CONSULTATION RESOURCE GUIDE

FOR SCHOOL LEADERSHIP TEAMS

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CONSULTATION MAP

DIRECTIONS

As the consultant, you are expected to collaborate with the school-based leadership team (SBLT) in completing the four phases on the right.

With each phase, there are multiple steps that are necessary to complete. The consultation resource guide is divided by phase and will provide direction for the consultant. The beginning of each phase is marked by the Project PROMOTE Consultation Map (refer to the map on the right side). The steps that will be completed within each phase of the consultation experience are ordered from A to P.

Also, each phase provides directions regarding the documents needed for each step as well as what the consultant needs to do to complete each step. The consultant is encouraged to revisit steps within each phase as well as incorporate existing documents that would be provided by the SBLT. On the right if the expected timeline of the whole consultation process through the Project PROMOTE.

1 STRUCTURING THE SCHOOL-BASED LEADERSHIP TEAM

- A Administer the Initial Meeting Assessment
- B Complete the Project PROMOTE Establishing Norms worksheet
- C Present and discuss with the SBLT in the Project PROMOTE Meeting Agenda Outline.
- D Introduce the SBLT to the Project PROMOTE Note Taking Template.

2 ALIGNING RESOURCES

- E Determine serviceable base rate by facilitating the completion of the Project PROMOTE Base Rate Generator.
- F Complete the Project PROMOTE: Tier II Intervention Outline.
- G Complete the Project PROMOTE MTSS Implementation Planning Guide.
- H Complete the 2X3 Tier II Intervention Resource Guide SAEBRS

3 SCHOOL WIDE SCREENING

- I Present and practice with the SAEBRS Example School
- J Present the school wide SAEBRS
- K Complete the SAEBRS Risk to Intervention Chart.
- L Complete Project PROMOTE Screening Resource Map and come to a consensus on targeted area of improvement

4 PROCEDURAL INTEGRITY

- M Complete the SAEBRS Risk to Intervention Accountability and Action Steps
- N Complete the Project PROMOTE Intervention Fidelity for each intervention.
- O Complete the Project PROMOTE School Leadership Team Benchmarks of Quality
- P Have the SBLT team use the Project PROMOTE Action Plan Using the 4-Step Problem Solving Model worksheet to outline the following steps for team improvement

LONG TERM ESTABLISHMENT OF SCREENING TO INTERVENE

MAIN FOCUS:

- Support School-Based Leadership Teams (SBLT) to independently bridge Tier I data (i.e., screening data) to Tier I and II interventions for social, emotional, and behavioral support
- Promote sustainability of SBLTs facilitating the screening to intervene process for social, emotional, and behavioral support for Tiers I and II

AUDIENCE:

- SBLT members (e.g., principal, assistant principal, school psychologists) who have previously completed the first part of the consultation guide or partnered with the School Mental Health Collaborative (SMHC)

BELOW ARE THE SPECIFIC PAGES PROVIDED IN THIS GUIDE

OVERALL PROCESS

Have you completed the Screening to Intervene process outlined in the first part of the Consultation Guide?

This page gives you concrete directions that your leadership team can do to continue the screening to intervene process.

TRANSLATING TIER I DATA TO TIER I OR II INTERVENTION

Are you not seeing the forest through the trees?

Often times, leadership teams get academic social, or emotional Tier I data but struggle with translating into effective and measurable Tier I and Tier II interventions. This page shows you how to translate this data into actionable items through scenarios, helpful forms, and step-by-step directions.

MENTOR CORNER

Feeling lost or confused with the Screening to Intervene process?

Click on this page to see frequently asked questions, potential barriers, and helpful solutions.

SUSTAINABILITY OF LONG TERM SYSTEM CHANGES

Are you looking forward?

This page is for the leadership teams that are looking for long term system changes in their screening to intervene capacity.

RESOURCES FOR SCREENING TO INTERVENE PROCESS

Ready to fill up your toolbox?

This page provides a variety of resources that can support all screening to intervene processes for leadership teams.

HELPFUL CONTACTS

Want to connect with other mental health professionals?

This page provides the contact information of the SMHC faculty, students, and staff. They are available for consultation with schools regarding topics discussed within this guide and more.

Overall Process

Congrats on your team's success with the first Consultation Guide! What's next?

This section will provide a detailed outline of the steps an SBLT should take to independently complete the screening to intervene process. Below are the four stages of the consultation process (e.g., Structuring the School-Based Leadership Team, Aligning Resources, School-Wide Screening, Procedural Integrity).

When considering the overall process, it is important to note that the steps described in the Consultation Guide will not be linear for every school. As we know, students' needs and resources vary across schools, leading to different experiences of this process.

In addition, we provide multiple timelines of typical roll-outs of the screening to intervene process. For a successful implementation of the screening to intervene process, the SBLT must both know the steps and timeline.

If your school team is having any difficulty translating these scenarios to your own school's point of action, feel free to contact the **School Mental Health Collaborative staff** for assistance.

Step 1

STRUCTURING THE SCHOOL-BASED LEADERSHIP TEAM

COMMIT TO A MEETING TIME

In order for the SBLT to efficiently move through this process, it will be essential for the team to first commit to a weekly or bi-weekly meeting time. If individuals cannot commit, it may impact the ability to make cohesive team-based decisions.

RE-ESTABLISH NORMS

Second, regardless of the SBLT having new or the same members since the start of the Consultation Guide, it is essential to review or establish team norms (i.e. expectations for participation, steps for handling conflict). Roles should also be determined, such as who will be in charge of the screening data.

EVALUATE EFFECTIVENESS

Last, it may be valuable to complete an Initial Meeting Effectiveness Survey to ensure effective meeting strategies. This can be done individually and then discussed as a group. The more effective you are as a team, the better you will be able to support your students.

Step 2

ALIGNING RESOURCES

DETERMINE BASE RATE OF RISK

Prior to screening the students, it will be necessary to first know the Tier II resources available within each area of risk being assessed (e.g., social, academic, emotional). Our goal is to use what we know, rather than adding work to our staff, and this is what a base rate of risk form helps us accomplish.

RESOURCE MAPPING

Then it would be useful to outline the different interventions at each Tier of the MTSS framework. The team can use a resource mapping form to highlight how students are identified, the interventions they might receive, how fidelity and student progress are monitored and the different teams responsible.

WHO CAN IMPLEMENT?

Last, completing the 2x3 Tier II Intervention Resource Guide can outline which Tier II interventions will be able to be implemented by teachers (Tier II) or by either teachers or school support staff (Tier II plus). After the screening, the SBLT may want to revisit these forms for ease of intervention selection.

Step 3

SCHOOL-WIDE SCREENING

SELECTING A SCREENER

At this point, it is time to conduct a school-wide screening for social, emotional, or behavioral concerns.

Your team might have already gained experience with the Social, Academic, Emotional Behavior Risk Screener (SAEBRS). One choice is to continue with this option. However, we understand you may decide to look at other screeners. Linked here is a list of evidence-based behavioral health screening tools for youth, along with some information about each.

If another screener is selected, it will be essential for the SBLT to train school staff for conducting the screening in a systematic nature and with integrity

SCREENING ALTERNATIVES

If after reviewing the resources, the **SBLT decides that conducting a universal screening is not the best match,** another assessment method, such as a Student Needs Survey, may be used to collect data to inform intervention. In these instances, it is important that the school does not use this to confirm student need for individual services, but to discover the broad needs of the students at the school. As the months change, students' needs may shift, and so it will be key for the SBLT to constantly check-in with student progress regarding the identified areas of need.

OTHER PIECES OF THE PUZZLE

In preparation for screening students, **consider different types the information** that may be valuable to examine later. To promote social justice, the SBLT can examine data for disproportionality. Is one group of students over- or underrepresented in any one area?

Examples of areas to consider:

Special education status, 504 eligibility, Free/reduced lunch, race, gender, Early Warning System data (EWS: absences, referrals), School-Wide Information System (SWIS) data.

Step 4

PROCEDURAL INTEGRITY

DATA COLLECTION

At this point, your SBLT will have some sort of social, emotional or behavioral screening data. Now, your team must decide how to **match this data towards intervention**. This may appear to be a challenging process; however, the SMHC team is here to help. Please visit our Translating Data Page to see what a couple of schools have decided based on screening data. Additionally, the SBLT will want to consider progress monitoring data to see the impact of your team's actions. Please see our list of Progress Monitoring Measures for ideas! Finally, we encourage teams to focus on interventions that are already within your school or district. If you would like to get introduced to any new interventions, please to go our Resources page to get access to some starting-off points.

REVIEW QUALITY OF WORK

Similarly to the SBLT evaluating meeting effectiveness, it will be crucial to the team's success that the quality of work is reviewed. This can be done using a needs assessment, which team members can complete independently and then meet to discuss as a team to determine action steps.

Let's Talk Timeline!

Now that you have familiarity with the screening to intervene process, your SBLT needs to determine a timeline.

Your team should ask themselves: When should we start this process?

We offer three timelines based on your team's answer.

Please click on one of the three options that best matches your team's response and it will route you to another page that details the timeline and some considerations.

START OF THE SCHOOL YEAR

LET'S HAVE THIS START AROUND WINTER BREAK!

THIS SOUNDS LIKE A SPRING INITIATIVE!

EXAMPLE TIMELINE **SEPTEMBER START**

MONTH	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR. - JUNE
ACTION	Establish SBLT/ Align Resrouces ▪ Set norms & roles ▪ Examine resources ▪ Prepare for screening (gather student info, train/prepare staff for screening)	School-wide screening ▪ Data discussion	Train for interventions & implement	Assess intervention fidelity and student progress ▪ make appropriate adjustments	Prepare for 2nd Screening	2nd school-wide screening ▪ Data discussion ▪ Evaluate interventions	Continue assessing intervention fidelity and student progress Conduct 3rd school-wide screening

If your school decided over the summer that you would begin this process in the fall, it is likely that your team is planning for a September start. During this first month, it will be crucial to establish the school-based leadership team (SBLT). Typically, members of administration (i.e., principal, assistant principal) and student support staff members (i.e., school counselor, school psychologist) are part of this team committed to meeting weekly or bi-weekly. This is a space to review team norms, existing school resources, and discuss preparations for screening (i.e. creating the roster of students for the screening).

Once the team is ready to go, typically in October, the school-wide screening can be conducted. After examining and translating the data, intervention(s) will be selected by the team based on student need and the available resources. With interventions implemented by the end of October or the beginning of November, there will be time to track students' progress and evaluate outcomes to adjust interventions if needed in December before the winter break. Intervention implementers may benefit from a refresher training upon return in January, and a reminder of any adjustments made prior to the break. Interventions can then continue into February, with constant team discussion around student progress.

This process can be repeated in the spring with a school-wide screening in February as well as a late spring screening for summer planning.

ASSETS

- Allows for flexibility in case of meeting cancellation
- Time for multiple screenings to assess changes as the year progresses
- Reduces the stress of training before winter break

OBSTACLES

- Teachers are getting to know their students

WANT TO RE-THINK YOUR TIMELINE?

PLEASE CLICK HERE TO RETURN TO THE OVERALL PROCESS PAGE.

TIMELINE

MONTH	PHASE	OBJECTIVE	INDICATORS OF SUCCESS
AUGUST	Structuring the SBLT	▪ Initial Meeting Assessment ▪ Developing Norms ▪ Outlining Meeting Roles ▪ Agenda and Notes Outline	The SBLT has established a set of norms, each person has a meeting role, and each member understands the agenda and note taking template. **Note: If the SBLT already has established set of norms, meetings roles and agenda, you can skip directly to the Aligning Resources Page.*
SEPTEMBER	Aligning Resources	▪ Determining Serviceable Base Rate	The SBLT has determined the number of students they can serve through staff, resources, and time allotted.
OCTOBER	Aligning Resources	▪ Resource Mapping	The SBLT has completed all resource mapping paperwork and outlined all behavioral resources in each tier.
NOVEMBER	School Wide Screening	▪ Practice of Behavioral Screening	The SBLT completes the SAEBRS screening data example and discussed what hypothetical support would benefit the example school.
DECEMBER	School Wide Screening	▪ Data Presentation ▪ Targeting Area of Support	The SBLT is shown their SAEBRS data and fills out necessary paperwork to guide targeted area of improvement. The SLBT also targets area of support and selects intervention(s) for positive change.
JANUARY	Procedural Integrity	▪ Outlining Action Steps and Accountability ▪ Fidelity of Intervention	The SBLT fills out the necessary paperwork to outline the selected intervention(s) as well as determines who will complete the intervention. The SBLT also uses the necessary paperwork to determine how fidelity will be measured and documented.
FEBRUARY	Intervention Implementation/ Procedural Integrity	▪ Fidelity of Intervention	The SBLT implements the outlined interventions with fidelity. The consultant and SBLT also collaborate to determine if the intervention is working and make changes if necessary.
MARCH	Intervention Implementation/ Procedural Integrity	▪ Fidelity of Intervention	The SBLT implements the outlined interventions with fidelity. The consultant and SBLT also collaborate to determine if the intervention is working and make changes if necessary.
APRIL	Intervention Implementation/ Procedural Integrity	▪ Fidelity of Intervention	The SBLT implements the outlined interventions with fidelity. The consultant and SBLT also collaborate to determine if the intervention is working and make changes if necessary.
MAY	Procedural Integrity	▪ Promoting Team Capabilities ▪ Continuous Improvement	The consultant facilitates conversation around the functioning of the SBLT as well as areas of improvement for the SBLT. The consult provides direction for the Post-Project PROMOTE Evaluation and provides the SBLT with all documents within consultation guide.

