



West Virginia
Behavior/Mental Health Technical Assistance Center

Annual Report 2022



<https://www.marshall.edu/bmhtac/>

Data used was collected between January 2022 and December 2022

Report compiled and created by Dr. Anna Shreve, Program Evaluator
Email: rubenstein9@marshall.edu

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Message from the Director



Amy Staples
Director

Email:
amy.staples@marshall.edu

Phone:
304-696-2332



The West Virginia Behavior and Mental Health Technical Assistance Center (WVBMHTAC) is a collaboration between the West Virginia Autism Training Center at Marshall University and the West Virginia Department of Education. We have been supporting educators across the state since 2014 with Early Childhood (EC) Positive Behavior Interventions and Supports, School-Wide (SW) Positive Behavior Interventions and Supports, and Mental Health First Aid (MHFA).

The mission of the WVBMHTAC is as follows: 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 that 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 and 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 at www.marshall.edu/bmhtac.

Amy Staples

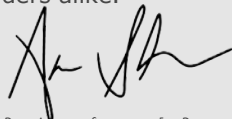
AMY STAPLES, MA, DIRECTOR

Message from the Program Evaluator

Welcome to the first ever West Virginia Behavior Mental Health Technical Assistance Center (WVBMHTAC) Annual Report! When I first started in this position, I made it a goal to produce an annual report that could be shared with our stakeholders around West Virginia (WV) and beyond. Throughout the report, some terminology and acronyms will be used. Most commonly will be WVBMHTAC, which stands for the name of the center, BSS, which stands for behavior support specialist, and PBIS, which stands for Positive Behavior Instructional Supports. Behavior support specialists are members of the staff that work directly with schools, districts, classrooms, etc., and Positive Behavior Instructional Supports is the foundation for two of the center's projects.

This report includes five sections, as well as an introduction and closing. In the introduction, you will be introduced to the staff, see an overview of the center's three projects, read about the goals the center's staff has set, and learn about the questions and data collection sources used. The five sections in the body of the report include the following: reach, which looks at who participated in the trainings and project initiatives; process, which examines what is happening with the project initiatives; capacity, which is the ability of the organization to implement and sustain the initiatives; fidelity, which looks at whether the core features of the projects are being implemented; and outcomes, which looks at whether the initiative is reaching valued results and is worth sustaining.

I hope you find this report exciting and informative. This report will serve as a guide moving forward as we strive to continue improving our practices. This will include reflecting on how this report can be improved in future years to be a better tool for staff and stakeholders alike.



DR. ANNA SHREVE, ED.D.
PROGRAM EVALUATOR



Anna Shreve
Program Evaluator
WVBMHTAC

rubenstein9@marshall.edu



Who We Are



North Region BSS
Erin Day
day137@marshall.edu

Northern EC BSS ▲
Marlo Hornsby
hornsbym@marshall.edu

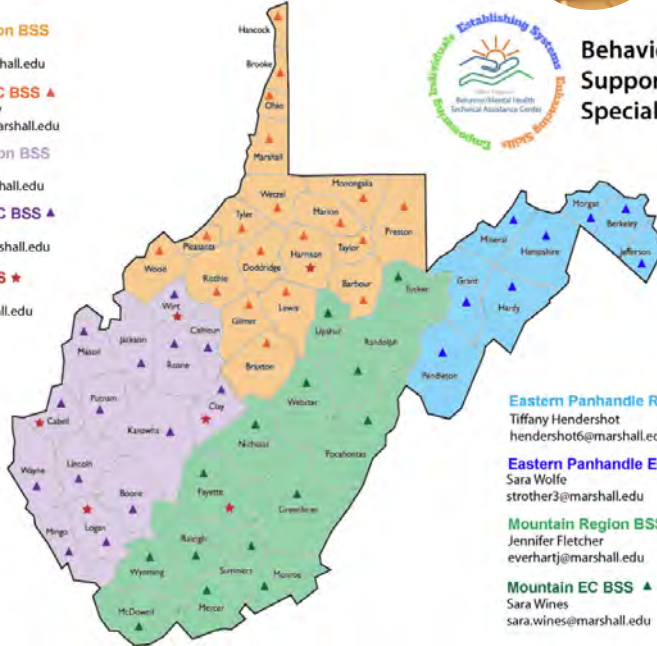
South Region BSS
Teryl Jones
joneste@marshall.edu

