Our Journey

• SMSD is the third largest district in Kansas providing an education to approximately 28,000 students

• 46 schools – 33 elementary level

• First ring suburb

• Formally started our efforts with RtI in 2005

Expanding Our Tiered System

• Academic timeline
• Behavior timeline

• Current status - integration
• Community Integration
Why an Integrated Model?

- Both are critical for school success
- Share critical feature of data-based decision making
- Both utilize three tiered prevention model
- Both incorporate a team approach at school level, grade level, and individual level
- Models of integrated behavior and reading supports produce larger gains in literacy skills than the reading-only model
  - (Stewart, Benner, Martella, & Marchand-Martella, 2007)

Why Integrate Behavior and Academic RtI?

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- Both utilize three tiered prevention model
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High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior

(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)
Implementation of schoolwide positive behavior support leads to increased academic engaged time and enhanced academic outcomes

(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)

Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing

(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)
Core Beliefs:
- Every student learns and continually achieves to high and challenging standards.
- Education includes both social and academic competencies.
- The teacher is the most important influence on student achievement.
- Everyone has an individual, collaborative, and collective responsibility for each student.
- Everyone in the educational community continually reflects and learns in an empowering culture.
- Change is inevitable and necessary; our response is intentional.

Mission Statement:
The educational community will relentlessly empower each student to succeed through an intentional multi-tiered system of support.

Our Path

- Elementary Buildings
  - Addressed infrastructure and implementation for academic system.
  - Added infrastructure for behavior system and implemented Tier I.
  - District focused remaining training from an integrated standpoint.

Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it?</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td></td>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times, adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>
Who is supported?

Multiple schools within local district

Building Staff

LEA District Cabinet and Implementation Team

• District Leadership Team
  • Principal Leadership Team

All staff

Building Leadership Team

• Building Leadership Teams

All students

Building Integrated Committees

How is support provided?

SMSD Structure of Support

Integrated Functions Across All Tiers of Support

Behavior Support

Team approach

Evidence-based practices

Data-Based Decisions

Problem-Solving Process

Reading Support

Data - Based

Decisions

Evidence - Based

Practices

Team
tapproach

Problem-
Solving
Process

Data - Based

Decisions

Evidence - Based

Practices

Team approach

Evidence-based practices

Data-Based Decisions

Problem-Solving Process
Team Approach

• Serves as the over-arching management group for facilitating and evaluating implementation in a building.

• Primary roles include evaluating school achievement and behavior data to identify needed changes in existing tools, training, and support, especially around fidelity of implementation.
Growing an Integrated System

- Building Leadership Team includes leads from academic and behavioral teams that meet monthly.
- Members of the BLT lead schoolwide committees.
- All staff are on a committee:
  - Data committee
  - Details committee
  - Acknowledgement committee

Growing an Integrated System With Mental Health

- Should we do it?
- Work to do it right!

Integrated Functions Across All Tiers of Support

- Behavior Support
- Evidence-based practices
- Reading Support
Evidenced-Based Practices

• District protocol includes evidence-based:
  – Core materials/programs.
    • Open Court reading
    • Envision math
    • Second Step
  – Intervention programs
    • Reading: KPALS, PALS, EIR, Read Naturally, Passport, Corrective Reading, REWARDS
    • Math: Math PALS
    • Social Skills: Check in-Check out

Growing an Integrated System

• Maximizing Instructional Time
  Work to do it right!

• Ensuring Academic Engagement

• Integrated curriculum/instructional opportunities
  Work to do it better!

• Mental health first aid training

Maximizing Instructional Time

• PBIS Classroom
  – Routines, acknowledgments
  – Delayed major – no sending to office (OP)
Ensuring Academic Engagement

• Anita Archer

• “Kevin Feldman’s Law”
  
  – Every 2-10 seconds students are doing, saying, writing something……
Intentional Planning for Core

- Our focus on Tier I for all students has changed some historical practices.
- Including students with disabilities in core does not mean being present – expectation is for meaningful participation.

Work to do it right!

Work to do it better!

Planning for Differentiating Core

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Ava and Corbin.</td>
<td>Green Band – review &quot;i_e&quot;, introduce &quot;a_e&quot; and &quot;ay&quot;.</td>
<td>Read with class</td>
<td>Study Picture. Write sentences about it.</td>
<td>Green Band – review &quot;i_e&quot;, introduce &quot;a_e&quot; and &quot;ay&quot;.</td>
</tr>
<tr>
<td>Decodable – Spice Ring from EIR</td>
<td>Asking questions – use visuals to help ask and answer questions, Making Connections</td>
<td>Hand signals for agree and new info.</td>
<td>Vocabulary Focus – marvelous and magnificent</td>
<td>Summarizing – give 1 true choice with 2 not true choices.</td>
</tr>
<tr>
<td>Dictation – from same word work words</td>
<td>Making Connections</td>
<td>4th read – go back a cross read or an exit read with students (be careful of time – you will probably need to read about some of it)</td>
<td>Reading Off – use questions from the comprehension checklist, hand signals for agree and new info.</td>
<td>Could be any word – marvelous and magnificent and write sentences</td>
</tr>
<tr>
<td>Checking comprehension – do same questions, but offer choices in a multi-choice format.</td>
<td>Checking comprehension – do same questions, but offer choices in a multi-choice format.</td>
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<td></td>
<td></td>
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</table>

