies
Classroom Environment Assessment
Considerations for teaching classroom procedures (This resource from MO-SWPBS lists potential procedures for teaching throughout the year)
Knowing Your ACES score (After completing this you can understand what your score means here)



Behavior

Good tier 1 practices consist of...

1. Defining and Teaching [Expectations](#)
2. Defining and teaching [Procedures and Routines](#)
3. Encouraging Expected Behavior through [specific positive feedback](#)
4. Discouraging inappropriate behavior using a continuum for behaviors
5. [Active Supervision](#)
6. [Opportunities to Respond](#)
7. [Activity Sequencing and Offering Choice](#)
8. [Consider Task Difficulty](#)

Each link above will take you to a teacher tool resource that explains each element of tier 1, self-assessments, and examples of each element.

Class-wide Behavior Interventions

Intervention	Data Collection Tool
Mystery Motivator	How to Track Points
Class Dojo	Points are tracked through the Class Dojo website
Good Behavior Game	Point Sheet
Tootling	Point Sheet

Attendance

Tier 1 Strategies to Promote Attendance

Student Strategies/Techniques

These strategies can be utilized for an individual student, a small group, or an entire class!

Homework Strategies
Organization Strategies
Study Skills Strategies
Time Management Strategies
Reinforcement Strategies
De-escalation Strategies
Communication Strategies
Relationship-building Strategies
Grounding Strategies
Non-Medicated ADHD Strategies
Behavior Support Checklist
The Color Wheel
Test Anxiety Tips

Tier 2 (Early Childhood)

Pre-K/Early Education

Pre-Academics

Interventions are arranged based on the progression of skills acquired when learning to read, to do math, and to write.

Interventions should be conducted at least **TWICE** a week for **5-10 minutes** each session.

Brigance Screener Cut-off Tables

- Overall cut-off by age
- Domain-specific cut-off by age (i.e., academic/developmental/cognitive/language)
- Standard Scores by age

Reading

Missing Skill (Brigance Form/Item No.)	Intervention	Data Collection Tool
Rhyming	<u>Matching Rhyme Time</u>	<u>Rhyming Data Tool</u>
	<u>Rhyming A-Lot-Oh</u>	
	<u>Pocket Rhymes</u>	
	<u>Rhyme Closed Sort</u>	
	<u>Rhyme Pie</u>	
	<u>Rhyme Flip Book</u>	
Repeating Sentences (3 year/10.A)	<u>Nursery Rhymes</u>	<u>Nursery Rhymes Data Tool</u>
	<u>Pacing Boards</u>	<u>Repeating Sentences Data Tool</u>

Speech and Language

Interventions should be selected **AFTER** consulting with your speech and language pathologist.

Interventions should be conducted at least **TWICE** a week for **5-10 minutes** each session.

Language

Missing Skill	Intervention	Data Collection Tool
Answering 'wh-' questions	<u>Examples of 'wh-' questions to ask</u> <u>Strategy - Answering 'what' questions</u> <u>Strategy - Answering 'who' questions</u> <u>Strategy - Answering 'where' questions</u>	<u>Speech and Language Data Collection</u>
Answering hypothetical questions	<u>Strategy - Answering hypothetical questions</u>	



Behavior

These are interventions which can be utilized to supplement Student Support Plans.

The interventions listed below should be implemented **DAILY**.

Intervention	Data Collection Tool
<u>Check In Check Out:</u> Structured Triage	<u>Early Ed CICO Paper Form (Points)</u> <u>Early Ed CICO Paper Form (Colors)</u> <u>Early Ed CICO Paper Form (Smiley Faces)</u> <u>Early Ed CICO Google Form</u> <u>Graphing Tool</u> <u>CICO Graph Template</u>
<u>Lego Therapy:</u> to build social skills	Example: If you are working on turn-taking, you would tally instances of turn-taking vs. non turn-taking.
<u>Token Economy</u>	Track number of tokens earned each day as well as tracking the frequency of target behavior (use corresponding general data collection tool below)
<u>Talk Tickets</u>	Number of Talk Tickets used and <u>frequency of talking out</u>

General Data Collection Tools

Tier 3 (High)

High

Academics

Written Expression

Intervention	Data Collection Tool
STOP & LIST Strategy	Writing Probe Generator
Writing Self-Monitoring	Self-Monitoring Data Sheet

Reading

Intervention	How to Implement	Data Collection Tool
Folding-In	Video	Reading CBMs
Cover-Copy-Compare	Video	CCC Log
Summarizing		Rubric
Question-Answer-Relationship Strategy		MAZE Passages for Comprehension

