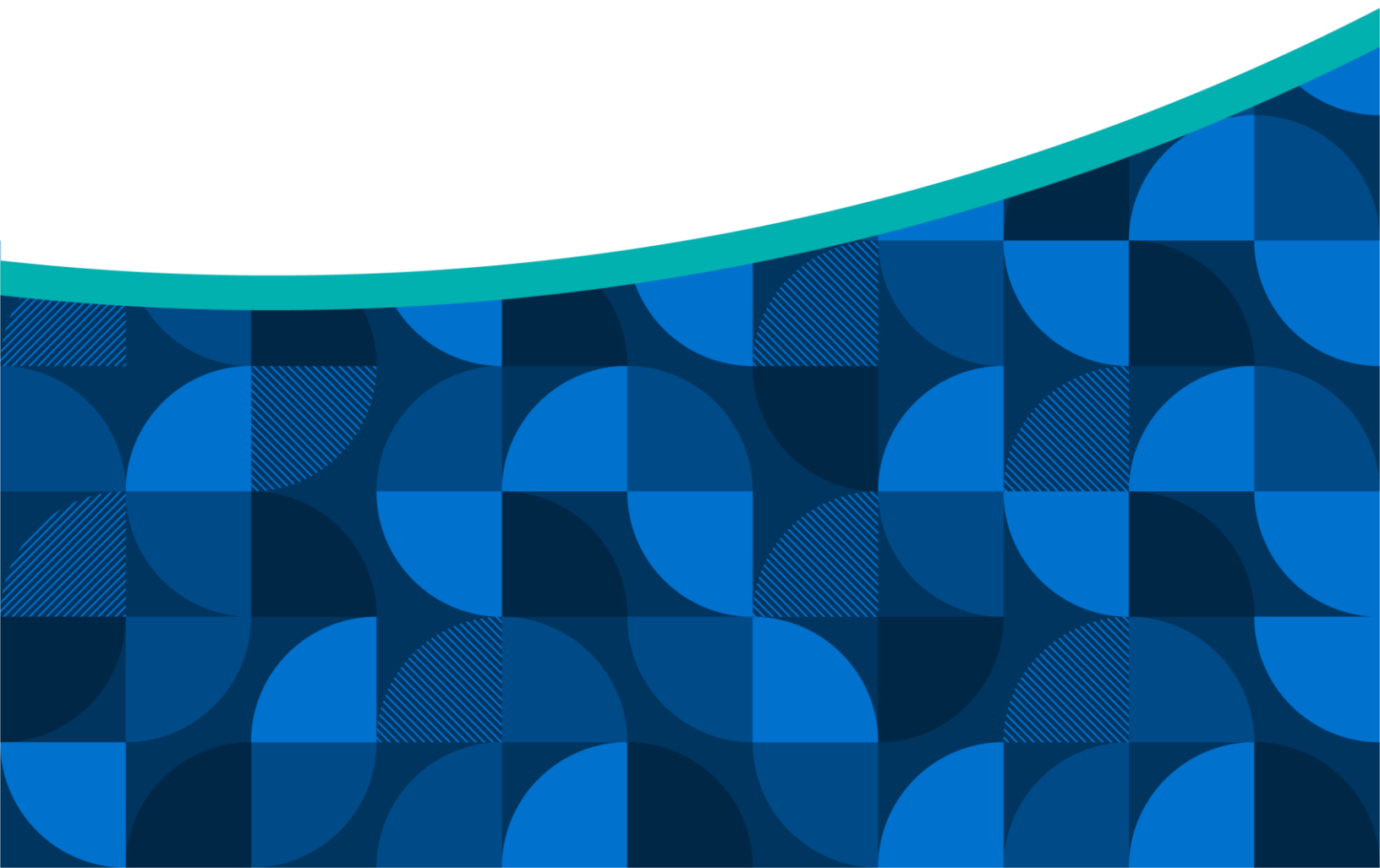
EAB

Providing Behavioral Support

Supported Resource Toolkit



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Tools in This Resource Address the Following Diagnostic Activities:

- ❑ Teachers and/or staff at my school create a physical environment (e.g., classrooms, support rooms, hallways) to support student self-regulation (e.g., reduces visual clutter, limits distracting noise).
- ❑ Teachers and/or staff at my school provide students with regular (i.e., daily) reinforcement for positive behavior.
- ❑ Teachers and/or staff at my school communicate regular (i.e., weekly or monthly) positive and constructive feedback about students' behavior to parents/guardians depending on age appropriateness.
- ❑ Our school uses universal behavior screeners for early identification of students with behavior support needs.
- ❑ Our school uses a multi-tiered system (e.g., MTSS) to provide students with support based on their level of needs (part I)

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Classroom Environment Checklist

Shareable checklist to reinforce a self-regulation friendly learning environment for teachers and school administrators

TOOL

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Classroom Environment Checklist: The MEHRIT Centre

Instructions

When designing a classroom environment, you must consider stressors that may be present that can impact a child's learning and behavior. Using the checklist below, identify what you have in place and what you can strive towards to make your classroom as Self-Reg friendly as possible.

