AGENDA

▲ **MTSS/PBIS Tier 2 Foundations**
▲ **PBIS and Trauma-Informed Features**
▲ **T2 Tiered Fidelity Inventory & Trauma-Informed Elaborations**
  ❖ TFI 2.1 & 2.2 Team Composition and Operating Procedures
  ❖ TFI 2.3 & 2.4 Screening & Request for Assistance
  ❖ TFI 2.8 Access to Tier 1 Supports
▲ **PD SIMULATION: Magic of the Matrix**
▲ **Appreciative Inquiry Coaching SIMULATION: Trauma-Informed Classroom Practices**

BUILDING COMMUNITY & RELATIONSHIPS

Positive Words Jar - app by Positive Words Research
POSITIVE WORDS IN A JAR

1. Go to link https://positivewordsresearch.com/positivewordsjar/
2. Scroll down to prompt: ***A jar filled with Positive Words starting with the first letter of your name***
3. Enter your lovely name in the below box.
4. Click ***show my jar with positive words***.
5. Write your three words on the jar.
6. Meet and greet in your preference breakout groups.
   Name and Position:
   My Positive Words Jar is filled with _____, _____ and _____ energy.

Who is in my group?	Positive Energy Words

DEFINING PURPOSE

centerhealthyminds.org

What is purpose?
- ▲ Purpose points to our underlying motivations.
- ▲ Purpose is the "WHY" we do the things we do; if you keep asking the WHY, you will find deeper motivations.
- ▲ Purpose is one of the most important predictors of well-being; it makes us healthier, empowered, more resilient, more engaged, and more deeply connected.
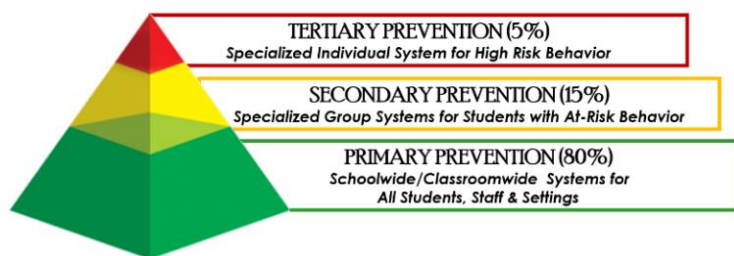- ▲ Purpose helps us define our goals and makes them worth doing.

What is an uplifting purpose that guides you? Narrow this down to a short word or phrase.	What part of your work are you most passionate about?	Who is a person who inspires you? Why do they inspire you?

Why do you want to integrate *Trauma Informed* strategies into existing Tier 2 practices and build coaching capacity for trauma-sensitive classrooms?	Why do you want to learn more about adapting Check-in/Check-out (CI/CO) to support students with internalizing behaviors?

"PURPOSE" SELF-MONITORING TOOL

Rate your Behavioral Expectations: 1 = somewhat 2 = almost 3 = strongly	Mind Vacation 8:30 a.m. – 10:00 a.m.			Dance Break 10:15 a.m. – 11:15 a.m.		
How **ENGAGED** am I with the content and activities?	1	2	3	1	2	3
How **INSPIRED** am I with the content and activities?	1	2	3	1	2	3
How **ALIGNED** is the content and activities to my purpose?	1	2	3	1	2	3

MTSS/PBIS TIER 2 FOUNDATIONS

TERTIARY PREVENTION (5%)
Specialized Individual System for High Risk Behavior

SECONDARY PREVENTION (15%)
Specialized Group Systems for Students with At-Risk Behavior

PRIMARY PREVENTION (80%)
Schoolwide/Classroomwide Systems for All Students, Staff & Settings

Tier 2 is designed to be implemented within a multi-tiered system of support and is grounded in and an extension of **Tier 1** implementation. Data is used to identify students at-risk for developing social emotional challenges or currently exhibiting low-level **internalizing and externalizing** challenging behaviors. The goal of Tier 2 implementation is to prevent or decrease problem behaviors.

Critical Features
- ⚠ Based on and integrated within existing school-wide systems
- ⚠ Continuously available – everyone knows how to implement the intervention(s)
- ⚠ Rapid access to intervention(s)
- ⚠ Provide additional instruction for student skill development
- ⚠ Continuous progress monitoring & fidelity checks

YES, AND....**Essential Intervention Elements**
- ⚠ Additional structure and predictability
- ⚠ Increased opportunity for feedback
- ⚠ Matched to student need (Behavioral function)
- ⚠ Low implementation effort and high impact

A TRAUMA-INFORMED APPROACH

Substance Abuse and Mental Health Services Administration (SAMSHA)

"Trauma is an **emotional response** to an adverse **event** that is **experienced** by an individual as harmful or threatening and has profound effects on the individual's functioning and well-being."

A trauma-informed approach for any system, including schools, adheres to the following **4 R's**:
1. **Realizes** the widespread impact of trauma and understands potential paths for recovery
2. **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system
3. **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices
4. Seeks to actively **resist re-traumatization**

MTSS/PBIS framework provides a strong foundation to integrate a trauma-informed approach through established school leadership teams, professional development practices, ongoing **coaching**, and data-based decision making.

At the **Tier 1** level, trauma is addressed by ensuring all aspects of the environment are informed by an understanding of trauma and designed to foster safety, resilience, mitigate impact, and support healing. Trauma-informed principles including creating a safe and supportive learning environment, building relationships, and direct instruction of school-wide-expectations including direct instruction of social emotional skills (self-awareness, social awareness, responsible decision making, self-management, and relationship).