Southern EC BSS ▲
Kate Morris
morriska@marshall.edu

AWARE BSS ★
Christy Fubio
kroll3@marshall.edu



Behavior Support Specialists



Eastern Panhandle Region BSS
Tiffany Hendershot
hendershot6@marshall.edu

Eastern Panhandle EC BSS ▲
Sara Wolfe
strother3@marshall.edu

Mountain Region BSS
Jennifer Fletcher
everhartj@marshall.edu

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



Amy Staples,
Director



Anna Shreve,
Program Evaluator



Carrie Underwood,
Business Manager



Dianna Bailey-Miller, Mental
Health First Aide WV Coordinator



Christy Fubio,
AWARE BSS



Amy Carlson,
ECPBIS Coordinator



Kathryn Morris,
Southern Early



Marlo Hornsby,
Northern Early



Sara Wines, Mountain
Early Childhood BSS



Sara Wolfe,
Panhandle Early



Alicia Ziman,
SWPBIS Coordinator



Erin Day, Northern
Region BSS



Jennifer Fletcher,
Mountain Region BSS



Teryl Jones, Southern
Region BSS



Tiffany Hendershot,
Eastern Panhandle Region
BSS

Staff Directory

Marc Ellison

WVATC Executive Director
ellison13@marshall.edu

Jim Harris

WVATC Associate Director
harris106@marshall.edu

Amy Staples

WVBMHTAC Director
amy.staples@marshall.edu

Carrie Underwood

Business Manager
carrie.underwood@marshall.edu

Anna Shreve

Program Evaluator
rubenstein9@marshall.edu

Dianna Bailey-Miller

MHFA Coordinator
baileymiller@marshall.edu

Amy Carlson

ECPBIS Coordinator
amy.carlson@marshall.edu

Kathryn Morris

Southern Early Childhood BSS
morriska@marshall.edu

Marlo Hornsby

Northern Early Childhood BSS
hornsbym@marshall.edu

Sara Wines

Mountain Early Childhood BSS
sara.wines@marshall.edu

Sara Wolfe

Panhandle Early Childhood BSS
strother3@marshall.edu

Alicia Ziman

SWPBIS Coordinator
holt64@marshall.edu

Christy Fubio

AWARE BSS
kroll3@marshall.edu

Erin Day

Northern Region BSS
day137@marshall.edu

Teryl Jones

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Mountain Region BSS
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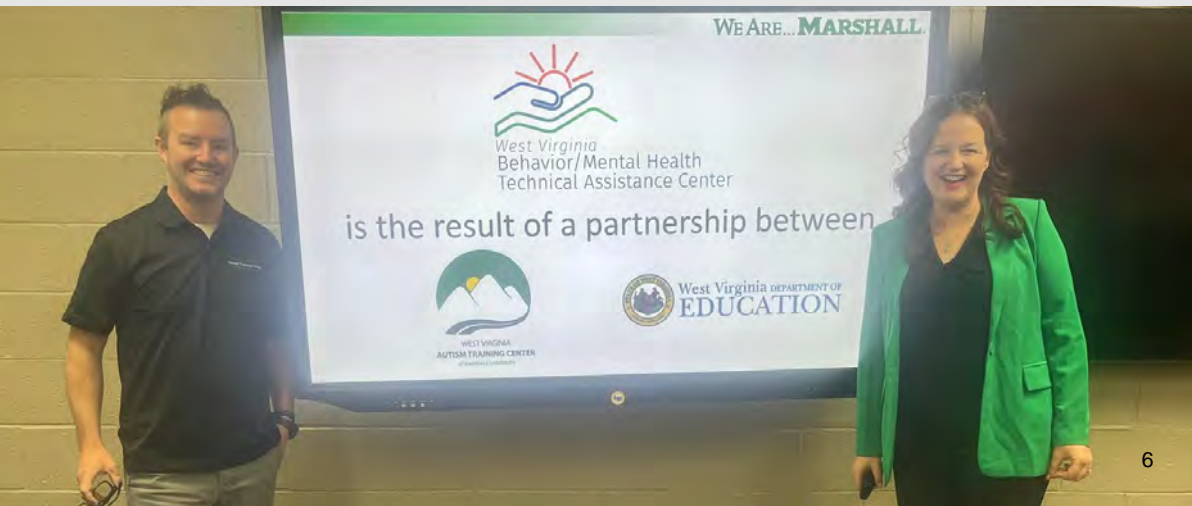
★
BSS = Behavior Support Specialist

★
EC = Early Childhood

★
SW = School-Wide

★
MHFA = Mental Health First Aid

★
PBIS = Positive Behavior Instructional Supports



Projects



1,800
Professionals
Trained



69
Coaches
Trained

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.

"The staff at WVBMHTAC have been our partners and mentors and worked diligently to help us foster a safe, nurturing environment where students can be happy and learn as they grow."

-Alisha Deskins

Director of Behavior Analysis, Support,
Compliance & Equity Programs
Wyoming County Schools



**Mental Health
First Aid
(MHFA)**

210 10,970

MHFA Trainers Trained Professionals Trained

MHFA is a training course that focuses on how to identify and assist individuals who may be experiencing a mental health or substance use challenge. This training helps to identify, understand, and respond to signs of addictions and mental illnesses.



281
School Teams
Trained



Elementary: 146
Middle: 64
High: 42
ALC: 6
Other: 23

SW PBIS 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.



Goals

The WVBMHTAC decided that in 2022, we would focus on goal setting and monitoring. Each member of the staff determined long- and short-term goals that they wanted to focus on and the steps and resources needed to complete these goals. Each staff member reviews their goals and uses this as a framework to reflect on both individual and team progress, as well as how needs amongst themselves and stakeholders around the state have changed. The following are some of the themes that were consistently present throughout the staff's goals:

Focus on outcome data collection

Increase knowledge and confidence, especially of PBIS in varied settings



Increase the number of MHFA Trainers and those trained in MHFA



Produce the first WVBMHTAC annual data report

Build relationships with other TA Centers, Counties, Schools, etc.

Create kits, lesson plans, and resources for teachers

Increase school/classroom PBIS fidelity

More effective communication with various stakeholders and entities through different means

Improve coaching initiatives/knowledge/trainings



Our work with our Behavior Support Specialist has allowed our school to have honest conversations about expectations, management, consequences, and reteaching opportunities that are crucial for us to move forward as a school.

-Emily Morris, Principal, East Hardy Elementary School

Questions and Data Collection

The following questions were used to guide the collection, organization, and analysis of the data for this annual report:

- 1) **Reach:** Who is participating in PBIS and MHFA?
- 2) **Process:** What is happening with the PBIS and MHFA initiatives?
- 3) **Capacity:** What is the ability of the organization to implement and sustain PBIS and MHFA?
- 4) **Fidelity:** Are the core features of our projects being implemented?
- 5) **Outcomes:** Are our projects' initiatives achieving valued outcomes and worth sustaining?

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, action plans, etc.



Reach

Who is participating in PBIS and MHFA?

Overall WVBMHTAC

Trainings
Conducted in 2022

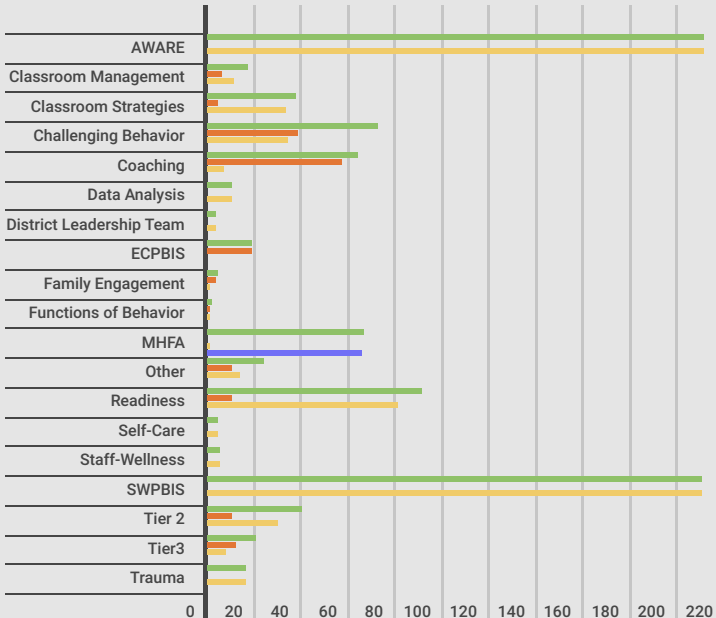
915

During 2022, technical assistance was provided 915 times, and 11,484 people across the state were trained. Additionally, recordings of trainings were shared and resources were uploaded to YouTube, so it is possible that even more individuals were served than reported.