Integrated Curriculum/Instructional Opportunities

- Looked for alignment between CCS and Second Step Scope and Sequence
- Divided lessons out so that each subject only had to replace a few existing class subjects
  - Communications: Empathy, Communication and bullying prevention
  - PE: Emotion management & problem solving
  - Science: substance abuse prevention
Integrated Curriculum/Instructional Opportunities

**Alignment with CCS**

**Speaking and Listening**

**Alignment with CCS**

**Reading Literature**

**Alignment with CCS**

**Writing**

Integrated Functions Across All Tiers of Support

- **Behavior Support**
- **Data-Based Decisions**
- **Reading Support**
Data-Based Decisions

• Early identification and response.
• Intervention matched to need/function.
• Progress monitoring frequency matches level of concern.
• Data are reviewed and decision rules applied to keep or change the intervention.

Growing an Integrated System: Early Identification and Response

• Strengthening our data sort process.
  – Talking student behavior/emotional needs when selecting interventions

• Review frequency of acknowledgements for incoming ODR’s by principal.

• Combining data sources as they become available.

Work to do it right!

Work to do it better!
Growing an Integrated System: Intervention Matched to Needs

<table>
<thead>
<tr>
<th>Open Court Intervention</th>
<th>KPALS</th>
<th>PALS</th>
<th>REWARDS</th>
<th>Passport</th>
<th>Read Naturally</th>
<th>EIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult attention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Peer attention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Growing an Integrated System
Data Decision Rules Applied

- Progress formally reviewed no less frequently than every 6 weeks.
- Students receiving behavioral support may be reviewed by building team and flagged for discussion OR
- Academic and behavioral data reviewed together at meeting

Work to do it right!

Work to do it better!

Integrated Functions Across All Tiers of Support
Problem-Solving Process

Step One: Identifying the Problem
Step Two: Analyzing the Learning Problem
Step Three: Determining What to Do
Step Four: Implementing the New Approach

Maturing our Data-Review Process

Behavior Problems  Interrelated Behavior and Academic Problems  Academic Problems
Nonrelated Behavior and Academic Problems

Growing an Integrated System

• Problem-Solving Routines
  Work to do it right!

• Data Analysis Safety Nets
  Work to do it better!
Tools Help Facilitate the Process

Integrated Grade-Level Data Review

1st Grade Precision Statement

• From January to March, we had 24 incidence of disruptive behavior occurring in the classroom between the times of 10:00-11:30 – during core reading time. This involved 8 students. Motivation of the behaviors were marked as task avoidance or obtaining attention.
1st Grade Response Plan

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Teaching Behavior Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review expectations</td>
<td>• Plan out a scaffolded 5-day plan for Open Court.</td>
<td>• Replacement behaviors: Asking for help and implementing strategy to keep working while waiting for help.</td>
<td>• Higher rate of acknowledgement – esp. for replacement behaviors</td>
</tr>
<tr>
<td>• Check and connect with students</td>
<td>• Provide choices in response strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• &quot;I've been impressed with _____&quot;</td>
<td>• Visual prompts for replacement behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pull in scaffolds from EIR.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possibilities of Behavior/Academic Concerns around function of problem

Behavior Problems

Interrelated Behavior and Academic Problems

Academic Problems

Nonrelated Behavior and Academic Problems

Customizing Intervention

Day 1

- Reading Group (on meat)
- "a_e" and "e_a" words
- "i_e", "a_e", "e_a" words
- "i_e", review

Day 2

- Dictation
- From same word work words
- First read with class

Day 3

- "e_a" and "a_e" words
- Green Band – review "i_e"

Day 4

- "a_e" and "i_e" words
- Spice Ring

Day 5

- Green Band
- "a_e" and "e_a" words
- "i_e", introduce "a_e" and "e_a" words

- Have student highlight sounds that have been part of review
- Reinforce with Sound Spelling Card
- Sounding Out (Activity 4)
- Sight Words (Activity 5)

- Reinforce with say it - spell it - say it routine with new sight words
- Passage Reading (Activity 6 lesson 36)

- Periodic use of "Take it on the Road" for adult attention and extra practice

- Fluency and Comprehension with Connected Text

- Story Sharing Routine (preh)
Growing an Integrated System

Work to do it right!

