



WEST VIRGINIA BEHAVIOR/MENTAL HEALTH TECHNICAL ASSISTANCE CENTER



2024

ANNUAL REPORT

2024 HIGHLIGHTS

2024 was an exciting year for the West Virginia Behavior/Mental Health Technical Assistance Center (WVBMHTAC). Between the two flagship projects, School-Wide Positive Behavior Interventions and Supports (SWPBIS) and Early Childhood Positive Behavior Interventions and Supports (ECPBIS), 1,325 Technical Assistance (TA) offerings were conducted for 12,083 participants across 53 different counties as well as 84 multi-county or statewide TA offerings.

The ECPBIS team was invited to speak for two national presentations, one at the National Training Institute held by the National Center for Pyramid Model Innovations and another at Coach Fest. Additionally, the number of Pyramid model teams increased by 4 from 2023 to 15 total teams.

The SWPBIS team used 2024 to focus on building Alternative Learning Center supports as well as Tier 3 in West Virginia by attending and hosting trainings on Prevent-Teach-Reinforce and FBA/BIPs. Additionally, a record 13 model schools were recognized.

At the end of 2024, the WVBMHTAC was able to hire seven new team members. Welcome to the team: Ashley Larue, Tanya McGregor, Jessica Hensley, Holly Blatt, Molly Fisher, Amanda Shelton, and Jeanna Williams.

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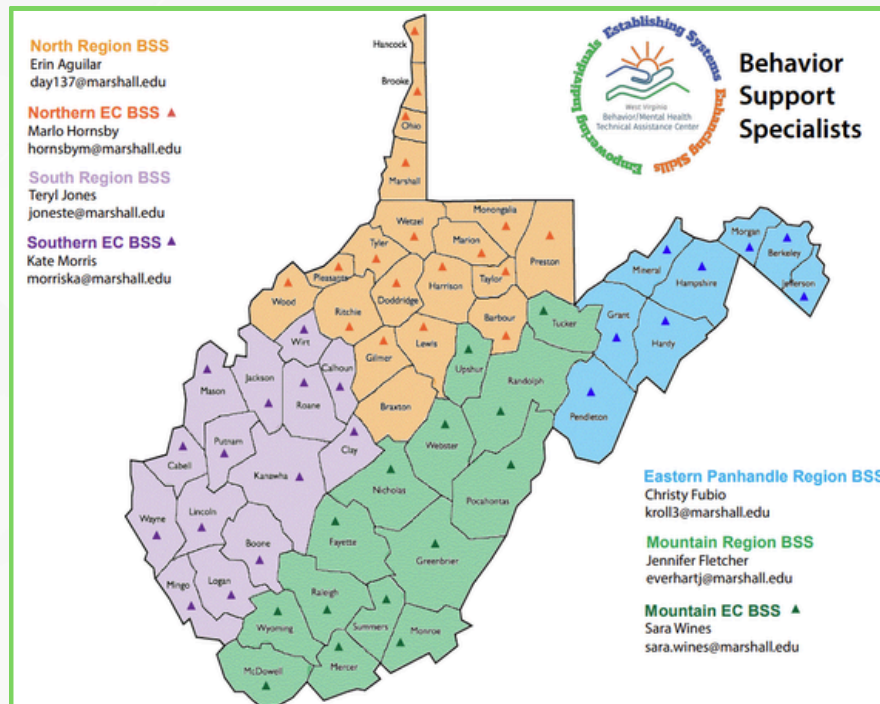
2024 SNAPSHOTS

A SPECIAL THANK YOU TO...

REFERENCES AND RESOURCES



MEET THE STAFF



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EARLY CHILDHOOD BSS



MARLO HONSBY, NORTHERN
EARLY CHILDHOOD BSS



SARA WINES, MOUNTAIN
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NOTE FROM THE DIRECTOR

AMY STAPLES

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 and School-wide Positive Behavior Interventions and Supports.

The mission of the WVBMHTAC is to Establish Systems, Enhance Skills, and Empower Individuals. Our team of behavior support specialists and 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, and more. 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



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Director

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PROJECTS



Early Childhood PBIS

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.

