

# Our Therapeutic Classroom Journey

**Bettendorf Community School District 22-23**

## Agenda

Intro to Bettendorf Middle School (Grantee)

Pre-Grant: Where we were

Grant Activities: What we did

Post-Grant Data: Outcomes

# Bett

## MISSION & VISION



### Mission

The mission of the Bettendorf Community School District is to inspire, empower, and unite our students as a community of learners in (their) pursuit of excellence.



### Vision

Educating & Empowering Every Student Every Day in Pursuit of Educational Excellence.

# Welcome to Bettendorf Middle School



## About our school...

- 6th - 8th grade Middle School
- Serves roughly 1000 students per year
- 83 certified staff and 67 classified staff
- We serve an ever changing student/family demographic

## About our partnerships...

IOWA STATE  
UNIVERSITY  
Extension and Outreach

MISSISSIPPI BEND AREA EDUCATION AGENCY  
**MBAEA**



# District Strategic Plan 3-5yrs



## STRATEGIC PRIORITIES



### Top 3 District Priorities



Providing a multi-tiered system of support

LEARN MORE



Setting high expectations for students



Delivering a high-quality curriculum

Priority 1



**Organizational Coherence**

Priority 2



**Learning & Achievement for All**

Priority 3



**Student Accessibility & Support**

Priority 4



**Strategic Resource Allocation**

Priority 5



**Family & Community Engagement**

# Where we started...

	GETTING STARTED	EMERGING	IMPLEMENTING
Supports for Therapeutic Classrooms	0-24%	25-49%	50-74%
Support for Qualified Committed Professionals	X		
Development of Therapeutic Classroom Supports	X		
Family & Community Supports			X
Therapeutic Classroom Components	0-24%	25-49%	50-74%
Therapeutic Intervention System	X		
Program-Wide Components	X		

Approximately 20% of our youth experience a symptoms of a mental health challenge.

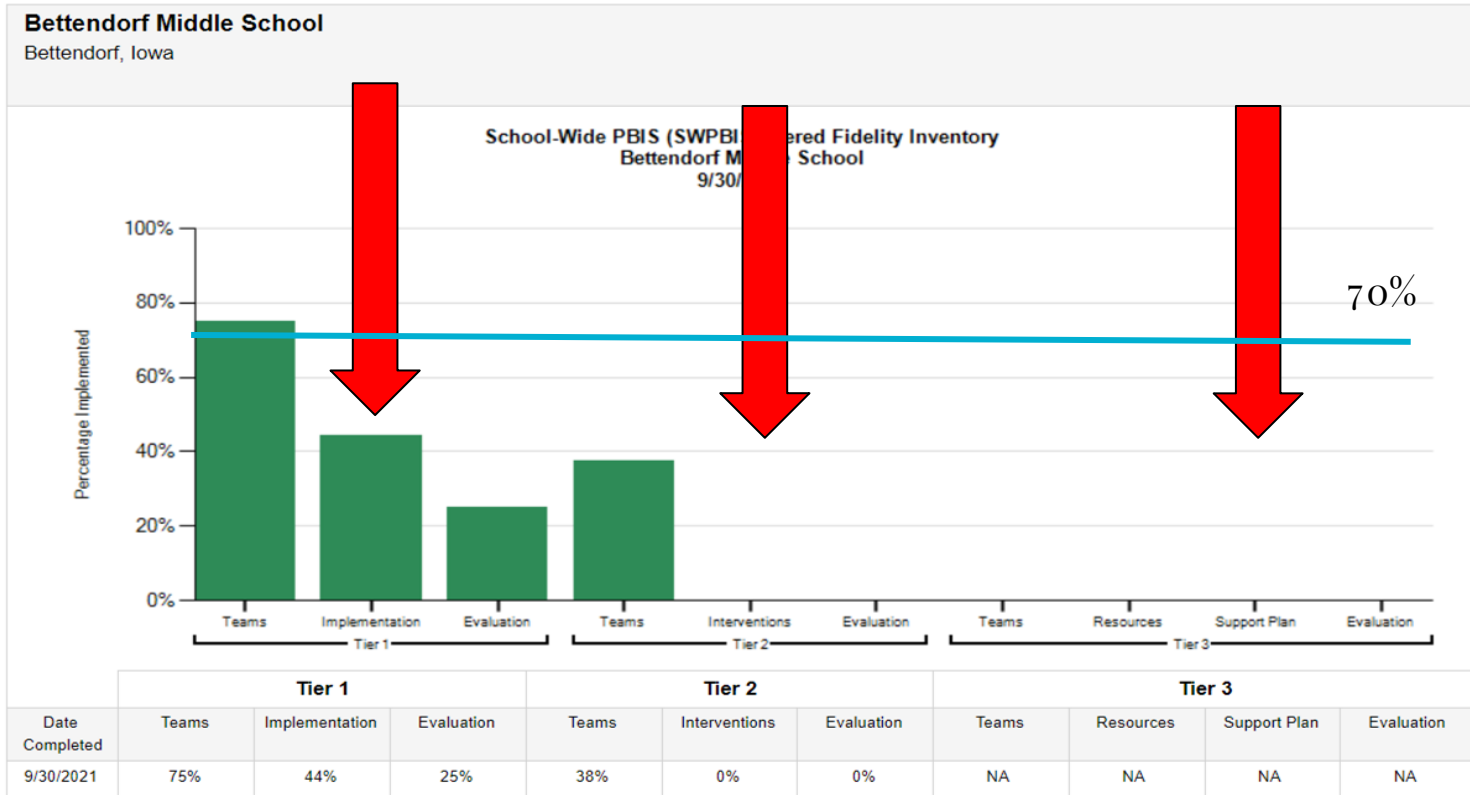
Fewer than half of children with a mental health challenge access services.

Approximately 50% of students aged 14 and older with mental illness dropout of high school—the highest dropout rate of any disability group.