The focus at the **Tier 2 level** is on increasing opportunities for skill development to students that need more to be successful. Targeted supports in a trauma-informed approach often focus on providing a double dose of instruction on self-regulation, problem solving, and other social emotional skills. It can also include increasing the reinforcement of those skills and building adult and peer relationships in the school.

Intensive or **Tier 3** supports focus on individualize, trauma-specific services in the school.

CROSSWALK of MTSS/PBIS Practices and Trauma Informed Features
Adapted from Center on PBIS | Resource: Integrating a Trauma-Informed Approach within a PBIS Framework

Tier 1 Practices	Creates Safe, Predictable, & Consistent Environments	Promotes Belonging & Relationship Development	Teaches & Reinforce Social/Emotional / Behavior Competencies	Supports Cognitive, Emotional & Behavioral Regulation
Defined and teaching school-wide expectations	X	X	X	X
Feedback and acknowledgement	X	X	X	X
Positive Classroom Behavior Supports	X	X	X	X
Defined Problem Behavior	X	X		
Continuum of Response to Inappropriate Behaviors	X	X	X	X
Tier 2 Practices	Creates Safe, Predictable, & Consistent Environments	Promotes Belonging & Relationship Development	Teaches & Reinforce Social/Emotional / Behavior Competencies	Supports Cognitive, Emotional & Behavioral Regulation
Check-in Check-out (CICO)	X	X	X	X
CICO Adaptations	X	X	X	X
Social/Emotional/Behavioral Skill Groups	X	X	X	X
Academic Skill Groups	X	X	X	X
Tier 3 Practices	Creates Safe, Predictable, & Consistent Environments	Promotes Belonging & Relationship Development	Teaches & Reinforce Social/Emotional / Behavior Competencies	Supports Cognitive, Emotional & Behavioral Regulation
Efficient/Simple FBA Support Plans	X	X	X	X
Comprehensive/Complex FBA Support Plans	X	X	X	X
Wrap Around/Person-Centered Planning	X	X	X	X

DISCOVER/Appreciating: *"What are some of your strengths you can celebrate and learn from? What changes are you seeing that excite you and give you a sense of the confidence in possibilities?"*

Tier I	Tier 2	Tier 3

DREAM/Envisioning Impact: *"What made this possible? How can you build upon these strengths?*

Tier I	Tier 2	Tier 3

DESIGN/Co-Construction: *"What are your deepest hopes? How can you keep moving forward?*

Tier I	Tier 2	Tier 3

APPRECIATIVE INQUIRY (Ai)

The ability to recognize the best in a system and utilize those strengths to discover new possibilities and results.

In a nutshell, **Ai** helps MTSS/PBIS teams to…

- promote a positive emotional climate by focusing on what works.
- support how to overcome obstacles and negative thought patterns.
- encourage insight to build a common vision using questions that turn attention to past, present and future success.
- invite inquiry about "what is working", valued experiences, and lessons learned.
- celebrate successes to build upon by looking at all the structures, and procedures supporting a shared vision and to develop a way forward.

Ai shifts MTSS/PBIS coaching practices to…

- involve the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential.
- acknowledge and value the existing capacities, strengths, and successes.
- open collaboration identifying opportunities and design how to get there.

The five step **Ai** Coaching Conversation Process

1. DEFINE/COMMON GROUND/*Affirm area to be inquired in to& set the direction to what will be achieved*
- ▲ "How do we …. (achieve the desired outcome)?
- ▲ A practical format for stating the affirmative topic
- ▲ This is the stage where you plan your appreciative inquiry process

2. DISCOVER/ APPRECIATING/*We have been doing this*
- ▲ Inquire into the best experiences into the topic.
- ▲ Craft questions about the times when people felt alive, engaged, worthwhile, when they produced great results and achievements
- ▲ Also ask what is important to people about these experiences to discover the values that motivate them ; the factors that made this exceptional performance possible

3. DREAM / ENVISIONING IMPACT/*We have worked on this*
- ▲ What is possible or how to get there (without limits or concerns)
- ▲ The aim is to define a positive image of the future and to open new possibilities of action that are not constrained to assumptions that might have lead to existing problems
- ▲ The key question is not what the future will be but what will it be like
- ▲ It can be about generating ideas about possible actions to take you closer to the dream.

4. DESIGN / CO-CONSTRUCTION/*This is where we are headed*
- ▲ Develop options to bring the dream vision or parts of it into reality
- ▲ This may involve redesigning planning structures and processes or systems so it becomes capable of supporting the vision

5. DEPLOY / SUSTAINING/*We will move to this thoughtfully and successfully*
- ▲ This is about committing to taking action about the selected design

▲ Maybe formal action planning or small changes that can be immediately made
▲ This stage is about actually implementing the chosen changes and learning from the experience and implementation

Appreciative Inquiry Coaching Conversation Process

DEINITION/Common Ground	Define what specifically is desired.
Topic to work on. Define the intention of the coaching experience.	

DISCOVERY/Appreciating	Appreciate and share feeling about strengths and successes.
What is already working? What are our strengths?	

DREAM/Envisioning Impact	Discuss shared experience(s) that are inspirational and motivating.
Overall vision. What would work well in the future?	

DESIGN/Co-Construction	Identify actions to reach a given goal. Create "what will be".
Options to make it happen. What actions do we take to make this happen?	

DEPLOY/Sustaining	Shift actions to reality and determine desired optimistic outcome.
Delivery defined as the doing, the planning, and the learning. How will we learn, adjust, and improve?	

T2 Tiered Fidelity Inventory (TFI) with Trauma-Informed Elaborations

TFI 2.1 Team Composition:

Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.