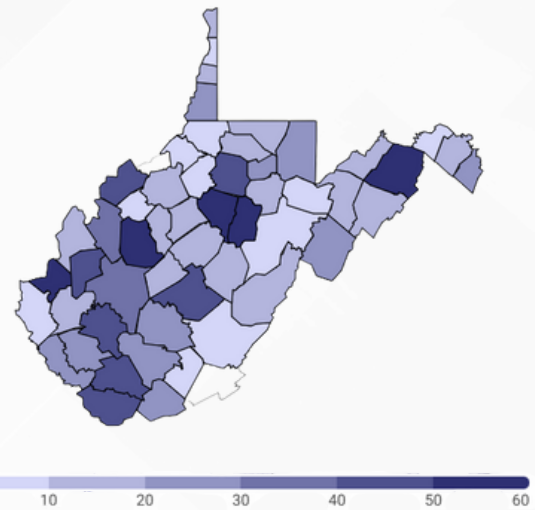


School-wide PBIS

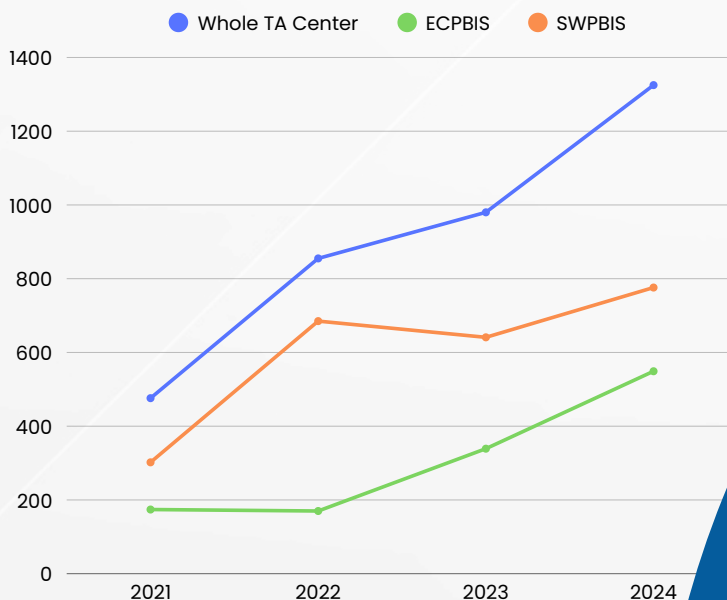
SWPBIS is an evidence-based, three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.



During 2024, the WVBMHTAC conducted a record number of TA offerings with a record number of participants. Across **53** different counties, the ECPBIS project reached **5,244** participants via 549 TA offerings and the SWPBIS project reached **6,839** participants across **776** TA offerings totaling **12,083** participants across **1,325** TA offerings.



Number of TA Offerings by Year



For both ECPBIS and SWPBIS, fidelity of the associated practices is measured. Fidelity of ECPBIS practices are associated with improvement in behaviors and prosocial behaviors (Hemmeter et al., 2016; Hemmeter et al., 2021). Fidelity of SWPBIS practices are associated with increased student engagement, improved perceptions of school safety, increased attendance, reductions in exclusionary discipline, and improved academic achievement (Johnson et al., 2025; Splett et al., 2021).

ECPBIS FIDELITY

40%

of classrooms at fidelity as measured by the TPOT.

There are 3 additional teachers who exhibited no red flag practices and were within 10% of the fidelity range.

SWPBIS FIDELITY

Tier 1: 47.8%

of schools at fidelity as measured by the TFI

There are 8 additional schools within 10% of fidelity.

Tier 2: 55.0%

of schools at fidelity as measured by the TFI

There are 2 additional schools within 10% of fidelity.

In 2024, both ECPBIS and SWPBIS expanded their work of implementing a MTSS at a county/district level. With this work, a county-level team is established to build capacity and expand PBIS at the schools or community sites.

