



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

Presenters:

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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.

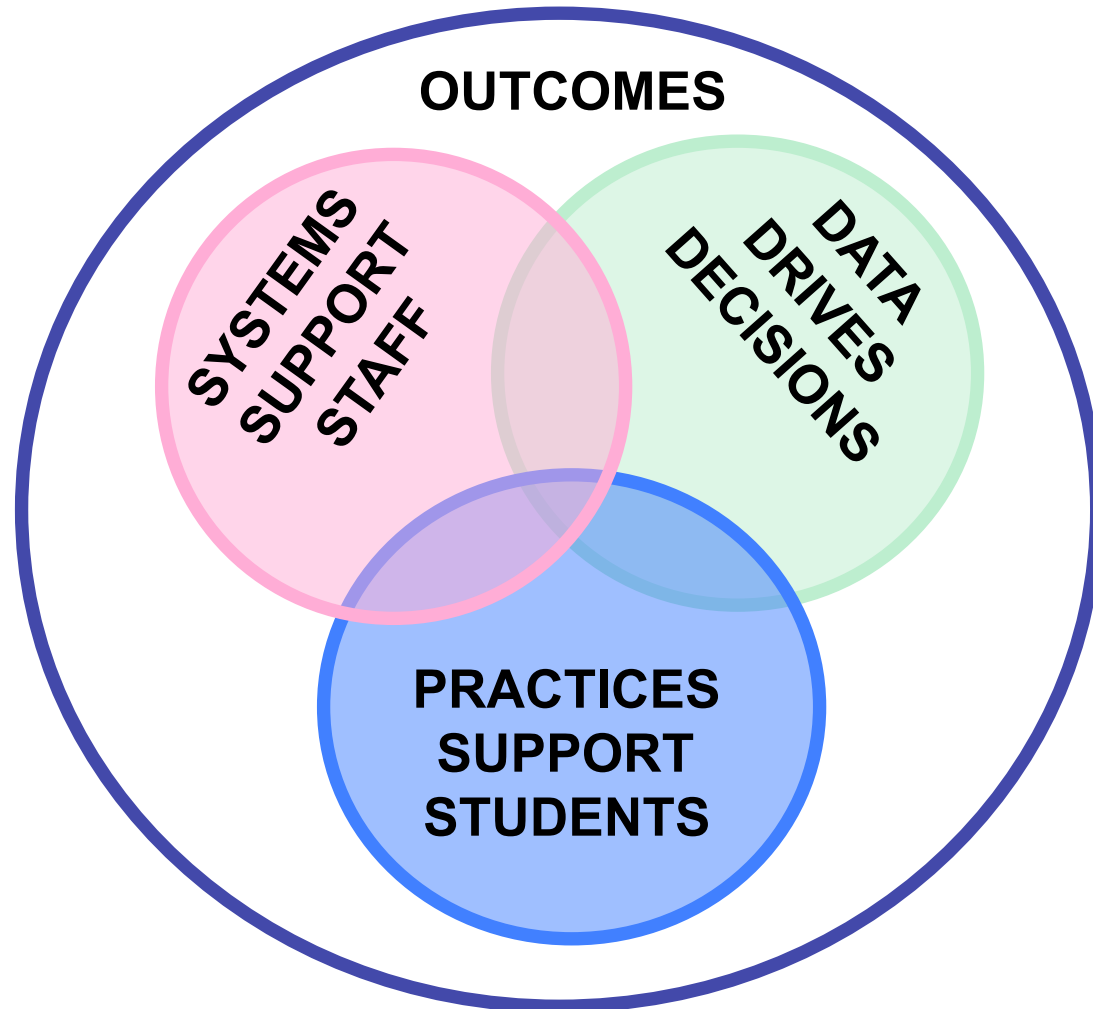
PBIS is a **framework** for maximizing the selection and use of **supports** along a multi-tiered continuum that **strengthens** the social, emotional and behavioral **competence** of all students.