TFI 2.2 Team Operating Procedures:

Tier II team meets at last monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

ISF Enhancements

Tier 2 teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders. Tier 2 team includes those who have the authority to allocate resources, develop policies and commit to necessary and critical changes in how both school and community employed personnel function at the school and student level (i.e., school-based clinicians). Teams review community and school data to inform decisions regarding which evidence-based interventions are selected along the continuum of Tier 2 supports.

Trauma-Informed Elaborations

Tier 2 team works collaboratively with leaders to continuously assess student needs, implement programs, and eliminate, adjust, replace programs at advanced tiers to increase their impact on students.

Ineffective programs or practices are eliminated.

Multi-disciplinary T2 Team Roles and Responsibilities

- ▲ Coordinates and monitors interventions for groups of students needing support beyond Tier 1
- ▲ Ensures data-based selection of evidence-based practices for small groups of students
- ▲ Monitors and ensures timely access for students identified through data and/or request for assistance from student, family, or staff
- ▲ Reviews how many interventions are in place, how many students are supported through each intervention, and how many of those students are responding

Expanded Teams to Ensure Trauma Expertise Guides and Informs Multi-tiered Systems

- ▲ Align all SEB approaches through one system requires one district leadership team that includes community providers and family/youth representation (see Weist, Garbacz, Lane, & Kincaid, 2017).
- ▲ Similar merged teams should be established at the school level as well, ensuring that all mental health related initiatives are facilitated through one set of teams.
- ▲ District and school-level teams can ensure the capacity to integrate trauma- informed approaches by including individuals who know about trauma, its prevalence, and impact on students and the evidence-based practices for supporting students.
- ▲ Teams should consider community context when expanding teams. Once trauma expertise is added to teams, they can begin assessing their current structures and using expanded data to determine how to integrate trauma-informed practices into their school-wide instruction.

Appreciative Inquiry Coaching Questions

DEFINE/Common Ground	Define what specifically is desired.
I would like to ask you some questions regarding your MTSS/PBIS Tier 2 Leadership Team to support your work with Integrated Systems Framework (ISF) enhancements and Trauma-informed elaborations.	
DISCOVER/Appreciating	Appreciate and share feeling about strengths and successes.
What are your Tier 2 Leadership Team strengths when considering a trauma-informed approach ?	
DREAM/Envisioning Impact	Discuss shared experience(s) that are inspirational and motivating.
Are there any moments the Tier 2 Leadership Team has experienced that have been inspirational and/or motivating with regards to ISF enhancements and/or Trauma-informed elaborations?	
DESIGN/Co-Construction	Identify actions to reach a given goal. Create "what will be".

To reach the goal of this team to integrate trauma-informed practices into school-wide instruction and Tier 2 interventions, what must we do?

DEPLOY/Sustaining	Shift actions to reality and determine desired optimistic outcome.

How will we learn, adjust, and improvise this plan to reach even better results?

T2 Tiered Fidelity Inventory (TFI) with Trauma-Informed Elaborations

2.3 Screening

Tier II/III team uses decision rules and multiple sources of data (e.g., ODR's academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.

2.4 Request for Assistance

Tier II/III planning team uses a written request for assistance form and process that are available to all staff, families, and students.

ISF Enhancements

School-wide screening protocol includes a process to identify both internalizers and externalizers. Data from screening and Tier II decision rules are used to select appropriate evidence-based intervention (e.g., if a small group of students are experiencing anxiety, an intervention specifically aligned to teach coping skills is selected).

Written procedures are shared with staff, families, and students regarding how to access the continuum of interventions. All available interventions, regardless of who facilitates/delivers them, are included in one request for assistance process.

Trauma-Informed Elaborations

The process for identifying students for Tier 2 supports, typically, relies on existing data sources and provides information regarding function of behavior.

Teams will continuously monitor trends looking for patterns at the population level to detect when large numbers of students are demonstrating similar behaviors (e.g., chronic absences, tardies in specific classrooms, self-report of anxiety) which would indicate the need to problem solve at the Tier 1 level.

- ▲ Uncover students with internalizing needs by looking at attendance, tardiness, behavior referrals, suspensions, grades, visits to nurses' office and loitering in hallway
- ▲ Examine effects of exclusionary responses (do practices escalate behavior?)
- ▲ Referral procedures include ways to track students leaving their instructional environment so the needs of youth with internalizing as well as externalizing challenging behaviors inform the behavior definition process.
- ▲ Use of parent screeners for transitioning students.
- ▲ School-wide screening protocol includes a process to identify both internalizers and externalizers.
- ▲ Data from screening and Tier 2 decision rules are used to select appropriate evidence-based intervention (e.g., if a small group of students are experiencing anxiety, an intervention specifically aligned to teach coping skills is selected)
- ▲ There are written procedures that are shared with staff, families, and students regarding how to access the continuum of interventions. ALL available interventions, regardless of who facilitates/delivers them, are included in one request for assistance process.

Appreciative Inquiry Coaching Questions

DEFINE/Common Ground	Define what specifically is desired.

I would like to gather information about your trauma-informed screening and request for assistance process.

DISCOVER/Appreciating	Appreciate and share feeling about strengths and successes.

What have been some successes with regards to ISF enhancements for screening and request for assistance?

DREAM/Envisioning Impact	Discuss shared experience(s) that are inspirational and motivating.

What system challenges or roadblocks have you overcome?

DESIGN/Co-Construction	Identify actions to reach a given goal. Create "what will be".