Stressor	Classroom as the "Third Teacher" Examples
Visual Clutter	☐ All surfaces (e.g. desks, shelves) in the classroom are free of excess clutter ☐ Walls and bulletin boards are organized with information grouped simply ☐ Desk sized copies of tools usually displayed on walls (e.g. number or letter lines) are available to students, and neatly put away when not being used ☐ Desk top study carrels to reduce visual input when working at a desk ☐ The floor is clear and clean
Lighting	☐ Lighting is adjusted throughout the day according to the arousal needs of the classroom ☐ Natural lighting is maximized where available ☐ Fluorescent lighting is minimized where possible ☐ Differently lit areas are available for students to access, based on their preferences (a bright area, and a dimmer lit area) ☐ Curtains to create a darker area and use of lamps for ambiance
Noise	☐ Excess noise is reduced where possible (e.g. weather stripping on doors) ☐ Reverberation is reduced (e.g. carpets, egg cartons on walls) ☐ Noise cancelling headphones or earbuds are available or allowed ☐ Electrical humming from lights, heating/cooling vents, electronics, etc. is minimized ☐ A non-startling noise used to indicate class change overs or breaks (e.g. a rain stick)
Hydration & Nutrition	☐ Access to water at desk ☐ Regular hydration breaks available throughout the day ☐ Healthy meals served from the cafeteria ☐ Encourage healthy snacks ☐ Spare water and healthy snacks in classroom

1) .

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Classroom Environment Checklist: The MEHRIT Centre

Seating Options	☐ A variety of seating or standing options available (tick all available)
	  ☐ Standing desks or surfaces
	  ☐ Peddle desks
	  ☐ Stationary bike with an easel
	  ☐ Bean bag chairs
	  ☐ Couch
	  ☐ Carpeted open floor space
	☐ Students are able to use these options throughout the day

Smells	☐ No perfume ☐ Minimize food smells ☐ Scent free, or neutral scent cleaning supplies ☐ Minimize smoking related scents

Other Considerations	
Micro-environments	☐ A variety of spaces within the classroom which promote/enable up- or down-regulation for students to self-select to meet their Self-Reg needs

Teaching Students about Stressors	☐ Students understand how stressors can impact their energy and tension levels
	☐ Students know what is in place in their environment that help them
	  ☐ Up-Regulate
	  ☐ Down-Regulate
	☐ Students know the process, expectations and feel empowered to access any tool they need to support their self-regulation
	☐ Students know how to safely use all equipment available to them

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Why Addressing Classroom Stressor is Important

Stressor	Impact on Students' Learning
Visual Clutter	A cluttered classroom environment can be distracting to students due to too much visual stimulations. **Too much visual stimulation, like too many colors on the classroom walls, can cause the layout to feel unwelcoming or negatively impact students' mood**.
Lighting	Fluorescent lights are the most common and affordable lighting option in schools. However, this lighting is known to cause eye strain, headaches, and discomfort for both students and staff. **Effective lighting, both indoor and natural light, can improve the brain's ability to focus and stay alert while also improving performance and participation.**
Noise	Noise levels, including loud noises and background noise, are known to impact students' academic performance and increase teachers stress levels. **Lower noise levels allow students to process information faster and with more accuracy.**
Hydration and Nutrition	Research shows that diets with high levels of saturated fats can impair learning and memory in children. Regular access to water helps reduce energy intake that can impact students' focus. **Children with insufficient diets are reported to have more problems with academic progress and overall psychosocial behavior while dehydration is linked to feeling tired or lightheaded.**
Seating Options	Students learn their best when most comfortable, flexible seating allows different options throughout their day to address these needs**. Having a choice in where they can learn (e.g.., couch, bean bag chair, carpet, or standing desk) can help students feel empowered and in control of their environment.**
Smells	Research shows that distracting strong or bad scents can cause sensory confusion**. Often, smells distract student's ability to focus on visual or auditory stimuli making it more difficult for them to learn.**

Bennett, "Stop Cluttering Up the Classroom Walls", 2019; TCP, "How Light Impacts Psychology & Mood in Education", 2021; Ecophon, "Impact of Noise in Education"; Public School Review, "How Diet and Nutrition Impact Learning Ability, 2022, CA Dept. of Ed, "Flexible Learning Environments:, 2019

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Delivering Behavior Feedback to Students and Parents

Use these resources as a starting place to provide behavior-related feedback to both students and parents.