Math

Intervention	How to Implement	Data Collection Tool
Cover-Copy-Compare	Video	Math Worksheet Generator
Incremental Rehearsal	Video	Math Worksheet Generator
Self-Monitoring		Self-Monitoring Data Sheet
Folding In	Video	Math Worksheet Generator
Question-Answer-Relationship Strategy		Math Worksheet Generator

General Strategies

Academic Adjustments
Homework Contracts
Study Skills Packet

Behavior Interventions/Strategies

Check In Check Out:

[Structured Triage](#)

Integrated into the Student Support Plan (can be linked into the Data Collection Section of the plan). Here are some choices for data collection tools:
[High School CICO Paper Form \(Points\)](#)
[High School CICO Google Form](#)

Graphing Tool
[CICO Graph Template](#)

Skill-Building

[Rubber Band Intervention](#)

[Precision Requests](#)

[Building a Motivation Trap](#)

[Token Economy](#)

[Talk Ticket](#)

[Behavior Contracts](#)

[Behavior Momentum](#)

[Strategies for Difficult Behaviors](#)

[School Refusal](#)

[Relaxation Techniques](#)

[Incentive Ideas](#)

[School-Home Collaboration](#)

[2 x 10 Connection Strategy](#)

** Data collection tools for all above behavior interventions will be tracked with the identified tool in the [Student Support Plan](#) or can be found below**

Data Collection and Graphing Tools

Sample data collection using a comparison peer

Attendance

Tier 3 Strategies for Attendance Concerns

Student-Led Strategies

[Strategic Note-taking](#)

[Note-taking Strategies](#)

[Homework Skills Checklist](#)

[Guided Notes](#)

[Study Skills Strategies](#)

[Time Management Strategies](#)

[Self-Coaching Strategies](#)

[Graphic Organizers](#)

[Study Skills Self-Assessment](#)

[Essay Exam Question Tips](#)

[Matching Exam Question Tips](#)

[Memory Tips for Exams](#)

[Mnemonic Device Tips](#)

[Multiple Choice Exam Question Tips](#)

[Tips for Using Flashcards](#)

[Short Answer/Fill in the Blank Exam Question Tips](#)

[True/False Exam Question Tips](#)



FBA Resources

Functional Behavior Assessment (FBA)

FBA Process:

1. Download the Parent Notification and Input Form, fill in the appropriate sections and send it home to the student's parent/guardian
2. Download and complete the Teacher FBA Questionnaire. It allows you to indicate the student's strengths, top two behaviors of concern, what happens immediately before the problem behavior occurs (antecedent), what happens immediately after the problem behavior occurs (consequence), and what your best guess is on the possible reason why the behavior is occurring (function of the behavior).
3. Download and complete the appropriate Student FBA Reinforcement Interview, in order to gather student input (student input can be gathered in other ways, as long as we are attempting to gather what a student likes or doesn't like).
4. Download the FBA Summary Form, and use it to summarize all the information that has been gathered.

FBA Forms available in the file cabinet below

To access documents for use, please **DOWNLOAD** the forms below.

+ Add file	+ Add link	Add from Drive	Move to ▾	Delete	Subscribe to changes
▼ 1 FBA Parent Notification and Input Forms (Remove)					
<input type="checkbox"/>	English Parent FBA Notification and Input Form 11-7-17.docx View Download	Provides the parent consent and solicits parent input. Fill in date, parent name, student name, teacher name, and contact info, and send home.	57k	V. 2	
<input type="checkbox"/>	Spanish Parent FBA Notification and Input Form.docx View Download	Provides the parent consent in Spanish and solicits parent input. Fill in date, parent name, student name, teacher name, and contact info, and send home.	55k	V. 2	
▼ 2 FBA Teacher Interview Form (Remove)					
<input type="checkbox"/>	Teacher FBA questionnaire View	This is the FBA questionnaire for the teacher - brief with check-boxes.			
▼ 3 FBA Student Interview Forms (Remove)					
<input type="checkbox"/>	Early childhood forced choice student interview.pdf View Download	Good for younger, less verbal, or developmentally delayed students	1545k	V. 3	
<input type="checkbox"/>	Forced Choice student questionnaire - good for less verbal students.docx View Download	Good for less verbal students who might struggle to articulate their interests or triggers	18k	V. 3	
<input type="checkbox"/>	Student FBA interview.docx View Download	Great for all grade levels if student is verbal - gives more information on their perceived triggers, strengths, ideas for incentives, etc.	12k	V. 3	

It's all fun and games until someone figures out the function of your behavior.



someecards
user card

Student Support Plans

◆ Example Plan

Includes all the following strategies to address the whole child:

- ◆ Attendance
- ◆ TSS
- ◆ PBIS
- ◆ Academics

Prevention tool	How it looks
Family-School Collaboration	<p>Point Person for Family Communication/Collaboration: Rubeus Hagrid Offer parents the following resources (if necessary):</p> <ul style="list-style-type: none"> • Elementary Parent Flyer - English/Elementary Parent Flyer - Spanish • Too Sick For School? - English/Too Sick For School? - Spanish <p>The school team should also problem solve in a collaborative way with the family and consider the following:</p> <ul style="list-style-type: none"> • Coordinating transportation • School calling home for reminders, follow-up, check-ins, reminders • Establishing transition routines for student and family (i.e. before school, after school, specials) • Provide opportunities for family to reinforce & reward at home <p>Parent Preferred Contact Method: Phone call home, Class Dojo, Email</p> <ul style="list-style-type: none"> • If Harry is absent, Hagrid will make contact via phone to let parent know the school team missed Harry at school today/check-in with the family. • If Harry continues to be absent, Hagrid will contact the building's Family School Liaison to connect with parent/guardian
Triage	<p>Triage occurs at the start of the day with Rubeus Hagrid, which includes:</p> <ul style="list-style-type: none"> • Relationship building <ul style="list-style-type: none"> ◦ Let Harry talk about preferred topics, playing games, etc. ◦ Incorporate rituals into your day (morning meetings, share-outs) • Basic triage questions (may want to consider utilizing pictures): <ul style="list-style-type: none"> ◦ How are you feeling today?; What are your goals for today?; Who can you go to for help?; Is anything else on your mind? • Reminders and practice for how to request breaks/use replacement behavior or how to calm down <ul style="list-style-type: none"> ◦ Calming breathing (square breathing Click here for image) • Practicing replacement behaviors (described in the next section) <ul style="list-style-type: none"> ◦ Gentle reminders for how to handle triggers ◦ Scenarios, social stories, or PBIS lessons to teach PBIS goals ◦ Provide reinforcement for positive practice ◦ Reminders of how to earn rewards (with visual schedule)
Teach Replacement Behavior During Triage	<p>Replacement Behavior: Harry will use a break pass to escape a non-preferred activity in a positive way.</p> <ul style="list-style-type: none"> • Request a break using an agreed upon cue (such as a hand signal) <ul style="list-style-type: none"> ◦ The number of breaks used per day should be limited to 3 breaks ◦ The duration of breaks should be limited to 3 minutes ◦ Breaks will be taken in the calming corner of the classroom • Any unused break passes can be used to exchange for a reinforcement
Preventative Breaks and/or Schedule Changes	<ul style="list-style-type: none"> • As needed, Harry can take a break in an assigned area in the classroom. • Scheduled breaks with adults will occur at the following times: <ul style="list-style-type: none"> ◦ Before independent reading time, before independent writing

Trainings

- ◆ Trainings:
 - ◆ PST trainings and modeling (video)
 - ◆ TSS/ PBIS Pre-Meetings every month
 - ◆ PBIS building trainings





Initiative Integration

Where did we start???

A natural place for our district to begin was considering what our main initiatives → PST, PBIS, and TSS.

[Our ISD Initiative Inventory](#)

[Blank Template for Initiative Inventory](#)

Crosswalk Activity

Using the blank Initiative Inventory form....

