Building Stronger MTSS:

Data-Driven Mental & Behavioral Health Supports

BIMAS™ 2



Welcome!

While we wait for everyone to arrive:

- Please drop your district/agency and role in the chat





Meet the Presenters



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Disclosure & Attribution



Funding and Purpose: Today's professional learning session is funded by EduMetriSis, which has contracted with the presenters to provide training on MTSS aligned data practices for its client districts.



Presenter Roles: Ashley Niggl Aguiar and Bethany Nichols, serve in their primary roles at the BIRCh Center, UMass Boston, but are presenting today as independent consultants.



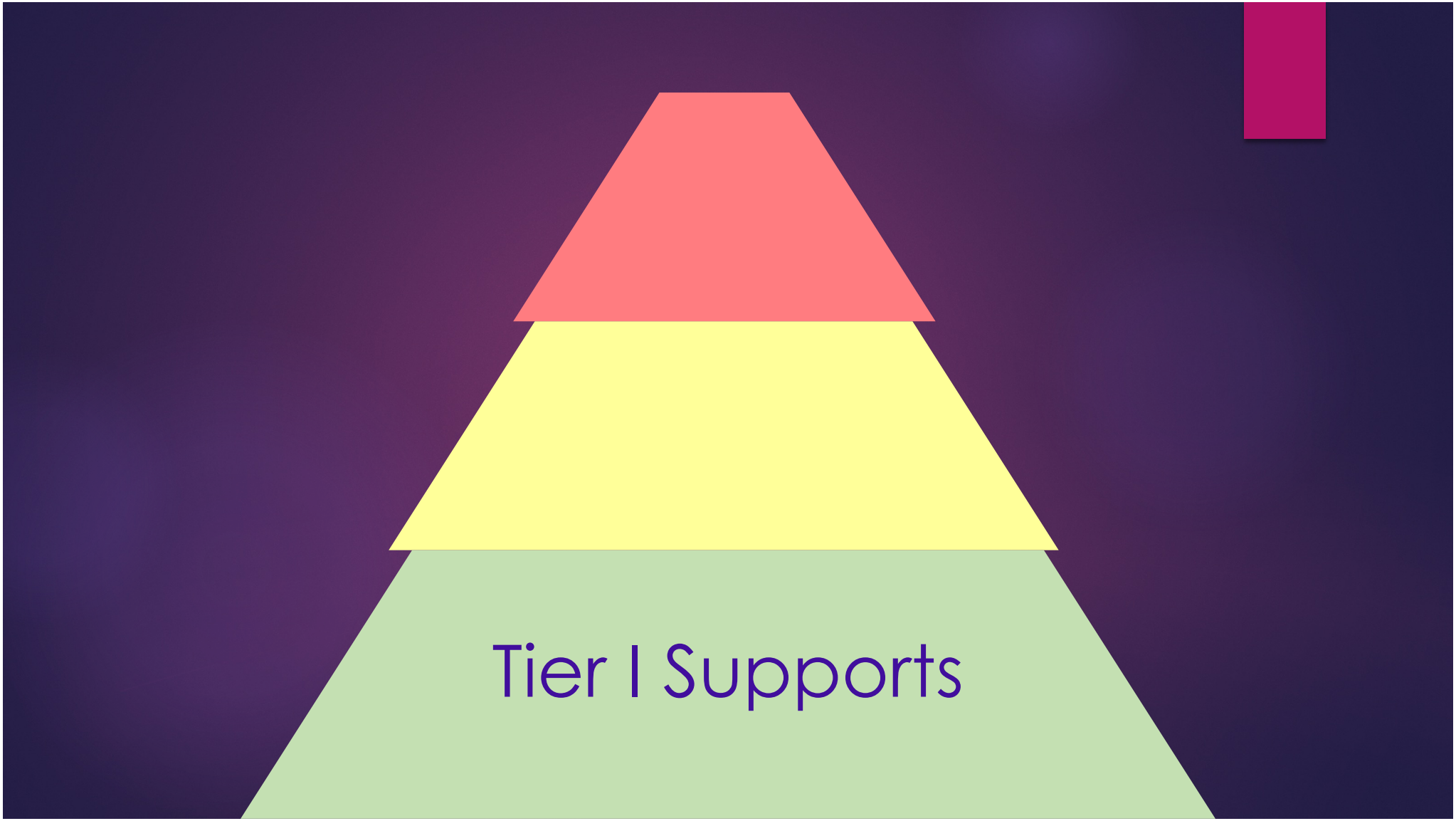
Materials: reflect the presenters' own professional expertise and are not official products of the BIRCh Center.

Data-Driven Mental & Behavioral Health Supports Series

- Session 1 Learning Objective: Support school teams in developing strategies to strengthen and enhance Tier 1 programming and supports using multiple data sources
- Session 2 Learning Objective: Establish a data protocol to identify students in need of Tier II and III interventions and resource map available services.
- Session 3 Learning Objective: Develop a protocol for progress monitoring, defining exit criteria, and incorporating community resources into student support services.



Session 1: Strengthening Tier 1 Through Data-Based Decision-Making


Tier I Supports

Importance of Strong Tier 1 Foundations

- Proactive, evidence-based approach ensuring all students receive foundational support before struggling.
- Impact on Student Outcomes: Schools with robust Tier 1 interventions show reduced ODRs, lower suspensions, and improved school climate.
- Data-Driven Tier 1 Enhancements: Utilizing multiple data sources (attendance, behavior incidents, SEL metrics) to refine Tier 1 strategies.