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Five Ways to Support Effective Feedback Practices

Use these practices to improve your school's approaches to delivering positive behavior feedback, reinforcement, and praise.

1 Model Effective Recognition

Administrators can help set the tone on feedback practices in their school. Consistent recognition from school administrators helps motivate teachers and models feedback they should give their students. Check out EAB's Recognition and Value compendium in the Teacher Morale Resource center for help.

2 Offer Feedback Training

Improve your professional development offerings by implementing feedback training. Ensuring all teachers know how and when to give feedback to students can help guarantee regular feedback is provided. Use pages 10 and 13 for support.

3 Provide Feedback Templates

A barrier to good feedback is the challenge of knowing how to best communicate with students and parents/guardians. Templates can help teachers become more efficient and direct in delivering feedback to their students and families. Use pages 11-12 for examples.

4 Use Existing Communication Sources

Most school already have informal ways to communicate with school stakeholders. Quick informal feedback can be shared through communication platforms, such as ClassDojo or Parent Square.

5 Include Behavior Feedback on Report Cards

Similarly, if formal feedback is going home, consider adding behavior progress to those documents. Build a section in formal report cards, SIS, or LMS for teachers and staff to report on students' behavior. See page 14 for an example.

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Effective Recognition Is Timely and Specific

Research shows that behavior-specific praise is one of the most common social reinforcers. Phrases like "good job" or "very nice" may make the student feel great, but do not define *why* the behavior was good. Teachers must name the behaviors students are doing well and identify how those behaviors align with expectations, so students know exactly which behaviors to mirror or repeat in the future. For recognition to be effective, it must be clearly linked to specific actions delivered by someone of importance (i.e., teacher or staff member) to the student in a timely manner.

Two Key Factors

Timely

Students need recognition consistently and as close to the recognized behavior as possible. By elevating recognition in a timely manner, the action itself and its positive impact are still fresh in the mind. Due to human neurochemistry, timely praise helps tie the positive feelings associated with the chemical response to receiving effective recognition to the event and the specific behavior you want to reinforce.

Specific

Too often, teachers rely on general appreciation efforts (e.g., extra recess time, class party, etc.) but what individuals value more is recognition of their specific behaviors. By elevating and recognizing specific behaviors that teachers and staff would like to continue, you both encourage others to pursue similar behaviors to receive recognition and more effectively make students feel valued.

Effective Recognition Formula

Use the below **three key variables** as a formula for leaders to use when recognizing teachers in any scenario:

Identify the specific event or action being recognized,

+

Explain the positive impact resulting from their action,

+

Share the recognition promptly following the event or action being recognized.

Sources: Workhuman, Employee Recognition: Basics, Best Practices, and ROI, 2021; Panorama Education, Behavior-Specific Praise in the Classroom, 2022; Simonsen & Myers, Class wide positive behavior interventions and supports, 2015 EAB interviews and analysis.

1) Gallup, "In Praise of Praising Your Employees," 2006.

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Positive Behavior Recognition Templates

To ensure feedback is timely and specific, use these templates to communicate positive behavior with students and students' parents. Adapt these templates for your teacher's preferred communication method including handwritten notes, emails, or through communication applications (i.e., ClassDojo or PowerSchool).

Exemplary Behavior

Dear Parent/Guardian(s),

I wanted to recognize [STUDENT NAME]'s incredible classroom behavior so far this (month/year/quarter). I had the pleasure of observing your child [INSERT SPECIFIC POSITIVE BEHAVIOR EXAMPLE] and wanted to take the time to recognize them for upholding our classroom and school expectations. It was great to have them model this great behavior for other students. Their actions truly exemplify what it means to be a member of our school community. We look forward to their continued progress throughout the year!

Sincerely,

[YOUR NAME]

Recent Behavior Improvement

Dear STUDENT,

I wanted to recognize you on your recent improvement in [INSERT SPECIFIC BEHAVIOR SKILL]. I know you've worked very hard over the past few months to achieve this goal and wanted you to know that your effort doesn't go unnoticed. In the classroom I watched you [INSERT SPECIFIC POSITIVE BEHAVIOR EXAMPLE]. This truly shows your commitment to our classroom expectations. We are proud to have you representing us in the classroom!

Sincerely,

[YOUR NAME]

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Positive Behavior Recognition Templates Cont.

To ensure feedback is timely and specific, use these templates to communicate with students and acknowledge positive behaviors. Adapt these templates for your teacher's preferred communication method including handwritten notes, emails, or through communication applications (i.e., ClassDojo or PowerSchool).

