C3: How PBIS can improve your life as a BCBA or School Mental Health Provider

Erik Maki, May Institute
Kerry Sumner, Norton PS
Danielle Ryder, Dennis-Yarmouth RSD
Amber Casavant, Megan Wilson & Colleen Coyle, Gardner Public Schools
Objectives

• Participants will be able to identify at least 3 ways mental/behavioral health staff roles may evolve as a result of implementation of PBIS.

• Participants will be able to identify at least 3 mechanisms that can contribute to the evolution of their roles.

• Participants will be able to identify at least 3 positive outcomes that may occur for behavioral/mental health staff as a result of implementation of PBIS.
Introductions

Moderator:
• Erik Maki, PhD, LP, NCSP
• Clinical Consultant through the May Institute

Norton Public School’s Rep:
• Kerry Sumner, BCBA

Dennis Yarmouth Public School’s Rep
• Danielle Ryder, BCBA

Gardner Public School’s Reps
• Amber Casavant, BCBA
• Megan Wilson, School Psychologist
• Colleen Coyne, School Counselor
Background

**Improved Student Outcomes**
- Academic performance (Homer et al., 2006)
- Social-emotional competence (Brown, Weisberg, & Leaf, 2012)
- Social & academic outcomes for SWD (Lewis, 2017; Tobin, Horner, Vincent, & Swan-Broadway, 2013)
- Reduced bullying behaviors (Ross & Horner, 2009; Weisberg, Brown, & Leaf, 2012)
- Decreased rates of student-reported drug/alcohol abuse (Rescorla, Kupsties, Bronicki, & Meier, 2013; Brown et al., 2012)

**Reduced Exclusionary Discipline**
- Office discipline referrals (Brown, Mitchell, & Leaf, 2010; Brown et al., 2013; Homer et al., 2009)
- Suspensions (Brown, Mitchell, & Leaf, 2010)
- Restraint and seclusion (Reynolds et al., 2010; Simonsen, Britton, & Tsang, 2013)

**Improved Teacher Outcomes**
- Perception of teacher efficacy (Kell & McConnell, 2012; Ross, Horner, & Horner, 2012)
- School organizational health and school climate (Brown, Koth, Breslin, & Inzinga, 2008; Brown, Koth, Thompson, & Leaf, 2010)
- Perception of school safety (Homer et al., 2009)

*School-Wide Positive Behavior Interventions and Supports*
School Social Workers’ Perceptions and Experiences of RTI (Avant, 2014)

- Reduced social developmental studies (SDS)
- Shifting from SDSs to data collection and intervention
- Adjusting their roles and tasks:
  - becoming internal coaches,
  - leading universal assessments,
  - leading data based decision making teams,
  - providing more preventative/ non-Special ED services
- “RTI changes the role of the social worker in a positive way and makes us a part of the entire school team rather than being focused only on special education needs”
- Increased visibility of their role
Background Research: Impact of PBIS/RTI/MTSS on School Behavioral Health Professionals

School Counselors’ Recognized ASCA Model Program & PBIS (Goodman-Scott & Grothaus, 2018)

- PBIS as a “natural fit with their RAMP-guided school counseling role”
  - Feeling that “this is what we do for a living, making sure that kids are happy and successful and able to be successful in their education”

- PBIS providing opportunities to enact the four themes of the ASCA National Model:
  - Advocacy, Systemic Change, Leadership, & Collaboration

School Psychologists’ Perceptions of Systems Change (Maki et. al, 2019)

- Increased knowledge and skill around implementing tiered interventions and using data based decision making

- Feelings of pride and confidence around involvement in systems change
  - “I am showing that I am more than a person who tests for special education”

- Feeling uniquely poised to support such systems change efforts given their training, but aware that leadership should be shared with the whole school community (esp. superintendent, principals, community partners, & other school mental/behavioral health professionals).
Norton Public Schools