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

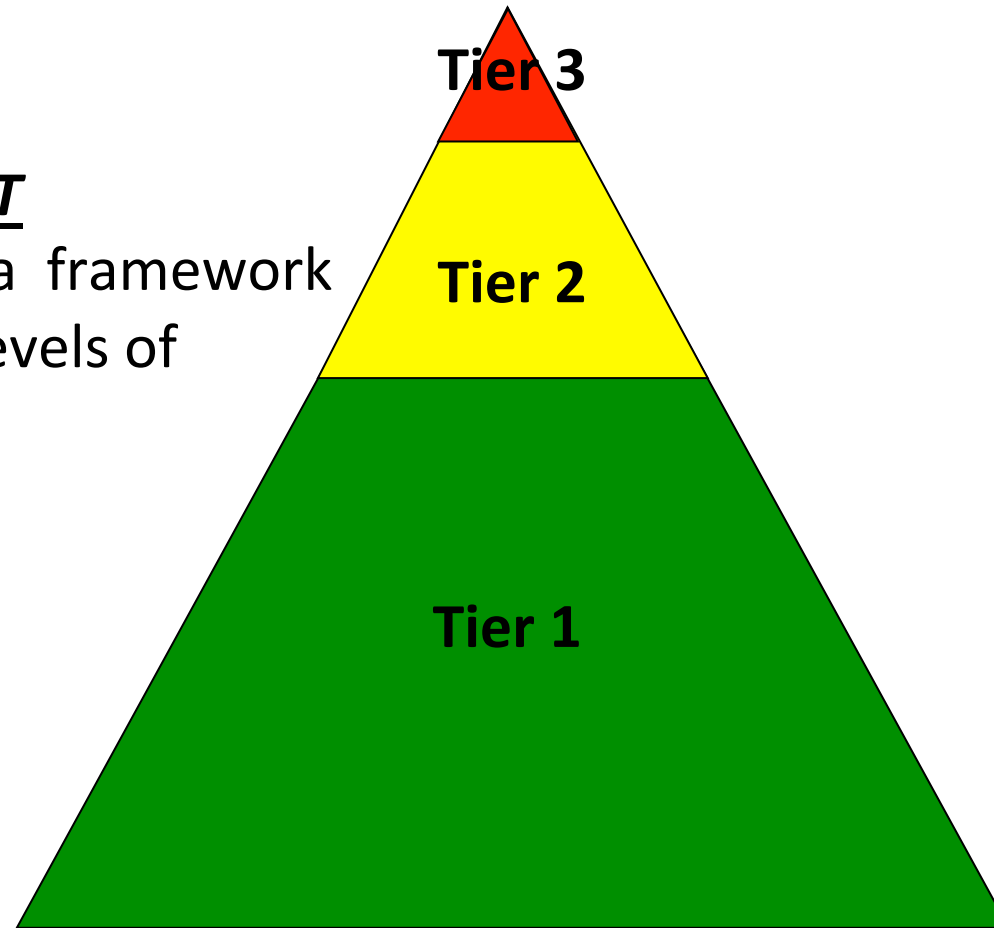
Students are successful and school climate improves.

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.”



Berlin Public Schools PBIS - How Tier 1 works



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.

Primary Prevention
School and Classroom-Wide Systems for all Students, Staff, & Settings

80-90% of students respond



**Tier 1 supports –
Universal**

Berlin Public Schools PBIS - How Tier 2 works



A LITTLE MORE DELIVERED TO SOME –

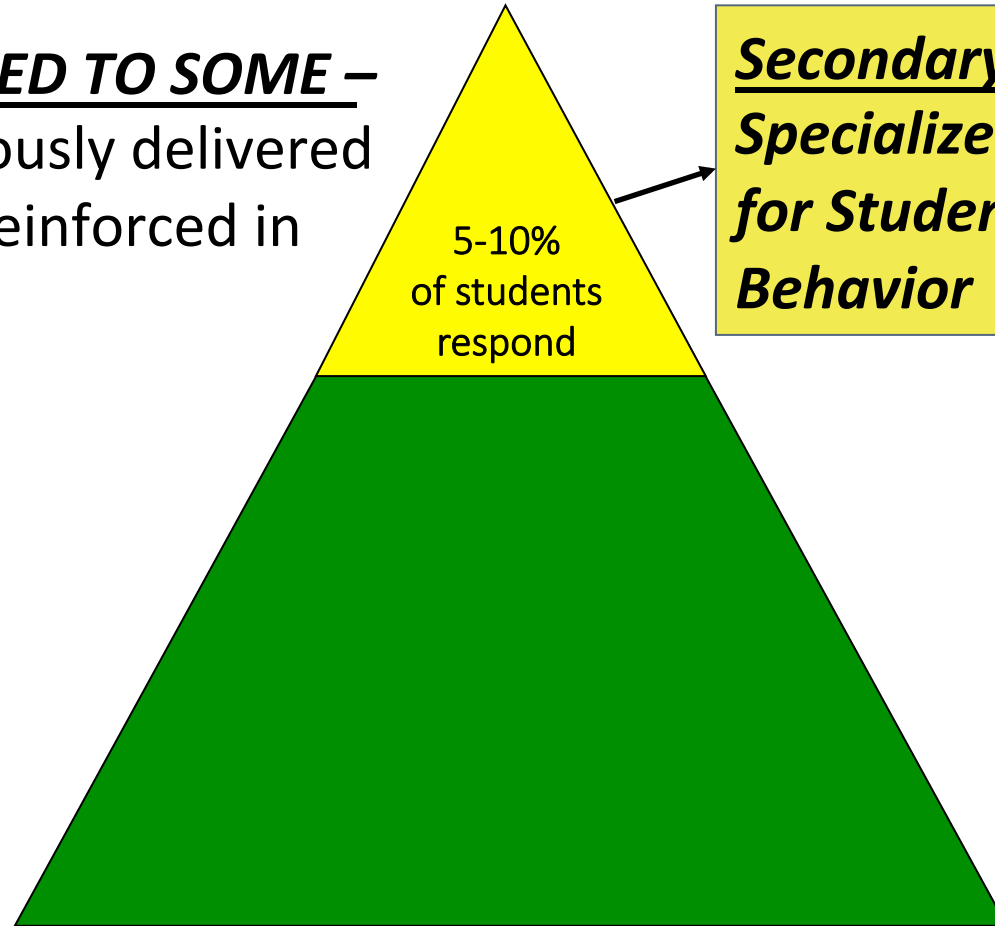
Behavior supports previously delivered to all students become reinforced in small group settings.