MENTOR CORNER

This is your "one-stop-shop" for frequently ask questions, troubleshooting barriers and gaining helpful insights.

? FAQ's

Below are some commonly asked questions for school leadership teams who have partnered with the SMHC previously or are just starting their screening to intervening process.

HOW MUCH TIME IS THIS GOING TO TAKE?

Time; always a key component when it comes to doing any sort of system change. Every school is different so we cannot predict how long this process will take for your school or district. There are many factors such as current practices, staff capacity, staff training, widespread value for social, emotional, and behavioral supports, and district infrastructure that can either hinder or jump-start this process. So, there is no standard set of time the entire process will take. However, the wonderful thing is that your school or district controls its own destiny. The more committed and enthusiastic your school or district is for this process, the more efficient it will become. For instance, previous schools that were committed to the process completed the screening to intervene process within three months and twice more over the course of the school year. Thus, these schools completed a school-wide screener, determined and implemented social, emotional, and behavioral interventions, and progress monitored those interventions three times within a school year. Alternatively, some schools that experienced less faculty buy-in were able to complete the screening to intervene process within one school year.

HOW MUCH AM I GOING TO BE ASKING OF STAFF?

Another great question! Educators are continually asked to add one more thing to their plate. However, the SMHC does not want the screening to intervene process to become "one more thing," and instead can be incorporated as a key piece of a school or district's comprehensive service. So, depending on the staff's level of involvement, their commitment and work load will vary. Below is an outline of the typical roles and commitment there are within the duration of the screen to intervene process.

LEADER(S) OF THE SCREEN TO INTERVENE PROCESS

- Level of Commitment: 1-2 Hours Per Week

  Completing necessary tasks, attending meetings, generating reports, facilitating intervention

SCREEN TO INTERVENE TEAM MEMBER

- Level of Commitment: 1-2 Hours Bi-Weekly

  Completing necessary tasks, attending meetings, facilitating intervention

TEACHER/SUPPORT STAFF WHO SCREEN THEIR STUDENTS

- Level of Commitment: 3o minutes*

  Spent screening their class period

TEACHER/SUPPORT STAFF WHO DO NOT SCREEN THEIR STUDENTS

- Level of Commitment: 30 minutes

  Attending a meeting regarding results

**Depending on size of classroom. Typically 1 minute per student*

WHAT IF WE ALREADY HAVE A STRONG SOCIAL, EMOTIONAL, AND BEHAVIORAL INTERVENTION FRAMEWORK?

Wonderful! The SMHC is not in the business of overhauling a school or district's intervention delivery system. We trust our school or district partners to know what is best for their students. Our main focus is supporting the great work already taking place at your school or district by empowering educators to screen and intervene effectively. We will work directly with the school and district leadership to get acclimated to a specific service delivery system to better assimilate our practices of screening and intervening.

WHAT IF WE WANT A NEW SOCIAL EMOTIONAL OR BEHAVIORAL INTERVENTION?

At the SMHC, we love when educators are looking to fill their "intervention toolbox." We can provide professional development (both online synchronously/asynchronously and in-person), remote or in-person technical assistance, program evaluation, and resource development for over a dozen social, emotional, and behavioral interventions. Depending on your current stage in the screening to intervene process, we will also help you match your screening data to specific interventions. Please review this link to see our intervention menu.

I DON'T HAVE A SMHC CONSULTANT ANYMORE...WHO WILL TAKE OVER RESPONSIBILITY FOR THIS PROCESS?

Over time, SMHC partners will become self-sufficient and the SMHC support will lessen. Don't worry.... that is by design. However, if you are concerned with who is going to continue to screen and intervene for social and behavioral risk, you have come to the right place. Typically, the SMHC recommends that there is a team-based approach to the screening and intervene process. We direct you to rely back on the screen and intervene team that was established during the first stage of the consultation process (completed with the first consultation guide). If you have not been exposed to the consultation process yet, below are the characteristics that make up an effective time to conduct the screen and intervene process.

- Consists of at least 5-10 members
- Has at least one administer (e.g., principal, assistant principal)
- Has representation (i.e., at least one professional) of academic, social, emotional, and behavioral expertise
- Can meet on a bi-weekly basis

Typical Team Structure: Principal, Assistant Principal, Behavioral Specialist, School Psychologist, School Counselor, School Social Worker, Academic Coach, Teacher Leader

Potential Barriers

The SMHC staff has been involved with many different leadership teams across the nation. Even with the best intentions and actions, barriers arise. Below are some common barriers for school leadership teams who have partnered with the SMHC previously or are just starting their screening to intervene process.

CONFIRMING, NOT INNOVATING

Oftentimes, school or district-based teams will bypass the work they completed with the resource mapping stage of the consultation process and instead use the school or district-wide screening to confirm the use of specific intervention or the behavior of certain students. The SMHC understands how quickly conversation can move from interpreting screening data to Tier I and Tier II interventions to a team conversation of confirmation bias.

Potential Solution: Prior to getting any sort of screening data, have your school or district team run through a mock data set to gain a common understanding of the process of matching screening data to interventions. If your school or district partners with the SMHC, they can provide a consultant to facilitate that meeting. Another option is to establish a specific set of norms to avoid those confirmation bias conversations. Such as having rules of "Only talking about Tier I and Tier II solutions" or "Let the data make the decision." Once again, if your school or district partners with the SMHC, they can provide a consultant to facilitate that meeting

BITING OFF MORE THAN YOU CAN CHEW

Depending on the ambition of the school or district-level teams conducting this screening to intervene process, the measured level of need or excitement of intervention implementation may lead to "throwing the kitchen sink" at the perceived problem. For example, a school based leadership team might be worried that 70% of their students are at risk for emotional concerns. They then might plan to mitigate that risk by having all mental health professionals in the building end their current responsibilities and implement multiple types of individualized intervention to each student who came up as at-risk. Not only is this plan negating the current systems in place, but it is also ignoring considerations of feasibility.

Potential Solution: Reflect back to the resource mapping stage of the consultation guide and determine who and what is available at the district and school. Then determine the intervention. SMHC advises that if you are completing the screen to intervention process for the first time you should stick to two interventions or goals at the maximum. Then, at each subsequent completion of the procee, potentially add one more goal. Typically, 3-5 goals for a screen to intervene process would be the most successful.

CAN'T SEEM TO LET GO?

In some situations, schools or districts that partner with the SMHC become too dependent on the SMHC consultant. They fear that if the SMHC consultant left, they couldn't independently facilitate the screening to intervening process.

Potential Solution: Schools should focus on fostering ownership of the screening to intervening process. Think of the consultant as a helpful guide and not a technical manual. Keeping this in mind from the start of the process will promote long term success for your school or district.

OUT OF SIGHT OUT OF MIND

If you walk into any school or district, there are dozens of tasks, initiatives and competing interests that come across leadership. Due to the chaotic nature of schools, we understand that the screening and intervening process can take a backseat.

Potential Solution: The first potential solution can be having a school or district point person who is not the consultant. Having a physical person who is in charge of tracking the screen to intervene process may help keep this initiative at the forefront as the school year goes on. The second potential solution could be tying the screen to intervene process into your school or district yearly improvement plan. In many cases, a screening or intervention goal already exists within a school or district improvement plan. This action can serve as an accountability piece as well as an overall embedded goal of the school or district.

Helpful Tips

Below are some helpful tips for school leadership teams who have partnered with the SMHC previously or are just starting their screening to intervening process.

THE TORTOISE ALWAYS BEATS THE HARE

The SMHC urges any school or district that is going through the screening to intervene process to focus on moving at your own pace to ensure the effectiveness of the process. No school or district is the exact same. Whether that is completing an in-depth review of the interventions and personnel or focusing on the screener that best suits your situation. If you have things in place (e.g., meeting norms, data system) there is no need to review and rehash those items.

MAKING SENSE, MAKES SENSE

Clarity is one of the best supporting factors when it comes to large scale system changes. The SMHC recommends that schools and districts make it extremely clear to all major stakeholders (1) the purpose of the screening to intervening process, (2) what the results will showcase (e.g., Tier I and Tier II needs) and (3) the steps associated with the screening to intervening process. The more conversation around the process will promote understanding, ease and effectiveness.

DON'T RE-INVENT THE WHEEL

Is the grass always greener on the other side? In some cases, no. The SMHC finds that schools or districts that review (1) their schools' or districts' personnel and (2) the interventions already occurring before adopting anything new tend to have a better experience. Since systems will be in place before your school or district contacts the SMHC, let's access what is working before we ask "what can we change?"

UTILIZE YOUR RESOURCES

Please review the Resources page on this website. If you are having trouble with any aspect of the screening to intervene process, we have a document for you. If not, you can contact us with any questions. The SMHC urges anyone to speak with them regarding questions, comments or concerns to support their ability to foster students' social, emotional, and behavioral success.

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STRUCTURING THE SCHOOL-BASED LEADERSHIP TEAM

A Administer the Initial Meeting Assessment

B Complete the PROJECT PROMOTE Establishing Norms worksheet

C Present and discuss with the SBLT in the Project PROMOTE Meeting Agenda Outline

D Determine their serviceable base rate by facilitating the completion of the Project PROMOTE Base Rate Generator

INITIAL MEETING ASSESSMENT

First, meet with the princpal (or the main point of contact for the intended project) and have a discussion of which staff members would be appropriate to include in meetings regarding the intended project. Explain to the principal (or the main point of contact for the intended project) the Initial Meeting Effectiveness Survey. Once that is completed, determine how you will distribute the Initial Meeting Effectiveness Survey to all selected staff. This can take form in an inintal meeting or a virtual survey. Once you gather that data from all determined staff, you can structure the remainder of the section based on the needs of the school. It is important to note if the SBLT already has an established set of norms, meeting roles and agenda you can skip directly to the Aligning Resources Page.

DEVELOPING NORMS

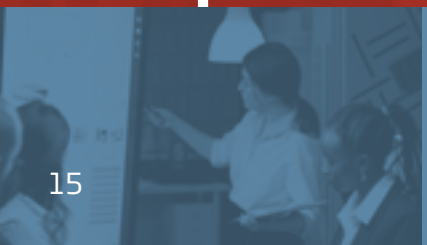
Once you completed the Initial Meeting Effectiveness Survey, introduce yourself and explain to the SBLT the nature of your work throughout the school year. Allow all team members to introduce themselves. Next, ask the team about their norms, meeting roles and agenda templates. If the team has a strong structure, you can skip this section and move towards the Aligning Resources section. If the team does not have a strong team structure, then have the team fill out the PROJECT PROMOTE Establishing Norms worksheet.

OUTLINING MEETING ROLES

Once you complete PROJECT PROMOTE Establishing Norms worksheet, move to this step. Present and discuss with the SBLT in the Project PROMOTE Meeting Agenda Outline. Inform the SBLT that this will be the format of each meeting for the remainder of the consultation process. Provide a demonstration to the team.

AGENDA AND NOTES OUTLINE

Last, introduce the SBLT to the Project PROMOTE Note Taking Template. Inform them that this document will be used to take notes during future meetings. Provide a demonstration to the team.



INITIAL MEETING EFFECTIVENESS SURVEY

Instructions: Please give your perspective of the typical meetings you attend at your school. Rate the characteristics of the meetings by circling the appropriate number on each scale to represent your evaluation. Your responses will remain anonymous. Return the survey to your group facilitator. Remember, you are rating the typical meetings at your school.