Kerry Sumner, M.Ed., BCBA, LABA
District Behavior Analyst
Norton Public School Demographics

Student Enrollment

5 Schools:
  J.C. Solmonese Elementary PK-3
  L.G. Nourse Elementary K-3
  Henry A. Yelle Elementary 4-5
  Middle School 6-8
  High School 9-12+
Norton Public Schools Demographics

- **2,376 Students**

**High Needs Students:**
- **40.9%**
  - Lower than similar districts
  - **8%** Lower than similar districts

**Student Diversity:**
- White (57.4%)
- Hispanic (8.8%)
- Multiracial (3.7%)
- African American (9.2%)
- Asian (8.3%)
- Native American (0.2%)
- Hispanic (9.2%)

- **Economically Disadvantaged:**
  - 27.3%
  - Lower than similar districts

- **English Language Learner Students:**
  - 2.1%
  - Lower than similar districts

- **Special Education Students:**
  - 21.7%
  - Lower than similar districts

- **Gifted Students:**
  - 16%
  - Lower than similar districts

- **Advanced Placement Students:**
  - 53%
  - Lower than similar districts

- **College Bound Students:**
  - 20%
  - Lower than similar districts
History of PBIS in Norton

- 2016-2017: Admin Readiness
- 2017-2018: Elementary Starts
- 2018-2019: Elementary Continues
- 2019-2020: Elem. Continues; NMS Starts
- 2020-2021: Elem. Continues; NMS on Hold
- 2021-2022: Elem. Continues; NHS Readiness; NMS on Hold
- 2022-2023: Elem. Continues; NHS Builds Framework; NMS Rebuilds Team
Prior to 2014 BCBA Consultation was contracted for 20 hr/wk

2014-2020 SY 1 Districtwide BCBA

2016 Began District PBIS Readiness

2021-2022 SY 2 Districtwide BCBAs
Responsibilities that evolved from PBIS

- One BCBA identified for Specialized Programs Districtwide

- One BCBA identified for Tiered Supports through I-MTSS/PBIS
  - Unofficial “PBIS District Coordinator”
  - PBIS Apps Coordinator
  - Organize PBIS Coach/Team Professional Development
  - SWIS Building Comparison and District Data Reporting (Drill-Down for Subgroups/Yearly Data)
  - Collaborate on District SEBW Grant
Positive Outcomes: DATA!
Positive Outcomes: Data Summary
Positive Outcomes

- **DATA**: Carbon Copies => Excel => SWIS => Panorama
- Alignment of SEL Traits of the Month with PBIS
- 4/5 PBIS Building Teams include SAC and/or School Psychologist
- BCBAs work across the Tiers as opposed to Tier 3 only
  - Allows providers to be part of school community
- **District I-MTSS Initiative**
  - Tier 1 PBIS implementation across 3 buildings, being “rebooted” at one, and in readiness at one building
  - SWIS used in 4 out of 5 buildings
  - BCBA on the district I-MTSS, PBIS, and SEL Teams
- **Job Satisfaction**
Next Steps

- Continue alignment of PBIS Systems within districtwide I-MTSS Framework
- Create District PBIS and SEL Teams
- Assess readiness for Tier 2 (CICO)
- Better utilize SWIS data as a screening tool during Tier 2 and 3 IST/SST Meetings
- Identify District SEBW Universal Screener
- Guide administrators to utilize PBIS Assessments and SWIS Data to align improvement plans and professional development
Dennis-Yarmouth
Dennis-Yarmouth Demographics

- District size: **6 schools**
- Grades: **PK-12**
- Enrollment: **2,739 students**
- Student:Teacher Ratio: **10:1**
- Minority Enrollment: **35%**
- Graduation Rate: **85%**
- Teachers: **278**
History of PBIS in D-Y

