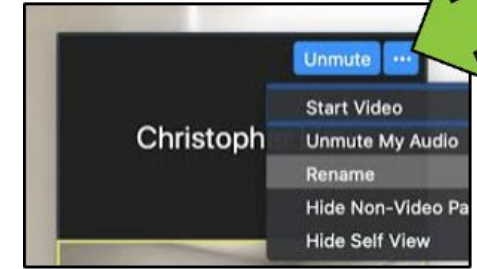


Welcome!

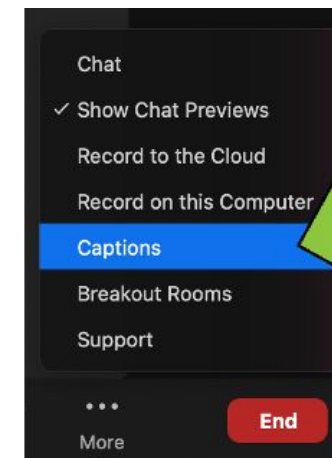
As you enter the space, please do the following:

- 01 Rename yourself to reflect the school or district you are representing (name, district)



- 02 Mute your microphone

- 03 If you would like closed captions, click on the three dots in the bottom right corner and select "captions".





SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

**Created from content from the National
Technical Assistance Center on Positive
Behavioral Interventions and Supports**
U.S. Department of Education, Office of Special Education
Programs and Office of Elementary and Secondary Education
**with support from NEPBIS Network, May
Institute, Broad Reach Consulting, & EDC**



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



MayInstitute
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SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

Please sign in
with our
attendance
form



December
➤ Year 1 Team Lead
Cohort Meeting

Presenter:





SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

IN-PERSON TEAM TRAINING EVENT INCLEMENT WEATHER POLICY

*In case of inclement weather, we will cancel our team training if the **local school district where the training will be held** is either delayed or cancelled due to inclement weather. Please monitor school and district closings for the school district in which the training is being held. In any case that you feel it is not safe for you to travel to the cohort training, please make the decision that is most safe for you.*

Your training site is EDC Offices - **Waltham**, MA



Agenda

1. Glows and Grows
2. Gathering Feedback from Partners
3. Co-Creating Positive Learning Environments
4. TFI Overview
5. Closing





RESOURCES

- SEB Academy Tiered Supports Inventory: <https://sebacademy.edc.org/tiered-support-inventory>
- Commonly Used Assessments, Surveys, and Screeners: <https://sebacademy.edc.org/commonly-used-assessments-surveys-and-screeners>
- Family-School Partnership Survey: <https://sebacademy.edc.org/family-school-partnership-survey>
- Family-School PRACTICES Survey: <https://sebacademy.edc.org/family-school-practices-survey>
- Climate Survey: Staff, Students, Families: <https://sebacademy.edc.org/pbis-climate-survey-manual>
 - How Are Schools Using School Climate Surveys? <https://sebacademy.edc.org/how-are-schools-using-school-climate-surveys>
 - How Are Schools Using Parent and Personnel School Climate Data?: <https://sebacademy.edc.org/how-are-schools-using-parent-and-personnel-school-climate-surveys>
- Feedback and Input Survey: <https://sebacademy.edc.org/pbis-feedback-input-survey-manual>
- Empathy Interview Tool <https://sebacademy.edc.org/empathy-interview-tool>
- Focus Groups - <https://www.simplypsychology.org/what-is-a-focus-group.html>

Glows and Grows

Share one Glow and one Grow for your team from the last month:

- **Glow** – What is something that has gone well for your team?
- **Grow** – What is an area where you are hoping your team will grow?

Co-Creating Positive Learning Environments





TIERED SUPPORTS FOR POSITIVE LEARNING ENVIRONMENTS

Environmental Supports

accessible spaces, signage, decorations, collaborative spaces

Behavioral Supports

posted expectations/matrix, accessible signage, positive acknowledgement system, common language and expectations

SEL Supports

calming spaces, environmental supports, Tier 1 curriculum, common language and understanding of SEL

Belonging Supports

positive relationships, community focused spaces and schedule, inclusive policies, diverse curricula and representation

Mental Health Supports

counseling, referral to outside services, environmental supports, accessible counseling

Share Out

Where is your team strong?

What examples can you share with your peers of ways in which your school/district excels in one of these areas?