Participants
Trained in 2022

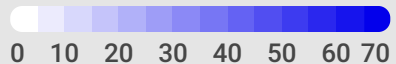
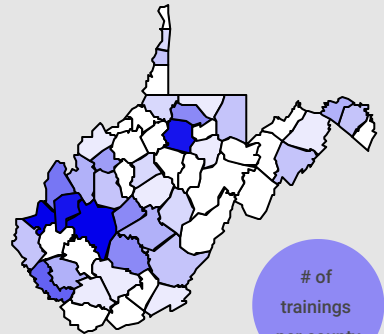
11,484

Number of Trainings by Topic



● All ● ECPBIS ● SWPBIS ● MHFA

49/55 counties in West Virginia were reached with Technical Assistance during 2022.



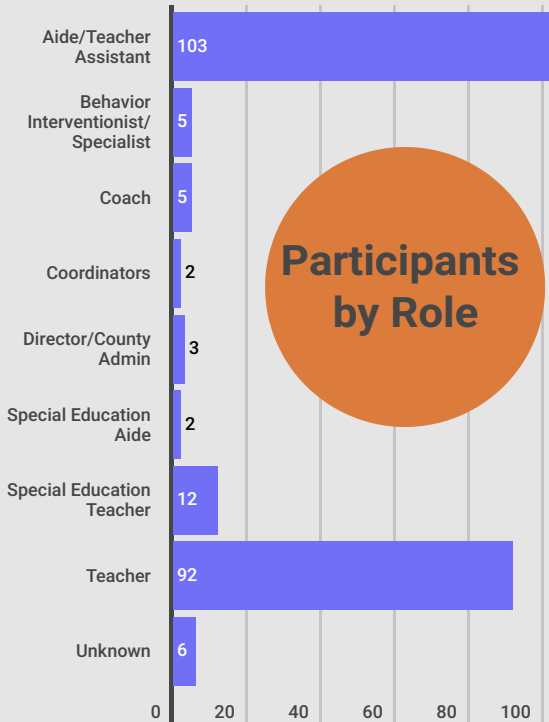
"The trainings in Bridgeport were an amazing opportunity to build our knowledge of the PBIS system and build connections within our PBIS Team."
Tiffany Giles – Community in Schools Coordinator, Morgan County Schools

Reach Early Childhood PBIS



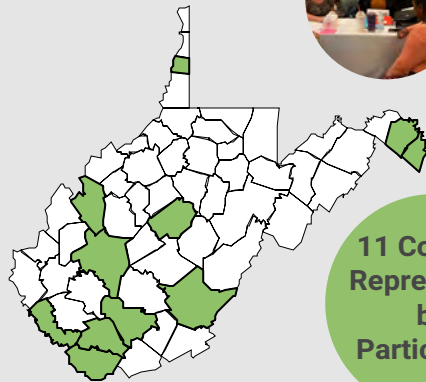
2022
Academy

Question: Who was reached by the 2022 Early Childhood Academy which took place during the Fall and Winter of 2022?



Participants
by Role

230 individuals
attended at least one
day of the ECPBIS
2022 academy with
148 attending all 3
days.



11 Counties
Represented
by
Participants

"Sara and her team have been a huge resource for us as we work with growing the capacity of our Pre-K staff."

Amanda M. Stevens, Ed.D Academic Instructional Mentor/Coordinator of Professional Development, Berkeley County Schools



Reach

EC Technical Assistance



Question: Who was reached through technical assistance (TA) by Early Childhood staff in West Virginia in 2022?

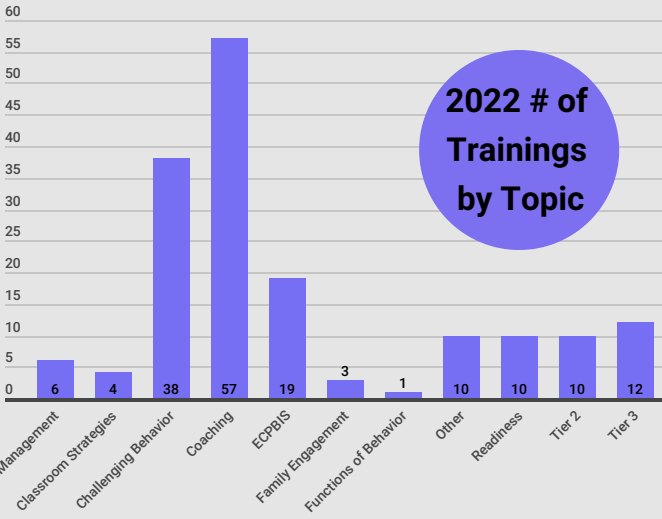
**Trainings
Conducted in 2022**

170

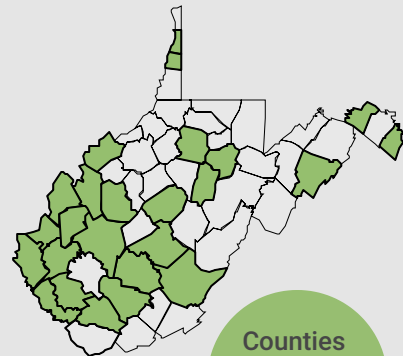


**Participants
Trained in 2022**

3,371



**2022 # of
Trainings
by Topic**



**Counties
where TA was
conducted**



Goals for the Future

In 2022, two new Early Childhood Behavior Support Specialists were hired to bring the number of Behavior Support Specialists for the Early Childhood project up to four. With these additions, we are hoping to reach even more people in 2023 throughout West Virginia.

Reach

School-Wide PBIS



2022
Academy

Question: Who was reached by the 2022 School-Wide Academy which took place during the Fall of 2022?

