

# Cultivating a District-Wide Culture of Behavioral Support through MTSS

Presented by : Romoland School District



# Meet Your Presenters



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# Overview

- Behavior and Mental Health Statistics in Schools
- What Behavior Support Means in Romoland
- Systematic Roadmap (RSDs Timeline)
- System Tools/Handouts
- Collaborative Approach to Bx. Support
- Q&A

# Reality of Mental Health for Students in California



# Behavioral and Mental Health Statistics in Schools

## • Prevalence & Severity

- 1 in 5 U.S. youth experience a mental health disorder each year (Lebrun-Harris et al., 2025)
- 19–20% of adolescents show symptoms of depression
- 30–40% of students report ongoing sadness or hopelessness
- 1 in 7 adolescents globally has a diagnosable mental health disorder
- Anxiety & depression diagnoses have increased ~30% among children ages 6–17 (JAMA Pediatrics)
- 83% of teens identify school and academic pressure as a major source of stress (American Psychological Association)

## • What Schools Are Seeing (Right Now)

- 61% increase in student mental health concerns (anxiety, trauma, dysregulation) (Panchal et al., 2025)
- 4 out of 5 educators report student behavior as a serious concern
- 58% of schools report increased demand for mental health services (Panchal et al., 2025)

# Reality of Public Education

Mental and behavioral health needs are part of the norm in schools today, and our systems must be designed to support this reality.

# Behavioral Support: RSD – BCBA Framework

- Behavioral support is a comprehensive, proactive, and data-informed system designed to teach and strengthen positive student behaviors while reducing barriers to learning.
- It focuses on:
  - Teaching replacement skills (what students should do)
  - Using consistent, school-wide practices across settings
  - Providing tiered supports based on student need (Tier 1, Tier 2, Tier 3)
  - Making decisions based on objective data and student progress

