Supporting the Whole Health of the Student, One Student at a Time

Presenters:
Kassie Eafrafi – Area Director, Northern Human Services
Bob Thompson – Director, Berlin Public Schools Office of Student Wellness

Profiled Institution:
Berlin Public Schools
What is **Positive Behavioral Interventions and Supports**?

**PBIS** implementation involves prompting, modeling practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use relevant expected social skills for themselves and with others, school climates are described as more positive, and student-educator relationships are referred to as more trusting and respectful.

*PBIS is a framework for maximizing the selection and use of supports along a multi-tiered continuum that strengthens the social, emotional and behavioral competence of all students.*
What do students and educators gain in PBIS schools?

- All students develop and learn social, emotional, and behavioral competence, supporting their academic engagement.
- All educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.
PBIS – An intersection of 3 key elements

When PBIS is practiced with fidelity, positive outcomes are achieved by developing a framework with:

- Data that drives decisions
- Practices that support students
- Systems that support staff

Students are successful and school climate improves.
Berlin Public Schools PBIS –
What our Tiered System of Support looks like

PBIS HAS 3 TIERS OF SUPPORT
“Multiple tiers of supports in a framework designed to match different levels of need.”
Tier 1 supports – Universal

DELIVERED TO ALL- If what schools do to support positive behaviors for all is efficient, effective, relevant, and durable, 80-90% of students in the district will be successful socially, emotionally and behaviorally.

80-90% of students respond

Primary Prevention School and Classroom-Wide Systems for all Students, Staff, & Settings
Berlin Public Schools PBIS - How Tier 2 works

 Tier 2 supports – Targeted

A LITTLE MORE DELIVERED TO SOME – Behavior supports previously delivered to all students become reinforced in small group settings.

Secondary Prevention
Specialized Small Group Systems for Students with At-Risk Behavior

5-10% of students respond
Berlin Public Schools PBIS - How Tier 3 works

DELIVERED INDIVIDUALLY – Even more supports delivered to small numbers of students individually.

Tier 3 supports – Intensive

Tertiary Prevention Individualized Systems for Students with High-Risk Behavior

1-5% will need
Berlin Public Schools - PBIS Supports in place

**Primary Prevention - School/Classroom-Wide Systems for All Students, Staff, & Settings:**
- Positive Behavioral Interventions and Supports
- SEL curriculum (Early Childhood Programs, K-12)
- SAEBRS universal behavior risk screener (grades 1-8 & 10)
- Youth Risk Behavior Survey (grades 9-12)
- Positive Youth Development-based student groups
- Project SUCCESS Student Assistance Program Counselor (grades 9-12)

**Secondary Prevention - Specialized Group Systems for At-Risk Students:**
- Behavior Health Intervention Teams
- Mental Health Counseling
- Social-Emotional Learning small groups using SEL curriculum (K-12)
- Project SUCCESS Student Assistance Program Counselor (grades 9-12)
- Student Support Centers (K-8)

**Tertiary Prevention - Individualized Systems for High-Risk Students:**
- Behavior Health Intervention Teams
- Mental Health Counseling
- Wraparound social services
- Student Support Centers (K-8)

Programs and practices to support PBIS in Berlin Public Schools
“Our PBIS Mission is to be data driven, thoughtful, and strategic while developing and implementing a school-wide behavioral system designed to maximize positive social and academic behavior and minimize problem behavior.”
District contracts with local behavioral health agency
Agency staff attend BHIT meetings and provide direct student support 1 day per week
Fills gaps in district service provision, streamlines referral process to external service provider
Optimize Referrals to Behavioral Health Services

Staff Education Key to Identifying Students Most in Need of Support

Referrals primarily come from district staff, but can come from anyone in or outside of the school (e.g., parent, neighbor, community member)

Principals lead referral "walkthroughs" with school staff at the start of each year

"Walkthroughs" focus on:
- **Overview** of referral, service planning process
- **Identifying** internalized, externalized behaviors of concern
- **Being specific, clear** in articulating behavioral issues on referrals

**DO refer**—behavior that is observable, measurable
- Violent outbursts
- Social withdrawal
- Intense emotions (e.g., anger, fear, sadness)
- Chronic headaches, stomachaches

**Do NOT refer**—broad student circumstances, minor behavior infractions
- Parental separation, divorce
- Grandparent illness
- Not following directions
- Talking with peers during instruction
Standing Meetings Focus Attention on Behavioral Health Needs

Team Meetings Balance New Case Intake With Case Monitoring, Data Review

**BHIT\(^1\) Meeting Agenda**

- Discussion of relevant district policy or procedural information (as needed)
- **Weekly Review**
  - New cases
    - (30 Minutes)
  - Ongoing case updates
    - (30 minutes)
- **Monthly Review**
  - Implementation, effectiveness of universal supports

**New cases**
- Introduce student, provide case details, plan services and interventions *(e.g., behavior, academic supports)*

**Ongoing case updates**
- Interventions, services provided since last meeting
  - Overview of student, parent responses
- Progress on key student-level metrics
  - Behavioral incidents, behavior plan monitoring
  - Discipline referrals
  - Universal or diagnostic screening results
  - Academic progress
- Troubleshoot challenging cases, update interventions, service plan as needed

**Monthly Review of Universal Supports**
- PBIS Tiered Fidelity Inventory (TFI)
- Office discipline referrals, suspensions
  - Review data by sub-group *(e.g., race/ethnicity, gender, special education status)*
- Trends in behavioral screening data

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\(^1\) Behavioral Health Intervention Team.
**B_HIT**\(^1\) Enhances Capacity to Meet Student Needs

Diverse Professional Backgrounds, Team Approach Ensure Berlin Public Schools’ Students Access the Behavioral Health Supports They need

“*Our Behavioral Health Intervention Team is a relatively large group with lots of varied perspectives that we find make it more likely that we can, using a collaborative process, latch on to a best way forward to help students succeed behaviorally.*”

Bob Thompson, Program Manager, Office of Student Wellness

BERLIN PUBLIC SCHOOLS

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**Percentage of Students Receiving Treatment at Community-Based Behavioral Health Agency**

- Participation in treatment has leveled off around 10%
- District forms B_HIT
- Of students **are typically reviewed** by the B_HIT in a year

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<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2014</td>
<td>8.2%</td>
</tr>
<tr>
<td>2016</td>
<td>13.2%</td>
</tr>
<tr>
<td>2018</td>
<td>10.5%</td>
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</tbody>
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\(^1\) Behavioral Health Intervention Team.
1 in 3 students received school-based Behavioral Health services

Target = 20% of district population

- 18.3% in 15-16
- 36.3% in 17-18
Referrals result in Treatment Services

3 out of 4 referrals schedule and attend MH treatment

Target = 50% of referrals result in services

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals Resulting in Services (%)</th>
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<tbody>
<tr>
<td>15-16</td>
<td>88%</td>
</tr>
<tr>
<td>16-17</td>
<td>73%</td>
</tr>
<tr>
<td>17-18</td>
<td>100%</td>
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Supporting the Whole Health of the Student, One Student at a Time

Thank you

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Berlin Public Schools