5-10%
of students
respond

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



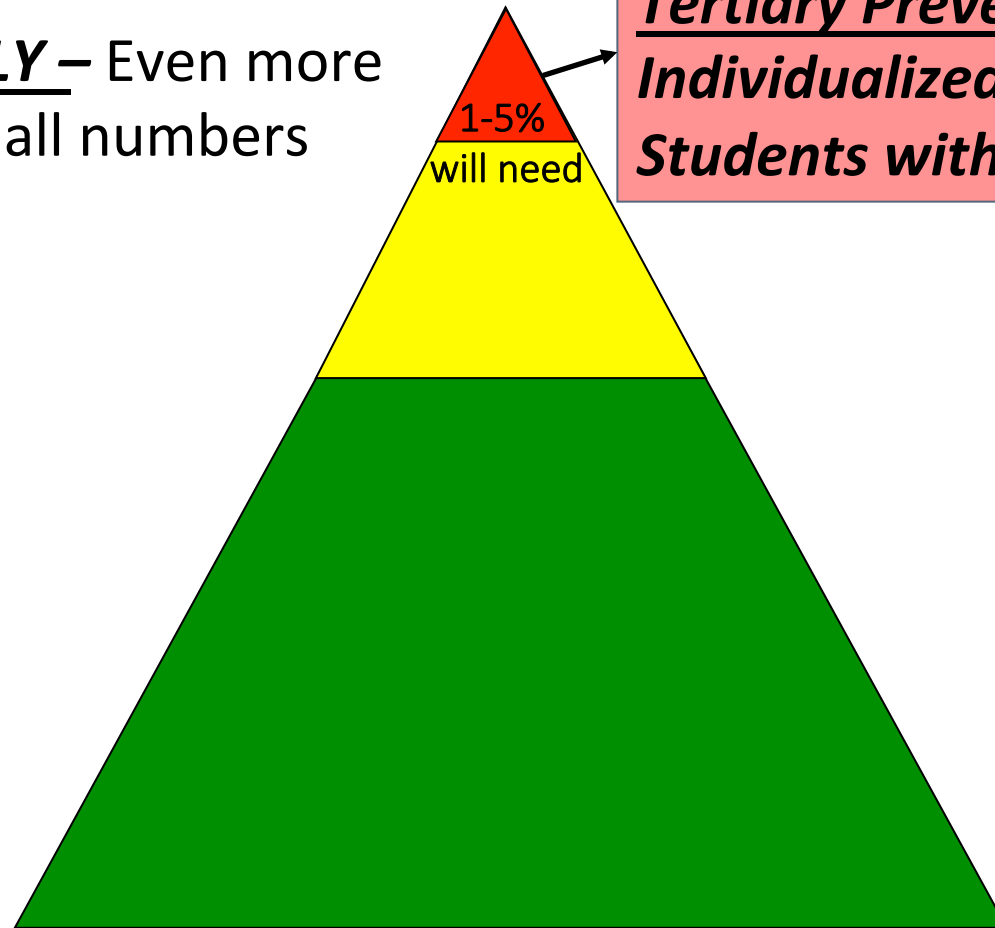
**Tier 2 supports –
Targeted**



Berlin Public Schools PBIS - How Tier 3 works



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



Tertiary Prevention
***Individualized Systems for
Students with High-Risk Behavior***



**Tier 3 supports –
Intensive**

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)