1. Meeting Objectives. Are objectives clearly stated in advance of the meeting?

Objectives are seldom set out in advance

Objectives are always set out in advance

2. Communication. Are the agendas provided in advance of the meeting?

Agendas are rarely provided in advance

Agendas are always Provided in advance

3. Start Times. Do meetings start on time?

Meetings hardly ever start on time

Meetings always start on time

4. Time Limits. Are there time limits set for each agenda item?

There are no time limits

Time limits are always set for each item

5. Meeting Review. Are action items from previous meetings brought forward?

Items are not brought forward

Items are brought forward from previous meetings

6. Process. Is there clarity before each topic is discussed as to how that item will be managed?

There is rarely any clarity

There is always clarity

7. Preparation. Does the meeting facilitator come prepared and ready for the meeting?

Facilitator is typically unprepared

Facilitator is always prepared

8. Pace. How would you rate the pace of the typical meeting?

Poor

Just right

9. Tracking. Do meetings stay on track and follow the agenda?

Meetings stray off track

Meeting stay on track

10. Record Keeping. Is there quality notes kept and circulated?

No, there are not

Yes, there are

11. Closure. Does the meeting facilitator tend to end topics before getting into new ones?

The meeting facilitator constantly starts new topics

The meeting facilitator closes each topic before moving on

12. Consensus. Does the meeting facilitator work hard to make collaborative decisions that we can all live with?

We abandon consensus too easily

We work hard to reach consensus

13. Follow-up. Is there good coherent follow-up to commitments made at meetings?

We do not follow up

There is always actions to follow-up

PLEASE FILL IN THE FOLLOWING QUESTIONS

Please list strengths of the meetings at your school:

Please list areas of improvement for the meetings at you school:

Additional comments:

Adapted From: Bens, I. (2017). Facilitating with Ease!: core skills for facilitators, team leaders and members, managers, consultants, and trainers. John Wiley & Sons.

CONSIDERATIONS FOR ESTABLISHING TEAM NORMS

TIME

When do we meet?_____

Will we set a beginning and ending time?_____

What time will the meeting start and end?_____

Will we start and end on time?_____

LISTENING

How will we encourage listening? _____

_____

_____

How will we discourage interrupting? _____

_____

_____

CONFIDENTIALITY

Will the meetings be open? _____

Will what we say in the meeting be held in confidence? _____

What can be said after the meeting? _____

_____

_____

DECISION MAKING

How will we make decisions? _____

_____

_____

Will we reach decisions by consensus? _____

How will we deal with conflict? _____

_____

_____

PARTICIPATION

How will we encourage everyone's participation? _____

_____

_____

Will we have an attendance policy? _____

EXPECTATIONS

What do we expect from members? _____

_____

_____

Are there requirements for participation? _____

_____

_____

What is your plan for holding each behavior team member accountable for the norms you established? (i.e., talking to the person privately; discussing as a team; reviewing the norms)

_____

_____

_____

_____

Adapted from Keys to Successful Meetings by Stephanie Hirsch, Ann Deiehant, and Sherry Sparks, Oxford, OH: National Staff Development Council, 1994 and Learning by Doing by Richard DuFour, Solution Tree Press, 2010

PROGRESS MONITORING: MEETING AGENDA OUTLINE
30-60 Minutes

ROLES

- **Facilitator:** Explains the purpose of the meeting and keeps the participants on task.
- **Intervention Provider:** Discusses implementation and student progress in the intervention.
- **Scribe:** Takes informal notes and tracks brainstorming ideas in a visible space.
- **Timekeeper:** Times each section of the meeting and helps the team adhere to the allotted time.
- **Note-Taker:** Takes formal notes for documentation using a template.

RECOMMENDED TEAM MEMBERS

- Referring staff member
- Intervention provider
- Content specialist
- Coach
- Administrator
- Classroom teacher
- School psychologist
- Social worker
- Special educator
- Parent (i.e., PTA President)

STEP	WHO	TIME
Compile and bring graphed progress-monitoring data, sample progress-monitoring tools, relevant work samples, and anything else that can clarify progress.	Intervention provider	Before meeting
1. Summarize the last meeting, current plan, and discuss implementation of the plan	Facilitator	4 min.
2. Review progress-monitoring data and any additional data	Intervention provider	5–10 min.
3. Group questioning and hypothesis generation	Team	5–10 min.
4. Problem-solve, prioritize, and plan	Team	10–15 min.
5. Wrap-up and next steps	Facilitator	5 min.

Throughout the meeting:

- Scribe is taking notes in a visible space
- Note-taker is taking formal notes for documentation using a template
- Timekeeper is notifying team on the section of the meeting and helps the team adhere to the allotted time

Adapted From:https://intensiveintervention.org/sites/default/files/Progress_Monitoring_Facilitator_Guide, MiBLSi Sample Team Agenda (January, 2014), https://intensiveintervention.org/sites/default/files/Progress_Monitoring_Meeting_Participant_Guide.pdfRoles

TEAM MEETING NOTE TAKING TEMPLATE

Directions: Please use this form in conjunction with the Progress Monitoring: Meeting Agenda Outline. This form is meant to be the guiding document in outlining meeting structures, meeting roles, taking meeting notes and determining actions steps. Please work with your meeting facilitator in determining how this form should be adapted for your school.

Date: _____ Time: _____ to_____ Facilitator: _____

Timekeeper: _____ Note Taker: _____

Scribe: _____ Interventionist Provider: _____

Next Meeting (Date, time, location) _____

Next Timekeeper: _____ Note Taker: _____

Summarize the last meeting, current plan, and discuss implementation of the plan

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Review progress-monitoring data and any additional data

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Group questioning and hypothesis generation

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Problem-solve, prioritize, and plan

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Wrap-up and next steps

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IMMEDIATE ACTION PLAN

What will be shared? _____

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How will it be shared? _____

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When will it be shared?_____ Who is responsible?_____

What will be shared? _____

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When will it be shared?_____ Who is responsible?_____

Adapted From:https://intensiveintervention.org/sites/default/files/Progress_Monitoring_Facilitator_Guide, MiBLSi Sample Team Agenda (January 2014),https://intensiveintervention.org/sites/default/files/Progress_Monitoring_Meeting_Participant_Guide.pdf

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ALIGNING RESOURCES

E Determine their serviceable base rate by facilitating the completion of the Project PROMOTE Base Rate Generator.

F Complete the Project PROMOTE: Tier II Intervention Outline.

G Complete the Project PROMOTE MTSS Implementation Planning Guide.

H Complete the 2X3 Tier II Intervention Resource Guide SAEBRS

DETERMINING SERVICABLE BASE RATES

First, have the SBLT determine their serviceable base rate by facilitating the completion of the *Project PROMOTE Base Rate Generator*. To better facilitate the conversation, you can provide the *Project PROMOTE: Tier II Intervention Outline*.

RESOURCE MAPPING

Second, have the SBLT complete the Project PROMOTE MTSS Implementation Planning Guide. Once the SBLT completes that document, have them complete the *2X3 Tier II Intervention Resource Guide SAEBRS worksheet* to focus on Tier II resources. You can also utilize the *Project PROMOTE: Tier II Intervention Outline* to assist in intervention selection.

BASE RATE OF RISK

Directions: This document is intended to determine the school's capacity to support each domain of the SAEBRS. This document will be referenced once again after the school wide screening takes place. Please fill this sheet out with the selected school based intervention team. See example below.

SAEBRS Category	Tier II Supports	Number of Sufficiently trained staff members	Time available for intervention implementation (Weekly)	Location of Intervention	Resources to be dedicated
Social Behavior	1. Check In-Check Out	12	60 minutes (12 individuals, 5 minutes per week)	Individual Teacher Classroom	Check in-Check Out Sheets
	2. Good Behavior Game	15	150 minutes (15 individuals, 10 minutes per week)	Individual Teacher Classroom	Scoreboard Prizes for Students
	3. Anger Management Groups	3	180 minutes (3 individuals, 60 minutes per week)	Guidance Office	Intervention Curriculum
	4. N/A				

SAEBRS Category	Tier II Supports	Number of Sufficiently Trained Staff Members	Time Available For Intervention Implementation (Weekly)	Location of Intervention	Resources to be Dedicated
Social Behavior	1.				
	2.				
	3.				
	4.				
Academic Behavior	1.				
	2.				
	3.				
	4.				
Emotional Behavior	1.				
	2.				
	3.				
	4.				

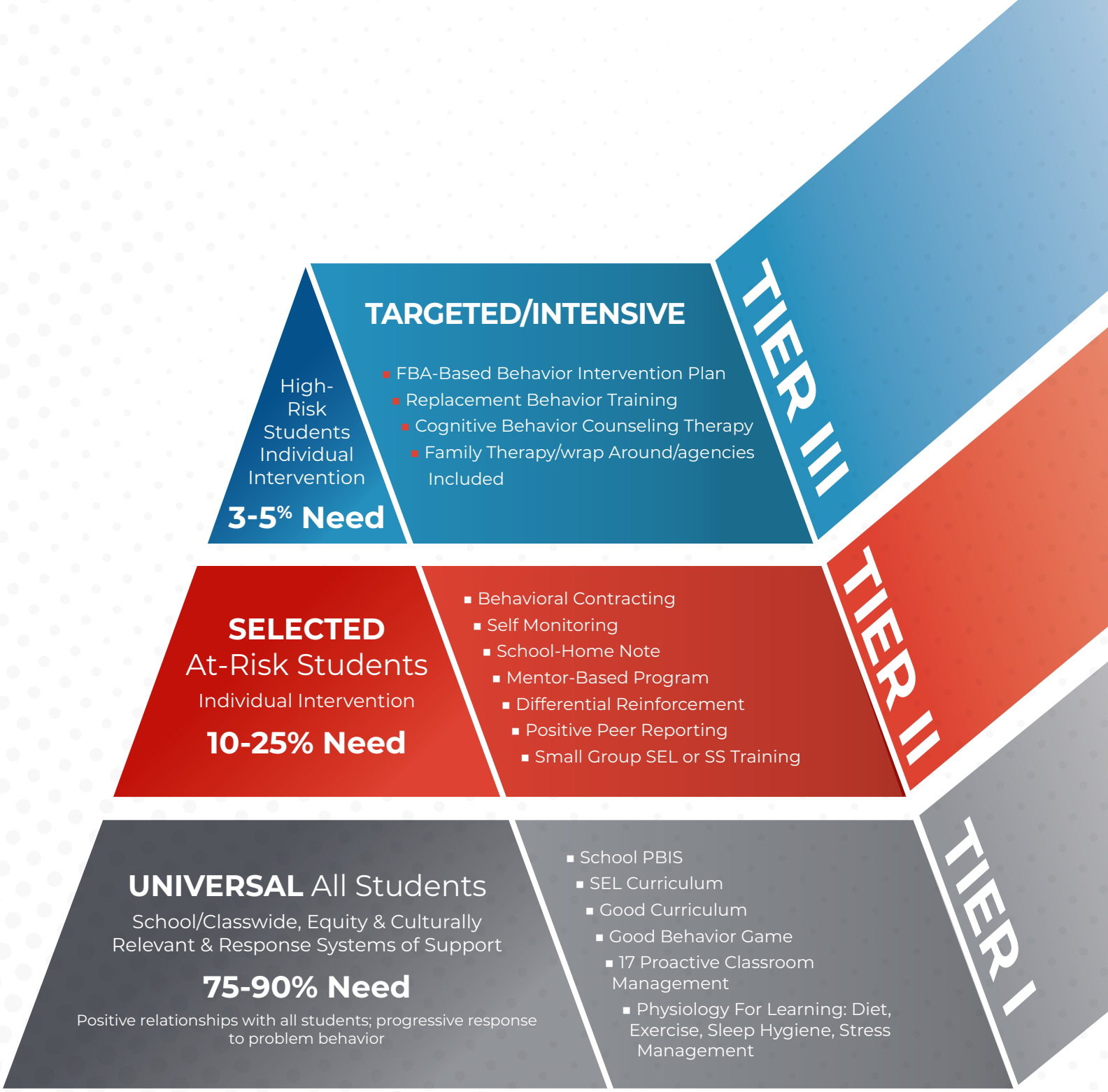
Intervention	Domain	Intensity	What is the intention of this intervention?	How long does it take to implement the invention?	Suggested Grades
Skills Streaming	Social	High	Reduce disruptive behaviors and increase prosocial skills	TBD	Grades 1-8
CBITS	Emotional	High	Reduce symptoms of PTSD and depression	10 sessions , 45 minutes	Grades 5-8
Relaxation	Emotional	High	Reduce symptoms of anxiety and depression	5 sessions, 30 minutes	Grades 1-5
Positive Psychology Interventions	Emotional	Med-High	Increase frequency of positive emotions	10 sessions, 30-40 minutes (small group)	Grades 3-8
MATCH-ADTC	Emotional	High	Decrease symptoms of target area (anxiety, depression, traumatic stress, or conduct problems)	About 8 sessions per target, 45 sessions	Grades 3-8
Brief Coping Cat	Emotional	High	Reduce symptoms of anxiety	8 sessions, 45 sessions	Grades 2-8
Check in/Check out	Social	Low	Reduce disruptive behaviors and increase prosocial skills	N/A	Grades K -8
Behavior Plans	Social	Low	Reduce negative behaviors and teach functionally equivalent replacement behaviors	N/A	Grades K- 8
Modified Check in/ Check out	Emotional	Low	Reduce symptoms of anxiety and depression	N/A	Grades K-8
Good Behavior Game	Behavioral	Low	Increases children's positive behavior by rewarding student teams for complying with criteria set for appropriate classroom behavior.	Dictated by the implementer (10 minutes-half of a school day)	Grades K-8
Homework, Organization, and Planning Skills (HOPS)	Behavioral and Academic	Med-High	Reduce negative outcomes associated with ADHD by teaching skills in organization, homework management, and time management and planning	16 sessions, 20 minutes (individual) or 30 minutes (small group)	Grades 4-8
Motivational Interviewing	Academic	Low	Increase motivation to improve a problem area through applying an action plan a student creates in collaboration with a coach/counselor	1-3 sessions, 45 minutes	Grades 6 – 9
Resilience Education Program	Emotional and Behavioral	High	Reduction in problematic behaviors, engage more appropriately within social situations, thereby increasing social engagement	Two weekly sessions (30 minutes) for 4-6 weeks	Grades 4 – 8
Strong Kids	Social	High	Teaching social and emotional skills, promoting resilience, strengthening assets, and increasing coping skills of children and early adolescents	12 lessons (45-55 minutes)	Grades 6 – 8
Check, Connect and Expect	Social	Low	Target problem behaviors in a proactive and responsive manner in order to reduce the need for further academic or external supports	N/A	Grades K -8

RESOURCE MAP FOR MTSS IMPLEMENTATION PLANNING

Directions: This document is intended to outline the tiers at the school. It will be referenced once again after the school wide screening takes place. Please fill this sheet out with the selected school based intervention team.

