

**Coming Together to Support
Students' Social Behavior Needs:**
*Screening, Program Evaluation,
and Resource Development*



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Outcomes

Participants will:

- Learn about the selection process and possible social behavior screeners
- Gain knowledge in assessing implementation of social behavior supports (PBIS, Restorative Practices, Trauma Informed Practices, and Social Emotional Learning)
- Become familiar with a rubric designed to complete an MTSS Social Behavior audit and learn how to develop an action plan based off results
- Receive access to a growing library of resources in the four areas listed above

The Beginning of Our Journey

- Transition in leadership at SCRED in Fall 2015
- Opportunity to engage in Strategic Action Planning
 - Sought input from variety of stakeholder groups
 - Developed 5 year [Strategic Action Plan](#)
 - Provided organization with clear focus moving ahead
- Mental health emerged as a priority
 - Developed vision statement
 - “Demonstrating progressive leadership in the area of mental health through implementation of best practices and effective school-based programming”
- Created SCRED Mental Health Committee in 2016-17

SCRED Mental Health Committee Members

Representative group across discipline and districts:

- Elementary Principals
- Secondary Principals
- School Psychologists
- Social Workers
- School Counselors
- Mental Health Agency Rep
- Executive Director
- Social Behavior Services Coordinator
- Early Childhood Services Coordinator
- Special Services Supervisors
- Director of Special Education

Committee Goals for 2017-18

1. The committee will research and recommend a universal screener(s) for schools to use in identifying students of concern.
2. The committee will conduct a Multi-Tier System of Supports (MTSS) Social Behavior Audit in each of the buildings across SCRED to identify needs and inform action steps in four interrelated areas (Positive Behavior Interventions & Supports, Trauma Informed Practices, Restorative Practices, and Social Emotional Learning).
3. The committee will develop resources linked to the four interrelated areas evaluated through the MTSS Social Behavior Audit to assist districts in addressing gaps in programming.

Consideration

- Size of Committee
 - Need for sub-committee to engage in work outside of large group committee meetings
 - Created sub-committees around goals areas for the year:
 - Universal Screeners
 - Positive Behavior Interventions and Supports
 - Trauma Informed Practices
 - Social Emotional Learning
 - Restorative Practices
 - MTSS Social Behavior Audit

Universal Screening Tools

- Work in progress
 - Challenging as schools have different ideas of what specific aspect of social behavior they would like to measure
 - Different types of tools for different ages of students
- Established systematic review process
 - Spreadsheet with the following columns:
 - Psychosocial Measure; Tools and Description; Number of Items & Format; Age Group and Population; Administration, Scoring, Time and Training Needed; Psychometrics; Cost and Developer; Publication Date
- Sub-committee to bring recommendation to larger committee and then to district administration through stakeholder feedback and approval process

MTSS Social Behavior Audit

- Build off of MTSS Academic Audit process from spring of 2015
- Building level meetings with representative team
 - Required members: Principal, Assistant Principal, School Psychologist, School Counselor, School Social Worker, Executive Director, Director of SPED, Social Behavior Services Coordinator
 - Optional members: School Nurse, Social Behavior Interventionist, EBD Teacher, Dean of Students, Behavior Tech, PBIS Team Member(s)
- Use of objective rubric to rate key components of implementing framework with notes to refer back to in action planning

MTSS Social Behavior Audit

5 Domains on [MTSS Social Behavior Audit Rubric](#):

1. Positive Behavior Interventions and Supports (PBIS)
2. Trauma Informed Practices
3. Restorative Practices
4. Social Emotional Learning
5. MTSS Social/Behavior Vision, Resource Allocation, and Communication

MTSS Social Behavior Audit

Four Point Rating Scale:

1. **Not at all in place:** Novel concept. Staff have little to no knowledge of item and there is no evidence of implementation.
2. **Partially in place:** Concept introduced. Staff have basic knowledge of item and there is evidence of implementation in pockets.
3. **Mostly in place:** Concept acquired. Majority of staff can speak confidently about item and there is evidence of implementation in majority of building.
4. **Fully in place:** Concept mastered. All staff embed item into practice and high level of implementation evident throughout entire building.

