

PM Keynote: Planning for Teaching & Learning for All Students, with a Focus on Students with Disabilities

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MayInstitute
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National PBIS Leadership Forum

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Learning Objectives

- Identify use of highly leveraged classroom practices that will lead to increased academic engagement for all students
- Explore and identify tools that assess practices and outcomes and can be used to support teachers
- Explore and identify self-assessment tools that teachers can use to self-assess their practices and growth opportunities

With a focus on Students with Disabilities

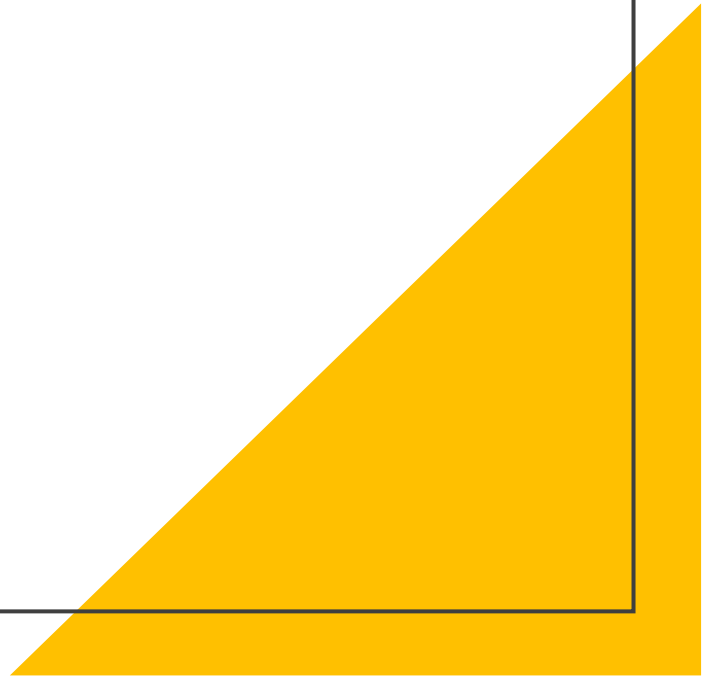
Students with disabilities (SWD) are more likely to experience exclusionary and reactive discipline practices than students without Disabilities (SWOD)

- According to the Office of Civil Rights (OCR), SWD comprise 12% of the school enrollment; however, they experience
 - 26% of out of school suspensions,
 - 24% of expulsions,
 - 28% of referrals to law enforcement or arrests,
 - 71% of restraints, and
 - 66% of seclusions (Office of Civil Rights [OCR], 2018).

Students with Disabilities (SWD) are more likely to experience exclusionary and reactive discipline practices than Students without Disabilities (SWOD)

- Other research has confirmed that SWD are overrepresented in these school disciplinary consequences
 - office discipline referrals
 - in school suspensions (Fabelo et al., 2011; Skiba & Rausch, 2006; Vincent et al., 2011).

Potential Resources





Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

U.S. Department of Education
Office for Civil Rights

July 2022



400 MARYLAND AVE. S.W.
WASHINGTON, DC 20202-1100
www.ed.gov

<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

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**POSITIVE, PROACTIVE APPROACHES TO
SUPPORTING CHILDREN WITH DISABILITIES:
A GUIDE FOR STAKEHOLDERS**

OSEP Policy Support 22-01 (TA guide)

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND
REHABILITATIVE SERVICES**

JULY 19, 2022

<https://sites.ed.gov/idea/files/guide-positive-proactive-approaches-to-supporting-children-with-disabilities.pdf>



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

BRANDI SIMONSEN
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SACHA K. G. SHAW
CYNTHIA SHUTTLETON

https://assets-global.website-files.com/5d3725188825e071f1670246/5f4ede9c0d2af7e672802ef7_Supporting%20Students%20with%20Disabilities%20in%20the%20Classroom%20within%20a%20PBIS%20Framework.pdf



Are Fewer Students with Disabilities Suspended When Schools Implement PBIS?

This evaluation brief explores the relationship between (a) schools' implementation of Tier 1 (universal) support within a positive behavioral interventions and supports (PBIS) framework and (b) the proportion of students with disabilities suspended. This brief summarizes a larger evaluation of the relationship between PBIS implementation and exclusionary discipline among students with disabilities (Simonsen et al., 2021).

Students with Disabilities Experience High Rates of Exclusionary Discipline

Relative to peers without disabilities, students with disabilities are more likely to experience exclusionary discipline. Specifically, students with disabilities experience disproportionate levels of restraint, seclusion, out-of-school suspension, expulsion, and contacts with law enforcement (U.S. Department of Education's Office of Civil Rights, 2018). Further, after controlling for race (Black/African American) and gender identity (male)—demographic characteristics known to predict higher rates of exclusionary discipline—scholars have documented that the effects of disability persist (e.g., Sullivan et al., 2014). To reduce exclusionary discipline and improve student outcomes, many (>25,000) schools in the U.S. implement a continuum of social, emotional, and behavioral (SEB) support within a PBIS framework.

Promise of PBIS for Students with Disabilities

Although teams strive to implement a full continuum of support, more schools implement Tier 1 and measure fidelity than the other two tiers combined: in 2019, for example, more than 15,000 schools implemented Tier 1 and measured fidelity, compared to fewer than 14,000 implementing Tiers 2 and/or 3 and measuring fidelity (Center on PBIS, 2021). Further, when schools implement Tier 1 PBIS with fidelity, students with disabilities likely benefit. Preliminary research and several state evaluations support a potential relationship between implementation of Tier 1 practices and reductions in exclusionary discipline for students with disabilities (Benner et al., 2010; Bradshaw et al., 2012; Farkas et al., 2012; Grasley-Boy et al., 2019; Loman et al., 2018; Simonsen et al., 2010; Tobin et al., 2012). Given the national scale of Tier 1 PBIS implementation in the U.S., a national exploration is an important next step to understand if PBIS is associated with reduced exclusionary discipline (e.g., suspension) for students with disabilities.

Evaluation Question

This brief addresses one evaluation question: Is there a relationship between (a) schools implementing PBIS with fidelity and (b) the proportion of students with disabilities suspended?

[https://assets-global.website-files.com/5d3725188825e071f1670246/62a90cbe509075244453fbc2_PBIS%20and%20Disability%20Eval%20\(Nov%202021\).pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/62a90cbe509075244453fbc2_PBIS%20and%20Disability%20Eval%20(Nov%202021).pdf)

PBIS Impact on Students with Disabilities

A vertical line is positioned to the right of the text. In the bottom right corner of the slide, there is a yellow triangle pointing upwards and to the left, partially overlapping a grey shadow effect.

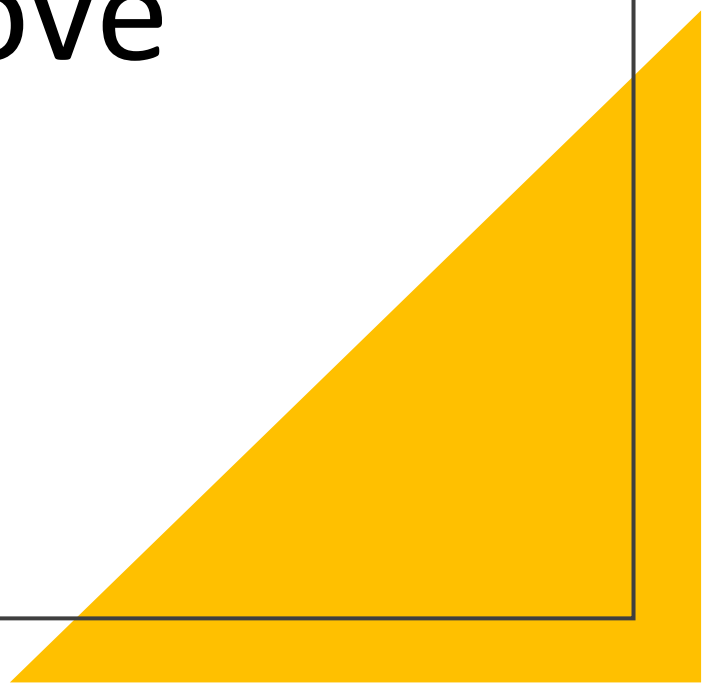
PBIS & Improved SEB Outcomes

- Preliminary research indicates SWD experience improved SEB outcomes in schools that **implement Tier 1 PBIS with fidelity**.
 - **Increase prosocial behavior and emotional regulation** (Bradshaw et al., 2012; Farkas et al., 2012)
 - **Experience fewer SEB challenges** (e.g., decreased clinical symptoms, internalizing and externalizing behavior, concentration problems) (Bradshaw et al., 2012; Loman et al., 2018; Benner et al., 2010; Simonsen et al., 2010).

PBIS with Fidelity & Reduced Exclusionary Discipline for SWD

- **Receive fewer office discipline referrals** (Farkas et al., 2012; Jolivette et al. 2014).
- **Less likely to experience suspension** (Bradshaw et al., 2012; Gage et al., 2019; Grasley-Boy et al., 2022; Simonsen et al., 2021).
- **Fewer crisis responses (restraint and seclusion)** (Simonsen et al., 2021; Gelbar et al., 2015; George et al., 2013; Simonsen et al., 2010; Grasley-Boy et al., 2021).
- **Less likely to refer to alternative setting placements because of behavioral concerns** (Grasley-Boy et al., 2019)

What Did Gardner do To
Improve Classroom Systems,
Data & Practices to Improve
Outcomes with SWD



What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD Improved Systems

- ↑ District-wide fidelity of implementation across schools (TFI)
- ↑ Ensured that students that were identified for Tier 2 services by ODRs, screening, teacher referral, etc., had High Leveraged Classroom Behavior Support (HLCBS) practices implemented with fidelity

What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD Improved Systems

↑ Regular representative team-based (including all mental health staff, BCBA) data-based decision-making at the classroom level

↑ Tier 1 teams disaggregated data at the classroom level and built action plans to increase the use of (HLCBS) practices across the school

Increased Applied Behavior Expertise at the District and School Level

- Trained all behavioral responders (walkie-talkie) (mental health staff, BCBAs, administrators) in conducting HLCBS training, direct observations and performance feedback
- Increased time of applied behavior expertise staff at the district (District MTSS Coordinator) and school level (BCBA)
- Trained all mental health staff in conducting Brief FBAs

Increased PBIS Technical Assistance - May Institute

- Leveraged grants and other funding to provide **increased PBIS technical assistance** at all tiers and particularly at Tier 3 to build systems, data, and practices across the district and schools
 - May Institute has successfully supported Gardner over the last 12 years in working with students at the top of triangle who are at risk for more restrictive placements
- With the rise in ODRS, the May Institute was asked to provide **intensive MTSS technical assistance** to **build capacity** at the district and school level.
- Introduced the HLCBS system

What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD Improved Systems

- District-wide fidelity of implementation across schools (TFI)
- Regular representative team-based (including all mental health staff, BCBA) data-based decision-making at the classroom level
- Increased Applied Behavior Expertise at the District and School Level
- Increased PBIS Technical Assistance
- Began to train all staff to implement HLCBS with fidelity



Gardner Public School District



Student enrollment: 2400

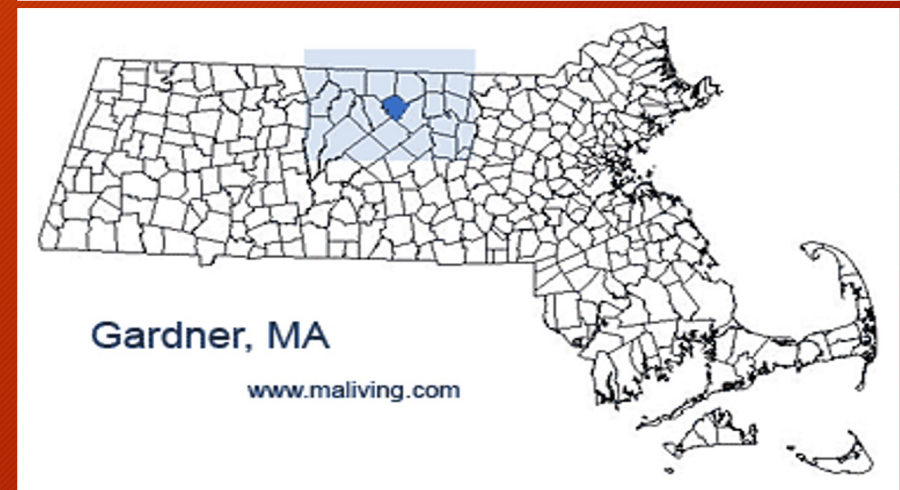
4 Schools:

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%



MTSS Mission/Vision:



“EVERY CHILD, IN EVERY CLASSROOM, EVERY DAY”

At Gardner Public Schools we are committed to the success of ALL students. Equity is at the forefront of how GPS delivers education with an understanding of the unique challenges and barriers faced by our students, families and community. MTSS is the district's overarching integrated system of multi-tiered supports to prevent students from requiring more intensive, individualized and/or special education services. MTSS is about how all systems fit together to ensure that all students can access high quality instruction.

Why the Need for District Change?

What was the problem?



Staff Time Spent on Putting out Fires



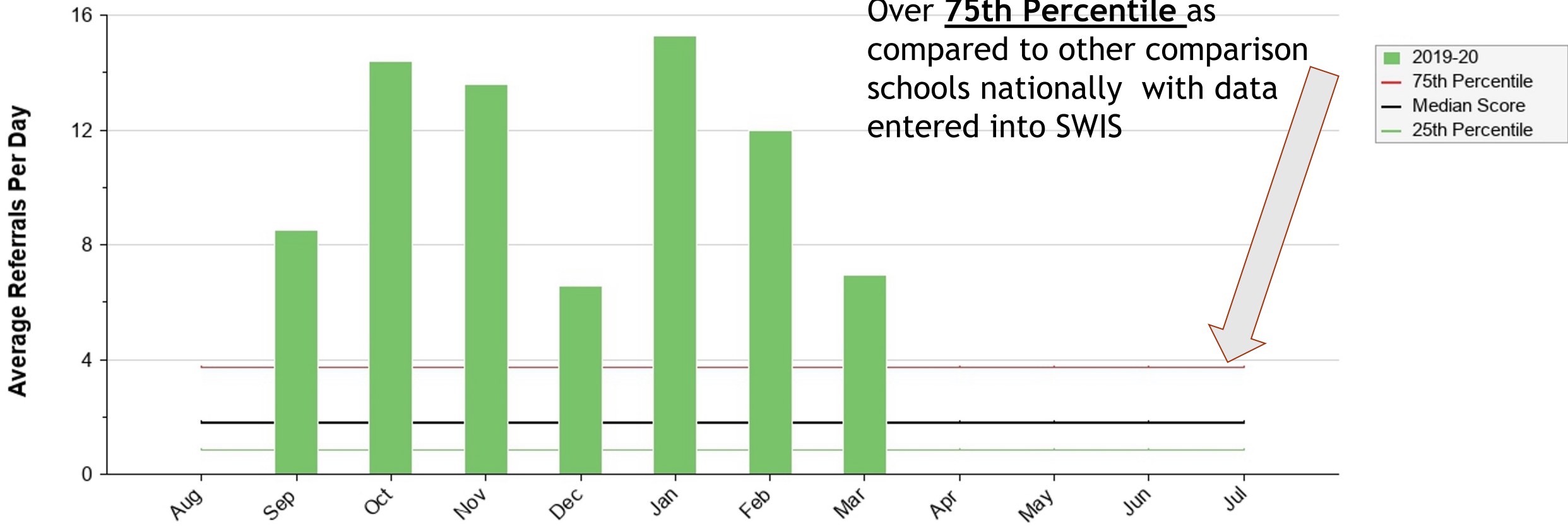
- Reactive mode
- Staff intervened individually/siloed
- Constant walkie talkie calls tying up staff due to high ODR's
- Dysfunctional system that supported the culture that “we don't have time to do that”
- SST and Referrals to special education extremely high
- High % students tier 3
- Unsustainable