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<thead>
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<tbody>
<tr>
<td>Teams were formed at each building and were provided with a 3-day intensive training with experts from the May Institute on how to implement the structures necessary to ensure this initiative’s success.</td>
<td>Implementation of PBIS Tier 1 -team building -team brainstorming -PBIS coaches in each building -move from referring to this initiative as “ PBIS” to the more unifying “The Dolphin Way”.</td>
<td>-Begin pilot implementation of Tier 2 at one elementary school and one middle school -PBIS Coaches in each building; teams shifting -4 District PBIS coach meetings with Director of PBIS -Annual surveys to school teachers -Action Planning (TFI-Driven)</td>
<td>-Begin implementation of Tier 2 across 4 schools in the district -SWIS data being used at SAT,CST,and IEP meetings -BCBAs utilize SWIS for assessment and intervention planning -Use of PBIS Assessments</td>
<td>Roles Shift: -BCBAs on PBIS Teams -Calmer Choice at district team -District PBIS Coach -4 schools are using digital referrals through SWIS</td>
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Roles that Evolved from implementation of PBIS:

- District PBIS Coordinator
- District PBIS coach
- Two BCBA positions in the district (Prek-3 & Gr. 4-post grad)
- PBIS coach - one per building (5 total)
- Representative PBIS Teams in each building
Responsibilities that evolved from PBIS

• The Student Assistance Team (SAT) in each building utilize PBIS data weekly for identifying individuals who need counseling support, mental health support, behavioral support, or other supports such as special education.
• The Child Study Teams (CST) utilize PBIS/MTSS to create plans of action for students, including Tier 1/Tier 2.
• Guidance Counselors (gr 6/7) meet with students regularly based on PBIS Data.
Positive Outcomes

• Support Personnel (BCBAs, counselors, school psychologists, social workers etc) work together utilizing PBIS/MTSS and no longer work in isolation.
• The PBIS coaches meet to align district PBIS goals and implement consistency across schools
• District BCBAs are on the district PBIS team (one as a building coach, one as the district coach); BCBAs work across the Tiers as opposed to Tier 3 only.
• District initiatives such as Calmer Choice are integrated into PBIS/MTSS frameworks
Next Steps

- Implement Tier 2 and Tier 3 systems
- Continue to bridge SEL and PBIS across grade levels
- Refine SWIS data use at the team, building, and interventionist levels
Gardner

Amber Casavant - District MTSS/PBIS Coordinator/BCBA,
Megan Wilson - MTSS Administrator/School Psych,
Colleen Coyne - PBIS/SEB Coach/School Counselor
Gardner Public School District

Student enrollment: 2400

4 Schools:
- Elementary PK-4
- Middle School 5-7
- High School 8-12
- Alternative School 9-12
Gardner Public School Demographics

Select Populations
- High Needs: 72.7%
- Students w/ Disabilities: 21%
- Low Income: 66.9%
- ELL: 6.3%

Race/Ethnicity
- White-61.7%
- Hispanic-25.5%
- Multi-race/non Hispanic-7.8%
- African American-3.2%
- Asian-1.7%
### History of MH & PBIS in Gardner After MTSS

<table>
<thead>
<tr>
<th>Year</th>
<th>Mental Health</th>
<th>PBIS</th>
<th>MTSS (ISF)</th>
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</table>
| 2020-2021| • Hiring Cont.  
• PD  
• Representative District MH planning team *(Counselor, School Psych, SAC, BCBA/District MTSS Coordinator)*  
• Annual Reports begin to focus on outcome data | • Re-implement at Middle School  
• District Coaches meeting | • Phased in secondary level with focus on tier 1  
• Year 2 DESE Academy  
• Annual Reports began  
• District Self Assessment |
| 2021-2022| • Hiring Cont.  
• PD  
• Focus on Fidelity of tier 2 small groups  
• All trained on High Leveraged Classroom Behavior Supports (HLCBS) for classroom level tier 1 support | • Stipends for Coaches all schools  
• Implement at High School with focus on climate/culture | • Stipends for Facilitators/Coaches  
• Phased in tier 2 and/or 3  
• Year 3 DESE Academy  
• District Facilitator/coach meetings began  
• Began looking at District Level Data  
• DSFI |
| 2022-2023 (Present SY) | • Complete building based teams inc. building based BCBA’s  
• Focus on Continuous Rotating Groups matched to student need  
• CPI trained  
• Brief FBA trained | • High school PBIS Academy Year 1  
• SWIS in all schools | • Cont. to phase in tier 3  
• Change in membership to district team  
• Added Family & Community Partner Representation |