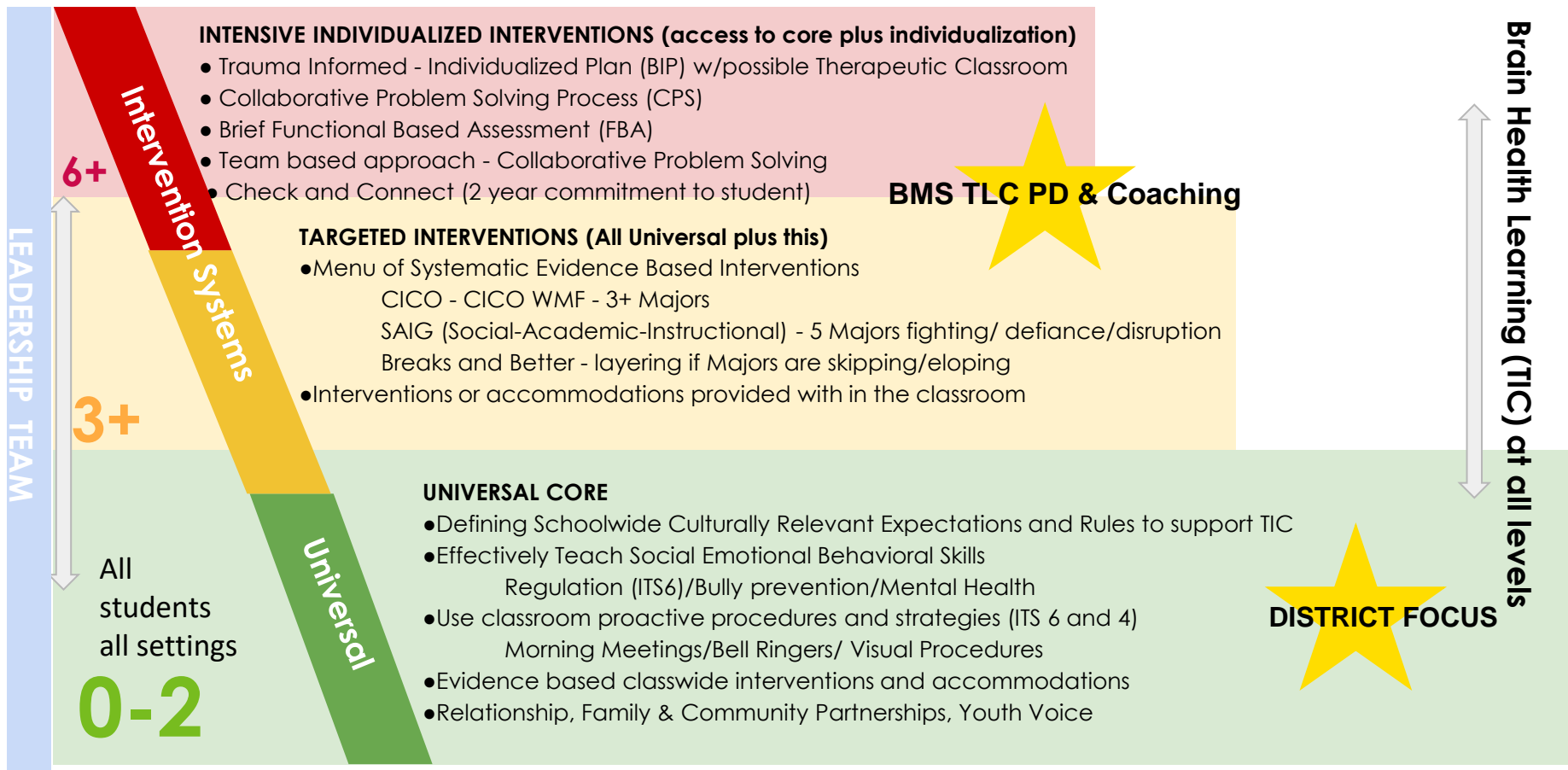
Universal screening data of our 7th graders showed 76 students who scored ‘high’ or ‘very high’ risk of a mental health problem. Of these, 41 had no previous interventions.

Over 70% of the behavioral data was for significant disruption and defiance which can often be associated with underdeveloped skills for the school environment.

# BMS PBIS TFI Data 21-22 Before TLC/Coaching



# Support for 1 & 2 to support Tier 3



# Equity in identification...

BCSD Data rules were created for all buildings and trained in Tier 1 PBIS re-boot.

Intentionally looked at grade levels, internalizers vs. externalizers, race, gender

The intent is to PREVENT over-representation for DS and suspension/expulsion.