What is your next step(s) for refining your screening and request for information system to reflect ISF enhancements and trauma-informed elaborations?

DEPLOY/Sustaining	Shift actions to reality and determine desired optimistic outcome.

What will be the checks to put into place to ensure we are moving forward with our action plan?

T2 Tiered Fidelity Inventory (TFI) with Trauma-Informed Elaborations

2.8 Access to Tier 1 Supports

Tier II supports are explicitly linked to Tier 1 supports, and students receiving Tier II supports have access to, and are included in, Tier 1 supports.

ISF Enhancements

The availability of Interventions that foster pro-social and coping skills, emotional regulation and management, allow students more opportunities for success across settings. All staff, families, and students are aware of interventions, understand their role and actively participate in the intervention, and encourage the transfer of knowledge of key aspects of the intervention across home, school, and community.

Resource Mapping of current practices, programs, and initiatives include current and potential collaborations and partnerships with community programs/initiatives (e.g., girls and boys clubs, parks and recreation, library, local mental health).

TIER 2 builds on Tier 1 Supports:

Foundation: Establish expectations, routines, and rules
Prevention: Active Supervision, Opportunities to Respond, Acknowledgement, Prompts & Precorrections
Response: Instructional and Restorative Error Correction

MATRIX MAGIC 101

#1 Framing
#2 Doing it Together
#3 Applying
#4 Acknowledging
#5 Prompting
#6 Responding
#7 Self-Monitoring
#8 SEL Alignment

Classroom BEHAVIORAL MATRIX	Routines and Procedures		
Operationalize the Prosocial Skill to Teach:	"What would you see and hear?"	"What would you see and hear?"	"What would you see and hear?"
SW Positive Behavioral Expectations			

FOUNDATIONS Establish expectations, routines, and rules	Creates Safe, Predictable, & Consistent Environments	Promotes Belonging & Relationship Development	Teaches & Reinforce Social/Emotional / Behavior Competencies	Supports Cognitive, Emotional & Behavioral Regulation
🔺 Classroom expectations, routines and rules are aligned with school-wide expectations, age-appropriate and operationally defined. 🔺 Classroom matrix includes coping strategies, emotional regulation, mindfulness, and well-being strategies to all students. Use your data to identify the types of skills students need (e.g., trauma, anxiety, depression). 🔺 Prosocial behavior skills are taught and retaught to build fluency. 🔺 Students are included in the design and revision of expectations.				

HOW FOUNDATIONS supports students impacted by trauma

🔺 All students and especially students impacted by trauma thrive from established expectations. For students impacted by trauma, high expectations show the student they are capable and worthy.

🔺 Consistent classroom rules and expectations help students differentiate purposeful rules from unpredictable rules that may occur in other areas of their lives. Consistent classroom expectations also create predictable adult behavior across the school for all students. When established upfront, it may help students establish a sense of security.

🔺 When we provide clearly defined routines and procedures, students know what to expect. Reducing the stress of unknown helps students to operate in a state of calm. Clearly established routines also increases likelihood of adults identifying and prompting students of possible changes, which is likely to prevent or reduce impact the change may have on student behavior.

🔺 Regular routines also create the opportunity for intentional regulation activities.

Appreciative Inquiry COACHING
FOUNDATIONS

DEFINE/Common Ground	Define what specifically is desired.
"Let's explore how your **classroom matrix** supports the core principals of trauma-informed instruction."	

DISCOVER/Appreciating	Appreciate and share feeling about strengths and successes.
"What are some strengths and successes of your **classroom matrix**?"	

DREAM/Envisioning Impact	Discuss shared experience(s) that are inspirational and motivating.
"How can you use the **classroom matrix** to have a positive impact on students you feel may need additional social/emotional/behavioral instruction?"	
DESIGN/Co-Construction	Identify actions to reach a given goal. Create "what will be".
"In order to expand on your success(es), what steps can you take to implement more trauma-informed core principles into your **classroom matrix**?"	
DEPLOY/Sustaining	Shift actions to reality and determine desired optimistic outcome.

PREVENTION PRACTICES Active Supervision, Opportunities to Response, Acknowledgement, Prompts and Pre-corrects	Creates Safe, Predictable, & Consistent Environments	Promotes Belonging & Relationship Development	Teaches & Reinforce Social/Emotional / Behavior Competencies	Supports Cognitive, Emotional & Behavioral Regulation
Active Supervision 🔺 Frequent moving, scanning, and interacting with students.				
Opportunities to Respond 🔺 Arranging frequent opportunities for students to engage with high levels of success.				
Acknowledgement 🔺 Behavior specific praise statements (BSPS) are contingent upon student accurately displaying desired behavior.				
Prompts and Pre-corrects 🔺 Reminders that are provided before a behavior is expected that describes what is expected.				

HOW PREVENTION PRACTICES supports students impacted by trauma

▲ Maintaining **active supervision** provides a sense of safety for students. When the adult(s) is constantly scanning the environment, it is more likely, they will predict or identify a trigger to a problem prior and prevent the problem behavior from occurring, especially any known triggers for a student who may be impacted by trauma. Active supervision creates frequent opportunities to interact with students to develop, strengthen, and maintain relationships.

▲ Multiple **opportunities to respond** is a way to conduct formative assessments in the classroom, allowing for differentiated responses for students who do not want attention to find a way to engage. Allowing frequent opportunities for students to respond provides time to process or apply what they are learning. This opportunity to process and apply allows neural networks to be strengthened.