Physical Environment

Behavioral Supports

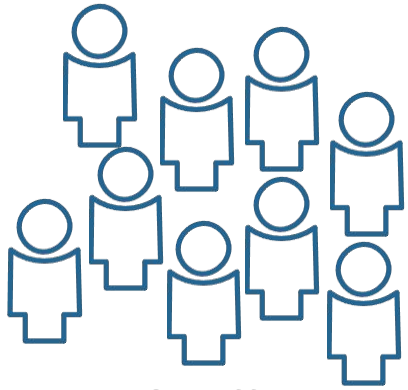
SEL Supports

Belonging Supports

Mental Health Supports



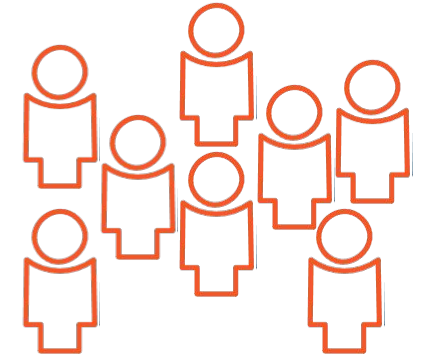
HOW SCHOOLS HAVE TRADITIONALLY OPERATED



Staff

- Set policies
- Choose curricula
- Set schedule
- Determine professional development

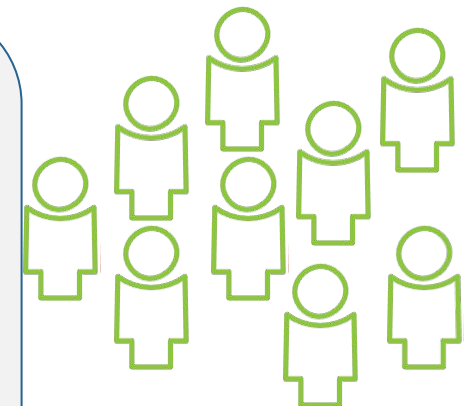
- Given expectations and requirements
- Might be given an opportunity to collectively set classroom norms
- Accountable for adherence to policies and discipline



Students

One-Way Power Dynamic

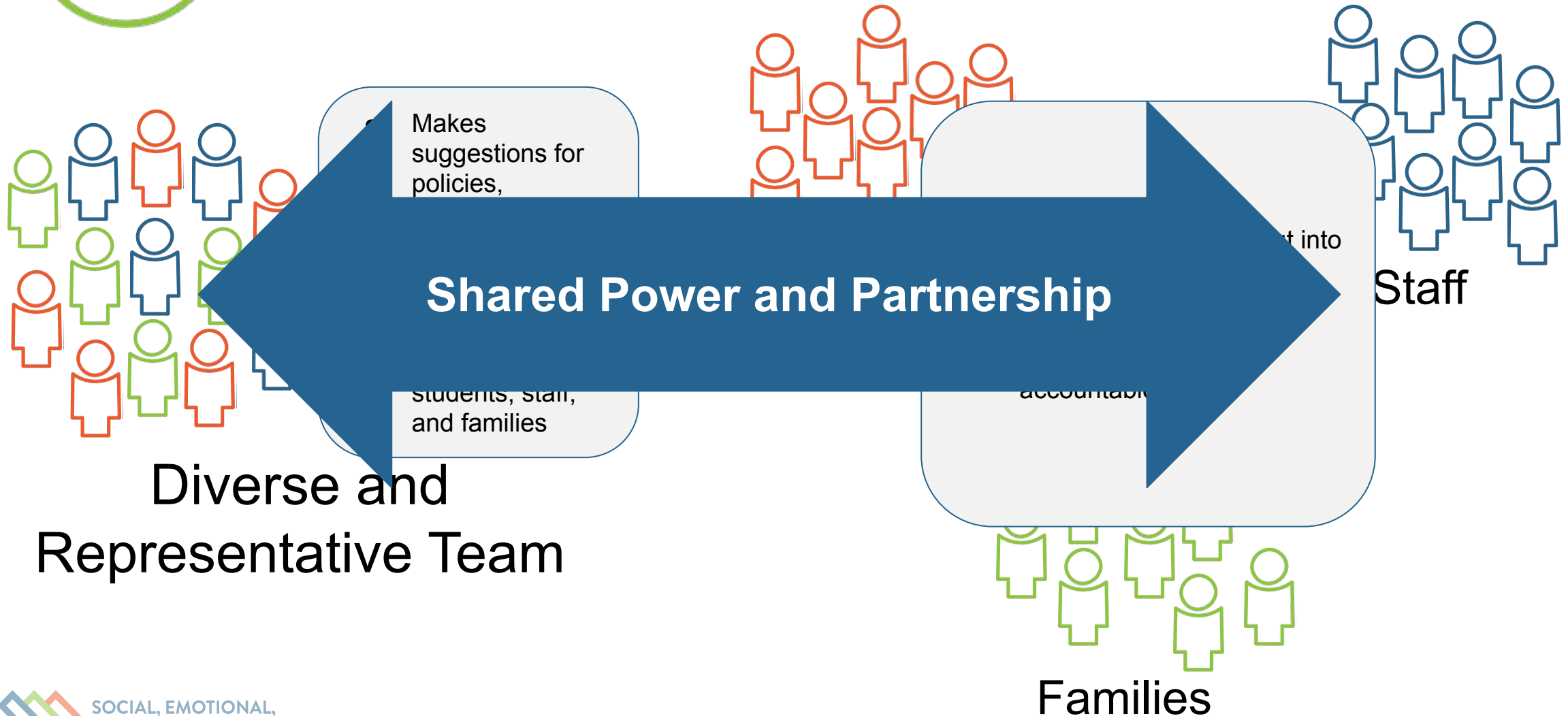
- Expectations communicated to families
- Invited to participate in specific ways



