



**SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY**

# **December 2024 Year 1 Team Lead Meeting**

**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**





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>

# Glow and Grows

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

- **Glow** – How has your team grown and what steps have you take with action planning?
- **Grow** – What systems or practices do you need more support with from the Academy?

# Co-Creating Positive Learning Environments





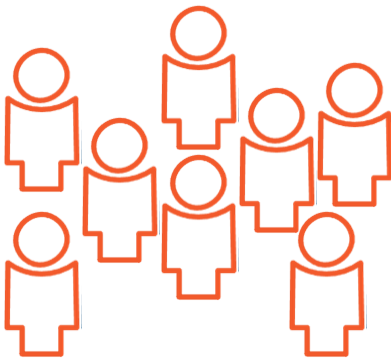
# HOW SCHOOLS HAVE TRADITIONALLY OPERATED



Staff

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

- Given expectations and requirements
- Might be given an opportunity to collectively set classroom norms



Students

## One-Way Power Dynamic

laws

- Accountable for adherence to policies
- Enforce discipline

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

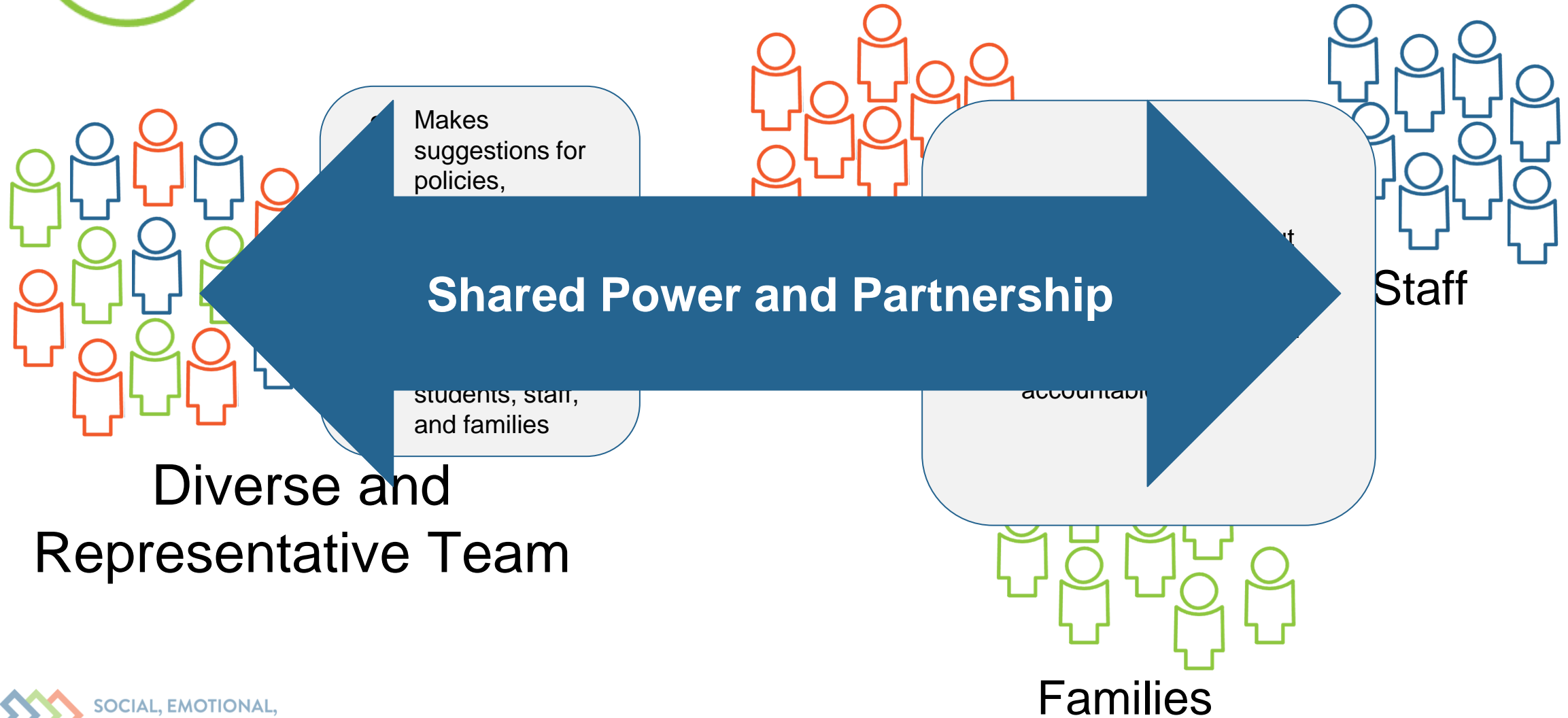


Families





## CO-CREATING POSITIVE ENVIRONMENTS



# Share Out

How might your team bring in more diverse voices?

What are your barriers?



## TIERED SUPPORTS FOR POSIT

Group discussion: What are you currently doing in these areas with families and students and non traditional staff?

### **Environmental Supports**

i.e. Designing signage, Helping with translations, Events

### **Behavioral Supports**

i.e. home matrices, behavior lesson support, linking and designing meaningful acknowledgement systems,

### **SEL Supports**

i.e. Social stories, supporting social skills practice at home, sharing home successes

### **Belonging Supports**

i.e. Sharing cultural practices and traditions, norms around school/education, creating diverse clubs/groups for staff & students. school as a community center

### **Mental Health Supports**

i.e. Linking with community services, sharing coping and wellness practices, inviting speakers, sharing stories