PYRAMID MODEL TEAMS

Braxton County	Mingo - Coalfield CAP
Fayette County	Ohio County
Hancock County	Pendleton County
Jackson County	Raleigh County
Kanawha County	Tucker County
Lewis County	Upshur County
Mercer - CASEWV	Webster County
Wood County	

DISTRICT LEADERSHIP TEAMS

Calhoun County	Morgan County
Gilmer County	Nicholas County
Hampshire County	Pendleton County
Lewis County	Preston County
Marshall County	Roane County
McDowell County	Upshur County
Wyoming County	



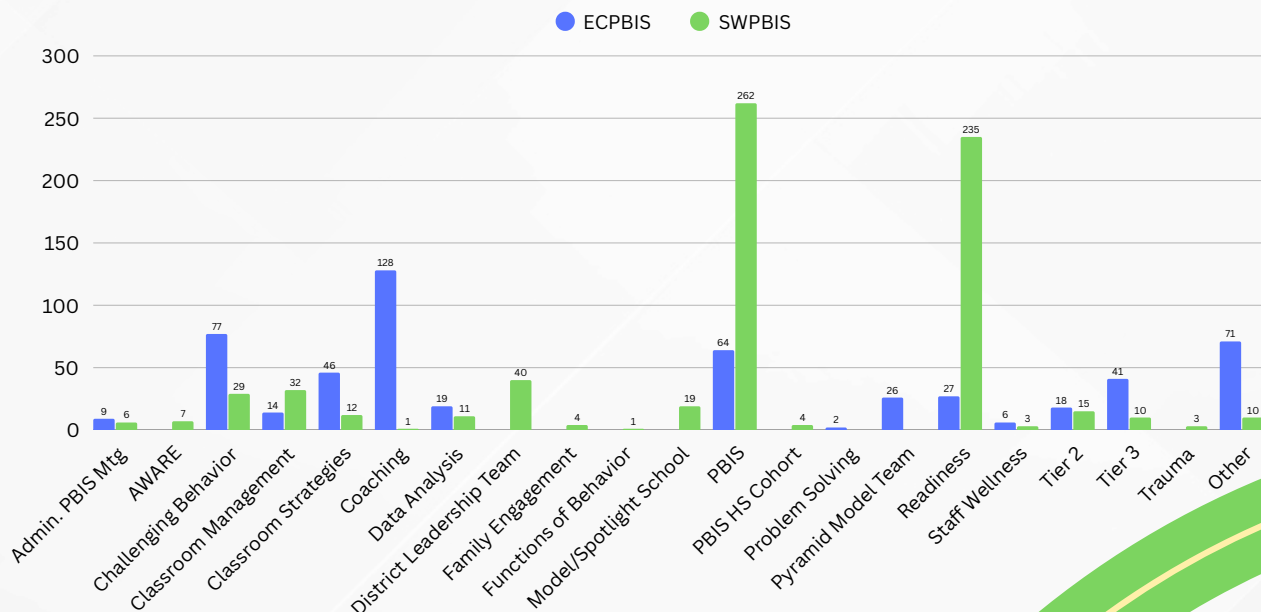
OUR WORK

Technical Assistance

In 2024, the ECPBIS and SWPBIS teams provided extensive technical assistance through various methods such as professional development, meeting facilitation, and observations. They addressed a wide range of topics including challenging behavior, classroom strategies, data analysis, and more, focusing on the needs of West Virginia educators to support their students effectively.



Number of TA Offerings by Topic and Project



ACADEMIES



Both the ECPBIS and SWPBIS teams host academies for classrooms and schools that want to establish PBIS. Each academy is 3 full-days, with several weeks between each day where educators are asked to begin implementing the practices that are introduced.

ECPBIS Academy

- Two Academies during Fall 2024
- **165** attendees across 2 locations with **99** attending all 3 days.
- Overall participant satisfaction rating of **9.36 out of 10**.
- Participants reported main strength was “Knowledgeable Presenters.”



SWPBIS Academy

- Three academies were held in 2024: Spring, Summer, and Fall.
- Number of school teams: Spring- **20**, Summer- **14**, and Fall- **20**.
- Academy staff reported **91%** willingness to implement key PBIS practices and valued them at **88%**.