Tier 1



14

School Teams
Trained

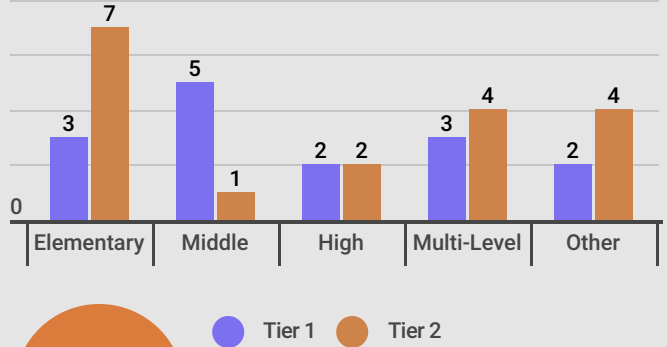
* 1 group of
coaches also

16

School Teams
Trained

*Other "guest" groups also in attendance

Number of Schools by Type



2022
Readiness

Question: Who was reached by School-Wide Readiness during the 2021-2022 school year?

During 2022, the School-Wide team focused on strengthening Readiness. With Readiness, schools are introduced to PBIS within their own school settings and build the foundation for PBIS before attending the academy.

Number of
Schools who
went through
Readiness in
2022

16



Reach

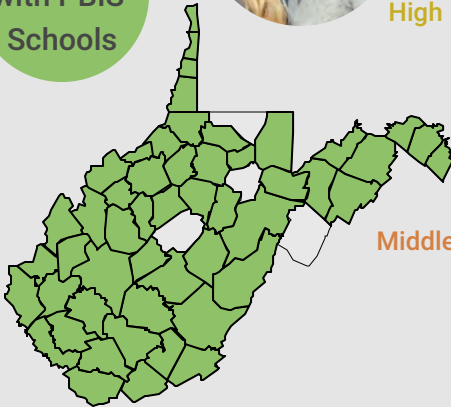
School-Wide PBIS



Students Reached

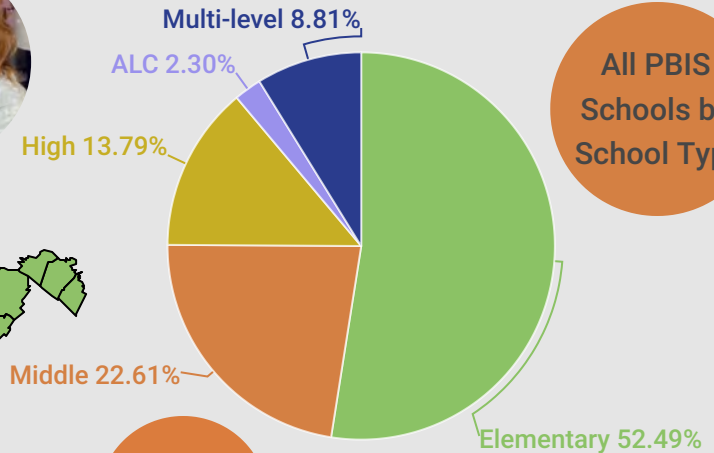
Question: What schools, counties, and students were reached via the School-Wide PBIS initiative in 2022 in West Virginia?

Counties with PBIS Schools



AWARE

All PBIS Schools by School Type



Question: What schools were reached through Project AWARE 2022 as part of the SWPBIS project in West Virginia?



AWARE I Counties

Cabell: 3 Schools

Milton Elementary, Milton Middle, Cabell Midland High

Clay: 3 Schools

Clay Elementary, Clay Middle, Clay High

Harrison: 3 Schools

Victory Elementary, Washington Irving Middle, Robert C. Byrd High

As part of the Project AWARE grant, schools are trained in PBIS. Our Behavior Support Specialist, Christy Fubio, works directly with these schools. AWARE 1 schools continued implementing during 2022 while AWARE 2 schools began their PBIS journeys during 2022.

Find more information at: <https://wvde.us/student-support-well-being/project-aware/>

AWARE II Counties

Fayette: 3 Schools

Valley PK-8, Oak Hill Middle, Oak Hill High

Logan: 3 Schools

Buffalo Grade School, Logan Middle, Chapmanville Regional High

Wirt: 3 Schools

Wirt Elementary, Wirt Middle, Wirt High

Reach

SW Technical Assistance



Question: Who was reached through technical assistance by School-Wide staff in West Virginia in 2022?

Trainings Conducted in 2022

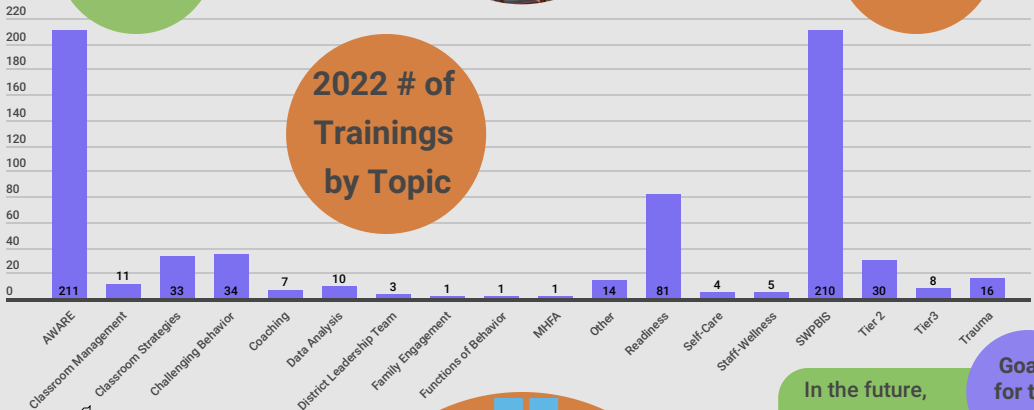
680

Participants Trained in 2022

6,626

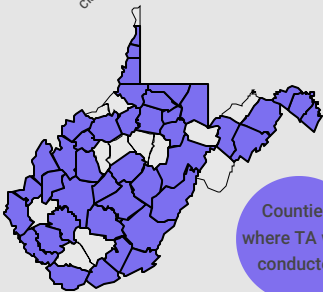


2022 # of
Trainings
by Topic



Goals
for the
Future

In the future, we will strengthen the data collection around which students are reached via the SWPBIS initiative, including the number of students with IEPs and those who receive free and reduced lunch in PBIS schools.



Counties where TA was conducted

"I'm seeing a transformation from teachers relying more on their support staff and conversations to change behavior than jumping straight to discipline!

I can't wait to see these students take, own, and apply these resources to their behaviors."