Families



CO-CREATING POSITIVE ENVIRONMENTS





IDENTIFY TOPICS FOR INPUT/FEEDBACK

- + SEL Tier 1 Curricula
- + Behavior Expectations/Matrix
- + SEB Team Goals
- + Policies (attendance, dress code, etc.)
- + Practices (acknowledgement, traditions, communications practices, etc.)
- + Tiered Supports



SELECT FEEDBACK METHOD(S)



Surveys



Empathy Interviews



Focus Groups



Feedback Protocol (Glow/Grow, K/C/T)

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

Commonly Used Assessments, Surveys, and Screeners

School Climate/Culture and Belonging Data Collection	Participants			
Tools	Grade	Students	Staff	Families
SELweb Culture/Climate Survey	3-12	X		
Panorama Climate Surveys	3-12	X	X	X
PBIS School Climate Survey (SCS)	3-12	X	X	X

Mental Health Universal Screeners	Description
Generalized Anxiety Disorder 7 (GAD-7)	An initial screening tool for generalized anxiety disorder.
Patient Health Questionnaire-9 (PHQ-9)	A multipurpose instrument for screening, diagnosing, monitoring and measuring the severity of depression.
Revised Children's Anxiety and Depression Scale (and Subscales) (RCADS)	A youth self-report questionnaire with subscales including separation anxiety disorder, social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and low mood (major depressive disorder).
Screening, Brief Intervention, and Referral to Treatment (SBIRT)	A screening tool used to assess the severity of substance use and identify appropriate levels of treatment.
CRAFFT 2.0 Screening Test	A substance use screening tool for adolescents aged 12-21.

For additional options and more information, check out the following comprehensive resources:

- [RAND Education Assessment Finder](#)
- [School Climate Survey Compendium: K-12 Surveys](#)
- [SEL Assessment Guide](#)
- [The SHAPE Assessment Library](#)
- [PBIS.org | Assessments](#)
- [Behavior Screeners Summary](#)

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Quantitative vs Qualitative

Quantitative Research/Data

- Use of statistics and “numbers” to measure variables, support hypothesis, make predictions, etc.
- Uses directional verbs: effect, influence, cause, relate, etc..
- Looks for “why”, ”to what extent”, etc.

Sample QT question:

What is the effect of PBIS in reducing ODRs in our school?

Qualitative Research/Data

- Asks “what” or “how” questions in an open-ended design
- Uses exploratory verbs: report, describe, discover, generate, explore
- Looks for emergent themes from personal reports, focus groups, etc.

Sample of QL question

One thing teachers and staff could do to help me feel like I belong at my school is:

_____.

Surveys: School Climate Surveys

School Climate Survey - The School Climate Survey Suite is a set of five multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate.

- School Climate Survey: Elementary
- School Climate Survey: Secondary (extended version)
- School Climate Survey: Secondary (brief version)
- School Climate Survey: School Personnel
- School Climate Survey: Family

The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Teams can use each survey separately or in combination to assess perceptions. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-scale response option.

How are Schools Using the School Climate Surveys?