Exemplary Behavior

Dear [STUDENT],

I wanted to recognize you for your incredible classroom behavior so far this (month/year/quarter). I noticed recently that you [INSERT SPECIFIC POSITIVE BEHAVIOR EXAMPLE] and I wanted to take the time to recognize you for upholding our classroom and school expectations. It is great to see you lead by example for other students. You truly exemplify what it means to be a member of our school community. Keep up the great work!

Sincerely,

[YOUR NAME]

Outstanding Peer Mentorship

Dear [STUDENT]

I wanted to thank you for going above and beyond to mentor and support your peers! It has not gone unnoticed that you have been making an intentional effort to be inclusive and support them in our classroom. [INSERT SPECIFIC ANECDOTE ABOUT WHEN YOU NOTICED THEM PROVIDING MENTORSHIP AND HOW THAT WILL IMPACT THEIR PEER]. Mentorship and fostering relationships helps improve our school environment! Keep up the great work, we really appreciate it!

Sincerely,

[YOUR NAME]

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How to Make Feedback More Actionable

Teachers spend hours providing thoughtful feedback but rarely see it result in meaningful progress. In fact, studies have shown that in more than 1 of 3 instances, feedback can hinder performance. This is because feedback can induce a lot of anxiety for students and trigger perceptions of threat and mistrust in their brains. As a result, students often dismiss feedback or shut down altogether.

EAB examined research from the fields of education, business, and neuroscience to understand what teachers can do to make their feedback more actionable. Below are four simple principles that teachers can apply right away to reduce perceptions of threat and increase the impact of their constructive feedback.

Limit Feedback to the 2-3 Most Critical Skills

Avoid overwhelming students with too many behaviors to correct at once

Teachers should not provide feedback on all content—only on what is impacting the student and their peers the most. Narrowing feedback helps students process it without overwhelming their cognitive loads, which allows students to home in on their most influential development areas and can save teachers a lot of time. To implement this principle, communicate the 2-3 critical skills that need improvement, and provide students concrete examples for how to improve upon those skills.

Allow Students Opportunities to Adjust Before Reapproaching

Avoid punitive responses for student trying to improve behavior

Separating feedback from discipline encourages students to thoughtfully review feedback and not dismiss it. This principle also holds students accountable to applying feedback and signals that learning is an ongoing process. First, communicate what behaviors need improving in the classroom and ask students what they think they can do to make the adjustment. Then, provide additional feedback over time on the student's progress.

Avoid "Sandwiching" Critical Comments Between Positive Ones

Ensure constructive feedback is well received by student(s)

Many teachers look for a way to soften constructive or critical feedback by "sandwiching" it within praise. But doing this can trigger students to prepare for critical statements every time they're told something positive. This can also lead to overpraising, which makes positive statements seem disingenuous, hindering student trust and engagement. It's best to deliver critical feedback on its own and in the context of goals. To soften a critical statement and still maintain a positive tone, try asking it as a question or pointing to a helpful resource instead.

Explicitly Connect Feedback to High Classroom Standards

Communicate why positive behavior is needed in the classroom

Each time you provide feedback, explicitly convey two sentiments: high expectations and confidence in students' potential. Specifically, include a note like this one: "I'm giving you this feedback because I have very high expectations, and I know that you can reach them." This assures students that the critical feedback is linked to the teacher's high standards (not bias) and a genuine belief that students can achieve those standards.

Source: EAB, "How to Give Feedback to Get Results from Students"; Green, "Stop Using the Compliment Sandwich and Give Better Feedback", 2014; Yeager, et. Al, "Breaking the Cycle of Mistrust," 2013

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Including Behavior Feedback on Report Cards

Use this example as inspiration for including behavior in your schools' report cards. Feel free to adapt this adjustment to align with your school's preferred reporting practices, including learning management systems (LMS) or student information systems (SIS).

Many schools and teachers do not offer students and their families formal updates on their students' behavioral progress. While academic achievement is regularly sent home, consider including behavior observations and updates as well.

SAMPLE REPORT CARD		
Grade: 8	**Marking Key-Achievement**	**Marking Key-Behavior**
Student Name: Mike Brown	4 – Exceeds Standard 3 – Meets Standard 2- Approaching Standard 1- Below Standard NA- Not Assessed	4 – Consistently 3 – Usually 2- Sometimes 1- Rarely
Attendance: • Present __ • Tardies __ • Absent __		
English – Mrs. Smith		
Performance:	**Achievement: 4**	**Behavior: 3**
Other Comments:	Mike tends to finish work early and can sometimes distract his peers. I encourage him to minimize disruptions and engage in more independent tasks while his classmates finish assignments.	

