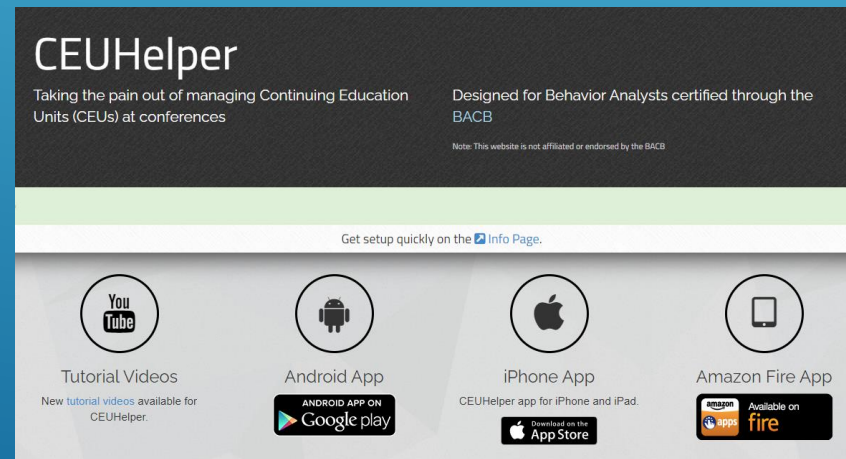


# TIPS FOR PARTICIPANTS USING CEU HELPER TO GET YOUR CEU'S

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3. You will receive your **certificates by end of day Monday 11/16/20.**
4. **Contact Kelli Leahy** at [pbs@mayinstitute.org](mailto:pbs@mayinstitute.org) with any issues.





**BUILDING RELATIONSHIPS AND  
COMMUNITY THROUGH PBIS:  
STRATEGIES TO ENCOURAGE  
CONNECTEDNESS**

Teresa Carr, 8<sup>th</sup> Grade Special Education  
Teacher

Melissa Kintish, Inclusion Assistant  
Christa McAuliffe Charter Middle School

Dr. Erik Maki, Clinical Consultant  
The May Institute



## LEARNING OBJECTIVES

- ▶ Participants will be able to identify at least three benefits of school connectedness
- ▶ Participants will be able to identify at least three strategies that can be used to foster school connectedness and relationships.
- ▶ Participants will be able to identify at least one tool for measuring school connectedness

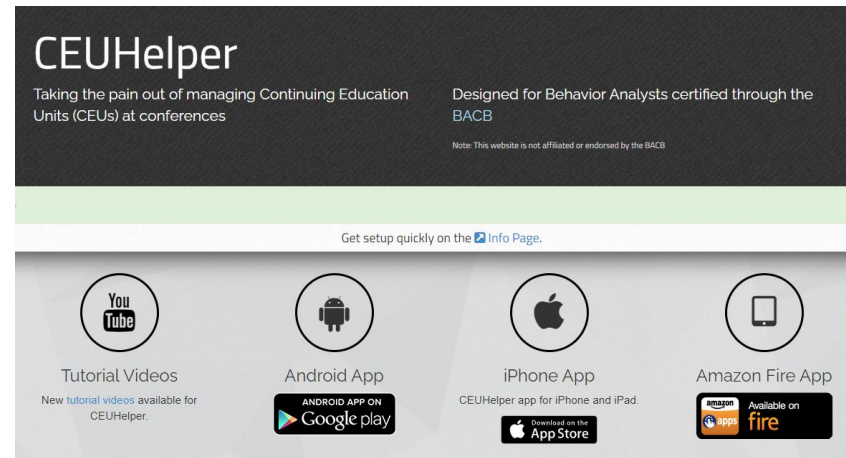
# Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT	Q&A
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>Use a <b>shared action plan</b> for your team</li> <li>Complete session <b>evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>Post positive <b>on-topic</b> comments</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask questions</b> before and/or during session</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Limit <b>distractions</b></li> <li><b>Follow up</b> on your assigned action items</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>inclusive</b> language</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>sincere</b> phrasing</li> <li>Complete additional polls <b>when prompted</b></li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>Take <b>movement breaks</b></li> <li>Be aware of your <b>stress level</b></li> </ul>	<ul style="list-style-type: none"> <li>Engage in <b>productive</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Ask <b>solution-oriented</b> questions</li> </ul>
<i>For Presenters</i>	<ul style="list-style-type: none"> <li><i>Ensure <b>Session</b> has current materials and related weblinks</i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Monitor</b> and remove inappropriate comments</i></li> </ul>	<ul style="list-style-type: none"> <li><i><b>Identify common Qs</b> to address in final 10 minutes</i></li> </ul>