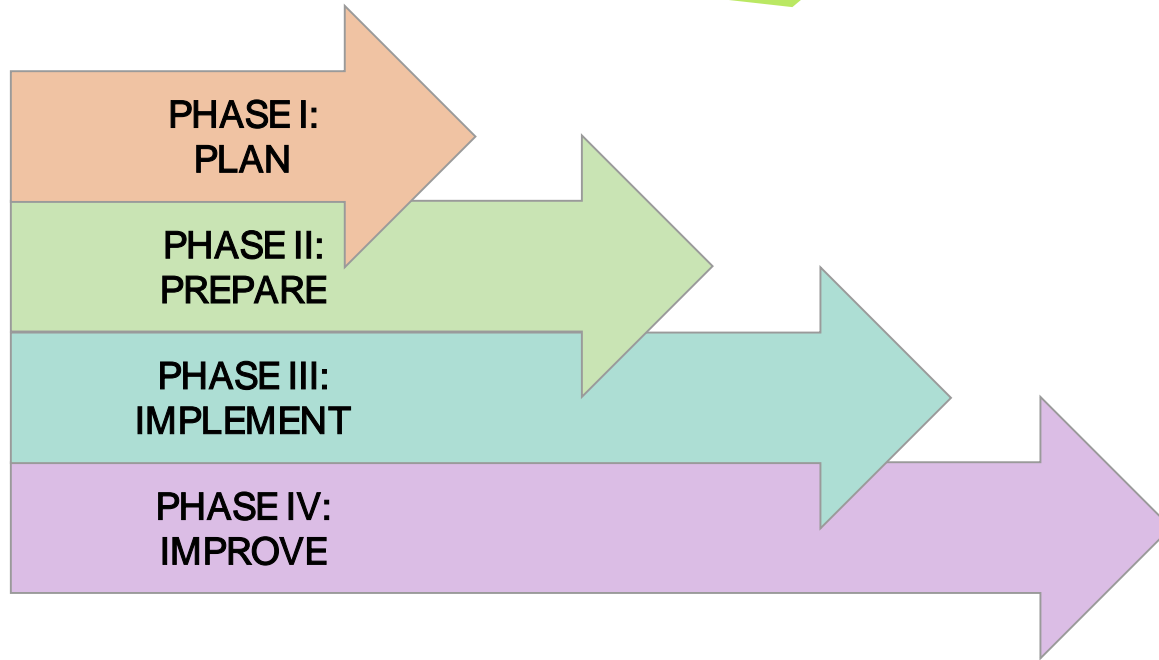
- ◆ Pick 2 or 3 of your district's initiatives
- ◆ Which leads/roles should collaborate to coordinate alignment?
- ◆ What was the original intent or expected outcome of your initiatives?
- ◆ Was it meant for the entire district, specific grade levels, etc?
- ◆ What is the cost?
- ◆ Is it mandated by legislation?
- ◆ How do you currently determine if it's working?



How to Create a Proposal for Building/District Consideration

Initiative Integration Process

(adapted from Stepping Up the Pace, 2012)



Initiative Integration Process

(adapted from Stepping Up the Pace, 2012)



PHASE I: PLAN

- ◆ Identify and clarify specific problems that need to be addressed using analyzed data and information
- ◆ Determine priorities, starting points, possible solutions
- ◆ Identifying your “champions” (stakeholders) for each initiative
- ◆ Select and develop your solution – consider readiness, capacity, and resources

Initiative Integration Process

(adapted from Stepping Up the Pace, 2012)



PHASE II: PREPARE

- ◆ Design your solution (can be a single or multiple strategies)
- ◆ Determine the “nuts and bolts” – what is needed and what needs to happen to put the solution in place (information, logistics, partners, materials, data to collect, and more)
- ◆ Prepare for implementation (get people, materials, locations, etc. ready)

Initiative Integration Process

(adapted from Stepping Up the Pace, 2012)



**PHASE III:
IMPLEMENT**

- ◆ Implement your solution
- ◆ Monitor to ensure full implementation

Initiative Integration Process

(adapted from Stepping Up the Pace, 2012)



