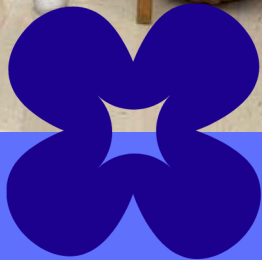


# 2025 Annual Report

West Virginia Behavior Mental Health  
Technical Assistance Center





# Table of Contents

|                                            |    |
|--------------------------------------------|----|
| <a href="#">Meet the Staff</a>             | 3  |
| <a href="#">Regional Maps</a>              | 4  |
| <a href="#">Introduction</a>               | 5  |
| <a href="#">Projects</a>                   | 6  |
| <a href="#">2025 Initiatives</a>           | 7  |
| <a href="#">Sustainability Initiatives</a> | 7  |
| <a href="#">Year in Review</a>             | 9  |
| <a href="#">Power of Fidelity</a>          | 11 |
| <a href="#">Model Schools</a>              | 13 |
| <a href="#">Acknowledgements</a>           | 15 |
| <a href="#">What's Ahead</a>               | 17 |
| <a href="#">A Special Thank You</a>        | 18 |
| <a href="#">Snapshots</a>                  | 19 |
| <a href="#">Videos</a>                     | 21 |
| <a href="#">References and Resources</a>   | 22 |



## 2025 Highlights

2025 was a busy and exciting year at the West Virginia Behavior Mental Health Technical Assistance Center. Between the two flagship projects, Early Childhood Positive Behavior Interventions and Supports (ECPBIS) and School-wide Positive Behavior Interventions and Supports (SWPBIS), 1,354 Technical Assistance (TA) offerings were conducted for 8,092 Participants across 52 different counties as well as 62 multi-county or statewide TA offerings. Additionally, the WVBMTAC greatly expanded their Tier 3 services through West Virginia.

The ECPBIS team completed the first individual practice-based coaching cohort as well as developed a new group coaching series on The Big 5 Pyramid Model Practices.

The SWPBIS team focused on Classroom Practices and Classroom Support for teachers.

The WVBMTAC is excited to continue and expand this work in 2026.

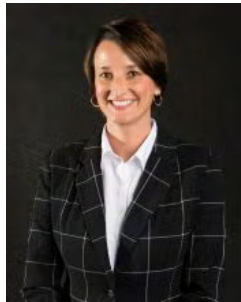
# Meet the Staff



Alicia Ziman  
SWPBIS Coordinator  
holt64@marshall.edu



Amanda Shelton  
ECPBIS Coaching Specialist  
Mountain  
sheltona@marshall.edu



Amy Carlson  
ECPBIS Coordinator  
amy.carlson@marshall.edu



Amy Staples  
Director  
amy.staples@marshall.edu



Anna Shreve  
Program Evaluator  
rubenstein9@marshall.edu



Ashley Larue  
ECPBIS BSS  
Eastern Panhandle  
laruea@marshall.edu



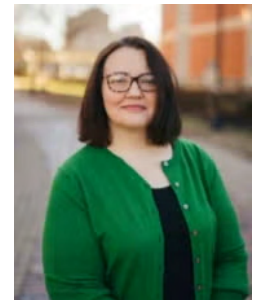
Carrie Underwood  
Business Manager  
carrie.underwood@marshall.edu



Christy Fubio  
SWPBIS BSS  
Eastern Panhandle  
christy.fubio@marshall.edu



Erin Aguilar  
SWPBIS BSS  
North  
day137@marshall.edu



Jeanna Williams  
ECPBIS Coaching Specialist  
North  
williams195@marshall.edu



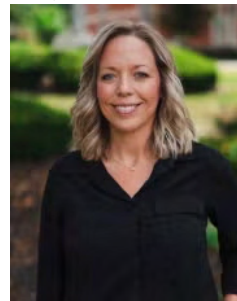
Jen Fletcher  
SWPBIS BSS  
Mountain  
everhartj@marshall.edu



Jessica Hensley  
ECPBIS Coaching Specialist  
South  
jessica.hensley@marshall.edu



Kate Morris  
ECPBIS BSS  
South  
morriska@marshall.edu



Kristy Wood  
SWPBIS BSS  
Central  
wood98@marshall.edu



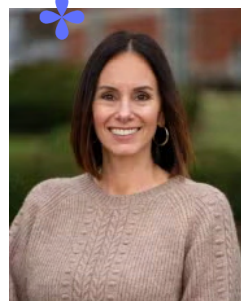
Marlo Hornsby  
ECPBIS BSS  
North  
hornsbym@marshall.edu



Molly Fisher  
SWPBIS BSS  
Coalfields  
molly.fisher@marshall.edu



Sara Wines  
ECPBIS BSS  
South  
sara.wines@marshall.edu



Tanya McGregor  
ECPBIS Coaching Specialist  
Eastern Panhandle  
williams195@marshall.edu