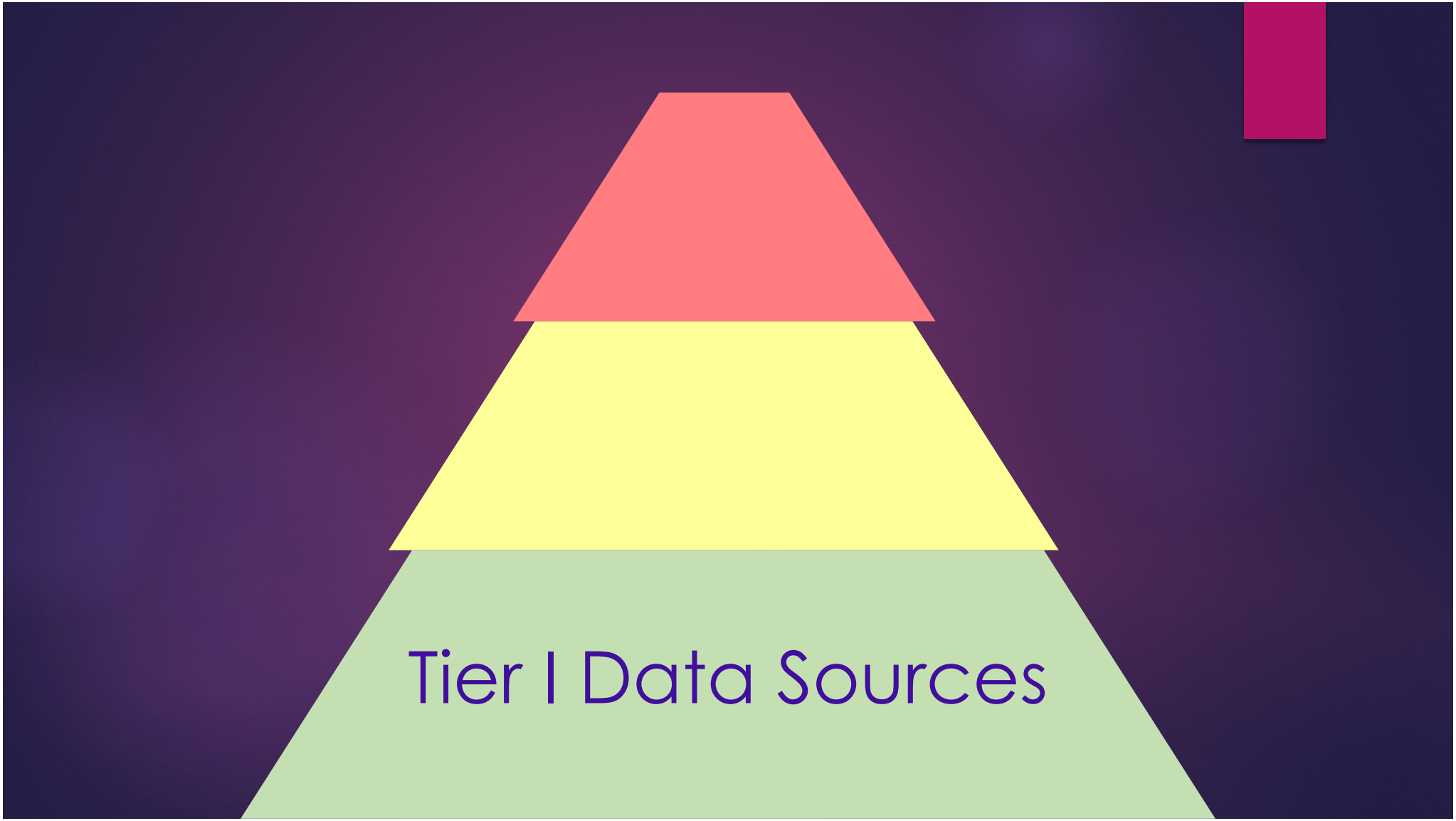


Tier 1 for Social Emotional and Behavioral Supports

School-Wide Expectations & PBIS
Structured behavioral support ensures consistency, reduces disruptions, and promotes positive school climate.

SEL Programming & Integration
Embedding social-emotional learning (SEL) into academics strengthens student resilience and emotional regulation.

Proactive Mental Health Initiatives
Programs such as suicide prevention and mental health literacy improve student well-being and engagement.

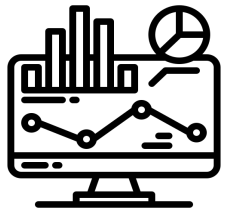

Tier I Data Sources

Identifying Available Data Resources

Data should inform decisions, not just be collected for compliance

Examples of data resources:

- Universal Screening Data (eg. BIMAS-2)
- Office discipline referrals (ODRs)
- Attendance data
- Nurse visits
- SEL/MH screeners
- Academic data
- Suspension rates
- Restorative practice utilization
- Counselor referrals
- School climate surveys
- What else?

