
2019-2020

BEHAVIORAL INTERVENTION VENDOR GUIDE

The **BEHAVIORAL INTERVENTION VENDOR GUIDE** identifies partners, locally and across the country, to join school systems and school leaders in their effort to transform behavioral intervention practice to align to a multi-tier system of supports (MTSS). The effective implementation of a multi-tier system of support provides comprehensive, evidence-based interventions for struggling students. Partners in the guide have targeted expertise in necessary elements of behavioral intervention improvement such as student discipline response, codes of student conduct, classroom management, cross-cultural competencies, trauma informed approaches, hearing officer training, restorative practices, school climate and culture, fidelity of implementation supports and data driven decision making for student discipline practice. Partners are able to address discipline disproportionalities felt by specific subgroups of students, including African-American students, English language learners, students with disabilities and other struggling student groups.

ORGANIZATION: Baton Rouge Children's Advocacy Center

MTSS TIER(S) SUPPORTED: 1, 2, & 3

AGE/GRADE LEVEL(S): Pre-Kindergarten-12th Grade

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ORGANIZATION OVERVIEW

Organization Mission

The mission of the Baton Rouge Children's Advocacy Center (BRCAC) is to provide children and their families a solid path to healing and justice through efficient, coordinated and trauma-informed child focused services in the aftermath of abuse or violent crime. Due to the highly behavioral manifestations of trauma in affected children, BRCAC is committed to providing services to children in school settings as well as on-site. In fact, an analysis of data of children receiving forensic interviews following a trauma in a one-year period revealed that only 50% returned for free therapy services. It became imperative for the CAC to launch a mobile Trauma Recovery and Response Program to give access to trauma-specific interventions they needed in their communities and schools.

Behavioral Intervention Services Provided

- Discipline Approach
- Trauma Informed Response
- Classroom Management
- Fidelity Implementation Support
- Data Based Decision Making
- Family Engagement
- Evidence Based Behavioral Interventions

Organization Model And Approach

The CAC team receives regular robust and intensive training through partnerships with the Department of Justice in trauma-informed approaches with children. This includes expertise in recognizing and responding to behavioral symptoms that are rooted in trauma, traumatic stress, or chronic/toxic stress and thereby intervening early. In this bottom tier of intervention, harm is reduced and damage is offset or even prevented. In a second, more specialized tier, where trauma has occurred, interventions that promote both healing and resilience that include whole family systems are available. Additionally group therapies are utilized to promote self-efficacy and

promote mutual support among peers. And in the most specialized, highest tier, where necessary, healing partnerships with forensic pediatricians and psychiatry and other specialists at the are engaged to meet the complex needs of more serious or complex presentations.

The knowledge of trauma studies, such as the now famous Adverse Childhood Experiences (ACE) Study, it is understood that trauma and toxic stress are at the root of most physical and mental health problems. Specifically, children who are survivors of physical and sexual abuse are significantly more likely to exhibit behavioral/disciplinary issues and lower performance in school settings. The CAC works with schools to spread the knowledge of childhood trauma and ACES to all who encounter students because promoting a trauma-informed school system means educating everyone. Furthermore, the CAC understands that anyone can make a positive impact on children in the school setting if they have the knowledge and competency to do so. In this way, we are working at several levels to impact childhood trauma and its behavioral manifestations: (1) child and family experiencing or at risk for traumatic experiences; (2) the educators, administrators and staff; and (3) the community at large-first responders, clergy and allied professionals.

The following is a summary description of BRCAC's programs at each tier of intervention in the school setting:

Tier 1: The CAC provides a classroom-based bullying prevention, sexual abuse and physical abuse prevention education. This is a nationally recognized program called "Speak Up Be Safe." Prevention education is also offered to adult caregivers and community members seeking to understand trauma called, "Darkness to Light." At this tier, screenings have been utilized to determine children and teens who may be experiencing Adverse Childhood Experiences, toxic stress or trauma. Mindfulness and mind-body skills are also introduced at this tier in brief experiential presentations and topics either by the teacher who has been trained or by the team. Some examples include "stress breaks" that teach whole classrooms stress reduction

skills like breath-work and mindfulness. Teachers are trained to recognize signs of ACES and to look past behavioral symptoms and understand what may be underneath the behaviors. Teachers are also trained to implement simple strategies to promote positive culture within their classroom settings.

Tier 2: The CAC offers increasingly specialized interventions which would include mindfulness/mind-body skills groups or circles to students who may have elevated scores on screening tools. Therapists work with students who have recently reported or identified having been victimized by trauma. With the caregiver's permission the therapist provides Trauma-Focused Cognitive Behavioral Therapy in the school setting to increase the chances of access to the services. The therapist also serves as a consultant to the school-based counselor to coordinate care. The CAC provides crisis response to disruptive incidents involving identified clients or where needed to respond to other traumatic or crisis-oriented situations on school campuses.

Tier 3: The CAC team includes licensed mental health therapists who understand how to plan care and intervene in cases of acute or serious mental illness. We also have agreements with other mental health providers who are specialized to work with children in this tier. For example, there is a psychologist who works with children on the Autism Spectrum with whom we collaborate for those children with special needs.

Finally, children served by BRCAC benefit from weekly meetings of a multidisciplinary team (MDT), which consists of members of law enforcement, child protective services, district attorneys, medical professionals, and BRCAC therapists and advocates. This additional multi-tiered support allows children served by BRCAC to receive advocacy and healing on a variety of levels.

PROFESSIONAL DEVELOPMENT

The BRCAC is committed to the development and training of professionals amongst its ranks. We are also committed to sharing our expertise and knowledge with other professionals in our community regarding the effects of trauma on those we serve and on ourselves. We believe that having more people in a community speaking the same language about the epidemic of trauma, the better chance we have at affecting change. Here's a sample of workshops we offer to community professionals:

- **Healing and Protecting Ourselves: A Course for Caregivers and Responders to Trauma and Violent Crime-** Provides education and tools in responding to trauma while building awareness and resiliency in the self-the provider. Workshops are tailored to the audience and range from 2 hours to 2 days.