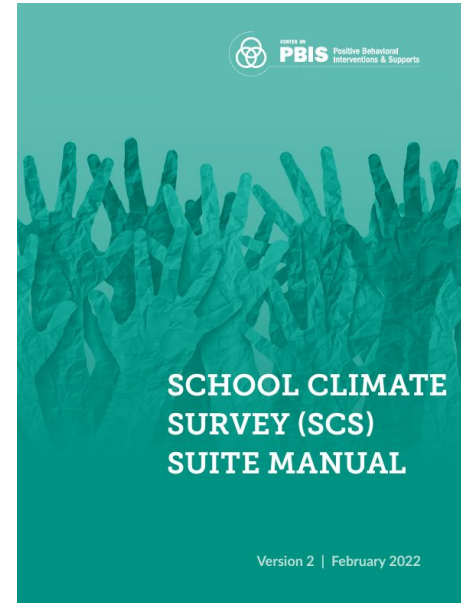
The purpose of this brief is to provide information about how to evaluate school climate at the primary and secondary levels. Norms and ranges are provided and based on a national data; this data can help schools to contextualize local data. Information for interpreting the data and unit if for data-based decision making is also included.

How are Schools Using Parent and Personnel School Climate Surveys?

When school personnel and parents complete school climate surveys, results can inform team action planning to improve perceptions of school climate. This brief is intended to guide how districts and schools collect and disaggregate school climate data at the personnel and parent level to support data-based decision making.

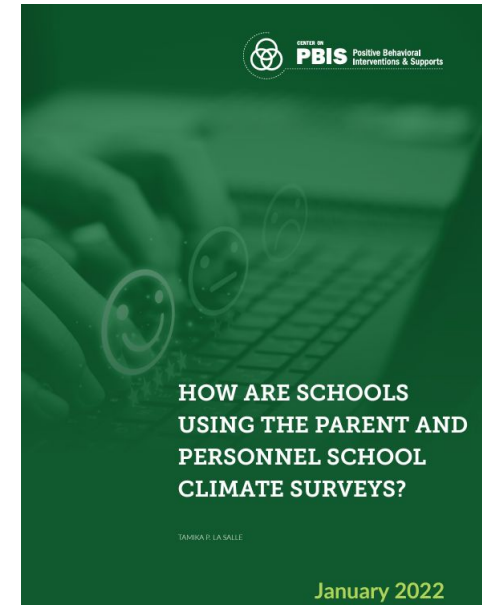
NOTE: The School Climate Survey Suite was developed by the Georgia Department of Education, led by Tamika LaSalle. The Center on PBIS has adopted these original surveys and renamed them for national use.

May be completed in English or Spanish



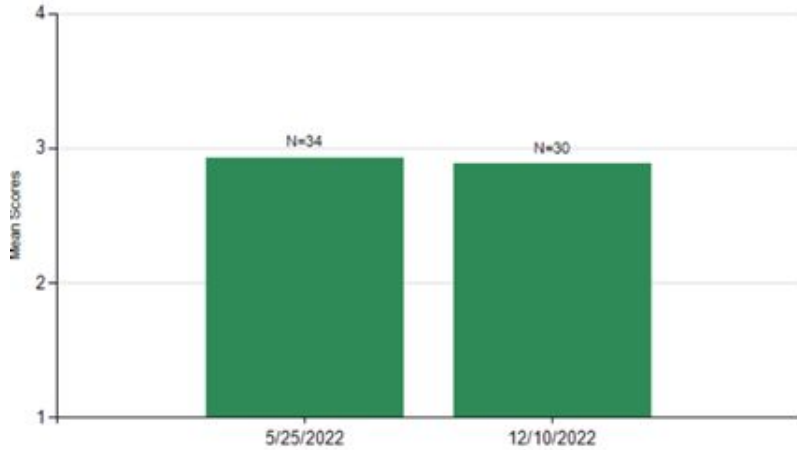
This can be sent out and reviewed electronically through PBIS Assessments.

We can set you up with a free account if desired.

