

**Prevention Series:**  
**Strategies & Considerations: Aligning School Programs**  
**within a Multi-Tiered Framework**  
**Educational Service Centers**  
**March 16, 2021**

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**Juleta Craig, Ed. S., NCSP** - School Psychologist  
**Mary DiCarro, M.Ed., Ed.S.** - Behavior Coach  
**Tina Raleigh, M. Ed., Ed.S.** - School Counselor



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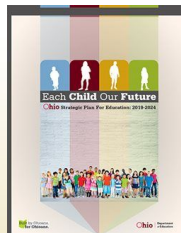
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## Ohio Prevention Education

- Partnership between the Ohio Departments of Education and Mental Health and Addiction Services
- \$20 million state budget investment two Initiatives:
  - K-12 Prevention (ADAMHS)
  - K-12 Professional Development (ESC)
- Complements Ohio's strategic plan- Each Child, Our Future



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## Today's Objectives

1. Provide a Brief Overview of MTSS and PBIS
2. Define the Need for Initiative Alignment
3. Outline the Steps for Achieving Effective Alignment
4. District Example:

**ODE PBIS Award Winning School:**  
**Moreland Hills Elementary**



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Objective 1:  
Provide a Brief Overview of  
PBIS and MTSS

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What is PBIS?

Framework

Evidence-Based Practices

Data Driven

Systems of Support



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What is PBIS?

- Builds a positive and predictable school-wide climate
- Teaches desired behaviors with the same emphasis as teaching academics
- Provides behavior reinforcement and feedback
- Offers a continuum of supports to meet the needs of *all* students



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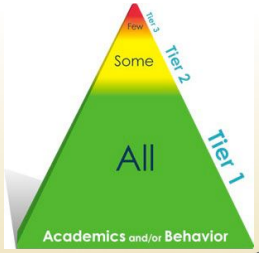
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# What is a Multi-Tiered System of Support?

- ❖ Framework - universal, targeted, intensive
- ❖ Data Informed - academic and behavioral
- ❖ Streamlined, collaborative, team approach




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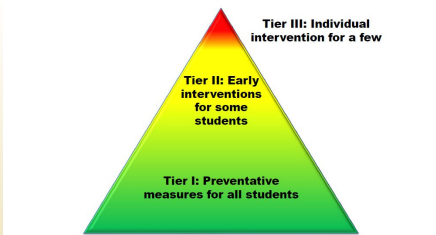
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# Prevention Education and Multi-Tiered System of Supports




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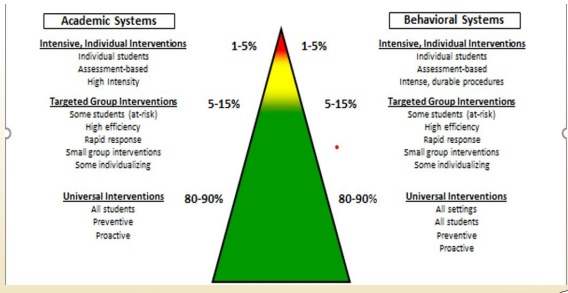
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# Academic and Behavioral Systems




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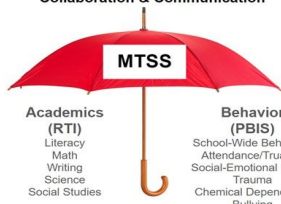
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# RTI + PBIS = MTSS

Decision Making Process  
Universal Screeners and Progress Monitoring  
Diagnostic Measures  
Continuum of Interventions  
Collaboration & Communication



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## Objective 2:

Define the Need for Initiative Alignment

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## Aligning Prevention Education with Existing initiatives

- Social-Emotional Learning
- Trauma-Informed Care
- School Climate
- Student Wellness and Success



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## Alignment...

The simultaneous implementation of multiple initiatives with efficiency and effectiveness.



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## Why Worry About Alignment?



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## Chat Activity: What Might You Align?