- **Crisis Intervention Communication:** These workshops are intended to serve as a basic training for professionals and others in responding to crises and best practices in safety planning where risk is assessed. The workshops are simultaneously didactic and highly interactive and experiential in nature.
- **Childhood Trauma 101:** These workshops provide the basics of trauma, early identification of trauma and mandatory reporting of child abuse. It offers to tools to adults in all professions, as well as lay helpers, in responding to trauma in ways that are supportive, respectful and lead to help and healing.

BRCAC staff can provide monthly phone-based coaching sessions for professionals implementing any BRCAC training.

ORGANIZATION: Children’s Bureau of New Orleans

MTSS TIER(S) SUPPORTED: 3

AGE/GRADE LEVEL(S): Pre-Kindergarten- 12th Grade

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ORGANIZATION OVERVIEW

Organization Mission

Founded in New Orleans in 1892, Children’s Bureau (CB) is a private, nonprofit organization that promotes growth and resilience through prevention, advocacy, education, and intervention. Our mission is to improve the quality of life for children and families in the greater New Orleans area through valid and proven programs that enhance and strengthen mental health and wellness. Over the past twenty plus years, CB has recognized schools as key partners in its work to achieve its mission, and CB’s working relationships with schools, many of which are connected, indirectly or directly, to improving behavioral intervention and student discipline, have taken a variety of forms including the following:

- Serving as a behavioral health referral source for students who are experiencing mental health symptoms which are significantly impacting functioning at school and in other life arenas. CB has particular expertise in working with children, youth and families who have been impacted by trauma.
- Provision of mental health treatment services, in both group and individual format, on-site at a school. Consultation with school staff as indicated.
- Placing mental health clinicians full-time on-site at a school to provide tier 3 mental health services to students, ensuring ongoing coordination of services and consultation with school staff regarding various school related issues including behavioral intervention and discipline. Includes participation in Response to Intervention (RTI) process.
- Partnership with a public elementary school in 2011-2016 to develop a comprehensive system of supports for the mental and behavioral health needs of students using a tiered framework, similar to that of Response to Intervention’s (RTI’s) framework, to organize activities and interventions across a spectrum ranging from universally delivered to intensive, individually delivered interventions.

Founding and faculty member of the Trauma Informed Schools Learning Collaborative (TISLC) which provides support to schools as they transform their climate to become trauma sensitive and build their capacity to implement, sustain and improve the delivery of trauma-focused services.

- Professional development for school staff on topics such as, but not limited to, Adverse Childhood Experiences (ACE’s), trauma-informed care, Children’s Bureau’s Grief and Trauma Intervention (GTI), child development, social and emotional development of children and youth (young, school-aged, adolescent, transition age youth).

Behavioral Intervention Services Provided

- Evidence Based Interventions
- Discipline Response
- Trauma Informed Approaches
- Social Emotional Learning
- Classroom Management
- Direct Clinical Services

Organization Model And Approach

Children’s Bureau has been partnering with schools for over 20 years to improve the mental health and wellness of children and families. So often the students who are referred by schools for CB services are those students for whom the school is struggling to find behavioral interventions that work and who are frequently removed from the education setting due to those behaviors. CB’s community based service model in which sessions are conducted in the schools and in the homes ensures that coordination and consultation occurs with both the caregiver and school staff. The agency has taken this coordination and consultation model to a more intensive level by developing formal partnerships with schools by which CB clinicians are placed on-site at a school to provide Tier 3 interventions to students who have been identified as having serious mental health and behavior challenges.

PROFESSIONAL DEVELOPMENT

Adverse Childhood Experiences (ACE's): CB's President/CEO, Paulette Carter, is a member of Louisiana's ACE Educator Initiative which has trained educators across the State to provide presentations to a variety of audiences on ACE's, their impact, and how to support and build resilience. This presentation is designed to help participants recognize the impact of ACE's both on the individual and population levels, and to begin to consider how to support and build resilience. This training can range from 2 to 6 hours.

Grief and Trauma Intervention: Through its work with New Orleans children, youth and families, CB has developed its own evidence based Grief and Trauma Intervention (GTI) model to be used with children and youth who have experienced trauma and/or grief. The intervention employs cognitive behavioral and narrative therapy strategies to effectively and significantly reduce symptoms of posttraumatic stress, depression, and traumatic grief in children. The intervention can be delivered in individual or group format. This training is 15 hours and intended for mental health clinicians.

Crisis Response in Schools: For the past 20 years CB has been assisting schools in responding to crisis/traumatic situations that impact students and faculty such as sudden or unexpected death of student or faculty member, shooting on or near school campus, or violent incident in the community. CB has a training which prepares school staff on how to organize a response to a crisis and how to conduct classroom and individual student interventions that will promote recovery. CB can also provide trainings to school staff on how to assess and respond to students who are experiencing a mental health crisis.

Trauma Informed Care in Schools: This training has been developed through the Trauma Informed Schools Learning Collaborative and the learning objectives are to create a common understanding of the prevalence of trauma, understand how trauma impacts the brain, behavior and learning, apply and define the six key principles of trauma informed care and apply to school and classroom setting, and highlight importance of self-care in the school setting. This training is delivered to the entire school staff in first phase of implementing trauma informed care, and every year thereafter for new staff or as a booster for existing staff. The length of the training is 8-10 hours. Additional skills-based trainings are then provided throughout the school year and include establishing safe and supportive classrooms, preventing and responding to student behavioral escalation, and fostering connected relationships between students and teachers. These trainings are typically 1-2 hours.

Second Steps Implementation: This training prepares teachers in the implementation of the SEL curriculum Second Steps.

ORGANIZATION: Communities in Schools of the Gulf South, Inc.

MTSS TIER(S) SUPPORTED: 1, 2, & 3

AGE/GRADE LEVEL(S): Pre-Kindergarten-12th Grade

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ORGANIZATION OVERVIEW

Organization Mission

The mission of Communities In Schools (CIS) Gulf South is to surround students with a community of support, empowering them to stay in school and achieve in life. We are a part of the national CIS organization which is the nation's largest provider of Integrated Student Supports (ISS) and the leading dropout prevention organization. The CIS model is the only dropout prevention model also proven to increase student achievement and graduation rates.