Example of High Rate ODR's 19-20 SY Elementary



Average Referrals Per Day Per Month - Multi-Year

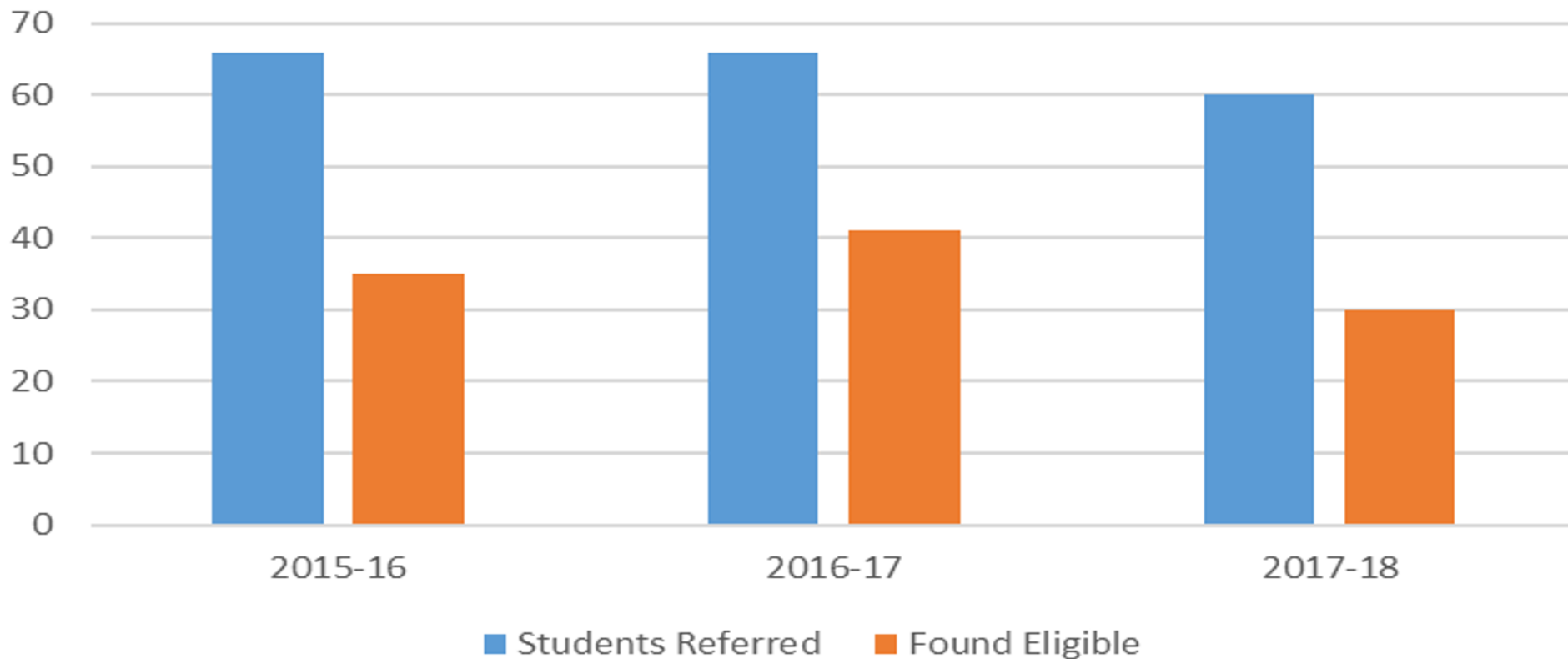
All, 2019-20 - 2019-20



High Rate Special Education Referrals (does not include PK)



Referrals to Special Education



Where are we now?

What were our outcomes?



Fidelity of Implementation Outcomes



Gardner Public Schools

Fidelity of Implementation

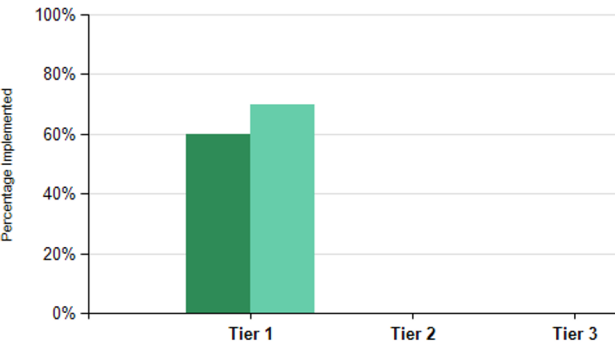


10% Increase
Tier 1 - Middle
School



School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Gardner Middle School
6/2/2021 - 2/16/2022

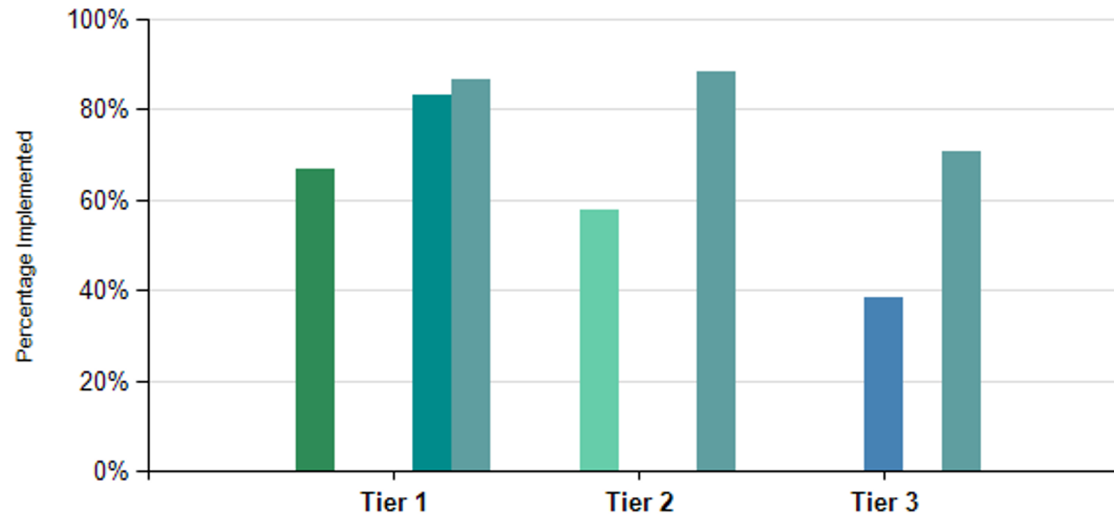
6/2/2021 2/16/2022



Date Completed	Tier 1	Tier 2	Tier 3
6/2/2021	60%	NA	NA
2/16/2022	70%	NA	NA

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Waterford Street School
5/4/2020 - 3/2/2022

5/4/2020 6/8/2020 4/16/2021 5/18/2021 3/2/2022



Tier 1: 20%
Tier 2: 30%
Tier 3: 30%

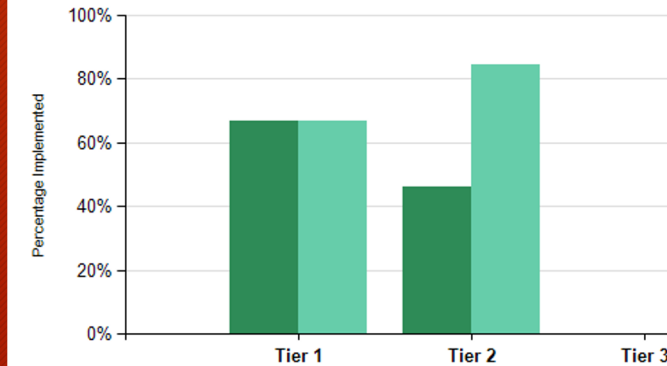
Elementary

39% Increase
Tier 2 - High
School



School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Gardner High School
5/11/2021 - 2/1/2022

5/11/2021 2/1/2022

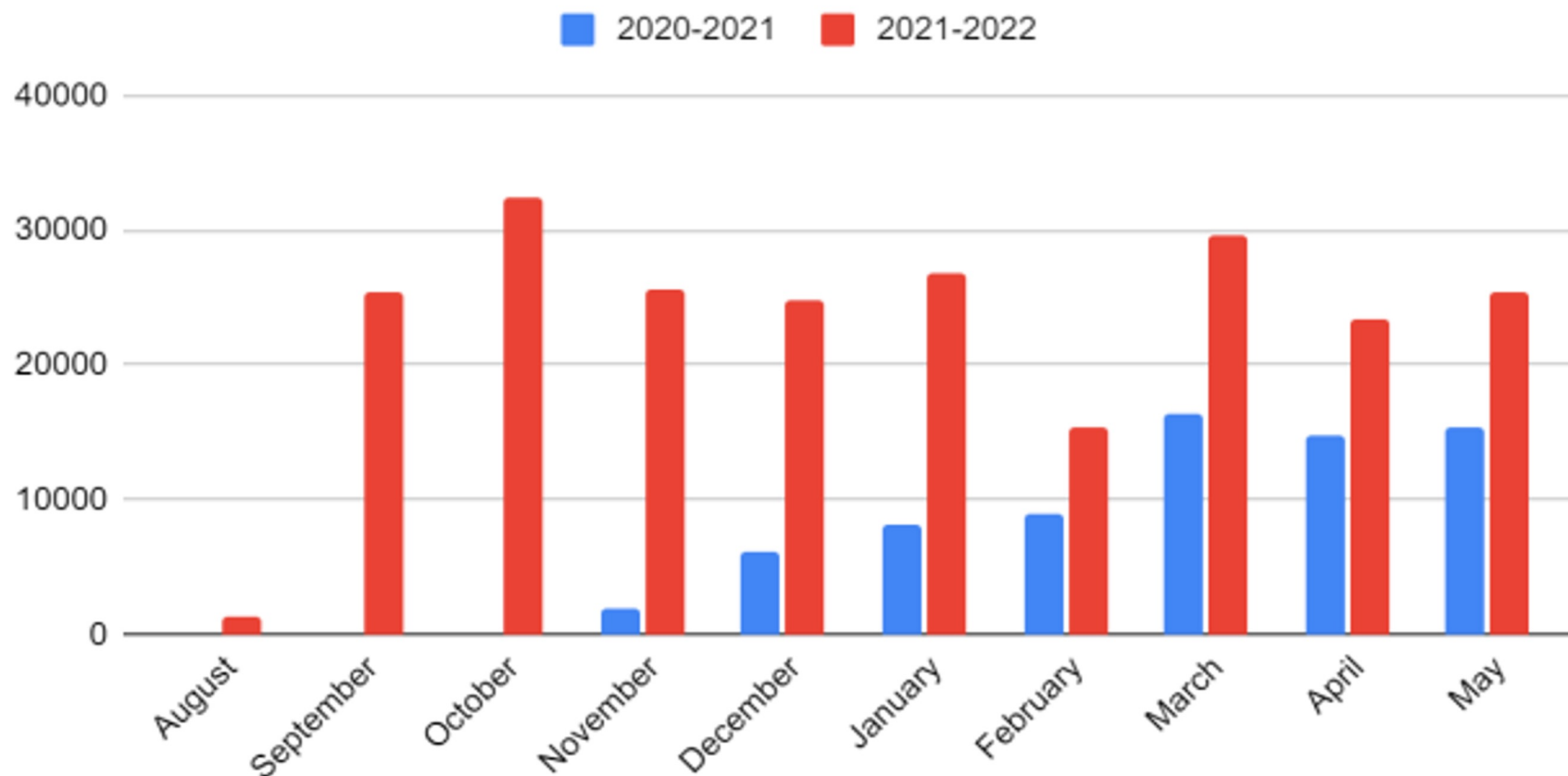


Date Completed	Tier 1	Tier 2	Tier 3
5/11/2021	67%	46%	NA
2/1/2022	67%	85%	NA

Improvements in acknowledgement system Implementation - Tier 1



Paw Point Acknowledgement System School-Wide by Month
Year to Year Comparison



Exclusionary Discipline Outcomes

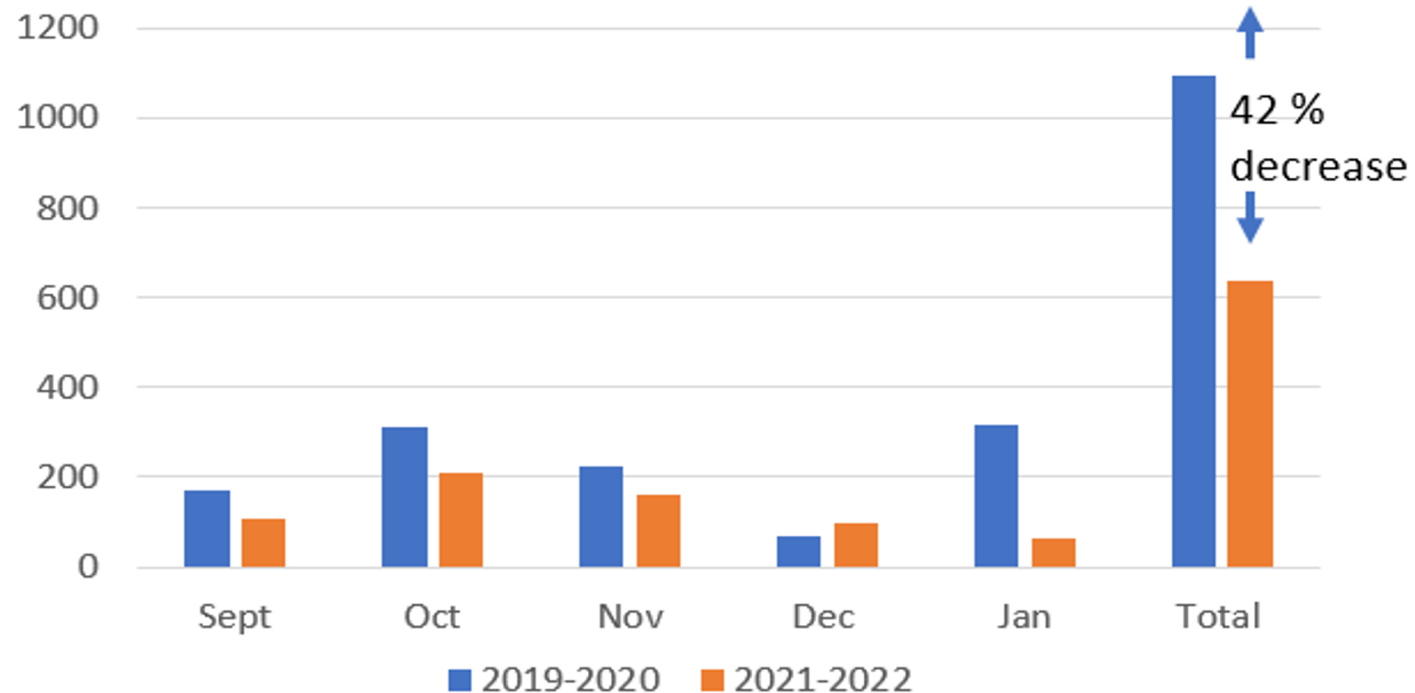


Gardner Public Schools

Decreasing Exclusionary Practices



Waterford St. School
Major Office Discipline Referrals
School Year 2019- 2020 vs. 2021 -2022

