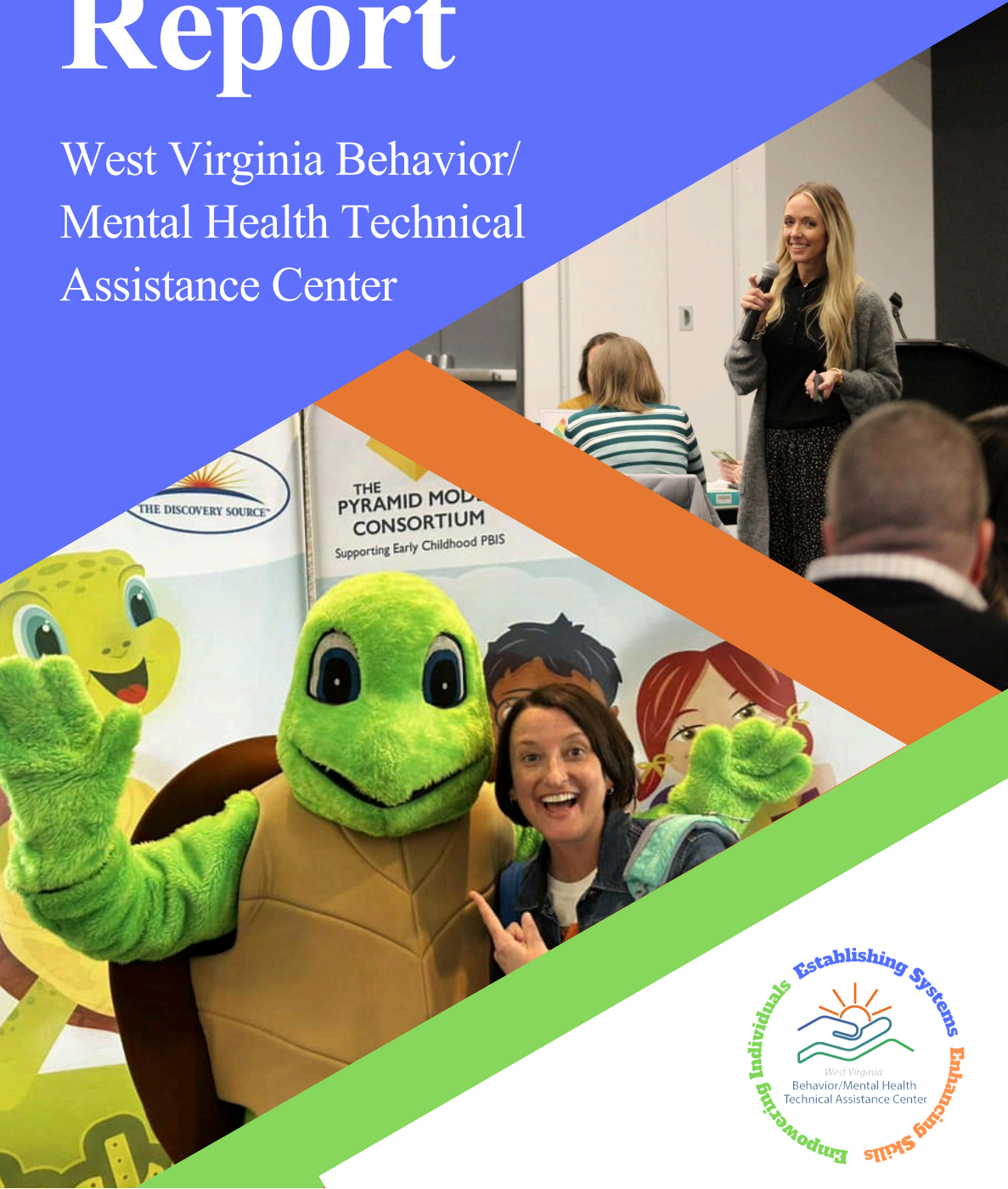


2023 Annual Report

West Virginia Behavior/
Mental Health Technical
Assistance Center





The following report was compiled by Anna Shreve, Ed.D., Program Evaluator, using data collected from January 2023 through December 2023.