The effectiveness of our model has been independently verified by organizations including Child Trends and MRDC.

CIS serves 17 schools in Orleans and Jefferson Parishes. Last school year, 2017-2018, CIS served a total 7,106 public school students across grades PK-12. 1,622 students received case management, the most intensive type of intervention, and 96.4% of our case managed students stayed in school or graduated. CIS will serve a similar number of students this school year, and we expect to achieve similar results.

Behavioral Intervention Services Provided

- Discipline Approach
- Evidence Based Behavioral Interventions
- Cross Cultural Competency
- Case Management
- Trauma Informed Response
- Fidelity Implementation Measures
- Social Emotional Learning
- Climate and Culture
- Assessment and Evaluation
- Data Based Decision Making

Organization Model And Approach

CIS uses a proven model to deliver Integrated Student Supports (ISS). We differentiate our services based on the needs of the communities, schools, and students we serve. Because our process includes a community needs assessment, school needs assessment, and the development of school support plans, we are able to adapt our model to a variety of contexts while still maintaining our standards for ISS implementation.

CIS provides three tiers of services to each school served and their preventive Tier 1 services, which are delivered school-wide, are designed to support the improvement of school climates and make them more trauma-informed. The entire CIS model is evidence based and has been validated by third party evaluations. CIS uses universal behavior screeners to identify students who need behavioral interventions. CIS also works with school staff to identify students who need behavioral health supports. As licensed social workers and counselors, CIS Site Coordinators have the appropriate education, credentialing, and expertise to deliver group sessions and individual counseling as needed. CIS staff can conduct Functional Behavioral Assessment (FBAs) and help school staff develop Behavior Intervention Plans (BIPs) for students. CIS also has graduate students in social work and counseling who serve as AmeriCorps interns and work with the most at-risk students in the schools where we serve. AmeriCorps members use the Social Skills Improvement System (SSIS), designed specifically for implementation in schools, to conduct small group interventions for students.

CIS partners with schools who want and need our services. We execute memoranda of understanding with our school partners as a part of our implementation progress. After partnering with a new school site, our next steps are to conduct the community and school needs assessments. We then hire and place a full-time Site Coordinator (social worker or counselor) into the school and s/he develops a school support plan tailored to the needs of that specific school using the needs assessments and other data gathered through surveys and interviews. Online and paper surveys are conducted with students and staff, and individual interviews are conducted with school leaders, key staff, and students. School support plans are developed for each

school and the supports in the plan are intended to meet objectives specific to individual student and school-wide outcomes, which include the following:

1. Improvement in academic performance
2. Improvement in attendance
3. Improvement in behavior
4. Improvement in school climate

The school support plan includes a schedule of meetings between CIS staff and school leadership such as the principal, RTI coordinator, special education coordinator, dean of students/disciplinarian and whomever else the school and CIS deems necessary to successful implementation of the plan. School enrollment and student demographic data are captured as are baseline aggregated metrics for: average daily attendance, suspensions, expulsions, math and reading proficiency, parental engagement, promotion and graduation rates, retention rates, and dropout rates. A basic needs assessment is included with a list of the basic needs that need to be addresses at the school including: food, clothing, transportation, shelter, and medical services. For every basic need to be met, a program or service provider is identified and the CIS Site Coordinator takes responsibility for managing the relationship with the service provider and ensuring that services are available to students and families who need them. SMART goals for the year are agreed upon by CIS and school leadership. Goal areas include: attendance, behavior, course performance, parental engagement, and social and emotional learning. CIS and school leadership can also create a customized goal area as needed.

CIS places Site Coordinators, highly trained mental health professionals, in schools to provide Integrated Student Supports (ISS). By design, our model for improving student behavior is multi-tiered. We address the effects of poverty and trauma on young people by providing three tiers of services.

- **Tier 1** services are preventative and provided school-wide and can include, but are not limited to: attendance incentive events, family nights, bullying prevention, and job fairs.
- **Tier 2** services are targeted to groups of students and include: weekend food backpacks for students who face hunger, social skills and anger management groups, and mentoring.
- **Tier 3** services are individualized for the students at highest risk of dropping out and include: case management services including ongoing mental health support, connection to a food bank for food-fragile families, and one-on-one mentoring for college/career readiness.

PROFESSIONAL DEVELOPMENT

Professional development is on-going and occurs year round. In addition to supporting our own staff with professional development opportunities we work closely with school deans/disciplinarians and whole school staff. The following are examples of professional development topics that CIS provides for school staff and school systems:

- Behavioral and Mental Health Crisis Management;
- Boundary Setting with Students;
- Bullying Prevention;
- Cultural Competency;
- De-escalation 101 for Classroom Teachers;
- Diversity, Equity, and Inclusion;
- Effects of Poverty on Students;
- FERPA Regulations;
- Functional Behavioral Assessments and Behavioral Intervention Plans;
- How to Have Difficult Conversations;
- Mandatory Reporting;
- Microaggressions;
- School-to-Prison Pipeline;
- Special Education Laws;
- Social and Emotional Learning;
- Trauma and the Brain;
- Trauma-Informed Practices/Care;
- Unaccompanied Minors in Louisiana; and
- Working with LGBTQIA Students.

Our Directors of Student Services (DSS) provide on-going coaching and technical assistance to school-based Site Coordinators. They review student support plans and help Site Coordinators to use data to make adjustments as needed. DSS meet with Site Coordinators each week for at least one hour at their school sites to provide professional coaching. They also meet with school leaders a minimum of once per quarter, but typically meet more frequently (monthly) to receive feedback and assist in coaching staff.