M. Griffith, Assistant Principal
Mountain View
Elementary/Middle



Reach

Mental Health First Aid

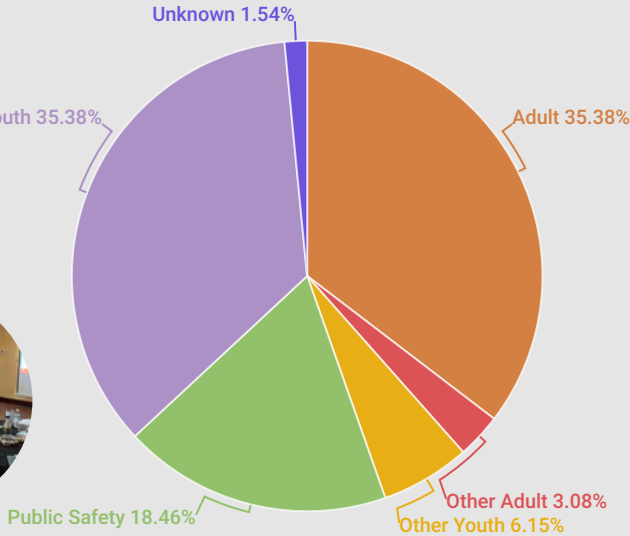


Question: Who was reached by a MHFA training in 2022 in the state of West Virginia?

Trainings Conducted in 2022



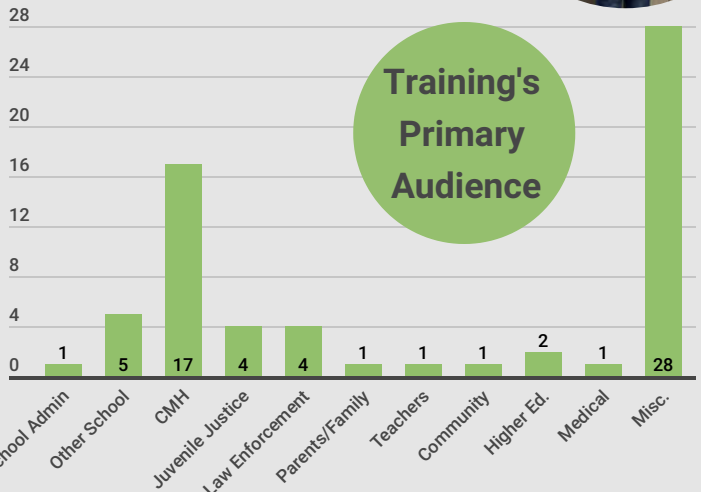
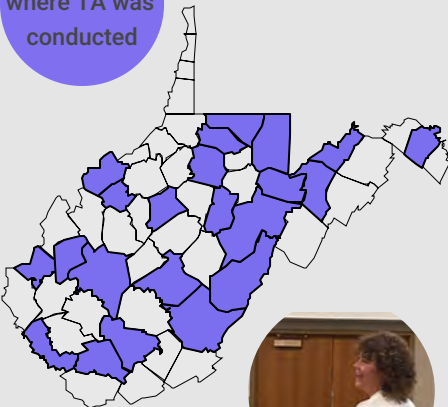
2022 Training Topics



Participants Trained in 2022



Counties where TA was conducted



Training's
Primary
Audience

Process

What is happening with the PBIS and MHFA initiatives?

Question: To what extent was professional development delivered with fidelity?



A goal of the WVBMTAC in 2022 was to figure out how to measure the fidelity of the professional development done throughout West Virginia. A fidelity measure was implemented that was adapted from the U.S. Department of Education.

WVBMTAC staff are expected to have 3 presentations observed each school year. After the presentation, the facilitator and the observer meet to complete a self-reflection piece to discuss what went well and what could be done better during the next training. This expectation began during Fall of 2022, and results of this fidelity measure will be available in the 2023 Annual Report.

Question: To what extent have participants perceived professional development?



In addition to making fidelity measurement a goal, gathering participant perceptions of professional development also became a goal. The fidelity measure elected was adapted from a survey published by the U.S. Department of Education. The participant surveys are administered at the same professional development

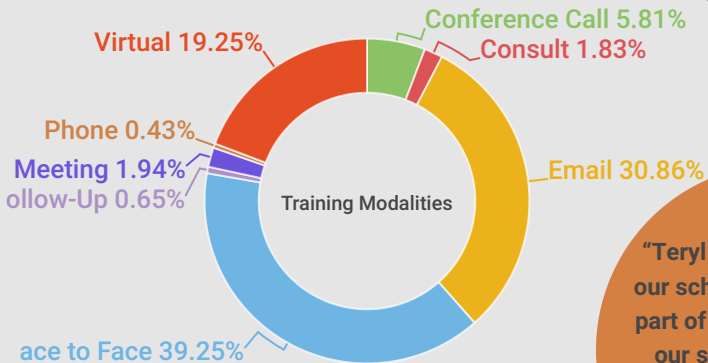
session that is being observed for the fidelity measure. In addition to a set of four scale questions, participants are also asked what they would like to know more about.

This expectation began during Fall of 2022, and results of this fidelity measure will be available in the 2023 Annual Report.

Process

What is happening with the PBIS and MHFA initiatives?

Question: How was the professional development delivered?



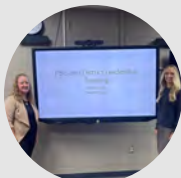
“Teryl has become part of our school’s family... She is part of the team that drives our school to continued improvement in our journey towards excellence.”

Barbara “Tootie” Black, Principal
Hometown Elementary

Question: What are some key accomplishments?

ECPBIS

The early childhood project was able to fully implement practice-based coaching statewide with counties and agencies who were looking to strengthen the fidelity of the Pyramid Model within their classrooms. Each behavior support specialist worked with their regional Pyramid Model teams to create action plans with their classroom teams. They then used those action plans to identify areas of need and the steps to strengthen those goals within the coaching framework.



SWPBIS

Following the lead from the National Center on PBIS and listening to the needs of our county office contacts, the School-Wide team has begun the work of creating District Leadership Teams to help guide the implementation and development of county-wide Multi-tiered Systems of Support. We are facilitating conversations around behavior and SEL from a top-down model and helping counties to identify their needs and best paths to move forward when it comes to PBIS implementation, Tier 2 and 3 interventions, professional development, and policies.

MHFA

Youth MHFA (YMHFA) is now being instructed at Glenville State University and WVUP to those enrolled in the education programs. Students receive the YMHFA training during their internship prior to graduation. This pre-service training equips them with the valuable tools they need prior to beginning their employment.