2023 Highlights

- **10,000+** educators trained
- **979** times technical assistance was conducted
 - **49** Counties in West Virginia reached with school or county specific technical assistance

Early Childhood Positive Behavioral Interventions and Supports:

- Presented about challenging behavior at National Center for Pyramid Innovation's Training Institute
- Implemented the first cohorts of group coaching for preschool teachers
- Had two members complete Collaborative Problem-Solving Training from Think: Kids and Harvard University
- Continued to work toward scaling-up Pyramid Model Implementation through the use of district-level Pyramid Leadership Teams and Practice-Based Coaching

School-Wide Positive Behavioral Interventions and Supports:

- Expanded district leadership teams and added several across the state
- Started a High School Cohort that focuses on implementing PBIS at a secondary level
- Had a record number of model school applications
- Increased collaboration with the West Virginia Department of Education (WVDE) by presenting with the School Leadership Network



About the Report

Guiding Questions

Reach: Who is participating in PBIS in West Virginia?

Process: What is happening with the PBIS initiative?

Capacity: What is the ability of the organization to implement and sustain PBIS?

Fidelity: Are the core features of projects being implemented?

Outcomes: Are projects' initiatives achieving valued outcomes and worth sustaining?

Abbreviations

- BSS = Behavior Support Specialist
- EC = Early Childhood
- MHFA = Mental Health First Aid
- PBIS = Positive Behavior Instructional Supports
- SW = School wide
- TA = Technical Assistance
- WVBMTAC = West Virginia Behavior Mental Health Technical Assistance Center

Data Collection Methods

A variety of data collection tools were used to gather the information for this report, including sign-in sheets, surveys, checklists, Tiered Fidelity Inventories (TFIs), WV Zoom, Teaching Pyramid Observation Tools (TPOTs), online registration data, online Technical Assistance (TA) requests, and action plans, among others.



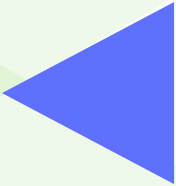


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Meet the Staff



**Behavior
Support
Specialists**

North Region BSS

Erin Day
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Northern EC BSS ▲

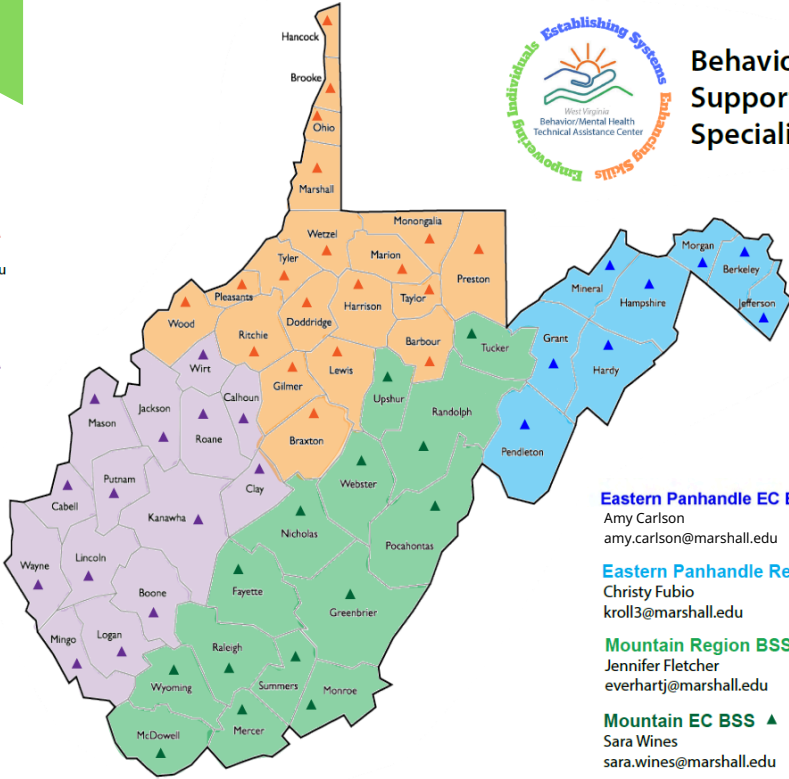
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Director



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Program Evaluator



Carrie Underwood,
Business Manager



Amy Carlson,
ECPBIS Coordinator



Kathryn Morris, Southern
Early Childhood BSS



Marlo Hornsby, Northern
Early Childhood BSS



Sara Wines, Mountain
Early Childhood BSS



Alicia Ziman,
SWPBIS Coordinator



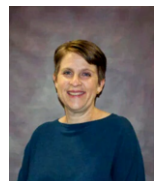
Erin Day, Northern
Region BSS



Jennifer Fletcher,
Mountain Region BSS



Teryl Jones, Southern
Region BSS



Christy Fubio,
Eastern Panhandle Region BSS

Staff Directory

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Note from the Director

The West Virginia Behavior and Mental Health Technical Assistance Center (WVBMHTAC) is a collaboration between the West Virginia Autism Training Center (WVATC) at Marshall University and the West Virginia Department of Education (WVDE). The center has been supporting educators across the state since 2014 with Early Childhood Positive Behavior Interventions and Supports, School-wide Positive Behavior Interventions and Supports, and Mental Health First Aide.