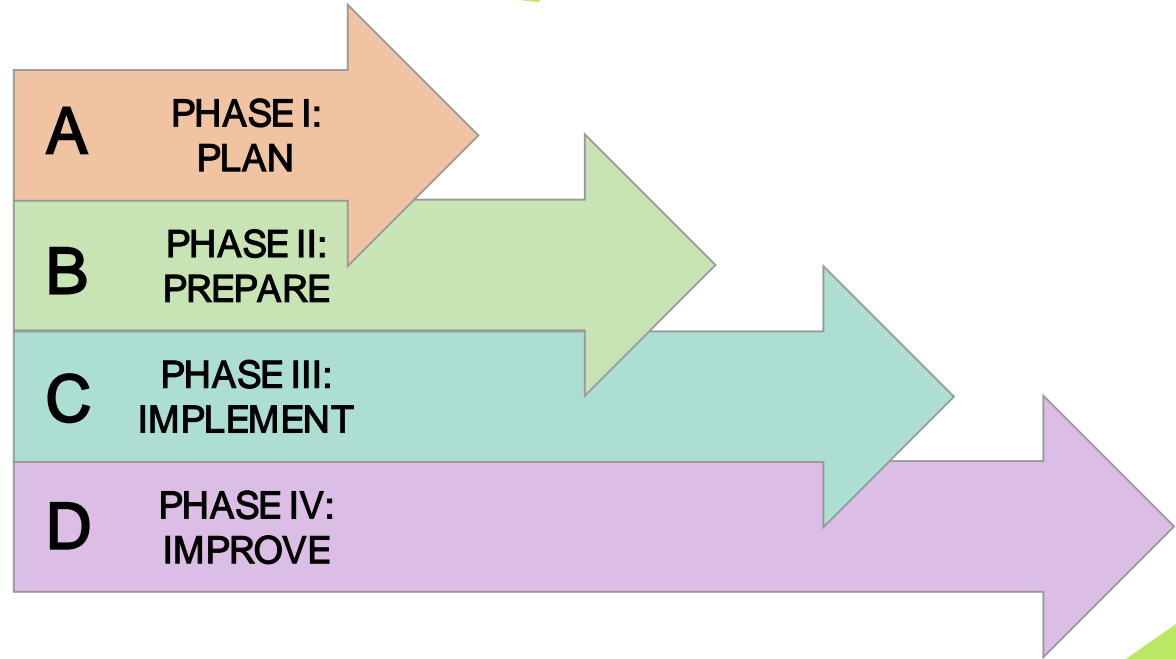
PHASE IV: IMPROVE

- ◆ Keep a pulse on progress and make mid-course corrections, when needed
- ◆ Evaluate results
- ◆ Determine long-term improvements and enhancements

Initiative Integration Process

(adapted from Stepping Up the Pace, 2012)

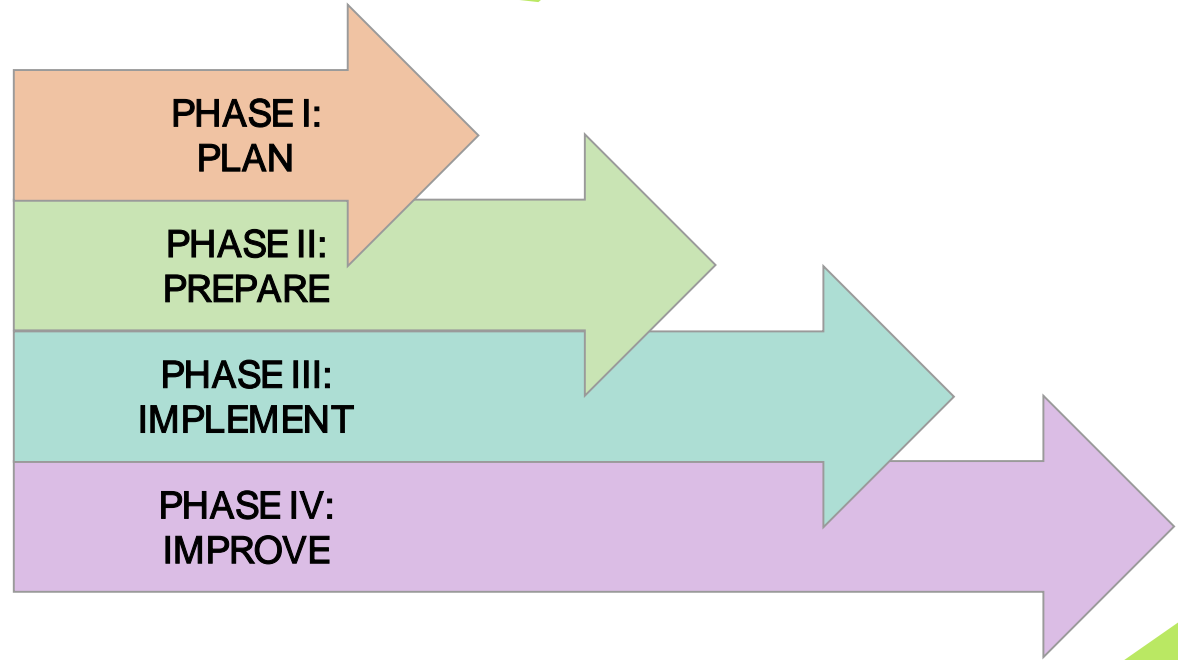
What phase do you believe your school or district is currently in?



Initiative Integration Process

(adapted from Stepping Up the Pace, 2012)

*Action Plan
Development
Time!*



Data?

- Assessing Social Validity of Implementation
- Using Fidelity to Enhance Implementation
- PBIS School-Wide Evaluation Tool
- Trauma Sensitive Schools Needs Assessment
- Comprehensive School Climate Inventory (CSCI)
- Incident Tracker/ SWIS

Work in Progress

- ◆ Our district continues to improve on initiative integration
- ◆ We will continue trying to eliminate the practice of working in silos
 - ◆ Collaborative/ cooperative model

Contact Information:

Amanda Witting → amanda_witting@isdschools.org

Dr. Stephen Loke → stephen_loke@isdschools.org

Rio Munro → rio_munro@isdschools.org

Rachele Loreaux → rachele.loreaux@live.com

Kelly Nash → vinesk@umkc.edu