Including Behavior Section Allows for More Efficient Reporting Process

Teacher Observations are More Specific

- Including behavior scores help teachers, students, and families have clear understanding of set expectations. Additionally, a standardized scoring key minimizes perception and helps teachers provide behavior progress updates throughout the year.
- Similarly, "other comment" sections can be used to elaborate on more specific behaviors rather than generic statements teachers may use repeatedly. Specificity helps students know the exact areas they are doing well or need to improve.

Information Easily Shared as Students Progress

- The largest benefit of including behavior in teacher reporting is that the data can follow students as they progress. Using learning management or student information systems can help ensure student data is not lost as they move through grades.
- Families also benefit from being able to view their students' progress. Awareness of the schoolwide scoring key can help them keep track of their students' behavioral progress in addition to their academic performance.

Source: EAB Interview & Analysis

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Guide to Adopting Universal Screeners

Use this section to learn the benefits of universal screeners, the differences between available screeners, and effective ways to evaluate information learned from screeners.

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Adopting Effective Universal Screeners

In many districts, universal screeners help identify your students' needs and ensure you are deploying your support staff most effectively. With many tools available, universal screening is accessible to any district.

Basic Considerations for Adopting Universal Screening

Select an evidence-based tool

In consultation with school mental health staff, select a tool that best meets your needs

Secure parental consent

By allowing parents/guardians the option to opt out of screening if wanted

Provide teacher training

On how to properly administer and interpret chosen tool

Screen throughout the year

For continuous identification of students' social-emotional progress

Profiled Institution:
Boston Public Schools, Boston, MA

Check out EAB's Universal behavioral screening is proven effective to aid in communicating the importance of screening tools

Timeline of Universal Screening at Boston Public Schools

1. Train staff on using BIMAS
2. Secure parental consent
3. Conduct 1st screening at least 6 weeks into the school year
4. Share results with all levels (district, school, grade)
5. Gather school- and grade-level teams to discuss data and target interventions
6. Track progress and adapt interventions every 6 weeks
7. Conduct 2nd screening in spring
8. Repeat steps 4-6

Lessons from Successful Implementation

Track Multiple Levels of Data

Evaluate individual, class, grade, school, and district data to better target interventions

Keep Teachers Informed and Supported During Process

Dedicate time to conduct screening and have administrators help teachers during process

Set Screening as Basis for Targeted Support

Use assessment to raise awareness, inform practices, and provide early interventions

Source: EAB Interviews and analysis.

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Comparison of Evidence-Based Universal Screeners

Summary of Literature Review

Screener	Full Name	Description	Strengths	Weaknesses
BASC-3 BESS	The Behavior Assessment Scale for Children Three: Behavior and Emotional Screening Scale	• Includes multiple academic and social-emotional scales, plus internalizing and externalizing behavior scales • Teacher, parent forms (grades PK-2) • Teacher, parent, student forms (grades 3-12) • 4-6 minutes per student	• High validity and reliability • Comprehensive and detailed • Multi-informant approach • Electronic scoring, access to online tools and data • Available in Spanish	• Expensive • Can be time-consuming, particularly for bigger classrooms
BIMAS-2	Behavior Intervention Monitoring Assessment System	• Assesses broad range of behaviors, 34-item scale • Clinician, teacher, parent, forms • Student form pre-k to 18 years • 5-10 minutes per student	• Multi-informant approach • Electronic scoring, access to online tools and data • Allows progress monitoring over time	• Expensive • Can be time-consuming, particularly for bigger classrooms • Only available in English
EBS	Emotional and Behavioral Screener	• 10-items, rates each student on 4-point Likert scale • Teacher form	• High reliability and validity • Quick to administer	• Expensive • Relatively new to the field, little independent research available
SAEBRS	Social, Academic, and Emotional Behavior Risk Screener	• 19-items, divided into 3 categories (academic, social, and emotional behaviors) • Teacher form • Student form (grades 2-12) • 1-3 minutes per student	• Quick to administer • Provides flexibility, evaluates 3 categories of behavior (social, academic, emotional) and can provide separate score for each category or one total score	• No standard definitions or examples provided for different types of behavior, leaving room for teacher discretion

Sources: Allen, A. Kilgus, S. Burns, M. Hodgson, C., "Surveillance of Internalizing Behaviors: A Reliability and Validity Generalization Study of Universal Screening Evidence," School Mental Health, October 2018; Lane, K. Weist, M., "Systematic Screening for Emotional and Behavioral Challenges in Tiered Systems," PBIS.org, May 2016; Jenkins, L. Demaray, M. Smit Wren, N. Fredrick, S. Lyell, K. Magers, A. Setmeyer, A. Rodelo, C. Newcomb-McNeal, E. Tennant, J., "A Critical Review of Five Commonly-Used Social-Emotional and Behavioral Screeners for Elementary or Secondary Schools," Contemporary School Psychology, August 2014; "Comparison of Behavior/Social Universal Screeners," Missouri Council of Administrators of Special Education, Accessed November 2018; Harrison, J. Vannest, K. Reynolds, C., "Social Acceptability of Five Screening Instruments for Social Emotional and Behavioral Challenges," Behavioral Disorders, May 2013; EAB interviews and analysis.