The mission of the WVBMHTAC is to Establish Systems, Enhance Skills, and Empower Individuals. Our team of nine behavior support specialists and two coordinators fulfill this mission by providing training and technical assistance on the topics of challenging behavior, trauma, classroom management, Tier 2, Tier 3, coaching, and staff wellness. In order to make effective and data-based decisions we use the Multi-Tiered System of Supports (MTSS) framework. MTSS is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds on a preventative public health approach and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction, as well as supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

We are proud of the work we do to support educators. Our training and technical assistance are at no cost to you. If you would like more information on how to access our services and free resources, please visit our website www.marshall.edu/bmhtac



Amy Staples

Amy Staples, MA
Director

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Projects



Early Childhood PBIS (ECPBIS)

ECPBIS provides a framework of evidence-based practices to promote the social-emotional competence of all children, address the social-emotional and behavioral needs of children who are at-risk, and develop supports for children with persistent social, emotional, or behavioral concerns.

School-Wide PBIS (SWPBIS)

SWPBIS is an evidence-based, three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.



Reach

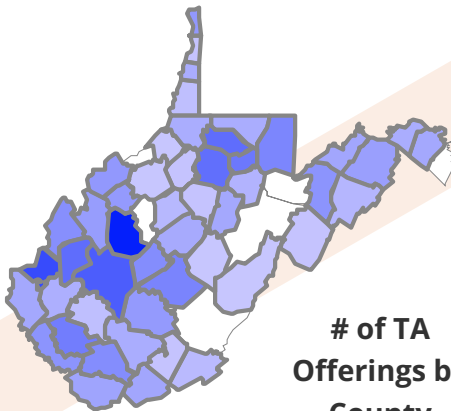
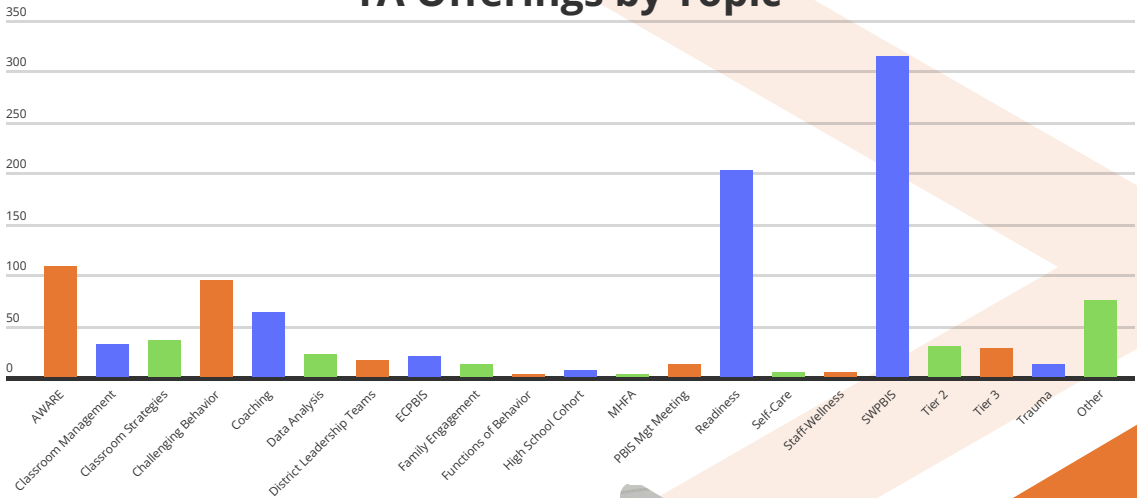
979

Trainings Conducted in 2023

10,021

Participants Trained in 2023

TA Offerings by Topic



65 Multi-County
TA Offerings



26 Statewide
TA Offerings

Reach

In 2023:

- Reached **3,740** people via **336** TA offerings.
- Held 3 days of trainings as part of the WVECPBIS Academy. There was a North and South Academy offering. Both the North and the South averaged **87** participants per day. On average **88%** of the participants worked with students with Individualized Education Plans (IEPs).
- Sustained **11** Pyramid Model Teams across the state as well as **17** active coaches.
- Conducted **65** TA offerings on the topic of Challenging Behavior and reached over **1,034** educators.
- Had **27** counties actively seeking ECPBIS assistance.