## *Tips for Participants*

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# Chat and Q&A

- Use **Chat** for engaging with other participants around the session topic.  
*(Presenters may use chat differently in specific sessions)*
- Follow overall Forum expectations for *responsible, respectful, and safe* chatting
- **Q&A** Questions for presenters go there.
- Questions may be answered live (*during or at the end the session*) or in Q&A box

# Navigating the session

**Updating and Adapting Universal PBIS**  
Friday, November 13  
10:15 AM EST 75 min

SESSION TYPE: Individual Presentation  
LOCATION: May Institute

PRESENTING: **Tobey Duble** (May Institute), **Christine Downs** (May Institute)

BACB CE's available

This session will review options for updating PBIS products to conform to distance learning expectations and new in-person adaptations for Covid-19 protocols. The topics/products covered: Expectation Matrix, Lesson plans, Acknowledgement systems, Discipline Systems and Family support. Examples and videos will

MATERIALS: PBIS Adaptations for Dist...

Let's be real.

It can be TOUGH to stay focused during Zoom trainings

Please keep your MUTE on (unless you are speaking)

Use the Chat Box

Q&A Chat Raise Hand Leave Webinar

Evaluation

Back up Zoom Link

Back up Zoom Link

Q&A, Chat, Raise Hand and Leave Webinar – Hover cursor over window to pop up menu.

Theater Mode

Theater Mode Expands the viewing screen

## ↓ Impact of Social Distancing (Chottera et al., 2020)

- ↪ Adjustment challenges,
- ↪ Reduced contact with loved ones;
- ↪ Parental distress; domestic violence, exacerbation of re-existing mental health issues
- ↪ Reduced access to social, mental/behavioral health, and medical services and interventions,
- ↪ increased likelihood of trauma for survivors of COVID-19 and those around them

## ↓ Adverse Childhood Experiences (ACES; Byrant, Oo, & Damian, 2020)

### ↪ Pre-COVID-19:

- ↓ 61% of Black non-Hispanic; 51% of Hispanic; 40% of White non-Hispanic have experienced at least 1 ACE

### ↪ COVID-19

- ↓ Increased risk for additional ACES due to: depressed employment, social isolation, domestic violence

OUR CURRENT CONTEXT







- ▶ **All Youth**

- ▶ Overall: increased irritability, inattention, clinginess, uncertainty, fearfulness, and isolation, disturbed sleep, nightmares, poor appetite, agitation, inattention and separation anxiety

- ▶ **Younger Children (3-6 years old)**

- ▶ More likely to manifest symptoms of clinginess
- ▶ Fear of family members becoming infected

- ▶ **Older Children (6-18 years old)**

- ▶ More likely to present as inattentive

IMPACT OF COVID-19 ON  
YOUTH (SINGH, 2020)

## ↳ Why braid?

- ↳ Meet the unmet behavioral health/mental health needs of youth
  - ↳ Schools as de facto setting for providing bx/mh services (Kutash, Duchnowski, & Green, 2011; Jacob & Coutasse, 2008)
- ↳ Support students who both externalize AND internalize
- ↳ Create a school culture and climate that promotes student wellness
- ↳ Use the framework of PBIS to create more comprehensive and effective systems of behavioral/mental health

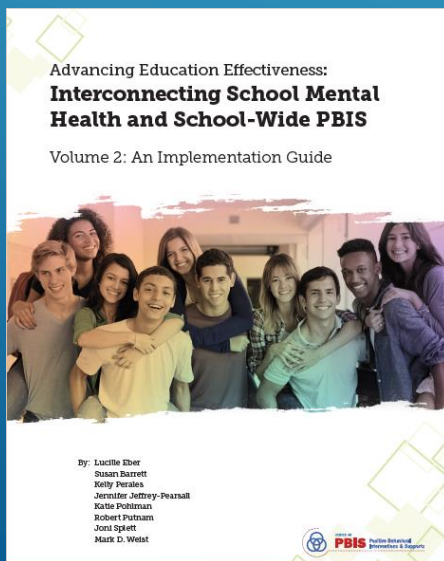
HOW DO WE CONTINUE TO MEET THE MENTAL & BEHAVIORAL HEALTH OF STUDENTS?"