SUMMER CONFERENCE

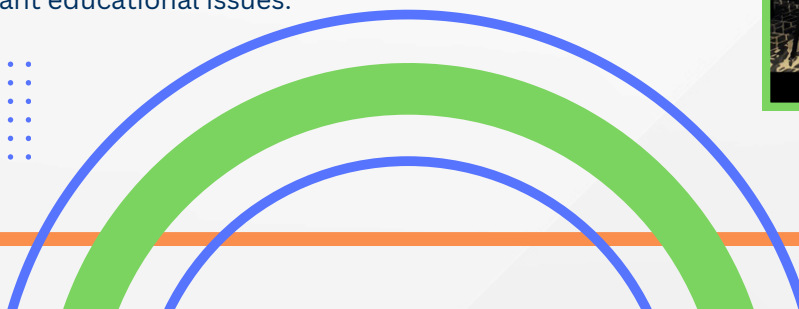
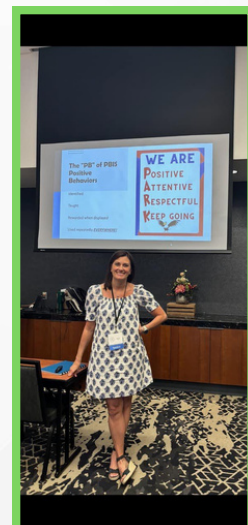
The WVBMTAC held its annual conference at the Charleston Coliseum and Convention Center on June 11-12, with 181 attendees. Presentations covered topics such as data collection, challenging behaviors, Tier 3 supports, and social emotional literacy.

99.0%

Agreed the content can be effectively utilized, aligned with current research, and addressed important educational issues.

96.4%

would recommend the conference to a friend.



STORIES

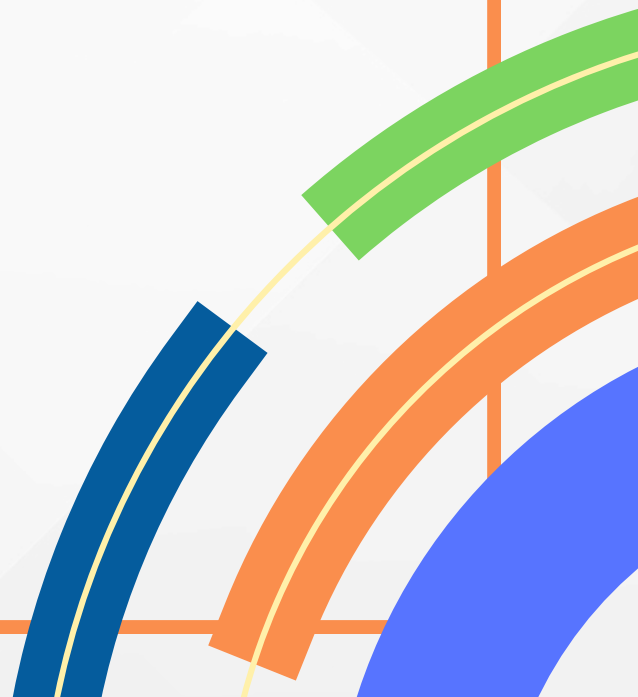
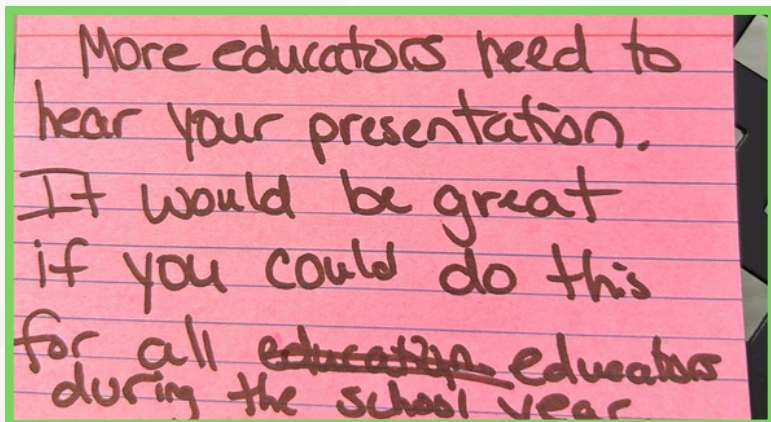
"We were looking for a way to improve our school climate and improve academic performance. We really liked how easily PBIS could be adapted to the needs of our school. We now have consistent behavioral expectations throughout the school. It gives us more time to do what we do best as educators: teach. 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