Programs and practices to support PBIS in Berlin Public Schools

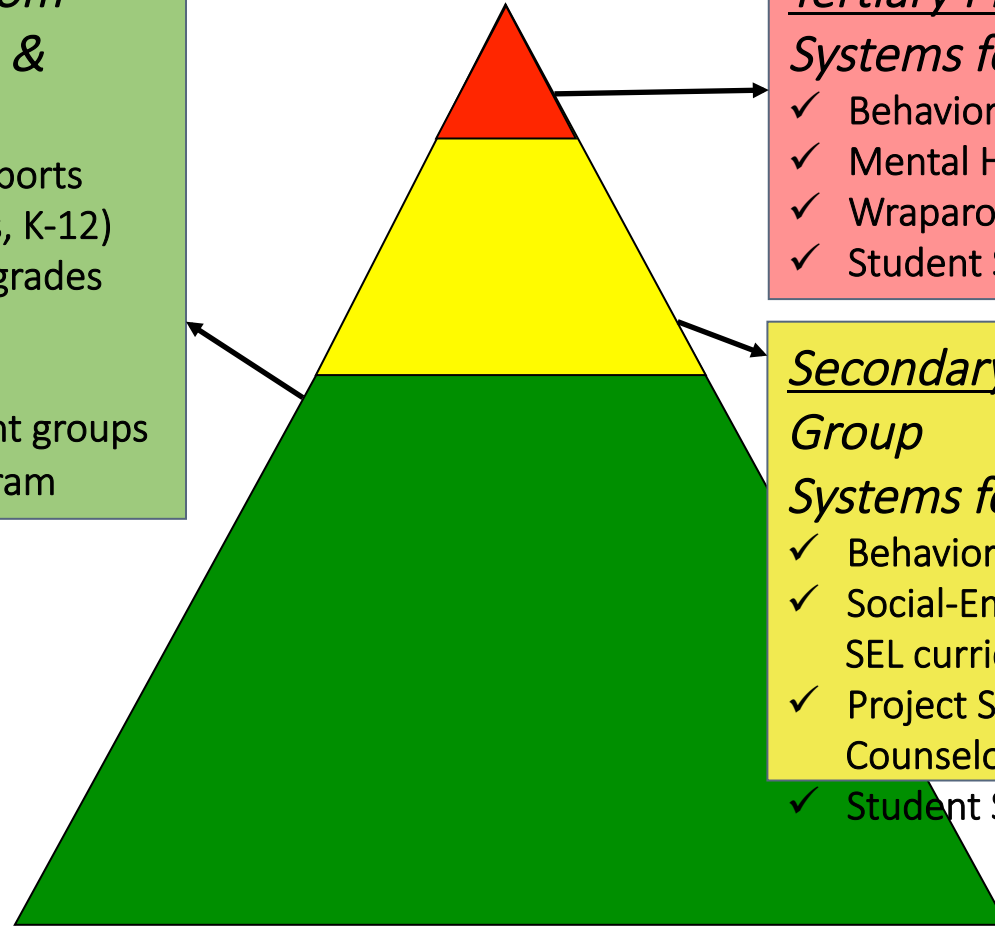
Tertiary Prevention - Individualized Systems for High-Risk Students:

- ✓ Behavior Health Intervention Teams
- ✓ Mental Health Counseling
- ✓ Wraparound social services
- ✓ Student Support Centers (K-8)

Secondary Prevention - Specialized Group

Systems for At-Risk Students:

- ✓ Behavior Health Intervention Teams
- ✓ Social-Emotional Learning small groups using SEL curriculum (K-12)
- ✓ Project SUCCESS Student Assistance Program Counselor (grades 9-12)
- ✓ Student Support Centers (K-8)



Berlin Public Schools - Our PBIS Mission Statement



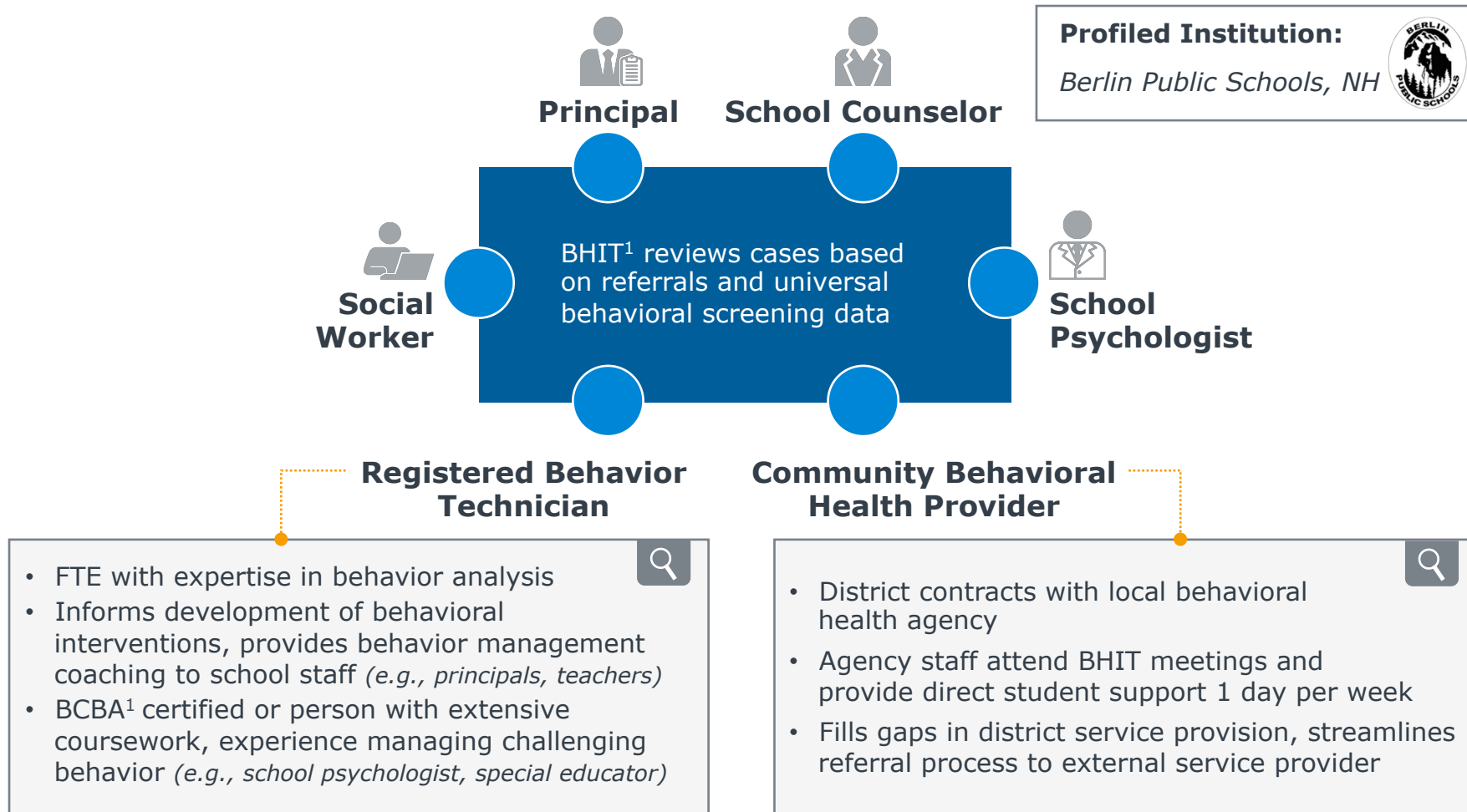
*“Our **PBIS Mission** is to be data driven, thoughtful, and strategic while developing and implementing a school-wide behavioral system designed to maximize positive social and academic behavior and minimize problem behavior.”*