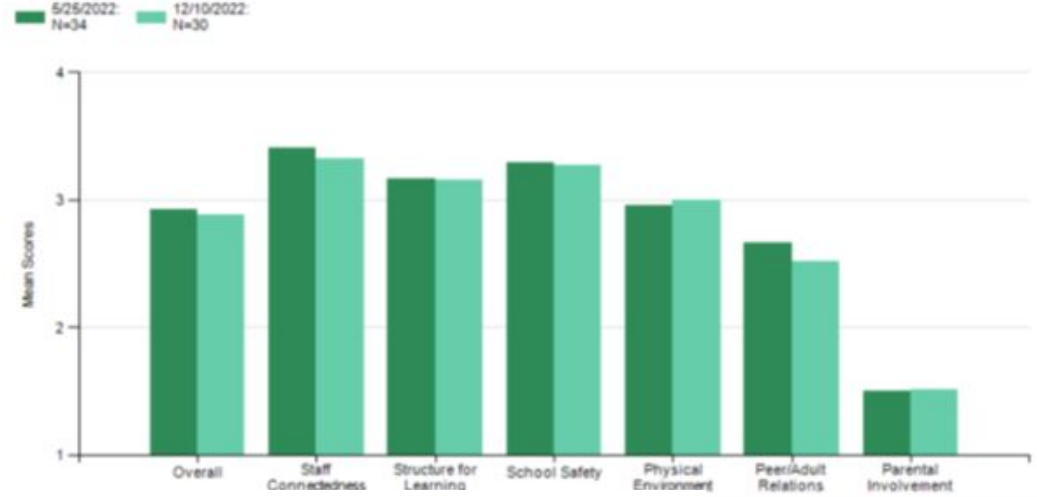


SCHOOL CLIMATE SURVEY REPORTS

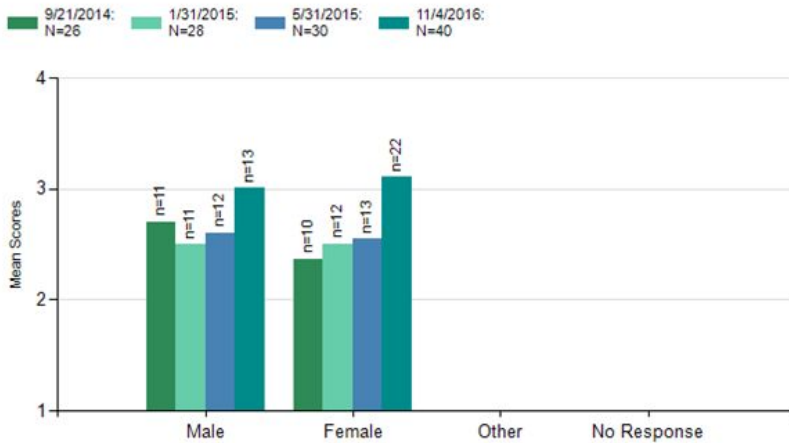
School Climate Survey: School Personnel
 -- Total Scores By Survey Date --
 School Years: 2021 - 2022



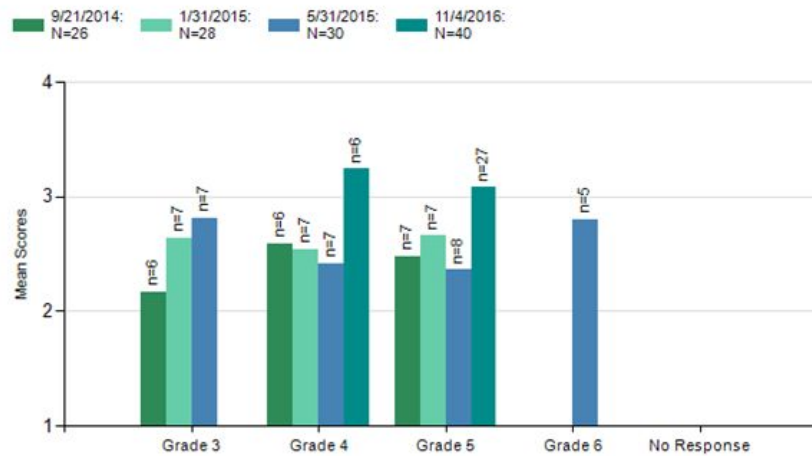
School Climate Survey: School Personnel
 -- Mean Scores By Subscale -- 2021 - 2022



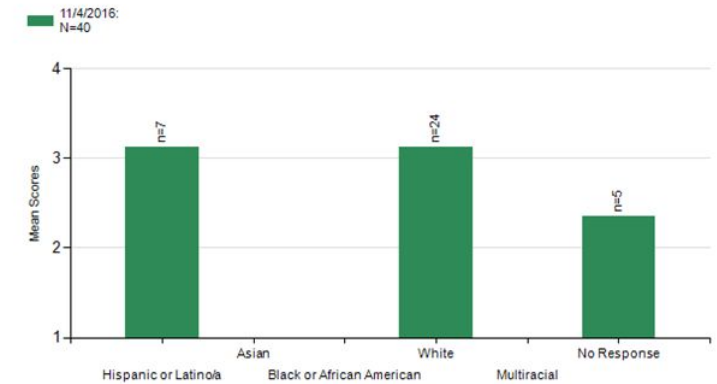
School Climate Survey: Elementary
 -- Scores By Gender --
 School Years: 2014 - 2016