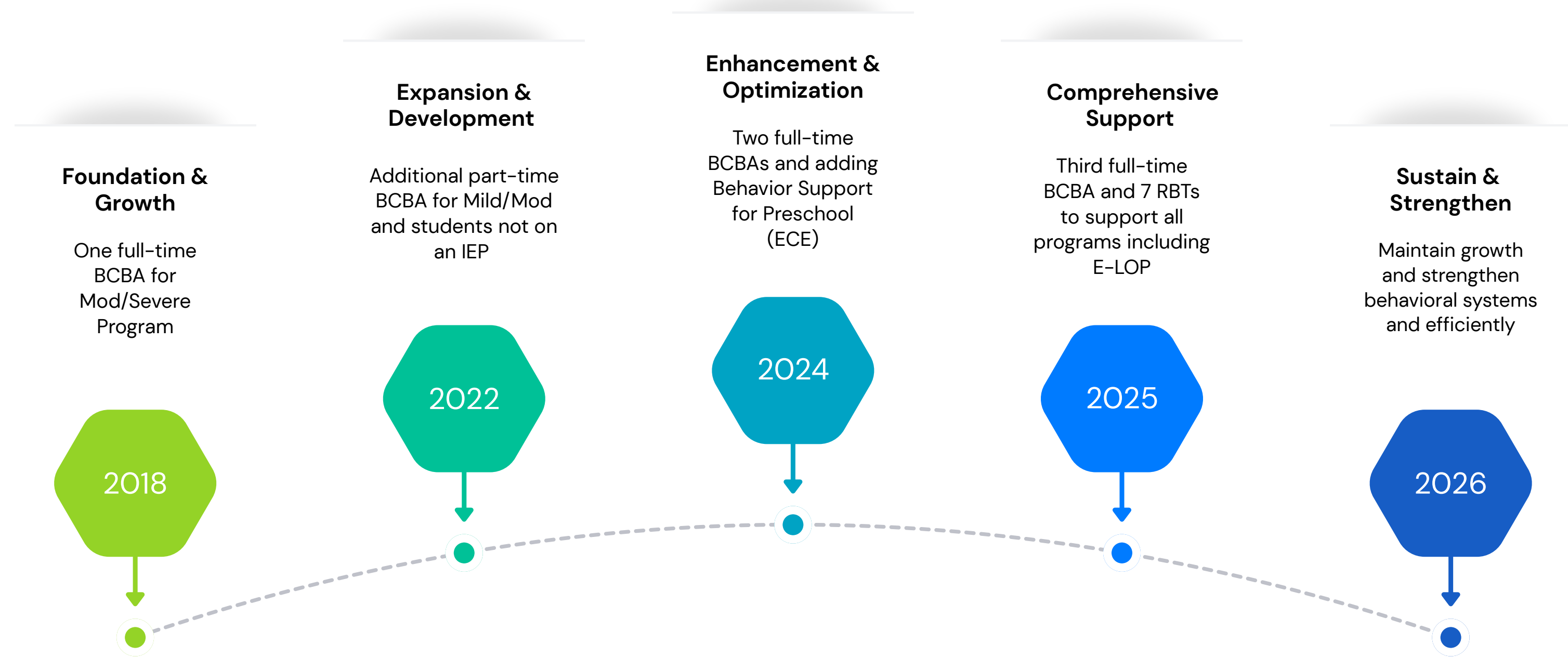
# Behavior Support: RSD Goal

- To support students in developing the skills needed for successful participation in the school environment while maintaining access to the least restrictive setting.
- We aim to:
  - Promote student independence and self-regulation
  - Increase engagement in learning and social interactions
  - Provide early, preventative support before behaviors escalate
  - Ensure staff are equipped with clear, practical, and consistent strategies
  - Build a collaborative system between teachers, support staff, families, and BCBA's



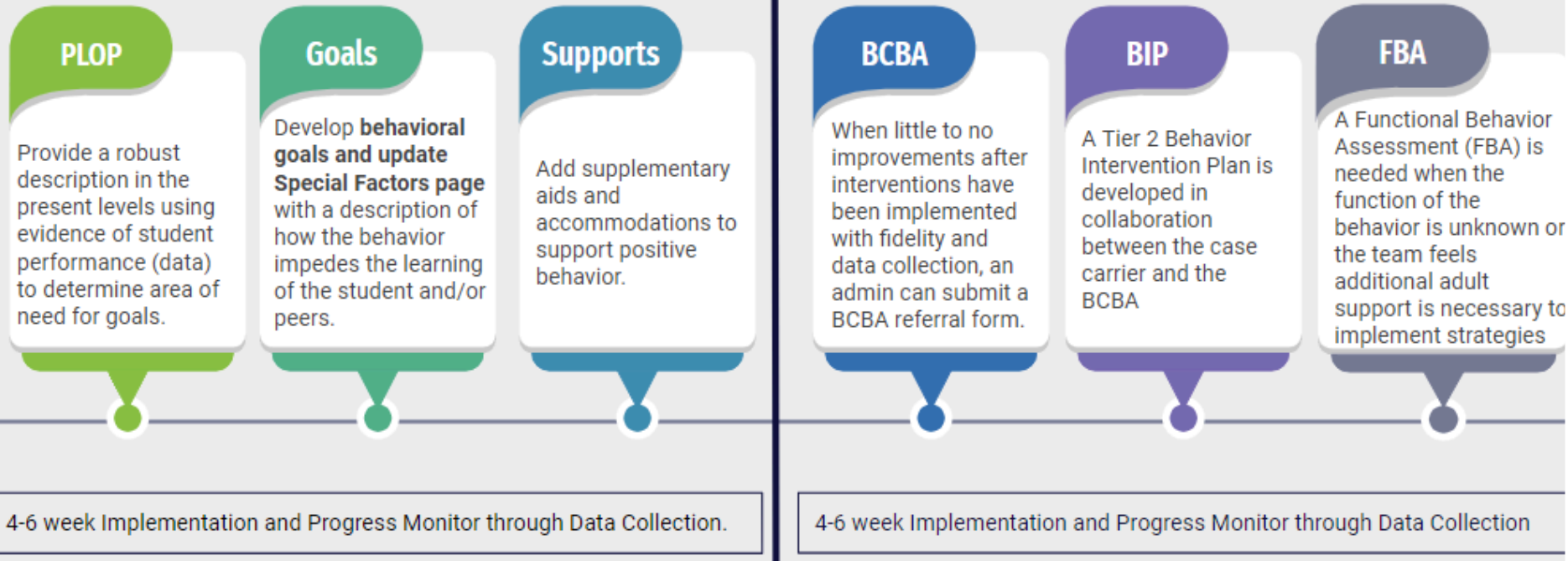
# Systematic Roadmap:

A timeline of establishing behavior support for all students



# System Tool: MTSS for MH/Bx Support One-Pagers

## MTSS for Behavior Support Needs (SWD)



Romoland School District  
Multi-Tiered System of Supports

**Tier 1: Universal Supports for all Students (100%)**

Proactive strategies to Prevent Bx Challenges: (80% response)

- Positive staff-student Relationships
- School wide & classroom community building
- Bullying Prevention
- Establish Bx Expectations
- Firm, fair, and consistent progressive discipline
- Guidance Lessons
- Ongoing schoolwide behavior data collection & analysis
- Restorative Practices
- Acknowledgement of Systems
  - Reward recognition system
- Social Skills Instruction
- Active Supervision & Engagement
- Parent Trainings
- Mental Health Representation @SART

All Students: 100%

- Positive staff-student Relationships
- School wide & classroom community building
- Bullying Prevention
- Establish Bx Expectations
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- Guidance Lessons
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- Acknowledgement of Systems
  - Reward recognition system
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- Mental Health Representation @SART

**Tier 2: At Risk for Academic or Social failure due to Behavior Challenges (15%)**

- Student Success Team (SST)
- Parent Teacher Conference
- Check in/Check out
- Social Skills Groups
- School adult-based mentors
- Small Group Counseling
- Individual counseling
  - 4-6 weeks of monitoring
  - Data tracking
- Self-management strategies/contracts
- Alternatives to suspension
- Restorative Justice Circles & Conflict Resolution
- 504 Plan (reasonable accommodations)
- Mental Health Representation @SARB/DA Mediation

- Behavior Intervention Plan (BIP) - Case Carrier reevaluate.
  - Data tracking
  - Group/Individual Counseling Monitor for 4-6 weeks and reevaluate.
  - Conducted by Counselors First
  - Data tracking
  - Counseling and guidance services (515) provided by the school site counselor.
- Psychologist intervention: Monitor for 4-6 weeks and reevaluate.
  - Data tracking
  - Psychological services (530) provided by the school psychologist
  - Parent counseling (520) provided by the school-based mental health therapist
- Mental Health Representation @SARB/DA Mediation

**Tier 3: Intensive / Chronic Behaviors (1-5%)**

- Mental Health Therapy: Individual
- Mental Health Therapy: Small group
- Psychoeducational Assessment
  - If eligible, see SPED
  - If not eligible, conduct another Student Success Team (SST)
- Crisis Response
- Multi-agency collaboration

- Educationally Related Mental Health Services (ERMHS) Assessment
  - Change of placement
  - WRAP
- Intensive school based therapy services (510) provided by the school based mental health therapist
- Social Work Services (525) - only when district administration is involved.
- Functional Behavior Assessment (FBA) - Collaborate with school psych and district office.
  - Tier 3 Behavior Support Plan (BSP)
  - Change of Placement (Collaborate with District Office)

\*Tiers are not a location: PBIS World



# System Tool: MTSS for MH/Bx Support One-Pager



## BCBA Referral Process L1 and Students Without an IEP

### IMPLEMENT TIER 1 INTERVENTIONS

Basic classroom and schoolwide strategies that all teachers and staff use to help every student succeed. These are simple, universal supports that help prevent unwanted behaviors and should be implemented daily, with consistency.