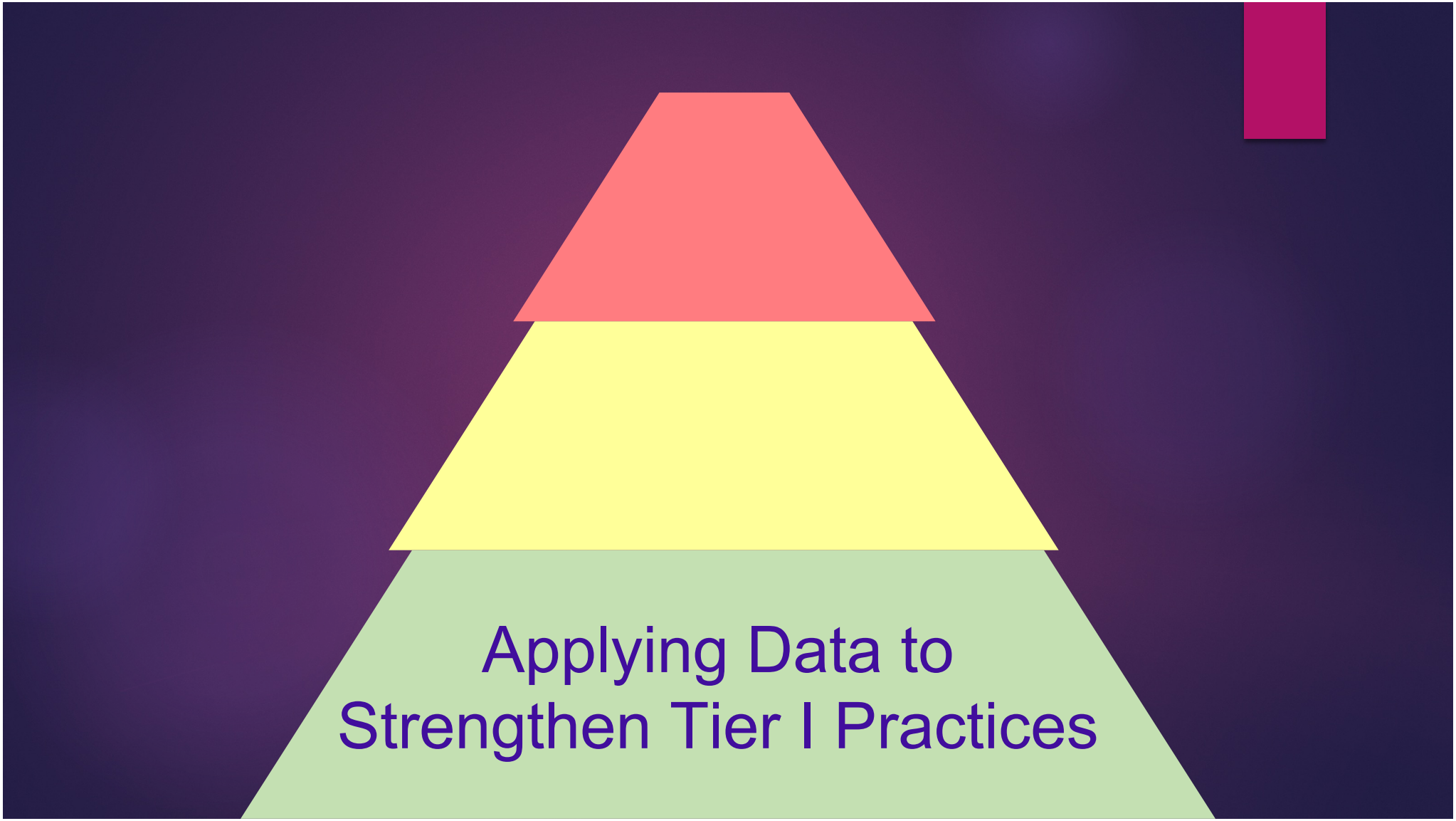


Data Resources Worksheet

Click here to make a copy

- Worksheet Activity:
  - List all available data sources at your school/agency
- Breakout Discussion:
  - What data sources do you currently use to assess Tier I effectiveness and level of individual student needs?




Applying Data to
Strengthen Tier I Practices

Common Pitfalls in Data

- Personalizing the Data → "This means I'm a bad teacher."
- Externalizing the Issue → "Parents don't care about attendance."
- Overgeneralizing → "These students just aren't motivated."
- Assuming the Data is the Final Story → "This number is the whole picture."

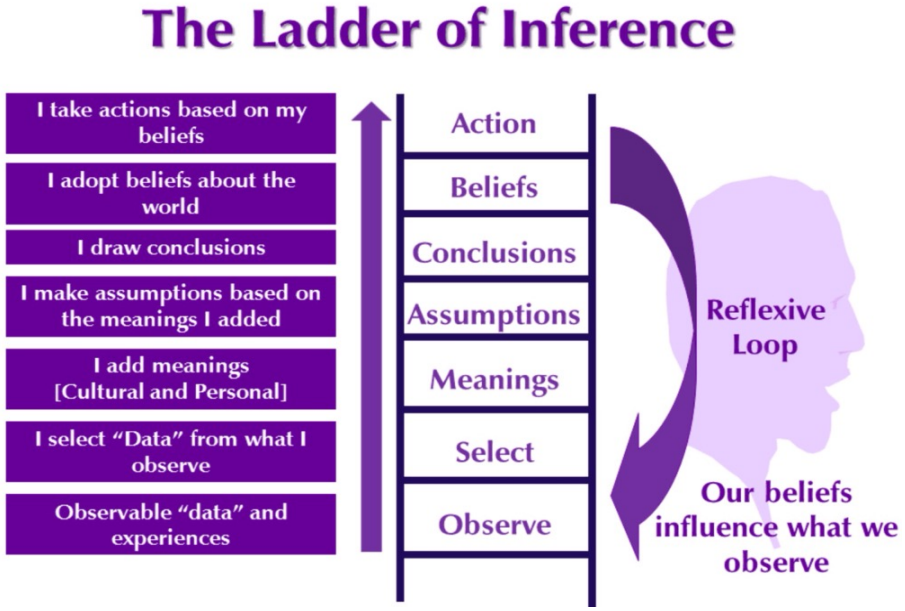


Readiness for Data Interpretation



- **Growth-Oriented / Solution-Focused** – "How can I use this to improve outcomes?"
- **Curious / Reflective** – "I wonder what this tells me about student needs?"
- **Passive / Compliant** – "I'll look at it because I have to."
- **Skeptical / Resistant** – "This data isn't accurate."
- **Defensive / Fearful** – "This data makes me look bad."