Providing Coordinated Behavioral Health Support



Behavioral Health Intervention Team Leverages Cross-Functional Expertise

School-Level Teams Collaborate to Address Behaviors of Concern

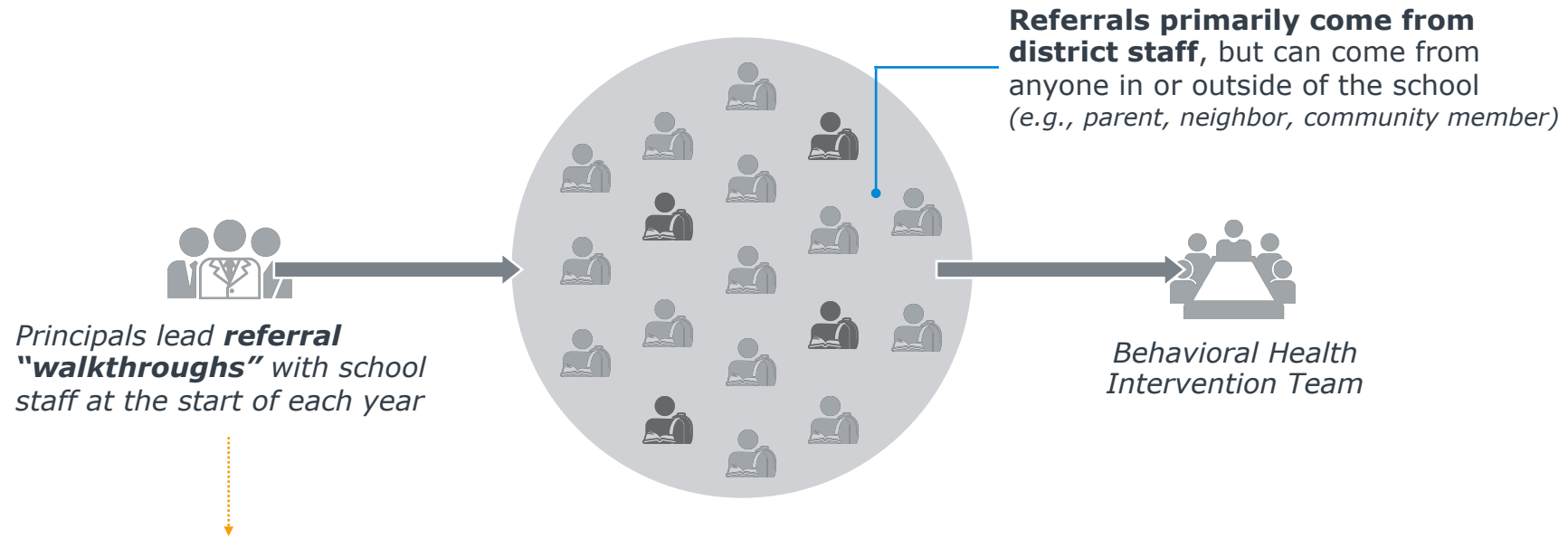


1) Board Certified Behavior Analyst.