**Family & Community Engagement**

- • Stipends for teacher leaders/coaches  
- Siloed, each teacher leader doing their own thing
- • Interconnection of FCE with MTSS/PBIS  
- District FCE team began with MTSS PD
# History of MH & PBIS in Gardner Before MTSS

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<tbody>
<tr>
<td><strong>Mental Health</strong></td>
<td>District SEL Team</td>
<td>MH District Restructuring Began</td>
<td>MH District Restructuring Cont.</td>
<td>Hiring cont.</td>
<td>Hiring cont.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• job description changes</td>
<td>• alignment with ASCA</td>
<td>• Universal Screener (secondary)</td>
<td>• PD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• pilot 1st universal screener</td>
<td>• hiring begins for building based MH staff</td>
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<tr>
<td></td>
<td></td>
<td>• PD</td>
<td>• District MH Coordinator (stipend)</td>
<td>• Universal Screener (Elementary)</td>
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<tr>
<td><strong>PBIS</strong></td>
<td>Year 1 PBIS</td>
<td>Year 2 PBIS</td>
<td>Year 3 PBIS</td>
<td>MAY Consultant to assess PBIS Implementation (District Wide)</td>
<td>May Consultation to strengthen systems</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• District PBIS Coordinator</td>
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<tr>
<td><strong>MTSS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• District SEL MH Team</td>
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<td>• Piloted 1st Building MTSS Team Model</td>
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Mental Health Staff Roles across the Tiers

Interconnected Systems Framework (ISF) with Shared Responsibility Model
Interconnected System Framework In Gardner

- Interconnected Systems Framework (ISF) uses MTSS core features to ensure mental health is embedded in all aspects of the learning environment
- Interconnected Systems Framework (ISF) blends PBIS with mental health supports in schools
- Gardner’s ISF also blends **Special Education, Family and Community Engagement**, ALL while rooted in **EQUITY**.
Mental Health District Restructuring

- In the past, mental health staff (including BCBA’s) worked in silos
- Worked to align all mental health staff to work in district and building based teams
- Revised job descriptions to include MTSS language-to clarify
- Increased mental health staff to have building based teams

Mental Health Staff in Gardner includes: School Psychologists, School Adjustment Counselors/Social Workers, School Counselors, Board Certified Behavioral Analysts (BCBA), and School Based Care Coordinators

- Increased Special Education Admin to ensure building based decision making - Gatekeepers of caseloads and placement/ Message LRE
BCBA Role Across The Tiers - Reinforcing the MTSS System

*Should move through Tiers systematically.

*Tier 3 involvement is inclusive of Tiers 1 and 2.