Tier	Assessment and Use of Student Outcome Data	Intervention	How Fidelity Is Monitored	Team with Tier and Current Content Expertise Present on Team
Tier III Individualized	*Decision Rules/Criteria That Identifies Students to Receive Tier 3:			Team(s):
	*Progress Monitoring Data:			Content Expertise: Behavior: y/n (List): Mental Health: y/n (List): Academic Areas y/n (List):
Tier II Supplemental	*Decision Rules/Criteria That Identifies Students To Receive Tier 2:			Team(s):
	*Progress Monitoring Data:			Content Expertise: Behavior: y/n (List): Mental Health: y/n (List): Academic Areas y/n (List):
Tier I Universal	Universal Screening Assessments & Proficiency Criteria:			Team(s):
				Content Expertise: Behavior: y/n (List): Mental Health: y/n (List): Academic Areas y/n (List):

Source: http://www.floridarti.usf.edu/resources/presentations/2019/jrf_winter_inst/cowley/mtss_resource_mapping_template.pdf



Resource Map for

MTSS IMPLEMENTATION PLANNING

Source: http://www.pent.ca.gov/smh/about/index.aspx

SAEBRS
Social, Academic, & Emotional Behavior Risk Screener

Directions: Fill in the boxes with current interventions that can address the SAEBRS behaviors as well as matches the personal capacity needed.

2X3 Tier II Intervention Resource Guide SAEBRS

	SOCIAL BEHAVIOR	ACADEMIC BEHAVIOR	EMOTIONAL BEHAVIOR
Tier II			
Tier II (Plus)			

Tier II: Interventions that can be implemented independently by teachers, and with fidelity
Tier II *(Plus)*: Interventions that can be implemented by teachers or the student support staff in a small group format with fidelity

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SCHOOL WIDE SCREENING

I Present and practice with the SAEBRS Example School

J Present the school wide SAEBRS

K Complete the SAEBRS Risk to Intervention Chart.

L Completed Project PROMOTE Screening Resource Map and come to a consensus on targeted area(s) of improvement

PRACTICE OF BEHAVIORAL SCREENING

Before presenting the SBLT their SAEBRS data, have them practice with the *Social Emotional and Behavioral Screening Report EXAMPLE: Maycomb School District* and fill out a mock *SAEBRS Risk to Intervention Chart*

DATA PRESENTATION

After practicing using the mock SAEBRS data with the SBLT, have them complete the *SAEBRS Risk to Intervention Chart* with their data.

TARGETING AREA OF SUPPORT

- After the targeted area of improvment has been identified, revisit the
  - Project PROMOTE MTSS Implementation Planning
  - 2X3 Tier II Intervention Resource Guide SAEBRS
  - Project PROMOTE Base Rate Generator
  - Project PROMOTE: Tier II Intervention Outline
- Upon completion of gathering all prior documents , provide the team with the Project PROMOTE Screening Resource to facilitate conversations for targeted area of improvement .
- Before moving onto the following section, make sure there is team consesus regarding the targeted area of improvement.

SOCIAL-EMOTIONAL AND BEHAVIORAL SCREENING REPORT

EXAMPLE

Maycomb School District

School: Boo Radley Middle School Evaluators: Joseph Latimer

Data Collection: Spring 2019 Date: 3/30/19

BACKGROUND

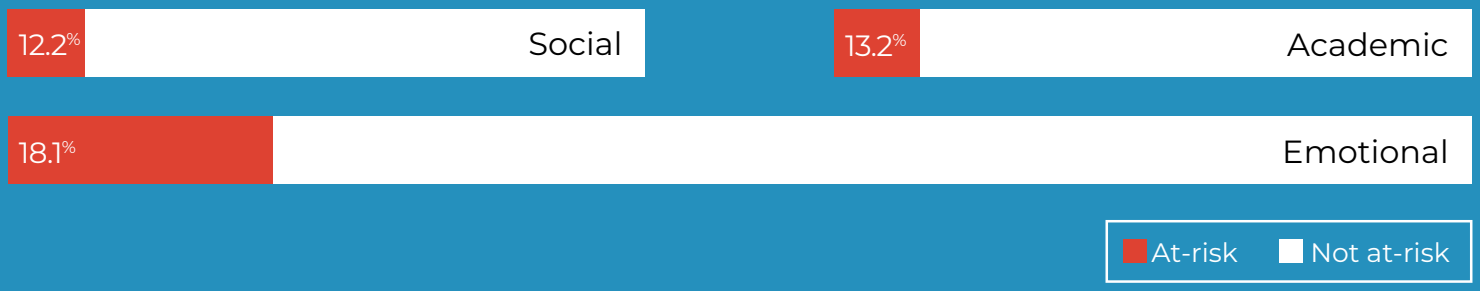
The purpose of the universal screening was to gather information to identify students demonstrating elevated levels of behavioral risk, and thus determine who needs additional interventions or support. The secondary purpose was to determine the prevalence of behavioral risk within each grade and classroom, as well as across all students in grades 6-8 to inform decision-making regarding universal supports. Overall, thirty-nine teachers rated 786 students during the current screening administration.

FALL SAEBRS RESULTS

School Level

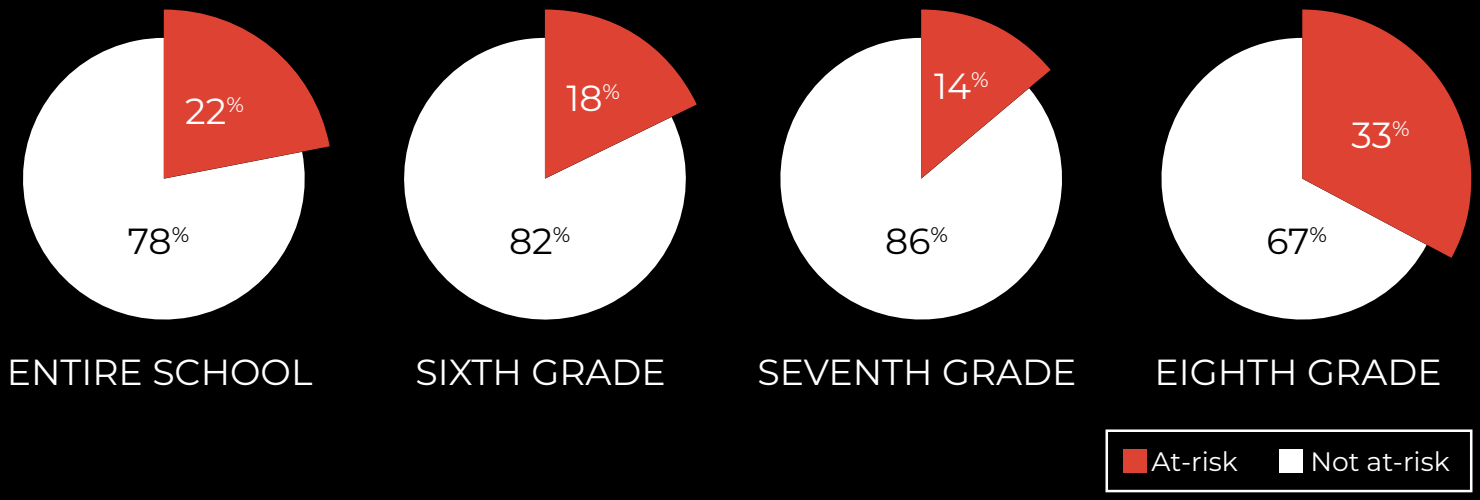
Per the SAEBRS Total Behavior score, 78.0% of Boo Radley students were not at risk for social-emotional and behavioral concerns. The remaining 22.0% of students were at risk for social-emotional and behavioral concerns. See below for a summary of the percentage of students who were at risk within each of the three SAEBRS subscale domains. Also attached to this report is a description of each SAEBRS subscale. According to the results, the majority of students were at risk on the Academic Behavior scale (13.2%) and the Emotional Behavior scale (18.1%). A smaller (but still notable) percentage of students were at risk on the Social Behavior (12.2%) subscales.

PERCENTAGE OF STUDENTS AT-RISK WITHIN EACH SAEBRS SUBSCALE



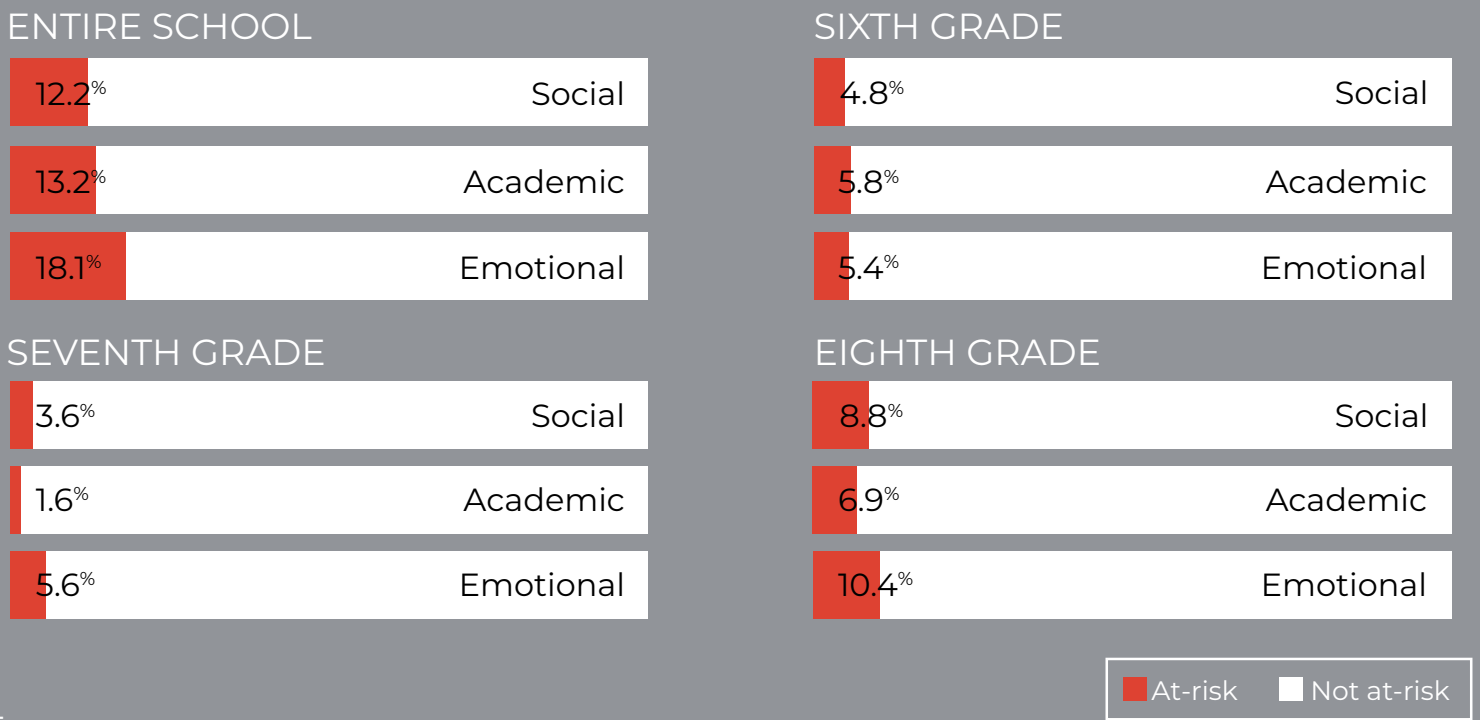
GRADE LEVEL

Listed below is the proportion of students within at risk and not at risk categories in each middle school grade, according to the SAEBRS Total Behavior score. eight grade (33%) had the highest risk prevalence rate followed by sixth grade (18%), and then seventh (14%).