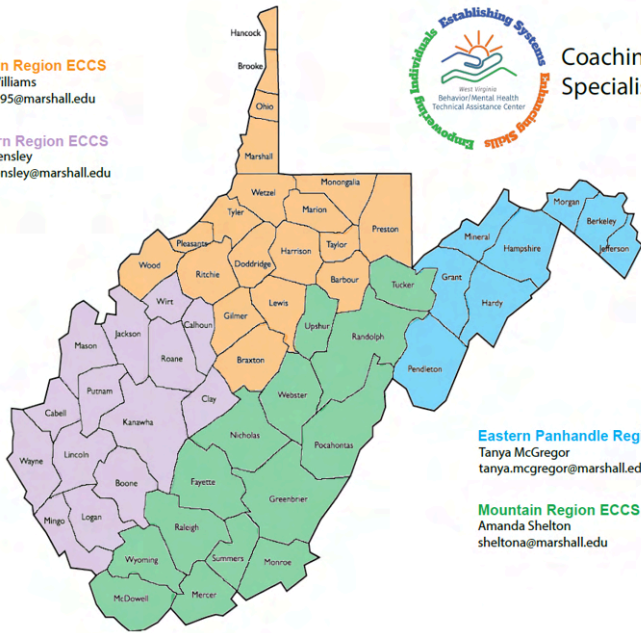
Teryl Jones  
SWPBIS BSS  
South  
joneste@marshall.edu



# Regional Maps

**Northern Region ECCS**  
 Jeanna Williams  
 williams195@marshall.edu

**Southern Region ECCS**  
 Jessica Hensley  
 jessica.hensley@marshall.edu



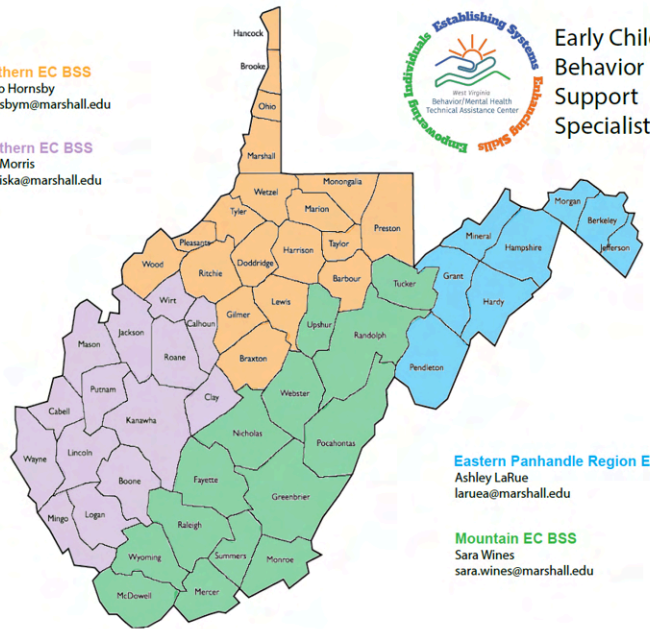
**Coaching Specialists**

**Eastern Panhandle Region ECC**  
 Tanya McGregor  
 tanya.mcgregor@marshall.edu

**Mountain Region ECCS**  
 Amanda Shelton  
 sheltona@marshall.edu

**Northern EC BSS**  
 Mario Hornsby  
 hornsby@marshall.edu

**Southern EC BSS**  
 Kate Morris  
 morris@marshall.edu



**Early Childhood Behavior Support Specialists**

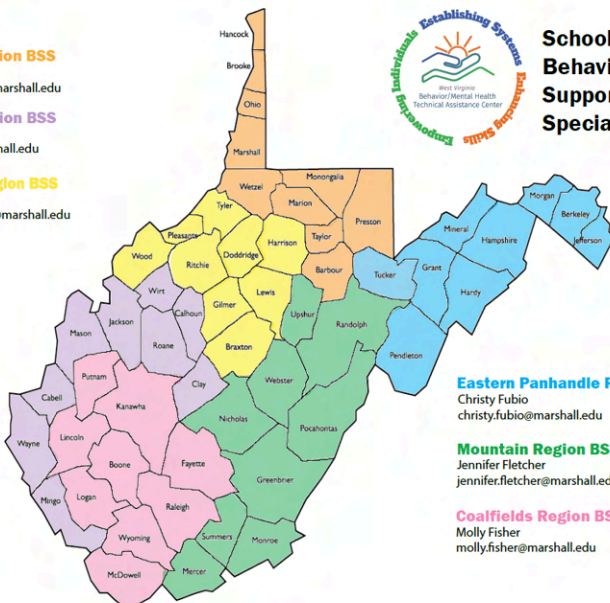
**Eastern Panhandle Region EC BSS**  
 Ashley LaRue  
 larue@marshall.edu

**Mountain EC BSS**  
 Sara Wines  
 sara.wines@marshall.edu

**North Region BSS**  
 Erin Aguilar  
 erin.aguilar@marshall.edu

**South Region BSS**  
 Teryl Jones  
 joneste@marshall.edu

**Central Region BSS**  
 Kristy Jo Wood  
 kristyjo.wood@marshall.edu



**School-wide Behavior Support Specialists**

**Eastern Panhandle Region BSS**  
 Christy Fubio  
 christy.fubio@marshall.edu

**Mountain Region BSS**  
 Jennifer Fletcher  
 jennifer.fletcher@marshall.edu

**Coalfields Region BSS**  
 Molly Fisher  
 mollyfisher@marshall.edu





# Introduction

The West Virginia Behavior 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, 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](http://www.marshall.edu/bmhtac)



Amy Staples  
Director  
[amy.staples@marshall.edu](mailto:amy.staples@marshall.edu)  
304-696-2332



# Projects



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.