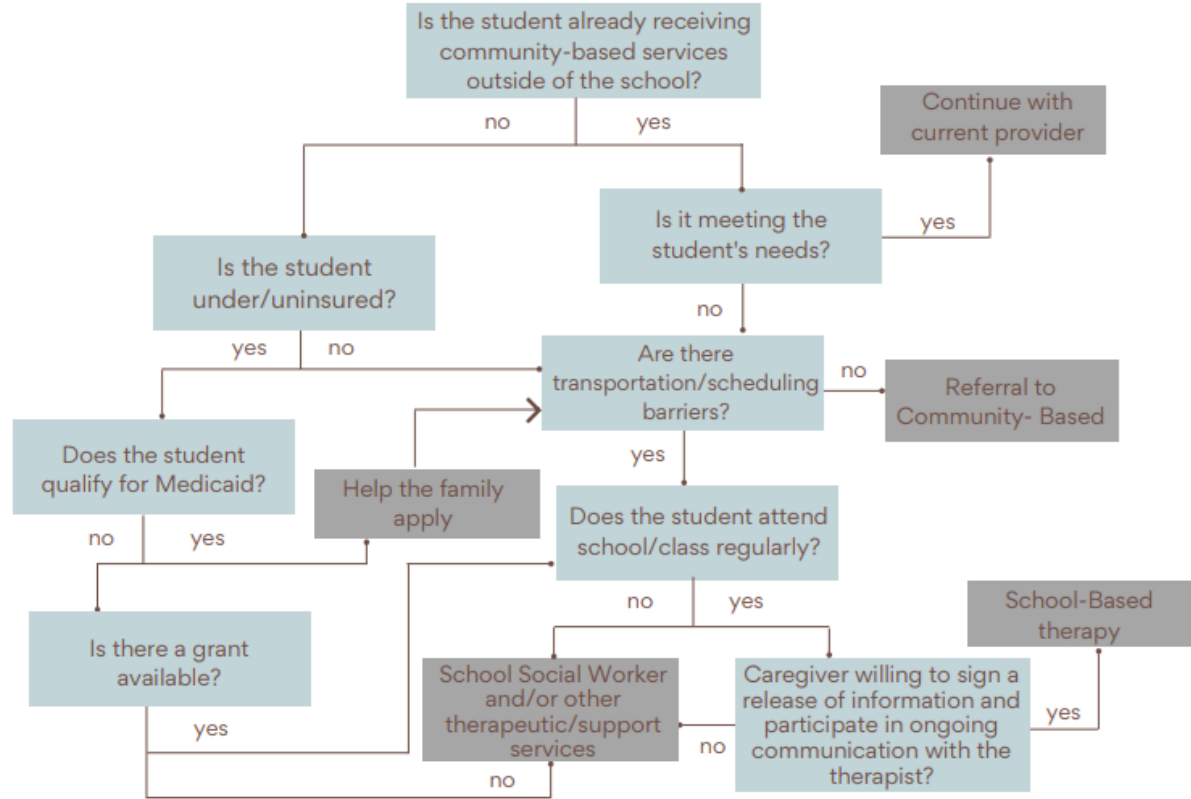
BCSD Decision-making Data Matrix "IN"								
Student meeting any indicator on the matrix should be considered for support across Tiers 1, 2, and or 3. Number and severity of indicators will determine which interventions would best meet student needs. Multiple interventions may be implemented at one time.								
	Course Performance 6-8	9-12 Credit Accrual/ Recovery	Attendance	6-12 Tardy	Behavior Referrals	Nurse Visits per Quarter	Counselor Visits per Quarter	% of Students that fall within Tier
ON TRACK Universal Instruction	Satisfactory or better in all course areas	End S1/S2 9: -0.5 10: 7/10.5 11:14/17.5 12:21/23.5	5% or less absences	3 or fewer periods tardy in a quarter	0-2 Minors 0-3 Majors	0-2 visits	0-4 minor visits 0-1 majors	Tier 1 - Universal 80-90% of student population
Check In Check Out	1 or more "Needs Improvement"	End S1/S2 9: -0.3 10: 6.5/10 11:13.5/16.5 12:20.5/23	6-8% absences  *Time Out of Class: 45 min. Weekly	8 or more periods tardy in a quarter	3+ Minors 3+ Majors			
Check In Check Out With Modified Features	Student has not met goal for CICO (80% on DPR) and/or has not made progress on other indicator(s) that were used to get "IN" to CICO intervention							
Social Academic Instructional Group	2 or more "Needs Improvement"  Due to lack of assignment completion and organization  *Time Out of Class: 45-60 min. Weekly  (Academic Skills Group)	End S1/S2 9: -0.3 10: 6.5/10 11:13.5/16.5 12:20.5/23	10% + absences  Avoiding school, peer difficulties  *Time Out of Class: 45-60 min. Weekly  (Pro-social Skills Group)	8 or more periods tardy in a quarter	5 or more Minor/Major behaviors referrals for fighting, defiance, or disruption  *Time Out of Class: 45-60 min. Weekly  (Emotional Regulation Skills Group)	3-9 visits	5-10 minor visits 2-4 Majors	Tier 2 - Targeted/ Supplemental 5-15% of student population
Check & Connect (Basic or Intensive)	2 or more D's 1 or more F's		10% + absences  *Time Out of Class: 60-90 min. Weekly	9 or more periods tardy in a quarter	5 or more Minor/Major behaviors referrals			
Brief/Complex FBA/BIP	2 or more D's 1 or more F's		10% + absences  > 90 minutes out of class weekly  Elopement 4+ times in 4 wks	12 or more periods tardy in a quarter	8 or more Minor/Major behaviors referrals	10+ visits	11+ Minor Visits 5+ Major	
Individualized Tier 3	2 or more D's	End S1/S2 9: -0.0	10% + absences  > 90 minutes out of class	12 or more periods tardy in a quarter	8 or more Minor/Major behaviors referrals		11+ Minor Visits	Tier 3 - Intensive/ Individualized 1-5% of student population



# EXAMPLE - Mental Health Referral Process

**OUR  
EQUITY  
FOCUS**

## Bettendorf Middle School Referral for Mental Health Services Flow Chart



Equity is giving specific resources and support to disadvantaged students to bring them up to the same opportunity level as their peers. Equity calls for understanding the unique challenges faced by individual students and providing additional structures and services that help them overcome those barriers. The purpose of this document is to provide guidance to school policies, procedures and practices related to the provision of mental health services and supports in ways that fulfill legal and ethical obligations around equity.