The WV Division of Corrections has also seen the value of MHFA and provides the Public Safety version of MHFA to all of their new employees during their 6 week training at the WV Corrections Academy in Glenville, WV.

Capacity

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

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.

What are our goals for 2023?

In 2022, plans were made for better collection of capacity data, including selection of a measure to begin mapping out the different capacity-building structures. In 2023, the goal is to utilize the State Capacity Assessment (SCA) to quantify capacity and to create an action plan to help create a framework for building project capacity.

What are our goals for the future?

The goal is to complete the SCA each year. From that data, the capacity scores can be tracked from year to year to analyze and reflect on changes being made. Additionally, the action plans can be monitored over time to see whether the different steps of the action plan are being completed and determine how this affects the SCA score.



Fidelity

Are the core features of our projects being implemented?

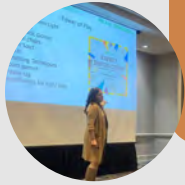
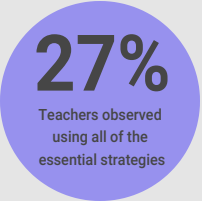
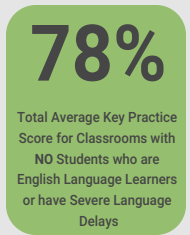
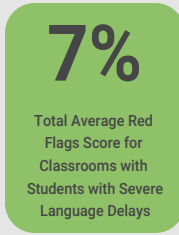
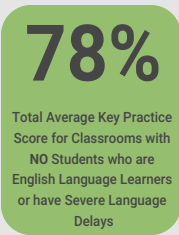
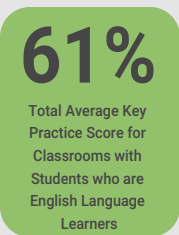
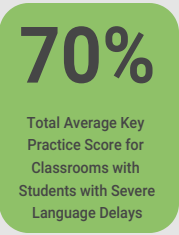
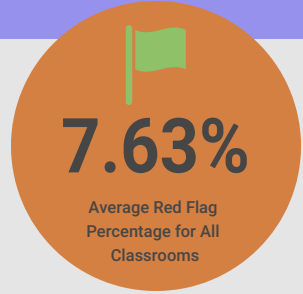
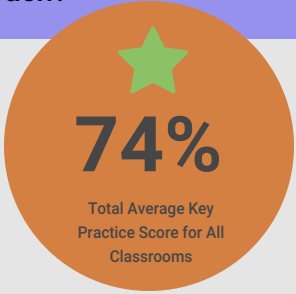
Early Childhood PBIS



2021-2022 TPOTS

60 TPOTs received across 12 counties

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



"The training and support from the ECPBIS team has been extremely beneficial for Wyoming County. As a coach, this has been and continues to be a great learning experience. I feel this enables me to help my teachers, and as a result, they are able to improve in their practices and benefit the children of Wyoming County. In my opinion, the social-emotional needs of our students are greater than they have ever been. The services provided by this team are invaluable."

-Charlotte Lusk, ECPBIS Coach

Fidelity

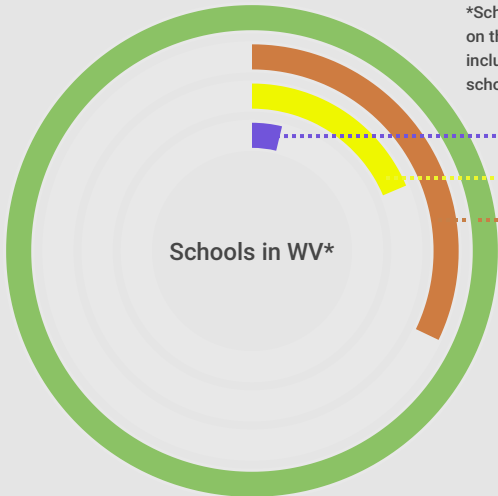
Are the core features of our projects being implemented?



2021-2022 Tier 1

A copy of the TFI can be found at: <https://www.pbis.org/resource/tfi>

Question: To what extent is SWPBIS implemented as intended in schools that have gone through our PBIS Tier 1 training?

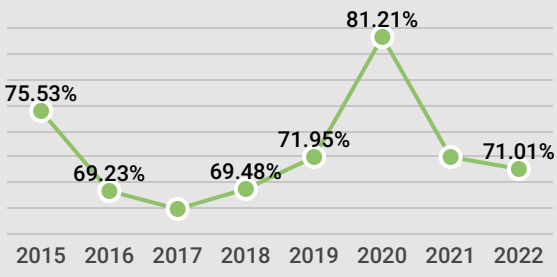


*School counts based on the list on the WVDE website, which includes both private and public schools in WV

- 33 Schools at Fidelity
- 163 Active PBIS Schools in WV
- 281 WV Schools Trained in PBIS
- 876 Total Schools in WV

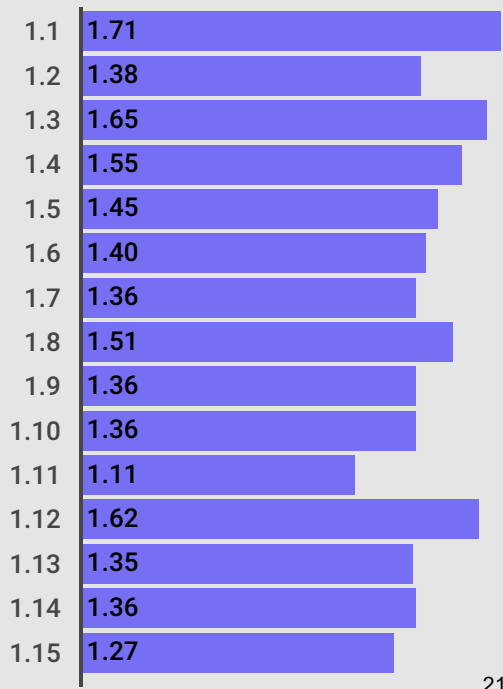


● All Schools ● Schools Trained
● Active Schools ● Schools at 70% Fidelity



● Average Tier 1 TFI Scores

Average Item Score



Fidelity

Are the core features of our projects being implemented?