# Obtaining Partner Feedback and Input





## 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, Start/Stop/Continue)

SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

Commonly Used Assessments, Surveys,  
and Screeners

Social Emotional  
Collection

Tools

California Healthy Kid  
CORE SEL Survey  
Panorama Social-Em  
Questionnaire  
Panorama Teacher P  
SELweb  
Washoe County Socia  
Assessment  
Social Emotional Lear  
(SELIS)  
Devereux Student Str

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

View of Climate and Learning (VOCAL) Survey

4-10

X

Elevate and Ascend from PERTS

X

TransformEd Culture/Climate S  
and Staff

Sense of Social Fit Scale

Behavioral Data Collectio

Tools

Behavior Assessment System 3  
Edition: Behavioral and Emotion  
System (BAS-C-3, BESS)

Emotional and Behavioral Scree

Strengths and Difficulties Quest

Social, Academic, and Emotion  
Screening (SAEBRS)

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.

CRAFT 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

© 2024 Commonwealth of Massachusetts Department of Elementary and Secondary Education (DESE).  
These materials are used with the permission of the DESE. Permission to use the materials does not constitute  
endorsement of any use not sponsored by the DESE.

 SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

14

# 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 “what”, ”to what extent”, etc.

### Sample QT question:

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

## Qualitative Research/Data

- Asks “why” 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?

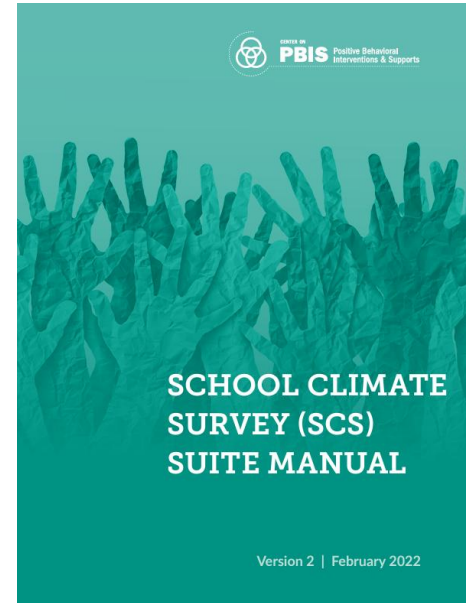
The purpose of this brief is to provide information about how to evaluate school climate at the primary and secondary levels. Norms and ranges are provided and based on a national data; this data can help schools to contextualize local data. Information for interpreting the data and unit if for data-based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