1



### IMPLEMENT TIER 2 INTERVENTIONS

Tier 2 behavioral support is an individualized preventive, early intervention approach designed to address emerging problem behaviors through increased structure, consistency, and skill-building opportunities.

- Continue implementing Tier 1 strategies/ interventions
- Collaborate with parents and team members in regards to behavior concerns
- If student has an IEP/504 plan update accommodations
- Collect data for 4-6 weeks

2



### SUBMIT BCBA REFERRAL FOR SUPPORT WITH BEHAVIOR INTERVENTION PLAN

Submit BCBA Referral for support with Tier 2 Behavior Intervention Plan

- Admin will submit the form to the district through a Google Form along with the completed data sheets.
- BCBA will schedule the initial observation within 2 weeks of receiving the referral
- BCBA observations can take up to 2 weeks, considering the student's positive attendance.
- Once observations have been completed, BCBA will schedule a meeting with the teacher and admin to review the recommendations.

3



### IMPLEMENT AT BCBA RECOMMENDATIONS

Continue implementation of the BCBA behavioral recommendations for 4-6 weeks

- If behavior is improving, continue with the implementation of BCBA recommendations (and/or) tier 2 interventions with BCBA check-ins.
- If behavior is not improving, the BCBA will determine next steps, which may include:
  - a. RBT support
  - b. Revise or develop tier 2 behavior intervention plan
  - c. Recommendation for additional assessments.

4



## BCBA Referral Process SAI L2 and SAI L3

### IMPLEMENT TIER 1 INTERVENTIONS

Basic classroom and schoolwide strategies that all teachers and staff use to help every student succeed. These are simple, universal supports that help prevent unwanted behaviors and should be implemented daily, with consistency.

1



### IMPLEMENT TIER 2 INTERVENTIONS

Tier 2 behavioral support is an individualized preventive, early intervention approach designed to address emerging problem behaviors through increased structure, consistency, and skill-building opportunities.

- Continue implementing Tier 1 strategies/ interventions
- Hold an IEP meeting
- Implement goals and collect data for 4-6 weeks

2



### SUBMIT BCBA REFERRAL FOR SUPPORT WITH BEHAVIOR INTERVENTION PLAN

Submit BCBA Referral for support with Tier 2 Behavior Intervention Plan

- Admin will submit the form to the district through a Google Form along with the completed data sheets.
- BCBA will schedule a meeting with the admin and the teacher to discuss behavior goals and review data collection, and operationally define behaviors.
- BCBA will provide data sheets based on targeted behaviors for the development of tier 2.

3



### IMPLEMENT AT BEHAVIOR INTERVENTION PLAN

Continue monitoring the tier 2 plan for 4-6 weeks

- If behavior is improving, continue with the implementation of tier 2 interventions with BCBA check-ins.
- If behavior is not improving after implementing tier 2, the BCBA will determine next steps, which may include:
  - a. RBT support
  - b. Functional Behavior Assessment for Tier 3 recommendation.

4





# System Tool:

## Environment & Behavior Skills Checklist

### Behavior Skills Checklist

For each area below, identify student behaviors or challenges, by checking the appropriate box.