Optimize Referrals to Behavioral Health Services



Staff Education Key to Identifying Students Most in Need of Support



"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

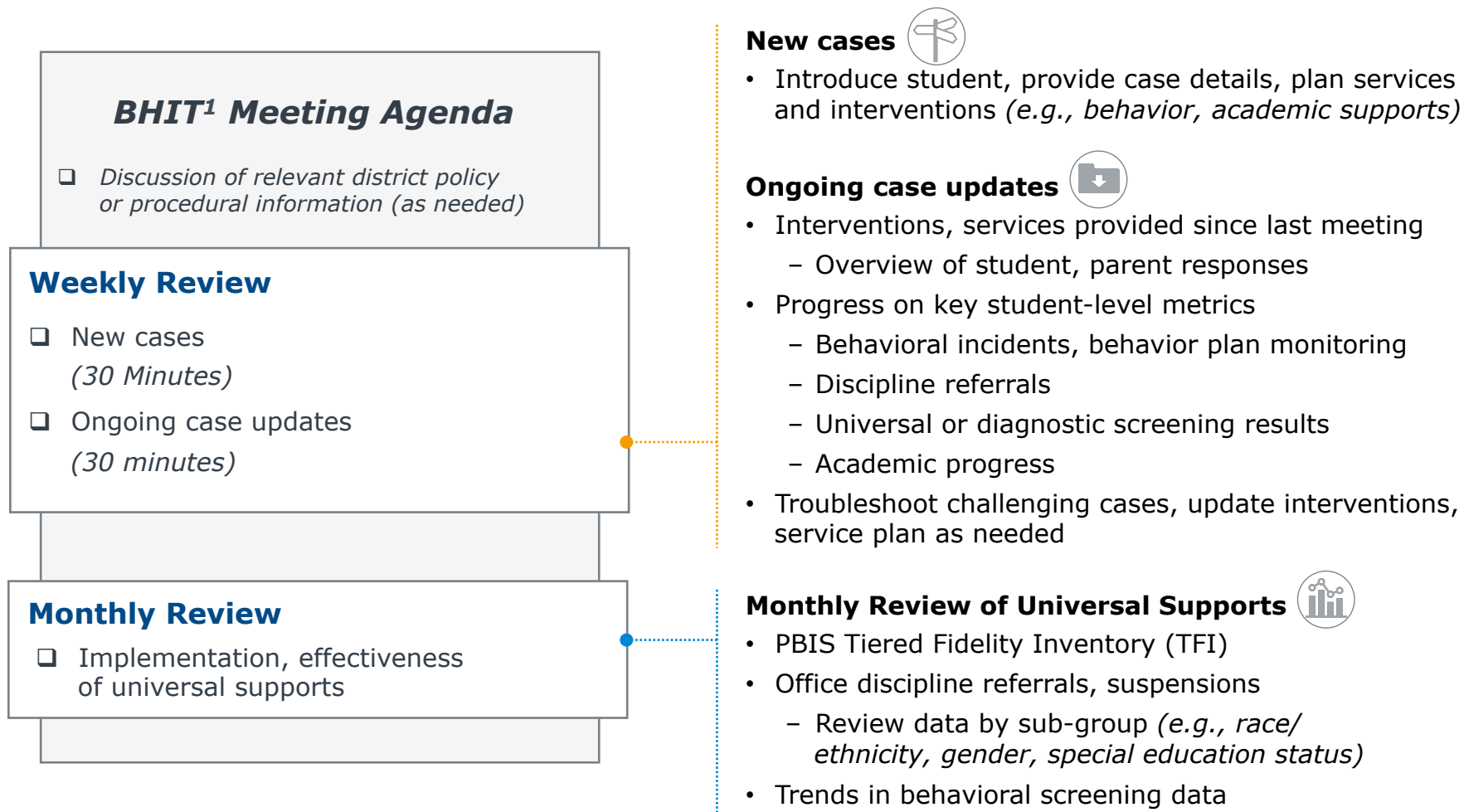
- x Parental separation, divorce
- x Grandparent illness
- x Not following directions
- x Talking with peers during instruction

Dedicated Time to Assess Student Needs, Progress



Standing Meetings Focus Attention on Behavioral Health Needs

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



1) Behavioral Health Intervention Team.

