The Well-Being Series

Connections During COVID-19:
Mental Wellness Webinars for Families & Educators

Presented by:

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).
THE WELL-BEING SERIES
Connections During COVID-19: Mental Wellness Webinars For Families & Educators

All sessions are FREE and being recorded.
Additional supports for parents, educators, and kids to be announced shortly.

A collaboration between the Forefront Suicide Prevention Center, Northwest MHTTC, University of Washington SMART Center, DBT in Schools, WWPBIS Network, and WellEducator.

LEARN MORE ABOUT THE FULL SERIES HERE: BIT.LY/WELL-BEINGNW

Upcoming Events

• Educator Wellness Webinar Series
• School Leader Webinar Series
• DBT in Schools Lessons for Parents and Live Q&A with Drs. Jim and Lizz Mazza
• Ambiguous Loss: Grieving in the Time of COVID-19
• Psychological First Aid

Website (Registration, Materials, Recordings):

Questions: Megan Lucy
mlucy@uw.edu

This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration
Get in touch!

Email: kelcey1@uw.edu and mlucy@uw.edu

Websites:
• MHTTC: https://tinyurl.com/nwsmh
• UW SMART Center: https://depts.washington.edu/uwsmart/

Sign up for our Newsletter!
https://tinyurl.com/smh-news

Follow us on social media!
@NorthwestMHTTC  Northwest MHTTC
• This webinar is being recorded.
• Participants are muted with videos off.
• Use Q & A feature to ask questions.
• Chat feature only allows you to discuss with presenters.
Evaluations

• Required by our funder
• Used to inform, refine, & enhance future events/activities
• Helps communicate the need for this type of support
• Voluntary and anonymous

**Very important!** We will end a few minutes early and ask that you please take a few moments to complete.
Kurt Hatch, M.Ed.
AWSP’s Mission

To support principals and the principalship in the education of all students.
AWSP’s Mission

Goal 1: Equity
a. Lead on diversity & equity issues for historically underserved populations.
b. Use an equity lens to best serve all members.

Goal 2: Principal Support
a. Work to create longer principal tenures within their buildings.
b. Shape the role and responsibilities of the principal. Make the job as fulfilling and sustainable as possible.
Learning to Improve
How America’s Schools Can Get Better at Getting Better

Anthony S. Bryk
Louis M. Gomez
Alicia Grunow
Paul G. LeMahieu
Building Protective Factors for Yourself and the School Community: The School Leader Series

Webinar 1 Here and Now: Understanding Trauma and Steps to Take Today with your Staff
- 415 registrants, and 268 attendees

Webinar 2 Planning Ahead for Coming Back Together
- 500 Registrants
- 34 States, D.C. & Puerto Rico!

Last webinar, June 4th, 1:00 pm PT LIVE Q & A with series presenters and guest school leaders
The Power of Collaboration

360° of Expertise: Research & experience in psychology, education, special education, mental health, social work, equity, & awesomeness

Trustworthiness: We will rely on evidence-based and promising practices.

Collaboration leads to more effective capacity building: We can accomplish a lot more, by aligning our work, leveraging our efforts & resources
Today’s Presenters

• Lori Lynass, PhD, Sound Supports
• Cher Anderton, MSW
• Jessica Swain-Bradway, PhD, Northwest PBIS Network
Building Protective Factors for Yourself and the School Community: The Administrators' Series

Cher Anderton, MSW, LSWAIC
Jessica Swain-Bradway, Ph.D.
Lori Lynass, Ed.D.
RE-ENTRY: Planning Ahead for Coming Back Together Webinar #2
<table>
<thead>
<tr>
<th>Lori Lynass</th>
<th>Cher Anderton</th>
<th>Jessica Swain- Bradway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director of Sound Supports.</td>
<td>Therapist &amp; MTSS-B Coach</td>
<td>Executive Director of NW PBIS Network</td>
</tr>
<tr>
<td>Former MS/HS SPED teacher</td>
<td>Former Elementary School Counselor</td>
<td>Former HS SPED teacher</td>
</tr>
<tr>
<td>Can say every line from the movie “Pretty in Pink”</td>
<td>Recently renovated her bathroom for fun</td>
<td>Star Wars expert</td>
</tr>
<tr>
<td>Loves 80’s Rock</td>
<td>Can hear the first notes of a song and name it, even from her childhood</td>
<td>Big fan of bees</td>
</tr>
</tbody>
</table>
Who You Are?