What did you observe?	EMOTIONAL RESPONSES
<p><i>Stick to what you can observe, see/hear</i></p> <input type="checkbox"/> Refused to start work <input type="checkbox"/> Left seat / walked away <input type="checkbox"/> Argued/talked back <input type="checkbox"/> Put their head down <input type="checkbox"/> Disrupted others <input type="checkbox"/> Physical behavior (pushing, grabbing, etc.)	<p><i>Big feelings are driving behavior</i></p> <input type="checkbox"/> Student appears overwhelmed <input type="checkbox"/> Gets frustrated quickly when work is hard <input type="checkbox"/> Difficulty calming down <input type="checkbox"/> Behavior follows a trigger <input type="checkbox"/> Says "I can't" or "This is too hard." <input type="checkbox"/> Shows physical signs (crying, yelling, etc.) If 3 or more checked → Likely Emotional Response
SKILL DEFICIT (Student does NOT know how)	BEHAVIOR (Student CAN do it, but isn't)
<input type="checkbox"/> Cannot complete the task even with support <input type="checkbox"/> Struggles with grade-level academics <input type="checkbox"/> Does not know how to ask for help <input type="checkbox"/> Difficulty with peer interactions <input type="checkbox"/> Needs modeling or reteaching <input type="checkbox"/> Occurs during specific tasks <input type="checkbox"/> Improves with help If 3 or more checked → Likely Skill Deficit	<input type="checkbox"/> Has completed the task before <input type="checkbox"/> Happens with non-preferred tasks <input type="checkbox"/> Stops with reward/consequence <input type="checkbox"/> Responds to motivation <input type="checkbox"/> Used to gain attention or avoid work <input type="checkbox"/> Knows expectations but does not follow <input type="checkbox"/> Inconsistent performance If 3 or more checked → Likely Behavior
PEER RELATIONS	STUDENTS STRENGTHS
<input type="checkbox"/> Conflict with male peers <input type="checkbox"/> Conflict with female peers <input type="checkbox"/> Conflicts with adults <input type="checkbox"/> Conflict with younger peers <input type="checkbox"/> Conflict with same-age peers <input type="checkbox"/> Conflict with older peers <input type="checkbox"/> Other: _____	<input type="checkbox"/> Leadership skills <input type="checkbox"/> Self-motivated <input type="checkbox"/> Positive relations with peers/adults <input type="checkbox"/> Self-Regulate/Emotional Control <input type="checkbox"/> Academic Skills _____ <input type="checkbox"/> Creative

**What should I do?**

**Emotional Response:** Calm tone, give space, reduce demand

**Skill Deficit:** Model, break down steps, teach skill

**Behavior:** Reinforce compliance, clear expectations, follow through

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Activity/Locations: \_\_\_\_\_

### Assess the Learning Environment Tier I Intervention Tool

For each environmental context area below, identify when class/student display(s) challenges.

SITUATION	SUBJECT MATTER
<input type="checkbox"/> Whole Group Instruction <input type="checkbox"/> Small Group Time <input type="checkbox"/> Independent Work Time <input type="checkbox"/> Breaks / Transitions <input type="checkbox"/> Unstructured Time / Free Time <input type="checkbox"/> Other: _____	<input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> History <input type="checkbox"/> PE <input type="checkbox"/> Electives <input type="checkbox"/> Other: _____
SEATING ARRANGEMENTS	ENVIRONMENTAL DISTRACTIONS
<input type="checkbox"/> Collaborative Grouping <input type="checkbox"/> Partners / Pairs <input type="checkbox"/> Horseshoe / Semi-circle <input type="checkbox"/> Rows / Transitional <input type="checkbox"/> Rear Facing <input type="checkbox"/> Forward Facing <input type="checkbox"/> Side Facing <input type="checkbox"/> Other: _____	<input type="checkbox"/> Loud Noises <input type="checkbox"/> Dim Lights <input type="checkbox"/> Bright Lights <input type="checkbox"/> Extensive Visuals on Walls <input type="checkbox"/> Classroom Scents <input type="checkbox"/> Room Temperature <input type="checkbox"/> Other: _____
PEER RELATIONS	STUDENT STRENGTHS
<input type="checkbox"/> Conflict with male peers <input type="checkbox"/> Conflict with female peers <input type="checkbox"/> Conflicts with adults <input type="checkbox"/> Conflict with younger peers <input type="checkbox"/> Conflict with same age peers <input type="checkbox"/> Conflict with older peers <input type="checkbox"/> Other: _____	<input type="checkbox"/> Leadership skills <input type="checkbox"/> Self-motivated <input type="checkbox"/> Positive relations with peers/adults <input type="checkbox"/> Task <input type="checkbox"/> Academic Skills <input type="checkbox"/> Creative <input type="checkbox"/> Collaborative <input type="checkbox"/> Other: _____