Considerations

- Initiative Fatigue
 - The Law of Initiative Fatigue states that when the number of initiatives increases while time, resources, and emotional energy are constant, then each new initiative—no matter how well conceived or well intentioned—will receive fewer minutes, dollars, and ounces of emotional energy than its predecessors (from ASCD).
- Need to help districts connect the dots between four areas assessed in MTSS Social Behavior audit so they are not viewed as four separate initiatives
- Action planning needs to provide focus, prioritization and monitoring of implementation

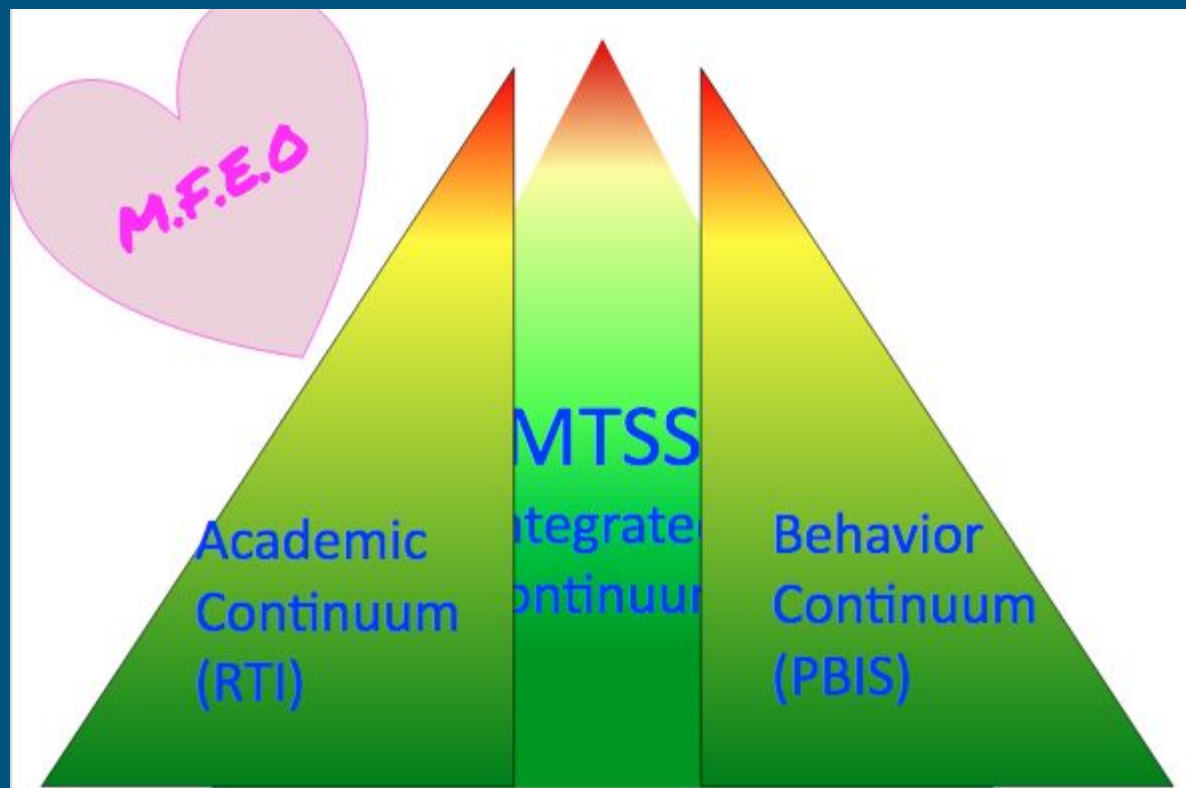
Resource: [Video on Defeating Initiative Fatigue](#)

MTSS Social Behavior Audit

- Post-audit: Follow up plan, including sharing of results, was determined with each building team at the end of the audit meeting
 - Share examples of what this might look like
- Provided Action Planning Spreadsheet, including fall/winter/spring progress check columns, so plan is a living document with built in structure for intentional team review/reflection
 - Suggested that access to the plan be given to all key stakeholders

Considerations

- Desire to work toward integrating MTSS Academic and Social Behavior Frameworks
- Take into account Implementation Science and Stages of Implementation when working with teams on action planning