Trauma Informed Practices

Bully Prevention

Mental Health Supports

Social Emotional Learning

Character Education

School Safety

Culturally Responsive Practices

Suicide Protocols



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### Objective 3:

Outline the Steps for Achieving Effective Alignment

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#### 1. Commit to a Coordinated Integration of MTSS and Existing or New Programs

- Requires administrator involvement
- Set the vision
- Allocate resources
- Plan for professional development



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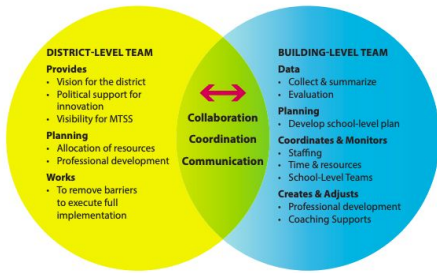
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# District - Building Partnership



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## 2. Systematically evaluate existing initiatives



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For each program, consider the following:

- Is the effort achieving its intended goal?
- Who is providing leadership for the program?
- Who is the target population?
- What resources are needed to implement?
- Challenges and strengths



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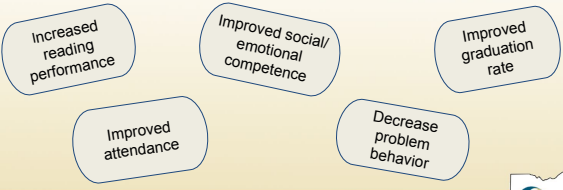
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### Effective Alignment Begins with Student Outcomes

- Define the **benefits** for students
- What was the original intent or **expected outcome** for each initiative?



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### What about Ohio SEL Standards?



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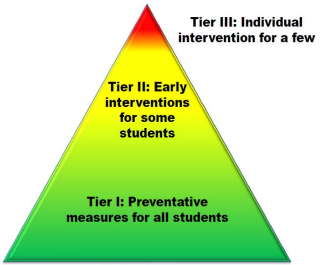
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### 3. Plug Current Programs into the MTSS Framework



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## Tier I Examples



- Explicit skills instruction
- SEL integrated instruction
- School-wide prevention efforts targeting bullying, suicide, violence, substance abuse
- Trauma- sensitive practices
- Universal screening



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## Tier II Examples



- SEL skills groups
- Suicide risk screening or assessment
- Restorative dialogues
- Check In/Check Out
- Mentor-based programs

***"The most common reason for a lack of response to an evidence-based intervention well matched to a student and skill area is the failure to implement the intervention as designed."***

(VanDerHeyden & Tilly, 2010).



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## Tier III Examples



- Individual student supports and interventions (school, family, community)
- Comprehensive, function-based wraparound processes
- Behavior support plans based on results of a Functional Behavior Assessment



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## Build a Single Model for Professional Development

- Compare fundamental assumptions (“core features”) of initiatives
- Use common core features to compare practices
- Determine how to incorporate additional core features with efficiency
- Build single PD curricula

Steve Goodman & Rob Horner



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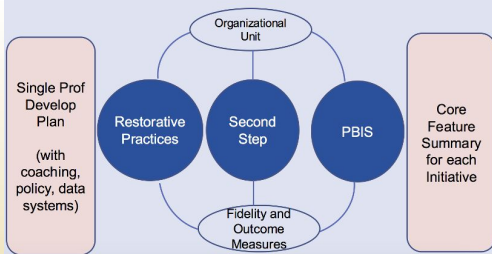
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## Effective Alignment of Initiatives: PBIS, Restorative Practices, Second Step



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## Outcome Measures to Assess Effectiveness

- Assess strengths and needs  
*What are our strengths and needs for improvement?*
- Assess outcomes  
*Are our efforts making a difference?*
- Assess fidelity  
*Are we doing what we said we would do?*



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## Objective 4:

District Example:

### Moreland Hills Elementary Behavior Team



Juleta Craig, School Psychologist  
Mary DiCarro, Behavior Coach  
Tina Raleigh, School Counselor

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#### Moreland Hills Elementary

- Located in Pepper Pike, Ohio
- Serves 5 communities
- K-5 building
- Serves 871 students

- ❑ **Demographics (Race and Ethnicity):**
  - ❑ Asian or Pacific Islander: 10.6%
  - ❑ Black, Non-Hispanic: 11.2%
  - ❑ Hispanic: 2.3%
  - ❑ White, Non-Hispanic: 69.5%
  - ❑ Multiracial: 6.4%
- ❑ **Additional demographics:**
  - ❑ Students with disabilities: 13.6%
  - ❑ Students with economic disadvantage: 11.5%
  - ❑ English language learners: 4.4%

*To Learn. To Lead.  
To Make a Difference.™*



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### Intro into our PBIS process (Who we are)

- Formation of PBIS Committee during the 2015-2016 school year
- 3-5 year commitment of members to support initial implementation
- Support from the State Support Team (SST)



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## Intro into our PBIS process (What we do)

- Periodic Meetings and release days
- Initial development, starting with Tier 1
- Data collection
- Multi-disciplinary collaboration
- Continued, embedded training for staff (stay tuned!)