*Fidelity checks must be conducted prior to moving through Tiers.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>All Students</td>
<td>Some students/small groups</td>
<td>Few Students/ as identified by Special Ed. Admin</td>
</tr>
<tr>
<td>- Attends PBIS and MTSS Tier 1 meetings to analyze Tier 1 data sources</td>
<td>- Attends PBIS and MTSS Tier 2 meetings to analyze Tier 2 data sources</td>
<td>- Attends MTSS Tier 3 meetings to analyze Tier 3 data sources (individual student data)</td>
</tr>
<tr>
<td>- Conducts Classroom observations using classroom observation system and provide data-based summaries to provide coaching and feedback as identified by MTSS Tier 1 team process and criteria</td>
<td>- Support Tier 2 system review meetings [data analysis of Tier 1 interventions] e.g., bOc policies, bOCS, bOCC and make recommendations based on the data collected</td>
<td>- Attends BOCS common planning time to analyze Tier 1 and 2 systems, data sources, and students</td>
</tr>
<tr>
<td>- Provide district information and resources to teacher(s): (a) bOCC for accommodations regarding specialty in behaviors, ADHD, Autism, chronic absenteeism etc.</td>
<td>- Tier 2 group, RTI on targeted interventions such as ACT, CICO and social skills (i.e. through a lunch bunch) identified through MTSS</td>
<td>- Observations and integrity check of implementation of Tier 2 system interventions (prior to considering a student for Tier 3 support)</td>
</tr>
<tr>
<td>- District and building-based staff training (during allotted training times such as: PD, CPT, grade-level meetings, staff meetings) in areas of: ASD, Trauma, CMI, To build capacity and shared understanding</td>
<td>- Implement CICO as needed</td>
<td>- Coaching and development of Tier 2 Behavior support and classroom behavior management (that can be utilized by groups of students or classroom)</td>
</tr>
<tr>
<td>IEP Mandated Responsibilities</td>
<td></td>
<td>Sub-Service Responsibilities</td>
</tr>
<tr>
<td>This includes students in the initial reform process and/or as directed by Special Education Administrator</td>
<td>- Weekly Program consultation with classroom teacher and specialists (SLP, OT, PT)</td>
<td>- Day Program consultation with classroom teacher and specialists (SLP, OT, PT)</td>
</tr>
<tr>
<td>- IEP consultation per caseload (individual, student specific consultation and data analysis)</td>
<td>- Graphing of behavior data and summary analysis</td>
<td>- Graphing of behavior data and summary analysis</td>
</tr>
<tr>
<td>- IEP meetings for caseload</td>
<td>- Overwrite of student data and weekly meetings</td>
<td>- Overwrite of student data and weekly meetings</td>
</tr>
<tr>
<td>- Support parent observations for students on IEP caseload</td>
<td>- Functional Behavior Assessment (FBA)</td>
<td>- Functional Behavior Assessment (FBA)</td>
</tr>
<tr>
<td>- Clinic Visit (internal/external) per caseload, dictated by IEP</td>
<td>- Evaluations</td>
<td>- Evaluations</td>
</tr>
<tr>
<td>- Attendance at IEP meetings for students who are not on current caseload</td>
<td>- Observations</td>
<td>- Observations</td>
</tr>
<tr>
<td>- Assessments-VSAAP and FBA (per evaluation consent)</td>
<td>- Parent trainings</td>
<td>- Parent trainings</td>
</tr>
<tr>
<td>- Parent training</td>
<td>- Integrity Data</td>
<td>- Integrity Data</td>
</tr>
<tr>
<td>- School/Bus Observations as indicated by above</td>
<td></td>
<td>- Material support and development</td>
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<td>- Medicaid oversight</td>
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**Pay BACR admission guidelines, all BCBA need parent consent to provide this level of individualized support.**
## Other MH Roles Across The Tiers - Reinforcing the MTSS System