Poll Question #1

What is Your Role in the District and/or School?
Did you attend Webinar #1 in this series?

Poll Question #2

Did you join us for the first webinar in this admin series?

✘ Heck Yes, I did!
✘ No, Sorry I missed it!
Which Hogwarts House?

Poll Question #3

1. Gryffindor
2. Hufflepuff
3. Ravenclaw
4. Slytherin
5. I don’t know but tell me how to figure this out?!
6. #StarWarsFan

https://www.wizardingworld.com
Our Multi-Tiered Frame...

✗ Like your computer’s operating system: everything gets pushed through the OS *(thank you Catherine Bradshaw)*
We need to build or strengthen:

- Trauma Responsiveness
  - More than trauma informed
  - Emotional Safety

- SEL Skills & Emotional Safety
  - For Ourselves
  - For Students

- School Connectedness
  - Relationships
  - Psychosocial Climate

- Predictability & Consistency
  - Expectations & Routines
  - Acknowledgement

- Flexibility
  - Maximize Core Features

- Systems
  - For Ourselves
  - For Students
Assessment
We have to know where are we going, and be able to tell when we’ve gotten there...
Familiarity with MTSS?

Poll Question #4

1. Hold My Tier, I’ve got this! (Expert)
2. Could probably fake it in a discussion
3. Just getting started
4. Barely keeping up with the acronyms (Brand New)
Core MTSS/PBIS Systems

✘ Effective District Leadership Team
  - Problem Solving Protocols
✘ Policies
✘ Data based decision-making
  - Collection, Organizing, Sharing)
✘ Comprehensive screening
✘ A process for selection and implementation of Evidence-based practices (EPBs)
✘ Professional Support
  - Training, Coaching, Feedback)
Features of MTSS (McIntosh & Goodman, 2016)

**Academic RTI**
- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as SPED eligibility determination approach

**Scientifically-based interventions**
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

**PBIS**
- Specific social behavior assessments and interventions
- Use of free materials that are adapted to fit the school’s context
- Use of indirect assessment of behavior
- Continuous assessment of social behavior with existing data sources
- Focus on school-wide teaming
- Described in IDEA as school-wide prevention and individual intervention approach
Implementation Stages

✘ Implementation is a process, not an event. The process is marked by implementation stages that have been identified in practice.

✘ To use innovations and Active Implementation in practice takes time and effort.

✘ Exploration, Installation, Initial Implementation, and Full Implementation Stages guide organization and system investments in innovations supported by implementation best practices. NIRN

✘ https://www.activeimplementation.org/
Implementation Stages

- Exploration
- Installation
- Initial Implementation
- Full Implementation

Different tasks, assessments, action planning based on your stage of implementation. NIRN

https://www.activeimplementation.org/
Features of MTSS (McIntosh & Goodman, 2016)

**Academic RTI**
- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as SPED eligibility determination approach

**PBIS**
- Scientifically-based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

- Specific social behavior assessments and interventions
- Use of free materials that are adapted to fit the school’s context
- Use of indirect assessment of behavior
- Continuous assessment of social behavior with existing data sources
- Focus on school-wide teaming
- Described in IDEA as school-wide prevention and individual intervention approach
Trauma Informed MTSS

- **Effective District Leadership Team**
  - Representative team: family, students, mental health, community

- **Documented in Policy**
  - Reflects your values and mission to address the impact of toxic stress & Trauma

- **Evidence-Based Practices**
  - Audit current practices Promote MH, Mitigate Trauma, and respond to stress
  - Integrate & align additional practices

- **Professional Development and Feedback**
  - Promote MH, Mitigate Trauma, and respond to stress

- **Action Plan**

- **Evaluation: Fidelity and Impact**
What Needs To Shift?

We can use our FIDELITY and OUTCOME Measures to determine WHERE we put our effort first

✘ Rethink our mission statement?
✘ Expand your DLT?
✘ Professional development and Coaching?
✘ How will we shift our evaluation plan?
✘ This changes based on Stage Of Implementation (#wecan’tdoitallatonce)
✘ We use our research-based assessments to prioritize
Steps You Can Take Now

Assess
Prioritize
Action Plan
Do
Assess
Action Planning
Action Planning for the End of the Year

- Bus Route Parade
- Virtual Talent Show
- Virtual Class Party
- Virtual Field Day
- Baby Picture Slide Show
- Yard Signs

We’d like to hear your ideas! Please share in the chat or in the survey we will be sending out.
Six Week Practices Plan