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## The “Pride Powers”



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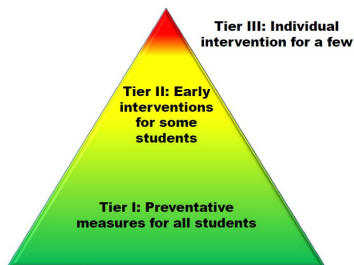
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## A Multi-tiered System of Supports



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### Tier 1



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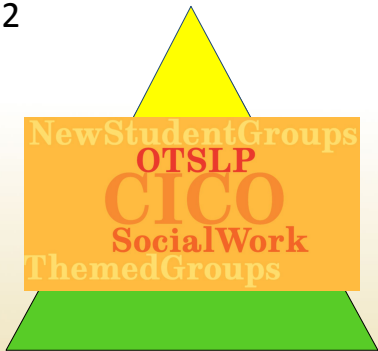
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### Tier 2



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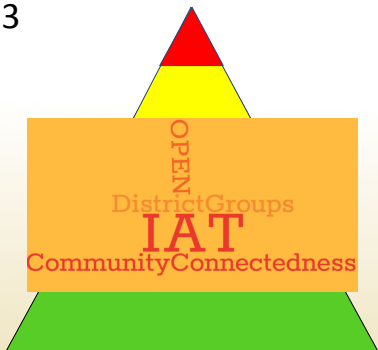
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### Tier 3



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## Tier I Fun




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## TIER 1

Emphasis on building relationships and community amongst students and staff!

Alignment at MHS:

- Pride Power Expectations
- Calm Corners
- Buddy Bench
- Capes in Guidance class/recognizing classmates for kindness shown
- Access to Connections, Motor Room or individual space
- KG: PATHS Program
- Superflex, Zones of Regulation, Big/Little Problems
- Paws of Fame
- Traveling trophies
- Themed Weeks (e.g., Red Ribbon, No Name-Calling, RAK)
- Conferencing with parents
- Pride Powers Handbook for bullying prevention
- Attendance Committee




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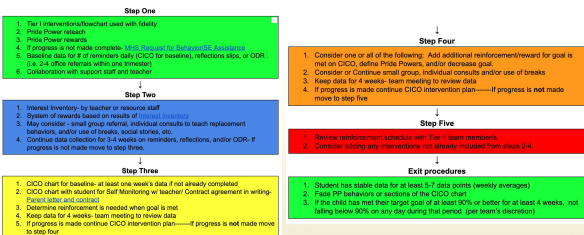
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## Tier 2 Flowchart




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## Interest Inventory

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## Tier II & III

Alignment at MHS:

- Small group and individual interventions (new students, friendships, social skills, social thinking, coping skills / self regulation, executive functioning, positive school relationships, self-esteem and positive self talk).
- Attendance committee absence intervention plans
- Individual check ins with social worker, guidance counselor, and behavior coach
- Connections
- Check In Check Out
- Parent training and consultation
- Individualized behavior plans and frequent monitoring
- Consultative support for classroom teachers
- Crisis intervention and support
- Community Connectedness
- O.P.E.N.

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## Check In Check Out (CICO)

CICO is a highly effective research- based intervention that includes the following components:

- Daily personal contact from an adult in the school (mentoring)
- A structured process of frequent feedback and recognition (individualized reinforcement)
- Instruction and reminders in targeted skills (reteaching/prompting/visuals)
- School-home communication
- Built-in self-monitoring of student progress

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# Check In Check Out (CICO)



MHS PRIDE POWERS CHECK IN/CHECK OUT  
 STUDENT NAME: SAMPLE DATE: \_\_\_\_\_ POINTS GOAL: 80%  
 RATING SCALE: 2- GREAT JOB! (no reminders) 1- SO SO (1 or 2 reminders) T- Try Again (3 or more reminders)