<table>
<thead>
<tr>
<th>Role:</th>
<th>TIER 1</th>
<th>TIER 2</th>
<th>TIER 3</th>
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</table>
| 1-5 Grade Based Counselors (SACs/SEL) | -Provides all students with standards based SEL lessons  
-Participation on MTSS SEL Tier 1 team 
-Supports universal screening administration 
-Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback | -Participation on MTSS SEL Tier 1 or Tier 2  
-Identifies struggling students and collaborates to provide appropriate RTI services 
-Provides small group counseling  
-Collaborates on FBA/BSP development | -Individual student planning and individual short-term counseling  
-Specific focus on mental health needs  
-Receive Tier 3 specific information at CPT and responding appropriately  
-Provides counseling (group and individual) services 
-Emergency/crisis support |
| School Adjustment Counselors (SAC)   | -Provides resources for classroom calm down corners (early elementary)  
-Conduct Classroom observations using classroom support system and provide data based summaries to provide coaching and feedback | -Provides counseling / RTI services  
-Intervention design and implementation  
-Participation on MTSS SEL Tier 2 team  
-Collaborates on FBA/BSP development | -Specific focus on mental health needs  
-May participate in social/emotional or behavioral evaluations  
-Provides counseling (group and individual) services  
-Participation on MTSS SEL Tier 3 team  
-Emergency/crisis support |
| School Psychologists        | -Provides consultative services to staff  
-Collaborates to develop and evaluate comprehensive systems of student supports  
-Collaborates on data collection and analysis, program evaluation  
-Participation on MTSS SEL Tier 1 team  
-Conduct Classroom observations using classroom support system and provide data | -Identifies struggling students and collaborates to provide appropriate RTI services  
-Intervention design and implementation  
-Provides counseling services (group and individual)  
-Collaborates to evaluate and implement data-based decision making | -Intervention design and implementation  
-Provides comprehensive evaluations for special education eligibility  
-Collaborates on data collection and analysis of systems of student supports; data-based decision making  
-Provides counseling services (group and individual)  
-Participation on MTSS SEL Tier 3 team  
-Emergency/crisis support |
Positive Outcomes

For BCBA’s, Mental Health Staff, Sustainability, and Student Outcomes
Positive Outcomes for BCBA’s

With systems implementation with **Integrity**, our BCBA’s have experienced:

- Reduced caseloads
- Reduced number of FBA’s/Individual Behavior Support Plan Writing
- Increased time for prevention, coaching and measuring of fidelity
- Improved outcomes for more students and staff - which is the goal!
Positive Outcomes for other Mental Health Staff

With systems implementation with **Integrity**, our School Psychologists and Counselors have experienced:

- Equitable Counseling Caseloads
- Reduced Evaluations
  - Increased opportunity to apply skills across all domains of professional practice (i.e., prevention/intervention efforts, program evaluation, consultation)
- Reduced number of FBA’s/Individual BSP Writing
- Reduced time spent in crisis management
- Increased time for prevention, coaching and measuring of fidelity
- Improved outcomes for more students and staff - which is the goal!
Increased Sustainability of Mental Health Practices

• All mental health providers work collaboratively to utilize data based decision making across all tiers
• Systemic practices have been adapted to enable Mental Health Team members to respond at the preventative level and provide timely interventions
• Participation of mental health providers in weekly MTSS SEL meetings has allowed for identification of systems level trends (class, grade, school-wide) and prompt action planning
• Increased habit of developing problem statements and goals based on consistent data review
Positive Outcomes for Students & Staff

Improvements with:
- Fidelity of implementation across the tiers district wide
- Exclusionary Discipline
- Time on learning gained for students and time gained for staff
- Distribution of ODR’s
- Effectiveness of Tier 2 and Tier 3 interventions
- Emotional wellbeing/Adaptive Skills
- Attendance
- Inclusion with students with disabilities
- Reduction in special education referrals
- Evidence Based Practices implemented at the classroom level
Positive Outcomes - DATA
Distribution of ODR’s

Waterford Street School
Students with Major Office Discipline Referrals
School Year 2019-2020 vs. 2021-2022

n = 450
from 40
to 9
Students

9%  4%
87%

2%  3%
95%

1.9%  2.9 %  95.15%

Sept - Nov 2022 (combined Elem. n = 997)
Key Drivers

- District MTSS/PBIS Coordinator
- District MTSS ISF Team
- Connection to Central Office - Superintendent & Director of Pupil Personnel Support and Dedicated Grant Funding
- Data Based Decision Making Process with district agreements/criteria and materials/tools for alignment and consistency (building habits) across school teams
  - Manual, criteria/decision making, aligned data sources, data points and guiding questions, progress monitoring procedures and tools, entering/fading/exiting process, MTSS transition process
  - Data Sources that are easily disaggregated for DBDM (e.g., SWIS)
- School Improvement Goals aligned to District Improvement Goals
- Coaching, Coaching, Coaching with on going PD
  - (Principals, Coaches/Facilitators, District and School Level Teams)
  - Technical Assistance from MAY Institute
- Phased in Schools, Teams and Tiers - you can’t do it all at once