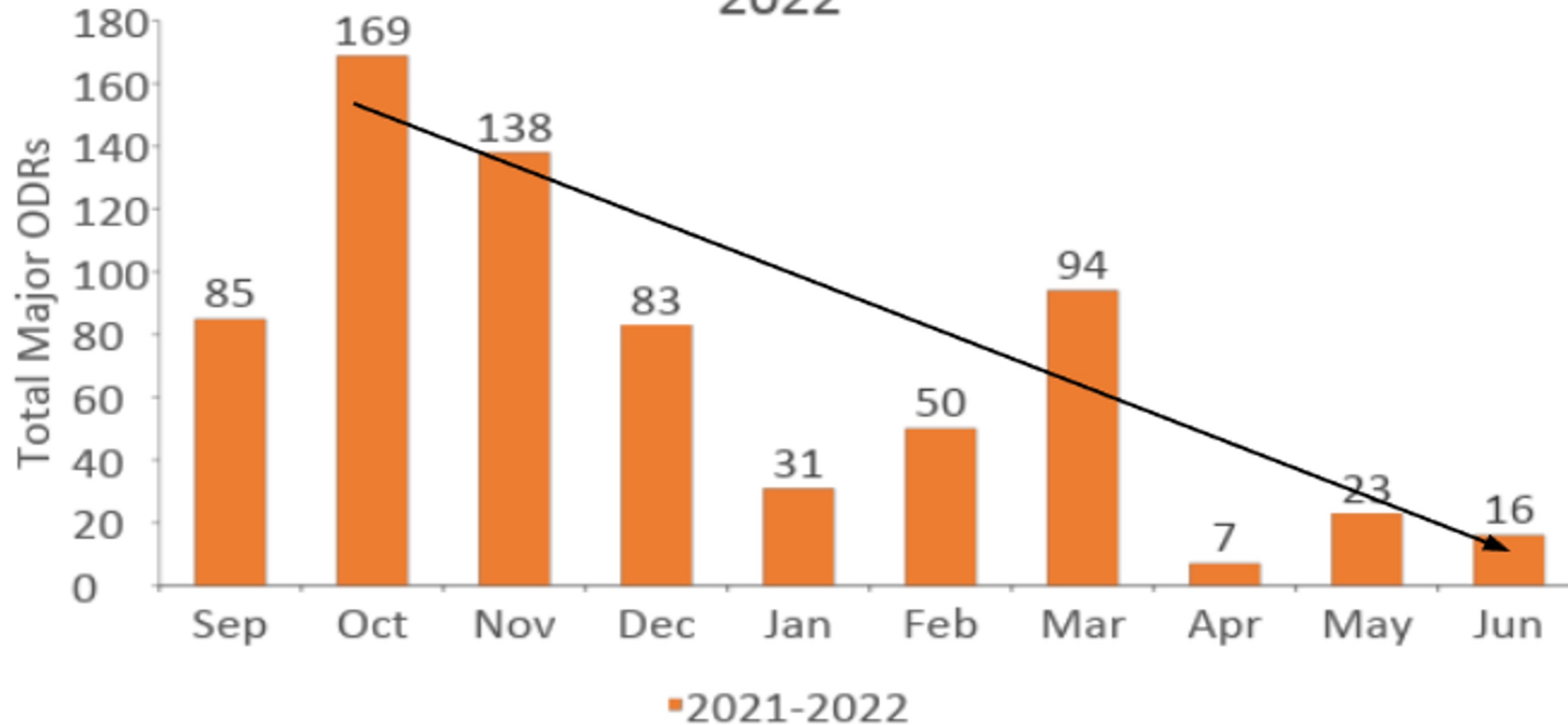


Decrease in ODR's for SWD



Gardner Public Schools

Total Major ODRs per Month for All SWD in 2021-2022

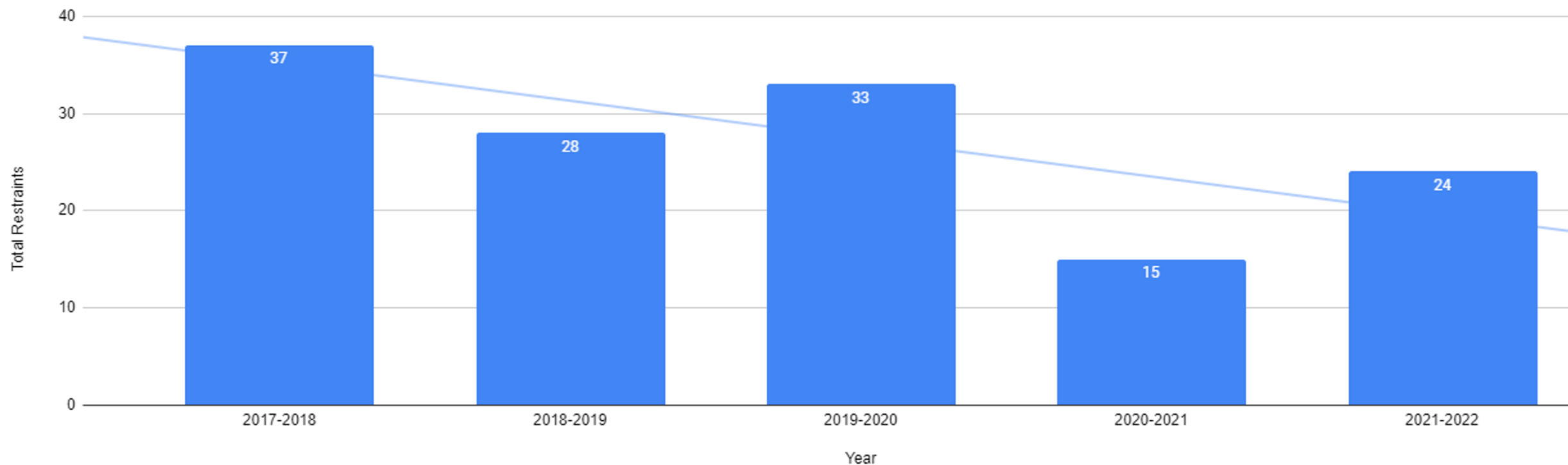


Improvements in Restraint Data Across District



Gardner Public Schools

District Total Restraints vs. Year

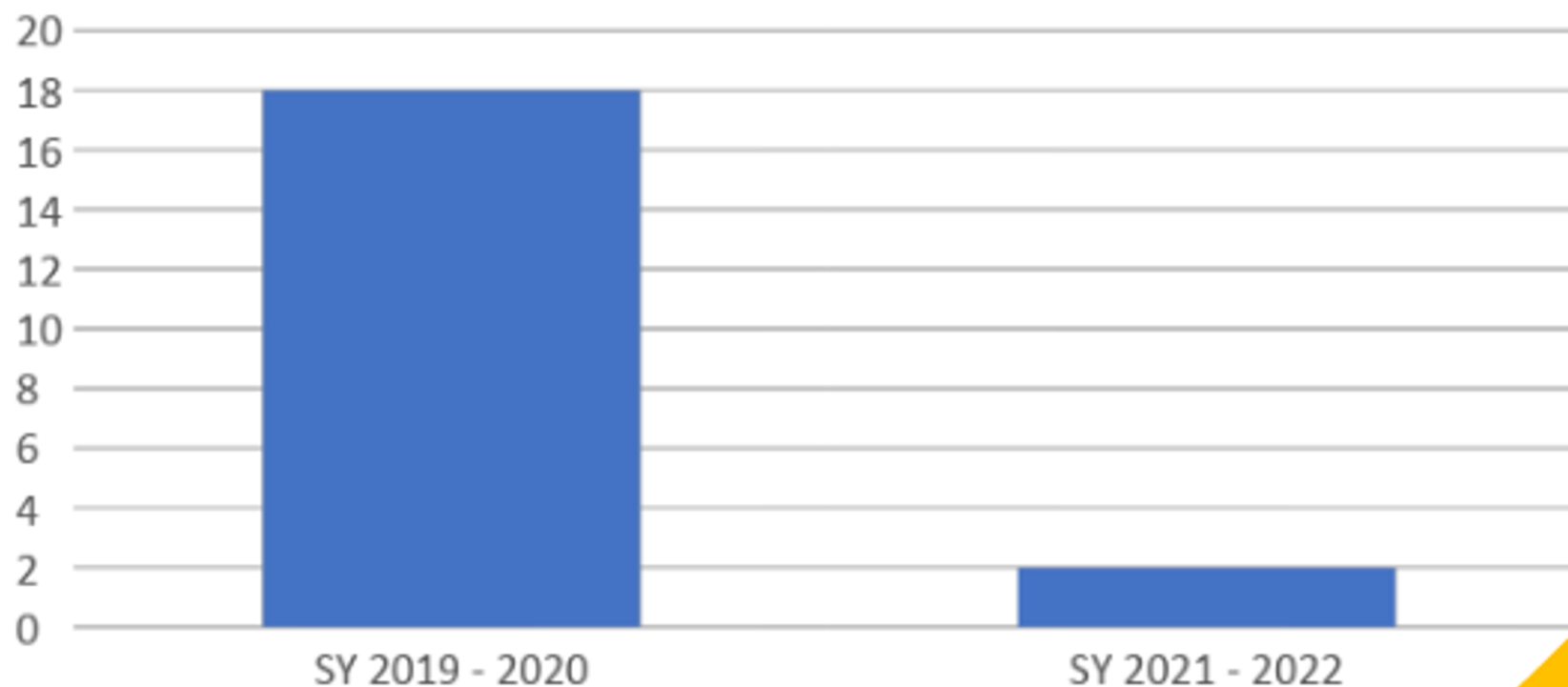


Improvements in Restraint Data for Elementary for SWD



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Restraints Across Years
SY 2019-2020 vs 2021-2022



Time Gained from Decrease in ODR's



Waterford St. School
Major Office Discipline Referrals
Time Gained
September - January
School Year 2019 - 2020 vs. 2021 - 2022

Student instructional minutes gained per ODR

- 20 student instructional minutes lost per ODR*
- 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022
- 459 ODRs x 20 minutes =
9180 instructional minutes gained, or 25.5 instructional days gained

*Scott & Barrett (2004)

Administrator processing time per ODR

- 10 minutes used to process each ODR*
- 459 less ODRs from Sept 2019– Jan 2020 vs. Sept 2021– Jan 2022
- 459 ODRs x 10 minutes =

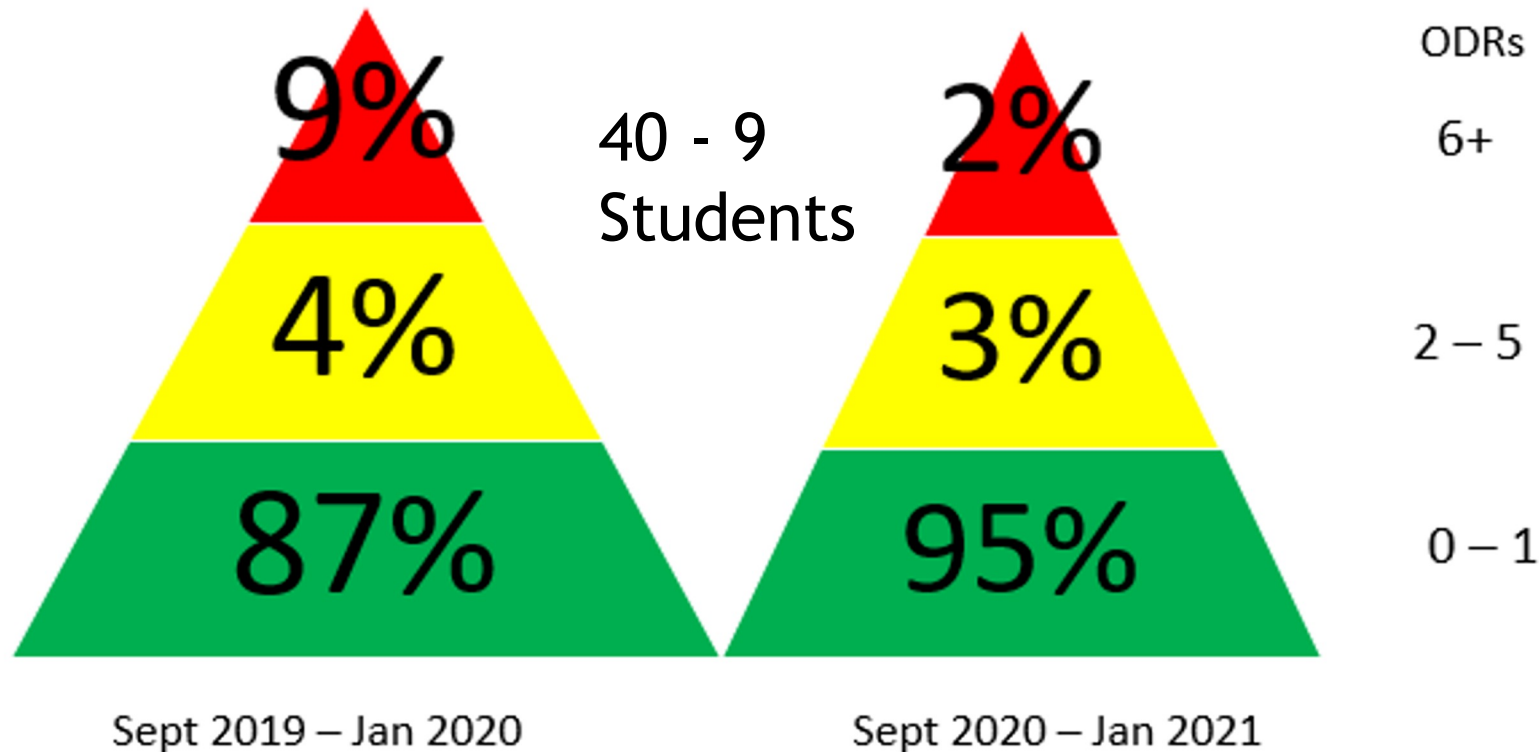
4590 administrative minutes gained, or 12.75 administrative days gained

*Scott & Barrett (2004)

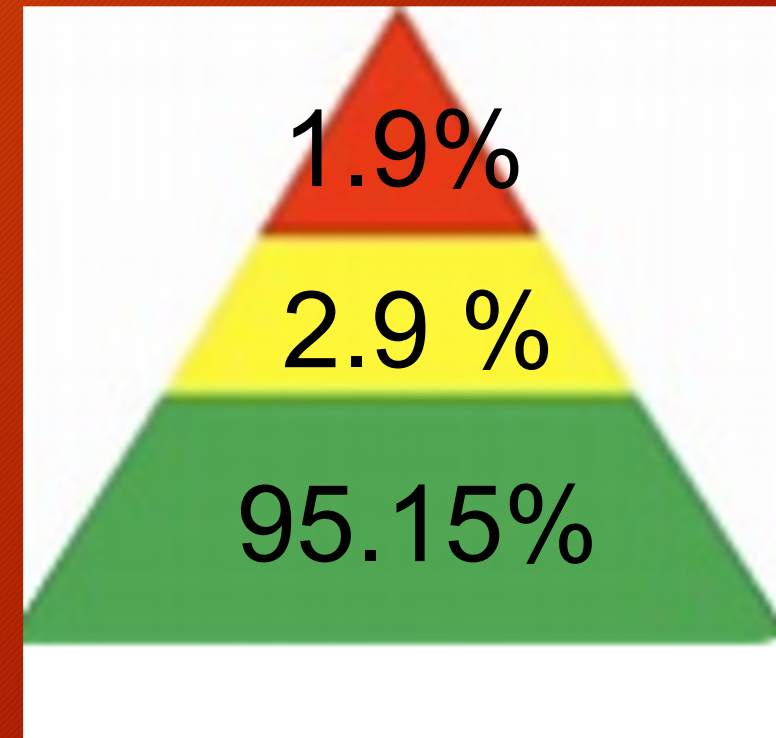
Distribution of ODR's



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



Current data:



Sept -Nov 2022

Tier 2-3 Effectiveness Outcomes



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Annual Report Effectiveness Data Tier 2/3



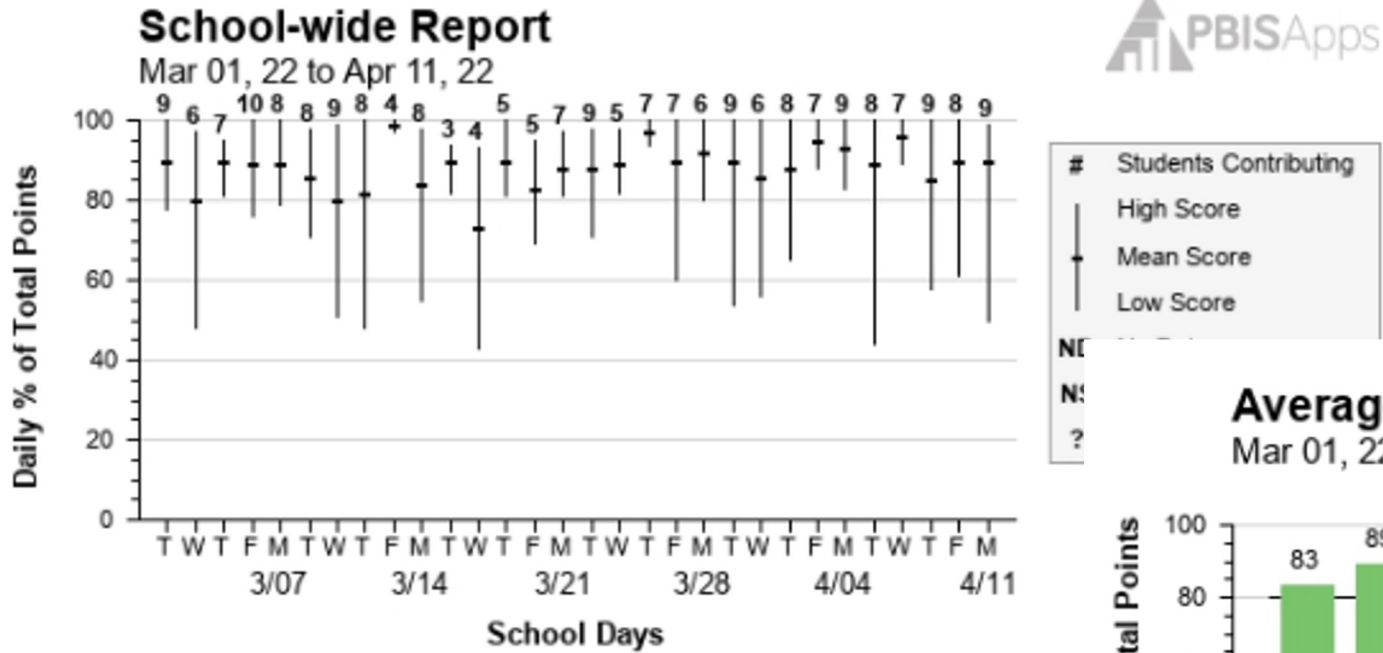
TIER 2 AND TIER 3 EFFECTIVENESS DATA

For this great work, WSS has achieved the following:

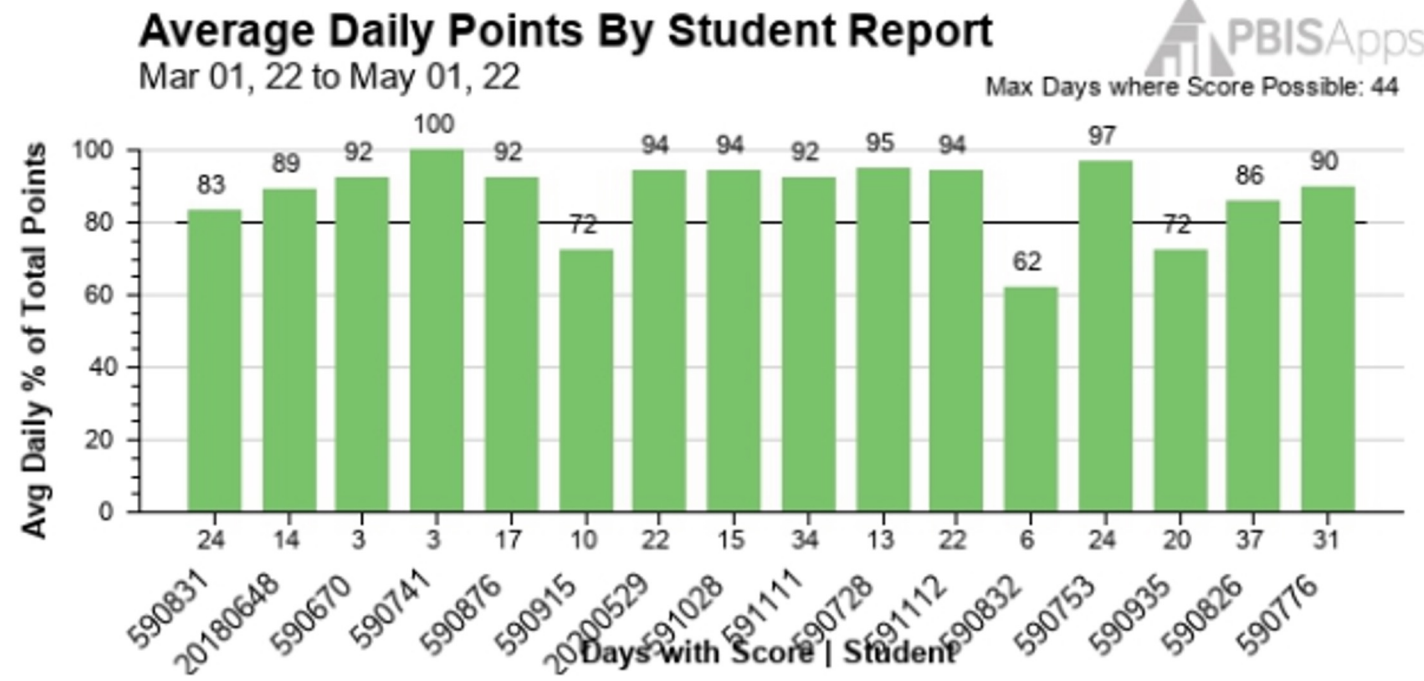
- 8.1% of students are currently receiving Tier 2 supports
- Six students have graduated or have been faded out
- 3.2% of students are currently receiving Tier 3 supports
- Three students have graduated or have been faded out
- Improved effectiveness of our Tier 2 Interventions
 - Check-In/Check-Out (CICO): 19 students on CICO
 - # of students meeting goal: 13 students at or above 80% on average the past four weeks
 - % success: 68% successful
 - Small-Group (8 Students in Small Group)
 - 8 / 8 students are meeting their goal
 - 100% success rate

**78% students
receiving Tier 2
above 80% success,
includes SWD**

Improvements for Tier 2 CICO



Mean score (figure left) and the average daily points (figure right) both most often above 80%



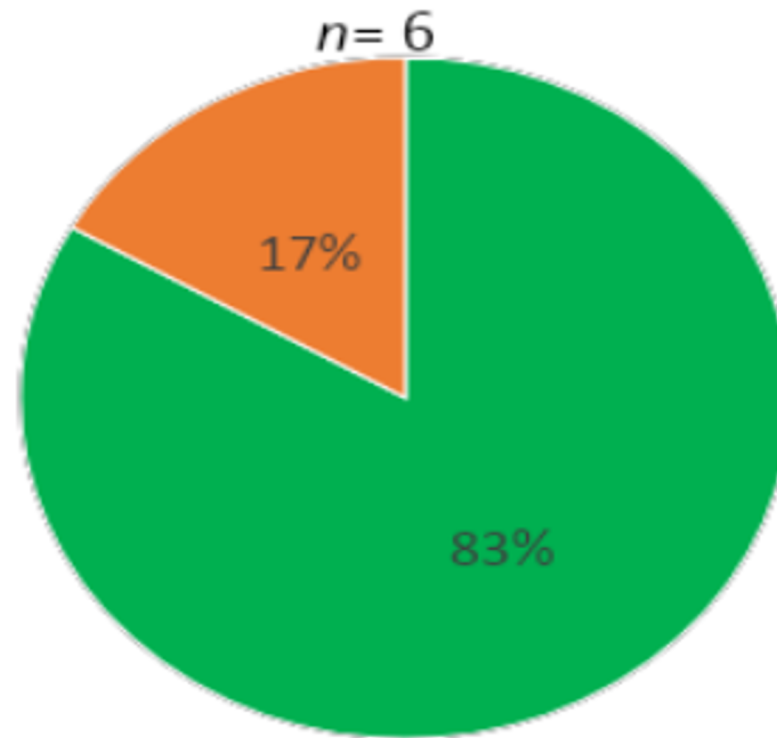
Includes
SWD

Improvements for Tier 2 CICO and SWD



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Outcome of SWD using CICO in 2021-2022

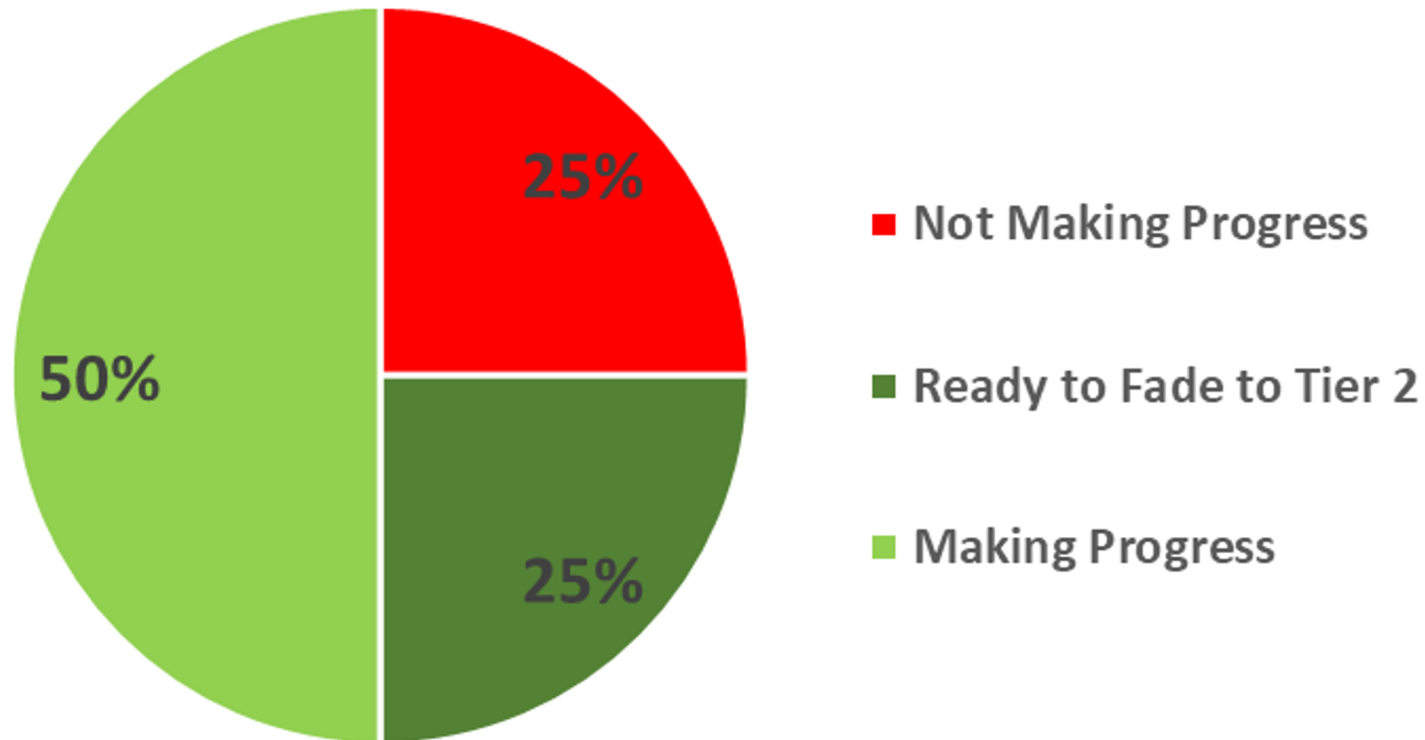


■ Success ■ No Change ■ Worse

Annual Report Effectiveness Data for Tier 3



Tier 3 Student 2021-22 Progress



Includes
SWD

SWD Outcomes

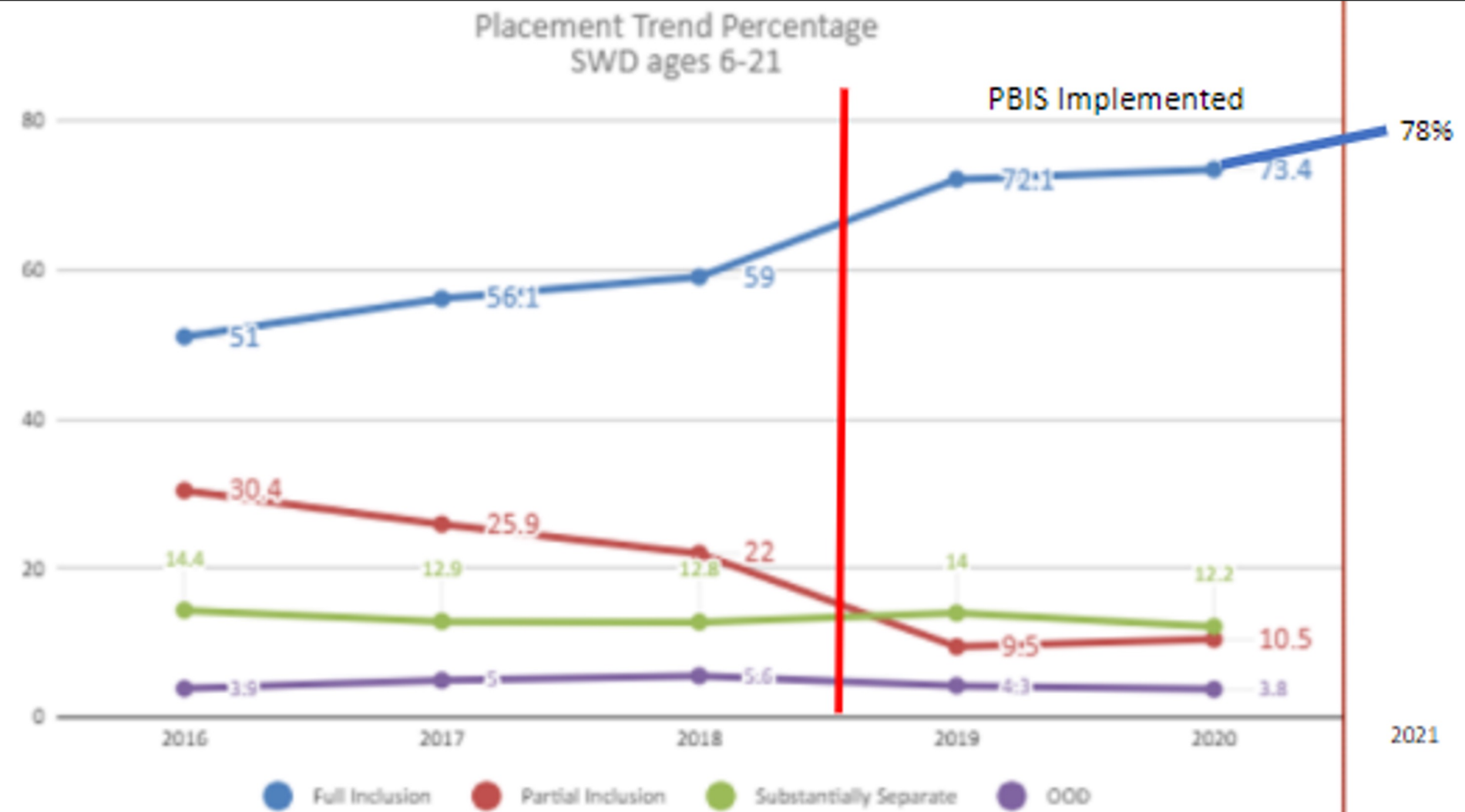


- Increased Inclusion Rates
- Increased Graduation Rates/Decreased Drop Out Rates
- Reduction in Referrals: Student Support Teams and Special Education