School-wide PBIS



Early Childhood PBIS



In 2023:

- Reached **5,466** people via **534** TA offerings.
- Held 3 days of SWPBIS Academy in the Spring with **14** school teams and in the fall with **13** school teams.
- Held a Tier 2 Academy during the WVBMHTAC summer conference where **8** school teams were trained.
- Set a foundation for implementing a tiered school-wide PBIS system by seeing **26** schools through SWPBIS readiness.
- Worked with **9** District Leadership Teams.
- Had **49** counties with schools actively seeking SWPBIS assistance. Of those schools, **47.7%** were elementary, **22.6%** were middle, **14.9%** were high, **10.6%** were multi-level, and **4.3%** were charter school/Alternative Learning Centers.
- Conducted **226** TA offerings on the topic of SWPBIS and reached over **1,890** educators.

Process



Are we delivering professional development with fidelity? Are participants perceiving professional development events as useful and effective?

During the 2022-2023 school year, our staff members were required to have 3 trainings observed. During this time, another staff member used a checklist of best practices to score the fidelity of the training. At the end of the training, participants had a survey where they scored how relevant the information was to their practice and were given the chance to share what they want to learn more about. After the presentation, the presenter was given the chance to reflect upon what went well and what could be improved.

Presented at

98%

Fidelity

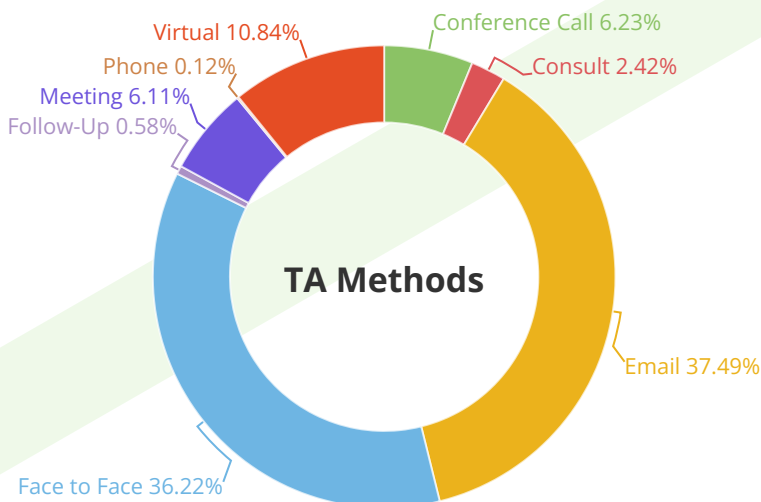


**Average
Participant
Survey Score of**

91%

What do educators want to learn more about? Transitions, positive behavior reinforcers, teaching self-regulation, writing behavior support plans, when to pivot with strategies, changing mindsets, collecting and reporting data, data based decision making, how to take the information and train other teachers, going more in-depth with discipline systems and discipline flow charts.

How did we deliver technical assistance during 2023?



Capacity

"Our school team has learned so much through the coaching/support of Amy Carlson. What a valuable way to spend our time and solve our 'specific to us' problems. The video review, discussions, problem solving, and resources provided by Amy are so beneficial and ready to implement the next day we have students. I would love to have this kind of professional learning experience for all of our teachers."

Martica Dillon, Eastbrook Elementary

What do we mean by capacity? According to the Center on PBIS, capacity looks at the ability of the organization to sustain initiatives. It looks at the resources available for the adoption, installation, and sustained implementation of projects. Additionally, it looks at what is available for replication, sustainability, and advancement of future project implementation.

How did we measure capacity? We utilized the State Capacity Assessment (SCA), a tool created and published by the University of North Carolina. The SCA is used to examine three areas of capacity: Leadership, Infrastructure & Resources, and Communication & Engagement.

Infrastructure & Resources

There's a commitment to effective and sustained implementation. There is attention to policies, procedures and the allocation of resources to support improvement.