BRAIDING PBIS AND MENTAL HEALTH (EBER ET AL., 2019)

# BRAIDING PBIS AND MENTAL HEALTH: INTERCONNECTED SYSTEMS FRAMEWORK (EBER ET AL., 2019)

## What is ISF?

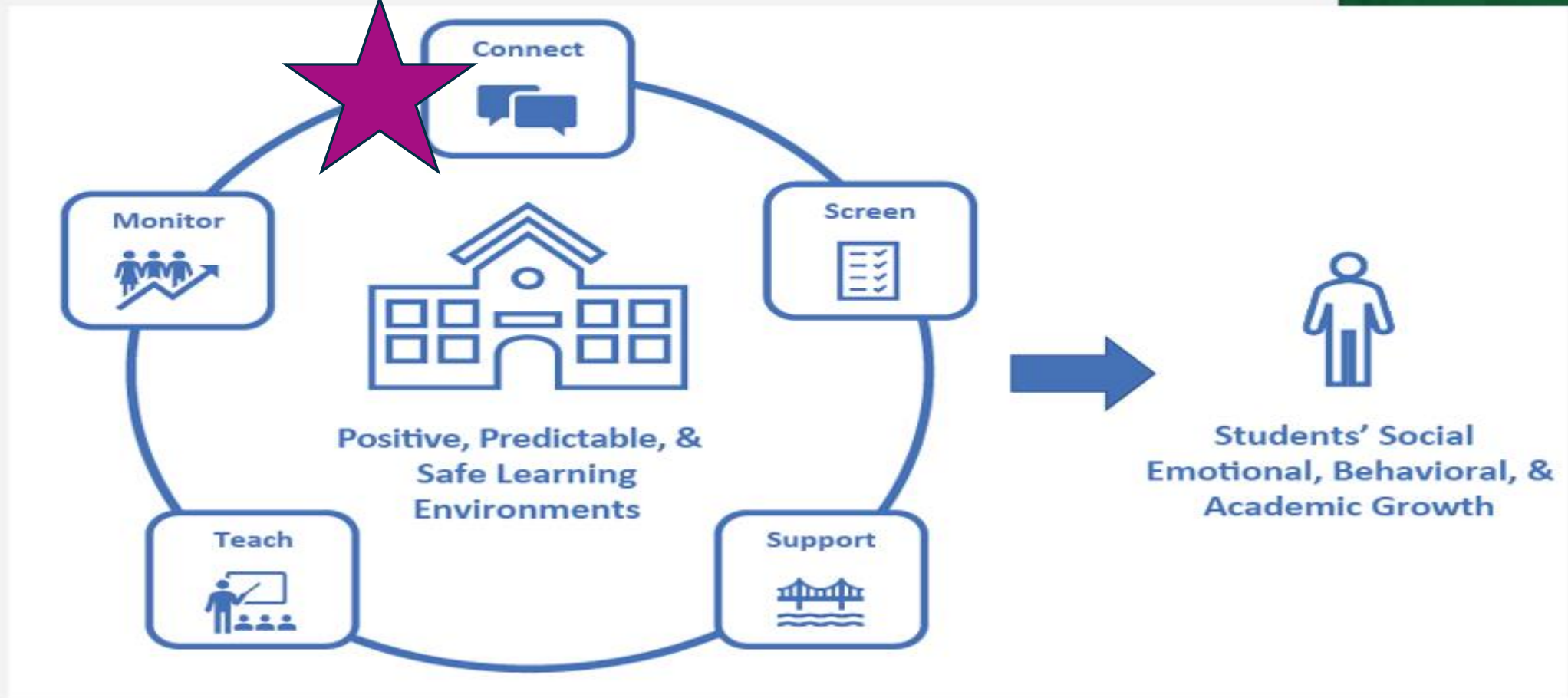
- ↳ “an implementation framework that creates and guides the deliberate merge of education and mental health systems and staff (Barrett et al, 2013)
- ↳ Coordination of school and community mental health systems
- ↳ Not a new system or framework!