▲ **Acknowledgement** is a powerful tool for building a student's self-esteem and positive sense of self. It teaches new skills, and the predictability of behavior specific praise allows for a sense of control and promotes brain development. The recommended ratio of behavior specific praise to error correction is even higher for students impacted by trauma due to the predictability it creates.

▲ **Prompts and Precorrections** allow students to see a connection between their actions and what happens next. They are flexible by design. Research indicates that when used with effective praise, pre-correcting and prompting reduce behavior problems and increase academic engagement. This helps create a more positive classroom environment, which makes all students feel more comfortable and included.

Appreciative Inquiry COACHING for *PREVENTION PRACTICES*

DEFINE/Common Ground	*Define what specifically is desired.*
"Let's explore how your **classroom prevention practices** are supporting the core principals of trauma-informed instruction."	

DISCOVER/Appreciating	*Appreciate and share feeling about strengths and successes.*
"What are some strengths and successes of your **classroom prevention practices**?"	

DREAM/Envisioning Impact	*Discuss shared experience(s) that are inspirational and motivating.*
"How can you use these **classroom prevention practices** to have a positive impact on your students you feel may need additional social/emotional/behavioral instruction?"	

DESIGN/Co-Construction	*Identify actions to reach a given goal. Create "what will be".*
"In order to expand on your success(es), what steps can you take to implement more trauma-informed core principles into your **classroom prevention practices**?"	

DEPLOY/Sustaining	*Shift actions to reality and determine desired optimistic outcome.*
"How best can I support you with your plan?"	

RESPONSE PRACTICES Instructional and Restorative Error Corrections	Creates Safe, Predictable, & Consistent Environments	Promotes Belonging & Relationship Development	Teaches & Reinforce Social/Emotional / Behavior Competencies	Supports Cognitive, Emotional & Behavioral Regulation
Instructional and Restorative Error Corrections 🔺 Responding to unexpected behaviors proactively, instructionally, and restoratively to managing challenging behavior. 🔺 Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. 🔺 It is contingent (occurs immediately after the undesired behavior), specific, and brief. 🔺 Continuum of response includes redirection, reteach, contingent instructions, provide choice and conference.				

HOW RESPONSE PRACTICES supports students impacted by trauma

🔺 Strategies need to empower the student and teach resiliency skills.
🔺 Re-teaching skills will help youth replace learned responses that may not be appropriate.
🔺 A continuum of responses provides the student help regulating their emotions, provides staff the opportunity to relate to the student's emotions before reasoning.

Appreciative Inquiry COACHING for *RESPONSE PRACTICES*

DEFINE/Common Ground	*Define what specifically is desired.*
"Let's explore how your **classroom response practices** are supporting the core principals of trauma-informed instruction."	

DISCOVER/Appreciating	*Appreciate and share feeling about strengths and successes.*
"What are some strengths and successes of your **classroom response practices**?"	

DREAM/Envisioning Impact	*Discuss shared experience(s) that are inspirational and motivating.*
"How can you use these **classroom response practices** to have a positive impact on your students you feel may need additional social/emotional/behavioral instruction?"	

DESIGN/Co-Construction	*Identify actions to reach a given goal. Create "what will be".*
"In order to expand on your success(es), what steps can you take to implement more trauma-informed core principles into your **classroom response practices**?"	

DEPLOY/Sustaining	*Shift actions to reality and determine desired optimistic outcome.*
"How best can I support you with your plan?"	

INVITATION TO EXPLORE MORE…

Core Principles of Trauma-Informed and Universal Tier 1 Practices
Adapted from McDowell Institute: Teacher Excellence in Positive Behavior Support, Quarterly News, February 2019

Note: These instructional practices are universal preventive approaches that establish a conducive environment within which to situate more precise strategies to support a student who requires additional targeted or individual-intensive (indicated) trauma-informed supports.

Core Principle	Universal (Tier 1) Promotion & Prevention: Discrete Instructional Behaviors in the Classroom
Safety Physical & Psychological	⛵ Establish clear, positively stated behavioral expectations that enhance physical and emotional safety that are operationally defined across settings. ⛵ Proactively provide explicit, direct instruction in prosocial skills (ideally in alignment with the delivery of an evidence-based Social Emotional Learning (SEL) curriculum. ⛵ Provide explicit positive reinforcement for demonstrations of prosocial skills at a frequency sufficient to achieve a 4 to 1 ratio of acknowledgment for desired behavior compared to the redirection of problem behavior. ⛵ Model for your students, self-control through self-regulating your own reactions to student misbehavior when it does arise.
Trustworthiness & Transparency	⛵ Proactively build rapport with students respecting that rapport is built upon trust and trust needs to be earned through actions over time. ⛵ Proactively provide direct instruction in bully prevention strategies to students (e.g., bystander training including communication with an adult). ⛵ Consistently and systematically respond to student misbehavior by calmly redirecting the student to engage in a desired alternative behavior resulting in the student being acknowledged for engaging in the alternative behavior (in other words, use redirection as a teaching opportunity).
Peer Support & Mutual Self-help	⛵ Emphasize relationships among your students through cooperative learning experiences. ⛵ Provide direct instruction on appropriate social interactions that generalize across settings as well as help-seeking behaviors when confused or distressed. ⛵ Acknowledge student strengths and encourage/prompt students to use their skills to help one another
Collaboration & Mutuality	⛵ Structure successful interactions between students to facilitate constructive relationships through social-emotional skill building, with emphasis on those who appear at-risk for academic-social-emotional behavioral difficulties. ⛵ Utilize alternatives to time out procedures in response to misbehavior to reduce student sense of rejection and to increase instructional time in the classroom. ⛵ Directly instruct self-awareness of feelings, how to label those feelings, and self-regulation of feelings and emotions.
Empowerment, Voice & Choice	⛵ Engage students in establishing behavioral expectations in the classroom. ⛵ Provide sufficient Opportunities To Respond (OTR's) throughout instruction (e.g., 3 OTRs per minute during teacher-directed instruction for simple responses or 1 OTR per 15-20 minutes for a written task, such a writing a detailed response/essay). ⛵ Provide variety in how students can demonstrate progress and achievement toward fluency/mastery across assignments and tasks. ⛵ Provide students with proactive means of taking periodic breaks throughout instructional blocks…particularly when working on challenging tasks (e.g., short brain breaks). ⛵ Directly instruct decision-making skills by providing structured choice opportunities throughout typical classroom activities.
Cultural, Historical & Gender Issues	⛵ Provide direct instruction through behavioral expectations and social-emotional learning activities about diversity and respecting individuals. Differentiate instruction to enhance student success.