PERCENT OF STUDENTS AT-RISK WITHIN SAEBRS SUBSCALES BY GRADE LEVEL

Please see below for the percentage of at-risk students within each of the three SAEBRS domains across grades.



CLASSROOM LEVEL

Listed below is a summary of the number and percentage of students at-risk (per the Total Behavior score) within each classroom across each grade level.

SIXTH GRADE	
Teacher	Fall At-Risk Total (%)
Delgado	3 (16%)
Hilton	12 (39%)
Roberts	12 (41%)
Bull	2 (12%)
Harrison	0 (0%)
Paul	5 (29%)
Luna	1 (6%)
Allen	1 (4%)
Lee	1 (100%)
Clarke	1 (4%)
Sandoval	0 (0%)
Haynes	10 (38%)
Kennedy	2 (8%)

SEVENTH GRADE	
Teacher	Fall At-Risk Total (%)
Simon	3 (10%)
Patterson	2 (6%)
MaldonadZo	9 (31%)
Owen	2 (13%)
Marshall	9 (38%)
Holt	3 (33%)
Curtis	1 (4%)
Fuller	3 (12%)
Rosales	0 (0%)
Payne	0 (0%)
Fox	4 (17%)

EIGHTH GRADE	
Teacher	Fall At-Risk Total (%)
Riley	1 (25%)
Day	5 (36%)
Tran	15 (71%)
Martin	4 (25%)
Faulkner	0 (0%)
Kumar	0 (0%)
Vargas	13 (48%)
Hawkins	8 (26%)
Reese	0 (0%)
Park	7 (33%)
Daniel	4 (22%)
Carr	6 (25%)
Simmons	0 (0%)
Cox	12 (57%)
Burton	2 (100%)
Johnson	8 (33%)

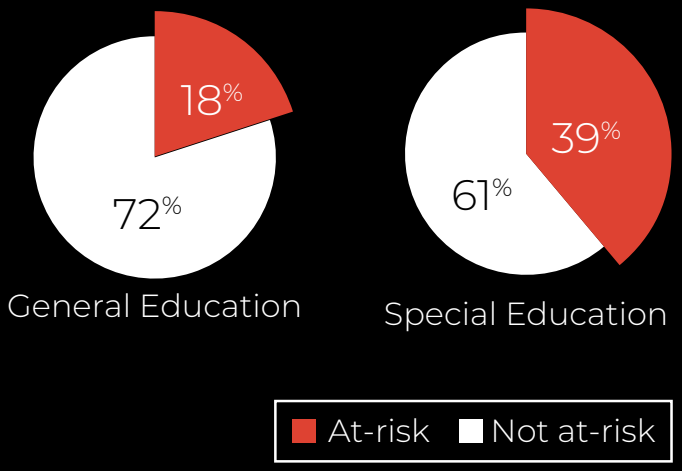
ADDITIONAL SOURCES OF DATA

The following tables outline the students who are at risk and not at risk for the SAEBRS Total behavior score in general and special education populations.

Percentage of Students at risk within each SAEBRS subscale in Special Education

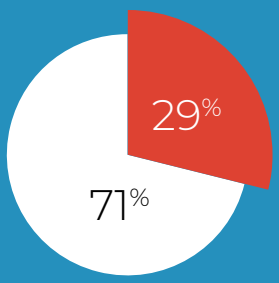
Percentage of Students at risk within each SAEBRS subscale in General Education

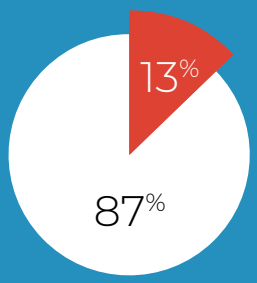
Percentage of students at risk or not at-risk across general and special education



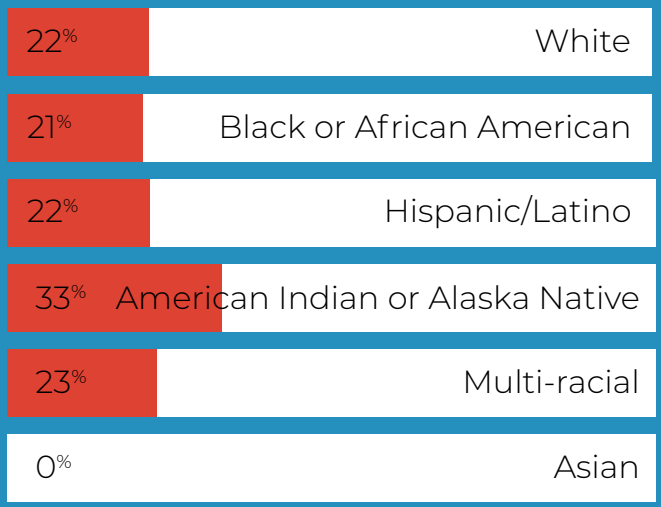
The follow table outlines the students who are at-risk and not at risk for the SAEBRS Total behavior score across race and gender.

Percentage of students at risk or not at-risk across gender





Percentage of students at-risk across race



Adapted From: Example data from previous screenings utilizing https://www.fastbridge.org/

TRANSLATING DATA

Let's turn our numbers into meaningful solutions!

Note that pages 24-28 provide an example screening from the SAEBRS. However, before you start completing your own school wide screening, please review how the fictitious schools below acted on their screening data. Then transition into the SAEBRS example.

There are a variety of universal screeners and data at any school that can be used to inform intervention. Using a school-wide screener is ideal for being proactive in identifying students' needs because it allows for a systematic approach in which ALL students are considered.

The purpose of this page is to provide multiple examples of how two different schools interpret and act on the exact same school-wide social, emotional and behavioral screening data. Overall, the SMHC staff wants to help prepare you for translating data from any of these options and will describe scenarios for each on this page.

Below are multiple options that will walk you through how a school can use (1) Social, Academic, Emotional Behavior Risk Screener (SAEBRS), (2) Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE), and (3) an informal student needs survey data to inform interventions within a multi-tiered system of support.

Also, we provide an example of progress monitoring data scenario that showcases how an intervention team can determine students' progress in response to a Tier II intervention (i.e., Check In/Check Out).

SAEBRS

Look to see how two schools were able to navigate SAEBRS data to inform interventions for social, emotional and behavioral supports.

SRSS-IE

Compare the actions taken by two schools translating SRSS-IE data to actionable interventions.

Student Needs Survey

A more informal approach might be helpful as well. A school can use a needs survey and create targeted interventions.

Progress Monitoring

Wondering how to make decisions once an intervention is selected? Follow this link to get a concrete example.

Need More Tools?

Please review our Screening and Progress Monitoring Measures to get more information for screening and progress monitoring measures that are available.

SAEBRS Example

THE SOCIAL, ACADEMIC AND EMOTIONAL BEHAVIOR RISK SCREENER (SAEBRS)

is a research-based universal screener comprised of 19 items, anticipated to take about one minute to complete per student. A rater must know the student for at least 6 weeks prior to screening, and will be asked to recall behavior noticed during this time when completing the rating (*important step in assuring screening results are current*). This screener can be used to assess overall behavior functioning (Or Total Behavior), in addition to students receiving a score within each domain (social, academic and emotional).

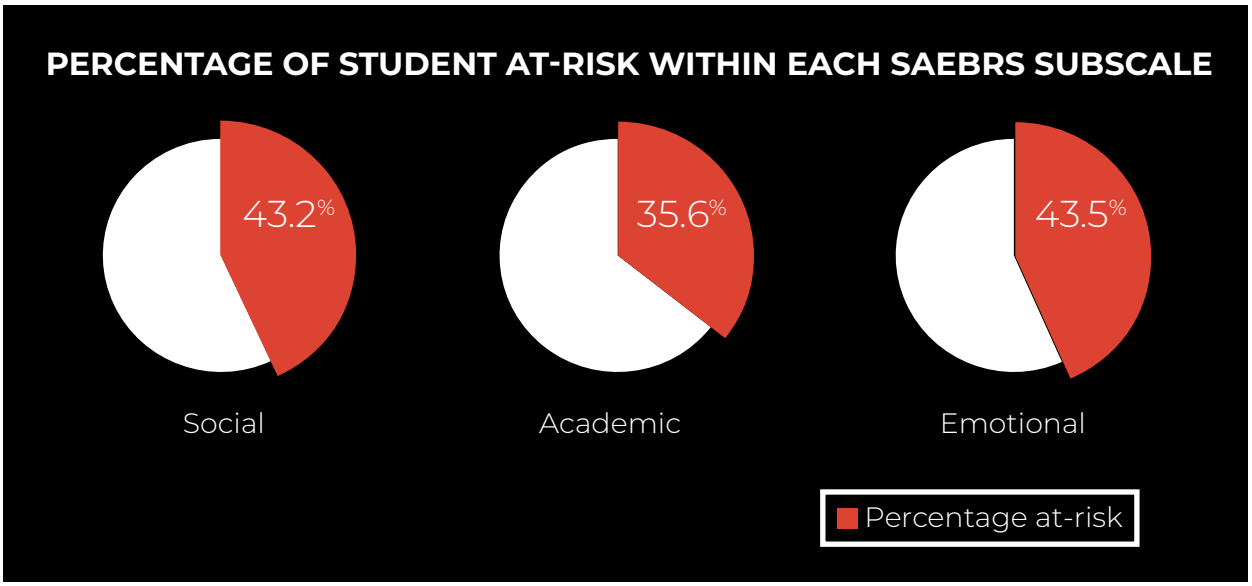
If your school has chosen to continue using this screener, please walk through the following school scenarios as a team to practice making intervention decisions based on the data. Consider which school below (A or B) most closely aligns with your school's experience and make decisions as if you were on that school's team.

School A

School A is located in a well-resourced district, where PBIS has been implemented with fidelity for the past five years. They are looking to modify their screening to intervening infrastructure.

School B

School B is located in a district just starting PBIS implementation and are looking to establish a screening to intervening infrastructure.



Whole School Level

LOOKING AT THE WHOLE SCHOOL ACROSS EACH SUBSCALE, WHAT TYPE OF CONCERNS MIGHT WE CHOOSE TO ADDRESS?

At this school, students were about equally identified for social and emotional concerns. Depending on available resources (i.e. personnel to implement) and the level at which the school decides to focus (i.e. whole school, grade level, classroom), the team may decide to implement interventions for both the areas of social and emotional behaviors (i.e. SEL curriculum). While we can now prepare ourselves for social-emotional interventions, we will have to look at more data to understand the level at which we will want to provide support at.

TIP: Refer to the intervention menu for ideas.

Review the potential decisions and actions moving forward for School A and School B.

School A

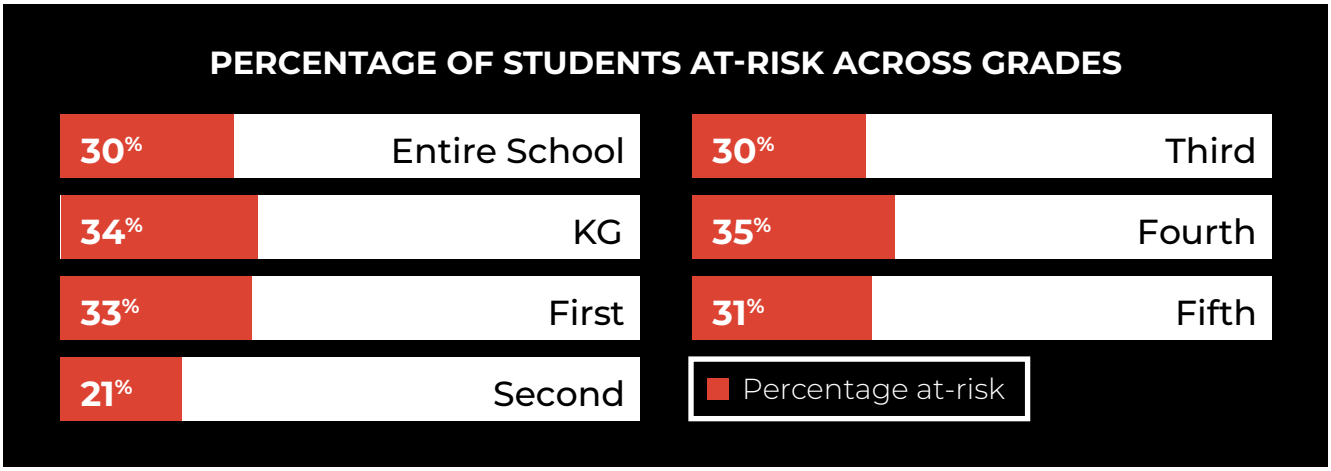
Looking at the data, the team at School A might choose to provide a whole school SEL curriculum as the intervention.

However, the team should still explore data at other levels to determine the most appropriate choice.

School B

While School B can make note that many of the students are experiencing social and emotional behavior concerns, the team may not feel prepared to address concerns at the whole school level.

School B should check out the grade level data!