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.



# WV Highlights

## Princeton Primary Mercer County

Compared from data taken from March 2025, Princeton Primary saw significant improvements in behavior data including:

- 84.6% decrease in aggression
- 19.5% decrease in physical contact
- 17.3% decrease in disruptions
- 47.5% decrease in disrespectful behavior



## Berkeley County Schools

"The early childhood team at WVBMTAC has been an essential partner in supporting our work in Berkeley County. Our new teachers and assistants are currently engaged in professional development focused on the three tiers of the Pyramid Model, while our experienced educators have explored targeted topics such as Teaching Behavior Expectations. Teachers are actively using the Behavior Assessment Monitoring Tool to collect and analyze data, helping them address behavioral challenges more effectively. Three of our classroom teachers also had the opportunity to participate in practice-based coaching, allowing them to refine their skills in intentionally teaching social-emotional competencies. Additionally, we received valuable guidance in developing Tier 3 strategies to support students with individualized needs. WVBMTAC's collaboration has strengthened our capacity to create supportive, responsive learning environments where all children can grow and succeed." - Sara Wolfe, Director of Pre-K Programs, Berkeley County Schools



# 2025 Initiatives

During 2025, the WVBMTAC added two new initiatives to help better meet the needs of West Virginia Educators: Tier 3 Classroom Supports and Practice-Based Coaching.

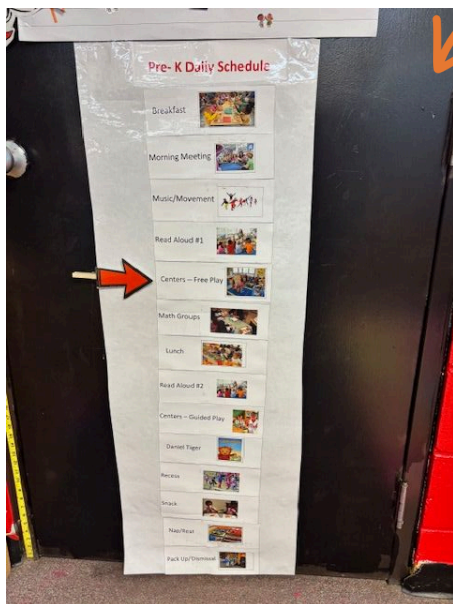


## Tier 3 Classroom Supports

In the fall of 2025, the Technical Assistance Center launched its Tier 3 support just for educators! While the center's mission is to establish systems, enhance skills, and empower individuals through a multi-tiered support system, the one-on-one collaboration with educators was still getting up to speed. The center has been on a roll, making great strides, growing through awesome collaborative efforts, and strengthening classroom practices from pre-kindergarten all the way to secondary education. Tier 3 support is all about problem-solving, setting goals, coaching, and sharing useful resources.

## Practice-Based Coaching

In 2025, the WVBMTAC had four new coaching specialists join the team who utilize practice-based coaching with teachers around the state. Practice-based coaching is a cyclical process that fosters positive child outcomes through three components: setting shared goals, engaging in focused observation, and providing reflection and feedback. Practice-based coaching is a professional development strategy that supports a teacher in implementing practices at all tiers of The Pyramid Model.



Across West Virginia, classrooms are bringing Pyramid Model Practices to life in creative and meaningful ways. Featured above are examples developed through coaching sessions that support positive learning environments and strong family partnerships. From left to right: a visual schedule that promotes routine and independence, a family engagement activity that strengthens home-school connections, and classroom expectations displayed with photos of the students themselves—helping foster ownership, belonging, and community.



## WV Highlights

### Jackson County Schools

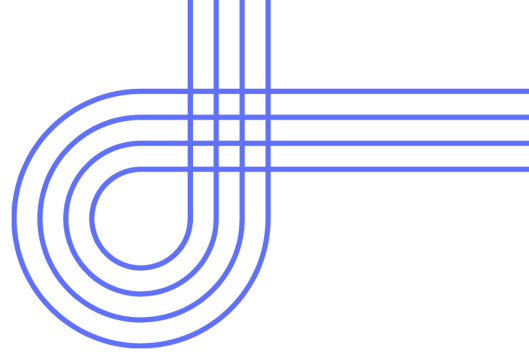
"I was new coming into the pre-k classroom and new to the Pyramid Model. Jessica has been helping me learn and grow by working closely with me on my teaching goals. She takes the time to explain things clearly, offers thoughtful guidance, and encourages me whenever I feel stuck. Her patience and support make it easier for me to understand new ideas and stay motivated. With her help, I feel more confident in my ability to reach my goals and become better at what I'm working towards even though her time is over. I have enjoyed another set of eyes in my room to see what I may not be seeing and ways to help with specific students. I have enjoyed being able to work with the TPOT, use The Pyramid Model practices into place in my classroom, and work with Jessica."