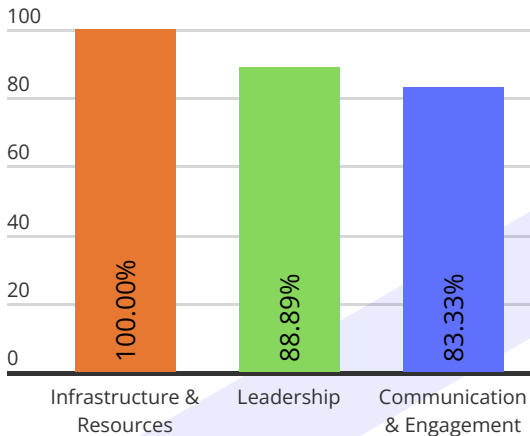
Leadership

Leadership strives for change and on-going improvement. This included advocacy, accountability, and shared decision making while creating a culture of learning.

Communication & Engagement

There is communication with and support of collaborative partnerships with stakeholders. Focuses on collegial trust and understanding between all involved.

What were the results of our Capacity Assessment?



What goals did we make as a result of the Capacity Assessment?



Strengthen Ties

Strengthen our ties with the WVDE and provide more engagement opportunities.

Strengthen Acknowledgements

Strengthen our internal acknowledgement systems for both our internal staff members and with the external teams we work with.



Fidelity: ECPBIS



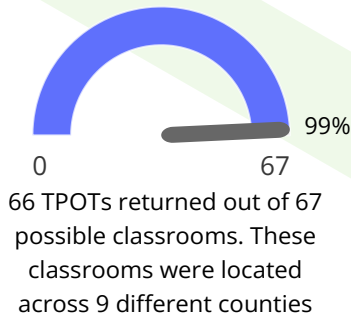
Coaches and teachers are trained using PBIS and the Pyramid Model. Coaches apply to support certain classrooms, then conduct an observation using the Teaching Pyramid Observation Tool (TPOT) during the fall.

The TPOT was developed to measure the fidelity in which early childhood educators implemented the Pyramid Model.

The TPOT is organized into subscales. The first subscale focuses on key teaching practices derived from the Pyramid model: 1) schedules, routines, and activities; 2) transitions between activities; 3) supportive conversations; 4) promoting children's engagement; 5) providing directions; 6) collaborative teaming; 7) teaching behavior expectations; 8) teaching social skills and emotional competencies; 9) teaching friendship skills; 10) teaching children to express emotions; 11) teaching problem solving; 12) interventions for children with persistent challenging behaviors; 13) connecting with families; 14) supporting family use of Pyramid Model practices. The second subscale focuses on red flag practices. The third subscale focuses on responding to challenging behavior.

To what extent is ECPBIS implemented as intended in classrooms that have a PBIS coach?

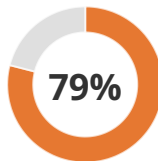
TPOT Return Rate



83%

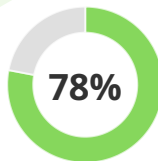
Total Average Key Practice Score for All Classrooms*

*Up 9% from 2021-2022



Total average Key Practice Score for classrooms with students with severe language delays**

There were no classrooms with English language learners that submitted a TPOT this year



Total average Key Practice Score for classrooms with NO students who are English language learners or have severe language delays

**Up 5% from 2021-2022

Fidelity: SWPBIS



Fidelity is measured using the Tiered Fidelity Inventory (TFI). Schools trained in SWPBIS are asked to turn in their TFI schools at the end of each school year. The TFI includes different features of PBIS so schools can determine what areas of PBIS need to be strengthened. Each item on the TFI is scored out of two. Schools at fidelity are at or exceed 70% on the End of Year TFI. For more information on the different elements, the full TFI can be found at <https://www.pbis.org/resource/tfi>.

Tier 1



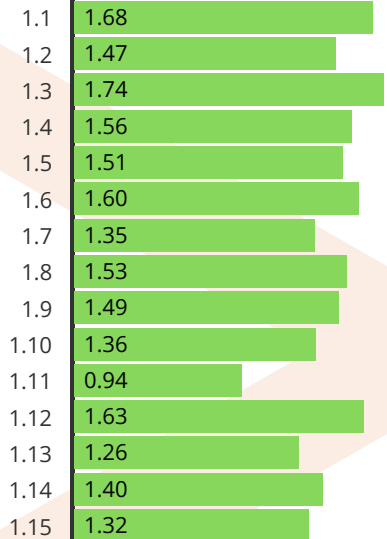
75

TFIs Submitted

42

Schools at Fidelity

Average Item Score (x/2)