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Comparison of Evidence-Based Universal Screeners

Summary of Literature Review

Screener	Full Name	Description	Strengths	Weaknesses
SDQ	Strengths and Difficulties Questionnaire	• Internalizing, externalizing, prosocial behavior scales • Teacher, parent forms • Student form (ages 11+) • 1-3 minutes per student	• Free • Quick to administer and interpret • Multi-informant approach • Available in 70 languages	• Limited validity and reliability • No published manual, reports may be too easy to misinterpret by laypeople • Normed on a British student sample
SRSS-IE	Student Risk Screening Scale—Internalizing and Externalizing	• Adapted from earlier SRSS tool that did not include internalizing behaviors • Teacher form • 10-15 minutes per classroom	• Free • Quick to administer	• Evidence of effectiveness on internalizing scale still new • Categories of evaluation may be too broad to give detailed picture of student behavior
SSBD	Systematic Screening for Behavior Disorders	• Screens for both internalizing and externalizing behaviors • Three-stage process: teacher grade in stages 1&2, support service professional and parent grade in stage 3	• Cheap • Strong reliability and validity • Quick to administer	• May require a lot of training before it can be used properly • Does not allow ranking of BOTH internalizing and externalizing behaviors for the same student • Only allows ranking of top 3 students per classroom, may miss at-risk students • Difficult to make comparisons over time
SSIS-PSG	Social Skills Improvement System - Performance Screening Guide	• Evaluates 2 behavioral areas: Motivation to Learn and Prosocial Behavior • Teacher form	• Quick to administer and interpret • Part of a broader suite that also assesses math and reading skills	• Expensive • Less robust evidence of effectiveness than other screeners • Does not directly assess internalizing behaviors

Sources: Allen, A. Kilgus, S. Burns, M. Hodgson, C., "Surveillance of Internalizing Behaviors: A Reliability and Validity Generalization Study of Universal Screening Evidence," School Mental Health, October 2018; Lane, K. Weist, M., "Systematic Screening for Emotional and Behavioral Challenges in Tiered Systems," PBIS.org, May 2016; Jenkins, L. Demaray, M. Smit Wren, N. Fredrick, S. Lyell, K. Magers, A. Setmeyer, A. Rodelo, C. Newcomb-McNeal, E. Tennant, J., "A Critical Review of Five Commonly-Used Social-Emotional and Behavioral Screeners for Elementary or Secondary Schools," Contemporary School Psychology, August 2014; "Comparison of Behavior/Social Universal Screeners," Missouri Council of Administrators of Special Education, Accessed November 2018; Harrison, J. Vannest, K. Reynolds, C., "Social Acceptability of Five Screening Instruments for Social Emotional and Behavioral Challenges," Behavioral Disorders, May 2013; EAB interviews and analysis.

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Assessment Allows for Targeted Schoolwide Action Planning

Support staff can provide proactive, targeted support to all students based on schoolwide universal screener results rather than responding to crises

Assessment Results Breakdown

BIMAS Assessment Results

Provides 3-tiered risk or strength assessment for the student body on 5 different scales:

3 Behavioral Concern scales (risk):

- Conduct *(externalizing concerns)*
- Negative Affect *(internalizing concerns)*
- Cognitive/Attention *(focus, memory, etc.)*

2 Adaptive scales (strength):

- Social *(communication, friendships)*
- Academic Functioning *(study skills, attendance, etc.)*

Screening Data Helps Whole-School Team Develop Tier I Interventions and Allocate Responsibilities

Principals, assistants, teachers, mental health professionals, and counselors connect as a team (i.e., multi-disciplinary team) to discuss schoolwide data results

Team of staff will then select appropriate tier 1 interventions to address specific population needs based on BIMAS assessment results

Example

Screening identifies high number of students at risk for internalizing issues. Tier 1 team conducts classroom observations to help teachers implement SEL[1] lessons focused on coping skills, conflict resolution, and communication.

Team also works with lunch/recess monitors to reinforce positive social skills during unstructured activities

Team then collaborates to create a 6-week plan to implement, adapt, and measure the effects of their chosen tier I intervention

Data Planning Templates

Boston Publics Schools also provides clear guidance on how schoolwide teams can review results from universal screeners and implement changes over a 6-week period through their data planning templates. *See sample template on pages 20-22*

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Whole-School Data Planning Template

Boston Public Schools

COMPREHENSIVE BEHAVIORAL HEALTH MODEL
GROW THE GREEN! (TIER 1 TEAMS)

Purpose: The purpose of this form is to provide your tier 1 team with an inquiry based protocol for reviewing BIMAS data to support school-wide implementation of PBIS and SEL Curricula.