**-Madison Ball, Pre-K Teacher, Jackson County**



# Year in Review

Below is a breakdown of the reach that the WVBHMTAC had during 2025 including the number of times Technical Assistance (TA) was conducted; the total number of participants in that TA; the 228 sites including of county boards, schools, Headstarts, and other agencies the staff worked with, and the number of students predicted to have been reached by the work of the TA center.



# 1,354

TA Offerings  
During 2025

# 8,092

Educators  
Participating in  
Technical Assistance

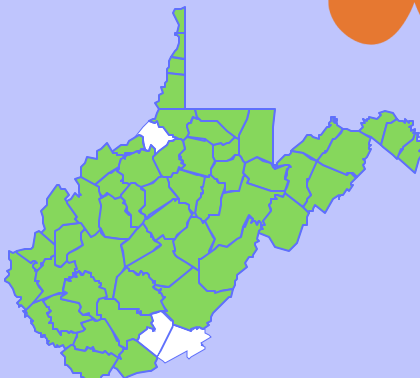
Over 217,000 students  
predicted to be reached by TA  
based on work with School  
Boards and different  
Schools/Agencies.

## Number of Schools, Counties, and Agencies Worked With

|                                                                 |     |
|-----------------------------------------------------------------|-----|
| Schools/Preschools/Childcare Centers                            | 170 |
| Headstart Agencies                                              | 8   |
| District Leadership Teams, Pyramid Model<br>Teams, Whole County | 43  |
| Other                                                           | 7   |

# 52

Counties Worked in  
During 2025



## WV Highlights

### Madison Elementary Boone County

"Through collaborative work with the WV Behavior Mental Health Technical Assistance Center, Madison Elementary developed a tailored PBIS program and transitioned from a predominantly exclusionary discipline model to a multi-tiered intervention approach. Prior to implementation (2023-24), 73% of discipline incidents were handled with purely punitive responses. Following PBIS development and Tier 1 implementation, that figure dropped to 3%, while intervention-based responses grew from 3% to over 38%. Out-of-school suspensions decreased 38%, and family communication now accompanies 75% of all incidents. Notably, Level 1 (low-severity) office referrals dropped from 13 in 2023-24 to zero in 2025-26, indicating that classroom teachers are now effectively managing minor behaviors through Tier 1 strategies rather than relying on immediate office referrals."

-Madison Elementary PBIS Impact Report

## Conference

The annual WVBMTAC conference took place at the Charleston Coliseum and Convention Center on June 10 through 12, bringing together **240** educators from around the state. Participants enjoyed two days of informative sessions centering on the theme of "Tackling Tier 3: Establishing Systems, Enhancing Skills, and Empowering Individuals. Based on session survey



feedback **97.42%** of individuals said they would recommend the sessions to a friend and **98.41%** felt the content could be readily and successfully be used by the participants in their work.

## Academies

Academies have always been a central piece of the technical assistance offered by both the SWPBIS and ECPBIS projects. Academies traditionally were multiple day trainings used to cover the foundational practices that make up the MTSS of each project. During 2025, major changes were made to model of delivery for academies. ECPBIS transitioned the academy to an on-demand method, with **89%** of participants saying they felt the training will positively impact the social-emotional climate of their classrooms. School-wide transitioned to more county and school-based academies, for more individualized support.



## WV Highlights

### Huntington East Middle Cabell County

From the 23-24 school year to the 24-25 school year:

- Office discipline referrals had 28% decrease
- Out-of-school suspensions had 29% decrease
- In-school-suspensions had 71% decrease

Additionally, they had a 34% decrease in hallway behaviors the first year of their hallway script flood, fade, and boost implementation.

### Moorefield Elementary Hardy County

"When my coach steps into my classroom, it feels like someone is truly walking beside me. She notices the small moments I often overlook. The smile from the quiet student, the breakthrough hidden in a messy lesson, and she helps me turn those moments into real connections and turn them into teachable moments. With her support, I've learned how to reach my students more deeply and use teaching strategies that make our classroom feel safe, warm, and alive. Her presence reminds me that I'm not alone in this career, and that together, we can create something meaningful for every child that comes through my classroom door. We all love our Ms. Tanya!"

- **Jordan Mongold, First-Year Teacher,**  
**Moorefield Elementary**

### Lewis County High Lewis County

Lewis County High School used PBIS expectations to help decrease the rates of skipping in their school. In one year, there was a 72% decrease in reported skipping, from 332 instances to 93.