Inclusion Trends

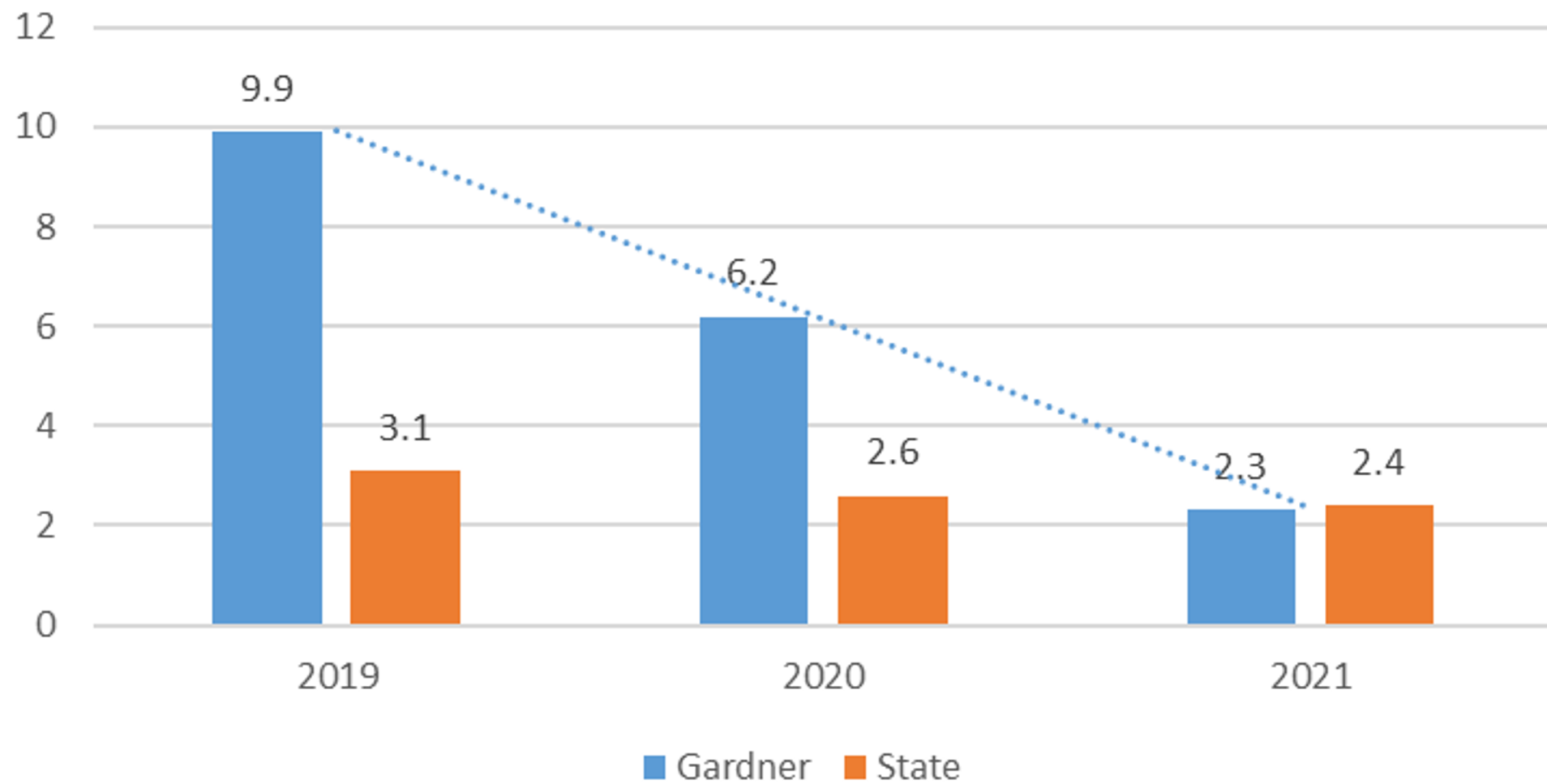


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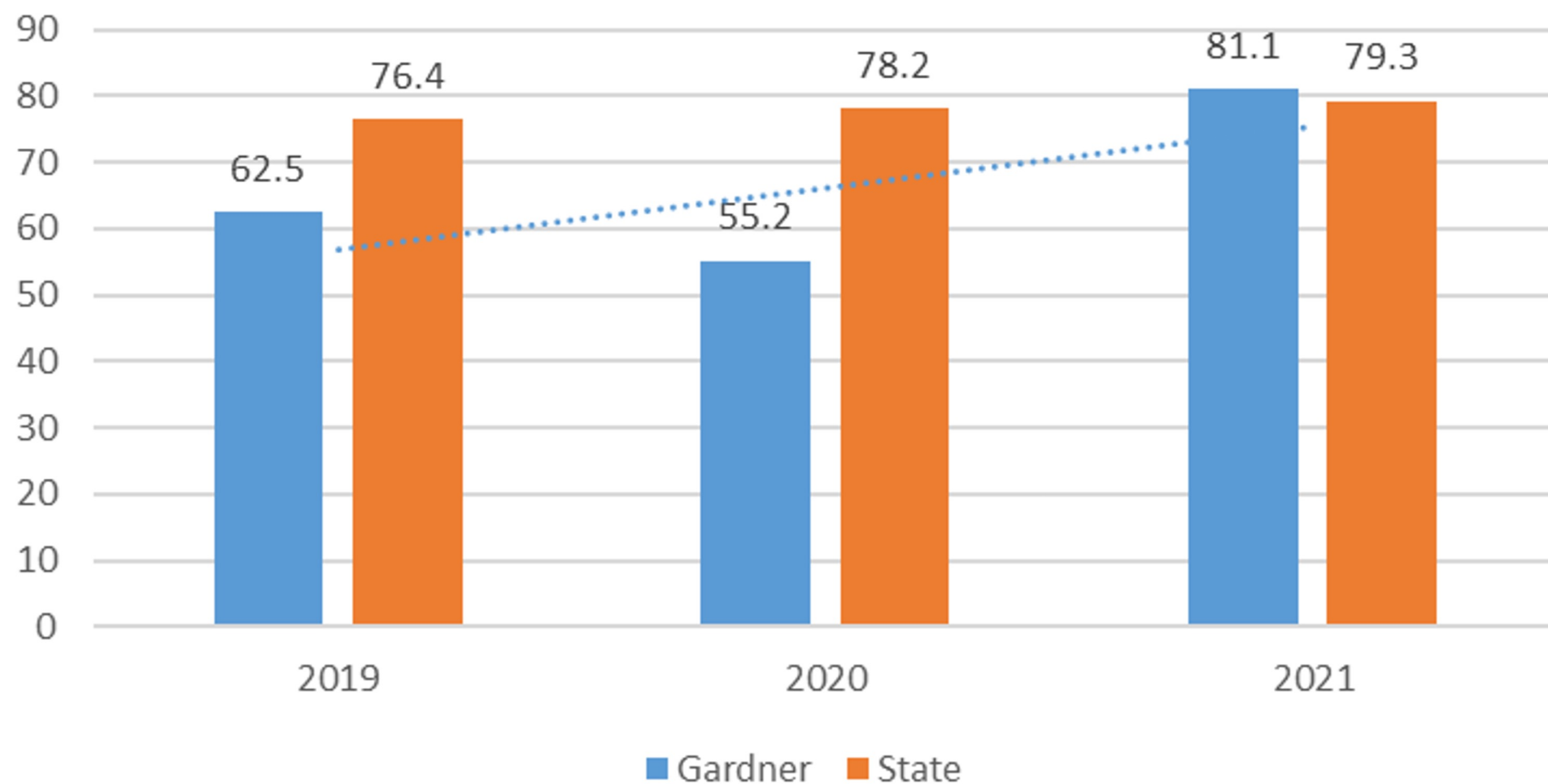


Full inclusion placement for SWD will increase by 5% - **EXCEEDED GOAL (+19%)**

SWD Drop Out Rate Percentage



SWD 5 year Graduation Rate Percentage

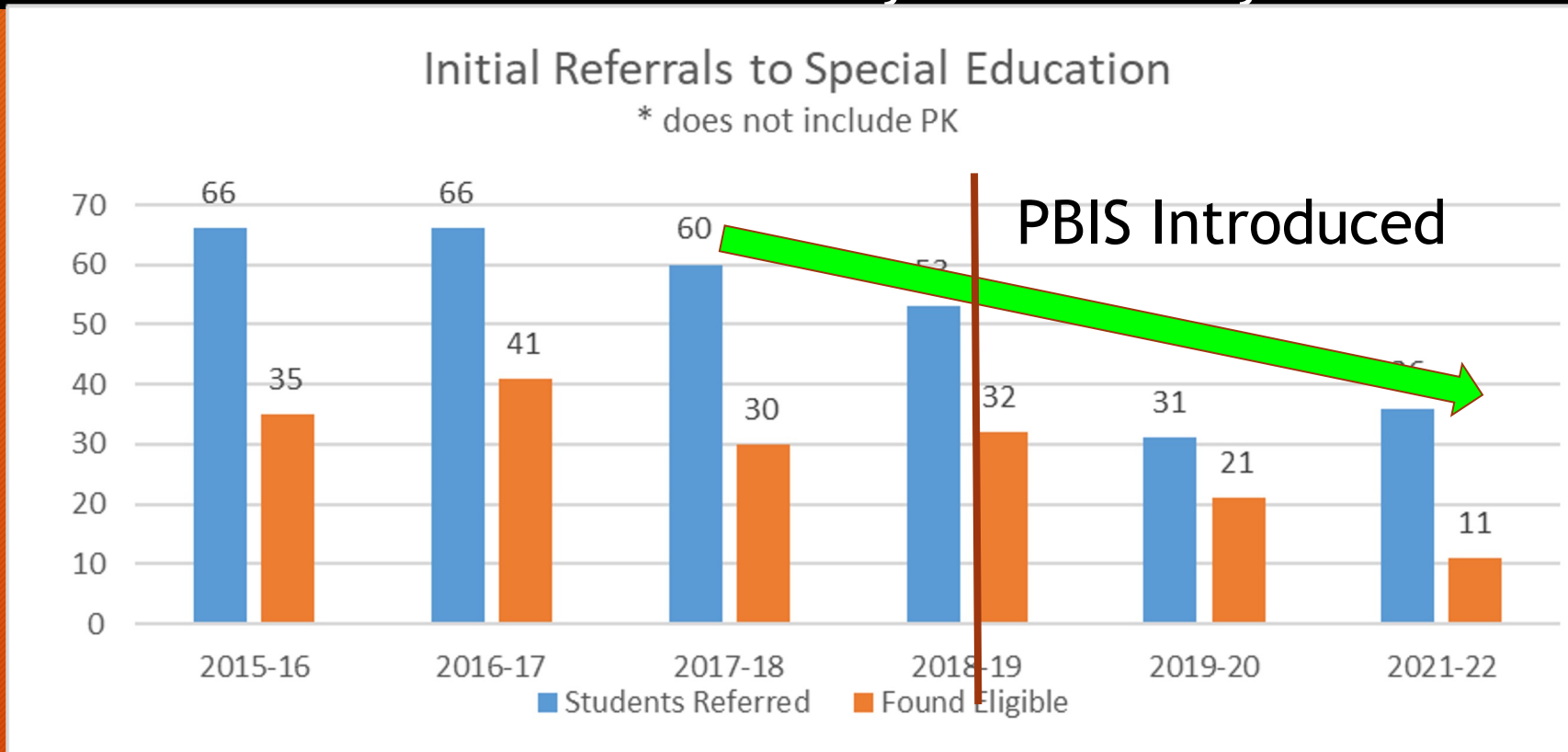


Exceeded Goals for Reduction in Spec. Ed Referrals



Correlative Outcomes from DIP 18-21

Special Education referrals will be reduced by 10% annually: **EXCEEDED GOAL (-47%)**

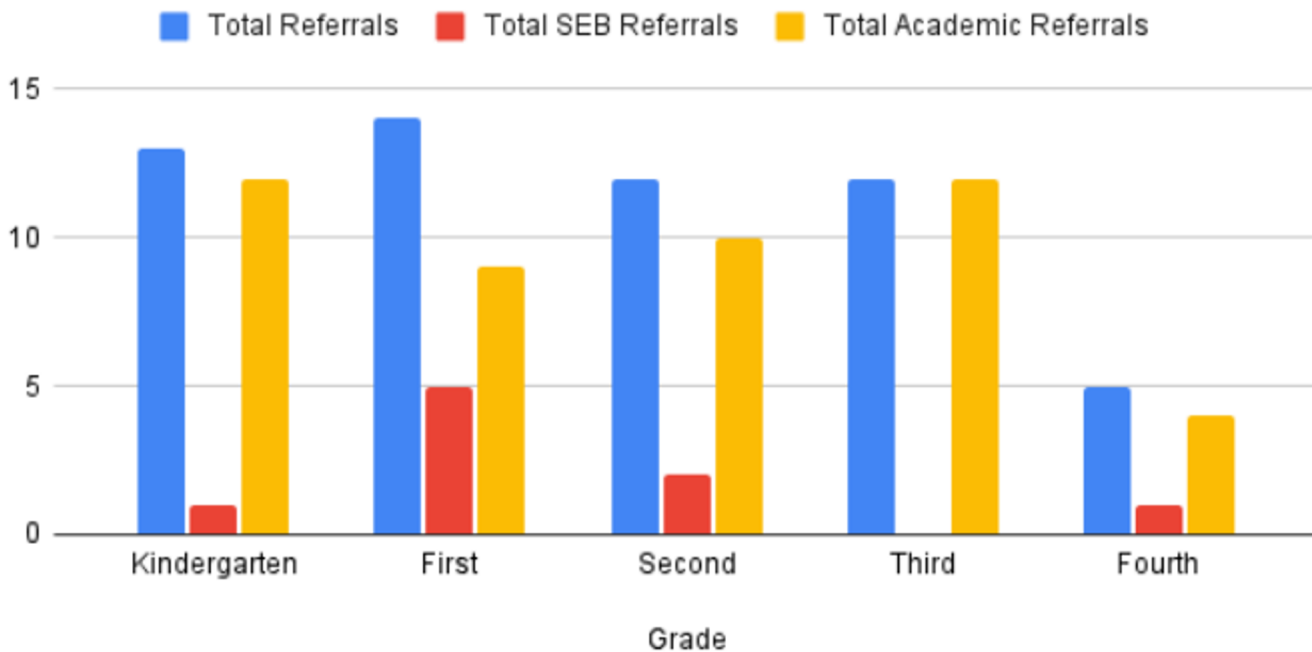


Low Referrals to SST for Social, Emotional, Behavioral



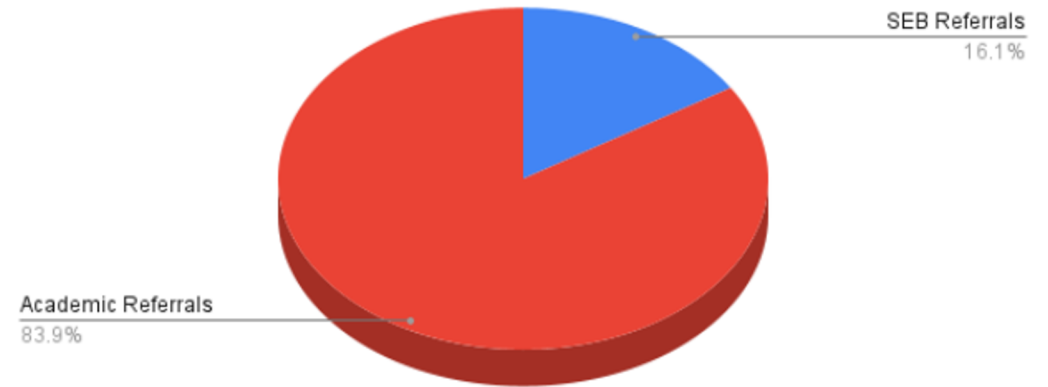
Referrals to Student Support Team (SST) 2021-2022 SY

Social/Emotional/Behavioral vs. Academic Referrals (K - 4)



Total SST Referrals 2021-2022 SY

Grades K - 4



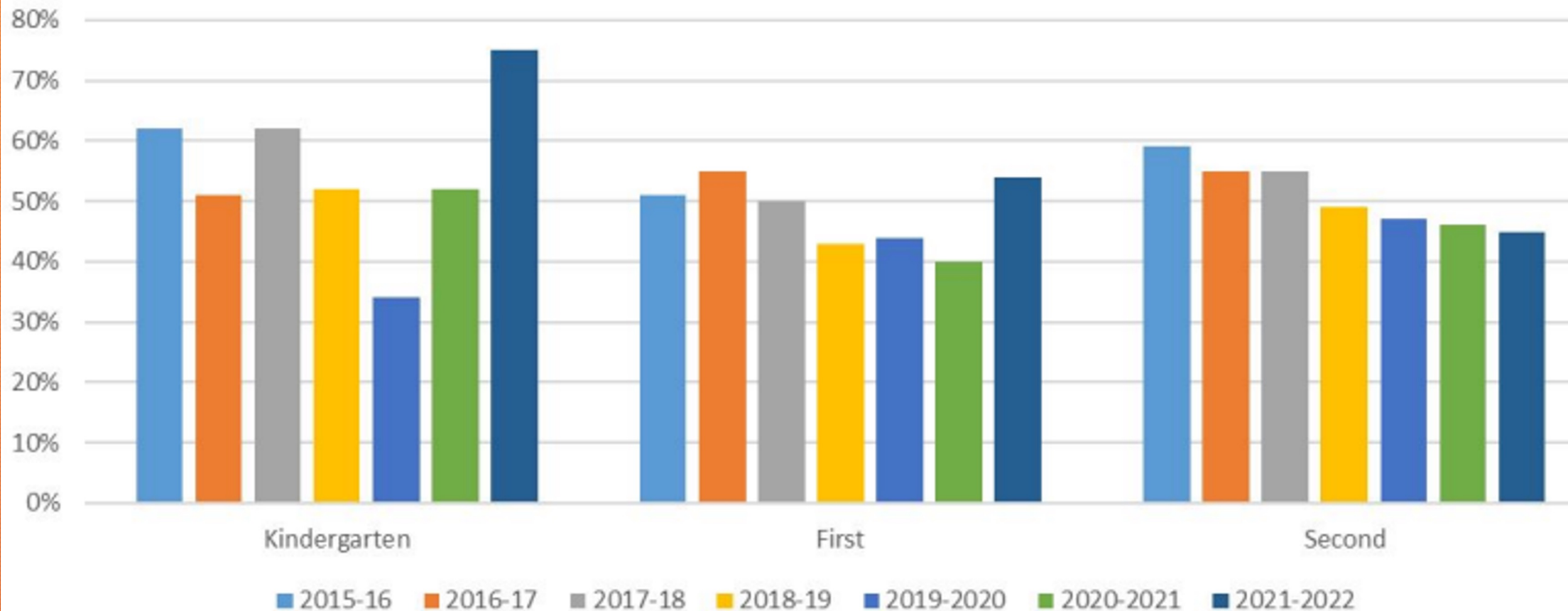
SST data 21 -22 SY suggests that students with Tier 2 or Tier 3 social/emotional or behavioral needs may have been identified in a timely manner through MTSS SEL team