BIMAS LOG-IN INFORMATION

You can access BIMAS results for all of your students by logging into BIMAS (app.edumetrisis.com)

Username: BPS Email Address

Password: (if you've forgotten, click "forgot password" to reset.)

For detailed steps on viewing results in BIMAS, please refer to this document.

Step 1. Review the Data. Consider the areas of greatest strength & concern on your BIMAS data scales.

- **Behavioral Concern Scales:**
  - **Strength:** Put a checkmark next to the scale that has the greatest percentage of student in green (low risk).
  - **Concern**: Circle the scale that has the lowest percentage of students in the green (low risk)

Conduct	Negative Affect	Cognitive/Attention
Externalizing concerns such as anger management, bullying, substance abuse, deviance	*Internalizing* concerns such as anxiety, depression, withdrawal	Concerns around attention, focus, organization, planning & memory

- **Adaptive Scales -** Academic Functioning, Social Functioning
  - **Strength:** Put a checkmark next to the scale that has the greatest percentage of student in green & blue (typical & strength combined).
  - **Concern**: Circle the scale that has the lowest percentage of students in the green & blue (typical & strength combined)

Social	Academic Functioning
Maintaining friendships, communication skills	Academic performance, attendance, following directions

Sources: Boston Public Schools; EAB interviews and analysis.

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Whole-School Data Planning Template

Boston Public Schools

Step 2. Develop a Plan.

As a Tier 1 Team, your work is centered on supporting the school-wide implementation of PBIS and SEL Curricula.

Given your team's implementation plan (e.g., CBHM Action Plan), collaboratively prioritize the components of PBIS and/or SEL curricula implementation that will best address the area's) you've identified for "growing the green".

> **Example:** Conduct and academic functioning continue to be opportunities for growth across our school-level data. as a tier 1 team, we have seen improvements with the introduction of our school-wide reward system (e.g. PRIDE Bucks), but we feel the next step to support implementation is the introduction of PBIS lesson plans across the settings of our school.

Given the goals you've set around BIMAS data, what is the implementation area you'd like to focus on in the next six weeks?

<Type Implementation Focus Here>

Examples:
- The number of teachers using PBIS Lesson Plans
- The number of teachers implementing SEL curriculum with fidelity
- The number of classroom rewards earned

How will you address this implementation area?

How will you monitor implementation?

Step 3. Implement the plan.

Progress monitor the fidelity and effectiveness using the next page. State how fidelity AND effectiveness will be measured.

Week 1: [insert dates]

Area of implementation targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 2: [Insert dates]

Area of school behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Sources: Boston Public Schools; EAB interviews and analysis.

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Whole-School Data Planning Template

Boston Public Schools

Week 3: [insert dates]

Area of school behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 4: [insert dates]

Area of school behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 5: [insert dates]

Area of school behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 6: [insert dates]

Area of school behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Step 4. Evaluate the progress.

Review your progress at your team meeting.

Plot your progress monitoring data below by shading the box that matches your progress from page 3.

3						
2						
1						
0						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Evaluate the effectiveness of the school strategy by answering the following questions:.

- Was the implementation plan carried out with fidelity? If not, state the reason.
- Was the implementation plan effective? Why or Why not?
- Does the data indicate that you need to maintain, decrease or change the implementation strategy?

Sources: Boston Public Schools; EAB interviews and analysis.

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Assessment Allows for Targeted Classroom Action Planning

While assessment data provides schoolwide insights, it also can show behavior trends in grade-level and classrooms which will help address students' needs on a more individual basis.

Assessment Results Breakdown

BIMAS Assessment Results

Provides 3-tiered risk or strength assessment for the student body on 5 different scales:

3 Behavioral Concern scales (risk):

- Conduct *(externalizing concerns)*
- Negative Affect *(internalizing concerns)*
- Cognitive/Attention *(focus, memory, etc.)*

2 Adaptive scales (strength):

- Social *(communication, friendships)*
- Academic Functioning *(study skills, attendance, etc.)*

Grade-Level Team Addresses Classroom and Individual Needs

Principals, assistants, teachers, mental health professionals, and counselors connect as a team (i.e., multi-disciplinary team) to discuss individual data results

Team of staff will then select appropriate interventions across all 3 tiers to address the needs of students and equip grade-level teachers and support staff with the right tools to support them