# Power of Fidelity

Positive Behavioral Interventions and Supports (PBIS) has shown a strong link to multiple positive outcomes including:

- Reduction of the use and inequities in exclusionary discipline
- Improvement in social, emotional, and behavioral competencies
- Reduction in disruptive behavior
- Improved academic outcomes
- Increased attendance rates
- Improvement in school climate and school safety
- Enhances teacher's classroom management practices
- Reduction in student referrals for support
- Cost savings compared to the money saved from student dropouts

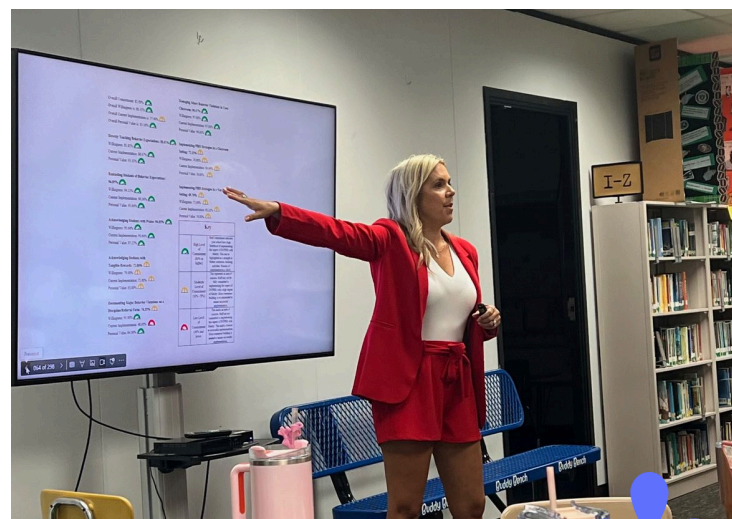
(Santiago-Rosario et al., 2023; Swain-Bradway et al., 2017)

The Pyramid Model has shown a strong link to positive social emotional learning outcomes in early childhood classrooms including:

- Greater growth in social skills compared to students not in pyramid model classrooms.
- Students with problem behavior having greater improvement in behavior, social skills, and positive social interactions compared to children in classrooms that did not implement the Pyramid Model.

(Hemmeter et al., 2016; Hemmeter et al., 2021)

Research has shown a strong link to these positive outcomes and more, so it is important to determine whether PBIS and Pyramid Model practices are being implemented with fidelity.



## WV Highlights

### Bunker Hill Elementary Berkeley County

"Having a coach to help mentor and shape my classroom practices has been a wonderful experience. My coach has shared her years of experience to guide me and my teaching assistant in implementing ECPBIS. She not only offered her knowledge but took our own skills and practices into account in order to create the most effective use of these resources. She offered positivity and authentic means to resolve problems. I always felt like a member of our team joining in to offer support in any way possible."

**Sara Phillips, Bunker Hill Elementary, Berkeley County**





## ECPBIS

Fidelity for ECPBIS and the Pyramid Model are measured with the Teaching Pyramid Observation Tool (TPOT). All classrooms that were coached had a TPOT observation done to see what percentage of key Pyramid Model Practices were being done in the classroom. Coached classrooms scored an average of a **79%** on the TPOT.

To help promote fidelity, Pyramid Model Teams throughout the state help support teachers in their districts with the help of the WVBMHTAC.

## SWPBIS

SWPBIS fidelity is measured with the Tiered Fidelity Inventory (TFI). When schools begin implementing PBIS, they are asked to submit a TFI for a baseline score and then at the end of each school year. In 2025, the average TFI score was **75.9%**, with 70% being considered fidelity. Additionally **70.5%** of the schools that submitted data were at or above the fidelity threshold.

Similarly to the Pyramid Model Teams, SWPBIS has District Leadership Teams throughout the state to support schools in their districts with the help of the WVBMHTAC.

### Pyramid Model Teams

Brooke  
Cabell  
Coalfield CAP  
EPIC Head Start  
Hardy/EACHS Head Start  
Jackson  
Kanawha  
Lewis  
Northern Panhandle Head Start  
Ohio  
Roane  
Tucker  
Upshur  
Wetzel  
Wirt

### District Leadership Teams

Calhoun  
Gilmer  
Hampshire  
Lewis  
Marshall  
Nicholas  
Pendleton  
Roane  
Upshur  
Wyoming



# WV Highlights

## Nicholas County Schools

"Nicholas County is very thankful for the support of the WVBMHTAC. By the end of this year, we will have all schools trained in Tier 1 and 2. Without the guidance of Alicia, Jen, and Molly through the District Leadership Team, this would not have been possible. We are seeing improvements county-wide in our schools that have implemented PBIS and look forward to that continuing.

Changing mindset around improving behavior has been a focus of the Nicholas County Professional Development team for the past few years. The Technical Assistance Center has provided us with multiple trainings for professional and service staff members focusing on changing mindset and providing those staff members with the necessary skills to help our students.

This past fall we have requested Tier 3 support for a few of our students with the most challenging behaviors. That support has been most helpful in supporting teachers and administrators. Once the referral was made, our Mountain Region team has provided that support without delay. Within 24 hours of making the referral, they have scheduled with the administrator for observations and provide feedback within a week of those observations.

Nicholas County Schools appreciates the support of the WV Beh Mental Health TA Center greatly!" - **Christina Chapman, Special Education Director, Nicholas County Schools**

# Model Schools

Each year, the WVBMTAC invites schools to apply for Model School recognition. These schools demonstrate strong implementation of PBIS frameworks and measurable success through positive discipline and behavior outcomes. As part of the selection process, applicants participate in an on-site walkthrough and interviews with students and staff. In 2025, an outstanding 13 schools earned Model School designation, reflecting a growing commitment to positive school climate and student success across West Virginia.