last revised: 12/1/2022

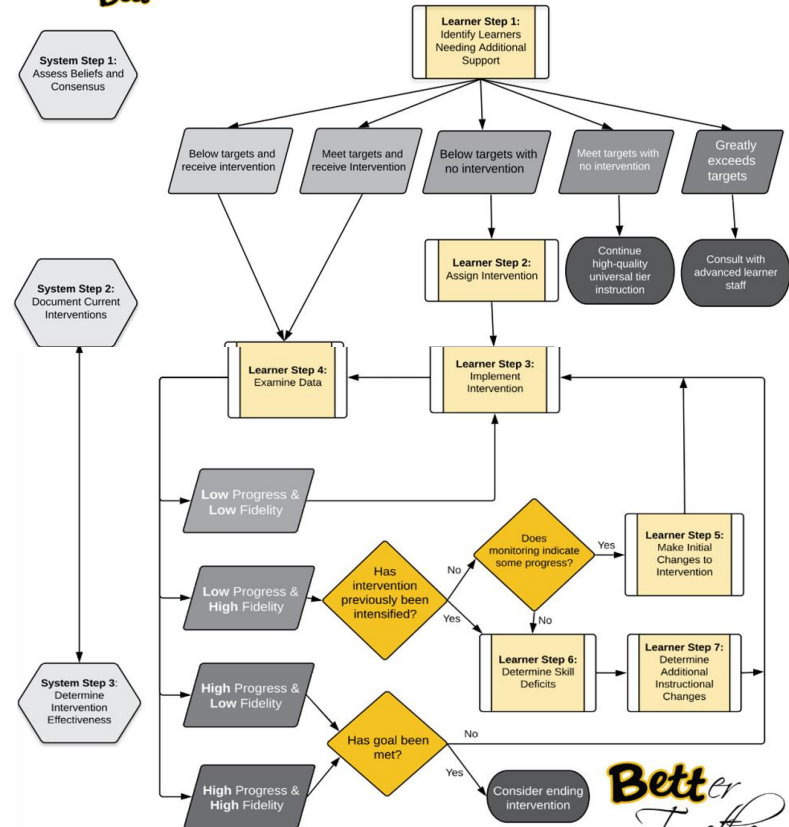
# Learning and Practicing ADBDM

The process is all through the Coaching and practice.

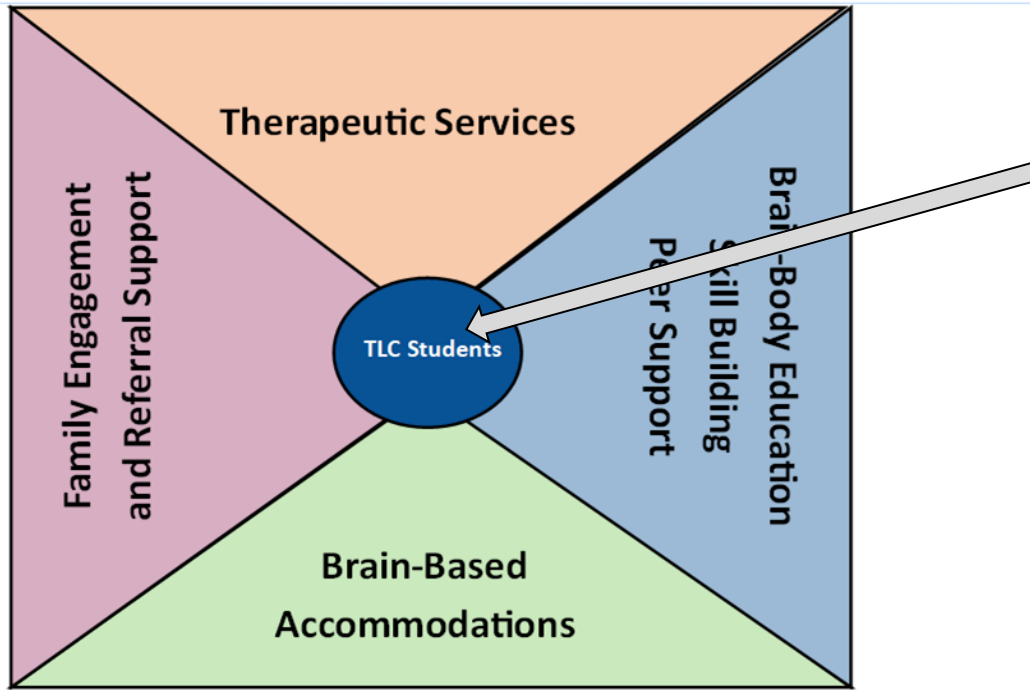
- Data Rules
- Decision Making Flowchart
- Collaborative Conversations
- Tracking the steps