School Climate Survey: Elementary
 -- Scores By Grade --
 School Years: 2014 - 2016



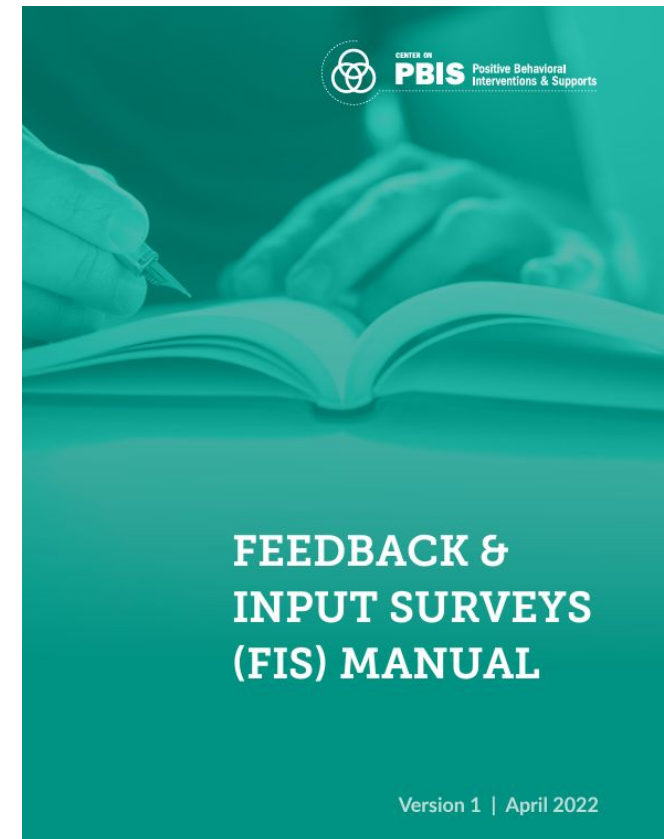
School Climate Survey: Elementary
 -- Scores By Race/Ethnicity --
 School Years: 2015 - 2016



Surveys: Feedback and Input Surveys

The Feedback and Input Survey Suite is a set of four surveys for school teams to learn about how students, school personnel, and family members are experiencing the school's behavior support systems and obtain detailed feedback for increasing the effectiveness, efficiency, equity, and sustainability of those systems.

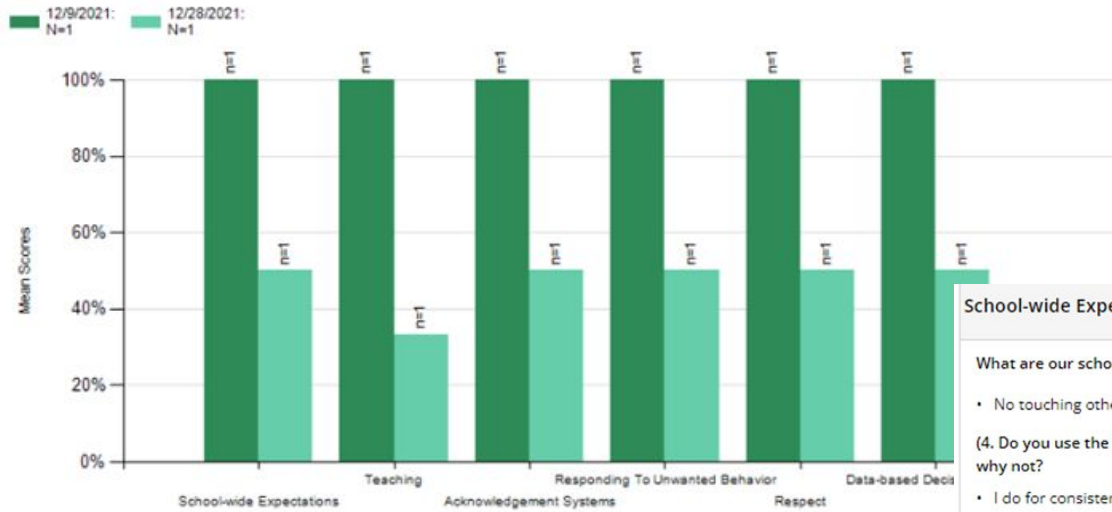
The FIS includes open and closed ended questions and all surveys may be sent in English or Spanish.