## Buffalo Elementary

Putnam County

Students: 183

Strengths:

- Expectations
- Discipline
- Acknowledgement



## Central Elementary

Marshall County

Students: 260

Strengths:

- Teaming/Professional Development
- Expectations
- Discipline
- Acknowledgement



## Huntington East Middle

Cabell County

Students: 546

Strengths:

- Expectations
- Public Relations/ Buy-In
- Discipline
- Acknowledgements



## Kingwood Elementary

Preston County

Students: 383

Strengths:

- Expectation
- Acknowledgement



## Madison Middle

Boone County

Students: 398

Strengths:

- Teaming/Professional Development
- Student Voice



## Moundsville Middle

Marshall County

Students: 452

Strengths:

- Discipline
- Classroom Practices



## Oak Hill High

Fayette County

Students: 1,057

Strengths:

- Teaming/Professional Development
- Expectations
- Public Relations/ Buy-In
- Discipline
- Acknowledgements
- Student Voice



## Paden City Elementary

Wetzel County

Students: 155

Strengths:

- Expectation
- Acknowledgement



### Sherrard Middle

Marshall County

Students: 409

Strengths:

- Expectations
- Public Relations/  
Buy-In
- Discipline



### Steenrod Elementary

Ohio County

Students: 255

Strengths:

- Teaming/Professional  
Development
- Expectations



### Suncrest Elementary

Monongalia County

Students: 562

Strengths:

- Expectations
- Acknowledgements
- Classroom Practices



### Zela Elementary

Nicholas County

Students: 67

Strengths:

- Teaming/Professional  
Development
- Discipline
- Classroom Practices



### Wheeling Park High

Ohio County

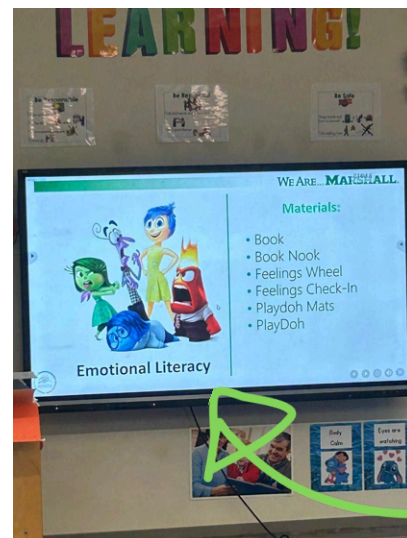
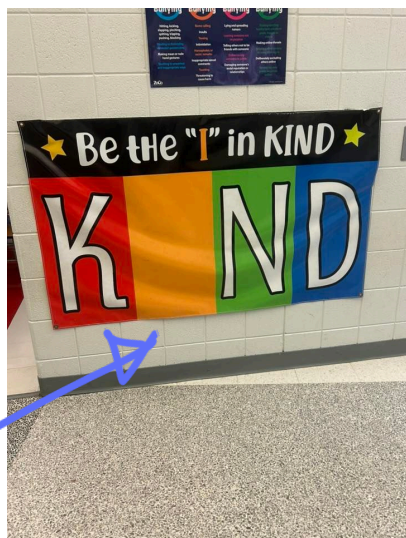
Students: 1,425

Strengths:

- Teaming/  
Professional  
Development
- Expectations
- Public Relations/  
Buy-In
- Discipline
- Acknowledgement
- Classroom  
Practices



**If interested in touring a Model School, please contact your regional behavior support specialist!**





# Acknowledgements

## Congratulations to.....

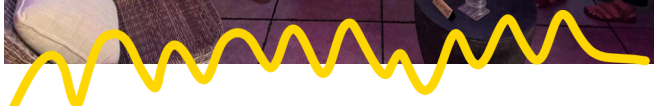
Northern Early Childhood Behavior Support Specialist, Marlo Hornsby, for graduating with her Doctorate in Occupational Therapy



SWPBIS Coordinator, Alicia Ziman, for being selected for the Advisory Council for the Education of Exceptional Children



The ECPBIS team for being invited for a 3rd time to present at the National Center for Pyramid Model Innovation's 2025 National Training Institute Conference



Mountain Behavior Support Specialist, Jennifer Fletcher, for graduating with her Administration Certificate