Academic Outcomes - Early Elementary K&1 started using DBDM for DIBELS

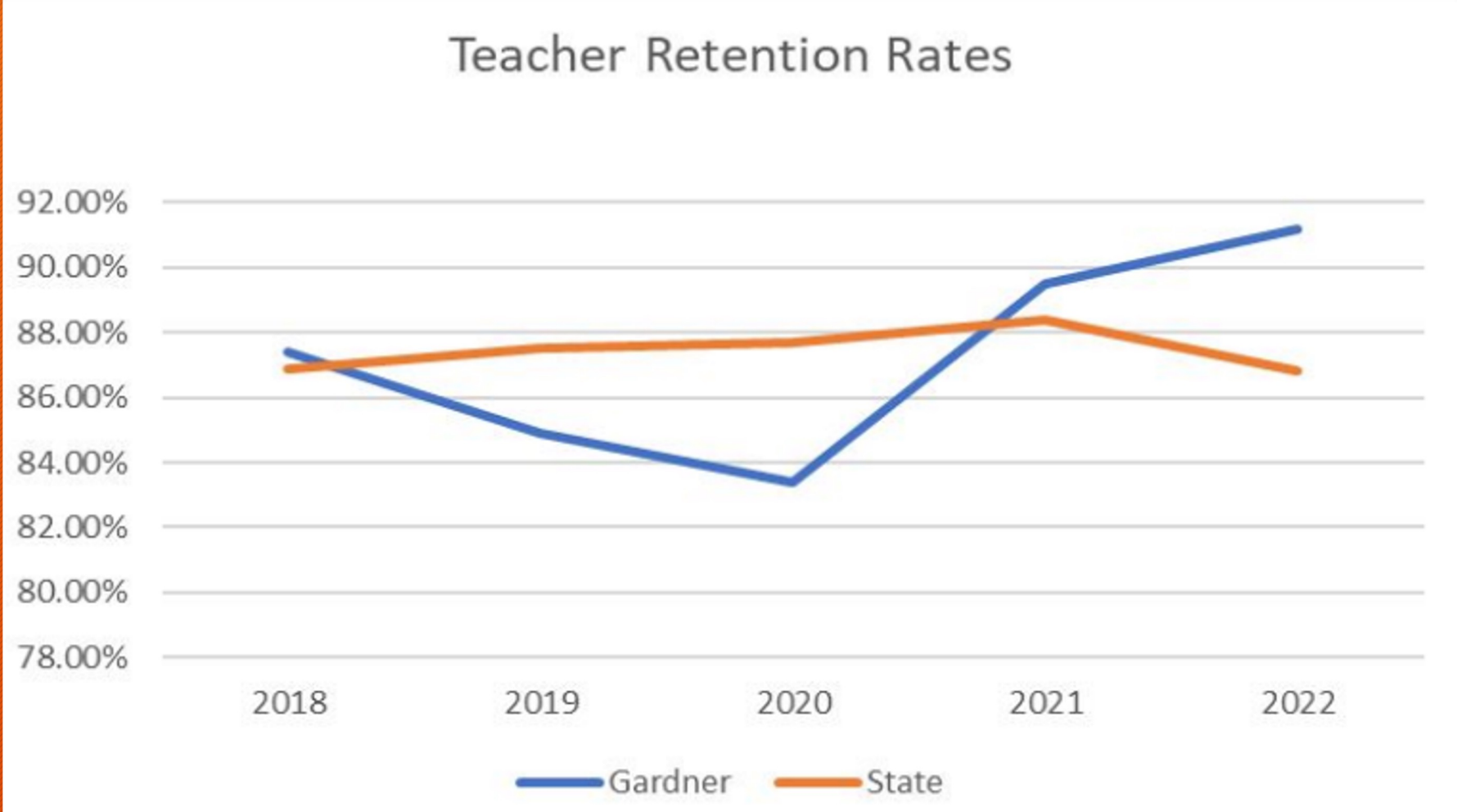


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DiBELS Scores - Historical



Improved Teacher Retention



How did we do it?



What did Gardner do to get these outcomes?

Tier 1 at the Classroom Level



We have been focused on trying to reduce the number of students who may need more intensive supports for ALL students, including SWD, at a district level and then from there focusing in at the classroom level

Teachers are at the forefront and if we can equip them with the right supports in ALL classrooms at tier 1, we can prevent a lot of the need for more intensive supports at tier 2 and tier 3

Why Did We Focus on the Classroom?



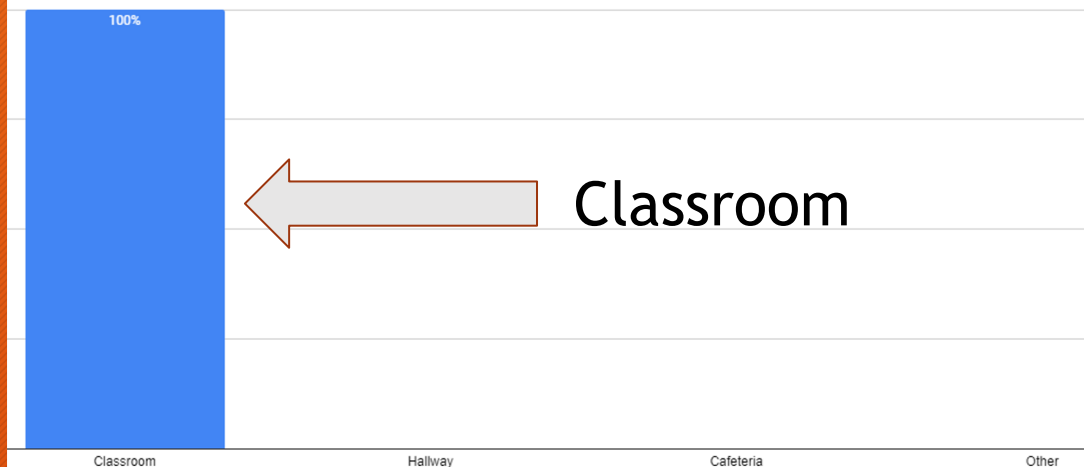
Why the focus on Classrooms?

- District ODR data indicates most ODR's are coming from classrooms
- District ODR data indicates top behavior across the district for ODR's is elopement/cutting class
- Teachers have expressed needing more support for SEB in the classrooms

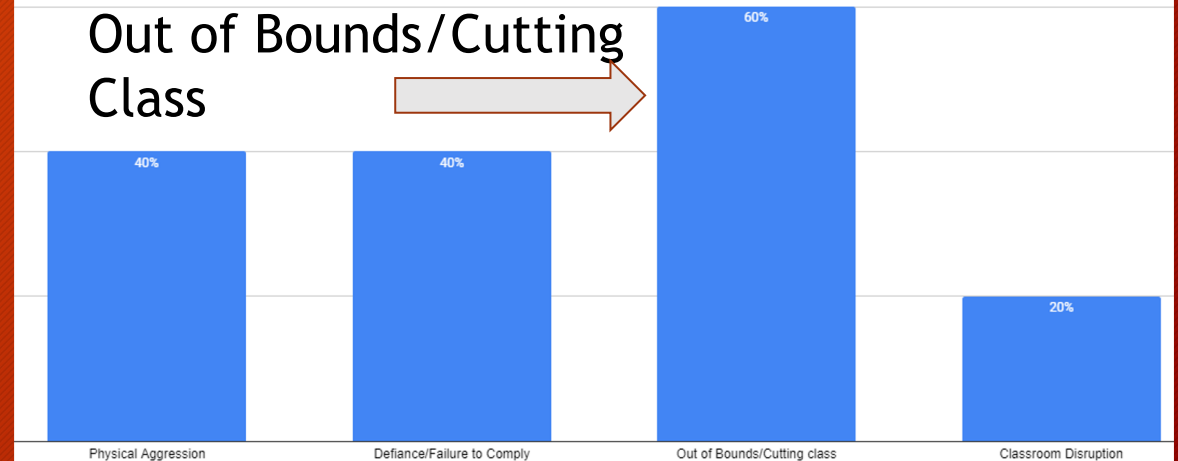
It is a GPS expectation that

- Evidence based Tier 1 practices are implemented in every classroom, every day with all students
- Teachers consistently use instructional practices that are likely to motivate and engage most students in the content of the lesson.

GPS District Fall 21 ODR By Highest Location



GPS District Fall 21 ODR by Highest Problem Behavior(s)



District ODR Analysis



■ WSS ■ ESS ■ GMS ■ GHS ■ District



GPS District Fall 21 ODR (majors/office referrals) Averages (per day, per month, per 100 students) Compared to National Data



National Data 75th Percentile (for each respective corresponding school age population)

ABOVE 75TH PERCENTILE

District ODR Outcome Goal & Intervention



Outcome Goal

- 1) Increase student engagement in the classroom as measured through a 25% reduction in ODR for each school by June 2023

Evidence Based Interventions that address problem location, problem behaviors identified

Tier 1) Implement classroom support system (i.e high leverage classroom practices) across district

Tier 1 Implementation



First, the focus was on developing Tier 1 fidelity of PBIS Key Elements

- ★ School Wide Expectations
- ★ Teaching the Expectations
- ★ Acknowledgement System
- ★ Discipline Flow Chart
- ★ Screening, Data Sources, Data Disaggregation
- ★ Positive Greetings

Foundation for High Leveraged Classroom Behavior support (HLCBS) practices

1st Focused on Tier 1 Implementation -Ensured Access for SWD



**In ALL classrooms,
Including substantially separate classrooms**

HLCBS Practices



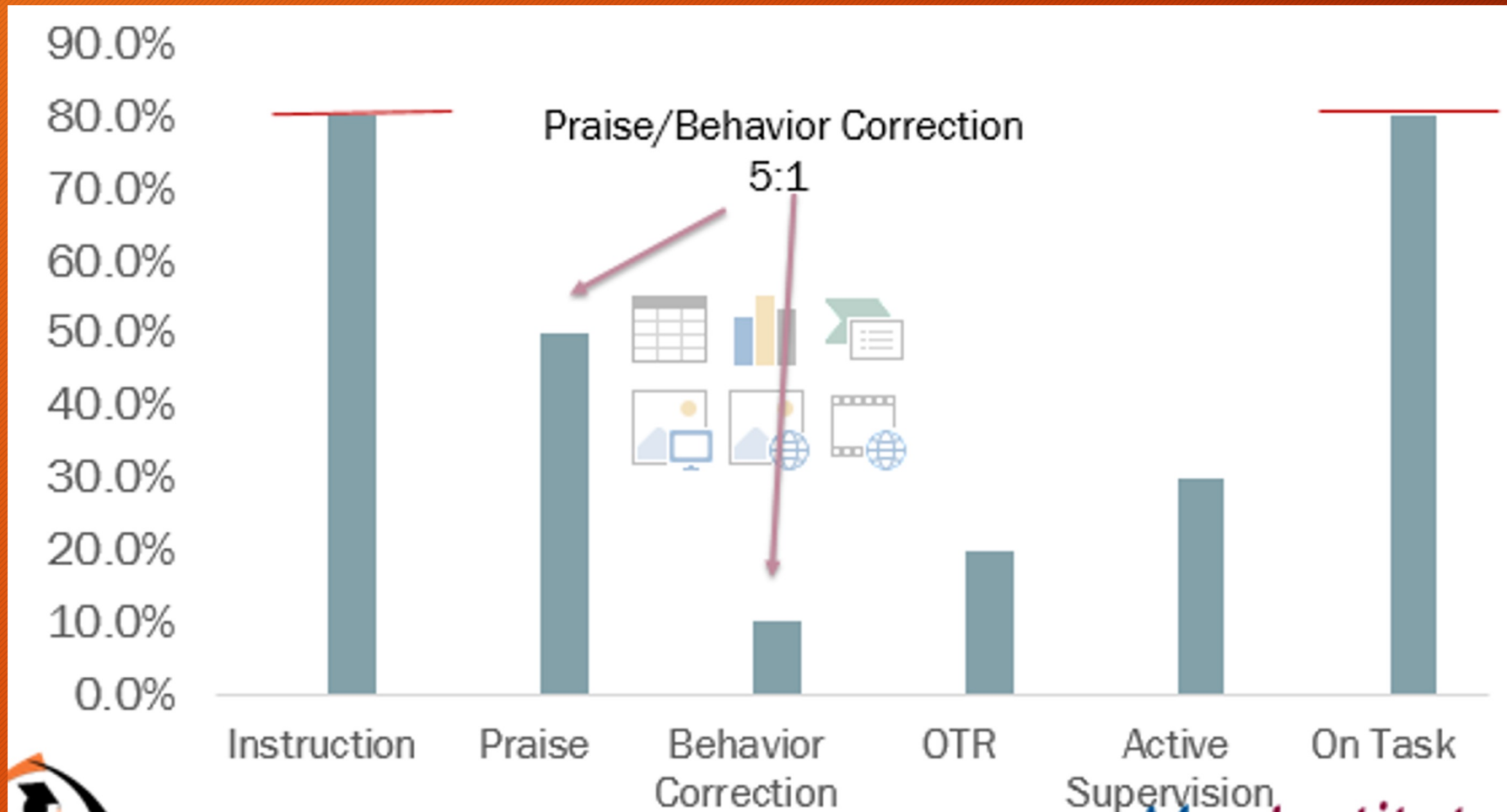
- Following Tier 1 PBIS Implementation, we wanted to ensure that our High Leverage Classroom Behavior Support (HLCBS) practices were in place. Did we have the appropriate levels of
 - Instruction
 - Praise to error correction ratio
 - Proactive monitoring/active supervision
 - Opportunities to respond**to maximize on-task behavior, build better student teacher relationships as well as academic performance**

Systems Approach to HLCBS Practices



- **Provided brief training on**
 - HLCBS practices with emphasis on how they improve student on task behavior
 - how the classroom observation system works
- **Used the Classroom Observation Tool - (Handler & Putnam 2000; Revised - Putnam & Handler, 2020) used to measure these HLCBS using a 10 minute observation with 15 second partial interval data collection**
- **Using data from the tool, provided graphical performance feedback on these variables to the instructional staff**

Example Observation Graph (The Goal)



SUMMARY of CLASSROOM OBSERVATION

(Handler & Putnam, 2000)

Classroom Teacher: _____ Target Student: _____
(if applicable)

Grade: _____ Date: _____

School: _____ Time: _____

Subject Area: _____ Observer: _____

Instructional Format: Large Group or Class _____ Reliability: _____
Small Group _____

Independent Seatwork _____

Small Group / Independent Seatwork _____ Staff: Student ratio: _____

Teacher Behaviors # of Intervals / Total # of x 100 = % of Intervals
the Behavior Intervals
was Observed Observed

Instructional Activities ("Instruction") / x 100 = _____%

Monitoring / x 100 = _____%

Praising / x 100 = _____%

Behavior Correction (BC)

 Positive (+) / x 100 = _____%

 Negative (-) / x 100 = _____%

Total Behavior Correction (TBC) / x 100 = _____%
(BC intervals with either + or -)

Student Behaviors # of Intervals / Total # of x 100 = % of Intervals
the Behavior Intervals
was Observed Observed

On-task / x 100 = _____%

Off-task / x 100 = _____%

Opportunities to Respond (OTR) / x 100 = _____%

Interval	Teacher Behaviors		Interval	Student Behaviors		Notes
0:00	Instruction Praising	Monitoring Behavior Correction → + -	0:15	On-task Off-task OTR		
0:30	Instruction Praising	Monitoring Behavior Correction → + -	0:45	On-task Off-task OTR		
1:00	Instruction Praising	Monitoring Behavior Correction → + -	1:15	On-task Off-task OTR		
1:30	Instruction Praising	Monitoring Behavior Correction → + -	1:45	On-task Off-task OTR		
2:00	Instruction Praising	Monitoring Behavior Correction → + -	2:15	On-task Off-task OTR		
2:30	Instruction Praising	Monitoring Behavior Correction → + -	2:45	On-task Off-task OTR		
3:00	Instruction Praising	Monitoring Behavior Correction → + -	3:15	On-task Off-task OTR		
3:30	Instruction Praising	Monitoring Behavior Correction → + -	3:45	On-task Off-task OTR		
4:00	Instruction Praising	Monitoring Behavior Correction → + -	4:15	On-task Off-task OTR		
4:30	Instruction Praising	Monitoring Behavior Correction → + -	4:45	On-task Off-task OTR		
5:00	Instruction Praising	Monitoring Behavior Correction → + -	5:15	On-task Off-task OTR		
5:30	Instruction Praising	Monitoring Behavior Correction → + -	5:45	On-task Off-task OTR		
6:00	Instruction Praising	Monitoring Behavior Correction → + -	6:15	On-task Off-task OTR		
6:30	Instruction Praising	Monitoring Behavior Correction → + -	6:45	On-task Off-task OTR		
7:00	Instruction Praising	Monitoring Behavior Correction → + -	7:15	On-task Off-task OTR		
7:30	Instruction Praising	Monitoring Behavior Correction → + -	7:45	On-task Off-task OTR		
8:00	Instruction Praising	Monitoring Behavior Correction → + -	8:15	On-task Off-task OTR		
8:30	Instruction Praising	Monitoring Behavior Correction → + -	8:45	On-task Off-task OTR		
9:00	Instruction Praising	Monitoring Behavior Correction → + -	9:15	On-task Off-task OTR		



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How we Obtained BUY IN for the Classroom Observation System



- Tested validity
- Utilized teacher efficacy scale to further test validity and compare to teacher efficacy
- Conducted the PD, observations and data based performance feedback
- Shared results
- Results indicated validity in identifying good versus needing support in behavioral management classroom practices **which helped obtain buy in at the building level**
- **Improved on task behavior at the building level, helped obtain buy in at the district level**