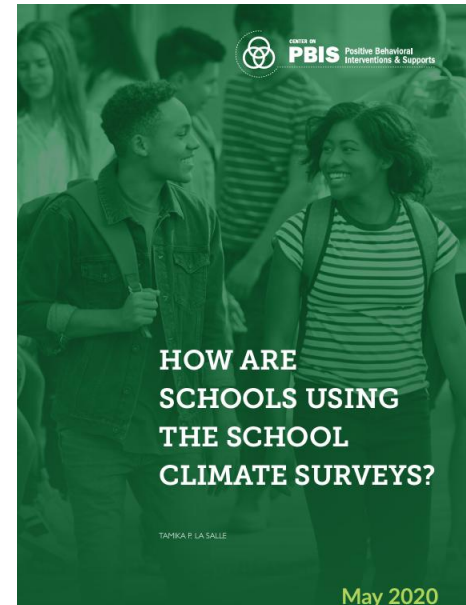
NOTE: The School Climate Survey Suite was developed by the Georgia Department of Education, led by Tamika LaSalle. The Center on PBIS has adopted these original surveys and renamed them for national use.

May be completed in English or Spanish (or translated via personal device)



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

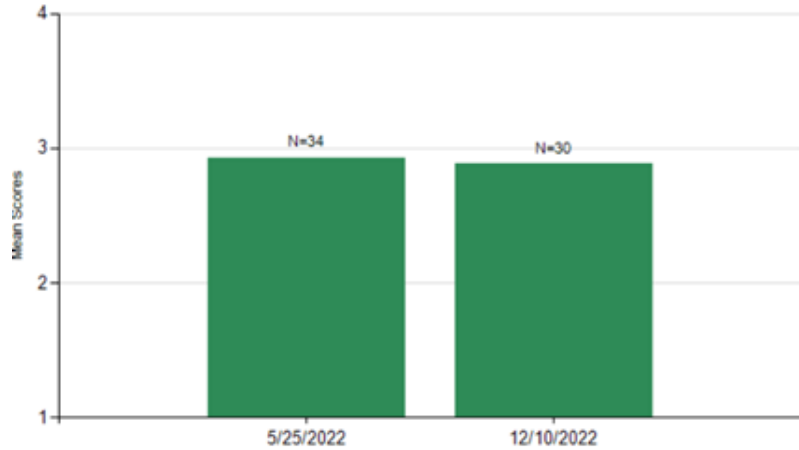
We can set you up with a free account if desired.