## Schools who Submitted Tiered Fidelity Inventories

Arnoldsburg Elementary  
 Barnes Learning Center  
 Belington Middle  
 Berlin McKinney Elementary  
 Blackshere Elementary  
 Bradshaw Elementary  
 Brandywine Elementary  
 Brookhaven Elementary  
 Buckhannon Academy  
 Buckhannon-Upshur High  
 Buckhannon-Upshur Middle  
 Buffalo Elementary (Logan)  
 Buffalo Elementary (Putnam)  
 Cabell Midland High  
 Cameron Elementary  
 Cameron Middle/High  
 Capon Bridge Elementary  
 Capon Bridge Middle  
 Center McMechen Elementary  
 Chapmanville Regional High  
 Cheat Lake Elementary  
 Cherry River Elementary  
 Clay County High  
 Clay County Middle  
 Clay Elementary  
 Doddridge County Early Learning Academy  
 Doddridge County Elementary  
 Doddridge County Middle  
 Doddridge County High  
 East Dale Elementary  
 Eastern Panhandle Preparatory Academy  
 East Fairmont High  
 East Fairmont Middle  
 East Park Elementary  
 EXCEL Center  
 Explorer Academy  
 Fairmont Senior High  
 Fairview Middle  
 Franklin Elementary  
 French Creek Elementary  
 Gauley River Elementary  
 Geary Elementary/Middle  
 Glen Dale Elementary  
 Glen Fork Elementary/Middle  
 Green Bank Elementary/Middle  
 Hampshire High

Herndon Consolidated  
 Hilltop Elementary  
 Hodgesville Elementary  
 Huff Consolidated Elementary/Middle  
 Hundred High  
 Huntington East Middle  
 Jaeger Elementary  
 Ice Mountain Elementary  
 Jayenne Elementary  
 John Marshall High  
 Jumping Branch Elementary  
 Keyser Primary  
 Leading Creek Elementary  
 Long Drain School  
 Lost Creek Elementary  
 Madison Elementary  
 Magnolia High  
 Man Middle  
 Mannington Middle  
 Marlinton Middle  
 McNinch Primary  
 Mercer Elementary  
 Milton Elementary  
 Milton Middle  
 Monongah Middle  
 Montcalm Elementary  
 Moundsville Middle  
 Mt. Lookout Elementary  
 Mullens Elementary  
 Mullens Middle  
 New Beginnings Academy  
 New Creek Primary  
 New Martinsville School  
 North Fort Elementary  
 Nutter Fort Intermediate  
 Oak Hill Middle  
 Oak Hill High  
 Oceana Middle  
 Paden City Elementary  
 Pendleton County Middle/High  
 Petersburg High  
 Peterson Central Elementary  
 Pineville Middle  
 Pleasant Hill Elementary  
 Pleasant Valley Elementary  
 Point Pleasant Intermediate

Preston High  
 Princeton Middle  
 Ramage Elementary  
 Rivesville Elementary/Middle  
 Ramage Elementary  
 Richwood Middle  
 Road Branch Elementary/Middle  
 Roanoke Elementary  
 Robert C. Byrd High  
 Robert L. Bland Middle  
 Rock Cave Elementary  
 Romney Middle  
 Sandhill Elementary  
 Scott Teays Elementary  
 Sherrard Middle  
 Short Line School  
 Spencer Elementary  
 Steenrod Elementary  
 Straley Elementary  
 Summersville Elementary  
 Tennerton Elementary  
 Union Elementary  
 Valley PreK-8  
 Van Elementary  
 Victory  
 Walton Elementary  
 Washington District Elementary  
 Washington Irving Middle  
 Washington Lands Elementary  
 Watson Elementary  
 Weir Middle  
 West Fairmont Middle  
 West Preston School  
 Westside High  
 Wheeling Park High  
 White Hall Elementary  
 Windy Ridge Elementary  
 Wirt County High  
 Wirt County Middle  
 Wirt County Primary  
 Wyoming East High

# What's Ahead: Goals for the Future



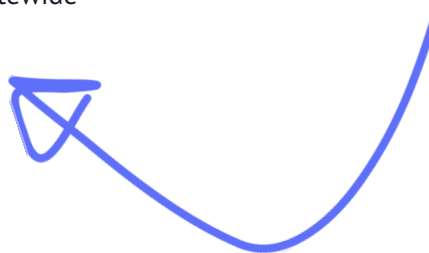
The WVBMTAC will work towards strengthening ties with the WVDE and coordinating more collaborative opportunities



The WVBMTAC will improve acknowledgements by highlighting staff contributions and the work of educators statewide



The WVBMTAC will use 2026 to continue to enhance outcome data collection and explore additional evaluation measures to improve skills and address educator needs



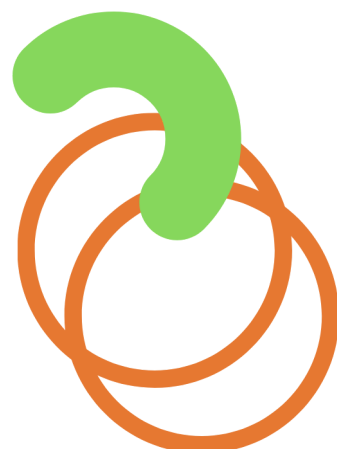
# A Special Thank You To...



CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports



**THE PYRAMID MODEL CONSORTIUM**  
Supporting Early Childhood PBIS



# Snapshots



## Teacher Tips on the Turtle Technique

- Model modeling skills
- Join the children for steps of how to control feelings and calm down ("I feel like I'm angry")
- Step 1: Recognize your feelings
- Step 2: Stop you feelings
- Step 3: Look inside your "mind" and trace a slow breath
- Step 4: Come out when you can calm and have a solution
- Practice these steps frequently (see card on next 4 pages)
- Practice to read help children handle positive development or change by watching them. Ask and Patti like a turtle when they are angry or mad.
- Recognize and comment positively when the child does it.
- Include families by giving them ideas for teaching the "Turtle Technique" at home.