"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." -Anonymous



"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." -Anonymous



"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



"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, Huntington East Middle, ELA Academic Coach



"PBIS at WCHS has allowed our school to improve behaviors, culture, and discipline practices. The reduction of classroom (70%) and office (37%) referrals has allowed teachers to focus on content and building positive relationships with our students. We have seen dramatic improvements that have made our school a better place for students to learn and staff to work. The partnerships formed under the PBIS umbrella empowered us to implement various programs and supports that acknowledge positive behaviors and reteach and support initiatives for negative behaviors." -Shared by Wirt County High School's Facebook Page



"Our school has benefitted from working with WVBMHTAC as the partnership has led us to develop common language and values with respect to behavior expectations. Our students benefit in that they have clear boundaries across each area in school and teachers are all on the same page for acknowledgements and consequences." - Anonymous



"Just wanted to say thank you for sharing Suri with us at the last ECPBIS in Morgantown. She is small enough to take with us everywhere we go, through all our transition times, and makes for great conversations. We discuss not only solving our problems, but about choices we can all make when our friends try to use the solutions we are learning. Wanted to share an activity we took advantage of after looking at ways I could be more vigilant to use stories and talk about characters. We read the book below, talked about all the emotions Walter felt and why, and then made our own webs with Walter and Suri and discussed how we might feel and how we could problem solve and how others might feel when they have problems. It's also helped us realize that we may approach problems differently with different feelings and that's ok. This has been such a great tool for a couple of my littles who needed more support."

Erin Freeman



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MODEL SCHOOLS



Central Elementary

County: Marshall

Grades: 3-5

Strengths: Culture, Climate, & Mindset; Teaching Expectations; Feedback & Acknowledgment; Access to supports for special education population



Huntington East Middle

County: Cabell

Grades: 6-8

Strengths: Behavior Expectations; Teaching Expectations; Discipline Data; Professional Development



Kingwood Elementary

County: Preston

Grades: Pk-4

Strengths: Teaching Expectations; Classroom Procedures; Feedback & Acknowledgement; Faculty Involvement; Discipline Data; Fidelity Data & Annual Evaluation



Lost Creek Elementary

County: Harrison

Grades: Pk-5

Strengths: Teaching Expectations; Classroom Procedures; Faculty Involvement; Fidelity Data & Annual Evaluation





Moundsville Middle

County: Marshall

Grades: 6-8

Strengths: Behavior Expectations;
Teaching Expectations; Discipline Data;
Data-Based Decision Making



Paden City Elementary

County: Wetzel

Grades: Pk-6

Strengths: Team Composition; Behavior
Expectations; Feedback & Acknowledgement;
Data-Based Decision Making



Scott Teays Elementary

County: Putnam

Grades: Pk-5

Strengths: Behavior Expectations;
Discipline Policies; Data-Based Decision
Making; Feedback & Acknowledgment



Sherrard Middle

County: Marshall

Grades: 6-8

Strengths: Behavior Expectations;
Discipline Data; Data-Based Decision
Making; Discipline Policies





Steenrod Elementary

County: Ohio
Grades: Pk-5
Strengths: Behavior Expectations;
Feedback & Acknowledgment, Classroom
Procedures; Faculty Involvement



Suncrest Elementary

County: Monongalia
Grades: Pk-5
Strengths: Teaching Expectations;
Professional Development; Classroom
Procedures; Feedback &
Acknowledgement



Wheeling Park High

County: Ohio
Grades: 9-12
Strengths: Behavior Expectations; Problem
Behavior Definitions; Professional
Development; Faculty Involvement;
Problem Solving



Wirt County High

County: Wirt
Grades: 9-12
Strengths: Behavior Expectations;
Teaching Expectations; Data Collection;
Problem Solving