Important for Buy In

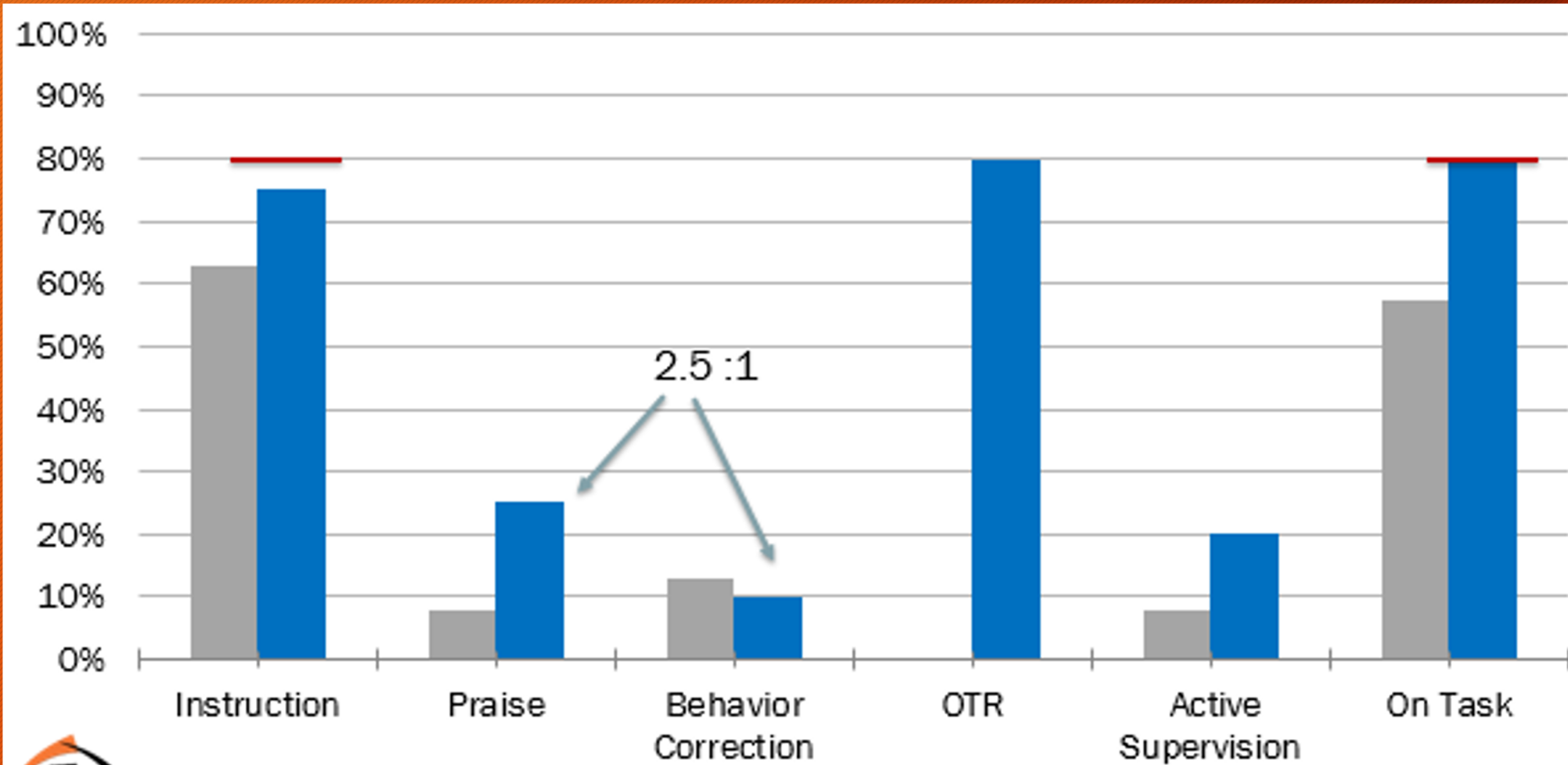


- **Separate** the use of the system from the instructional staff district evaluation system - this data is to be used only by the behavior coaches
- **No surprises** - observations only conducted at instructional staff's preferred times
- Only focus on the **positives** - what instructional staff are doing right

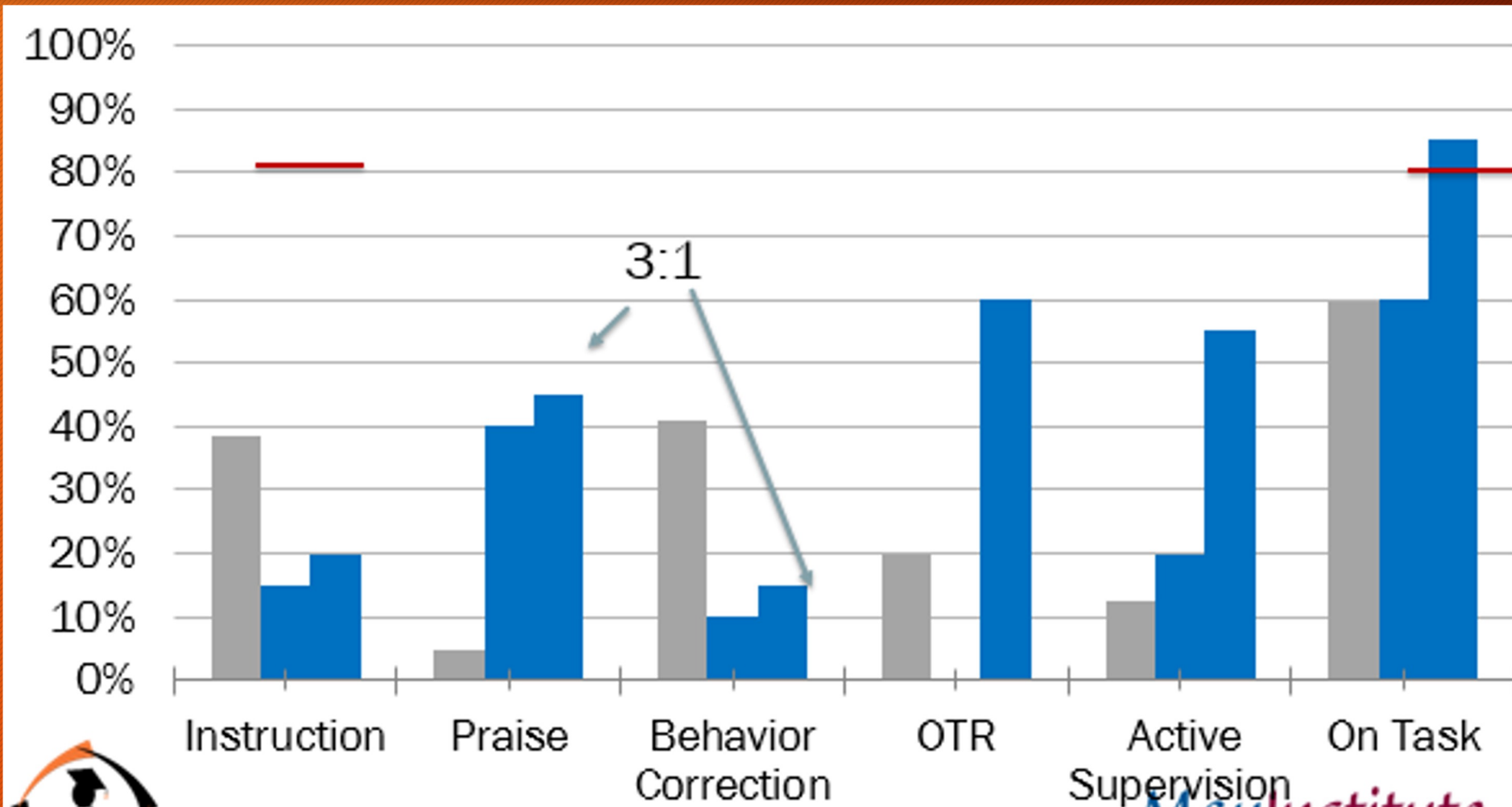
Brief Training & Performance Feedback Classroom #1



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Brief Training & Performance Feedback Classroom #2



Barriers Despite our Best Efforts



- The word “Observation” was a trigger for anxiety for some teachers
- Teachers began to question how they were being identified for these “observations”
- Union started to get involved

We needed to make some adjustments and provide more clarification building upon our

“No Surprises” Motto

Adjustments to System



- Changed the name from “Classroom Observation Tool” to “Classroom Support System”
- Met with PBIS, Instructional Coaches and MH staff conducting the observations to identify teacher concerns
- Developed District Wide Process/Procedures to clarify any questions/areas of concern that went through Superintendent's office and then Principal's review




Classroom Support System - Scaling up District Wide



District Wide Process/Procedures for Classroom Support System

- ★ Why the focus on classrooms?
- ★ What is the purpose?
- ★ Who receives the PD?
- ★ How long does it take?
- ★ Who conducts the PD?
- ★ What is the criteria to identify a classroom for support/coaching cycle?
- ★ Can an Admin request a CR be identified for support?
- ★ What is the timeline and follow up schedule once identified?
- ★ What happens to the data/who has access?

 GPS Tier 1 Classroom Support System Procedures (updated 3/2/22)	
Why the focus on Classrooms?	<ul style="list-style-type: none"> ➢ District ODR data indicates most ODR's are coming from classrooms ➢ District ODR data indicates top behavior across the district for ODR's is elopement/cutting class ➢ Teachers have expressed needing more support for SEB in the classrooms <p>It is a GPS expectation that</p> <ul style="list-style-type: none"> ➢ Evidence based Tier 1 practices are implemented in every classroom, every day with all students ➢ Teachers consistently use instructional practices that are likely to motivate and engage most students in the content of the lesson.
What is the Purpose?	<p>To improve teacher wellness by having students follow directions and be on task better. If students are better engaged, for teachers it improves</p> <ol style="list-style-type: none"> 1. teacher wellness as well as 2. teacher efficacy which leads to 3. less teacher burnout and 4. thus less teacher turnover 5. In turn, this helps support really good teachers from potentially deciding to leave the field altogether 6. Better outcomes for improving teacher evaluations <p>For Students, it improves</p> <ol style="list-style-type: none"> 1. On task behavior 2. Academic engagement 3. Academic Success
Who receives the Professional Development	<ul style="list-style-type: none"> ➢ All teachers are trained in the evidence based practices by External Coach during all staff PD ➢ All teachers may be part of coaching support cycles as part of Tier 1 SEB high leverage practices.
How long does it take?	<ul style="list-style-type: none"> ➢ The classroom observation takes about 10 minutes and is scheduled ahead of time with the coach. No Surprises! If the scheduled time is not good, the CR teacher can ask the coach to come back another time. ➢ The follow up feedback and data share takes about 10-15 minutes. This is when the data is shared with the teacher and support is provided for areas of teacher choice.

Training Process:

Step 1) Train all District Mental Health Staff & Coaches 

Step 2) Train Principals/Admin 

Step 3) Train Elementary Teachers 

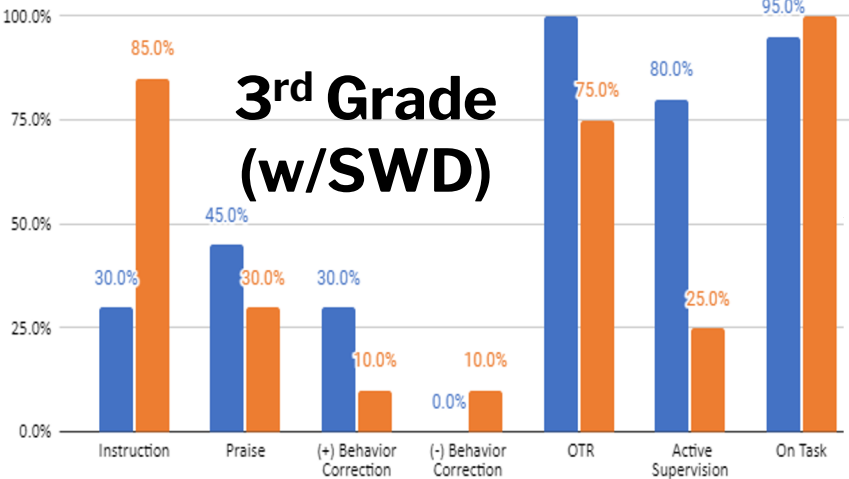
Step 4) Train Secondary Teachers

Classroom Support System SUCCESS Fall/Winter 2021



ESS Classroom A

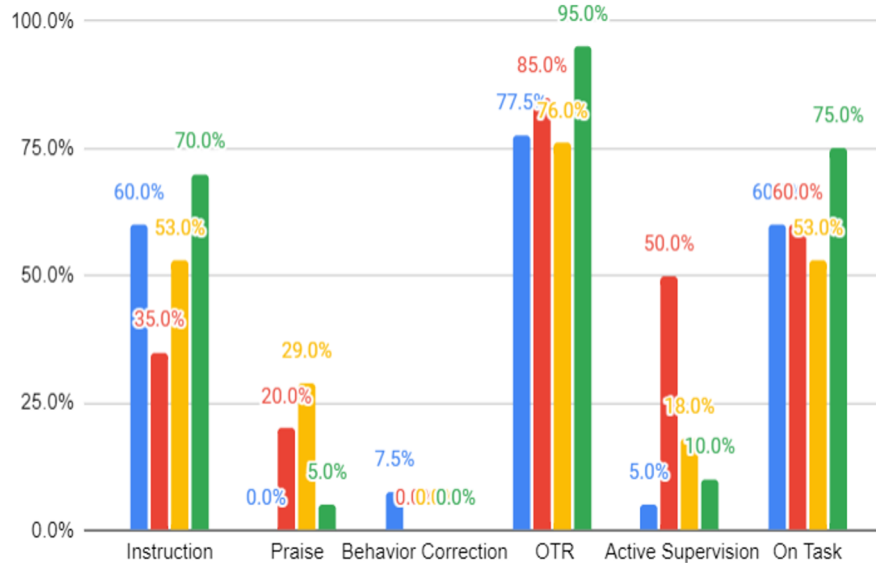
9/23/2021 9/27/2021



**3rd Grade
(w/SWD)**

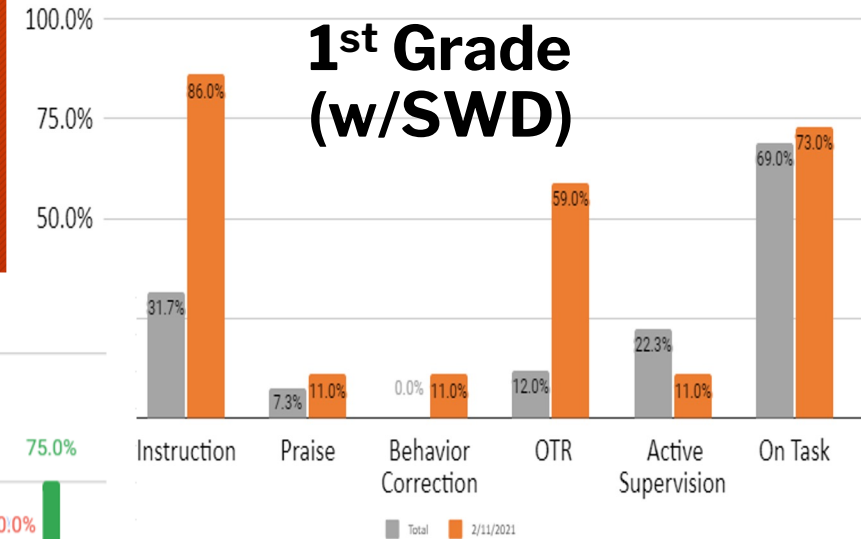
**Gr.
Kindergarten
(w/SWD)**

11/3/2021 11/8/2021 11/16/2021 12/2/2021



WSS Classroom 3

**1st Grade
(w/SWD)**

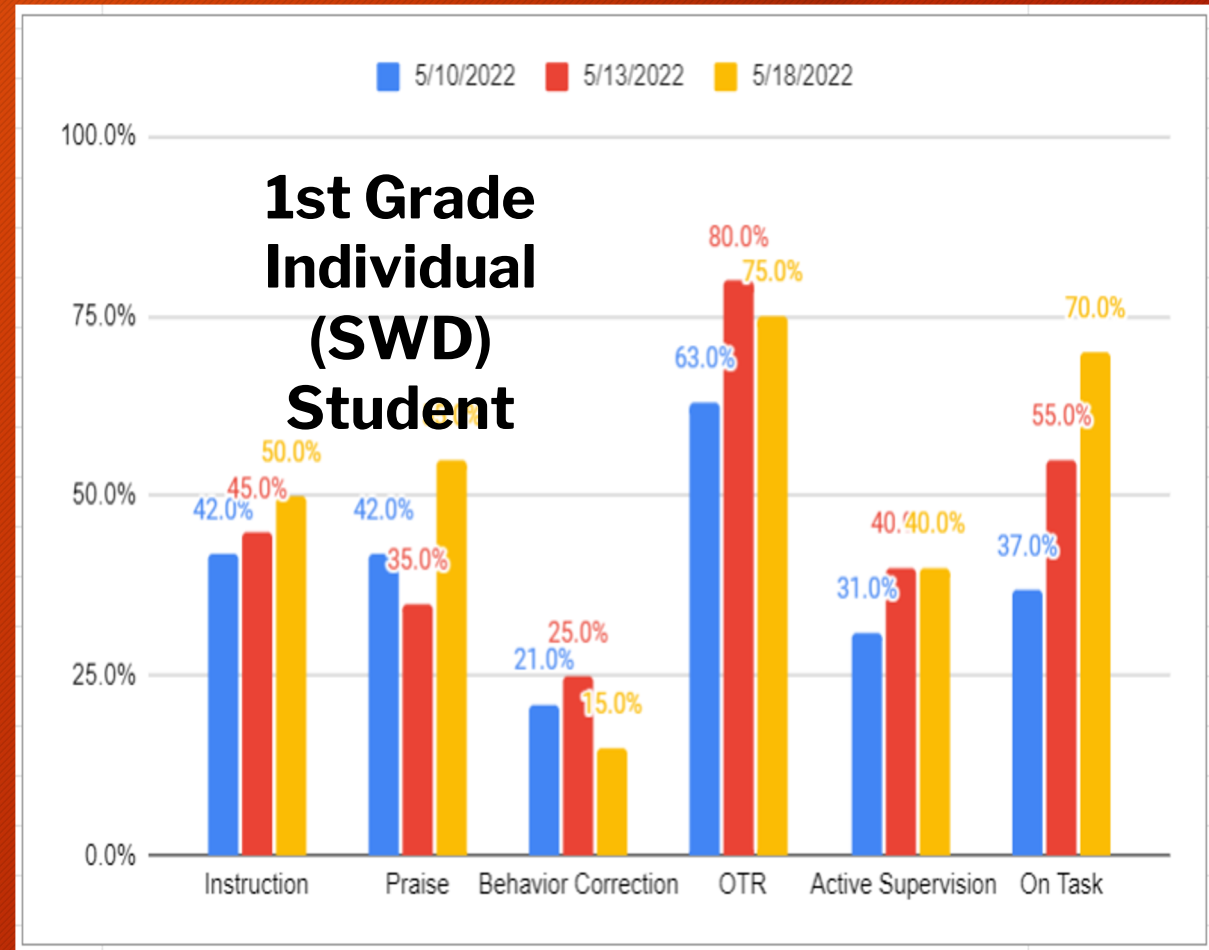
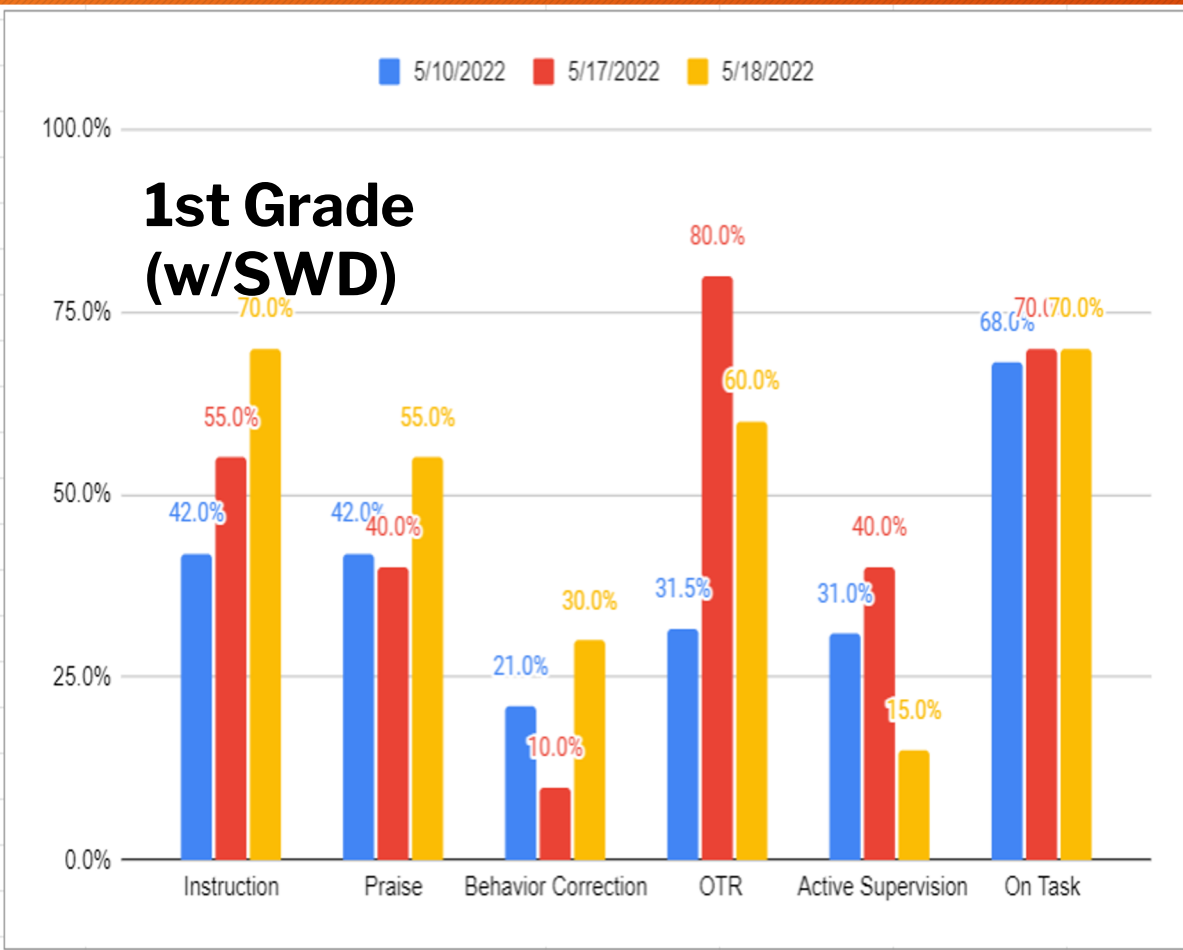


Total 2/11/2021

Classroom Support System SUCCESS Spring 2022



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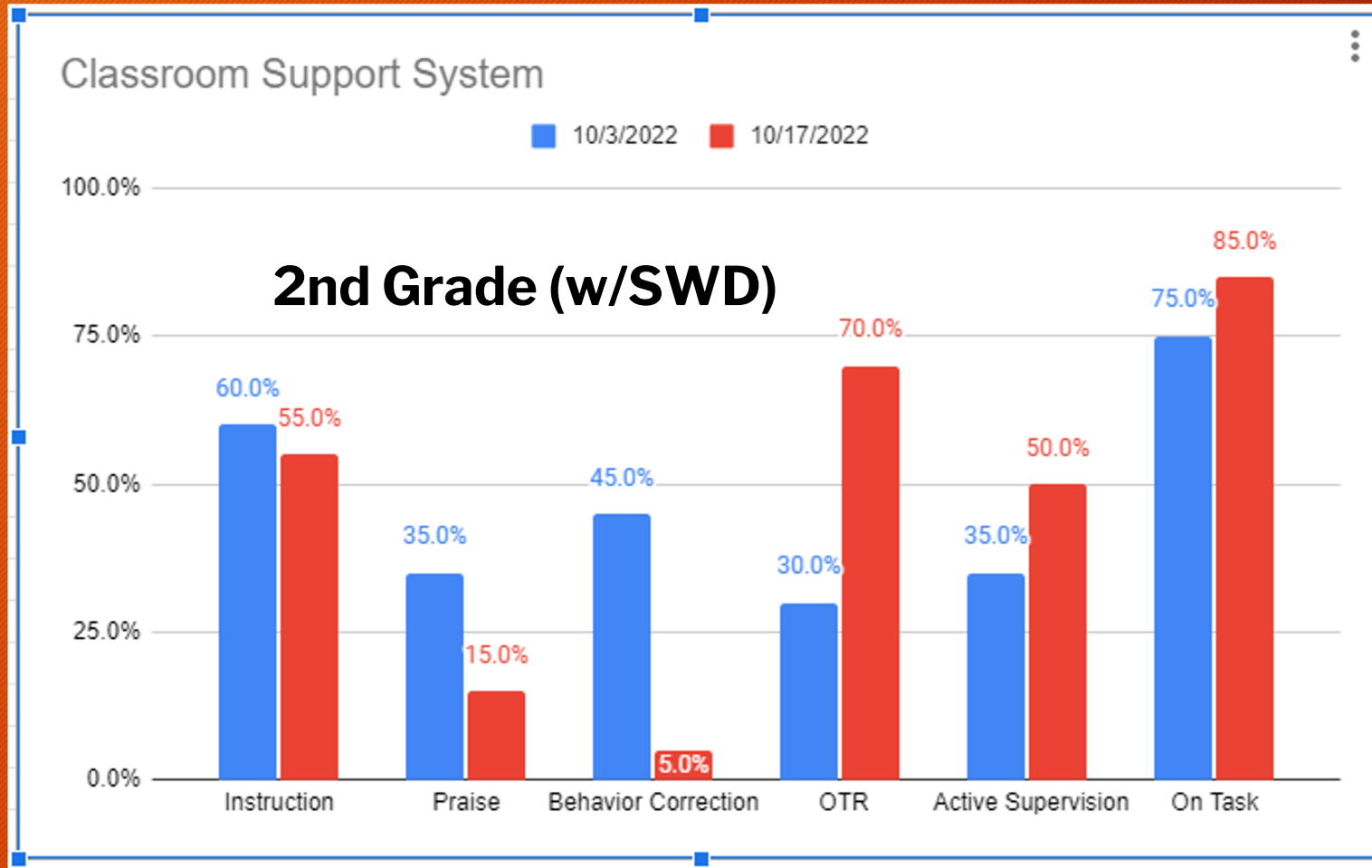


Classroom Support System

SUCCESS Fall 2022



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Classroom Support System

New Advancements/Modifications - Fall 2022



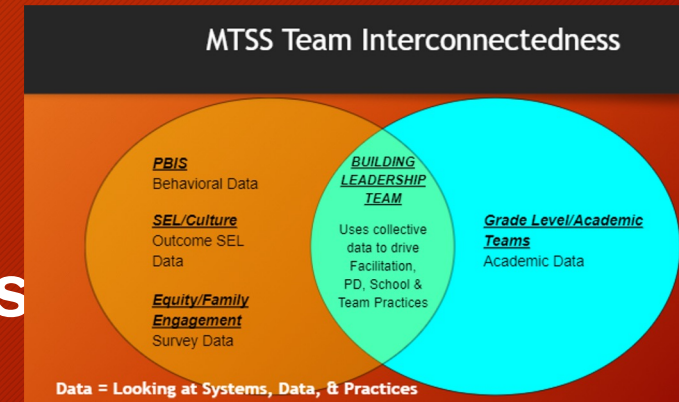
- ★ Tier 1 Screener for EVERY classroom (Fall and Spring) including integrated preschool classrooms and substantially separate programs
- ★ Guiding Questions for Data Based Decision Making at the Systems Level for Tier 1 & 2 using this as a data source
- ★ Developmentally appropriate definitions of ON-TASK for integrated preschool and students with Autism in our ABA substantially separate programs

Classroom Support System

NEXT STEPS



- ❑ Elementary Level using as a tier 1 screener for ALL classrooms Fall and Spring to target classroom support and Staff PD
- ❑ Train Secondary Level (*using the training sequence developed as part of the district process*)
- ❑ Continue to Interconnect with Tier 1 practices Academic MTSS leg (*for increased academic achievement*)
- ❑ Focus on Fidelity



MTSS SEL Intervention FIDELITY Checklist Tiers 1-3
ARE WE DOING WHAT WE SAID WE WERE GOING TO DO?

District Drivers for Classroom Level Success



These Tier 1 Classroom Level Systems, Data & Practices are a part of our Larger District Level Systems that Ultimately make them Sustainable

District Fidelity of Implementation



School-level MTSS/PBIS implementation is more successful when it's supported by district-level systems.

- By supporting multiple schools in the same area, districts create a shared vision, language and experience that makes everyone more effective
- Tiered Fidelity Inventory (TFI) to measure fidelity of implementation

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MTSS

Structure

Engagement
Strategies

Response to Intervention

Building
Equity/Family Engagement Team

Building
Leadership Teams

District
Equity Team

District
SEL Team

District
Strategy
Team

District
PBIS Team

District
Academic Team

Grade Level/Subject-Specific
Academic Teams

Building
PBIS
Team

Tiered
Interventions

Instructional Practices



Information
Funnels out &
Funnels In



Teaming



Representative, District & School Level, Data-Based Decision Making (DBDM) Teams:

All Teams:

- Administrators/Principal
- ALL MH staff roles
- BCBA's (for applied behavior expertise)
- Special Ed. Admin
- Teachers
- Family Engagement Teacher leaders
 - (with ways of incorporating family voice)

Some Teams:

- Community Outreach
- Community Partners
- Ways of Incorporating Youth Voice

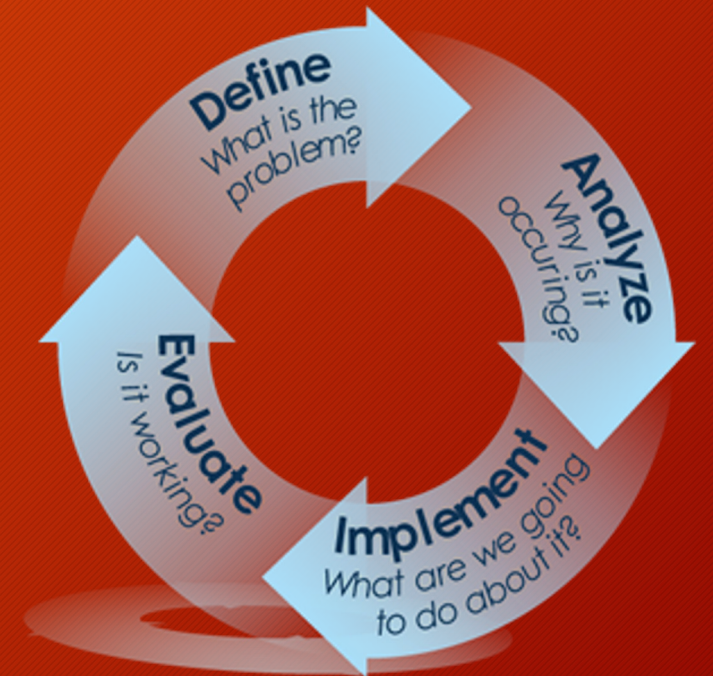
Data Based Decision Making



Adopted 4 Step Data Based Decision Making Process:

Identified:

- Common Data Sources
- Common Data Points (disaggregated by...)
 - Accountability Targets
 - Entrance Criteria for Tier 2 & 3
 - Marginalized Groups
- Guiding Questions
- Progress Monitoring Cycles
- Fidelity Tools & Checklists



Increased Applied Behavioral Expertise



- Full Time District Coordinator for MTSS/PBIS (BCBA)
 - Back ground in Applied Behavioral Expertise as Board Certified Behavior Analyst
 - Connected to District Central Office
- Increased School Level BCBA's to Building Based
- Conducted BRIEF FBA Training with ALL Mental Health
- Trained all behavioral responders (walkie-talkie) (mental health staff, BCBA's, administrators) in HLCBS Practices

As you probably know, PBIS is considered ABA at Scale

Technical Assistance



Leveraged Grants & Other Funding

MAY Institute:

- Consultation to District Coordinator for Capacity Building
- Attending District and School Level Team Meetings
- Providing PD



DESE Academy:

- Completed 3 years of SEL & MH MTSS Academy
- Year 1 of High School PBIS Academy

What Did Gardner do To Improve Classroom Systems, Data & Practices to Improve Outcomes with SWD Improved Systems

- District-wide fidelity of implementation across schools (TFI)
- Regular representative team-based (including all mental health staff, BCBA) data-based decision-making at the classroom level
- Increased Applied Behavior Expertise at the District and School Level
- Increased PBIS Technical Assistance
- Began to train all staff to implement HLCBS with fidelity



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“EVERY CHILD, IN EVERY CLASSROOM, EVERY DAY”



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Q&A



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Psychology CEs