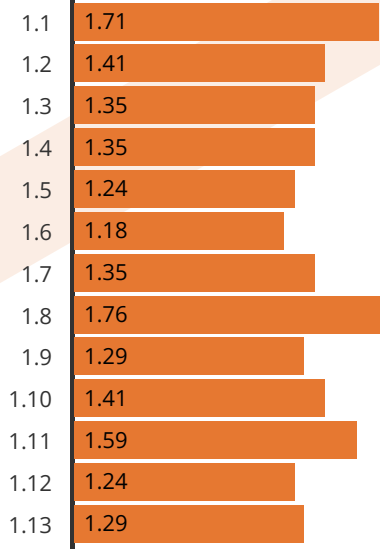
20

TFIs Submitted

9

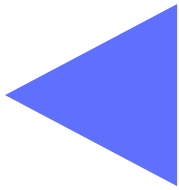
Schools at Fidelity

Average Item Score (x/2)



Tier 2





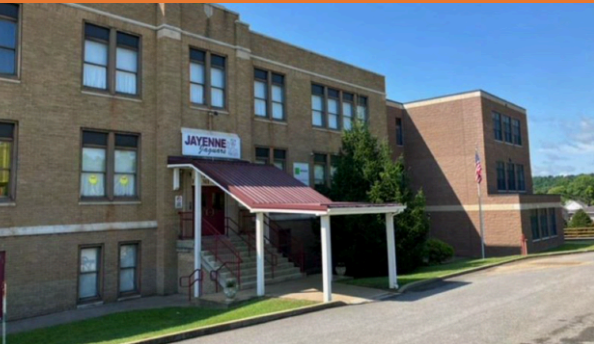
Fidelity: Model and Spotlight Schools

Clay County High

County: Clay

Grades: 9-12

Strengths: Teaching expectations, stakeholder involvement, and Tier 2



Jayenne Elementary

County: Marion

Grades: Pk-4

Strengths: Team composition, behavior expectations, classroom procedures, and feedback & acknowledgement

Kingwood Elementary

County: Preston

Grades: Pk-4

Strengths: Teaching expectations, classroom procedures, feedback & acknowledgements, faculty involvement, discipline data, and fidelity data & annual evaluation

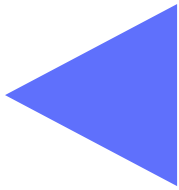


Moundsville Middle

County: Marshall

Grades: 6-8

Strengths: Behavior expectations and discipline data



Fidelity: Model and Spotlight Schools

Scott Teays Elementary

County: Putnam

Grades: Pk-5

Strengths: Behavior expectations, discipline policies, data-based decision making, and feedback & acknowledgements



Suncrest Elementary

County: Monongalia

Grades: Pk-5

Strengths: Teaching expectations, professional development, classroom procedures, and feedback & acknowledgements



Wheeling Park High

County: Ohio

Grades: 9-12

Strengths: Behavior expectations, problem behavior definitions, professional development, faculty involvement, and feedback & acknowledgements



Zela Elementary

County: Nicholas

Grades: Pk-5

Strengths: Team operating procedures, discipline policies, and data-based decision making



Outcomes

The ECPBIS Academy is a 3 day training that focuses on enhancing educators skills on utilizing a Multi-tiered system of support (MTSS) to support student behavior and social emotional learning. A post test was given two months after the 3rd day of training concluded and was used to determine educators' confidence in applying the content and their learning.

30 Responses

out of the 88 attendees

Early Childhood PBIS and Educator Learning



100% of educators agreed (either fully or partially) that they were able to use all 3 tiers of the Pyramid Model with support from materials obtained from the academy training, including the challenging behavior website.



100% of educators agreed (either fully or partially) that they feel confident in implementing all 3 tiers of the Pyramid Model with their students.



100% of teachers agree that they recognize that stress behaviors are different from misbehaviors and require different responses.

Goals for Outcomes in 2024



During 2024, our team has made the goal to further develop the system to collect and analyze outcome data for both the SWPBIS and ECPBIS projects. For SWPBIS, we hope to create a system of examining how behaviors change in our PBIS schools over time. For ECPBIS, we hope to create a system for collecting and organizing behavior data at the classroom level that would help show how an MTSS affects students over the school year.