*Adapted from research on data-driven decision-making and growth mindset principles



Interpreting Data Without Bias: Applying the Ladder of Inference in School-Based Systems

Pause before concluding. Question your assumptions. Let data drive decisions, not bias.

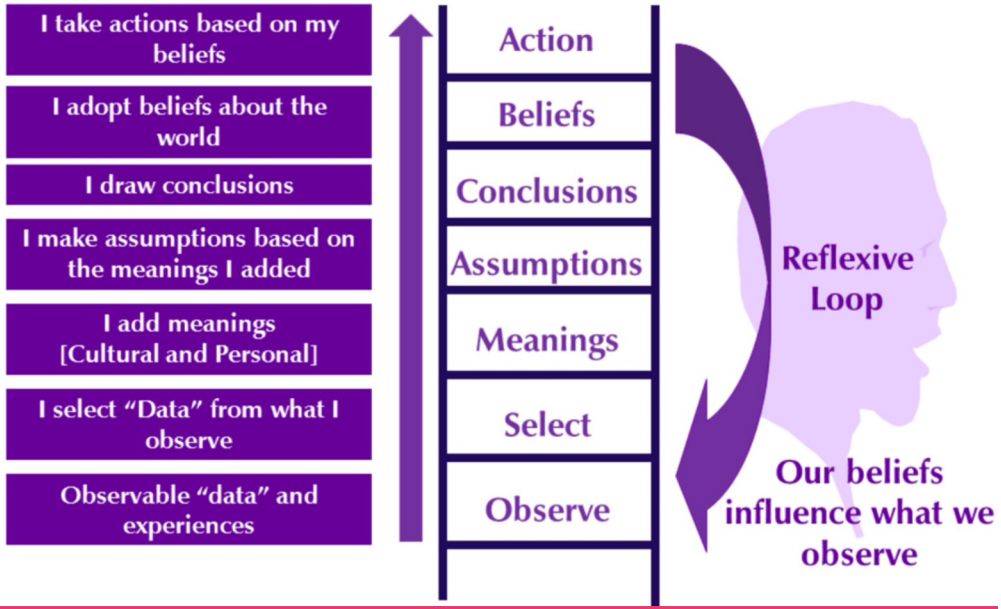
DATA ≠ CONCLUSION: DATA ANALYSIS SHOULD BE GROUNDED IN FACTS, NOT PERSONAL ASSUMPTIONS.

RECOGNIZING BIAS: BE AWARE OF COGNITIVE SHORTCUTS THAT MAY LEAD TO INCORRECT ASSUMPTIONS.

Interpreting Data Without Bias: Applying the Ladder of Inference in School-Based Systems

Pause before concluding. Question your assumptions. Let data drive decisions, not bias.

- Applying the **Ladder of Inference**:
  - Start at the bottom: Observe all relevant data.
  - Identify what data was selected and why.
  - Separate interpretation from objective data.
  - Question assumptions before drawing conclusions.
  - Ensure decisions and actions align with facts, not biases.



The Colour Works. (n.d.). *Ladder of Inference* [Infographic]. Retrieved from https://www.thecolourworks.com/hs-fs/hubfs/Imported_Blog_Media/img_3822-1024x759.png



Data Protocol Structures

Schools often collect more data than they realize - The key is using it effectively

Why Use Data Protocols?

- Structured processes for analyzing and interpreting data
- Ensure consistency, objectivity, and collaboration in data-driven decision-making
- Help identify patterns, trends, and next steps for intervention



Applying Data to Strengthen Tier 1 Practices

Data protocols can identify patterns in system-wide data (district, school, classroom)