## Bettendorf Middle Decision-Making Flowchart



# Tier 3 TLC services



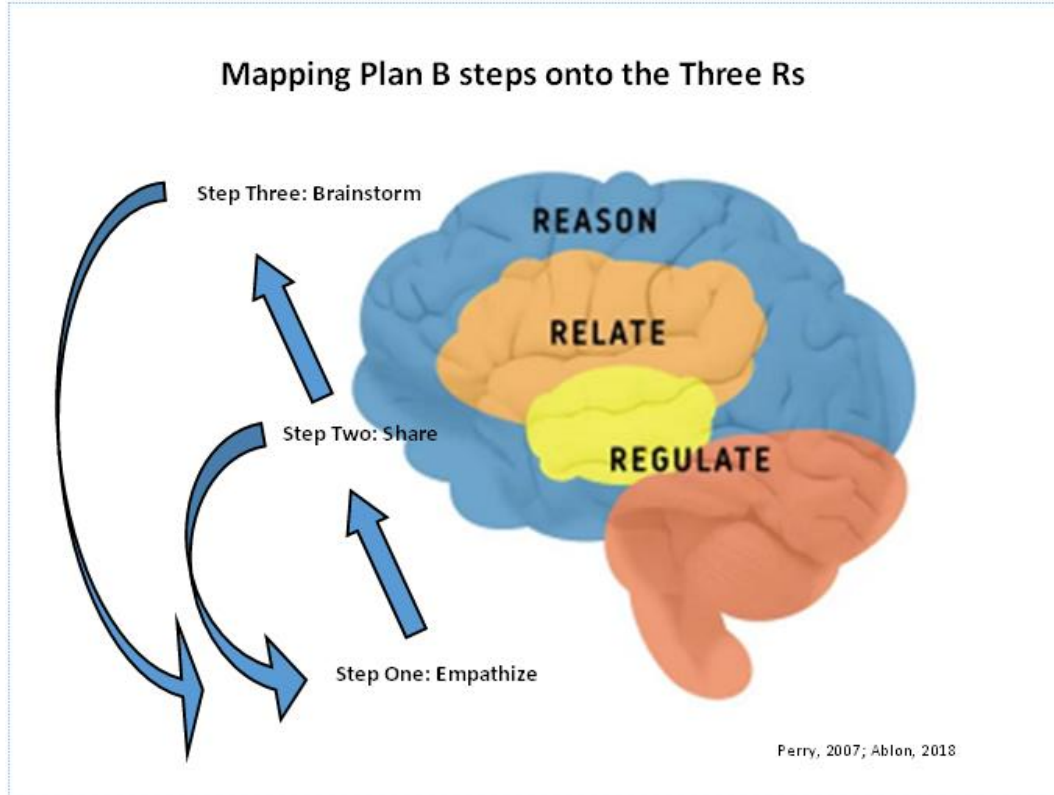
Bettendorf Middle School

TLC (Therapeutic Learning Community) Program

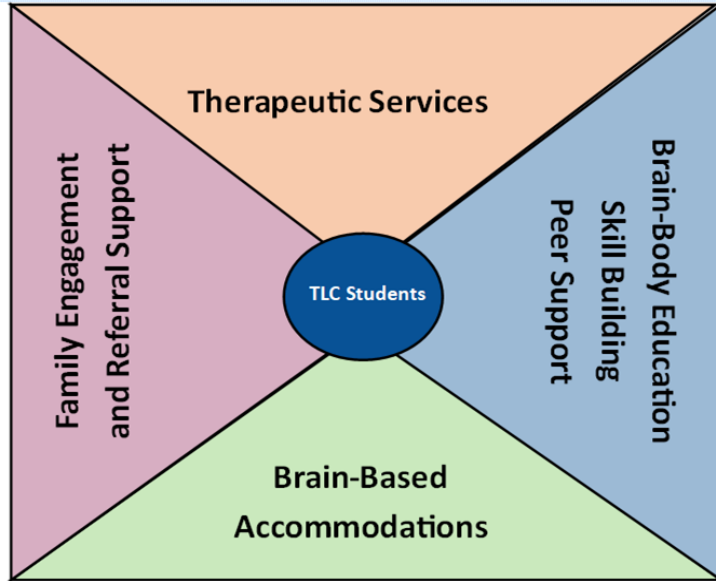
## Student Centered

- Students are the experts when it comes to their own situation. Student interviews are the foundation.
- They build their own plan - literally.
- They look at their own data and interpret it.
- They decide what works.
- This is about neuroplasticity.

# Neurosequential Model and Collaborative Problem Solving



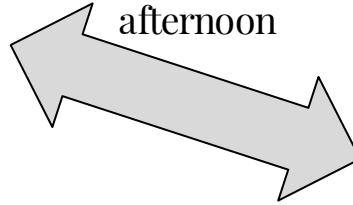
# Regulation is first priority



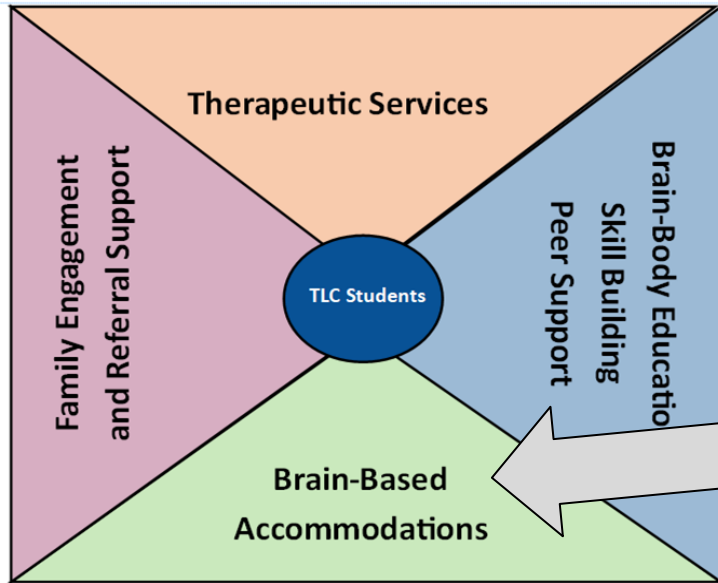
Bettendorf Middle School

TLC (Therapeutic Learning Community) Program

- Check in every morning -protein snack and water
- When needed Self-Regulation
- Check out every afternoon