What We Have Heard From Others

“Huntington East Middle School first attended the PBIS Tier 1 training in 2018. Our team was inspired by the TACs engaging workshop style training that provided not only the concepts of the framework but also the data and research base and relevant strategies tailored to our school. One of the TACs wonderful Behavioral Support Specialists, Teryl Jones, has faithfully continued to work closely with us through team turnover, new administration, and other challenges of new implementation. Through our combined efforts, HEMS was able to reduce the number of hallway transition ODRs by 33% with a flood/fade/boost approach to a hallway transition script that guides students with explicit reminders of hallway expectations. HEMS has also reduced the number of Disruptive/Disrespectful ODRs by 36% through reviewing classroom expectations at the beginning of every class with the implementation of BEARS Boards. Our success at Huntington East would not be possible without the dedication and inspiration of the TAC team! **Jessica Kuhn, ELA Academic Coach, Huntington East Middle**

WV ECPBIS Academy This was year 3 for Mingo County Head Start Programs letting teachers attend the ECPBIS Academy. The training and support have been exceptional and so important to our teachers. Each year a new group attended. They received great training and some materials for the classroom. Each year, teachers and assistants have gained so much knowledge about the Pyramid Model. We are thankful for the ECPBIS Academies.”

“I want to share a story about a little boy who loved his pre-k teacher. He couldn't understand why his teacher couldn't give him attention all day long. He wanted her all to himself. He cried and was very unhappy. It was becoming a real problem in the classroom. As a Practice-Based Coach, I teamed up with Southern Early Childhood Behavior Support Specialist (Kate Morris) to give support to the teacher. We connected with the teacher and the child. We gathered information and observations using Practice-Based Coaching. The cycle of Practice-Based Coaching was implemented. The teacher started seeing improvements in his behavior. He was slowly beginning to engage with other children as the teacher tried specific strategies. One of the highlights for the teacher and child happened when Kate created a "social book" for him. He continued to improve and enjoyed being with the other children and waiting his turn to have one-to-one time with his teacher. We are thankful for the collaboration with The West Virginia Behavior/Mental Health Technical Assistance Center. **Rita Ward, Mingo County, Practice-Based Coach**

Piedmont Elementary implemented a school-wide PBIS program around our 4 Ps, prepared, productive, proud and positive. We have seen a huge success with students earning their daily positive points for following the Piedmont expectations. We are using Fridays for a Re-Teach time where students see our counselors if they haven't reached their weekly behavior goal. We are encouraging positive behavior with above and beyond cards and fun Fridays.”

“We were looking for a way to improve our school climate and improve academic performance. We really liked how easily PBIS could be adapted to the needs of our school. We now have consistent behavioral expectations throughout the school. It gives us more time to do what we do best as educators: teach. Our decisions are based on meaningful data, and we address problems systematically. Jen, Marlo, and the whole PBIS support team have been great to work with. I often get complements about how respectful our kids are anytime we travel to district events or field trips. I recommend PBIS to any school that seeks to strengthen their climate and culture.

James Marsh, Principal

PBIS strategies and expectations are scoring higher in monitorings of teaching staff. Better communication with behavioral concerns. Coaching data has shown objectives and goals are being met after a coaching cycle.”

Mental Health First Aid

During 2023, we concluded our Mental Health First Aid project. From 2014-2023, thousands of individuals were impacted by the work of MHFA.

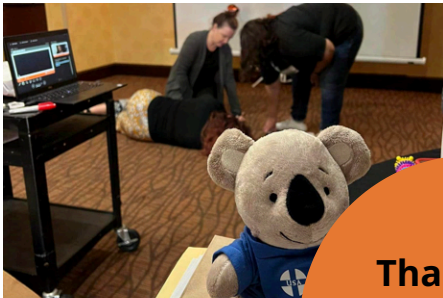
10,870 People Trained

as Mental Health First Aiders in West Virginia between 2014 and 2023

38,946 28,065

The number of individuals referred to mental health or related services from 2014-2023

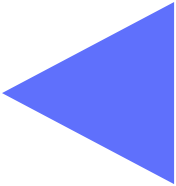
The number of times individuals used their MHFA skills from 2019-2023



**Thank You
Dianna
Bailey-Miller!**



A special thanks to WV MHFA Coordinator, Dianna Bailey-Miller. Without her, none of these amazing outcomes would have been possible.