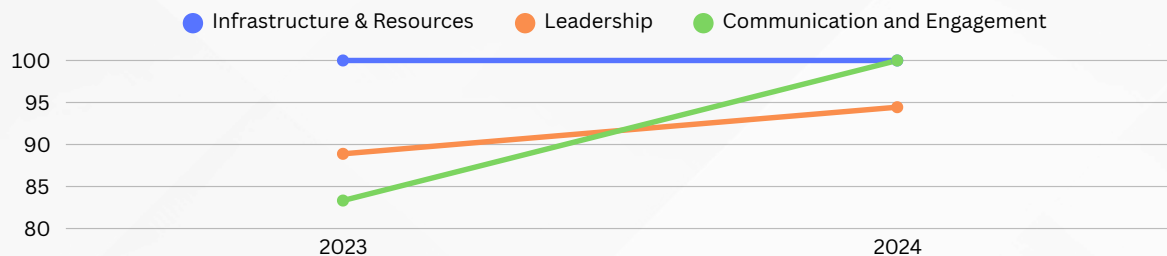


Zela Elementary

County: Nicholas
Grades: Pk-5
Strengths: Teaming Operating
Procedures; Discipline Policies; Data-
Based Decision Making

WHAT'S AHEAD

On December 16, 2024, WVBMTAC staff completed the State Capacity Assessment (SCA) and discussed action planning for 2025. The SCA evaluates the organization's infrastructure, leadership, and communication. The meeting addressed growth from 2023 to 2024 and strategies for 2025 to help WVBMTAC achieve its goals and better support West Virginia educators.



The WVBMTAC saw growth in all 3 areas evaluated by the SCA.

Goals and Action Planning

Strengthen Ties

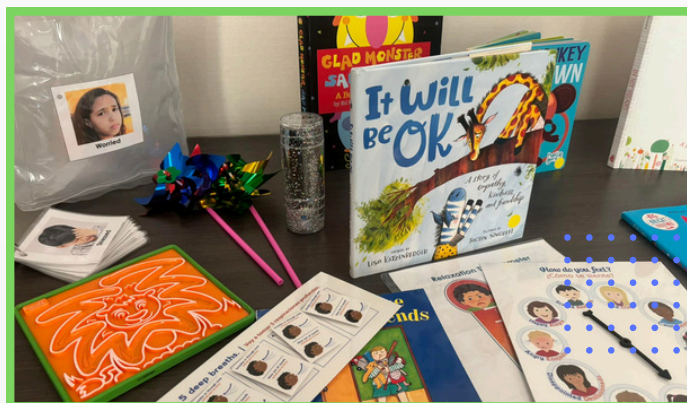
The WVBMTAC will work towards strengthening ties with the WVDE and coordinating more collaboration opportunities.

Strengthen Acknowledgements

The WVBMTAC will improve acknowledgments by highlighting staff contributions, new team members, and the work of educators statewide.

Data

The WVBMTAC is using 2025 to enhance outcome data collection and explore additional evaluation measures to improve skills and address educators' needs.



ACKNOWLEDGEMENTS

EC Pyramid Model Teams

Braxton County
Fayette County
Hancock County
Jackson County
Kanawha County
Lewis County
Mercer - CASEWV
Mingo - Coalfield CAP
Ohio County
Pendleton County
Raleigh County
Tucker County
Upshur County
Webster County
Wood County

SW District Leadership Teams

Calhoun County
Gilmer County
Hampshire County
Lewis County
Marshall County
McDowell County
Morgan County
Nicholas County
Pendleton County
Preston County
Roane County
Upshur County
Wyoming County

2024 Readiness and Academy Schools

Baileysville Elem/Middle
Berlin McKinney Elementary
Bradshaw Elementary
Brookhaven Elementary
Central Preston Middle
Ceredo Kenova Elementary
Chandler Academy
Chapmanville Intermediate
Chapmanville Primary
Cherry River
EP Prep Academy
Explorer Academy
Fall River
Flatwoods Elementary
Flemington Elementary
Gauley River
Glen Fork Elem/Middle
Green Bank Elem/Middle
Guyan Valley Middle
Herndon Consolidated
Iager Elementary
Independence Middle
Jumping Branch
Keyser Primary
Kimball Elementary
Marlinton Middle
Mount View High
New Creek Primary
Nutter Fort Intermediate
Nutter Fort Primary