Grade Level

ARE YOU CONCERNED OR CALMED BY THE OVERALL PERCENTAGE OF STUDENTS AT-RISK FOR CHALLENGES? IS THERE A PARTICULAR GRADE THAT STANDS OUT AS NEEDING SUPPORT?

Per the SAEBRS Total Behavior score, 70% of students were not at-risk for social-emotional and behavioral concerns. The remaining 30% of students were at risk for behavioral concerns. Typically we expect about 20-25% of students to be identified as being at-risk for social-emotional or behavioral challenges. While the 30% of students at-risk here may be slightly higher than this, it does not cause for alarm. The percentage of risk across grade levels does not have a wide range of variability (21% to 35%).

Please see below how each school reacted (either concerned or calmed) to this data and the action steps moving forward.

School A

CALMED.

Since School A has had PBIS implemented for a few years, they already have a system in place for identifying students with behavior concerns, and so it was calming to see the small variability across classrooms. While no grade in particular stands out to School A, they might also be interested in viewing the different areas of risk across grades to determine if a specific area of support stands out for any one grade.

School B

CONCERNED.

Since School B is still in beginning stages of PBIS implementation, the lack of variability in number of students identified as at-risk across classrooms does not lead to a clear decision for where to provide support.

SHOULD WE FOCUS ON THE WHOLE SCHOOL THEN, OR SHOULD WE FOCUS ON ANY GRADES IN PARTICULAR?

It depends! We first would need to know the area of need (social, academic, or emotional) that these students are having challenges with and can then re-examine the resource mapping form completed by the team to see if there are resources available to provide this type of support.

Let's see what School A and School B have decided.

PERCENT OF STUDENTS AT-RISK WITH SAEBRS SUBSCALES BY GRADE LEVEL

Grade Level *(Area of Risk)*

WHICH GRADE LEVELS MIGHT WE CHOOSE TO LOOK AT (KEEPING OUR PREVIOUS DATA IN MIND) AND WHAT AREA MIGHT WE WANT TO PROVIDE SUPPORT?

Previously, we identified kindergarten, first and fourth grade as potential target grades to provivde support. Looking at each of these grades, kindergarten might benefit the most from social behavior support, and fourth grade may benefit most from emotional support. This is where the Resource Mapping form and SMHC Intervention Menu would be really useful to your team's next steps.

Review how School A and School B might respond below. Following this section is a deeper dive into the classroom levels of risk.

School A

School A might decide to stick with the idea of providing whole-school SEL since there is a high need for both social and emotional support across each grade. They might also decide to select an emotional intervention for third grade students (i.e. Brief Coping Cat). To select students for this Tier II small group intervention, the team may need to examine the classroom data.

School B

While School B might continue to look at kindergarten, first and fourth grade, they might now have third grade on their radar for emotional support. Since they likely do not have many staff trained in interventions yet, they might be interested in examining the classroom data for kindergarten, first, third, and fourth grade, to determine in which classrooms they will first implement supports. Since their fifth grade students will be moving up to middle school next year and have been identified as in need of social-emotional support, the team may decide to address this whole grade.

Grade	Teacher	Fall at Risk Total %
KINDERGARTEN	Brown-Perez	4 (20%)
	Hoffler	10 (42%)
	James	6 (40%)
FIRST	Ervin	4 (25%)
	Johnson	7 (44%)
	Tune	5 (29%)
SECOND	Diamond	3 (14%)
	Warren	3 (16%)
	Gaal	7 (32%)

Grade	Teacher	Fall at Risk Total %
THIRD	Budkevics	8 (47%)
	Darden	0 (0%)
	Foreman	4 (22%)
	Harm	5 (26%)
FOURTH	Brown	5 (26%)
	Calhoun	7 (47%)
	Darden	2 (100%)
	Randolph	6 (29%)
FIFTH	Pemberton	7 (35%)
	Walker	7 (28%)

CLASSROOM LEVEL

Above is the data broken down by the number of students identified as being at-risk for challenges, along with the percentage based on the total number of students in that classroom.

While we might first opt to select a class for intervention based on the number of students identified, it will be useful to check the percentage of students as well to avoid intervention implementation occurring within small classes.

Example: Brown-Perez has 4 students identified which is 20% of students in that class, while Ervin also has 4 students identified but this is 25% of students in that class.

TIP: Refer to the intervention menu for ideas.

School A

School A might examine the 3rd grade classrooms and select four students from Budkevics class and three students from Harm's class to form two groups that will receive the Brief Coping Cat intervention.

School B

Looking at the teacher-specific data, School B may select to provide classroom interventions to the students with Budkevics (8 identified, 47% of class) and Hoffler (10 identified, 42% of class). Looking back at the grade level data, kindergarten needs social support the most, while third grade could benefit most from emotional support. Since both grades had high percentages of students at-risk in each of these domains, School B might opt to utilize a free evidence-based SEL curriculum, such as the one developed by CASEL, to implement in these classrooms. As teachers at the school begin to talk about the program's success, other classrooms can begin to adopt this curriculum as well.

FURTHER DATA EXAMPLES

SRSS-IE

Student Risk Screening Scale – Internalizing and Externalizing

The SRSS-IE is 12-item, research-based universal screener used to detect K-12th grade students who are at increased risk for antisocial and/or internalizing behavioral concerns. The SRSS-IE items are divided into two subscales; seven questions regarding Externalizing behaviors and five questions regarding Internalizing behaviors. Teachers are to rate (on the same 4-point Likert-type scale; never = 0, occasionally = 1, sometimes = 2, frequently = 3) the frequency of the outlined behavior regarding a specific student on all twelve items. Once each item is filled out, the total score for each category (e.g., Externalizing and Internalizing) is summed and categorized by level of risk (low, moderate, and high).

Link to Example Page

STUDENT NEEDS SURVEY

If conducting a systematic universal screener is not feasible for your school at this time, a less formal option that can still inform intervention is a student needs survey. This is an opportunity for students to anonymously share their own needs.

However, the team may want to require that students provide their ID number on the survey in case there is a student who requires immediate assistance. Using a student ID here helps to de-identify the survey (confidentiality), while still allowing for one team member to make the connection between student name and ID, and reach out. Arrangement of this process is at the discretion of the school administration. Students should also be asked if they would like to speak with someone on the student services team.

Link to Example Page

PROGRESS MONITORING DATA

Once interventions are in place, it will be vital for the team to have progress monitoring processes established. Details will be provided around selecting a progress monitoring tool on the Screeners and Progress Monitoring Page. However, here is where you will learn how to make decisions based on your progress monitoring data.

The example linked below is data from the Check-In/Check-Out intervention, but can be done with any intervention data. For the examples provided, both students had a daily goal of meeting 75% of behavior expectations according to the Daily Behavior Report Card. After viewing each data set, you will be prompted to consider if the student is progressing adequately or if changes might need to be made to the intervention.

Link to Example Page

SOCIAL, EMOTIONAL, AND BEHAVIORAL MEASURES

NEED TOOLS TO MATCH YOUR AMBITION?

This page provides multiple Social, Emotional, and Behavioral measures that can fill your toolbox to build your screening to intervening process. The SMHC remains in contact for any questions, troubleshooting, or concerns.

**All measures within this page were not created by the SMHC, but were created by other researchers and were accessible online. Please contact those authors for any purchasing or approval of use.*

SOCIAL, ACADEMIC, AND EMOTIONAL BEHAVIOR RISK SCREENER (SAEBRS)

The **SAEBRS** is a research based universal screening tool intended to identify social, academic or emotional risk in students K-12. It has student and teacher reporting features and focuses on one broad domain (Total Behavior) and three narrow domains (Social, Academic, and Emotional). It is a 19 item measure.

WHERE TO FIND IT

What is its intended us?

The SAEBRS can be used to identify social, academic and emotional risk or progress in response to intervention implementation.

Original Source: Kilgus, Eklund, von der Embse, Taylor, & Sims (2016)

STUDENT RISK SCREENING SCALE (SRSS-IE)

The **SRSS-IE** is a 12 item screening measure that can be used to identify externalizing (e.g., peer rejection) and internalizing (e.g., emotionally flat) behavior risk for elementary and secondary student populations. The SRSS-IE includes (1) a total externalizing and internalizing scale, (2) an externalizing scale and (3) an internalizing scale in which a student can be found to have high, moderate or low risk.

WHERE TO FIND IT

What does it pair with?

The SRSS-IE can be used to identify externalizing and internalizing behaviors risk and progress in response to intervention implementation.

Original Source: Drummond (1994)

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ)

The **SDQ** is a behavioral-focused screening measure that can be used with all student populations K-12. It can also be used to monitor students' progress in response to specific interventions. The SDQ comprises of 25 items. Each item provides a statement (e.g., "I get very angry") to respond to on a 3 point Likert Scale of "Not True", "Somewhat True" or "Certainly True." All items are divided between 5 scales: (1) Emotional Symptoms (2) Conduct Problems, (3) Hyperactivity / Inattention, (4)Peer Relationship Problems, and (5) Prosocial Behavior. The SDQ also provides a Total Difficulties score that is the sum of all scales.

WHERE TO FIND IT

What does it pair with?

The SDQ can be used to identify behavioral risk and progress in response to intervention implementation.

Original Source: Goodman (1997)

PROMIS PEDIATRIC SHORT MEASURES

The **PROMIS Pediatric Short** measures can be used to identify or measure students' perceived level of multiple concerns (e.g., anxiety, anger). The measure provides various statements where students report the frequency (i.e., never) of different behaviors (e.g., I felt nervous). The result of this measure will provide a board estimate of perceived level of concerns for students.

WHERE TO FIND IT

What does it pair with?

This might be most helpful to measure progress in response to intervention implementation.

Original Source: PROMIS® (Patient-Reported Outcomes Measurement Information System)

ANGER REGULATION AND EXPRESSION SCALE-SHORT FORM (ARES)

The **ARES** is a self-report measure that can be used to progress monitor the expression and regulation of anger in students aged 10-17. The ARES is a 17 item measure that provides three domains (i.e., Internalizing, Externalizing, Extent of Anger) and a total ARES score.

WHERE TO FIND IT

What does it pair with?

This might be most helpful to use with students receiving behavioral or emotional-based interventions (i.e., Check-In/Check-Out, Strong Kids)

Original Source: DiGiuseppe and Tafrate (2011)

MULTIDIMENSIONAL ANXIETY SCALE FOR CHILDREN 2ND ED. (MASC-2)

The **MASC-2** is a measure that assesses the presence of anxiety related symptoms for students ages 8 to 19. The measure assesses the range, severity, and symptoms of anxiety with 50 items. It also produces a total score, anxiety probability score and various anxiety related sub-scales (e.g., Social Anxiety, Physical Symptoms)

WHERE TO FIND IT

What does it pair with?

This might be most helpful to use with students receiving emotional-based intervention (i.e., Brief Coping Cat).

Original Source: March (1998)

CONNERS, 3RD ED. (SHORT FORM)

The **Conner's** measure is a multi-informant measure for assessing Attention-Deficit/ Hyperactivity Disorder (ADHD), behavior, and emotional problems for school-aged students. The Conners includes three rating scales (teacher, parent, student) and has 39 items. It measures six scales (e.g., Inattention, Learning Problems) and supports intervention implementation.

WHERE TO FIND IT

What does it pair with?

This might be most helpful to use with students receiving behavioral or emotional-based interventions or may be struggling with ADHD.

Original Source: Conners (2008)

BRIEF MULTI-DIMENSIONAL STUDENT LIFE SATISFACTION SALE (BMSLSS)

The **BMSLSS** is a five-item measure for youth between ages 8-18 to report life satisfaction across the following domains: friends, family, self, school and living environment. Students report satisfaction using a 5-point scale (1= very dissatisfied to 5= very satisfied).

WHERE TO FIND IT

What does it pair with?

This might be most helpful to use with students receiving emotional support such as Positive Psychology Interventions (i.e. Well-Being Promotion Program).

Original Source: Huebner (1994)

PLANNED ACTIVITY CHECK

Planned Activity Check is a method of progress monitoring that teachers can use to assess a target student's percentage of on-task and off-task behavior as compared to peers.

WHERE TO FIND IT

What does it pair with?

This form would be best used with students receiving Tier II or Tier III behavior interventions (i.e. Behavior Plans, REP, Check-In/ Check-Out)

DIRECT BEHAVIOR RATINGS (DBR)

The process of the **DBR** involves the observational rating of a specified behavior and an observation period. DBR can be used for screening or monitoring certain academic, behavioral, or emotional behaviors for student success. DBR can be utilized to link assessment to interventions and is simple and time-efficient

WHERE TO FIND IT

What does it pair with?

DBR can be used in any social, emotional or behavioral intervention.

SOCIAL-EMOTIONAL ASSETS AND RESILIENCE SCALE (SEARS)

The **SEARS** is a strength-based social-emotional assessment for students in grades K-12. The main areas of the assessment are problem-solving skills, interpersonal skills, the ability to make and maintain friendships, the ability to cope with adversity, and the ability to be optimistic when faced with adversity. Each of the SEARS administration results in clusters of social-emotional assets such as Responsibility, Self-Regulation, Social Competence, and Empathy. The SEARS have multiple forms (e.g., child, adolescent, teacher, parent) that range from 35-41 questions.