ORGANIZATION: International Institute for Restorative Practices

MTSS TIER(S) SUPPORTED: 1, 2, & 3

AGE/GRADE LEVEL(S): Pre-Kindergarten-12th Grade

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ORGANIZATION OVERVIEW

Organization Mission

The International Institute of Restorative Practices (IIRP) is the world's leading provider of restorative practices professional development, graduate education, and academic resources. Our faculty – all scholars and practitioners – are dedicated to helping individuals find new ways to empower people and transform communities. This field, as well as our institution, is developing across international borders and professional disciplines to positively influence human behavior and improve civil society. IIRP seeks to work with school systems and schools to integrate restorative practices with classroom management strategies to create a synchronized approach across a continuum of interventions, ranging from informal to formal strategies. The SaferSanerSchools™ Whole-School Change program provides a comprehensive two-year implementation initiative that develops and enhances relationships between students, staff and parents to achieve lasting change in the critical areas of improved student behavior, reduced violence and bullying and an established sense of community. The program is applicable and available for all grade levels of instruction.

Behavioral Intervention Services Provided

- Discipline Approach
- Classroom Management
- Climate and Culture
- Implementation Fidelity Measures
- Data Based Decision Making
- Social Emotional Learning
- Restorative Practices

Organization Model And Approach

IIRP will assign a Professional Development Specialist for each implementation of the SaferSanerSchools™ Whole-School Change program with Louisiana schools and school systems. The Professional Development Specialist will be responsible to launch project activities with participating school and school system administrators. Initial planning activities will include phone and onsite consultations with school and school system leaders to discuss the program design and implementation plan. In addition, the Professional Development Specialist will coordinate with Louisiana schools and school system administrators to develop a customized online web space that will uniquely support their staff implementation and learning activities.

PROFESSIONAL DEVELOPMENT

IIRP's SaferSanerSchools™ Whole-School Change program offers a school systemwide implementation across all grade levels that will provide: (1) basic restorative practices professional development to a team of school leaders at all campuses; (2) a train-the-trainer course for Restorative Leadership Teams; (3) initial and ongoing planning and consultation for the school system and schools; (4) classroom observations and coaching; and (5) basic assessment of identified school climate outcomes.

ORGANIZATION: Kickboard

MTSS TIER(S) SUPPORTED: 1 & 2

AGE/GRADE LEVEL(S): Pre-Kindergarten-12th Grade

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ORGANIZATION OVERVIEW

Organization Mission

Kickboard partners with K-12 schools and school systems to facilitate their climate and culture initiatives and positively impact student achievement, attendance, discipline, and more. A unique combination of technology and personalized leadership coaching, the Kickboard school culture system helps educators streamline and simplify behavior management and interventions, positive behavior reinforcement, classroom management, and school system-wide school culture analysis. The result is a positive environment where effective teaching and learning can thrive.

Behavioral Intervention Services Provided

- Discipline Approach
- Assessment and Evaluation
- Implementation Fidelity Measures
- Data Based Decision Making
- Restorative Practices
- Social Emotional Learning
- Classroom Management
- Family Engagement

Organization Model And Approach

Kickboard has an 8 year history of helping schools improve behavioral outcomes and school culture with some of their earliest customers coming from Louisiana. With a configurable platform that comes equipped with research backed behaviors, Kickboard will be able to support schools in choosing the behavioral outcomes that lead to success. Additionally, their coaching services are all customized to the individual school or school system therefore we meet our partners where they are.

Kickboard has a number of partners that will allow school systems and schools to choose the solutions that best align with their goals. Through our partnership with Centervention we offer schools a program that allows students to go through a guided evidenced based program that help students in grades K-8 improve social and emotional skills. These games are fun for students, automatically gather data so educators can monitor progress, and

include supplemental lessons to reinforce learning. For middle and high school students we have partnered with Ripple Effects to offer trauma-informed, culturally responsive, personalized, evidence-based, digital tools for delivery of social-emotional-behavioral supports and training for both students and staff. If schools are looking for a SEL universal screener, our partners at Aperture Education provide standardized assessments in grades K-12 to identify focus areas, monitor progress and measure outcomes with reliable actionable data. Additionally, schools will have access to growth strategies to support students in different tiers of behavioral interventions and skills. Lastly, our partners at Lions Quest provide a curriculum for social emotional learning that spans the K-12 space to provide teachers with the tools needed to help students develop the skills that are needed to be successful. When implemented with Kickboard schools can track progress for individual students and whole school around target skills to measure growth and identify students in need of intervention.

Lastly, schools who partner with Kickboard will be equipped with a data tracking tool to identify student behavior trends and adult actions to drive toward a more positive school culture.

PROFESSIONAL DEVELOPMENT

Kickboard's professional development model is twofold. Included with the software is ongoing technical support and training for school leaders. Upon purchasing the platform school leaders will be trained on the platform, and then provided with tools to train teachers and other staff members. Throughout the year teachers will have access to our Customer Success Webinar series and to the customer support team through phone, email and live chat to gain any further technical training that is needed.

In addition to software training, Kickboard has a suite of professional development offerings because we understand that achieving a thriving school culture requires more than just handing teachers an app and expecting results. Leaders must cultivate the right mindsets, systems,

practices, and data to create sustainable change. Whether schools are just beginning this work or are further along, Kickboard Professional Services meet schools where they are. Our team guides leaders and teachers in a continuous cycle of improvement toward the positive culture outcomes students deserve. Our services are founded on the premise of continuous improvement. With each session, our coaches engage school leaders and staff in the Kickboard Culture Data Cycle. Each session is customized to meet the school or school system's desired outcomes and comes with virtual planning meetings before and after each session. You can view our offerings here:

<https://www.kickboardforschools.com/professional-services>

ORGANIZATION: SWIFT Education Center

MTSS TIER(S) SUPPORTED: 1 & 2

AGE/GRADE LEVEL(S): Pre-Kindergarten-12th Grade

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ORGANIZATION OVERVIEW

Organization Mission

SWIFT is an acronym standing for School-Wide Integrated Framework for Transformation. SWIFT's mission is to transform education so that it benefits each and every student, their families, and ultimately the communities in which they live. We use our talents, passion, and resources to ensure that every child is a valued member of their school and given the supports they need to achieve academic, behavioral, and social success.