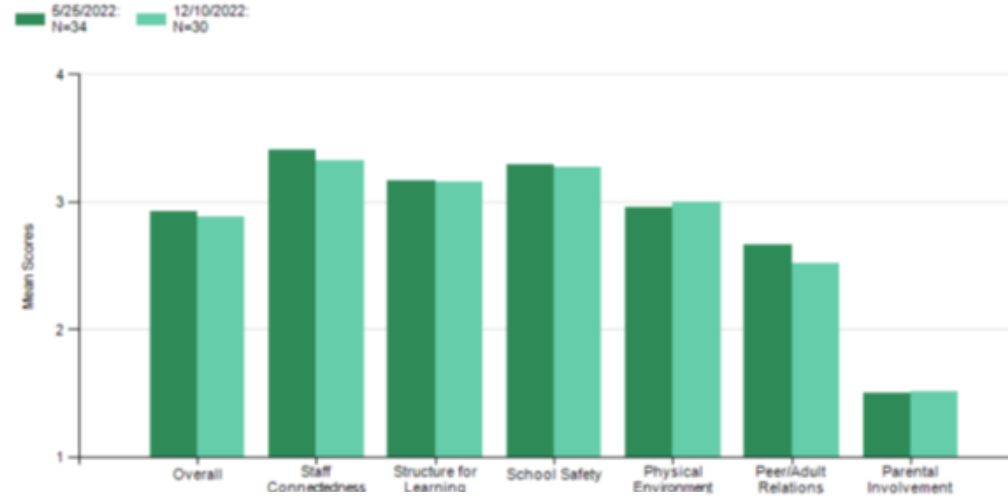


# SCHOOL CLIMATE SURVEY REPORTS

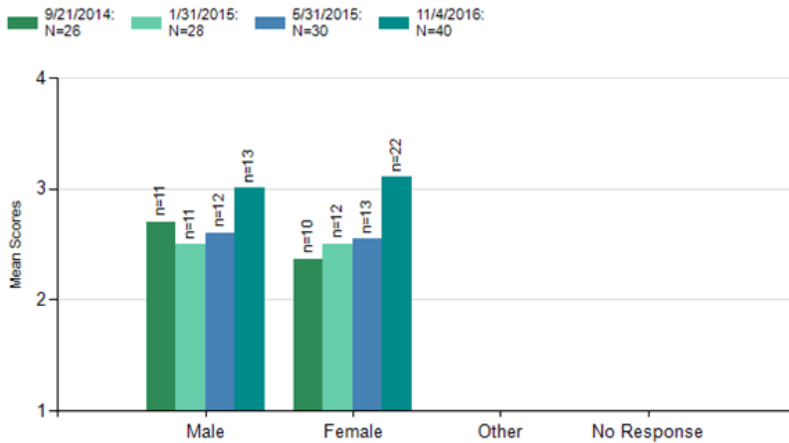
School Climate Survey: School Personnel  
-- Total Scores By Survey Date --  
School Years: 2021 - 2022



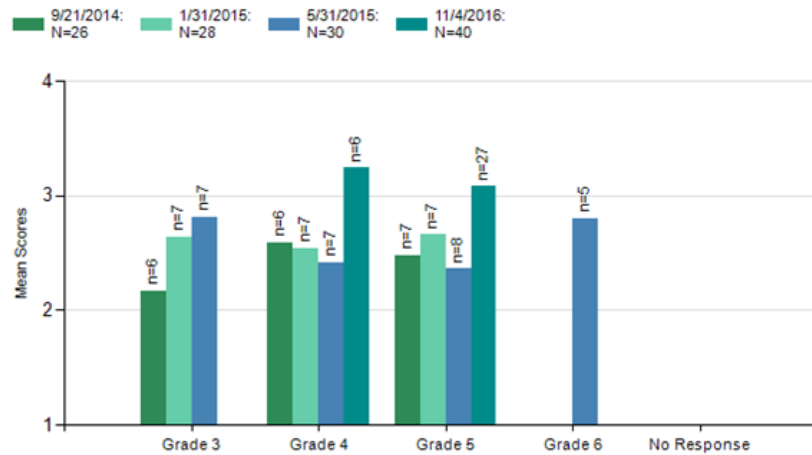
School Climate Survey: School Personnel  
-- Mean Scores By Subscale -- 2021 - 2022



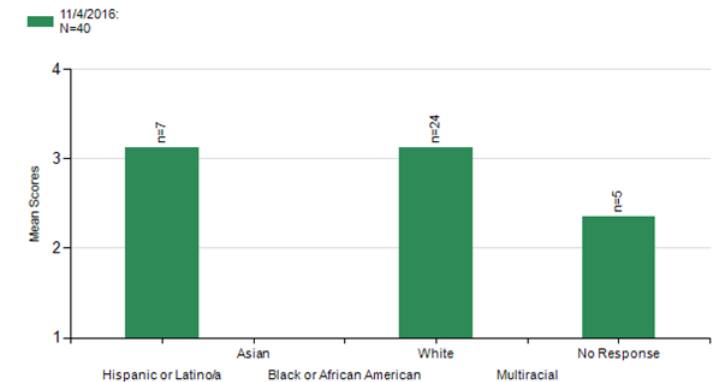
School Climate Survey: Elementary  
-- Scores By Gender --  
School Years: 2014 - 2016