# Regulation is first priority



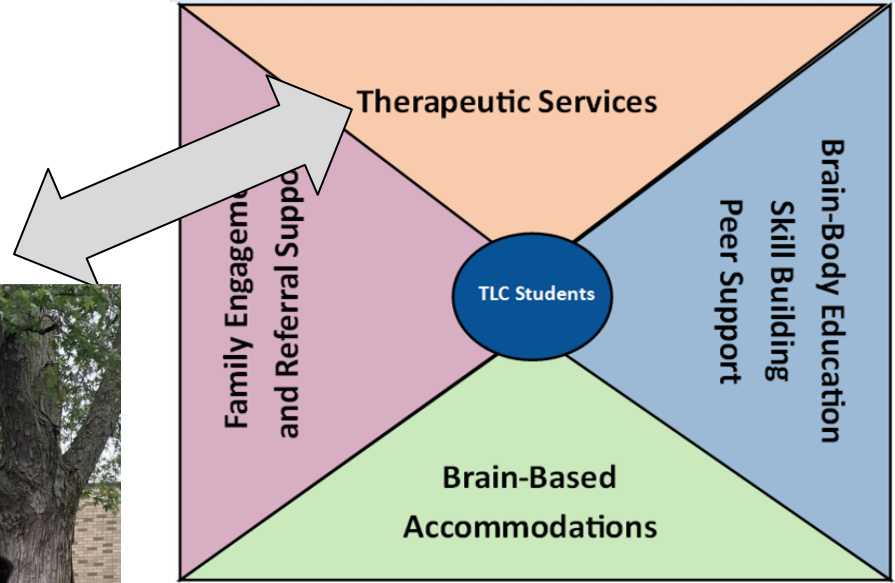
Bettendorf Middle School

TLC (Therapeutic Learning Community) Program

# Tier 3 Groups and Student Services NEW space for all lessons



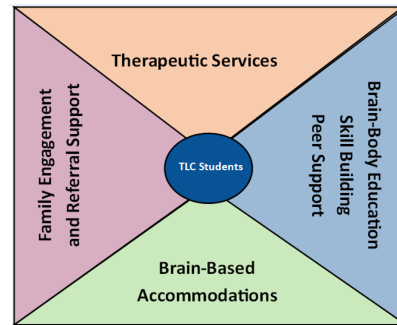
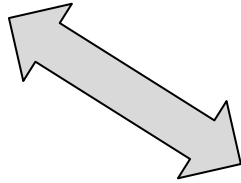
Tier 3 Groups  
3 students per group  
  
2 times a week  
for class period.



Bettendorf Middle School  
TLC (Therapeutic Learning Community) Program

# Family Engagement changes things...

- Parent intake
  - Family interview
  - Parent SDQ
  - Consent forms
- Resource & Referral
- Open communication
- Parent evaluations



Bettendorf Middle School  
TLC (Therapeutic Learning Community) Program





# All about training...

## Certified Staff - 10 hours

- 1) Understanding Trauma and the Brain
- 2) Understanding, preventing and responding to the Freeze Response
- 3) Understanding, preventing and responding to the Fight Response
- 4) Understanding, preventing and responding to the Flight Response
- 5) Practicing a student plan

## Para-Educators/Secretaries/Security/ Volunteers - 18 hours

- 1) Trauma, the brain and the Neurosequential Model of Therapeutics
- 2) Fight and Flight Response
- 3) Freeze Response and Academic Accommodations
- 4) Recognizing Crisis, Suicide Prevention, Introduction to Restorative Practice



# Creating a Tier 3 Process with a new framework...

## Tier 3 Assessments

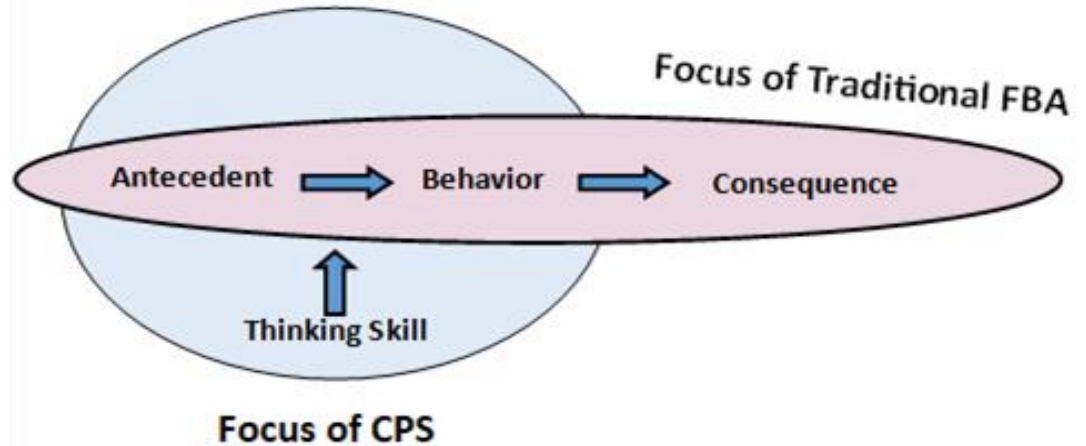
- FBA + TIC Training for Tier 3 plans - 20 plus hours
- Collaborative Problem Solving Assessment and Plans - 12 hours
- TLC Therapeutic Classroom Assessment and Process - 6 hours
- School Refusal Assessment and Plan - 4 hours

*It is about changing culture as much as it is these students.*



# Assessments and Process (CPS)

This is a strengths-based way of seeing student's needs.



Ablon & Pollastri, 2018, p. 23

**Collaborative Problem Solving Model**

# Tier 3 CPS Training Time...



This training was worth my time and energy.

11 responses



- Yes
- Maybe
- No

This model should be replicated at the elementary level.

11 responses



- Yes
- Maybe
- No

This model should be replicated at the high school level.

11 responses



- Yes
- Maybe
- No

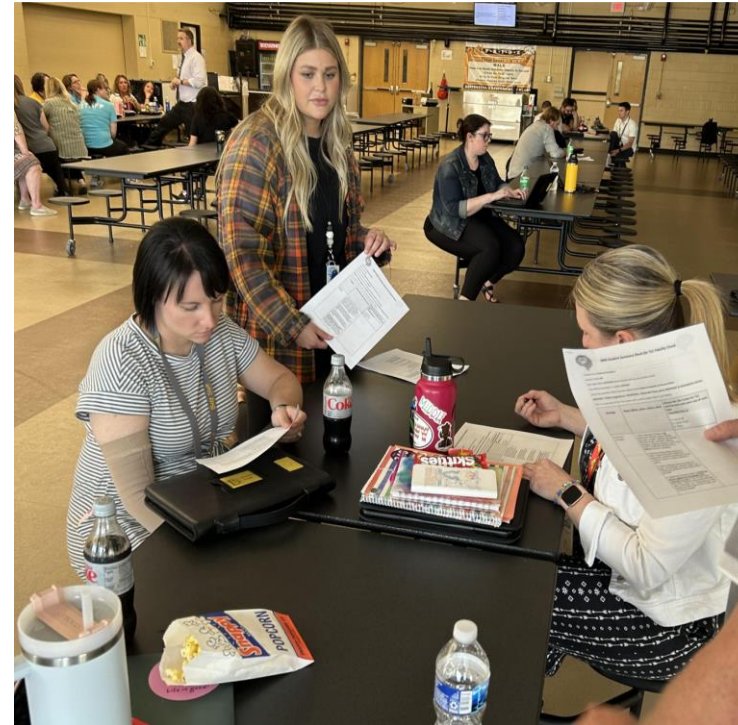
# Different Progress Monitoring for Tier 3 services