BHIT¹ Enhances Capacity to Meet Student Needs



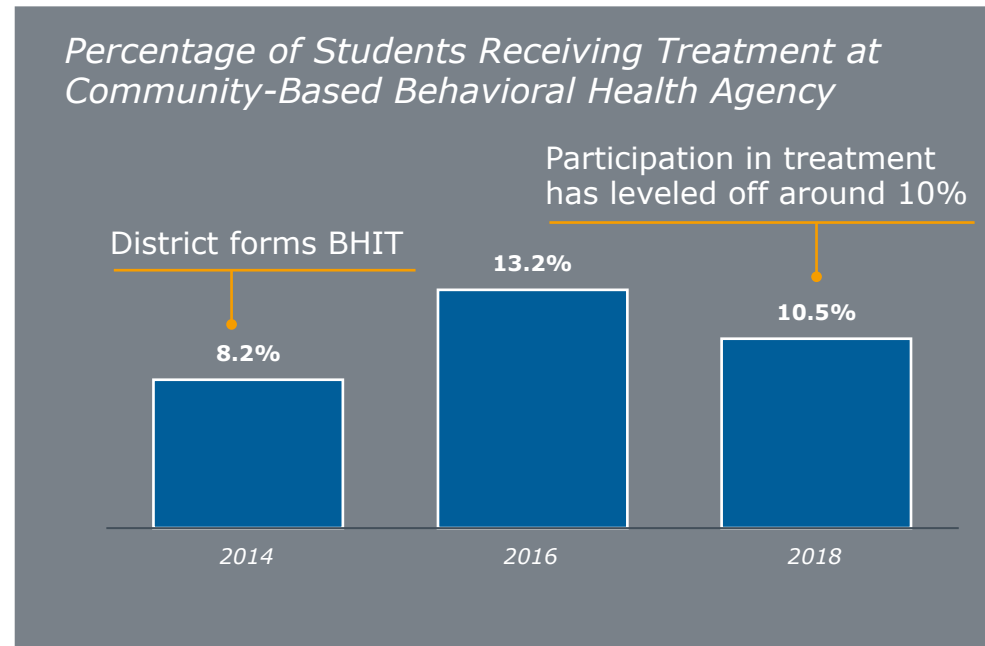
Diverse Professional Backgrounds, Team Approach Ensure Berlin Public Schools' Students Access the Behavioral Health Supports They need