MONDAY	Arrival/ morning work	Math	Writing	Reading	Recess	Specials
BE SAFE Stay in my space	2 1 T	2 1 T	2 1 T	2 1 T	2 1 T	2 1 T
BE RESPECTFUL Speak nicely to others	2 1 T	2 1 T	2 1 T	2 1 T	2 1 T	2 1 T
BE RESPONSIBLE Taking care of belongings	2 1 T	2 1 T	2 1 T	2 1 T	2 1 T	2 1 T
BE ENGAGED Complete my work	2 1 T	2 1 T	2 1 T	2 1 T	2 1 T	2 1 T

POINTS POSSIBLE: 48 POINTS RECEIVED: \_\_\_\_\_ % OF PTS. RECEIVED: \_\_\_\_\_ GOAL MET: \_\_\_\_\_




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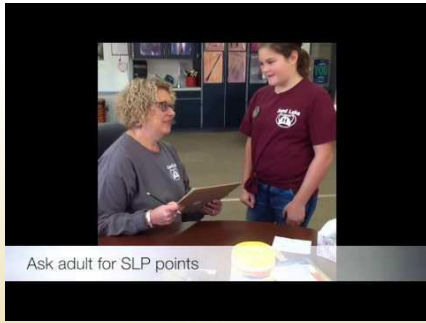
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# Check In Check Out (CICO)




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# Tier III Flowchart




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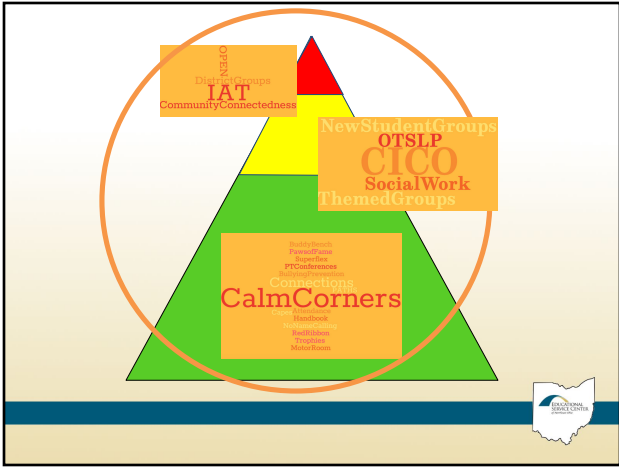
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## Professional Development for Staff

**Implement whenever you can!**

Regular staff meetings/trainings related to PBIS

- Implementation/logistics
- Tone of voice; positive praise/feedback; fidelity; etc

Other Opportunities

- Trauma Informed Care (e.g., speakers, book club)
- Implicit Bias & Equity and Inclusion (link)
- Mental Health Support (e.g., speakers from community and our own staff professionals)
- Suicide and Crisis Prevention and Planning (Cornerstone for Hope)
- School Safety and Climate (police officers speaking at staff meeting)
- Children and Family Services (speak to staff)




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## Examples

Staff Trainings List

Staff Presentation Example

It takes time! It was not until year 4 that we were able to more closely focus on mental health, trauma, gifted/twice exceptional needs, etc




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## Where MHS Wants To Go Next

- Parent Nights
- Outreach to Marginalized Families
- District research into each school's SEL programs



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## Questions? Contact Us!

- Juleta Craig: [jcraig@orangecsd.org](mailto:jcraig@orangecsd.org)
- Mary DiCarro: [mdicarro@orangecsd.org](mailto:mdicarro@orangecsd.org)
- Kristina (Tina) Raleigh: [kraleigh@orangecsd.org](mailto:kraleigh@orangecsd.org)



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## Remaining Prevention Series Trainings

March 31, 2021 from 3:00 - 4:00 PM  
Prevention 101 for Teachers

May 6, 2021 from 11:30 - 1:00 PM  
QPR & Suicide Prevention Coaching



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**Thank you for participating in the Prevention Education Professional Development Training.**

**Thank you to the partners in developing this training.**



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## Resource Links

- [NIRN Initiative Inventory](#)
- [CASEL Hexagon Tool](#)
- [Implementation Guide to Universal Screening](#)
- [Kirwin Institute Implicit Bias Training](#)
- [Whole Child Framework Recorded Video](#)
- [Ohio's Five Year Strategic Plan](#)



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