## WE ARE... MARS

- Help Children Find Possible Solutions
- Ask a friend
- Ask a teacher
- Ask a parent
- Ask a friend
- Ask a teacher
- Ask a parent
- Ask a friend
- Ask a teacher
- Ask a parent

## Scripted Story Tip

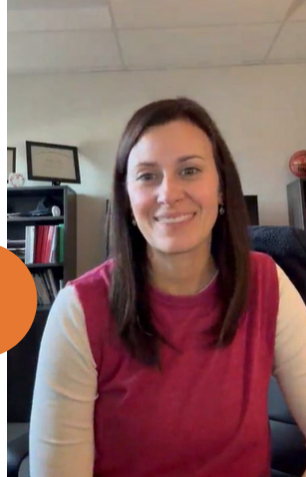


# Videos

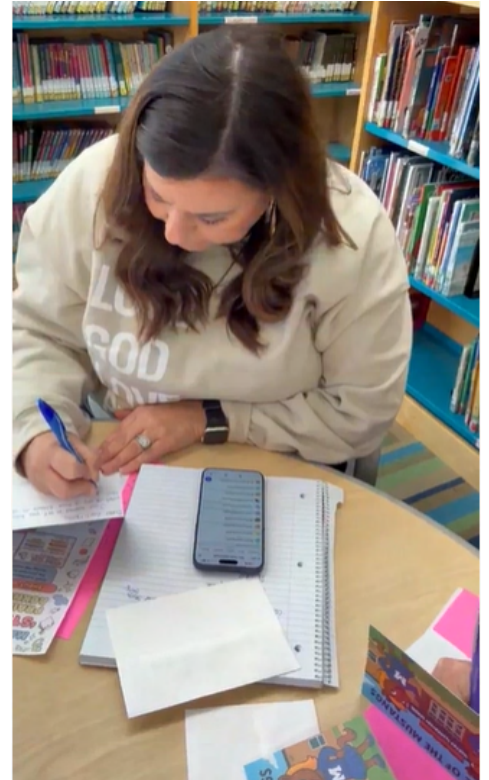
Click the thumbnails below to see and hear first-hand from teachers, students, and administrators about the impacts PBIS has had on their school.



Madison Middle School, Boone County, staff and students share how PBIS has positively affected their school.



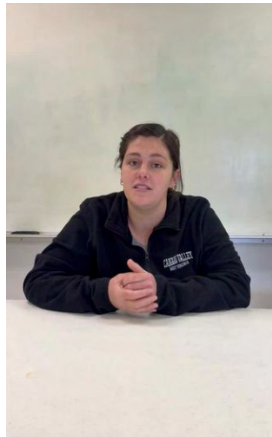
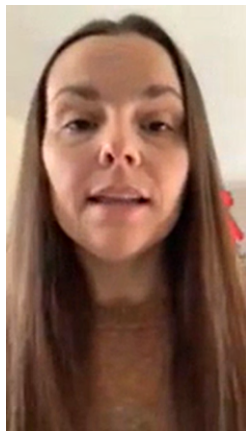
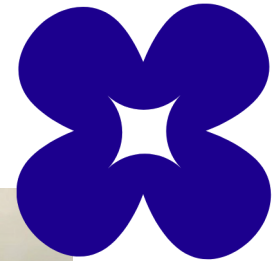
Meredith Dailer shares how PBIS the the WVBMHTAC have helped Wheeling Park High, Ohio County.



Martha Elementary, Cabell County, sends positive, hand written notes home as part of their PBIS system.



Madison Elementary, Boone County, uses video examples to share the expectations for students, stuff, and families.



Teachers share how working with a coach has helped them.

# References and Resources

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

Hemmeter, M.L., Snyder, P. A., Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social-emotional competence in early childhood classrooms. *Topics in Early Childhood Special Education*, 36(3). 133-146. DOI: 10.1177/0271121416653386

Hemmeter, M. L., Fox, L., Snyder, P., Algina, J., Hardy, J., Bishop, C., & Veguilla, M. (2021). Corollary child outcomes of the Pyramid Model professional development efficacy trial. *Early Childhood Research Quarterly*, 54, 204-218.

Swain-Bradway, J., Lindstrom Johnson, S., Bradshaw, C., & McIntosh, K. (November 2017). What are the Economic Costs of Implementing SWPBIS in Comparison to the Benefits from Reducing Suspensions? Center on PBIS. [www.pbis.org](http://www.pbis.org)

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://marshall.azure.qualtrics.com/jfe/form/SV\\_e96jd3KUyk16kKy](https://marshall.azure.qualtrics.com/jfe/form/SV_e96jd3KUyk16kKy)





# West Virginia Behavior Mental Health Technical Assistance Center



1 John Marshall Drive, Huntington, WV



[amy.staples@marshall.edu](mailto:amy.staples@marshall.edu)



[www.marshall.edu/bmhtac/](http://www.marshall.edu/bmhtac/)