Focus on FIDELITY - are we doing what we said we were doing?
Next Steps

- Improving PBIS at high school level - attending DESE PBIS Academy
- Implementing High Leveraged Classroom Behavior Support Practices at Secondary Level (OTR, Praise/Error Correction, Active Instruction, Active Monitoring/Supervision) to Improve On Task Behavior and Engagement
- Using HLCBSP as screener at Elementary level
- Continuing to improve efficiency of continuous/rotating Tier 2 small groups, driven by school wide data supported problem areas AND matched to student need
- Continue to Improve Tier 3 Systems, Data, Practices District Wide
- Continue to Interconnect Family & Community Engagement into MTSS/PBIS
- Focus on closing equity gaps/disproportionality - Focus on SWD
- Moving beyond equity to justice (breaking down the barriers)
Discussion

Common Themes
- Evolution of role and composition of behavioral health staff
- Mechanisms
- Outcomes
Other considerations: Fidelity to PBIS


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<th>Selected Schools</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>2017-18</td>
<td>36.67%</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N=3</td>
<td>n=3</td>
<td>n=0</td>
<td>n=0</td>
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<tr>
<td>2018-19</td>
<td>77.78%</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N=3</td>
<td>n=3</td>
<td>n=0</td>
<td>n=0</td>
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<tr>
<td>2021-22</td>
<td>60.00%</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N=4</td>
<td>n=4</td>
<td>n=0</td>
<td>n=0</td>
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- Dennis-Yarmouth Fidelity (st: AY 2014-2015)

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<tr>
<td>2017-18</td>
<td>82.67%</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N=3</td>
<td>n=3</td>
<td>n=0</td>
<td>n=0</td>
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<tr>
<td>2018-19</td>
<td>77.33%</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N=5</td>
<td>n=5</td>
<td>n=0</td>
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</tr>
<tr>
<td>2020-21</td>
<td>70.00%</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N=5</td>
<td>n=5</td>
<td>n=0</td>
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<tr>
<td>2021-22</td>
<td>86.67%</td>
<td>N/A</td>
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</table>

Average Percent Implemented:

- Tier 1
- Tier 2
- Tier 3
Other considerations

Gardner Fidelity (St: AY 2014-2015)

<table>
<thead>
<tr>
<th>School Year</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>56.67%</td>
<td>76.92%</td>
<td>79.41%</td>
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<td>n=2</td>
<td>n=1</td>
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<tr>
<td>2018-19</td>
<td>77.78%</td>
<td>78.21%</td>
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<td>N/A</td>
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<tr>
<td>2019-20</td>
<td>61.67%</td>
<td>61.54%</td>
<td>N/A</td>
</tr>
<tr>
<td>N=2</td>
<td>n=2</td>
<td>n=2</td>
<td>n=0</td>
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<tr>
<td>2020-21</td>
<td>72.50%</td>
<td>55.77%</td>
<td>38.24%</td>
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<tr>
<td>N=4</td>
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<td>n=2</td>
<td>n=1</td>
</tr>
<tr>
<td>2021-22</td>
<td>75.00%</td>
<td>85.90%</td>
<td>67.65%</td>
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Also:
- Administrative Buy-in and Commitment
- Technical Assistance
Future Directions

- Research on impact on BCBAs
- Look at concrete outcomes (e.g. # of mh/bx staff, caseload, hours spent at each tier, job satisfaction, staff retention)
BCBAs and Psychologists: Please be sure to clock out using CEUHelper
Psychologists please scan this QR code as well and follow the prompts.
THANK YOU
References


