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**The Accelerated Charter  
Schools**

**Behavior and Mental  
Health Support Proposal**

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Submitted by:

**INVO**  
healthcare

## Part 1: Behavioral Programs Introduction

Invo Healthcare (Invo) develops and delivers customized mental health and behavioral health services and programs that drive positive student outcomes. As one of the largest and most experienced providers of school-based behavioral and mental health services in the country, Invo delivers unparalleled services for our district partners in the support and treatment of students with a variety of behavioral health needs. Collaboration with teachers, school staff, and parents are central to our school-based behavior services, with the goal of helping students and teachers we serve acquire and effectively apply adaptive behaviors that are necessary to function in a school setting and beyond. Our programs have a significant direct positive impact on each student's academic performance and the performance of the classroom.

Driven by the needs of our District partners and combined with our school-based experience and clinical expertise in ABA and PBIS, Invo developed our behavior programming to help build capacity for District staff. With the goal of strengthening the skills and experience for District staff, Invo's team of BCBA's and behavior professionals work alongside teachers, administrators, and other student support staff to model best practices and creatively approach behavioral challenges.

In discussions with Accelerated Charter Staff, a request was made to propose programs that would be of benefit to the current status of the organization. Invo recommends consideration of two Behavior Programs:

1. Assessment of the Behavioral Learning Environment (ABLE) – an objective landscape review of school and classroom domains that combines Positive Behavior Supports (PBIS) and Applied Behavioral Analysis (ABA), delivering data and recommendations to strengthen the positive behavior environment.
2. Behavior Coaching Program – a 1:1 trainer-coach program that supports teachers and other classroom staff to learn – and apply – behavioral-based strategies to support positive classroom environments and student learning.

While both programs will add value and expertise to your organization, some districts are choosing to utilize the programs in tandem. The information collected and reported in the ABLE product is driving the decisions about the tactical use of the Behavior Coaching program in areas that will leverage the best overall outcomes.

We have included below an overview of both programs.

## ABLE Program Overview

As a neutral party to observe key domains within the school, Invo's Assessment of the Behavioral Learning Environment (ABLE) program combines key components of Positive Behavior Intervention and Support (PBIS) along with key foundations of Applied Behavior Analysis (ABA). The tool is designed to identify evidence-based environmental structures and management considerations with the goal of increasing positive behavior in schools and classrooms. While on-site, the observations are recorded and reviewed by the Board-Certified Behavior Analyst (BCBA) for analysis and recommendations to the District. Our BCBA's observe the following domains to assess the presence of positive behavior supports and practices:

1. Classroom Behavior structures and expectations
2. Classroom environment
3. School-wide environment

The focus of the program is to:

- Identify strengths and areas for growth related to school-wide and classroom-based environmental influences on student behavior and related practices.
- Provide objective data to school teams regarding existing environmental influences on behavior, practices, and supports.
- Identify potential areas for professional development and capacity-building.
- Recommend a course of action to help serve the behavioral needs of schools in an improved manner.

Invo will provide observer facilitators for the Assessment of the Behavioral Learning Environment (ABLE) study and will comprise the following three parts, as outlined below.

### **Meeting Presentation/Participation/Facilitation (Part 1)**

Part 1 consists of in-person or virtual meeting presentation/participation/facilitation on topics including the following:

- 1) Introduction of team from Invo Healthcare.
- 2) Introduction of the Assessment of the Behavioral Learning Environment (ABLE) process.
- 3) Group discussion of behavior challenges in the district to establish context, including an overview of current PBIS and other behavior practices from the District.
- 4) Establishment of common vocabulary and terminology to be utilized as part of the process.
- 5) Development of communication and scheduling in partnership with the District and Schools.

### **Individual Onsite Observations (Part 2)**

Part 2 will typically be scheduled for a period of one week, with the ABE facilitator(s) visiting schools and classrooms throughout the week. Depending on the number of classrooms, Invo may assign additional facilitators, or extend the observation period to more than one week.

During the observations, Invo facilitators will observe and collect data at school sites, working in partnership with the District staff to facilitate the observation of the classrooms at each school, as well as the common areas (cafeteria, playgrounds, library, office, etc.).

- Observers will collect school and classroom data related to behavioral structures and practices.
- Individual students and teachers will not be identified within any data collection or reporting.
- Classroom data will be aggregated and reported at the site level.

### **Data Analysis and Report Creation (Part 3)**

In the final portion of the program, Invo's VP of School-Based ABA Services will review and compile the data into a final report with classroom and school detail, along with recommendations to strengthen behavioral supports and norms within the school. The report will not identify specific teachers, and is not intended as an evaluation tool, rather an opportunity to provide neutral observation of trends and will include recommendations for Accelerated Charter leadership.

- Invo will conduct an analysis of the data to determine areas of strength and potential growth.
- The data analysis will seek correlation between the collected data and historical data provided by the district.
- The final report will include recommendations for next steps regarding professional development, school structures/practices, and classroom structures/practices.

### **Work Product:**

The data collected and subsequent report will be shared with the Accelerated Charter leadership. Contingent upon completion of observations, the report will be delivered to your organization no later than 1 month following the observations.

## Behavior Coaching Program Overview

To respond to District requests for elevated behavior training programs, Invo developed the Behavior Coaching Program to work with classroom teachers and staff in delivering applied skills to better support behavior challenges within the classroom. The program includes an overview on ABA principles, skills teaching, behavior intervention strategies, along with in-classroom evaluations and consultations with the BCBA trainer. While many teachers and paraprofessionals incorporate behavior strategies into their classrooms, the opportunity to sharpen their skills and implement new or reinforced strategies in real-time, allows them the opportunity to strengthen their classroom environment. Invo's program can be tailored to meet specific needs of the district, school, or classroom, and are applicable for any tenure and setting teachers may support.