Example Practices schools might use to create classrooms that focuses:
- Relationships
- Connection
- Community

Take a deep breath, this is an example of FULL Implementation.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Getting to know names, strengths and needs.</td>
<td>• Getting to know names, strengths and needs.</td>
<td>• Getting to know names, strengths and needs.</td>
</tr>
<tr>
<td>• Schoolwide &amp; Classroom Expectations</td>
<td>• Schoolwide &amp; Classroom Expectations</td>
<td>• Schoolwide &amp; Classroom Expectations</td>
</tr>
<tr>
<td>• Class Charters</td>
<td>• Peer and Class Problem Solving</td>
<td>• Formal SEL Lessons</td>
</tr>
<tr>
<td>• Community Circles</td>
<td>• Classroom Community Activities</td>
<td>• Diagnostic Academic Work</td>
</tr>
<tr>
<td>• Mindfulness/Calming</td>
<td>• Feel Good Plans</td>
<td>• Bystanders Program</td>
</tr>
<tr>
<td>• School &amp; Classroom Community Activities</td>
<td>• Zones of Regulation</td>
<td>• Academic Routines &amp; Transitions</td>
</tr>
<tr>
<td>• Recess Games</td>
<td>• Diagnostic Academic Work</td>
<td>• Interactive Structures</td>
</tr>
<tr>
<td>• Academic Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Week 5</td>
<td>Week 6</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Build on Weeks 1 - 3</td>
<td>• Build on weeks 1 - 4</td>
<td>• Build on weeks 1 - 5</td>
</tr>
<tr>
<td>• 2 x 10 relationship building if needed</td>
<td>• Increase Self-Monitoring &amp; Independence</td>
<td>• Universal Screening</td>
</tr>
<tr>
<td>• Whole class project</td>
<td>• School Climate Survey</td>
<td>• Increase Self-Monitoring &amp; Independence</td>
</tr>
<tr>
<td>• Circle Keepers</td>
<td>• Emotional Regulation</td>
<td>• Increase Academic Stamina</td>
</tr>
<tr>
<td>• Begin focused academic content</td>
<td>• Increase Academic Stamina</td>
<td>• Schoolwide Expectations Video Challenge</td>
</tr>
<tr>
<td>• Independent Reflections</td>
<td>• Begin Class Rotations for Math &amp; Specialties</td>
<td>• Fall Spirit Week</td>
</tr>
<tr>
<td>• Empathy Building</td>
<td>• SEL/Character Trait of the Week</td>
<td>• SEL/Character Trait of the Week</td>
</tr>
<tr>
<td>• SEL/Character Trait of the Week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In This Six Week Plan, Can You See:

- Trauma Informed Practices?
- SEL?
- School Connectedness?
- Predictability and Consistency?

Can you see how systems need to be built or refined for each of these?
Reflect: Systems Focus for You?

For your school/district: which systems do you already know need to be built or refined for each of these?
Trauma Responsiveness
Components of Trauma - Responsiveness

1. A Safe, Predictable & Positive Environment

2. Support for the Development of Self-Regulation

3. Positive Relationships

(BTW, it’s what we ALL need)
If we are assigning grades right now, what we are grading is PRIVILEGE. Without the equalizing force of the school building and its services, limited as they are, we are grading on access to technology, wifi, food, housing, security, and ableism. ~Sim Kern.
Example of Trauma Responsiveness

GRADING During the Pandemic

How Do We Grade During the Shutdown? “Do No Harm” is the Answer.

- District Team Decision: Expanded Team - representative of MH, family, students,
- Documented in Policy: Reflect your values and mission
- Evidence-Based Implementation: DO NO HARM
- Professional Development and Feedback
- Translates into an Action Plan
- Evaluation: Fidelity and Impact
Steps You Can Take Now

Assess

Prioritize

Action Plan

Do

Assess
Wisconsin Dept of Public Instruction

Trauma Sensitive Schools Online Professional Development

https://dpi.wi.gov/sspw/mental-health/trauma/modules
Trauma-Informed Oregon

COVID-19 TIC Strategies
Learn about trauma-informed responses to COVID-19.

Considerations for a TI Response for Work Settings

The Anatomy of a TI Script

ACCESS STRATEGIES

Workforce Wellness Strategies
Learn about workforce wellness during COVID-19.

Understanding Why Trauma Informed Communication is Important

Culture as Healer

Caring for Child Care Workers

VIEW VLOGS

Online Training Modules
Learn the basics of trauma-informed care with TIO's four self-directed modules, as well as an introduction and closing module.