Notes:

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# System Tool:

## BCBA Referral Form & Data Collection Sheets



### 25-26 SY BCBA Referral Form

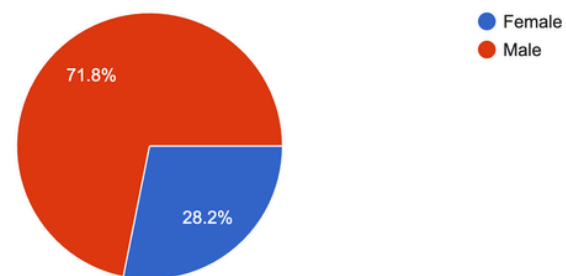
Remember to collect data on Tier 1 and Tier 2 interventions for 2-4 weeks.

Email \*

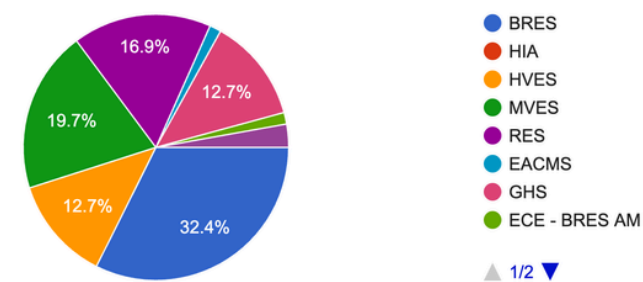
Valid email

This form is collecting emails. [Change settings](#)

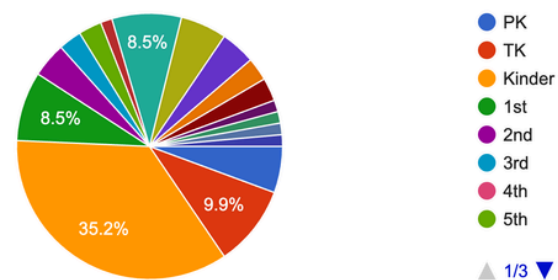
Gender  
71 responses



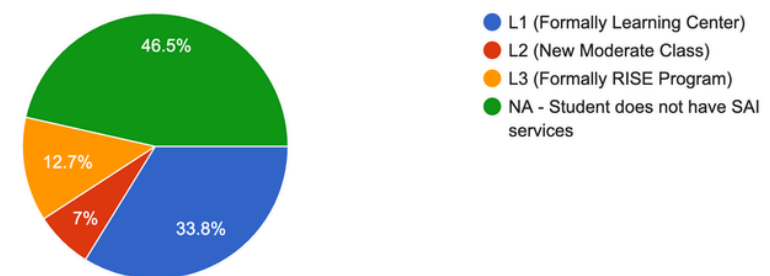
School Site  
71 responses



Grade Level  
71 responses



Education Program Level  
71 responses



# Collaborative Approach to Behaviorail Support

- Weekly meetings between the SPED Director and the Assistant Superintendent
- Bi-weekly meetings between the SPED Director and BCBA
- Bi-weekly meetings between the Site Principal and BCBA
- Monthly meetings between the SPED Director and the Site Principal
- Quarterly District-wide Mental Health Team meetings
- Monthly MH team meetings
- Monthly Cabinet meetings with SPED Director
- Frequent Staffing meetings for specific students





Q&A



# THANK YOU

Presented by: Ronnie Brooks & Candace Boulais