2021-2022
Tier 2



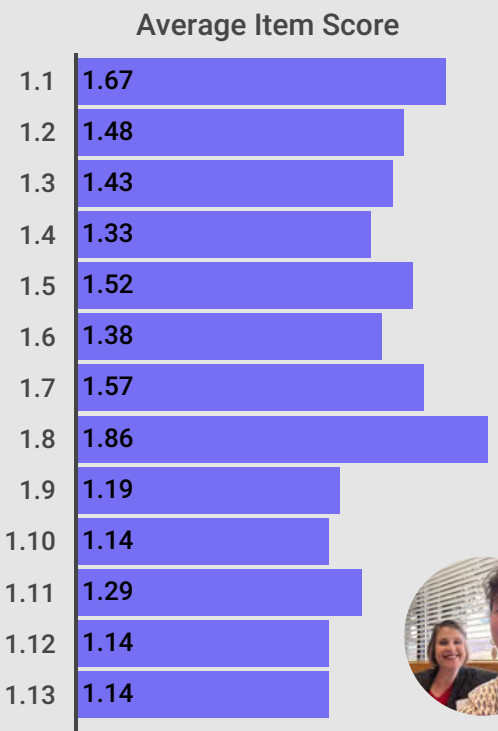
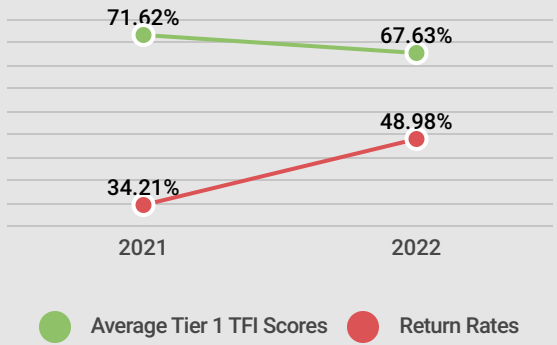
Question: To what extent is SWPBIS implemented as intended in schools that have gone through our PBIS Tier 2 training?

24
Tier 2 TFIs received for 21-22

Tier 2 Goals

During 2022, plans were made to begin strengthening the training framework for Tier 2. Additionally, data collection for Tier 2 only began in 2020, so data will continue to be collected and analyzed to see how TFI scores vary over time and what factors might contribute to those changes in order to continue to strengthen the Tier 2 trainings and supports in schools.

12
Tier 2 TFIs at Fidelity for 21-22



Fidelity

Model and Spotlight Schools

Model Schools



Question: What schools can serve as model schools for local implementation demonstrations?

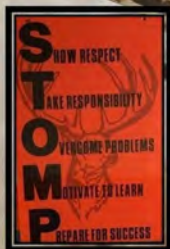
What is a WV PBIS Tier 1 Model School? What is a Spotlight School?

A school that has participated in a PBIS Academy conducted by the WV PBIS State Leadership Team and has implemented Tier 1 with fidelity for at least one year can be considered for designation. A Model School will exemplify a high level of PBIS implementation with fidelity in a majority of the features of the PBIS framework and will show improved student outcomes due to PBIS. A Spotlight School will demonstrate excellence in particular features that can be highlighted and/or replicated as high-quality examples of implementation. Upon review of applications, the WV PBIS Leadership Team will determine if a school receives the designation of a Model School or a Spotlight School.



Kingwood Elementary

Location: Preston County
Grades: PreK - 4th
PBIS Academy Year: 2015



KES is excited to announce that we have earned recognition as a WVPBIS Tier I Model School! We ARE the Kingwood Stags, and Stags STOMP!!!!

Kingwood Elementary was selected as a 2022 Model School. The school has clear and consistent school-wide expectations with their guide, STOMP. Additionally, Kingwood has a strong school-wide and classroom-level acknowledgement system, as well as a well-defined process for teaching students expectations. Data was collected and showed a significant decrease in office discipline referrals. Parents and community members are regularly involved during the implementation of PBIS. Social-Emotional Learning takes place during the first 15 minutes of each day and the school counselor focuses on monthly character traits. There is a well-established leadership team that meets consistently. The team followed a coaching model during the initial year of implementation and expressed the importance of using the first year to slow down and plan to ensure success of the framework.

Fidelity

Model and Spotlight Schools



Suncrest Elementary

Location: Monongalia County
 Grades: PreK - 5th
 PBIS Academy Year: 2018



Suncrest Elementary was selected as a 2022 Model School. The school uses the acronym STAR for their school-wide expectations and the language was consistent across staff members and students. There was a clear and consistent school-wide acknowledgement system that also tied into classroom systems that teachers use daily. There are defined systems to introduce and reteach the PBIS system to teachers as needed, staff are provided a handbook with ideas, themes, and social-emotional curriculum, and steps are taken to mentor new staff. Office discipline referrals are collected and tracked to make data-based decisions. Parents and community members are updated on the status of the PBIS program. Social-Emotional Learning and Character Education take place during daily morning meetings, and there is a well-established PBIS team that meets consistently.



Spotlight Schools

Matewan PK-8

Location: Mingo County
 Grades: PreK - 8th
 PBIS Academy Year: 2019



Initiating PBIS has been a wonderful experience for Musselman Middle School. The training(s), process, and self-assessments have forced us to examine multiple facets of our school operation and consider how those processes contribute to support for our students.

Ian Hillman, Principal,
 Musselman Middle School



Matewan PK-8 was selected as a 2022 Spotlight School. The core feature that Matewan particularly exemplifies is school climate and relationships. There was evidence of strong and caring relationships among students, staff, and families, in addition to a respect for diversity. When asked, it was clear that staff and students felt both physically and emotionally safe while on campus. Parents/guardians and community members are updated on the status of events and programs (such as PBIS) through a page on Facebook in addition to phone calls home which are logged. Finally, staff are surveyed three times a year to inquire about information on school climate, professional development topics of interest, and specific needs of staff and students.

Outcomes

Are the initiatives achieving valued outcomes and worth sustaining?



ECPBIS
&
SWPBIS



Goals for the Future

During 2022, we planned for collection of outcome data by deciding what data sources would need to be looked at, establishing which variables would need to be collected, and determining how data would be tracked and ultimately shared.

For 2023, the goal is to begin collecting and organizing data to be able to see how both ECPBIS and SWPBIS affect classrooms and schools over time.