Example

*If screening identifies **over 20%** of students in a classroom as at-risk on any of the 5 BIMAS categories, student support teams (e.g., school counselors, behavior interventionist, social workers, etc.) automatically choose appropriate group interventions for the students, taking into account their academic needs as well.*

Team then collaborates to create a **6-week plan** to implement, adapt, and measure the effects of their chosen intervention for each students. Occasionally, an alternative intervention may be needed to best support the student(s)

Data Planning Templates

Boston Publics Schools also provides clear guidance on how grade-level teams can review results from universal screeners and implement changes over a 6-week period through their data planning templates. *See sample template on pages 24-27*

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Grade-Level Data Planning Template

Boston Public Schools

COMPREHENSIVE BEHAVIORAL HEALTH MODEL
GROW THE GREEN! (GRADE LEVEL TEAMS)

Purpose: The purpose of this form is to guide teachers & grade level teams on reviewing BIMAS data & action planning to support all students.

BIMAS LOG-IN INFORMATION

You can access BIMAS results for all of your students by logging into BIMAS (app.edumetrisis.com)

Username: BPS Email Address

Password: (if you've forgotten, click "forgot password" to reset.)

For detailed steps on viewing results in BIMAS, please refer to this document.

Step 1. Review Data. Consider the areas of greatest strength & concern on your BIMAS data scales.

- **Behavioral Concern Scales:**
  - **Strength:** Put a checkmark next to the scale that has the greatest percentage of student in green (low risk).
  - **Concern**: Circle the scale that has the lowest percentage of students in the green (low risk)

Conduct	Negative Affect	Cognitive/Attention
Externalizing concerns such as anger management, bullying, substance abuse, deviance	*Internalizing* concerns such as anxiety, depression, withdrawal	Concerns around attention, focus, organization, planning & memory

- **Adaptive Scales -** Academic Functioning, Social Functioning
  - **Strength:** Put a checkmark next to the scale that has the greatest percentage of student in green & blue (typical & strength combined).
  - **Concern**: Circle the scale that has the lowest percentage of students in the green & blue (typical & strength combined)

Social	Academic Functioning
Maintaining friendships, communication skills	Academic performance, attendance, following directions

Sources: Boston Public Schools; EAB interviews and analysis.

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Grade-Level Data Planning Template

Boston Public Schools

Step 2. Define the Problem. For the area(s) of concern that you selected, describe what that looks like in your classroom/grade level. Are there times of day that are particularly worse? Or a certain subject/activity that typically intensifies those concerns?

> *Example: The two areas of concern for my class/grade level are conduct and social skills. Conduct problems (arguments, fighting, and the time I have to spend navigating peer conflict) are usually the worst as students come back into class after recess. Students' inability to successfully solve conflicts with peers results in more conduct concerns in our classroom, making it hard to get to learning.*

The problem I'm interested in addressing is:

(Type Here)

Step 3: Develop a Plan. Start with this list of the top 10 instructional strategies to support social emotional learning & behavior. Reflect on the ones that you already do consistently, and identify some that you may do less or more inconsistently.

> As a grade level team (or independently), select **one strategy** to emphasize over the next 6 weeks that will help address the area of concern you identified.

The strategy I've selected to address this area is::

(Type Here)

Sources: Boston Public Schools; EAB interviews and analysis.

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Grade-Level Data Planning Template

Boston Public Schools

Step 4: Implement the plan.

Week 1: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 2: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 3: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 4: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 5: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Week 6: [INSERT DATES]

Area of classroom behavior targeted for improvement was:

0	1	2	3
The same	Slightly Better	Somewhat Better	A LOT Better

Sources: Boston Public Schools; EAB interviews and analysis.

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Grade-Level Data Planning Template

Boston Public Schools

Step 5. Evaluate the progress.

Week of **INSERT DATE** at Grade Level Team / Common Planning Time

Evaluate the effectiveness of the classroom strategy. Plot your data below:

3						
2						
1						
0						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Was the strategy implemented with fidelity? If not, include the reason or barrier:

Was the strategy effective? Why or Why not? Consider the BIMAS scales that you are primarily concerned with; will this strategy help "grow the green" in your BIMAS triangles for the spring? What needs to happen to reach the goal of 80-90% of students in green (or blue & green)?

Does the data Indicate that you need to maintain, decrease or change the support?

IF	THEN
If the strategy indicated **no** improvement in classroom behavior	.. consider choosing a different strategy.
If the strategy showed **some** success (e.g. three data points 2 or above)	.. consider sticking with the strategy for another six week interval, perhaps increasing the frequency or intensity of the strategy.
If the strategy showed **great** success (e.g. four data points at 3)	.. consider tackling another area of concern in the classroom.

Sources: Boston Public Schools; EAB interviews and analysis.

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ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.