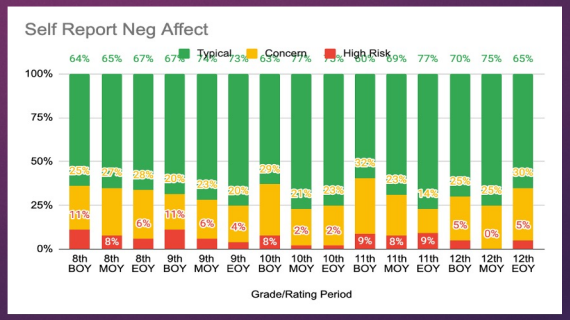
Data protocol examples

- TIPS
- Notice/Wonder
- 5 Whys
- Fishbone

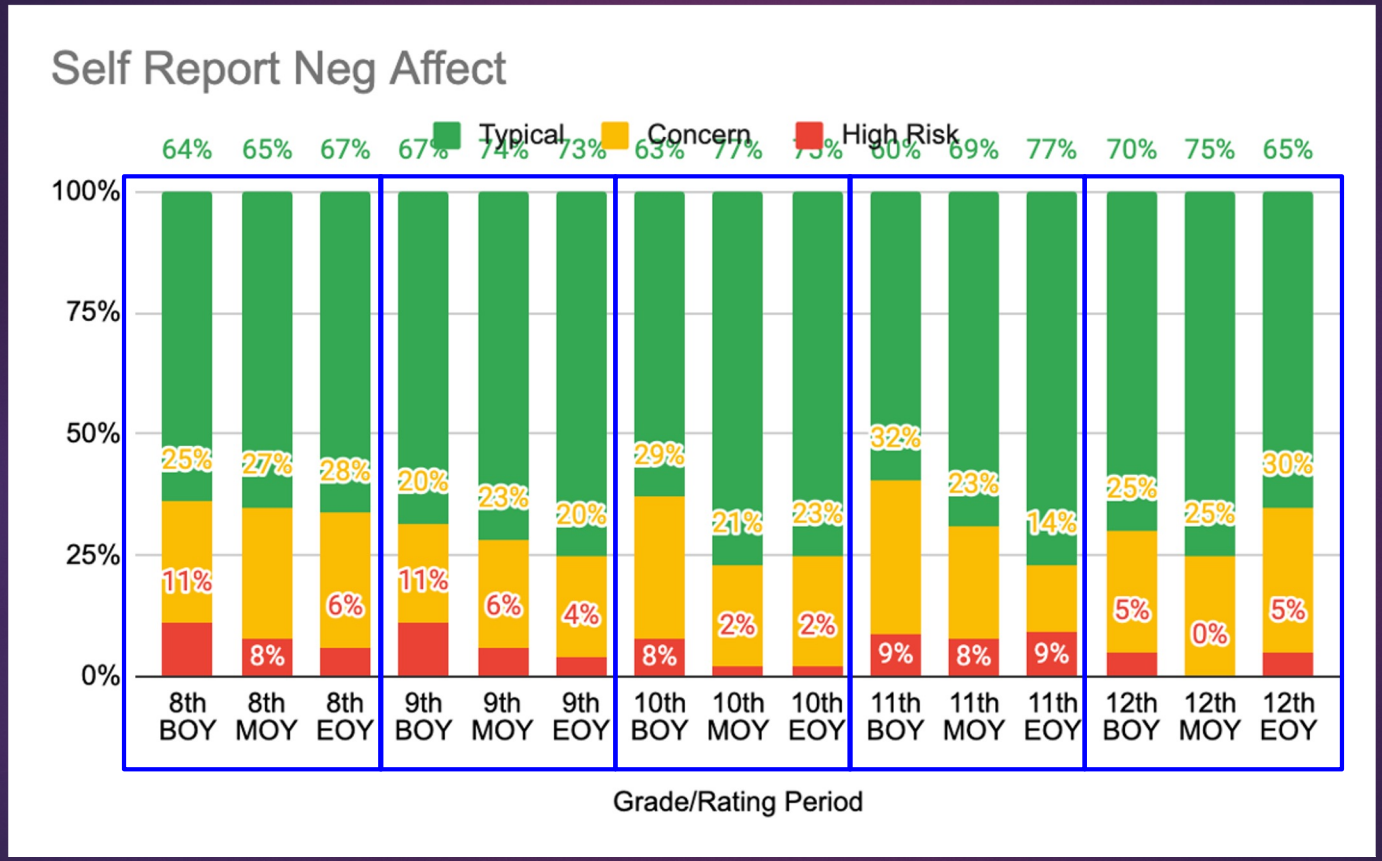


Modeling a Data Protocol: Notice and Wonder

- Notice and Wonder Protocol
  - What do you notice in the sample data set?
    - "I notice…" Facts (Ex. *I notice that all grades saw an increase of students in the typical range from the BOY to the EOY, except for the 12th grade*)
  - What do you wonder about this data set, what more information would you want to know?
  - " I wonder why …." or " I wonder if …" or " I wonder how …"
- Sample Data Set (Next Slide)



High School Student Self-Report (Neg Affect Screening)



I Notice: "I notice.." (facts)

I notice that 10th grade had a spike in green from BOY-MOY, but then saw a slight decrease in the second half of the year

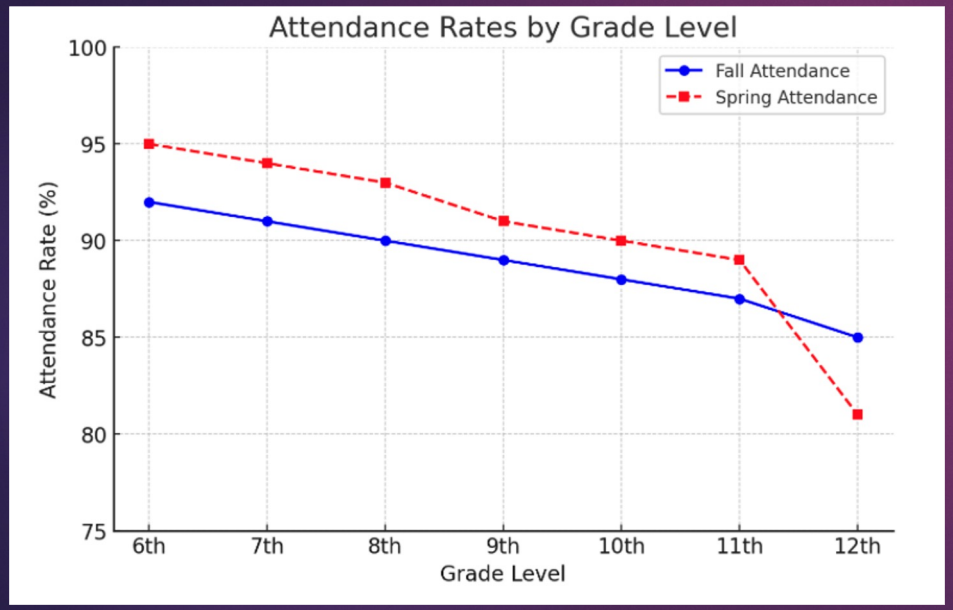
I noticed that 11th grade high risk remained the same