The driver of student success is implementation of a multi-tiered system of support (MTSS) that integrates academic and behavioral supports and includes all students, especially those students who struggle to learn, who live in poverty, who speak a different language at home, and/or who have significant disabilities. We deploy the products and services we developed through our 30 years of research and a large federal contract that proved these concepts on a large scale. We offer assistance in transforming systems, structures, culture, and educator capacity to match resources to student needs by changing the way the adults in the schools do their work.

Behavioral Intervention Services Provided

- Discipline Approach
- Behavioral Interventions
- Data Based Decision Making
- Implementation Fidelity Measures
- Assessments and Evaluation

Organization Model And Approach

SWIFT services are based on the assumption that every school/school system has attempted to improve student performance prior to entering into a technical assistance partnership with SWIFT, and therefore starts from a place of knowledge. For this reason, SWIFT enters into the transformation process at the point that makes sense for them; SWIFT builds upon their strengths to implement the changes they envision for themselves; SWIFT helps them to access the resources available in their unique settings; and SWIFT fully partners with them and shares full responsibility for achieving the desired outcomes.

SWIFT's system is flexible with respect to which behavioral intervention a school/school system chooses to use, as long as it is positive and multi-tiered. If no prior investment in or preference for a behavioral intervention exists, our staff are prepared to introduce Positive Behavioral Interventions & Supports (PBIS) practices to the school/school system.

SWIFT is committed to building the capacity of schools/school system to plan and sustain their implementation. We use Transformation in Action Practices, based on implementation science, to support implementation planning—Teaming, Design, Data, Priorities, Resources, and Coaching are the six practices (see swiftschools.org/playbook for more information); and embedded in these practices are data-based mechanisms to ensure fidelity of implementation, including the self-administered SWIFT-Fidelity Integrity Assessment for formative data and an externally administered SWIFT-Fidelity of Implementation Tool for evaluative data.

PROFESSIONAL DEVELOPMENT

SWIFT differentiates the professional development provided based on the strengths, goals and context of each school or school system.

- SWIFT offers in person workshops, topical interactive webinars, professional learning institutes, as well as executive coaching and team facilitation for transformation.
- Timeframes will vary from as little as a one hour webinar to a three year transformation partnership.
- SWIFT can provide person-to-person executive coaching for high level leaders and facilitation of team meetings for fidelity of implementation.
- SWIFT can train teams to use SWIFT-Fidelity Integrity Assessment to formatively self-assess to strengthen their fidelity; and can externally administer a SWIFT-Fidelity of Implementation Tool, which is a body of evidence review of fidelity across a range of MTSS-specific and culturally sustaining features.

ORGANIZATION: The NCHERM Group (and NaBITA)

MTSS TIER(S) SUPPORTED: 1, 2, & 3

AGE/GRADE LEVEL(S): Pre-Kindergarten-12th Grade

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ORGANIZATION OVERVIEW

Organization Mission

The National Behavioral Intervention Team Association (NaBITA) is an organization for the support and professional development of behavioral intervention team members. NaBITA is committed to providing education, resources and support to professionals in schools and in the workplace, who endeavor every day to make their campuses and workplaces safer through caring prevention and intervention. NaBITA is an independent, not-for-profit association with more than 2,800 active members from colleges, universities, schools, and workplaces.

Behavioral Intervention Services Provided

- Discipline Approach
- Case Management
- Trauma Informed Response
- Code of Student Conduct
- Classroom Management
- Implementation Fidelity Measures
- Cross Cultural Competency
- Social Emotional Learning
- Implementation Fidelity Measures
- Family Engagement

Organization Model And Approach

NaBITA's model approaches behavioral intervention from a broad, multi-disciplinary perspective that does not prescribe specific implementation, structural or operational details. Such an approach allows schools and school systems to apply the behavioral intervention team and case management model in a way that fits the culture and needs of their population. NaBITA's services can be scaffolded, tailored and customized to meet the unique student discipline, retention, and behavioral intervention needs of the Louisiana schools and school systems. While NaBITA's core content has built in flexibility in terms of its application and implementation, the robust skill sets of the NaBITA team and its consultants and trainers allow for even more depth for customized content.

PROFESSIONAL DEVELOPMENT

On-Site Training Options

- One Day BIT Set Up Training - How to Build A BIT
 - One Day of Customized Sessions on Classroom Management/Burn out for teachers how to keep students at local schools and provide services in rural schools
 - One Day of Microaggression/Bias Training
 - Two Day BIT Basics Training
 - Two Day BIT Advanced Training
 - Two Day Threat Assessment Training
 - Half Day Mediation Training/Half Day Training on Due Process
- ### 50 Hours Year-Long Off-Site Consultation Package
- BIT Team Policy Development
 - Training Surveys (for feedback on effectiveness)
 - Case Consultation
 - Questions as they arise throughout the course of a year-long contract

Student Code of Conduct Revision/Development

NaBITA K-12 School System Level Membership

- Access to the NaBITA ListServ
- Access to the Weekly Newsletter
- 50% discount on registration for one person for the NaBITA Annual Conference and 10% discount for all other attendees from your campus
- 10% discounts for NaBITA Certification Courses and Online Trainings
- Access to the NaBITA **Membership List**
- Access to the NaBITA **Member Resource Materials**

ORGANIZATION: The Social Research and Evaluation Center (SREC) at the LSU College of Human Sciences and Education

MTSS TIER(S) SUPPORTED: 1, 2, & 3

AGE/GRADE LEVEL(S): Pre-Kindergarten-12th Grade

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ORGANIZATION OVERVIEW

Organization Mission

The LSU Social Research and Evaluation Center (SREC) works to foster healthy systems. We design, implement, and evaluate community and social programs. Our work ranges from conducting rigorous research to providing consultation to community agencies, policy makers, and university partners. SREC has worked with school systems around the state to strengthen assets, to inform decision makers to maximize positive outcomes, and to generate knowledge through research and evaluation to improve understanding of social, behavioral, and other school-based interventions.