## SST Tier 3 Data Collection for TLC - 2 week Fidelity check and 6-12 week PM

- Tier 3 plan TLC - Fidelity checks
- CPS Casefile Tracker (use of services) - weekly
- Tier 3 Group Engagement - weekly
- CPS Efficacy Review - weekly
- Strengths and Difficulties Questionnaire - quarterly
- TSI (Thinking Skills Inventory) - quarterly
- Therapy attendance
- Infinite Campus/Panorama Early Warning System - quarterly

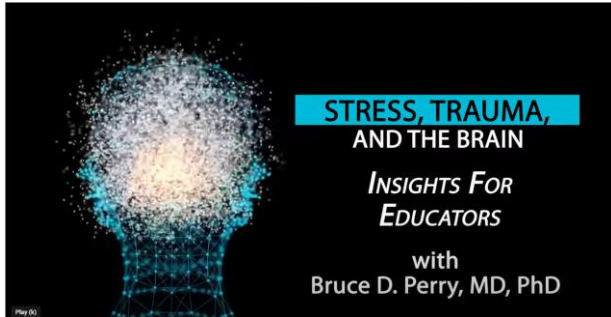
## SST Tier 3 Data Collection for standard plans - 2 week Fidelity check and 6-12 weeks PM

- Tier 3 plans - Fidelity checks
- Tier 2 SAIG Group - weekly
- Individualized Behavior Card - Daily
- Therapy attendance
- Infinite Campus/Panorama Early Warning System - at PM



# Videos make it sustainable...

## Content Video Reminders



### PLAN A

Impose adult will

### PLAN B

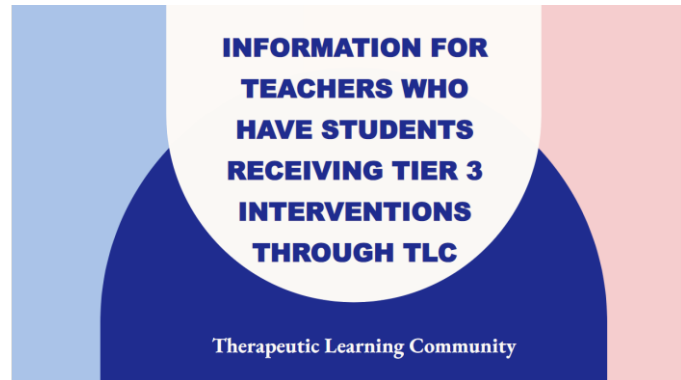
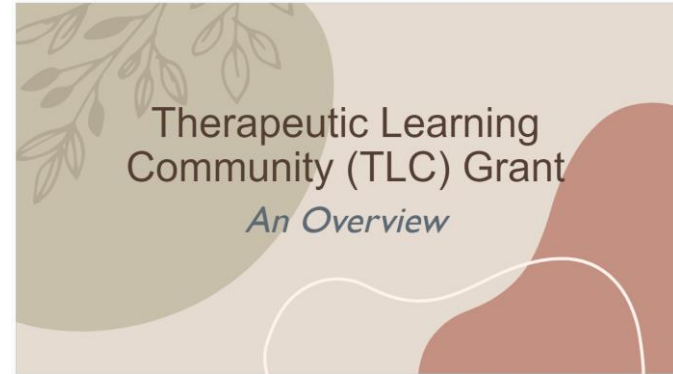
Solve the problem collaboratively

### PLAN C

Drop it (*for now, at least*)

Collaborative Problem Solving  
Dr. Stuart Ablon, U of MA General

## Process Video Reminders



# Coaching makes it permanent... We can't train and hope.



PBIS Topics Tools Publications Presentations & Videos Conference About Q



## Coaching Teams or Groups

Coaching at this level focuses on helping teams develop their collaboration and facilitation skills, establish team operating procedures, understand group dynamics, and solidify data-driven decision making processes.

## Systems Coaching

Coaching around systems focuses on building organizational support for PBIS. This happens by creating high quality, consistent, sustainable support systems so school personnel can implement PBIS practices well. Coaches work with schools to build policies, practices, and resources to support PBIS. This level of coaching requires fluency with implementation science and frameworks.