CORE PRINCIPLES	What are some of your Positive Classroom Behavior Supports which are available to ALL students and support the core principles of a trauma-informed approach?
Safety Physical & Psychological	
Trustworthiness & Transparency	
Peer Support & Mutual Self-help	
Collaboration & Mutuality	
Empowerment, Voice & Choice	
Cultural, Historical & Gender Issues	

MTSS/PBIS Tier 2 Leadership Academy
Day 2 WORKBOOK

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www.pbiscaltac.org

AGENDA
▲ **Back-to-School & SEB Needs**
▲ **SW-PBIS and Internalizing Behaviors**
▲ **T2 TFI & Trauma-Informed Elaborations**
   ❖ **TFI 2.5 Array of Tier 2 Interventions**
   ❖ **TFI 2.6 Critical Features**
   ❖ **TFI 2.7 Practices Matched to Student Needs**
▲ **SIMULATION: Adapting CICO for Internalizing Behaviors**

INCREASING SOCIAL EMOTIONAL BEHAVIORAL NEEDS
Adapted from PBIS State Leaders Guidance Document (Complete document found in Google Folder)

Focus on Building Relationships Before Diving into Content
- Dedicate time at the beginning of the year to build connections with students
- Support staff with behavior-specific praise and praise ratios (6:1) to promote relationships
- Conduct frequent check-ins with students using a range of staff
- Provide training to staff on the role of empathy
- Identify early on the students with few adult connections and intentionally work to build relationships with these students

Making Sure Each Child Is Known - YouTube
Simple strategies that reinforce a student's sense of belonging can boost individual achievement and sharply reduce the achievement gap.
(Yeager and Walton, 2011)

Classroom Practice Enhancements
- Greetings at the Door
- Engaging Instruction, Opportunities to Respond (OTRs)
- Specific Feedback
- Active Supervision
- Restorative and Instructional Error Correction

Supporting Students with Remaining Social Emotional Behavioral (SEB) Needs at Tier 2
- Before moving forward with more traditional Tier 2 supports, schools must ensure that strategies of reteaching Tier 1 and folding in necessary Tier 2 supports into the universal Tier 1 occurs
- It is vital for a continuum of Tier 2 strategies and interventions to be available rather than a single Tier 2 intervention.
- With the data from multiple sources, a classroom teacher may find that more than 20% of the class could benefit from Tier 2 SEB intervention. It is essential to consider with a high rate of students within that class requiring Tier 2 that some traditional Tier 2 strategies and interventions can be delivered classroom wide. (i.e., morning meetings, check-in/check-out, self-monitoring, check and connect, classroom-wide counseling, and social skills lessons or units that enhance Tier 1 efforts)
- Tier 2 interventions typically delivered in small groups of 3-4 students, such as social skills, Cognitive Behavioral Therapy (CBT), or Check-in/Check-out, may be expanded to larger group size to accommodate increased need without additional resources. (i.e., Tier 2 intervention groups could serve 6-8 students in larger group size, doubling the capacity of Tier 2 access)

INTERNALIZING BEHAVIORS

Adapted from McIntosh, K., Ty, S. V., & Miller, L. D. (2014). Effects of school-wide positive behavior support on internalizing problems: Current evidence and future directions. Journal of Positive Behavior Interventions, 16, 209-218.

Research supports the classification of emotional and behavioral challenges into either externalizing or internalizing dimensions. (Walker & Gresham, 2014)

Two primary behavioral "excesses"

Externalizing Behaviors	Internalizing Behaviors
♣ Noticed more easily ♣ Causes disruption ♣ Emotions are under-controlled ♣ Student can't deal with emotions, so directs them outward ♣ Behaviors include aggression, rule-breaking, intrusiveness, opposition, non-compliant, acting out, substance abuse	♣ More difficult to notice ♣ Emotions are overcontrolled ♣ Student directs problems inward ♣ Behaviors include worry, fear, anxiety, depressed or irritable mood, social withdrawal, somatic complaints

Potential Impact & Consequences of Internalizing Behaviors
- ♣ Academic achievement & school problems
  Poor or inconsistent attendance, sporadic work completion, failure to seek assistance, dropping grades, school refusal
- ♣ Diminished self-esteem
- ♣ Poor social relationships
- ♣ Later and/or chronic mental health problems
- ♣ Substance abuse
- ♣ Suicidal thoughts, attempts, completion

SW-PBS & Internalizing Behaviors
- ♣ Improves the clarity and predictability of the social environment
  Positive perceptions of school climate and safety serve as a protective factor
- ♣ Reduces problem behavior that can be perceived as threatening student safety
  Bullying, intimidation, and aggression are linked with increased internalizing distress, school avoidance and lack of school connectedness
- ♣ Allows instruction to take place
  Reducing disruptions to classroom instruction facilitates academic achievement, which serves as a protective factor against negative emotional beliefs students with internalizing behaviors may have about themselves
- ♣ Teaches effective responses to environmental threats
  Provides framework for teaching social and emotional skills for success in school

Recommendations for Enhancing SW-PBS to Address Internalizing Behaviors More Effectively
1. Provide professional development in identifying internalizing behaviors
2. Incorporate screening for internalizing behaviors into existing identification procedures
3. Add specific internalizing interventions within the framework

Does your system of professional development currently include
opportunities for understanding internalizing behaviors?