## Key Messages of ISF

- ↳ **A single system of delivery**
  - ↳ mental health specialists are part of the MTSS team → no silo
  - ↳ single request for assistance
- ↳ **Mental health is for all**
  - ↳ SEB learning fully integrated (into matrix, into lessons, into curricula)
- ↳ **Access is not enough**
  - ↳ Moving from mere access (how many students receive counseling) to using data and teaming to match student need and intensity
  - ↳ All staff aware of the plan and support it
- ↳ **MTSS is essential to install**
  - ↳ Teaming, data, decision process, screening, progress monitoring, professional development

# PLANNING: BACK TO PBIS BASICS



# SCHOOL CONNECTEDNESS

↳ What is it?

↳ A student's belief that the adults care about his/her/their learning as well as about the student as an individual (APA, 2014; CDC, 2009)

## ↓ Benefits of:

- ← Strong protective factor against “substance use, school absenteeism, early sexual initiation, violence, and unintentional injury” (CDC, 2009)
- ← Second to family connectedness, it’s “a protective factor against emotional distress, disordered eating, and suicidal ideation and attempts” (CDC, 2009)
- ← Strong relationship between school connectedness and:
  - ↓ School attendance
  - ↓ Staying in school longer
  - ↓ Grades
  - ↓ Test scores

# SCHOOL CONNECTEDNESS

↓ 51 Studies/ 67000 participants

↓ Micro Level

← Parent, Teacher & Friend Support all strongly related to connectedness

← Teacher support (strongest factor of the three)

↓ “Students who believe that they have positive relationships with their teachers and that their teachers are caring, empathic, and fair and help resolve personal problems, are more likely to feel a greater sense of belonging than those students who perceive a negative relationship with their teachers” (p 25) → support student-teacher relationships with activities (e.g. tutorial systems, pastoral support)

↓ Important to note: the causal relationship is still unclear

↓ Is a student more connected because she's a good student or is she a good student because she's connected?

# A META-ANALYSIS OF SCHOOL CONNECTEDNESS (ALLEN ET. AL, 2018)

- ↓ **“Create decision-making processes** that facilitate student, family, and community engagement, academic achievement, and staff empowerment
  - ↓ → PBIS/MTSS team and decision-making processes
- ↓ **Provide education and opportunities to enable families** to be actively involved in their children’s academic and school life
  - ↓ → Parent engagement in PBIS efforts
- ↓ **Provide students with the academic, emotional, and social skills necessary** to be actively engaged in school.
  - ↓ → PBIS & SEL lessons
- ↓ **Use effective classroom management and teaching methods** to foster a positive learning environment.
  - ↓ → PBIS expectations and responses to behavior; UDL
- ↓ **Provide professional development and support for teachers and other school staff** to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescence
  - ↓ → Training and feedback on positive behavioral support strategies)
- ↓ **Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students families, and communities”**
  - ↩ → PBIS consistent responses to unexpected behavior; modeling of prosocial behavior; promoting PBIS norms and expectations)

## FOSTERING SCHOOL CONNECTEDNESS (APA, 2014; CDC 2009)



# FOCUSING ON CONNECTEDNESS: THE CHRISTA MCAULIFFE CHARTER MIDDLE SCHOOL

## ▶ *Christa McAuliffe Charter Middle School*

▶ Students come from 8 Districts within the MetroWest via Lottery

▶ Race/Ethnicity:

- ▶ 7% African American; 8.2% Asian; 30.2% Hispanic; 0.2% Native American; 49.6% white; 4.7% Multi-Race

▶ Selected Populations:

- ▶ 3.5% First Language not English; 3.5% ELL; 20.2% Students with Disabilities; 47.1% High Needs; 26.4% Economically Disadvantaged