2024 Readiness and Academy Schools Continued

Petersburg High
Pineville Elementary
Pineville Middle
Point Pleasant Intermediate
Point Pleasant Senior
Richwood High
Ritchie County Middle
River View High
Roane County High
Roanoke Elementary
Robert L Bland
Sandy River Middle
South Preston School
Southside K-8
Spencer Middle
Summers High
Summersville Elementary
Summersville Middle
Terra Alta East Preston School
Tygart Valley Middle/High
Weir Middle
Welch Elementary
West Preston School
WV Virtual Academy



Schools That Submitted TFIs

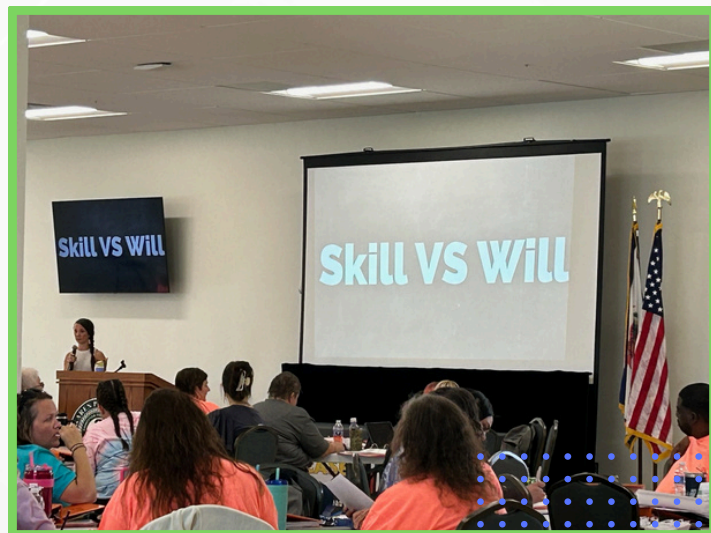
Anna Jarvis Elementary
Big Otter Elementary
Buffalo Elementary (Putnam)
Cabell Midland High
Center McMechen Elementary
Chapmanville Regional High
Cherry River Elementary
Clay County Elementary
Clay County High
Clay County Middle
Divide Elementary
East Dale Elementary
East Fairmont High
East Fairmont Middle
Fairmont Senior High
Fairview Middle
Flemington Elementary
Gauley River Elementary
Geary Elementary/Middle
Green Bank Elementary/Middle
Guyan Valley Middle
Jaeger Elementary
Jayenne Elementary
Jumping Branch Elementary

Kimball Elementary
Long Drain School
Maetwan Pk-8
Magnolia High
Marlinton Middle
Mason Dixon Elementary
McNinch Primary
Meadow Bridge Elementary
Milton Elementary
Mount View High
Mountain View Elementary/Middle
Mt. Lookout Elementary
New Martinsville School
New River Primary
Oak Hill High
Oak Hill Middle
Paden City High
Point Pleasant Intermediate
Princeton Middle
Richwood High
Roane County High
Roanoke Elementary
Robert L Bland Middle
Scott Teays Elementary