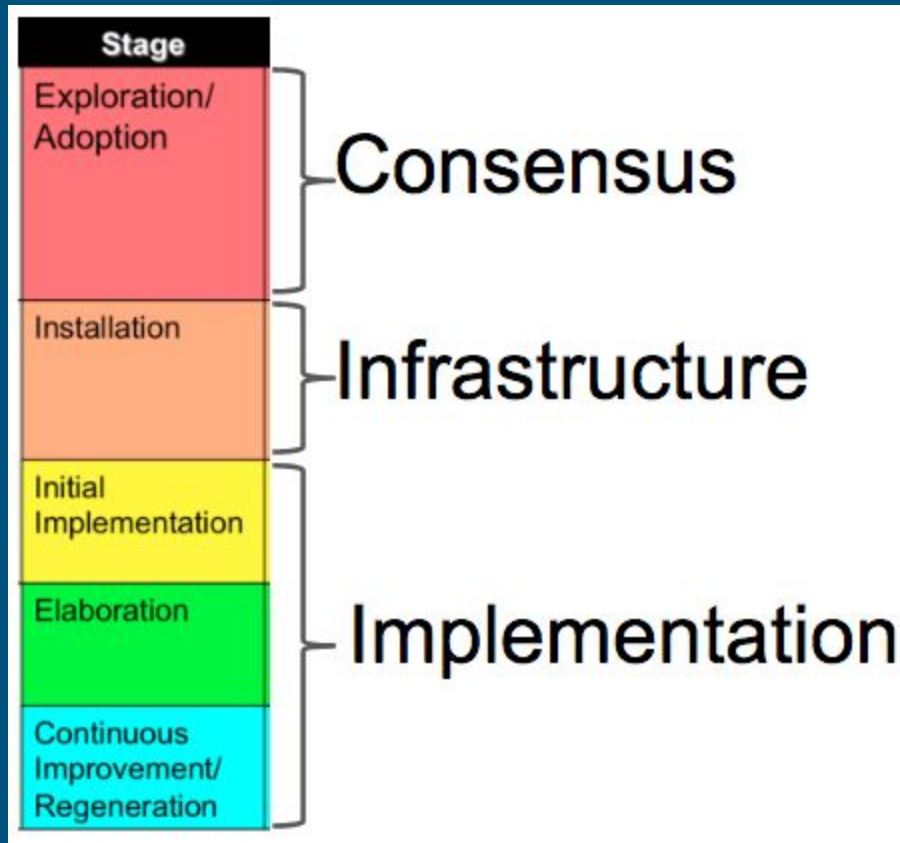
Adapted from the OSEP TA Center for PBIS and Colorado MTSS

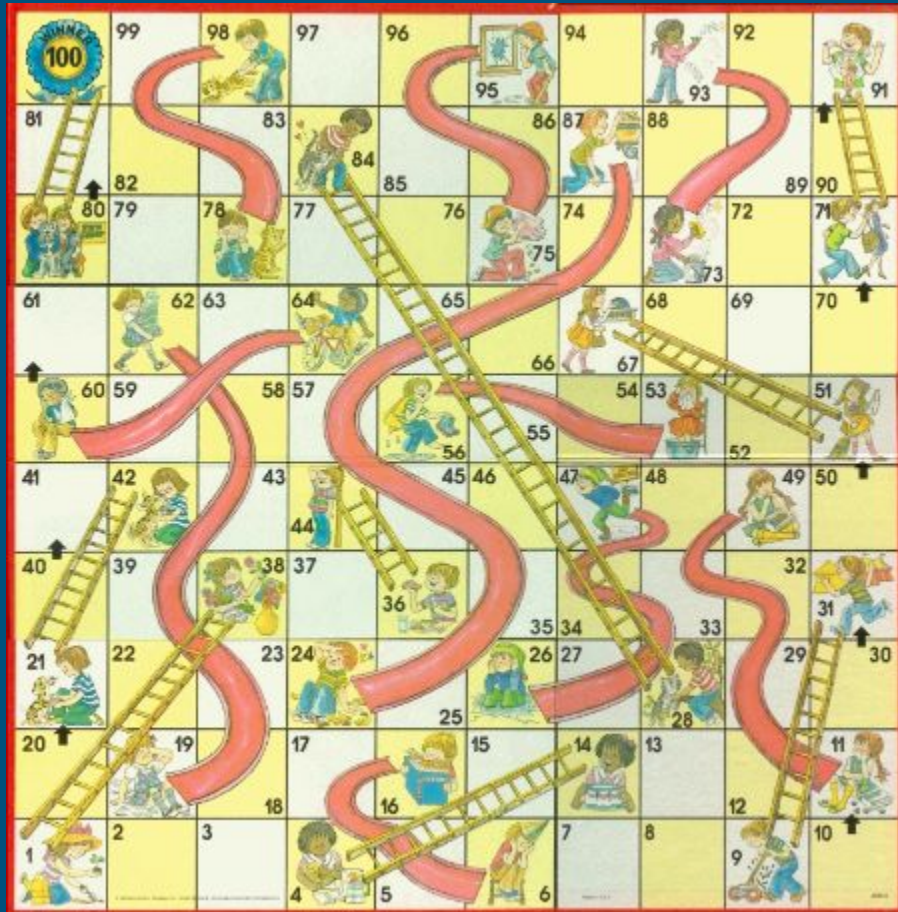
It's complicated



Stages of Implementation

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





Resources to Support Action Plans

- [Positive Behavior Interventions and Supports](#)
- [Trauma Informed Practices](#)
- [Social Emotional Learning](#)
- [Restorative Practices](#)

Closing Activity: The 3 Ws

Discuss or write:

- What did you learn today ?
- So What? (relevancy, importance, usefulness)
- Now What? (how does this fit into what you are doing in your building/district/organization, does it affect your thinking, what next steps do you plan on taking)

QUESTIONS