## BMS - 3 building Coaches

## MTSS-SEBH Coordinator -

- Systems change coaching
- Fidelity coaching

## Trauma Informed Care Systems Coordinator and Change Agent

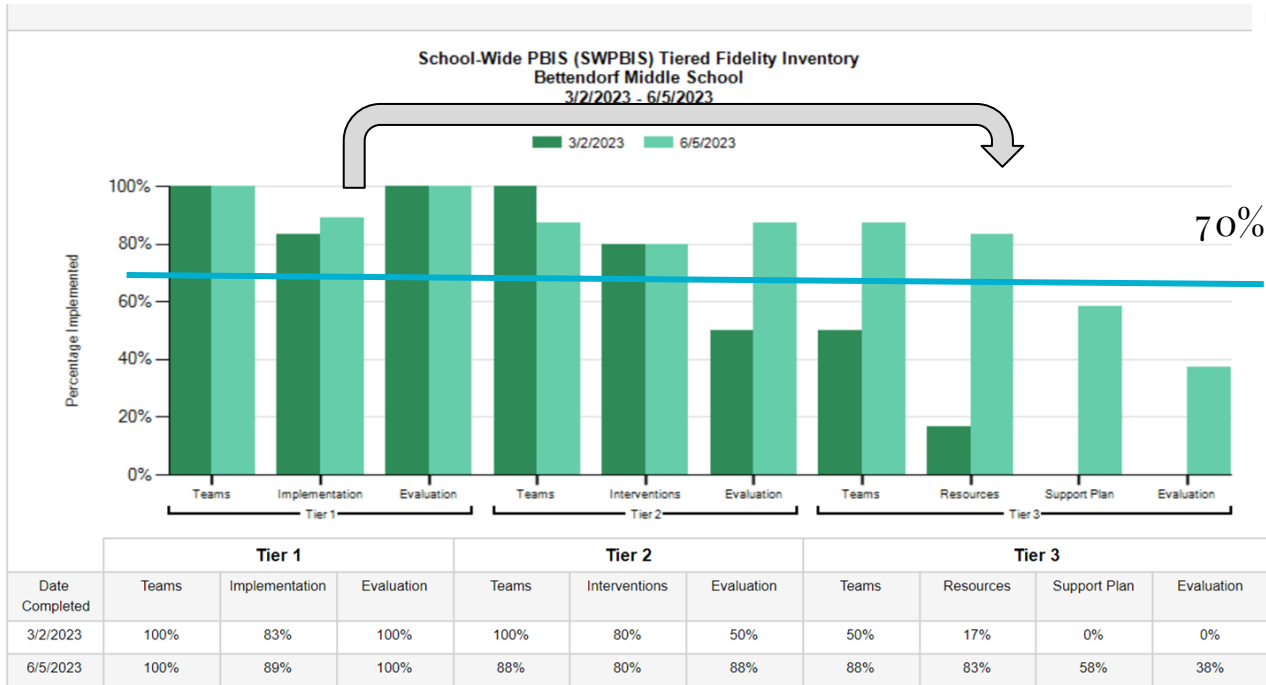
- Provides weekly consultation & support for TLC staff

## Systems Coaching and Training - MBAEA

- Provides weekly consultation & support for teams, teachers and TLC staff



# BMS PBIS TFI Data 20-21 in comparison to 22-23

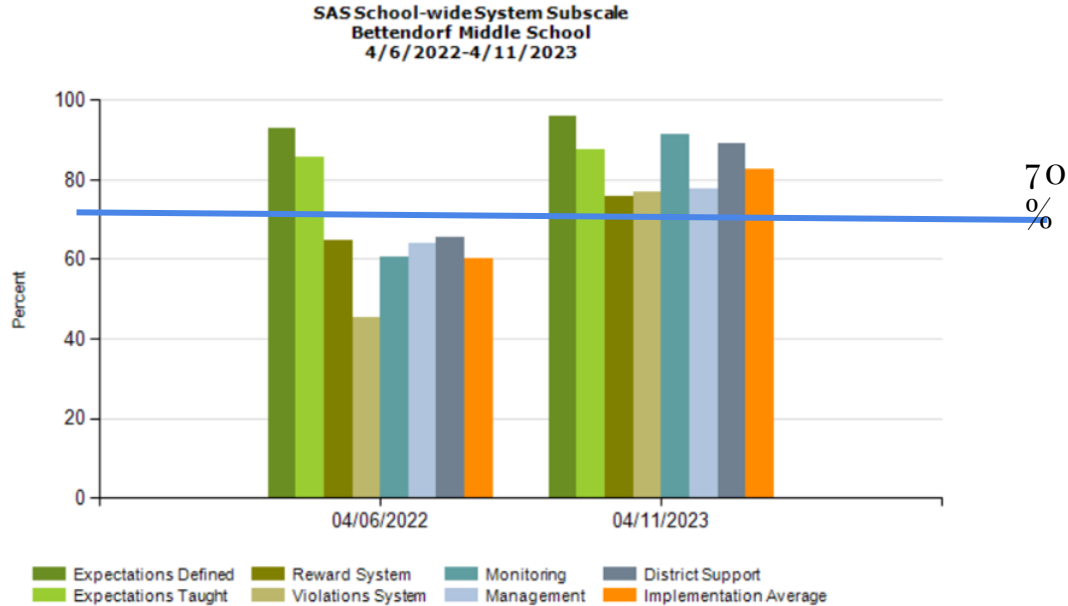


## Training and coaching focus

- Tier 1 District wide
- Tier 2 for process
- Tier 3 Training - coaching next year continued.



# BMS PBIS STAFF (SAS) Data 20-21 in comparison to 22-23



**Check out that MTSS growth!**

	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
4/6/2022	93%	86%	65%	45%	60%	64%	65%	60%
4/11/2023	96%	88%	76%	77%	91%	78%	89%	83%



# Post Evaluation Rubric

	GETTING STARTED	EMERGING	IMPLEMENTING	OPTIMIZING
Supports for Therapeutic Classrooms	0-24%	25-49%	50-74%	75-100%
Support for Qualified Committed Professionals	X		Post - 58%	
Development of Therapeutic Classroom Supports	X			Post - 83%
Family & Community Supports			X	Post - 89%
Therapeutic Classroom Components	0-24%	25-49%	50-74%	75-100%
Therapeutic Intervention System	X			Post - 87%
Program-Wide Components	X			Post - 87%

BMS Team Feedback en route to you!

# We love data, BUT what did the students say?

**What do you think the main purpose of the program was?**

- “A place for me to regulate when I get mad or angry.”
- “To help therapeutically so I can calm down.”
- “To get your brain right to help with anger.”
- “To help dysregulated individuals who are having a bad time.”

# We love data, BUT what did the students say?

**What were the best parts of the program? What was good about them?**

- “Breaks and being able to regulate myself and calm down.”
- “I have a place to go that not a lot of other people can go.”
- “Group. We get to do fun activities.”
- “Being able to come to see you when I need to.”
- “The kindness from program staff and the snacks.”

## THANK YOU & Questions?

Thank  
You

Iowa Dept  
Education  
for helping make  
this possible!