SREC has worked with schools, school systems, community-school interventions, and school vendors to improve student behavioral outcomes. For Tier 3 or intensive intervention, SREC designed and implemented a state-wide truancy prevention and intervention program, which we monitored and evaluated from the late 1990s until 2012 for K-5th grade schools. The Truancy Assessment and Service Centers (TASC) provided case management for children and their families to address issues related to chronic absenteeism. Studies showed that children served by TASC had significantly improved attendance (Rhodes, Thomas, Lemieux, Cain, & Guin, 2010; Thomas, 2017; Thomas, Lemieux, Rhodes, & Vlosky, 2011). SREC can conduct fidelity monitoring and annual process and outcome evaluations for intensive interventions.

In a program providing Tier 3 and Tier 2 selective supports, SREC researchers designed and implemented an after school and summer program for schools in the East Baton Rouge School System (EBRPSS). A grant from the U.S. Department of Health and Human Services, Office of Minority Health, Youth Empowerment Program funded an after school/summer program for African American elementary male children from low performing schools. YEP Village provided a social emotional learning curriculum, academic supports, and enrichment activities over 3 years for the cohort. YEP Village staff, who were also mental health professionals, provided intensive supports, which were embedded in the group level intervention. Another Tier 2 intervention support example is the U. S. Department of Education Performance Partnership Pilot

(P3) for Disconnected Youth, which is currently being conducted in two EBRPSS alternative schools. This dropout prevention program provides social emotional, academic, and workforce development supports. SREC is conducting a random control trial (RCT) to determine whether the extra supports improve academic and workforce-related outcomes.

Behavioral Intervention Services Provided

- Data Based Decision Making
- Social Emotional Learning
- Family Engagement
- Fidelity Implementation Measures
- Discipline Approach

Organization Model And Approach

For over 20 years, SREC has developed a wide range of relationships and networks. SREC can serve as an intermediary organization between schools and school systems and other agencies, nonprofit organizations, local and state agencies, law enforcement, and other community stakeholders.

The SREC approach to serving schools can be conceptualized into three areas: 1) knowledge brokers, 2) organizational capacity builders, and 3) program evaluators. As knowledge brokers, we can provide expertise and linkages to needed resources. As organizational capacity builders, we can provide technical assistance to schools/school systems so that they can learn how to make data-driven decisions and select appropriate interventions for students' needs, and as program evaluators, we can design formative evaluations as schools/school systems implement evidence-based interventions. As evidence-based interventions have already shown their effectiveness, schools still need know-how and assistance to examine fidelity to program design and assistance in overcoming challenges and barriers. Additionally, we have the expertise to design research studies to determine if a particular program is effective with a particular population, for example, students with disabilities, specific ethnicities, income levels, or those living in rural versus urban areas.

First, our expertise positions us to be knowledge brokers to provide linkages, knowledge resources, research evidence, and best practices to our partners. One chief role will be to serve as a bridge between schools/school systems and a menu of evidence-based school interventions to match needs with appropriate interventions. Our plan would be to work “with”, rather than “for”, our school/school system partners to build their capacity to examine data to identify need and match to feasible, affordable interventions that are evidence-based. Our team will facilitate collaboration to identify issues, solve problems, and promote evidence-informed, data-driven decision making and policy development.

Our team includes individuals who are trained to understand psychosocial issues, as we have social workers, psychologists, and human development experts on our staff. While recognizing the important role that institutional policies and constraints play, we approach our partners as people. Work to improve schools and student outcomes aligns with our mission.

Secondly, we are able to build school/school system capacity in data analysis, instrument selection, assessment and screening, and how to select appropriate interventions. Our services may include program implementation assistance and how to set up SMART (specific, measurable, achievable, realistic, and timely) goals, objectives, and process and short/long term outcomes. We can assist schools/school systems to understand mechanisms required to incorporate new practices into their systems and to assess readiness for change. Culturally competent practices are always a key concern and SREC has expertise and access to professionals who are leaders in this area.

Thirdly, SREC has expertise and experience in program evaluation. Evidenced based interventions are proven in their effectiveness, but school systems frequently still require assistance to examine fidelity of each program model and assistance in overcoming challenges and barriers. We have the expertise to design research studies to determine if a particular program is effective within a setting or a particular population. These evaluation efforts, beyond being a goal unto themselves, are also an important means of facilitating programmatic sustainability and replication in instances where this is warranted.

PROFESSIONAL DEVELOPMENT

Professional development and training would be designed for each project as part of the overall project design. Therefore, in order to assess and define issues that need to be addressed to improve student outcomes, particularly school disciplinary improvements, SREC would create an action plan for each school. SREC would work closely with school administration in action plan development. This would include conversations with school administration and other relevant staff.

The action plan will lay out systematic ways to examine child- and school-level data. SREC would work with the school data staff to create/pull appropriate data to conduct a data scan. As appropriate, SREC would create a template for schools to use for continual examination of indicators of interest. SREC can assist the school and data system analysts to facilitate data reports that will be needed to monitor change and serve as an early warning system, as needed.

The action plan will include close interaction with SREC staff. SREC would typically provide two site visits per school per school year. Site visits would be conducted by a SREC team to conduct interviews, observations, and focus groups as needed. A school system policy scan would be included in school need assessments. The site visits will allow face to face review and problem solving as well as an opportunity to adjust ongoing plans or interventions.

SREC would provide ongoing technical assistance (TA) in the form of a monthly conference call (approximately 20 minutes to one hour). Additional communication will be available via a dedicated email and phone contact. SREC can provide face to face training, online webinars, and other TA or professional development as needed. Ongoing TA will be quick to respond and provide problem solving and troubleshooting as needed.