This can be sent out and reviewed electronically through PBIS Assessments. We can set you up with a free account if desired.

Surveys: Feedback and Input Survey Reports

Feedback and Input Survey: School Personnel
 -- Subscale Scores --
 School Years: 2021 - 2021



School-wide Expectations

What are our school-wide behavior expectations?

- No touching others in the hallways; no bullying others on the playground or in the cafeteria
- (4. Do you use the language of the behavior expectations regularly with students?) Why or why not?
- I do for consistency

Teaching

(11. Do you think the way we teach and reteach behavior expectations is effective?) What do you think could make it more effective?

- Show how it could be used in the home and community as well as in the school as a whole and in the classroom

Acknowledgement Systems

(14. If so, did you use the school-wide acknowledgement system when you did?) What do you think would make our system more likely to be used?

- Posting on the bulletin board in the classroom for others to see

Responding To Unwanted Behavior

(19. Do you have strategies to handle minor unwanted behavior on your own?) If so, what are your top two or three strategies?

- Redirect the student back on-track

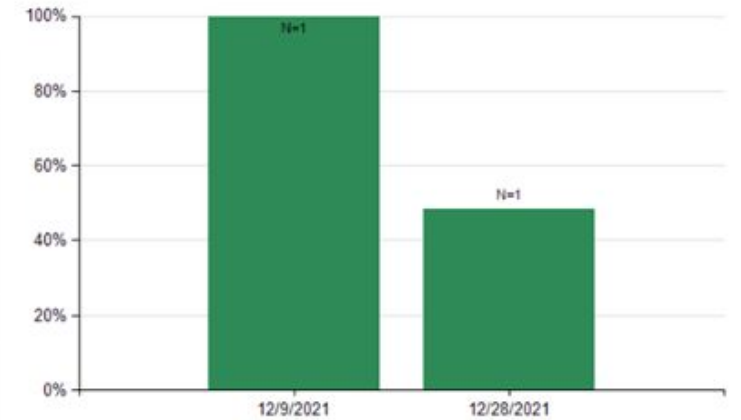
Take the student aside (either during class or directly after) and make sure that there isn't something going on in their life (either in another class or at home) that is causing them to act out

School-wide Expectations	12/9/2021 N=1		12/28/2021 N=1	
	%	n	%	n
1. Have the behavior expectations for students been identified?	100%	1	100%	1
2. Have the behavior expectations for staff been identified?	100%	1	0%	1
3. Have you had the chance to provide input into what our school-wide behavior expectations are?		0	100%	1
4. Do you use the language of the behavior expectations regularly with students?	100%	1	0%	1
5. Do at least 80% of school personnel have consistent expectations for students?	100%	1		0
6. Are our school-wide behavior expectations meaningful or important to you?	100%	1	0%	1
7. Are our school-wide behavior expectations relevant to our school's communities?	100%	1	0%	1
8. Do students usually follow our school-wide behavior expectations?	100%	1	100%	1
9. Do school personnel usually follow our school-wide behavior expectations?	100%	1	100%	1
School-wide Expectations Average:		100%	50%	

Demonstration School Challenged

Zenith, Winnemac

Feedback and Input Survey: School Personnel
 -- Total Scores By Survey Date --
 School Years: 2021 - 2021



Number of respondents

Survey Date	Number of Respondents	Total Average
12/9/2021	N=1	100%
12/28/2021	N=1	48%



Focus Groups

A focus group is a way to collect data in which a group of participants gathers to share knowledge, voices, opinions, beliefs, and attitudes about a specific topic or concept. Focus groups can help schools learn rich details of students' experiences.

Structured focus groups ask specific questions to help you better understand a specific topic such as the findings from an earlier quantitative analysis. In a structured interview, the interviewer has prepared specific open-ended questions and will ask follow-up questions as needed.

Unstructured focus groups will also lead you to understand your data but in a way that is much more like a natural conversation. In an unstructured interview, the questions are open-ended, but the interviewer strives to create a flow of natural conversation and uses follow up questions to further understand the participants' experiences.

Whether you take a structured or unstructured approach, make sure to plan a script so that it is easy to take notes and keep the conversation on track. A script also improves the likelihood that you will get relevant and beneficial information and ensures similar experiences if you conduct multiple interviews or focus groups.