Work to do it better!

Integrating Community Supports into MTSS

Social and Emotional Wellness in Schools

Assumptions about Community Planning in SWPBS

- Many problems at school reflect larger community issues
- Effective support for students receiving individualized plans
- Building community means creating a larger network of collaborators
- Increase effectiveness of MTSS for behavior implementation
- Improve transition planning and increase natural supports
Why Integrate Mental Health in Schools?

• Increase effectiveness of community interventions
• Evidence-based practices used across continuum of supports
• Three-tiered prevention model in Mental Health
• Team approach at school level, district level, community level provides better communication
• Leverage limited funds

How Does Mental Health Relate To All Tiers?

• Universal interventions
  – Mental health representative assists with Tier 1
  – Inservices and trainings related to trauma informed therapy, substance abuse prevention, suicide
• Tier 2 Interventions
  – Counseling and social skills
  – Assistance with tier 2 interventions
• Tier 3 Supports
  – District and school tier 3 planning
  – Wraparound and community supports

Implementation of PBS in Systems

• Mental Health: Center-wide Positive Behavior Support
• School-wide Positive Behavior Support/Multi-tier Systems of Support
• Early Childhood Positive Behavior Support /Pyramid Model
• Facility-wide Positive Behavior Support
  – Juvenile Correctional Facilities
  – Special education settings
  – Psychiatric Residential Treatment Facilities/Hospitals
  – Residential Support systems for Adults with disabilities
Purpose of Interagency Planning

- Build a common language across education and community services
- Improve transition planning for children
- Build natural support network
- Increase knowledge of mental health, intellectual and developmental disabilities, etc.

Levels of Community: Changing Contexts at all Levels

- Child/Family
- Neighborhood
- City
- State
- Nation

KMHPBS Project Impact

- Statewide Planning
- Statewide Cadre
- Multi-center Multi-district Multi-organization Interagency
- Local Interagency Regional Planning
- MH Center & PRTF Training
- Child & Family Support
- Statewide Capacity Building
- Leveraging Limited Funds
- Share Ideas for Team-based Center Implementation of PBS
- Recommendations to the Statewide Team
- Regional Capacity Building
- Self Assessment and Action Plan
- Case Study from Each Center Participating
- Community-based Interventions
- Local Capacity Building
- Team Training
- Layered Training Systems
- KIPBS Facilitators
- 3-tier Implementation
- Least Restrictive Placements
- PBS Plan Support
- Wrap-around and Crisis Plan
- Home-based Training and Supports
Working Smarter Not Harder to Establish Effective Outcomes for Children and Youth

Supporting Adult Behavior
Supporting Children
Supporting Decision Making

OUTCOMES
SYSTEMS
DATA
PRACTICES

CMHC

Service Areas of the Kansas Community Mental Health Centers (CMHCs) Participating in the KEMS/PIG Project

Additional Supports (IDD, TBI, PD)
Juvenile Corrections
Foster Care
Early Childhood & Schools
PRTF & Acute Care
Community Interventions

Sustainability Plan & Data System
Discrete PBS Planning Team & Staff Development
Skilled PBS Professional & PBS Tools
Case Studies

PRTF & Schools
Different Types of Interagency Meetings

Statewide Interagency Teams
(Mental Health, Education, Child/Families, Intellectual and Developmental Disabilities (I/DD), Juvenile Justice, Children and Family Services (CFS) etc.)

Regional Interagency Teams
(Multiple Centers, Child/Families, Education, I/DD, Juvenile Justice, Children and Family Services, etc.)

Interagency Planning Team (Individualized)
(Mental health, Child/Families, Education, I/DD, Juvenile Justice, CFS)

Child and Family

Northeastern Regional Interagency Team

First Meeting
3 Schools Districts
3 Mental Health Centers
Juvenile Justice
Psychiatric Residential Treatment Facility

Second Meeting
Invitation to Missouri services
Begin self-assessment and action planning

Initial Goals Identified for NE Interagency Team

• Create a common language of prevention
• Identify opportunities to facilitate home, school, community behavioral plans
• Leverage resources
• Establish a website for the region to share
  – Training materials
  – Updates on implementation
  – Resources
  – Local News
We’ve Learned A Lot.....
We’re Optimistic....

We Have a Long Way to Go.....

Resources

- Kansas Mental Health and PBS
  - [www.kmhpbs.org](http://www.kmhpbs.org)
  - Coming soon: online awareness training materials for PBS
  - Check with your local mental health center for more information
- Kansas Institute for Positive Behavior Support
  - [www.kipbs.org](http://www.kipbs.org)
  - Free Tier 3 training materials

School-wide Positive Behavior Support

[www.swpbs.org](http://www.swpbs.org)
Click on School-based Mental Health in the center of the home page

School-based Mental Health


A Framework for Safe and Successful Schools