ORGANIZATION: Positive Behavior Interventions and Supports OSEP Technical Assistance Center

MTSS TIER(S) SUPPORTED: 1, 2, & 3

AGE/GRADE LEVEL(S): Pre-Kindergarten-12th Grade

CONTACT INFO: Don Kincaid, kincaid@usf.edu, 813-974-7684

ORGANIZATION OVERVIEW

Organization Mission

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, school systems, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Behavioral Intervention Services Provided

- Data Based Decision Making
- Evidence Based Interventions
- Discipline Approach
- Fidelity Implementation Measures
- Code of Student Conduct
- Classroom Management
- Cross Cultural Competencies
- Trauma Informed Approaches
- Restorative Practices
- Climate and Culture

Organization Model And Approach

PBIS refers to Positive Behavioral Interventions and Support, which encompasses “a range of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment” (APBS, 2014). PBIS is for everyone! Positive behavioral interventions and support combines: valued outcomes, behavioral and biomedical science, validated procedures, and systems change to enhance quality of life and reduce problem behaviors. Positive Behavioral Interventions and Support (PBIS) is most often associated with applications in schools. However, these strategies can also be found in a variety of settings and with a variety of individuals. PBIS has been used in early childhood centers, residential treatment settings, juvenile justice

facilities, communities, and homes. PBIS strategies have been shown to benefit individuals, small groups, large groups, and entire communities, and are effective with individuals of all ages and abilities.

The TAC for PBIS utilizes tools such as the Implementation Blueprint, PD Blueprint and Evaluation Blueprint (<https://www.pbis.org/blueprintbriefstools>) to support planning and evaluation. School systems and schools will succeed when they share a vision for student outcomes and appreciate the time and priority commitment necessary to implement PBIS frameworks with fidelity.

PROFESSIONAL DEVELOPMENT

OSEP provides professional development on any topic related to PBIS and MTSS for behavior, including systems coaching and direct coaching support for coaches across all tiers of implementation. OSEP has developed and use the state of the art tools that have been developed by the PBIS Center and have worked with entire states but also at the local level with school systems.

ORGANIZATION: Talent Development Secondary Schools at the Tides Center (TDS)

MTSS TIER(S) SUPPORTED: 1 & 2

AGE/GRADE LEVEL(S): 6th-11th Grade

CONTACT INFO: Tara Madden, tmadden@tdschools.org, 504-231-2425

ORGANIZATION OVERVIEW

Organization Mission

The TDS mission is to provide evidence-based models, tools and services to the most challenged secondary schools serving the most vulnerable students in the country.

TDS envisions a nation in which our most vulnerable students have access to an education that:

- develops their unique strengths and talents;
- builds their academic and socio-emotional competencies;
- engages them in relevant and exciting learning opportunities;
- supports them so they can succeed; and
- prepares them for post-secondary education and the 21st century world of work.

TDS works in partnership with schools, districts and charter management organizations to build the capacity of local staff to implement, customize and continuously improve any of the components of the TDS model that the partner decides to implement.

The program is applicable and available for grade 6 through 12.

Behavioral Intervention Services Provided

- School-wide climate and culture system
- Data driven decision making
- Self Care
- Classroom Management
- Trauma Informed Care including engagement strategies
- Academic Resilience
- Behavior Interventions
- Family and Community Engagement
- Implementation Fidelity Measures (Rubrics)
- Social Emotional Learning
- Restorative Practices
- Student success curricula for grades 6, 7, 8 and 9

Organization Model And Approach

TDS will assign a facilitator for each school implementing any and all components of TDS Pillar 4 with Louisiana schools and school systems. The TDS facilitator will be responsible for learning about current and recent past school initiatives to improve climate and instruction. The facilitator will then co-construct a work plan with school and district leaders to implement selected components. The facilitator will support the implementation of the work plan as needed. In addition, the TDS facilitator will provide guidance and support implementing or strengthening an Early Warning System (MTSS)

PROFESSIONAL DEVELOPMENT

TDS program offers a school systemwide implementation across all grade levels that will provide: (1) basic restorative practices professional development to a team of school leaders at all campuses; (2) support identified school staff in co-delivering a basic restorative practices professional development for all staff (3) initial and ongoing planning and consultation for the school system and schools in the Restorative Practices model including Community Building Circles; (4) classroom observations that inform classroom management professional development with job embedded coaching; (5) Trauma informed care including engagement strategies professional development sessions to all staff (6) a series of professional development activities to encourage self care as consistent practice among staff and students; (7) develop or refine school wide resource and intervention map for behavior; (8) student curricula with accompanying teacher training and support for social and academic skill building in grades 6, 7, 8 and 9; (9) guide teacher teams to create or refine school wide system of frequent recognition for students and teachers; (10) basic assessment and guidance to improve identified school climate outcomes.

ORGANIZATION: ThirdWay Solutions' Discipline Revolution Project (DRP)

MTSS TIER(S) SUPPORTED: 1, 2, & 3

AGE/GRADE LEVEL(S): Kindergarten-12th Grade; 4-20 years old

CONTACT INFO: Cami Anderson, cami@thirdwaysolutionsgroup.com

ORGANIZATION OVERVIEW

Organization Mission

DRP's mission is to build a local, state, and national movement to radically change how we think about student discipline in order to end the school-to-prison pipeline. We work with schools, systems, and communities to shift away from definitions and approaches of discipline that promote compliance and obedience and towards those that embrace the initial Latin root of the word that means acquiring healthy habits of mind through practice, focus, dedication, and persistence. Much like a disciplined athlete or a disciplined artist, we believe disciplined students – under this new definition – are more likely to succeed in school and in life. DRP is dedicated to building the skill and will of adults to: (a) support the healthy identity development of children, (b) support students' social, emotional and academic needs and growth to prevent incidents from occurring, and (c) respond to incidents and conflict in developmentally appropriate ways so students are accountable and learn - instead of being excluded.

Organization Model And Approach

Over the past two decades, change agents, advocates, and education reformers have worked together to define what it means to be a cutting-edge, effective leader of: (1) instruction, (2) talent, and (3) operations. But there is critical a 4th leg of the stool that remains unexamined and lagging in innovation and rigorous dialogue: building purposeful, anti-biased school cultures, structures, and systems that support the healthy identity development of students, deep relationships, student growth in social and emotional skills, and developmentally appropriate responses to conflicts and incidents. DRPs approach demystifies that fourth leg of the stool and helps schools – and school systems – set concrete goals to improve.