ACCESS TRAININGS

Road Map to TIC
Learn how to implement trauma-informed care in your organization with our step-by-step road map and screening tool.

EXPLORE ROAD MAP & SCREENING TOOL

https://traumainformedoregon.org/
Social Emotional Learning
Steps You Can Take Now

Assess
Prioritize
Action Plan
Do
Assess
Social and Emotional Learning
Can take place in just a few minutes per day
Should not be siloed - Integrate it throughout the day
Make EVERYTHING social and emotional learning

See Carol Frodge’s SEL/Academics Training at the Sound Supports/NWPBIS Summer Institute
Examine SEL Levels for Resilience

- Build Adult Resilience (Staff and Families)
  - Self Care for the Staff (i.e. www.anchoredsel.com)
  - Self Care for the Families (online parent education)
- Build Student Resilience
- Build Awareness About the Impacts of Trauma
- Plan First 6 Weeks
Support the Adults So They Can Support the Kids

- Become a champion of this work
- Gather data (i.e. The Professional Quality of Life Measure [https://proqol.org/ProQol_Test.html](https://proqol.org/ProQol_Test.html), staff attendance, engagement and turnover rates)
Reflection Moment

What notes and action items do you want to capture about Trauma Responsiveness and SEL?

How might you assess and prioritize this work?
School Connectedness
School Connectedness

- Adult Support
- Belonging to Positive Peer Group
- Commitment to Education
- School Environment

School Connectedness leads to:

- Positive Educational Outcomes
- Positive Health Outcomes

School connectedness is the belief held by students that the adults and peers in their school care about their learning as well as about them as individuals. Students who feel connected to school are more likely to have a number of positive health and academic outcomes. This fact sheet answers questions about school connectedness and identifies strategies school districts and administrators can use to foster it among their students.

Why is it important for students to feel connected to school?
School connectedness is an important factor in both health and learning. Students who feel connected to school are:
• More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
• Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse.
• Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
• Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.
Restorative Practices and School Connectedness
Steps You Can Take Now

Assess
Prioritize
Action Plan
Do
Assess
Increased Structure & Predicatibility
Maximize Predictability

- Establish and Explicitly Teach Expectations
- Maximize Student to Teacher Proximity
- Use Active Supervision (Move, Scan, Interact & Praise)
### What Are The Adult Expectations That Support Student Expectations?