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



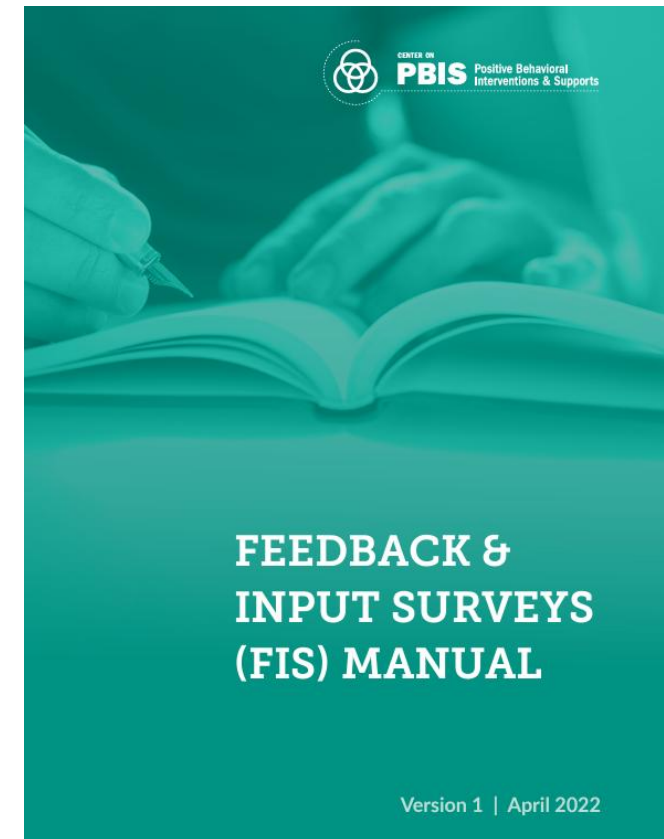
School Climate Survey: Elementary  
-- Scores By Race/Ethnicity --  
School Years: 2015 - 2016



# Surveys: Feedback and Input Surveys

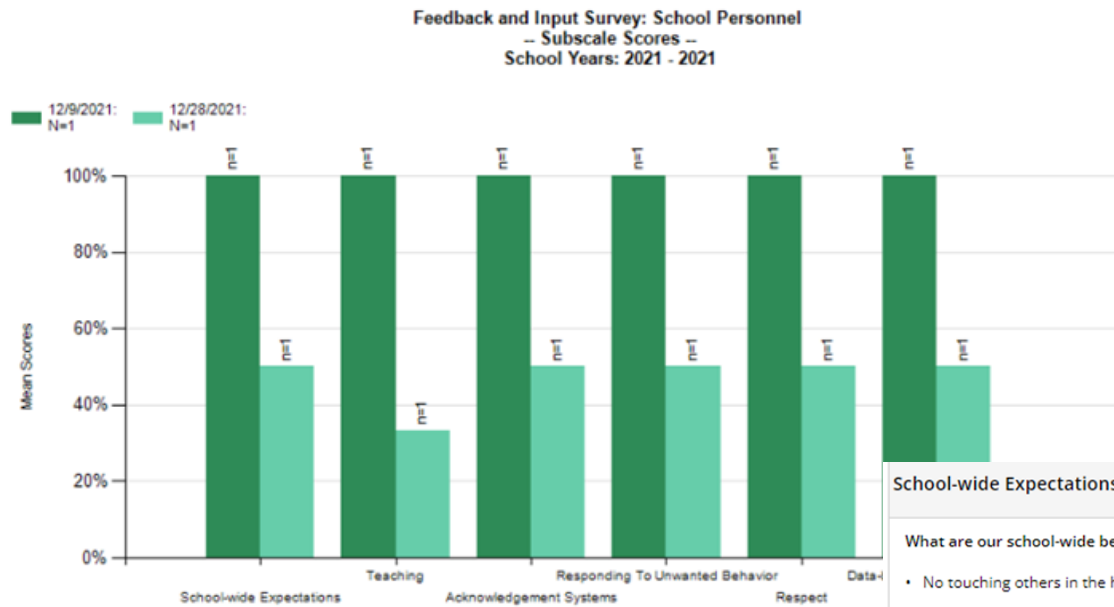
The Feedback and Input Survey Suite is a set of four surveys for school teams to learn about how **students, school personnel, and family members** are experiencing the school's behavior support systems and obtain detailed feedback for increasing the effectiveness, efficiency, equity, and sustainability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