Snapshots



Acknowledgments

2022-2023 Early Childhood Coaches

Amanda Stephens
Kathleen Nail
Erica Hanna
Jenn Anderson
Sarah Mullins
Jenny Schoettker
Traci Dunmire
Rita Ward
Crystal Clark
Taffy Robertson
Shannon Wooton
Natalie Toney
Jamie Harvey
Whitney Dobson
Wendy Merrifield
Jessica England
Melanie Cutright

2023 Readiness and Academy Schools

Anna Jarvis
Aurora School
Brooke High
Brookhaven Elementary
Bruin Bridge
Buffalo Elementary
Cabell Midland High
Central Preston Middle
Ceredo Kenova Elementary
Chandler Academy
Chapmanville Intermediate
Chapmanville Middle
Chapmanville Primary
Chapmanville Regional High
Dunbar Middle
Eastbrook Elementary
Fairplain Elementary

2023 Readiness and Academy Schools Cont.

Flemington Elementary
Geary Elementary/Middle
Guyan Valley Middle
Huntington High
Jaeger Elementary
Jumping Branch Elementary
Kenna Elementary
Lost Creek Elementary
Mercer Elementary
New Creek Primary
Point Pleasant Senior
Princeton Middle
Princeton Primary
Pt. Pleasant Junior
Richwood High
Roane County High
Romney Middle
South Charleston High
South Preston School
Spencer Elementary
Straley Elementary
Summers High
Summersville Middle
Terra Alta East Preston School
Walton Elementary/Middle
Weberwood Elementary
West Preston School
Wetzel TEC
Wirt High

SW District Leadership Teams

Hampshire
Marshall
McDowell
Morgan
Nicholas
Preston
Roane
Upshur
Wyoming

AWARE Schools

Milton Elementary
Milton Middle
Cabell Midland High
Clay Elementary
Clay Middle
Clay High
Victory Elementary
Washington Irving Middle
Robert C Byrd High
Valley Pk-9
Oak Hill Middle
Oak Hill High
Buffalo Grade School
Logan Middle
Chapmanville Regional High
Wirt Elementary
Wirt Middle
Wirt High

EC Pyramid Model Teams

Berkeley
Hancock
Jackson
Kanawha
Lewis
McDowell
Mingo
Raleigh
Upshur
Wood
Wyoming

Acknowledgments

Schools That Submitted TFIs

Anstead Elementary
Aurora School
Barnes Learning Center
Barrackville Elementary/Middle
Blackshere Elementary
Blennerhassett Middle
Bruceton School
Burke Street Elementary
Cabell Midland High
Center McMechen Elementary
Central Elementary
Chapmanville Regional High
Clay-Battelle Middle/High
Clay County High
Clay County Middle
Clay County Elementary
Conner Street Elementary
Divide Elementary
Doddridge County Middle
East Dale Elementary
East Fairmont High
East Fairmont Middle
East Hardy Elementary
East Park Elementary
EXCEL Center
Fairmont Senior High
Fayetteville Elementary
Gateway Achievement Center

Hilltop Elementary
Hometown Elementary
Huntington East Middle
Jackson Middle
Jayenne Elementary
John Marshall High
Johnson Elementary
Kenna Elementary
Kingwood Elementary
Long Drain School
Lost Creek Elementary
Magnolia High
Man Middle
Mannington Middle
Matewan Pk-8
McNinch Primary
Meadow Bridge Elementary
Meadow Bridge High
Milton Elementary
Milton Middle
Monongah Middle
Monongah Elementary
Morgantown High
Mountainview Elementary/Middle
Musselman Middle
New Martinsville School
New River Intermediate
New River Primary

North Marion High
Oak Hill Middle
Oak Hill High
Paden City Elementary
Pikeview Middle
Pleasant Valley Elementary
Poca Elementary
Point Pleasant Junior/Senior High
Princeton Middle
Robert C. Byrd High
Sandhill Elementary
Scott Teays Elementary
Steenrod Elementary
Valley Pk-8
Victory Elementary
Vinson Middle
Warwood School
Washington Irving Middle
Watson Elementary
West Fairmont Middle
Wheeling Park High
White Hall Elementary
Wirt County High
Wirt County Middle
Wirt County Primary



References and Resources

Additional Resources:

West Virginia Autism Training
Center Direct Services
<https://www.marshall.edu/atc/register-for-direct-services/>

West Virginia Autism Training
Center College Program:
<https://www.marshall.edu/collegeprogram/prospective-students/>

Submit a Request for Technical
Assistance:
<https://www.marshall.edu/bmhtac/request-for-assistance/>



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