## ▶ *Framingham*

▶ 14 Public Schools (including 3 MS)

▶ Race/Ethnicity:

- ▶ 7.1% African American; 4.5% Asian; 32.1% Hispanic; 0.1% Native American; 51.8% White; 4.4% Multi-Race

▶ Selected Populations

- ▶ 47.2 First Language not English; 25.1% ELL; 21.8% Students with Disabilities; 62.2% High Needs; 38.8% Economically Disadvantaged

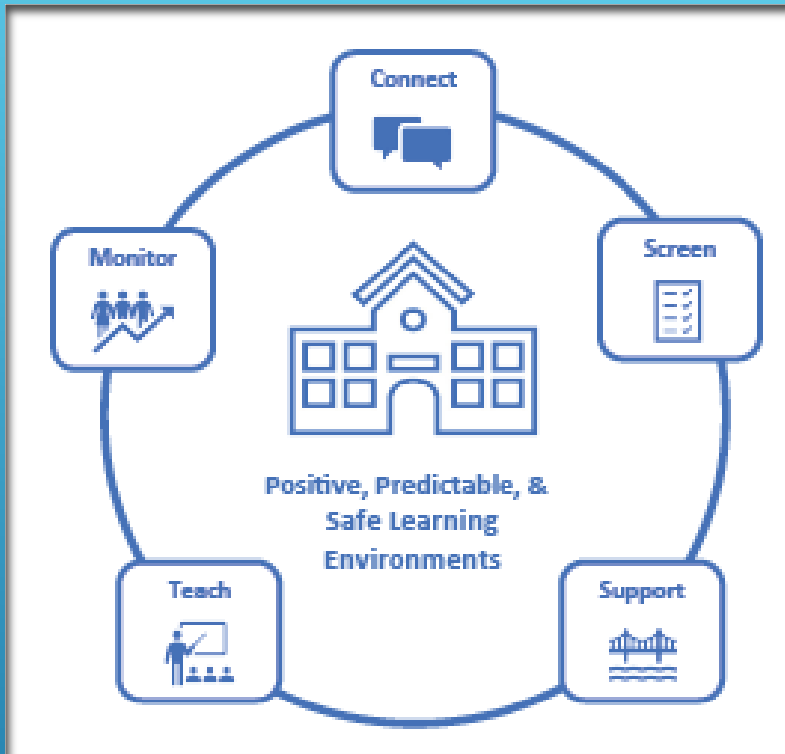
TERESA & MELISSA



- ↓ **Providing time for students to spend with prior teachers and classmates**
- ↓ Establish **back to school social events** to re-connect
- ↓ **Use peer buddies**
- ↓ **Use year-long homerooms or advisories**
- ↓ **Establish routines to welcome students each day** (e.g. greetings at the door and/or greetings upon entering the online class)
- ↓ **Establish relationships** (e.g. learn every student's name, even those not in your class)
- ↓ **Teach and reteach expectations and routines.** Wait until routines are established before moving on to new academic content.
- ↓ **Foster opportunities for students to work together**
- ↓ **Provide venues for students to voice their concerns**

(ASCA & NASP, 2020)

## POTENTIAL STRATEGIES FOR CREATING TRUSTING AND CARING RELATIONSHIPS (IN THE CONTEXT OF COVID-19)



↓ National School Climate Center  
(Thapa et al., 2013)

- ← Safety
- ← **Relationships (incl. School connectedness and engagement)**
- ← Teaching and Learning
- ← Institutional Environment
- ← School Improvement Process