Several organizations have worked on pieces of the solution. Some provide tools to help educators confront biases and mindsets that prevent them from reaching all students. Some help adults understand how environments and challenges impact a child's development. Some have effective tools to help schools create important structures to increase the capacity of adults who teach "non-academic skills", like student support teams and

councils. Some have helped schools chose high-quality curricula to teach social and emotional skills. Some provide technical tools to set up positive behavioral systems and school-wide rituals with expectations and rewards for student behavior. Some help schools respond when incidents occur so that "harm-doers" and "harm-experiencers" can repair relationships and build community. Some give schools important guidance in creating "youth courts" to promote peer accountability. Some offer helpful surveys and tools to promote positive school cultures. We value all of these important tools.

The problem: all of these are pieces of the solution - not the whole picture. Many approaches are unnecessarily complicated, technical, and/or out of touch with the way schools operate. Although the pieces are quite good, we worry they aren't comprehensive enough to help transform schools. Some of these approaches don't "speak school" meaning they were developed by experts who don't necessarily know specifically how schools and school systems work - let alone change.

DRP has developed one, comprehensive framework – *The EQUITY Framework* – that summarizes, in a straightforward and actionable way, the best of what we know from research on culturally-responsive teaching, behavior modification, socio-emotional learning, trauma-informed approaches, and risk and resilience.

DRP engages in three strands of work:

1. **Tools and resources** - DRP has codified the EQUITY framework (a practitioner-friendly summary of research and practice), a self-assessment tool for school teams and a searchable summary of research. The DRP team works with school-based teams to use the self-assessment to create a comprehensive, school-wide set of goals to improve. DRP works with implementation teams at schools – as well as an implementation team at the central offices – to create individualized, three-year action plans for change.

2. **Data and tracking** - DRP has codified a set of recommendations and resources so schools and systems can set goals and meaningful metrics to track their progress.
3. **National and local communities of practice** - DRP is developing a local and national community of practitioners interested to share common challenges and promising practices.
4. **Policy and movement building** - DRP has written several pieces laying out a new vision for school discipline. DRP regularly sends out blasts to members on recent research, emerging practice, and the national policy landscape to continue to build momentum for change.

We believe that to address all tiers of behavior intervention in a school, we must look at the school as a whole system. DRP works with many of the organizations offering supports in schools, tools, and more, particularly those with a strong research base. But, we are different in some fundamental ways:

- We believe that schools will not change if they simply work on pieces of the solution, that the approach to this fourth leg of the stool has to be clear, straightforward, educator-friendly, and – above all – comprehensive.
- We believe that, in order for schools to change, systems must change too. If we ask schools to change, and the districts and states that support them do not, school-based changes won't last. We work at the intersection of school and systems change.
- We believe in the power of collective wisdom and that by building local and national cohorts of schools working together, we will implement and invent solutions faster.
- We believe that while research and promising practices light the way, schools and systems have to individualize and customize their approach in response to the needs of their students and their community.
- We believe families and communities must be partners in the solutions – and that schools do not exist in isolation. In all of our engagements, we partner with local organizations, advocates, leaders and families.

PROFESSIONAL DEVELOPMENT

We provide the technical assistance necessary for school districts, charter management organizations and individual schools to (a) support the healthy identity development of children, (b) support students' social, emotional and academic needs and growth to prevent incidents from occurring, and (c) respond to incidents and conflict in a developmentally appropriate ways so students are accountable and learn - instead of being excluded. To that end, we:

- Introduce system and school leadership to our assessment and action planning tools, which are based on the EQUITY framework.
- Identify the capacity and structure that needs to be built at the school and district level;
- Support leadership in the development of short and long-range plans;
- Support leadership in identifying and evaluating other partners to provide complimentary services to support their work.

ORGANIZATION: Tulane Institute of Infant and Early Childhood Mental Health

MTSS TIER(S) SUPPORTED: 1, 2, & 3

AGE/GRADE LEVEL(S): Pre-Kindergarten-5th Grade

CONTACT INFO: Dr. Allison Trigg, Tulane Institute of Infant and Early Childhood Mental Health,
abothe@tulane.edu, 504-988-2714

ORGANIZATION OVERVIEW

Organization Mission

The Institute of Infant and Early Childhood Mental Health is dedicated to the discovery, dissemination and application of knowledge to promote social and emotional competence in young children locally, regionally, nationally, and internationally. The goals are:

1. To enhance the responsiveness of systems of care to the mental health needs of young children and their families.
2. To increase the number of trained infant and early childhood mental health providers.
3. To advance the knowledge base of infant and early childhood mental health through empirical research.
4. To inform and influence early childhood policy through the application of established research findings.

Behavioral Intervention Services Provided

- Discipline Approach
- Evidence Based Interventions
- Implementation Fidelity Measures
- Data Based Decision Making
- Classroom Management
- Social Emotional Learning Strategy Implementation
- Assessments and Evaluation
- Family Engagement

Organization Model And Approach

The consultation approach of the Tulane Institute of Infant and Early Childhood Mental Health is based upon identifying the needs of the client and tailoring the partnership to support meeting the client's goals. The consultative stance aims to meet schools and school systems at their current level of functioning, help them identify goals for change and support achievement of the goals through a partnered approach.

The primary goals are: To promote healthy social emotional development of children as one component of the whole child development; to increase teachers' skills and knowledge to effectively support social emotional development and to support the design of appropriate behavioral interventions for young children exhibiting challenging behaviors, developmental concerns, or mental health concerns and refer to community partners when needed for more in-depth assessment and treatment.

PROFESSIONAL DEVELOPMENT

- Provides a training approach tailored to the clients' needs.
- Pre-service and in-service professional development workshops on a variety of topics related to children's mental health, the importance of social emotional development as a foundation for learning, behavioral interventions, cultural humility, and engaging families.
- The model works to train and support teachers in effective classroom management skills through mental health consultation; teach social emotional teaching strategies that help teachers model and teach children social emotional skills; and support the implementation of social emotional curriculum in classrooms, schools and school systems.