#### STAFF MODEL MATRIX

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Kindness</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pick up class at playground line on time</td>
<td>• Smile and/or greet others with a kind word</td>
<td>• Model using walking feet</td>
</tr>
<tr>
<td>• Give students directions at the door of what to do (or have routine in place)</td>
<td></td>
<td>• Take attendance promptly</td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have a transportation checklist by your door</td>
<td>• Say, “thank you” “good bye” “Have a good afternoon”</td>
<td>• Release each group (cottage, bus, walk) at staggered times</td>
</tr>
<tr>
<td>• Carry checklist and check off each student</td>
<td>• Acknowledge students following expectations</td>
<td>• K-2 groups are led by adult</td>
</tr>
<tr>
<td>• Bring remaining students to the office by 2:15pm</td>
<td>• Check in with the adult picking up the child</td>
<td>• Exit from designated door and go to designated area</td>
</tr>
<tr>
<td>• Double check with office about transportation changes</td>
<td></td>
<td>• Release after bell</td>
</tr>
<tr>
<td>• Classroom teachers will walk students all the way to their destination</td>
<td></td>
<td>• Wait with students until all have been picked up are released by “pick-up crew”</td>
</tr>
<tr>
<td><strong>Bus and Bus Stop</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be on time for duty</td>
<td>• Greet bus drivers</td>
<td>• Make sure student patrols are present</td>
</tr>
<tr>
<td>• Check students’ names</td>
<td>• Acknowledge and encourage appropriate behavior</td>
<td>• Stay with the bus line</td>
</tr>
<tr>
<td>• Make sure bus lines are sent on time</td>
<td></td>
<td>• Stay until bus is gone</td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Know game rules and enforce consistently</td>
<td>• Play with the kids</td>
<td>• Have an adult in each section of the playground</td>
</tr>
<tr>
<td>• Stay in designated area to fully supervise playground</td>
<td>• Greet students from other classes</td>
<td>• Know what to do in an emergency</td>
</tr>
<tr>
<td>• Help students to problem solve</td>
<td>• Greet your peers</td>
<td>• Enforce safety rules</td>
</tr>
<tr>
<td><strong>Bathrooms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach a bathroom sign in/out system</td>
<td>• Teach signal to exit quietly</td>
<td>• Reinforce hand washing</td>
</tr>
<tr>
<td>• Teach accountability at communal spaces</td>
<td>• Teach environmental compassion (“only 3, save a tree,” prevent overuse of paper towels)</td>
<td>• Only allow one student to each bathroom at a time</td>
</tr>
<tr>
<td>• Teach appropriate/idea times to use the bathroom (transitions, recess, etc)</td>
<td>• Be respectful of students’ privacy</td>
<td>• Keep track of how long a student has been out of class using the bathroom sign in/out system</td>
</tr>
<tr>
<td>• Report any problems shared by students to custodian or office promptly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lunchroom</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach students the rules that apply in classroom, apply in lunchroom</td>
<td>• Teach empathy/kindness/patience while waiting in line</td>
<td>• Explain WHY students can only eat their own food</td>
</tr>
<tr>
<td>• Bring students to lunch on time</td>
<td>• Greet the adults in the lunchroom</td>
<td>• Teach WHY students must walk down the stairs to recess</td>
</tr>
<tr>
<td>• Provide lunch number and allow time to practice</td>
<td>• Teach inclusion of students within lunch tables</td>
<td>• Know which students have severe allergies and plans of action</td>
</tr>
<tr>
<td>• Have routine in place so students remember their lunches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Excuse students to recess on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Lab</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Help students log into computers</td>
<td>• Speak respectfully</td>
<td>• Model computer care</td>
</tr>
<tr>
<td>• Monitor students</td>
<td>• Clean up before you leave</td>
<td>• Teach internet safety</td>
</tr>
<tr>
<td>• Unlock/lock door; return key</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monitor headphones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom 214 Rules</td>
<td>Welcome</td>
<td>Group Work</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| **Be Responsible**  | • Stay on task  
                     • Offer to help  
                     • Apologize for mistakes | • Turn in homework  
                     • Manage time carefully  
                     • Begin work  
                     • Think before I post | • Double check sources  
                     • Think before I forward | • Stop and take a few deep breaths  
                     • Recognize what you’re feeling “I feel…” | • Clean up your area |
|                     | • Raise hand  
                     • Track the speaker  
                     • Follow directions | • Say “good morning” to teacher and classmates  
                     • Talk in soft voices | • Listen to your peers  
                     • Take turns speaking  
                     • Say “I like that idea, AND…” | • Ask for a break if you need a moment  
                     • Express your feelings appropriately | • Stand and Push in your Chair, OR  
                     • Listen for direction to next activity |
| **Be Respectful**   | • Walk quietly  
                     • Keep hands and feet to self | • Put personal belongings in designated areas  
                     • Take your seat  
                     • Turn on privacy controls | • Clean up area when time is up | • Talk to someone if you need help  
                     • Talk to someone if it will make you feel better | • Eyes on me  
                     • Wait to be called |
| **Be Safe**         | • Supervise all areas of classroom | Greet Students warmly  
                     Bell to bell activity posted | Actively supervise small group activities | Teach & practice routine monthly | Use Active Supervision to predict triggers  
                     Teach, practice, reinforce transitions |
Steps You Can Take Now

Assess
Prioritize
Action Plan
Do
Assess
Reflection Moment

What notes and action items do you want to capture about School Connectedness and Predictability? How might you assess and prioritize this work?
Evaluation
Outcomes, Systems, Data, Practices
What Needs To Shift?

We can use our FIDELITY and OUTCOME Measures to determine WHERE we put our effort first

× Rethink our mission statement?
× Expand your DLT?
× Professional development and Coaching?
× How will we shift our evaluation plan?
× This changes based on Stage Of Implementation (#wecan’tdoitallatonce)
× We use our research-based assessments to prioritize
Two Essential Questions

1. Are we doing what we said we were going to do?

1. Is it having the intended impact?
Assessment Tools: Fidelity

✖ Use Fidelity Tools, Perception, and Outcome data

Fidelity

- District PBIS Self-Assessment [www.pbis.org](http://www.pbis.org)
- District Systems Fidelity Inventory [www.pbis.org](http://www.pbis.org)
- School: Tiered Fidelity Inventory [www.pbsapps.org](http://www.pbsapps.org)
- Classroom observation tools [www.midwestpbis.org](http://www.midwestpbis.org)
Assessment Tools