# CONNECTEDNESS IN THE BIGGER PICTURE

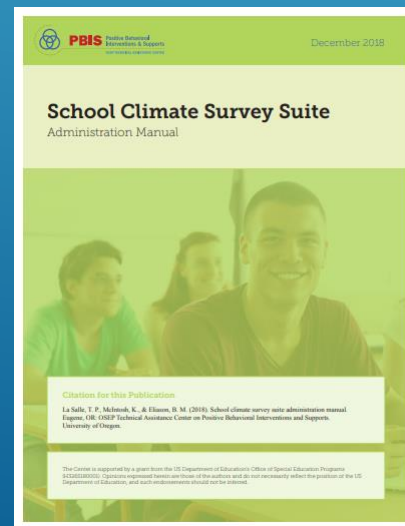
# ASSESSING SCHOOL CONNECTEDNESS: SCHOOL CLIMATE SURVEY

## Student Assessment

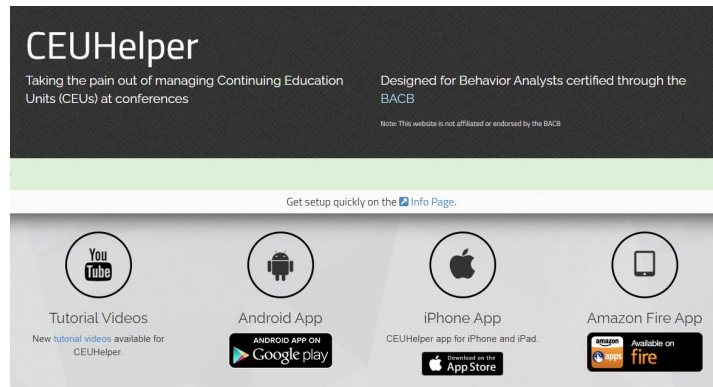
- ↓ Elementary (11 items)
  - ↪ **School Connectedness**
  - ↪ School Safety
  - ↪ School Orderliness
  - ↪ Peer and Adult Relations
- ↓ Middle/High (9 items)
  - ↪ Teaching and Learning
  - ↪ **Relationships**
  - ↪ Safety

## Teacher & Family

- ↓ School Personnel (29 items)
  - ↪ **Staff Connectedness**
  - ↪ Structure for Learning
  - ↪ School Safety
  - ↪ Physical Environment
  - ↪ Peer/Adult Relations
  - ↪ Parental Involvement
- ↓ Family (21 items)
  - ↪ Teaching and Learning
  - ↪ School Safety
  - ↪ **Interpersonal Relationships**
  - ↪ Institutional Environment
  - ↪ Parent Involvement

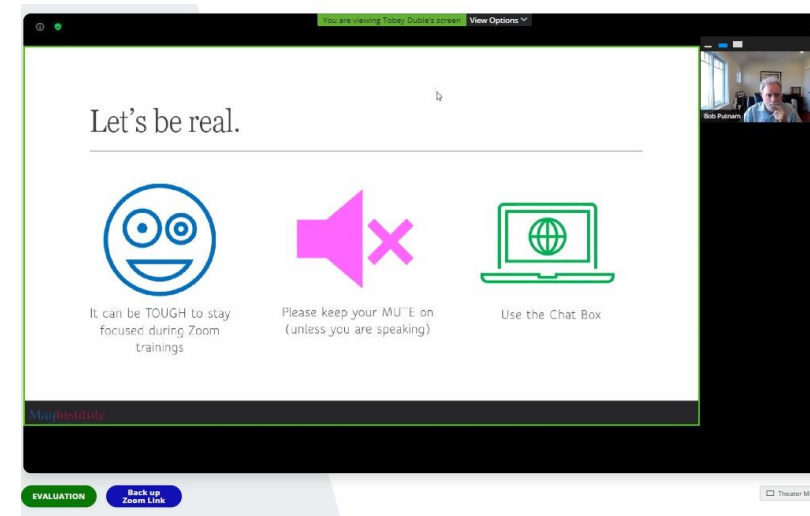


# Please Complete the Session Evaluation and Receive Your CEU Number



Look for your **CEU**  
number in the **Chat Box**

Click on the **Green EVALUATION**  
Button at the bottom of the  
presentation screen.



# QUESTIONS? COMMENTS?

## Contact Information

- ↵ Melissa Kintish: [mkintish@mcauliffecharter.org](mailto:mkintish@mcauliffecharter.org)
  - ↵ Teresa Carr: [tcarr@mcauliffecharter.org](mailto:tcarr@mcauliffecharter.org)
  - ↵ Erik Maki: [emaki@mayinstitute.org](mailto:emaki@mayinstitute.org)
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