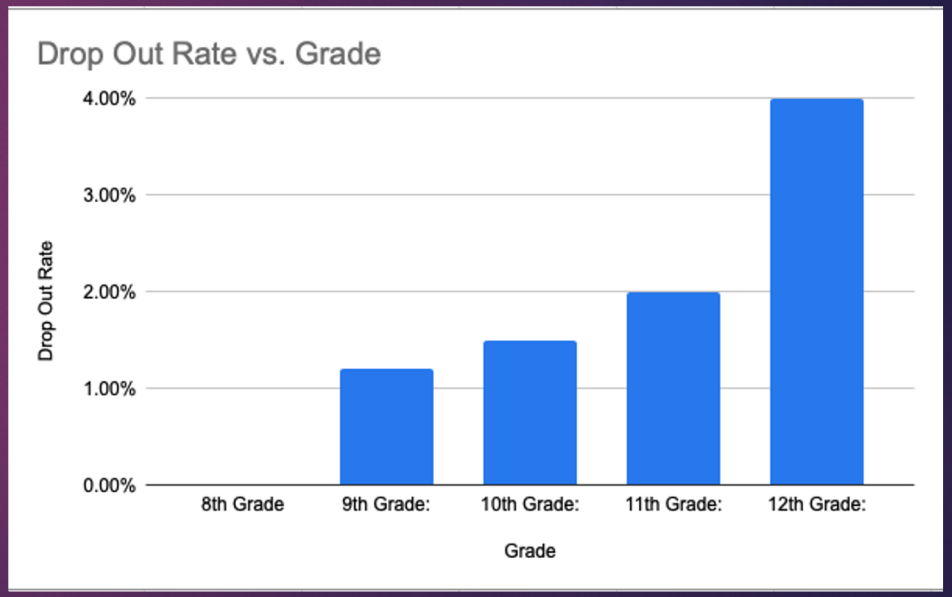
I Wonder: "I wonder if..., I wonder how.., I wonder why..."

I wonder what impacted the increase in Typical range for 11th grade, but did not impact the Most at risk students

I wonder what the data for specific populations would look like? (i.e. sped, EL, etc.)

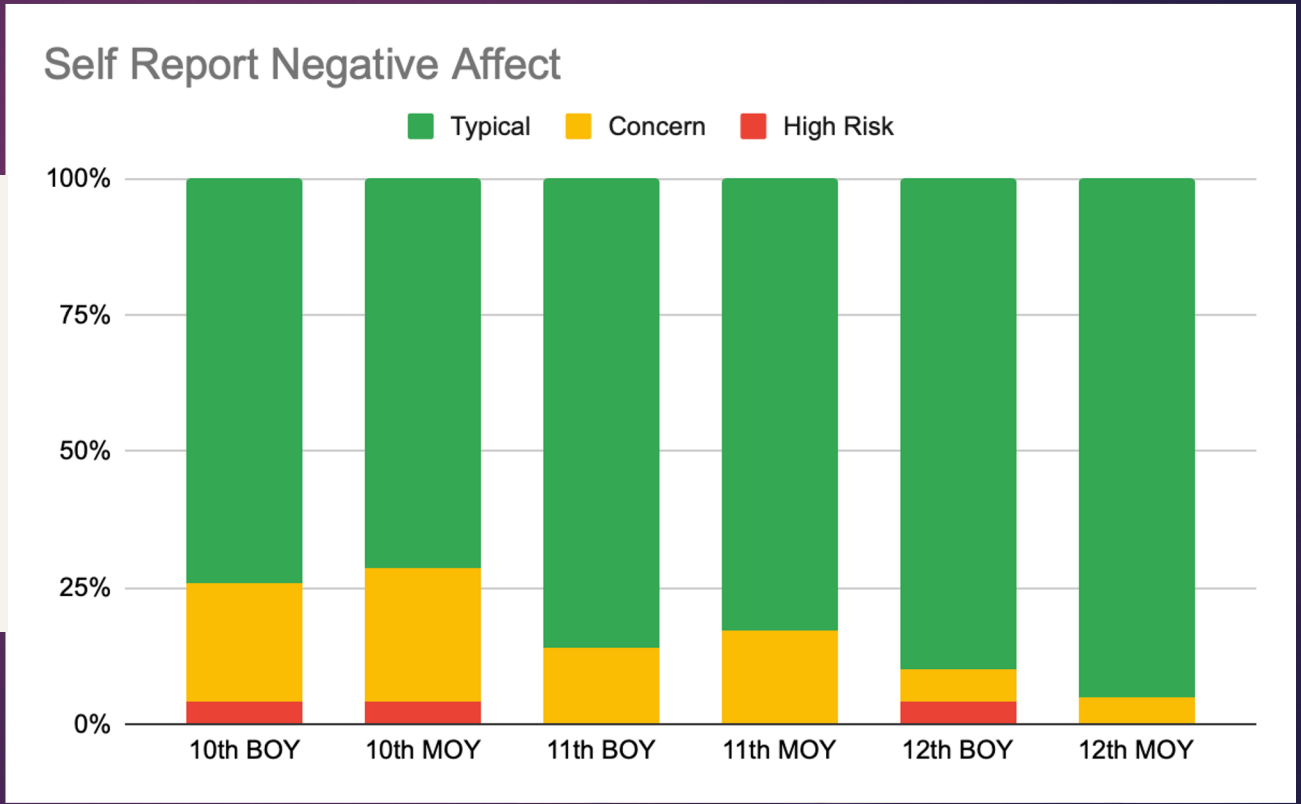
What else did we want to know?