WHERE TO FIND IT

What does it pair with?

One intervention that pairs nicely with the SEARS is **Strong Kids**. However, any social, emotional or behavioral intervention would match with the SEARS.

Original Source: Nese, Doerner, Romer, Kaye, Merrell, & Tom (2012)

BEHAVIORAL AND EMOTIONAL RATING SCALE (BERS-2)

The **BERS-2** examines the perceived strengths and competencies of children with a multi-informant approach (i.e., self, parent, and teacher). Specifically, the BERS-2 measure includes domains such as interpersonal strengths, functioning in and at school, affective strength, intrapersonal strength, family involvement, and career strength. The purpose of this 52 item measure is to identify strengths and weaknesses for targeted intervention and progress monitoring.

WHERE TO FIND IT

What does it pair with?

The BERS-2 can be used in any social, emotional or behavioral intervention.

Original Source: Epstein (2008)

CHILDREN'S DEPRESSION INVENTORY-2ND ED. (CDI) SHORT FORM

The **CDI** is a self-report measures that can be used as a screening and progress monitoring measure for the assessment of depressive symptoms in youth aged 7 to 17 years. The 12-item measure provides information on students' emotional problems (e.g., negative self attitude) and functional problems (e.g., interpersonal problems) as well as a total score. The measure can support the identification and intervention of depressive symptoms in students.

WHERE TO FIND IT

What does it pair with?

The CDI can be used to identify emotional risk and progress in response to intervention implementation.

Original Source: Kovacs (1992)

BEHAVIOR AND EMOTIONAL SCREENING SYSTEM (BESS)

The **BESS** is a screening instrument that examines the emotional strengths and weaknesses of K-12 student populations. It consists of items that combine to four domains of behavioral and emotional functioning (e.g., Adaptive Skills, Externalizing Problems, Internalizing Problems, and School Problems). It is also a multi-informant measure that provides student, teacher, and parent ratings (ranging from 25-30 items).

WHERE TO FIND IT

What does it pair with?

The BESS can be used to identify social, academic and emotional risk or progress in response to intervention implementation.

Original Source: Kamphaus & Reynolds, 2007

DATA TO INTERVENTION

Date: _____ Time: _____ to_____

Facilitator: _____

Timekeeper: _____

Note Taker: _____

School(s): _____

Coach: _____

Consultant: _____

Next Meeting (Date & time): _____

Attendees: _____

AGENDA ITEM 1: Introductions + Review ☐ Review Agenda and Task List ☐ Successes/Celebrations ☐ Overview of last meeting	~ 5 Minutes
AGENDA ITEM 2: Data Sharing (Who is at risk and what type of risk?) School Level Data Date(s) Collected: _____	~ 30 Minutes

TOTAL RISK

Number of students at-risk	Total # students	Percentage (%) of students at-risk
% at-risk for Emotional Behavior	Total students at-risk	Percentage (%) of at-risk students receiving services

SAEBRS
Social, Academic, & Emotional Behavior Risk Screener

% at-risk for Social Behavior	% at-risk for Academic Behavior	% at-risk for Emotional Behavior

Notes/Discussion/Interpretations:

Grade	Total Risk %	Social Risk %	Academic Risk %	Emotional Risk %
6				
7				
8				

Classroom Level Data:

Classroom Level Data:

Grade	Teacher	Total % At-Risk

Notes/Discussion/Interpretations:

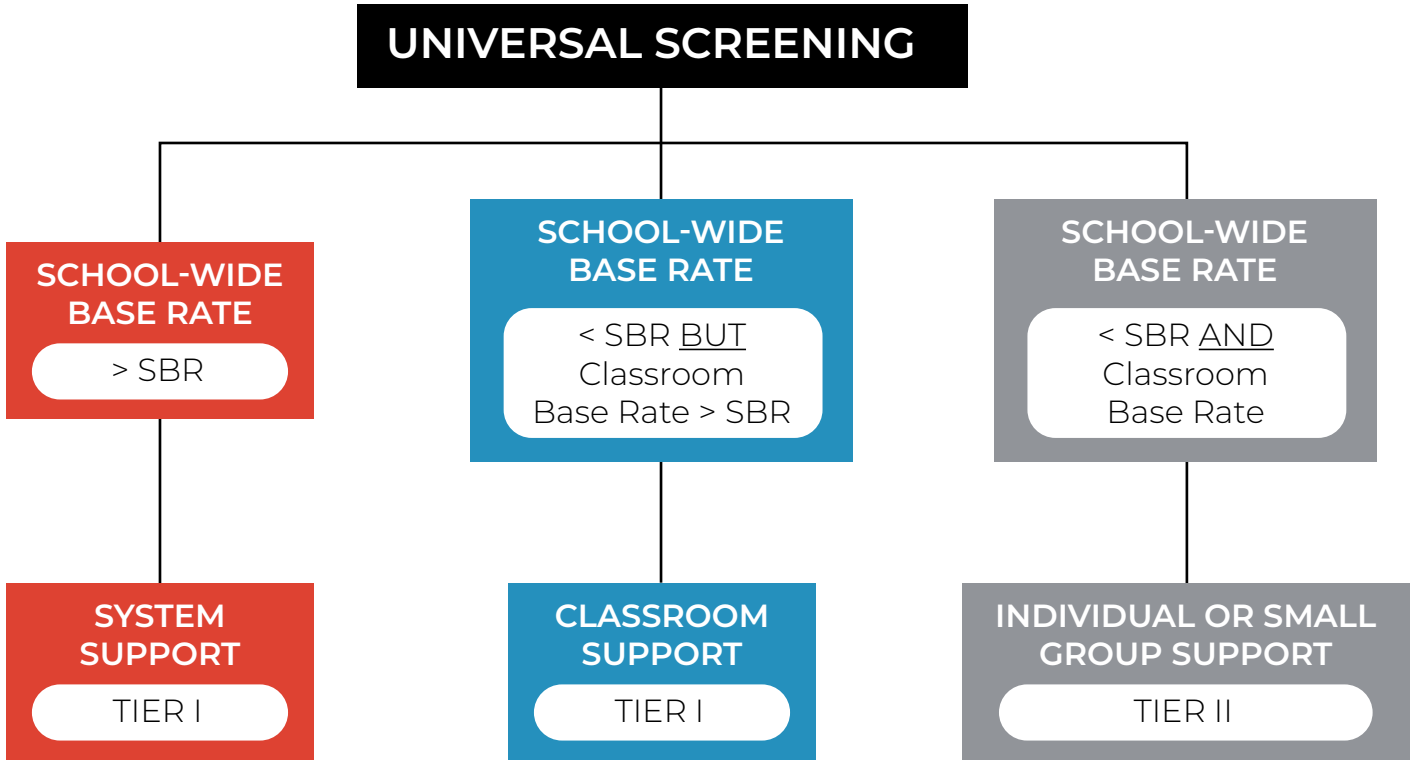
AGENDA ITEM 3: Problem Solving ☐ What kind of services will be needed? How will we address these needs?	**~ 25 Minutes**
Discussion/Conclusions:	
AGENDA ITEM 4: Action Steps + Recommendations	**~ 25 Minutes**
Discussion/Conclusions:	
AGENDA ITEM 5: Timeline	**~ 25 Minutes**
Discussion/Conclusions:	

Adapted From: Devereux Advanced Behavioral Health Institute of Clinical and Professional Training and Research Monthly Consultation Meeting Form Discussion

SCREENING RESOURCE MAP

Directions: Please fill in all numbers requested utilizing the previously filled out documents. Once all numbers are completed, follow the directions of the figure below.

Data	Location of Data	Fill in number:
School Wide Base Rate	Total Risk from **SAEBRS: Data to Intervention**	
Serviceable Base Rate (SBR)	**Project PROMOTE Base Rate Generator**	
Classroom Base Rate	Choose Targeted Classroom: **SAEBRS: Data to Intervention**	



Adapted from Kilgus, S. P., & Eklund, K. R. (2016, March). Consideration of base rates Adapted from Kilgus, S. P., & Eklund, K. R. (2016, March). Consideration of base rates within universal screening for behavioral and emotional risk: A novel procedural framework. In School Psychology Forum (Vol. 10, No. 1).

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4

PROCEDURAL INTEGRITY

M Complete the SAEBRS Risk to Intervention Accountability and Action Steps

N Complete the Project PROMOTE Intervention Fidelity for each intervention.

O Complete the Project PROMOTE School Leadership Team Benchmarks of Quality

P Have the SBLT team use the Project PROMOTE Action Plan Using the 4-Step Problem Solving Model worksheet to outline the following steps for team improvement

OUTLINING ACTION STEPS AND ACCOUNTABILITY

After the target area of improvement is decided, have the SBLT complete the Project PROMOTE: Post-SAEBRS Action Step and Accountability Guide.

FIDELITY OF INTERVENTIONS

- After completing the Project PROMOTE: Post-SAEBRS Action Step and Accountability Guide introduce the team to the Project PROMOTE Intervention Fidelity worksheet
- Before moving on, make sure each outlined intervention is paired with a completed Project PROMOTE Intervention Fidelity worksheet
- Check fidelity implementation on a bi-weekly basis and support the team in implementing such interventions

PROMOTING TEAM CAPABILITIES

- Once the team has been implementing the intervention for two months, provide them with the Project PROMOTE School Leadership Team Benchmarks of Quality
- Have the each team member fill out the Project PROMOTE School Leadership Team Benchmarks of Quality and present the data to the team to facilitate conversation on overall team improvement.
- Once the team decides on action steps moving forward, have the team complete the Project PROMOTE Action Plan Using 4-Step Problem-Solving
- Revisit the Project PROMOTE School Leadership Team Benchmarks of Quality on a monthly basis after the initial meeting

CONTINUOUS IMPROVEMENT

- Direct the SBLT to use any of the materials (within link below) to facilitate conversation with the SLBT on their fidelity of their system implementation.
- For all Resources, please follow this link: https://www.dropbox.com/sh/faa5rejxceubxwi/AAD6vQ32-uuhlu04qryjvySha?dl=0

Post-SAEBRS Action Step and Accountability Guide

Directions: This worksheet is meant to outline actions steps, increase accountability and check fidelity of intervention implementation. This worksheet should be completed after your school-based leadership team has completed the following

- PROMOTE Base Rate Generator
- Project PROMOTE MTSS Implementation Planning Guide
- SAEBRS Risk to Intervention Chart.
- 2X3 Tier II Intervention Resource Guide SAEBRS
- Project PROMOTE: Tier II Intervention Outline
- SAEBRS School Wide Screener

In the first meeting (in collaboration with the consultant), the SBLT will complete this worksheet outlining the biggest three action step that pair with the results from the SAEBRS screening. Please see example below.

Precise Problem Statement What, When, Where, Who, Why, How Often	**Solution Actions** What will the leadership team do? What area will they target?	**Who?**	**By When?**	**Goal & Timeline**
45.7% of our sixth grade students were found to at risk for social behavior. Previous Levels: N/A	Some leadership members will commit to implementing a Check In, Check Out intervention. The leadership team wants to implement this on a daily basis.	John Doe (School Psychologist) Jessica Doe (School Counselor)	Our Next Meeting	▪ Week 1: Use screener to find students/send consent forms ▪ Week 2: Gather materials and communicate with teachers ▪ Week 3: Inform students who will be participating ▪ Week 4: Start implementation

In the second meeting, return back to those three initial action steps and facilitates conversation (in collaboration with the consultant) on the intervention effect and fidelity. Continuously revisit action steps for the remainder of the academic school year.