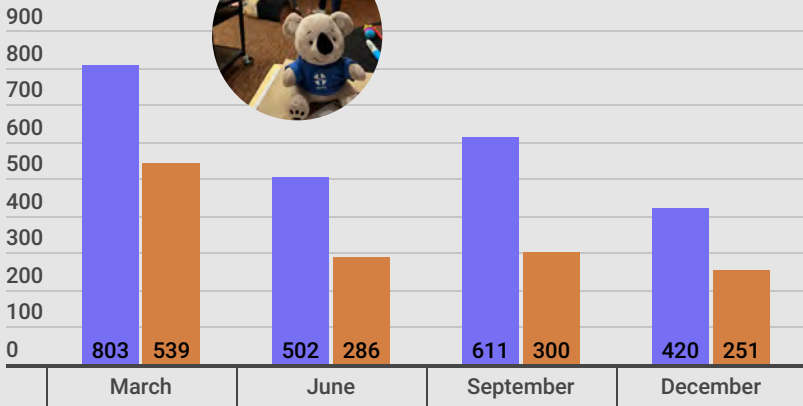
Outcomes

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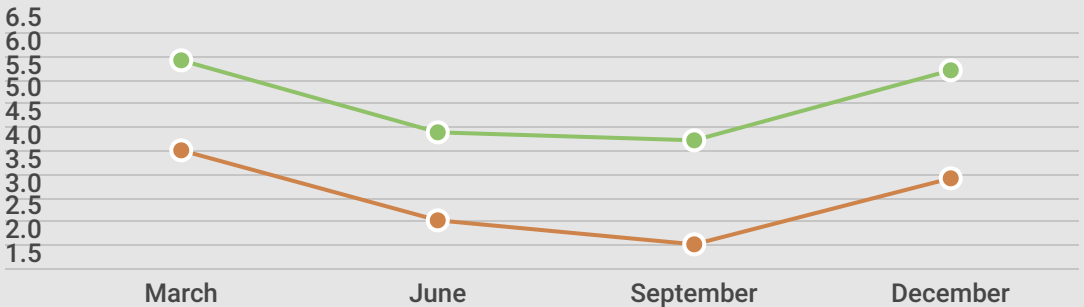


MHFA

To measure outcomes, a Mental Health First Aid survey is sent to training participants four times a year. Participants are asked how many times they used what they learned during a MHFA training and how many times they referred individuals to mental health services. The following are the results from those surveys.



● Total # of Times Skills Used ● Total # of Times Individuals Referred



● Average # of Times Skills Used ● Average # of Times Individuals Referred

2022 Snapshots



"Our school participated in Tier I of PBIS training and implementation last year and we are currently continuing to work our way through the tiers of implementation. Teryl Jones is the behavior specialist assigned to our school. In the first year of training, Teryl was a huge resource to our school guiding us through the process and supporting us along the way. A highlight from last year in the Tier I process was a staff development training conducted by Teryl at our school designed to assist our teachers in kindergarten through fifth grade with the increase in behavior problems they are faced with in the classroom. This school year, we have worked very closely with Teryl Jones and Alicia Ziman on a monthly basis with our school team. These two ladies have joined us monthly to support the school improvement and student support work we are doing. Both Alicia and Teryl have been a wealth of knowledge to our team and even more, have provided motivation and encouragement to our team through the process. Their monthly visits are something we look forward to. I simply cannot say enough about the impact they have made and are continuing to make on our team, our school, and most importantly, our students."

-Melissa Isaacs, Principal,
Scott Teays Elementary

References and Resources

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Center on Positive Behavioral Interventions and Supports (December 2020). Positive Behavioral Interventions and Supports (PBIS) Evaluation Blueprint. University of Oregon. www.pbis.org.

Center on Positive Behavior Intervention and Supports. (2020). Professional development evaluation form (Version 2.0). U.S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education. www.pbis.org.

Center on Positive Behavior Intervention and Supports. (2020). Professional development fidelity assessment form (Version 2.0). U.S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education. www.pbis.org.

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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/>



Acknowledgements

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2022 Academy Schools

Bruceton School
Conner Street Elementary
East Hardy Elementary
Madison Middle
Morgantown High
Mountain View Elementary/Middle
Musselman Middle
North Marion High School
Peterstown Elementary
Victory Elementary
Vinson Middle
Warm Springs Middle School
Warwood School

2022 Readiness Schools

Glade Elementary
Princeton Primary
Eastbrook Elementary
Kenna Elementary
Fairplain Elementary
Weberwood Elementary
Huntington High
Chapmanville Middle School
South Charleston High
Wirt High
Chapmanville Regional High
Aurora School
Brooke High
Bruin Bridge
Wetzel TEC

AWARE Schools

Milton Elementary
Clay Elementary
Victory Elementary
Milton Middle
Clay Middle
Washington Irving
Cabell Midland High
Clay High
Robert C Byrd

AWARE Schools Cont.

Buffalo Grade School
Wirt Elementary
Wirt Middle School
Oak Hill Middle
Logan Middle
Oak Hill High
Chapmanville Regional High
Wirt High
Valley PK-8

Schools Who Submitted TFIs

Anstead Elementary
Blennerhassett Middle
Cabell County ALC
Cameron Middle/High
Central Elementary
Clay-Battelle Middle/High
Clay County High
Clay County Middle
Clay Elementary
Divide Elementary
Doddridge County Middle
EXCEL Center
Gateway Achievement Center
Glen Dale Elementary
Hilltop Elementary
Hometown Elementary
Hundred High
Huntington East Middle
Jackson Middle
John Marshall High
Johnson Elementary
Kingwood Elementary
Lost Creek Elementary
Matewan PK-8
Mason Dixon Elementary
McNinch Primary
Milton Elementary
Milton Middle
Mingo Central High
Monongah Elementary
Morgantown High

Schools Who Submitted TFIs Cont.

Moundsville Middle
New Martinsville School
New River Primary
North Jefferson Elementary
North Marion High
Oak Hill Middle
Oak Hill High
Pikeview Middle
Point Pleasant Junior Senior High
Riverside High
Robert C Byrd High
Scott Teays Elementary
Sherrard Middle
Steenrod Elementary
Suncrest Elementary
Triadelphia Middle
Valley Pk-8
Valley High (Wetzel)
Warwood School
Washington Irving Middle
Washington Lands Elementary
Weir High
Wheeling Park High
Wirt County Middle
Wirt County Primary

MHFA

Glenville State University
WVU Parkersburg
WV Division of Corrections

A Special Thanks To