Does your system of student identification have
explicit opportunities to recognize students exhibiting internalizing behaviors?

Tiered Fidelity Inventory (TFI) with Trauma Informed Elaborations

2.5 Array of Tier II Interventions Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

2.6 Tier 2 Critical Features

Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

2.7 Practices Matched to Student Need A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

ISF Enhancements

Implementing evidence-based interventions is ensured when a protocol for selection and assessment of fidelity are aligned with specific behavioral health challenges.

▲ *School employed and community employed staff develop a single continuum of interventions that is evidence-based, matches needs in a culturally appropriate way, increases to match intensity level, and prioritizes family perspective.*

When critical features include both internalizing and externalizing needs, a broader range of interventions will be available to address the needs of ALL students.

▲ *School employed and community employed staff receive professional development regarding their role in Tier II critical features, including the teacher's role in providing prompts, pre-corrects and reinforcement of skills being taught in Tier 2 interventions. As interventions are selected through a team-based protocol, critical features are addressed specific to each intervention before implementation begins. Linkage to Tier 1 expectations and progress monitoring are clarified.*

A more robust continuum can be delivered in a more efficient and effective manner if, in addition to behavioral function and contextual fit, interventions are available for social/emotional need, at varying intensity of need, and involve family perspective.

▲ *Interventions are matched to how a student responds to a life event, rather than because they experienced a life event*

Trauma-Informed Elaborations

Tier 2 practices start with a strong Tier 1 foundation. In addition to these Tier 1 practices, key Tier 2 practices include one or more of the following:

Increased Instruction and Practice with Self-Regulation and Social Skills

Regardless of the intervention, Tier 2 supports include additional instruction for key social, emotional, and/or behavioral skills. An important outcome of Tier 2 interventions is when students can regulate on their own, when, where and under what conditions particular skills are needed and can successfully engage in those skills. Once data indicate a positive response to the intervention, students learn how to monitor and manage their own behavior.

Increased Adult Supervision

Tier 2 supports include intensified, active supervision in a positive and proactive manner. For example, adults may be asked to move, scan, and interact more frequently with some students, according to their needs. This can be accomplished with simple rearrangements across school environments.

Increased Opportunity for Positive Reinforcement

Tier 2 supports target expected behavior by providing positive reinforcement more often. For example, students who participate in a Tier 2 Check-in Check-out intervention engage in feedback sessions with their classroom teacher and other adults in the school as many as 5-7 times per day. Many students view this positive adult attention as reinforcing and as a result may be more likely to continue engaging in expected behaviors.

Increased Pre-Corrections

At this level, another key practice to prevent problem behaviors is to anticipate when a student is likely to act out and do something to get ahead of it. For example, specifically reminding students of classroom expectations. These pre-corrections might be gestures or verbal statements delivered to an entire class, a small

group of students, or with an individual student. Pre-corrections set students up for success by reminding them, prior to any problem, what to do.

Increased Focus on Possible Function of Problem Behavior

It is important to consider why students engage in certain behaviors in order align Tier 2 interventions best suited to their needs. When they know what motivates (get/avoid) students to behave a certain way, teachers can help them find alternatives to their unwanted behavior.

Increased Access to Academic Supports

Some students receiving Tier 2 behavior support may also need additional academic support. Often challenging behavior serves the purpose of allowing students to avoid or even escape academic tasks that are beyond their skill level. Academic intervention along with behavioral supports may be needed to improve student success.

Tier 2 Intervention:

Circle applicable responses:
Does this intervention support **INTERNALIZING** or **EXTERNALIZING** behaviors? Y/N
Does this intervention support **AVOIDING/ESCAPING** or **GETTING/OBTAINING** as the function of behavior? Y/N

Describe procedures that address trauma-informed elaborations. (who does what, when, & how)

Trauma-Informed Elaborations	Description
Increased Instruction and Practice with Self-Regulation and Social Skills	
Increased Adult Supervision	
Increased Opportunity for Positive Reinforcement	
Increased Pre-Corrections	
Increased Focus on Possible Function of Problem Behavior	
Increased Access to Academic Supports	

APPRECIATIVE INQUIRY COACHING CONVERSATION

2.6 Tier 2 Critical Features

Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

ISF Enhancements:

When critical features include both internalizing and externalizing needs, a broader range of interventions will be available to address the needs of ALL students.

DEFINE/Common Ground	*Define what specifically is desired.*
"I am interested in learning more about how your Tier 2 interventions include critical features that support both internalizing and externalizing needs of your students."	