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%				

## 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

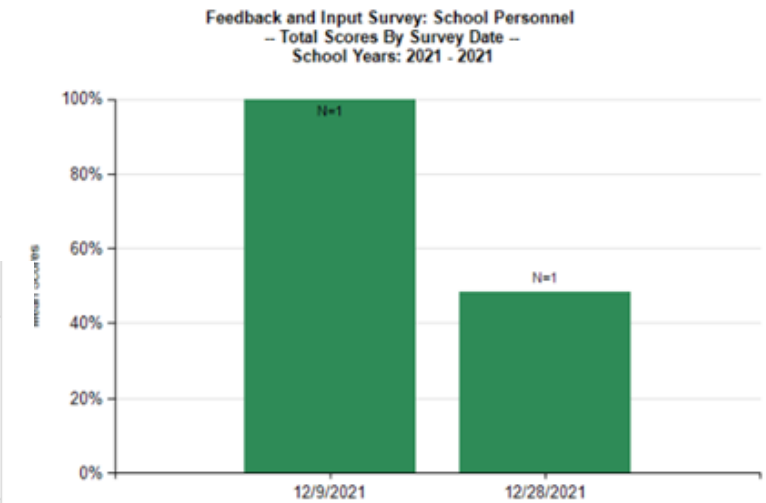
- (14. If so, did you use the school-wide acknowledgement system when you did?) What do you think would make our system more likely to be used?
- Posting on the bulletin board in the classroom for others to see

## 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

## Demonstration School Challenged

Zenith, Winnemac



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.



What is the value of completing focus groups with families?  
What can we learn from focus group results?



*What is the value of completing focus groups with families?*

*What can we learn from focus group results?*

**-Therese Sandomierski**



**PBIS** Positive Behavioral  
Interventions & Supports  
U.S. DEPARTMENT OF EDUCATION

# 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

# Share Out

Do you currently use any of these tools to obtain feedback?



**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

What's one big idea you want to share about this tool?

How might this tool be used at a school?

What barriers might schools anticipate with this tool?

# Action Planning to Gather Feedback





## 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**

# Action Planning

Take a look at your team's action plan:

- Are there opportunities to gather feedback built into your action plan?
  - If not, how might you add feedback opportunities?
  - If yes, what considerations do you need to plan for?
- How will you bring back this information and share it with your team?

# Closing and Next Steps





## REFLECTION & CLOSING

**Share in the Chat:** What is one small shift you can make to **co-create a positive learning environment** or **collect meaningful partner input** in the next 3 weeks?