Precise Problem Statement What, When, Where, Who, Why, How Often	**Solution Actions** What will the leadership team do? What area will they target?	**Who?**	**By When?**	**Goal & Timeline**	**Fidelity of Imp.**	**Effectiveness of Solution**
45.7% of our sixth grade students were found to at risk for social behavior. Previous Levels: N/A	Some leadership members will commit to implementing a Check In, Check Out intervention. The leadership team wants to implement this on a daily basis.	John Doe (School Psychologist) Jessica Doe (School Counselor)	Our Next Meeting	Week 1: Use screener to find students/ send consent forms Week 2: Gather Materials and communicate with teachers Week 3: Inform students who will be participating Week 4: Start Implementation	☐ Not started ☐ Partial imp. ☐ Imp. w/ fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = ___1 Hour____ **Support for Implementation** Josh T. (Principal) will help implement for 2 weeks

ACTION STEPS

Precise Problem Statement What, When, Where, Who, Why, How Often	**Solution Actions** What will the leadership team do? What area will they target?	**Who?**	**By When?**	**Goal & Timeline**
Previous Levels:				

Precise Problem Statement What, When, Where, Who, Why, How Often	**Solution Actions** What will the leadership team do? What area will they target?	**Who?**	**By When?**	**Goal & Timeline**
Previous Levels:				

Precise Problem Statement What, When, Where, Who, Why, How Often	**Solution Actions** What will the leadership team do? What area will they target?	**Who?**	**By When?**	**Goal & Timeline**
Previous Levels:				

Adapted From: https://www.pbis.org/resource/tips-meeting-minutes-template

FOLLOW UP PROGRESS ON ACTION STEPS

Precise Problem Statement What, When, Where, Who, Why, How Often	**Solution Actions** What will the leadership team do? What area will they target?	**Who?**	**By When?**	**Goal & Timeline**	**Fidelity of Imp.**	**Effectiveness of Solution**
					☐ Not started ☐ Partial imp. ☐ Imp. w/ fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = ___1 Hour____
Previous Levels:						Support for Implementation

Precise Problem Statement What, When, Where, Who, Why, How Often	**Solution Actions** What will the leadership team do? What area will they target?	**Who?**	**By When?**	**Goal & Timeline**	**Fidelity of Imp.**	**Effectiveness of Solution**
					☐ Not started ☐ Partial imp. ☐ Imp. w/ fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = ___1 Hour____
Previous Levels:						Support for Implementation

Precise Problem Statement What, When, Where, Who, Why, How Often	**Solution Actions** What will the leadership team do? What area will they target?	**Who?**	**By When?**	**Goal & Timeline**	**Fidelity of Imp.**	**Effectiveness of Solution**
					☐ Not started ☐ Partial imp. ☐ Imp. w/ fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = ___1 Hour____
Previous Levels:						Support for Implementation

Notes for Action Plan	**Notes for Follow up on Action Plan**

Adapted From: https://www.pbis.org/resource/tips-meeting-minutes-template

INTERVENTION FIDELITY

Directions: Once the intervention(s) are selected, the SBLT and consultant will fill out this worksheet to outline the intervention implementation fidelity. Once the each intervention is outlined, the SBLT should use the second page to collect data on the intervention's fidelity.

Selected Intervention	**Student Engagement** How do we determine how engaged and involved the students are?	**Program specificity** How do we determine how well the intervention is outlined?	**Adherence** How do we determine to what degree was the intervention implemented as intended?	**Exposure/Duration** How much time is the student exposed to the intervention?	**Quality of Delivery** How do we know how well the intervention was delivered?

Adapted From: https://rti4success.org/sites/default/files/Using%20Fidelity%20to%20Enhance%20Program%20Implementation_PPTSlides.pdf

Intervention: _____

	*Please note progress or rate level of agreement (i.e., 1= low, 5= high)
Student Engagement Determined Measure:	1 — 2 — 3 — 4 — 5 Notes:
Program Specificity Determined Measure:	1 — 2 — 3 — 4 — 5 Notes:
Adherence Determined Measure:	1 — 2 — 3 — 4 — 5 Notes:
Exposure/Duration Determined Measure:	1 — 2 — 3 — 4 — 5 Notes:
Quality of Delivery Determined Measure:	1 — 2 — 3 — 4 — 5 Notes:

Adapted From: https://rti4success.org/sites/default/files/Using%20Fidelity%20to%20Enhance%20Program%20Implementation_PPTSlides.pdf

SCHOOL LEADERSHIP TEAM BENCHMARKS OF QUALITY

Directions: Place a check in the box that most accurately describes your progress on each benchmark. Once each team member has completed the worksheet, establish commonalities and an action plan for positive change for the school based leadership team.

Critical Elements	Benchmark of Quality	In Place	Needs Improvement	Not In Place
School Based Leadership Team Structure	Team members feel like they have a voice in decision making matters			
	Team has regular and efficient meetings			
	Team has established a clear mission/purpose			
Effective Procedures for Dealing with Behavioral Problems	Identifying school-wide resources available for use in team interventions			
	Recording interventions thoroughly in clearly outlined steps			
	The team is documenting intervention 'follow-through'			
Data Entry & Analysis Plan Established	Data system is used to collect and analyze data			
	Data is presented consistently in each meeting			
	Data analyzed by team at least monthly			
Tier I Supports	Team members feel supported in the implementation of school wide interventions			
	The necessary resources are allocated to team members implementing school wide interventions			
	The team problem solves if school wide interventions are not reporting positive student outcomes.			

Tier II Supports	Team members feel supported in the implementation of small group or supplemental interventions			
	The necessary resources are allocated to team members implementing small group or supplemental interventions			
	The team problem solves if small group or supplemental interventions are not reporting positive student outcomes.			
Tier III Supports	Team members feel supported in the implementation of intensive interventions			
	The necessary resources are allocated to team members implementing intensive interventions			
	The team problem solves if intensive interventions are not reporting positive student outcomes.			
School Wide Behavioral Screening	All team members are apart of the SAEBRS data collection and analyzation			
	The team is in consensus with the targeted area of support after determining the serviceable base rate and number of students at-risk.			
	Team members are encouraging other team members to share honest opinions about direction, overall success and implementation of selected interventions			

Notes:

Kincaid, D., Childs, K., & George, H. (March, 2010). School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida
Wright J. SBIT Effectiveness Rating Scale, Idea Generator Exercise & Building Team Coordination Plan. Unpublished instrument.

ACTION PLAN FOR SCHOOL LEADERSHIP TEAM BENCHMARKS OF QUALITY

Solving Step 1: What is the problem, issue, or task to be addressed?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Persons Responsible	Follow-Up/ Completion Date	Step 4: How will we know when we've been successful?
			1.			
			2.			
			3.			
			4.			
			5.			
			6.			
			1.			
			2.			
			3.			
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			1.			
			2.			
			3.			
			4.			
			5.			
			6.			

Adapted From: Tier 1 PBIS Action Plan Using 4-Step Problem-Solving Step

At this point, your SBLT has completed the Project PROMOTE consultation experience. The next main focus will be sustainability of the services in place. As a SBLT, you should complete the following directions to continue the work that has already been completed. All of these steps should be completed before the start of the next school year.

1. Review the results of the **Project PROMOTE School Leadership Team Benchmarks of Quality** and continue to monitor the action steps outlined in the **Project PROMOTE Action Plan for School Leadership Team Benchmarks of Quality**

2. Complete the Post-Project PROMOTE Consultation Evaluation sheet that is on the next page

   Review the SAEBRS results from the previous year and determine if selected interventions were effective and implemented with fidelity

3. Determine SAEBRS screening schedule for the upcoming school year

4. Gather all necessary materials from the Project PROMOTE consultation guide to use for the upcoming school year

5. Use the materials within the Project PROMOTE consultation guide to complete the screening process for the upcoming school year

6. Have all SBLT members complete another Project PROMOTE School Leadership Team Benchmarks of Quality worksheet, review results and determine action steps with the Project PROMOTE Action Plan for School Leadership Team Benchmarks of Quality a week prior to the start of the school year

CONSULTATION EVALUATION

1. Is data graphed and sufficient to make decisions?	
Yes:	**Next Step –** Continue to Second Question
No:	**Next Step –** Implement intervention and continue collecting and charting progress monitoring data

2. Based on the SAEBRS progress monitoring data, is there progress towards SBLT goals?	
Goal Met or exceeded:	**Next Step –** Continue and/or fade intervention
Yes, but goal not reached:	**Next Step –** Continue or modify intervention until goal is met
No improvement or got worse:	**Next Step –** Recycle through the School Wide Screening and Procedural Integrity Sections

3. Based on the SAEBRS progress monitoring data, is the intervention(s) being implemented with fidelity?" instead of "...is the intervention(s) be implemented with fidelity?	
Yes:	**Next Step –** Continue or modify intervention until goal is met
No:	**Next Step –** Recycle through the Procedural Integrity Section and determine area(s) of improvement

Notes:

Next Meeting Date:

Adapted From: https://www.pbis.org/resource/tier-ii-progress-monitoring-using-data-for-decision-making

SUSTAINABILITY

NEEDS ASSESSMENT

One of the best ways school leadership can promote sustainability of the screening to intervening process is completing a ***needs assessment***.

The SMHC developed a needs assessment tool to help teams facilitate, monitor, and plan for the social, emotional and behavioral (SEB) screening process.

Overall, school leadership either complete a needs assessment individually or collectively. Once all submissions are completed at a given school, the SMHC (1) ***creates a data report*** and (2) ***schedules a meeting with your school's team***. First, the data report will provide you with key areas of strengths and improvements to better facilitate system changes for future screening to intervening processes. Second, the SMHC staff will provide you with a facilitated conversation to guide your leadership team in the right direction moving forward.

This ***55-question*** needs assessment takes approximately ***20 minutes*** to complete. The tool is divided into ***six sections*** which are labeled and described below. Please view the chart below to understand the types of questions that will be asked in each section.

SECTION	DESCRIPTION	EXAMPLE ITEM
Exploration	A team's established mission and vision for SEB screening.	Established a shared understanding of the goal and purpose of universal screening
Readiness	A team's established infastructure for SEB screening.	Team has reviewed available SEB interventions to be matched to screening
Consideration for Screening Instrument	A team's strive for a SEB screening tool.	Determine timing and frequency of screening
Adoption	A team's determined logistics of SEB Screening	Determine timing and frequency of screening
Data Collection and Storage	A team's procedures for data collection and storage.	Establish plan for data privacy (online/digital or storage of physical protocols)
Implementation	A team's efforts of conducting a SEB screening.	Establish plan to use screening results to evaluate and monitor the effectiveness of Tier I or Universal supports
Meeting Structure	A team's meeting procedures for SEB screening.	Meeting objectives are clearly stated in advance of the meeting

BEGIN THE PROCESS.....

To get started with the process, please click **here**, that will take you to an editable Word version of the needs assessment. Please complete this as a school-based leadership team.

Based on your results and reflections, there are three pathways a school can consider regarding their next steps. **Each of those options are outlined below.**

READY TO GO!

Are you feeling confident in your school's capacity to start the screening to intervening process?

Congrats!

We are just as excited as you are! ***At this point, we have provided you with all the tools to complete a screen to intervene process*** for your school. We recommend revisiting the **Overall Process** page to determine your next steps. Please use all materials to your benefit and we are available for consultation at any point!

STILL DEVELOPING...

Some pieces are there and others just need a little more development?

There was a lot of information in this website!

There is no shame in taking a break, ***reflecting on the information*** and being tactical in your next step. We view your participation in this website as a start to a conversation. Feel free to continue to revisit this website as you plan for long term change. We recommend using your needs assessment data in conjunction with the **Mentor Corner** to problem solve any barriers or confusion. Additionally, we are available for consultation at any point!

NEED A STARTING POINT

Don't know what to do next?

Don't worry!

We are here to help. Before the stressful and overwhelming feelings come, we recommend to contact the **School Mental Health Collaborative.** We can support your school regardless of your current capacity. Since you already completed the needs assessment, we can use that as a springboard for further progress.

We are available for consultation at any point, just click the button below.

CONTACT US

RESOURCE LIBRARY

Within this page, we provide multiple freely accessible resources that will support any school-based leadership team to facilitate the screening to intervening process for social, emotional, and behavioral concerns.

All resources are available here. Below is an outline of the key resources that will either jumpstart, improve or advance your school's work in the screening to intervene process.

TABLE OF CONTENT

If you would like a more specific look at what the SMHC resource library offers, check out our ***table of contents***. This will outline the items with the four main categories of the library.

All four main categories of the SMHC resources library are described below.

RESOURCES LIBRARY CATEGORIES

ASSESSMENT RESOURCES

Are you feeling lost when it comes to selecting a useful assessment tool?

Click on this box and you will access multiple documents that can empower you to select an assessment tool that works for your school or district.

BACKGROUND RESEARCH

Looking to dive into the literature on universal screening?

Click on this box and you can sift through many published articles on the importance, statistical signfigance and effectiveness of universal screening.

IMPLEMENTATION RESOURCES

Itching to get to work?

Click on this box to review various guides, best practices, and decision making models to craft your skills in translating screening data into effective social, emotional and behavioral intervention.

INTERVENTION RESOURCES

Thinking about how to build intervention capacity at your school or district?

Click on this box and review our many informative intervention handouts that can start the conversation of what interventions would be beneficial for your context.

WANT SPECIFIC INTERVENTION TRAINING?

Are you looking to compliment all the free resources with specific social, emotional and behavioral intervention training?

SMHC partnered with the University of South Florida to provide low cost, online intervention trainings to expose educators to over a dozen social, emotional and behavioral interventions.

Please follow this **link** to reach out to the School Mental Health Collaborative to learn more about course offerings.

NOTES

SCHOOL MENTAL HEALTH COLLABORATIVE

The School Mental Health Collaborative School (SMHC) staff is available for supporting schools in their facilitation and promotion of high-quality, evidence-based, school mental and behavioral health assessments and interventions.

To contact the SMHC staff, please click the “Contact Us” link at the bottom of the page. This will direct you to their Technical Assistance Request Service page.

CONTACT US

School **Mental Health** COLLABORATIVE