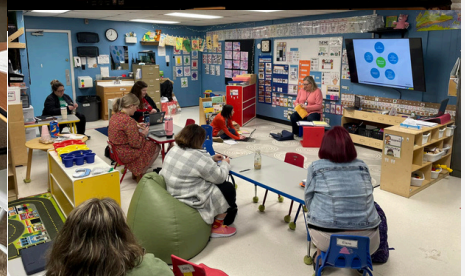
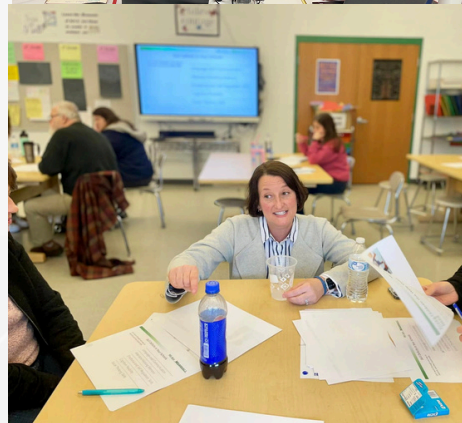
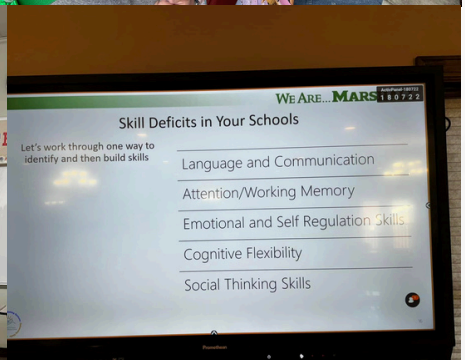
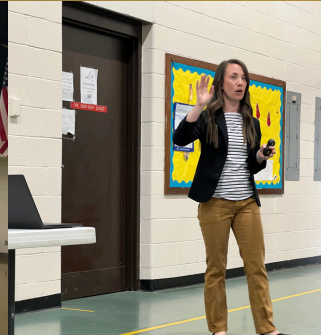
Short Line School
Spencer Elementary
Steenrod Elementary
Straley Elementary
Summersville Elementary
Summersville Middle
Valley Pk-8
Vinson Middle
Walton Elementary
Washington Irving Middle
Weir Middle
Welch Elementary
West Fairmont Middle
West Preston School
Wheeling Park High
White Hall Elementary
Wirt County High
Wirt County Middle
Wirt County Primary

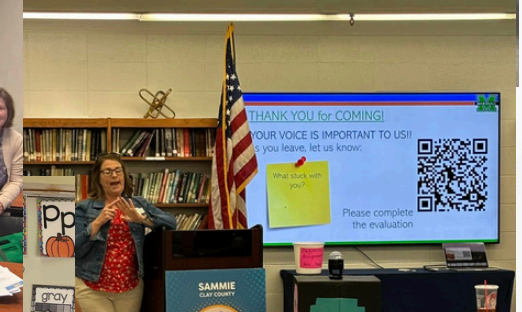
AWARE Schools

Buffalo Grade School
Cabell Midland High
Chapmanville Regional High
Clay Elementary
Clay Middle
Clay High
Logan Middle
Milton Elementary
Milton Middle
Oak Hill High
Oak Hill Middle
Robert C Byrd High
Valley Pk-8
Victory Elementary
Washington Irving Middle
Wirt Elementary
Wirt High
Wirt Middle



SNAPSHOTS





A SPECIAL THANK YOU TO...



Lisa
Fox

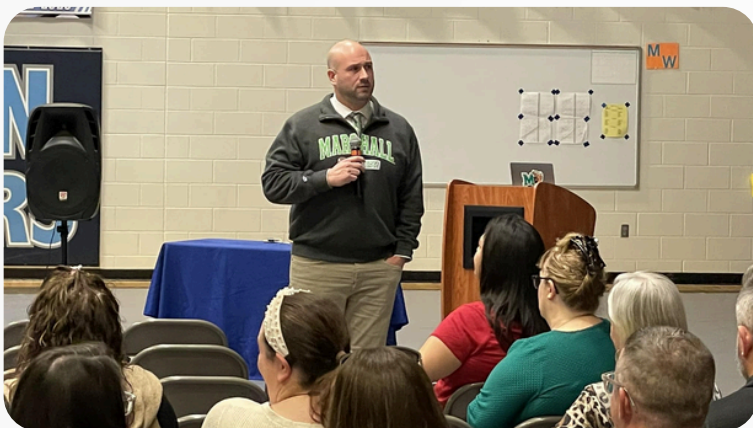


WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

Thank you, Jim Harris, for your many years of dedicated service with the WVBMTAC!



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/college-program/prospective-students/>

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



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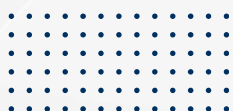
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