# UPCOMING EVENTS

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

## Webinars

- **Setting Positive Behavior Norms and Expectations**

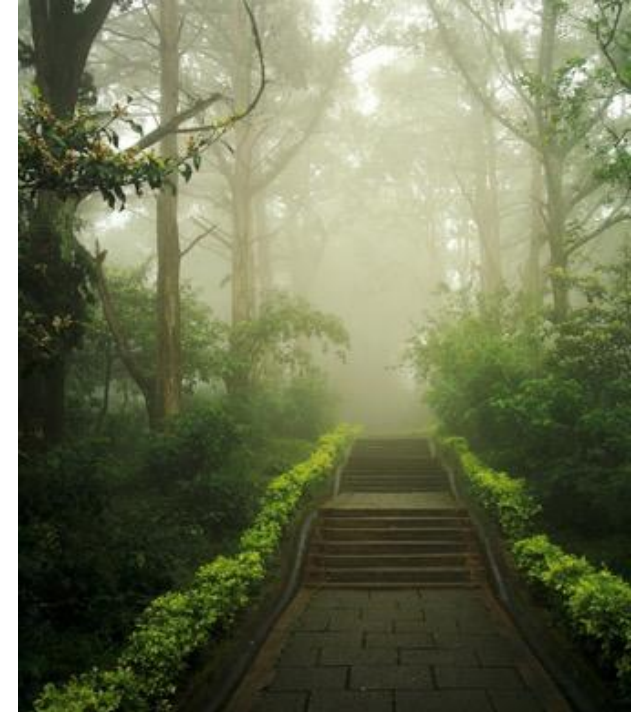
Wednesday, January 22 – 9:30-11:00 AM

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

Tuesday, January 28 – 9:30-11:00 AM

## Peer Sharing Calls

- **Enhancing the Identification, Matching, and Monitoring Process for Advanced Tiers - 2pm-3pm on 12/9, 1/13, 2/10**
- **Supporting Adult Belonging - 10am-11am on 12/10, 1/14, 2/11**
- **Supporting Students of Immigrant and Refugee Origins - 2:30-3:30 on 12/10, 1/7, 2/4**



## Next Team Lead Meeting

- **Wednesday, February 5**



# RESOURCES

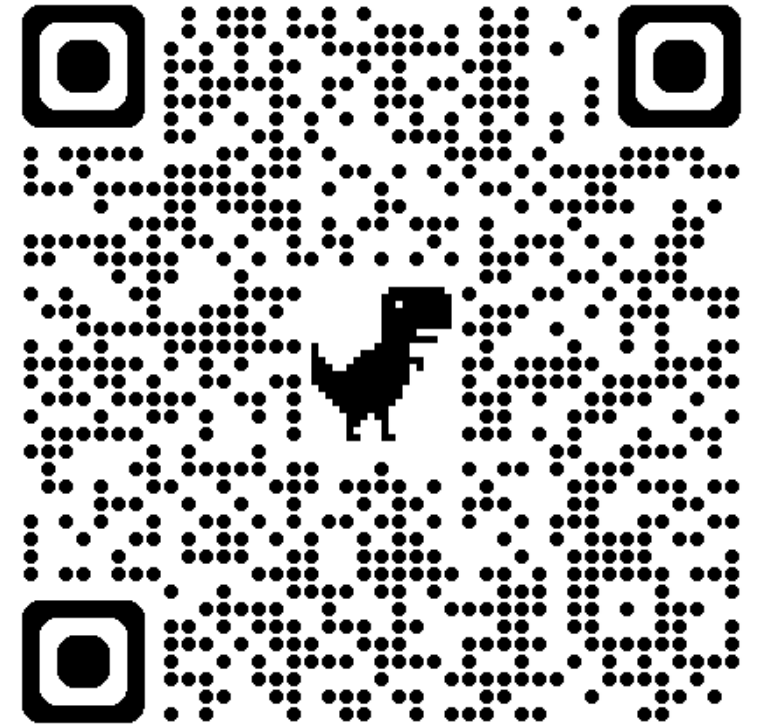
- SEB Academy Tiered Supports Inventory: <https://sebacademy.edc.org/tiered-support-inventory>
- Commonly Used Assessments, Surveys, and Screeners: <https://sebacademy.edc.org/commonly-used-assessments-surveys-and-screeners>
- Family-School Partnership Survey: <https://sebacademy.edc.org/family-school-partnership-survey>
- 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>





SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

EVALUATION



> Thank You