15% Of students **are typically reviewed** by the BHIT in a year

“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

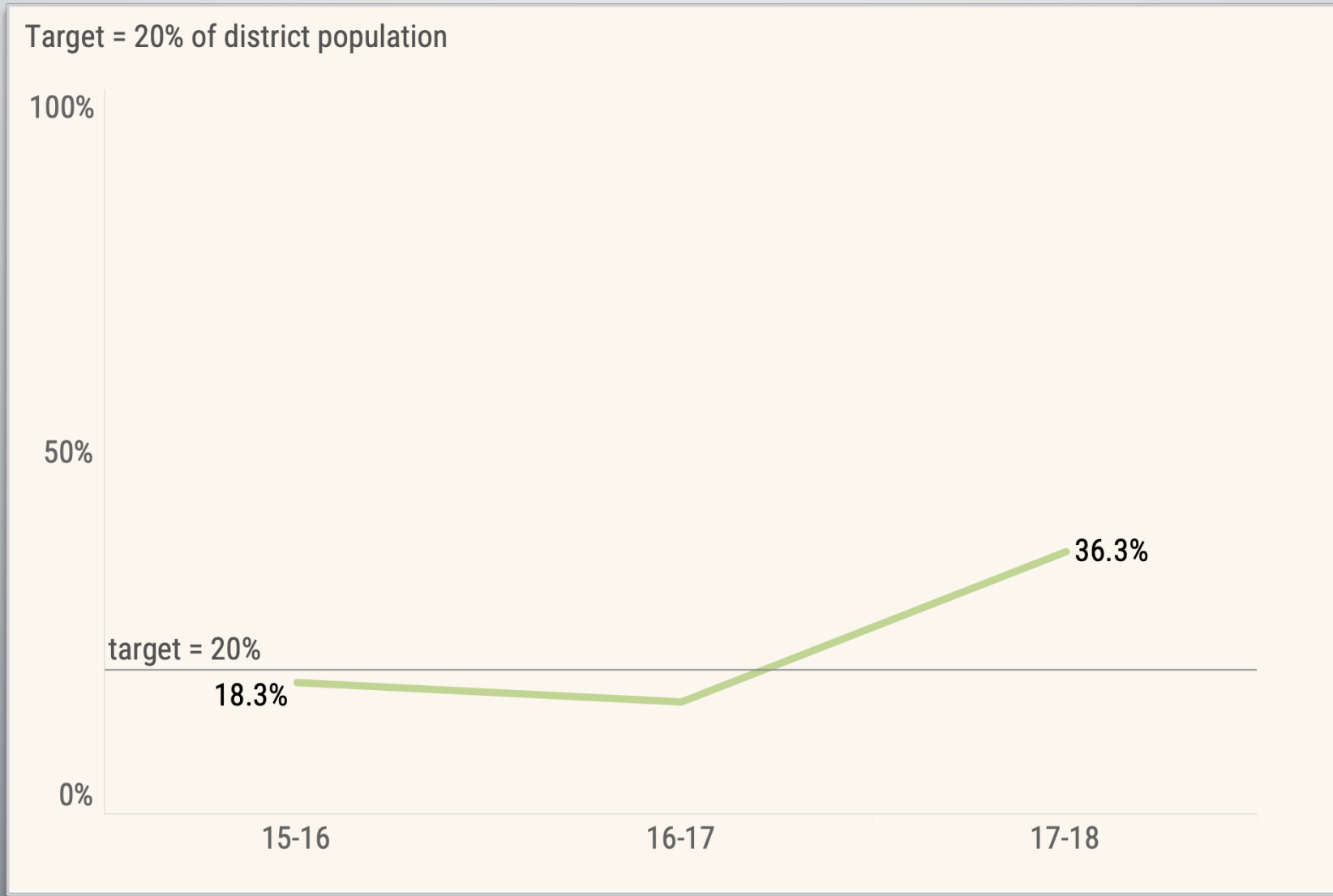


1) Behavioral Health Intervention Team.

the PBIS framework

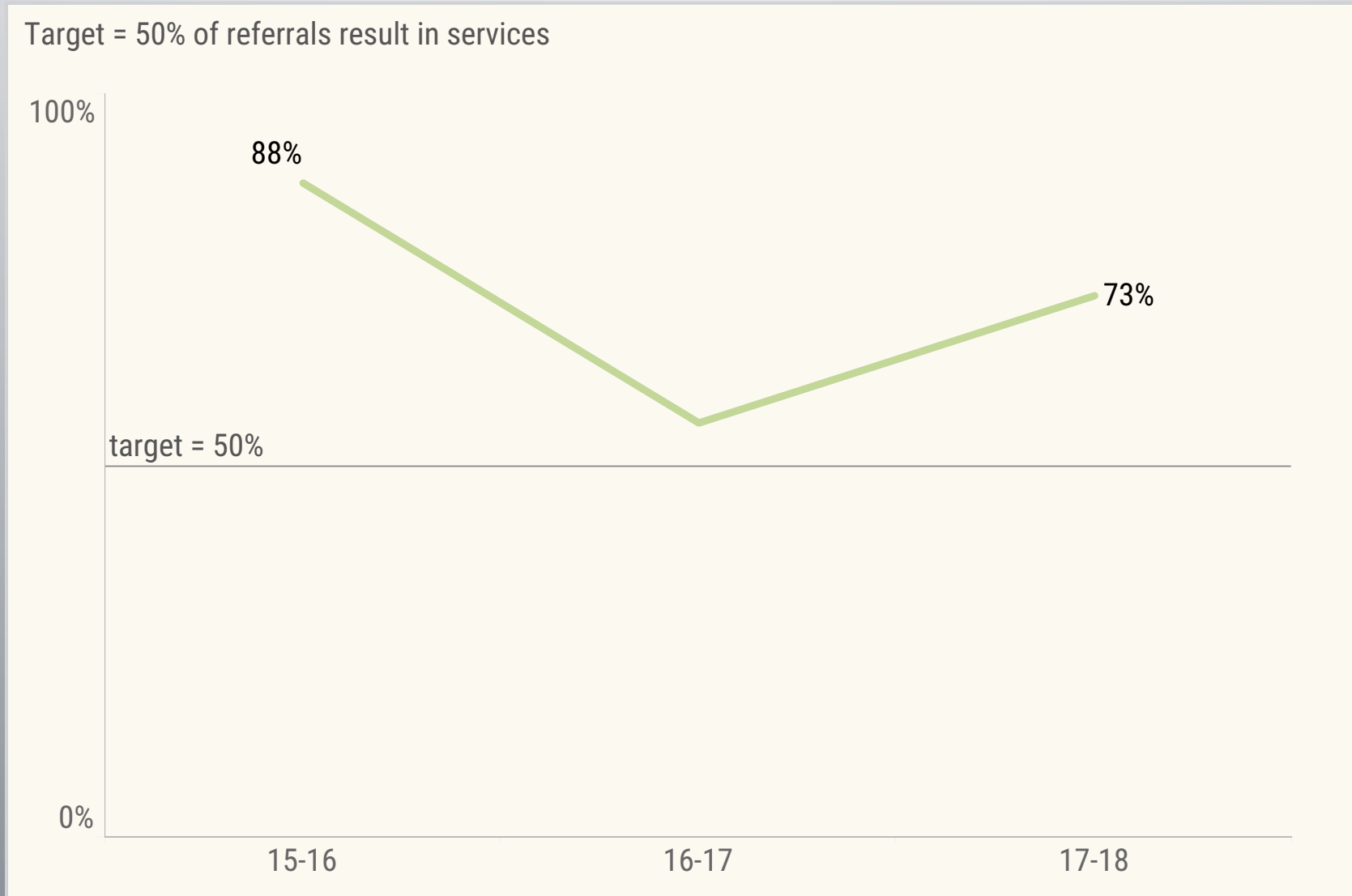


1 in 3 students received school-based Behavioral Health services



Referrals result in Treatment Services

3 out of 4 referrals schedule and attend MH treatment



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

Thank you

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