Empathy Interviews

Empathy interviews usually are one-on-one conversations that use open-ended questions to elicit stories about specific experiences that help uncover unacknowledged needs. A protocol allows the interviewer to probe more deeply into stories than a more traditional interview. Empathy interviews help ensure that the diverse lived experiences of people are centered in decisions and actions.



EMPATHY INTERVIEWS



CONSIDERATIONS FOR GATHERING FEEDBACK

- +** Surveys allow you to gather feedback from more people, but are less personal than interviews or focus groups
- +** Plan your timeline – by when will you have gathered feedback? By when will you have analyzed feedback?
- +** Plan for how you will gather responses from the people who do not typically respond
- +** Plan to share results and next steps with anyone you collect feedback from

Resource Review: In random breakouts review and discuss the survey you are assigned. Be prepared to share out.

 Climate Survey

 Feedback & Input Survey

 Focus Group

 Empathy Interview

Share Out

How do you currently gather feedback?

How are you working toward co-creating a positive learning environment?

How might your team bring in more diverse voices?

Action Planning to Gather Feedback



Action Planning

Take a look at your team's action plan:

- Are there opportunities to gather feedback built into your action plan?
 - If yes, what considerations do you want the team to make?
 - If not, how might you add them in?
- How might you leverage existing opportunities to gather input on your MTSS for SEB?
 - What new opportunities might you need to create?

Closing and Next Steps





REFLECTION & CLOSING

What is one small shift you can make to **co-create** a **positive learning environment** in the next 3 weeks?



UPCOMING EVENTS

<https://sebacademy.edc.org/upcoming-events>

Webinars

- **Setting Positive Behavior Norms and Expectations**

Wednesday, January 22 – 9:30-11:00 AM

- **Equitable Data Use in MTSS for SEB**

Tuesday, January 28 – 9:30-11:00 AM

Next Team Lead Meeting

- **Wednesday, February 5 – 9:00 - 10:30 AM**





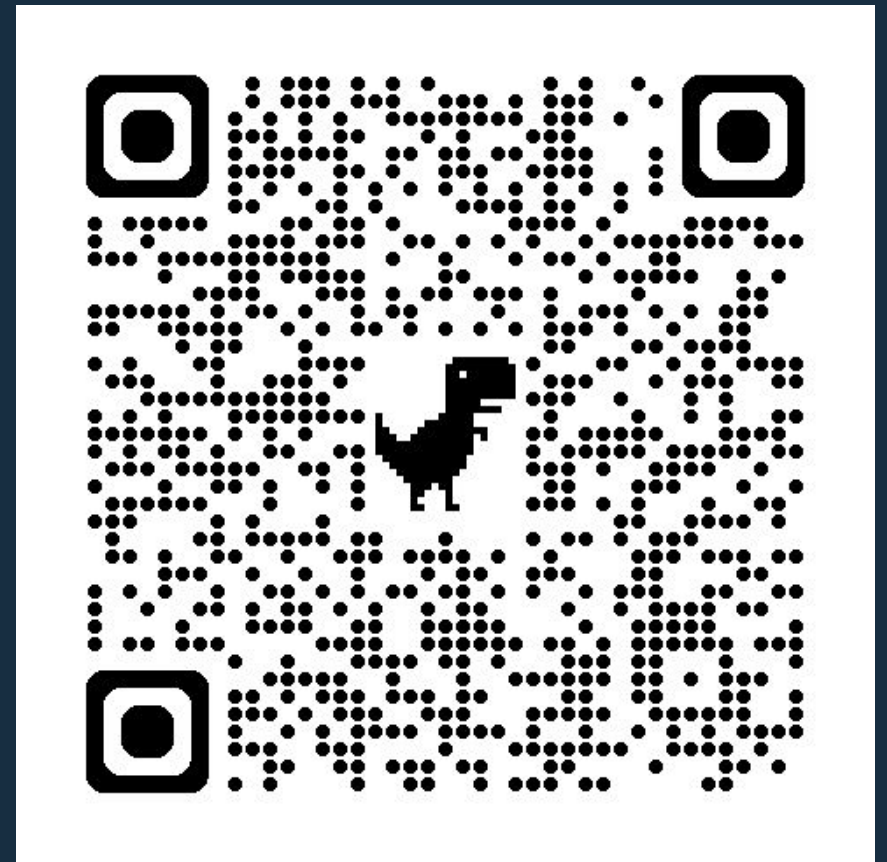
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EVALUATION



➤ Thank You