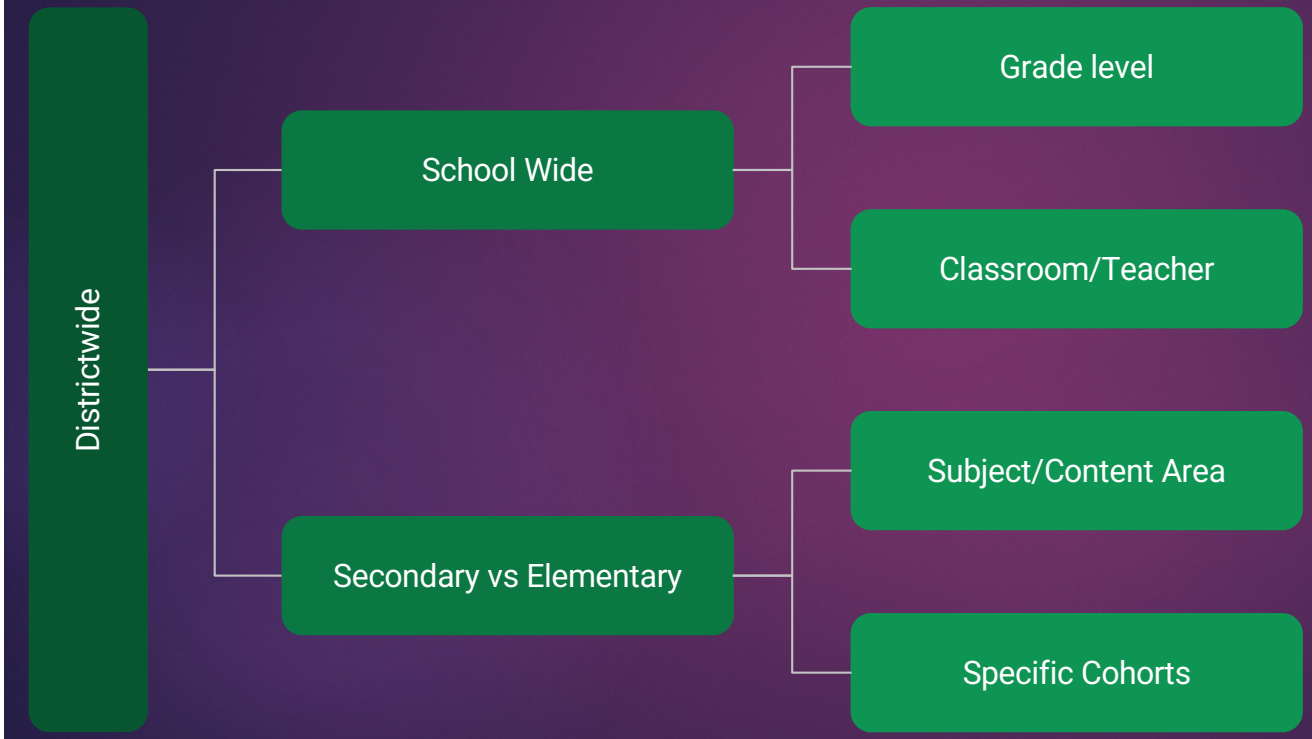


What's your action plan?

Utilizing MyCAP, began monthly in-class lessons around career/college planning activities and mentoring for all 11th and 12th graders



Notice/Wonder Practice: Breakout Groups



Breakout Groups:

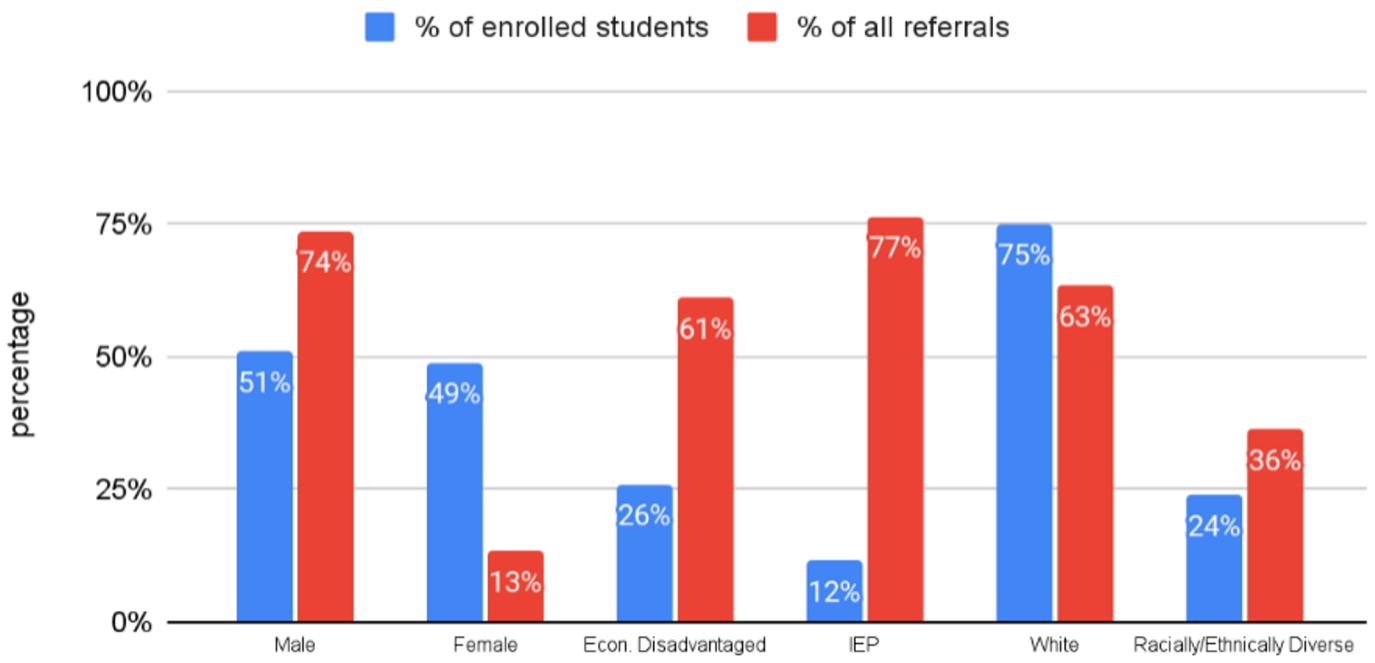
Using data you have at a system level or provided sample data (slides 28 and 29), in your small groups talk through what you notice and what you wonder.

Use the next slide for sample questions you can apply.

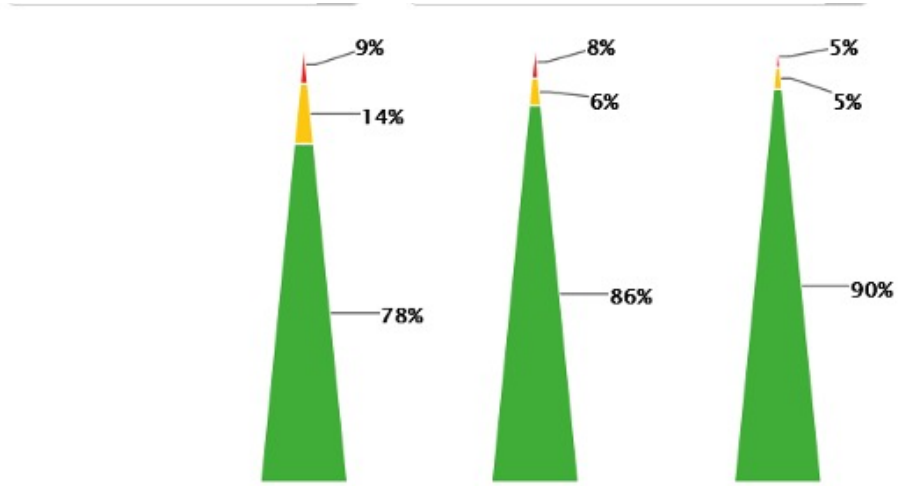
Breakout Groups: Using Data to Complete a Data Protocol

NOTICE	WONDER	THINK	NEXT STEPS
• "I notice that…" • What do you see? Factually not inferred. • Are there clear strengths? Areas for growth? • What stands out? • Are there any patterns? Anomalies? Comparisons? • Anything unexpected?	• "I wonder if…, I wonder how.., I wonder why…" • What are some possible causes? • Thoughts on what others noticed? • What questions does the data raise? • What more information may be needed?	• What current interventions in place align with this data set? • Do the current interventions appear to be supporting this area effectively? • How can this data inform tier I instruction? • What groups may need to be targeted for additional support?	• Do we need additional data? • What adjustments might support school-wide effectiveness? • Are there areas that need to be addressed through PD? • How can leadership ensure a proactive approach? • Are staff aware of these trends and implications?

SWIS Referral by Demographics



BIMAS-2 Data Teacher Report MOY Results



Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention
High Risk	7 (9%)	6 (8%)	4 (5%)
Some Risk	11 (14%)	5 (6%)	4 (5%)
Low Risk	62 (78%)	69 (86%)	72 (90%)
Total	80 (100%)	80 (100%)	80 (100%)

Debrief: Notice & Wonder

Share your group's observations and questions.
Use the sentence starters below:

Notices (Facts)

- *"We noticed that…"*
- *"A pattern we saw was…"*
- *"Across grades/groups, we observed…"*
- *"One thing that stood out was…"*

Wonders (Questions)

- *"We wonder why…"*
- *"We wonder if…"*
- *"We wonder how…"*
- *"A question we still have is…"*
- *"We're curious about…"*

Supporting Productive Data Conversations

- Keeps us grounded in facts
- Promotes curiosity over judgment
- Helps avoid blame or defensiveness
- Supports equity-focused analysis
- Builds shared understanding
- Leads to better next steps

Closing/ Next Steps





Sources

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