As the Accelerated Charter Schools organization grows the capacity of school-based staff to provide deeper support for students with disabilities, Invo's behavior coaching program helps to upskill staff to meet student needs. Led by a BCBA trainer with experience working in a school-district and special education setting, Invo's program combine traditional lecture-style training on the front-end, with the majority of the semester-long training foci on 1:1 coaching, classroom observation, direct planning support, and monthly group meetings to model and implement the newly learned behavior strategies in real-time.

Invo will provide a behavior training and skills reinforcement program for identified Teachers and support staff, up to 15 people per training group. The training program will take place over the course of a 16-week period (i.e., one half of school year). The goal of the training program will be to provide a higher level of knowledge and applied skills needed to better support students with behavior challenges within the classroom. The program will include two parts: Part 1 consists of classroom-style (in-person) instructor-led training and take place absent of students present, and Part 2 consists of individual onsite observation, feedback, modeling, etc. within attendees' classrooms. The training will utilize a Behavioral Skills Training (BST) instructional approach to train attendees on skills covered. Training program hours will be comprised of the following:



### **Training Sessions (Part 1)**

Part 1 consists of five (5) in-person or virtual, instructor-led trainings throughout the 16 weeks provided by a Board-Certified Behavior Analyst (BCBA) trainer with topics including the following:

- 1) Basics of Applied Behavior Analysis (ABA): General overview
- 2) Data collection (i.e., Measurement)
- 3) Behavior Assessment (i.e., preference assessments & ABC data collection)
- 4) Skills teaching (i.e., skill acquisition)
  - a. Prompting, Chaining, Shaping
  - b. Token Systems
  - c. Teaching for Generalization
  - d. Self-Management
- 5) Behavior Intervention Strategies
  - a. Antecedent Interventions
  - b. Differential Reinforcement
  - c. Extinction
  - d. Crisis/Emergency Procedures

### **Individual Onsite Observation, Training and Reinforcement (Part 2)**

Part 2 of the training will take place following the instructor-led training sessions and will consist of a minimum of six (6) individual 1:1 sessions onsite at the participants school(s). Onsite sessions will consist of overlap and consultation from a BCBA within participants' schools/classrooms. The purpose of this portion is to provide attendees the opportunity to apply components and strategies covered in part 1 with students with the added supervision and support of a BCBA trainer to provide feedback and support within the areas of focus.

- Each of the participants will then receive sessions onsite at the participants' school(s).
- Sessions will be 1:1 and/or may involve discussion with the classroom teacher and/or other supporting personnel.
- These sessions will focus on implementing the skills covered in Part 1, observations, modeling, and feedback from a BCBA trainer.
- Scheduling will take place throughout the school year as an ongoing check-in and reinforcement of skills learned.

### **Monthly Group Meetings**

- Each cohort or group of up to 15 participants will also participate in monthly team meetings.
- The team meetings will be held virtually with the original training group.
- This is an opportunity to ask questions, discuss and practice strategies, and learn from one another and continue to build their skills.

### **BCBA Indirect Planning Hours**

The BCBA trainer will work with district and school teams to best individualize this training program to meet the district, school(s), and each participant's needs for support and skill development across the content areas included in the training program. The BCBA trainer will provide indirect planning time in between the in-person sessions to tailor each session to the participant(s) needs and prepare resources for those participants to use.

### **Program Objectives:**

*After completing this training, attendees will be able to...*

- 1) Explain principles of Applied Behavior Analysis as it pertains to relevant student behavior.
- 2) Implement various measurement techniques for collecting relevant behavior data.
- 3) Conduct preference assessments with students and assist with functional assessment as well as individualized assessment procedures.
- 4) Use various evidence-based behavioral techniques to promote student learning and independence within the classroom.
- 5) Identify functions of behavior and implement various function-based interventions to reduce problem behaviors within the classroom.
- 6) Fully understand their role in supporting students utilizing the multi-tiered student support process.

## Pricing

In response to Accelerated Charters request for multiple considerations to implement the Behavior Programs, Invo has prepared the following pricing estimates to deliver both ABLÉ and Behavior Coaching programs in the Fall of 2023. Note that the following assumptions apply:

### ABLE Pricing

- ABLÉ can be completed prior to the end of the 23-24 school year (ideal, but if not feasible, will discuss and review with Accelerated Charter Schools to determine best timeline)
- ABLÉ may require multiple BCBA facilitators, based on scheduling of school observations and total number of classrooms.

<b>Behavior Programs: ABLÉ</b>
<b>Option #1 -- 2 Schools</b>
<i>Total Classrooms</i>
50

Program	# Schools	# Classrooms	Rate	Total	Notes
ABLE, up to 50 classrooms	2	50	\$50,000	\$50,000	Flat rate, up to 50 classrooms
Additional classrooms	0	0	\$-	\$-	
<b>Total -- ABLÉ Option #1</b>				<b>\$50,000</b>	

### Behavior Coaching Pricing

- Behavior Coaching initial training can be delivered prior to the start of the school year to maximize availability of participants.
- Behavior Coaching cohorts will run simultaneously (ie, 2 or 3 cohorts running in the Fall semester)
- Behavior Coaching cohorts contain up to 15 participants, assuming participants will be based in the same school(s) (ie, one HS→all participants from that same HS)

<b>Behavior Coaching Program</b>					
<b>Option #1 -- 1 Cohort (Fall 2023)</b>					
	# of Annual Cohorts	# of Dedicated CBAs	Total Participants	Cost / Cohort	Total Cost
Behavior Coaching Program	1	1	15	\$90,000	\$90,000