✘ Use Fidelity Tools, Perception, and Outcome data

Perception data

- Self Assessment Survey (SAS [www.pbis.org](http://www.pbis.org))
- Staff Perceptions of Discipline and Behavior Survey ([www.spdbsupport.com](http://www.spdbsupport.com))
- Personal Assessment of SEL Competencies for Staff ([casel.org](http://casel.org))
- The [Professional Quality of Life Measure](https://proqol.org/ProQol_Test.html)
- Classroom observation tools [www.midwestpbis.org](http://www.midwestpbis.org)
Assessment Tools

✘ Use Fidelity Tools, Perception, and Outcome data

Outcomes Data:
- The Professional Quality of Life Measure
- Classroom observation tools www.midwestpbis.org
- School Climate Data www.pbsapps.org

Student Data:
- Absentee Data,
- Log on Data,
- Nurses’ visits
- Time out of Class logs
- Feelings of belonging
- Morning meeting Check in Scale (1-3)
- Academic Data
Steps You Can Take Now

* Identify the assessment tools you already have in place (fidelity & outcome).
  
* Determine if you can rely on those data?
  - Are they being collected and reported with integrity?
  - Are they being used?

* In an Action Plan, identify what can be done right now (making sure you use data as much as possible to guide your work).
  - Low Hanging Fruit?
  - Capacity?
  - Make the biggest impact?

You cannot do it all. Focus on 1 area of systems improvement that supports your 1 area of practice improvement....
Resources

Need more?

✗ Check out our Resource PDF
✗ Talk it out with your team
✗ Reach out for more guidance
Professional Development

• Sounds Supports K12
  - lynassl@gmail.com

• Northwest PBIS Network, Inc.
  - info@pbisnetwork.org

• Adult Social and Emotional Learning
  (Anchored: Creating Adult Social & Emotional Fluency in Education)
  - @www.anchoredsel.com
On a scale of 1 - 3, how helpful was today’s information?

Poll Question #5

1 - Not Helpful
2 - Somewhat Helpful
3 - Very Helpful
What Additional Topics Would Be Helpful?

Poll Question #6

1. Assessment
2. Action Planning
3. Getting Started in MTSS/PBIS
4. Integrating Mental Health
5. Adult SEL
6. Other?
Questions or Comments?

Remember to please bring your questions to the Office Hours Session June 4th.
Helpful Websites

www.soundsupportsk12.com
www.pbisnetwork.org
mhttcnetwork.org
www.pbis.org
safesupportivelearning.ed.gov
www.protective schools.org
RETURNING, REBUILDING, RENEWING: ADAPTING TIERED SUPPORTS FOR THE NEW NOW
AUG 13TH, 2020

Presented by Inua Group, NWPBIS Network & Sound Supports

HALF DAY SKILL BUILDING MTSS WEBINARS

MENTAL HEALTH IN SCHOOLS
RELAUNCHING TO SCHOOLS AFTER COVID-19
EMBEDDING SEL IN ACADEMICS: IN PERSON OR VIRTUALLY
TRAUMA INFORMED PBIS IN CLASSROOMS
ACADEMIC SEMINAR - TIER 2 INTERVENTION FOR MIDDLE AND HIGH SCHOOLS

$39.00 per Webinar
Clock Hours Provided

Register at www.pbisnetwork.org
Thank You!

jessica@pbisnetwork.org
lori@soundsupportsk12.com
cher@soundsupportsk12.com
Join us for the Q&A session in this series...

Part 3: (June 4th) Discussion - LIVE Q & A with Series Presenters and Guest School Leaders

*All webinars are from 1 - 2:30PM (PST)

Submit Questions for the Live Session: https://tinyurl.com/school-leader-questions

Registration Link: bit.ly/NWSchoolLeader

For more information: Megan Lucy mlucy@uw.edu

Questions: Megan Lucy
mlucy@uw.edu

Upcoming Events
- Educator Wellness Webinar Series
- School Leader Webinar Series
- DBT in Schools Lessons for Parents and Live Q&A with Drs. Jim and Lizz Mazza
- Ambiguous Loss: Grieving in the Time of COVID-19
- Psychological First Aid

LEARN MORE ABOUT THE FULL SERIES HERE: BIT.LY/WELL-BEINGNW

This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration
Evaluations

- Required by our funder
- Used to inform, refine, & enhance future events/activities
- Helps communicate the need for this type of support
- Voluntary and anonymous

• Very important! We will end a few minutes early and ask that you please take a few moments to complete.