DISCOVER/Appreciating	*Appreciate and share feeling about strengths and successes.*

DREAM/Envisioning Impact	*Discuss shared experience(s) that are inspirational and motivating.*

DESIGN/Co-Construction	*Identify actions to reach a given goal. Create "what will be".*

DEPLOY/Sustaining	*Shift actions to reality and determine desired optimistic outcome.*

CHECK-IN / CHECK-OUT OVERVIEW

Check-in/Check-out (CI/CO), also known as the **Behavior Education Program**, is the most widely implemented Tier 2 intervention for the 10-15% of K-12 students who exhibit chronic, mild behavior problems and is designed for students whose problem behaviors:
  - ▲ *are unresponsive to Tier 1 Practices and Systems*
  - ▲ *do not require more immediate individualized interventions*
  - ▲ *are observed across multiple settings or contexts*
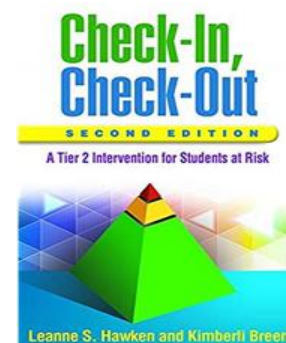
Eight Reasons WHY CI/CO Works
  1. IMPROVED STRUCTURE
  2. STUDENT IS SET UP FOR SUCCESS
  3. INCREASE IN CONTINGENT FEEDBACK
  4. PROGRAM CAN BE APPLIED IN ALL SCHOOL LOCATIONS
  5. ELEVATED REWARD FOR APPROPRIATE BEHAVIOR
  6. LINKING BEHAVIOR SUPPORT AND ACADEMIC SUPPORT
  7. LINKING SCHOOL and HOME SUPPORT
  8. PROGRAM IS ORGANIZED TO MORPH INTO A SELF-MANAGEMENT SYSTEM

Do's	Don'ts
Array of Tier 2 Interventions to meet the needs.	Don't enroll every student in CICO
Create a standardized daily point report (DPR) with school-wide expectations and a three-point rating scale.	Don't start every student on their very own personalized point card.
Set students up for success with deliberate check-in.	Don't treat check-in as an afterthought.
Use a data system.	Don't file paper away.
Do watch progress and modify as needed.	Don't' leave students on CICO forever.
Do use Self-Management to transition students off of CICO.	Don't stop the intervention cold turkey.
Do check fidelity of implementation.	Don't assume the intervention will run smoothly

CI/CO Trauma Informed Checklist

	▲ Opportunities for Relationship Building *(AM and PM CICO Facilitator)*
	▲ Behavior Specific Praise *(Scheduled feedback from teacher)*
	▲ Higher dose of Skill Teaching *(Feedback on school-wide expectations)*
	▲ Safety, Consistency, Predictability *(Consistent person to begin and end the day & Scheduled feedback)*
	▲ Regulation *(i.e., Students can select a regulation activity from short list each morning or check-in with special facilitator who leads a body scan with students before going to class.)*

Adapting CICO for Internalizing Behaviors

Adapted from the University of Missouri CICO for Internalizers Research Project
Module C; Regular Classroom Feedback Via Teacher Checks

Create a Practice and Prepare Chart for:
- ❑ Prompts and Precorrections
- ❑ Specific Behavior Praise and Positive Feedback

Current Internalizing Behavior	Desired Behavior	Prompts & Precorrections	Specific Behavior Praise & Positive Feedback
Withdraw during class discussions			
Has ideas, knows answers but does not share			
Quiet and reserved during group work, does not voice own opinion			
Struggles in silence			
Keeps to themselves			

CICO DPR Example for Internalizers

Student Name: _____   **Today's Date:** _____/_____/_____

Today's Goal: _____%   **Student Signature:** _____

Expectations	9:00 – 9:45 PE or _____						
Expectation 1	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation 2	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation 3	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation 4	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation 5	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned							
Teacher Initials							
WOW! *Please use this space to comment on student successes.*							

Scoring Guide:
2 = Great! Always met expectations.
1 = Ok. Partially met expectations.
0 = Try again. Did not meet expectations.

Parent/Guardian Signature: _____

Parent/Guardian _____

Daily Goal Check

Total Pts. Earned: _____

Total Pts. Possible: _____

Percent Earned: _____%

Goal Met: ☐ Yes   ☐ No

demonstrations in which the student initiates an interaction either with teachers or peers.

Responsible *can* mean….

Morning Class Time	Specials	During Group or Partner Activities	Afternoon Class Time	End of school day
Remember to go to morning check-in without teacher reminding you. Ask your teacher if it is ok to go do a check-in at the office. Say "good morning" to a teacher. Say "good morning" to another student in your class. Tell a student or a teacher you hope they "have a good day" Ask someone in your class if they had a good night or did anything fun last night	Greet the teacher when you enter the classroom by saying "hello" or "hi" Volunteer to answer questions when the teacher asks one. Join in a group or partner activity if the teacher gives you a chance to do this. Raise your hand to ask for help if you need it. Ask the teacher to sign your point sheet before you leave the classroom. Say "thank you" to the teacher after they talk to you about the point sheet.	Say "hello" to a partner or someone else in your group. Offer to help someone by saying, "I can help with that if you need it" Thank your partner or someone in your group for working with you today. Ask other students if they want to be in your group or partner with you. Tell another student they did a good job.	Volunteer to answer questions when the teacher asks one. Join in a group or partner activity if the teacher gives you a chance to do this. Ask the teacher to sign your point sheet before you leave the classroom. Say "thank you" to the teacher after they talk to you about the point sheet. Raise your hand to ask for help if you need it.	Remember to go to afternoon check-out without teacher reminding you. Ask your teacher if it is ok to go do a check-out at the office. Say, "Have a good night" to your CICO checker or your teacher before you leave school. Tell a someone in your class you hope they have a good night. Say, "See you tomorrow" to someone in your class or to a teacher.