

School Behavioral Health Tiered Coaching and The Early Identification System





Agenda

Early Identification System

Intervention Hub & Coaching

Implementation

School Data and Voice

Goal

EIS Overview

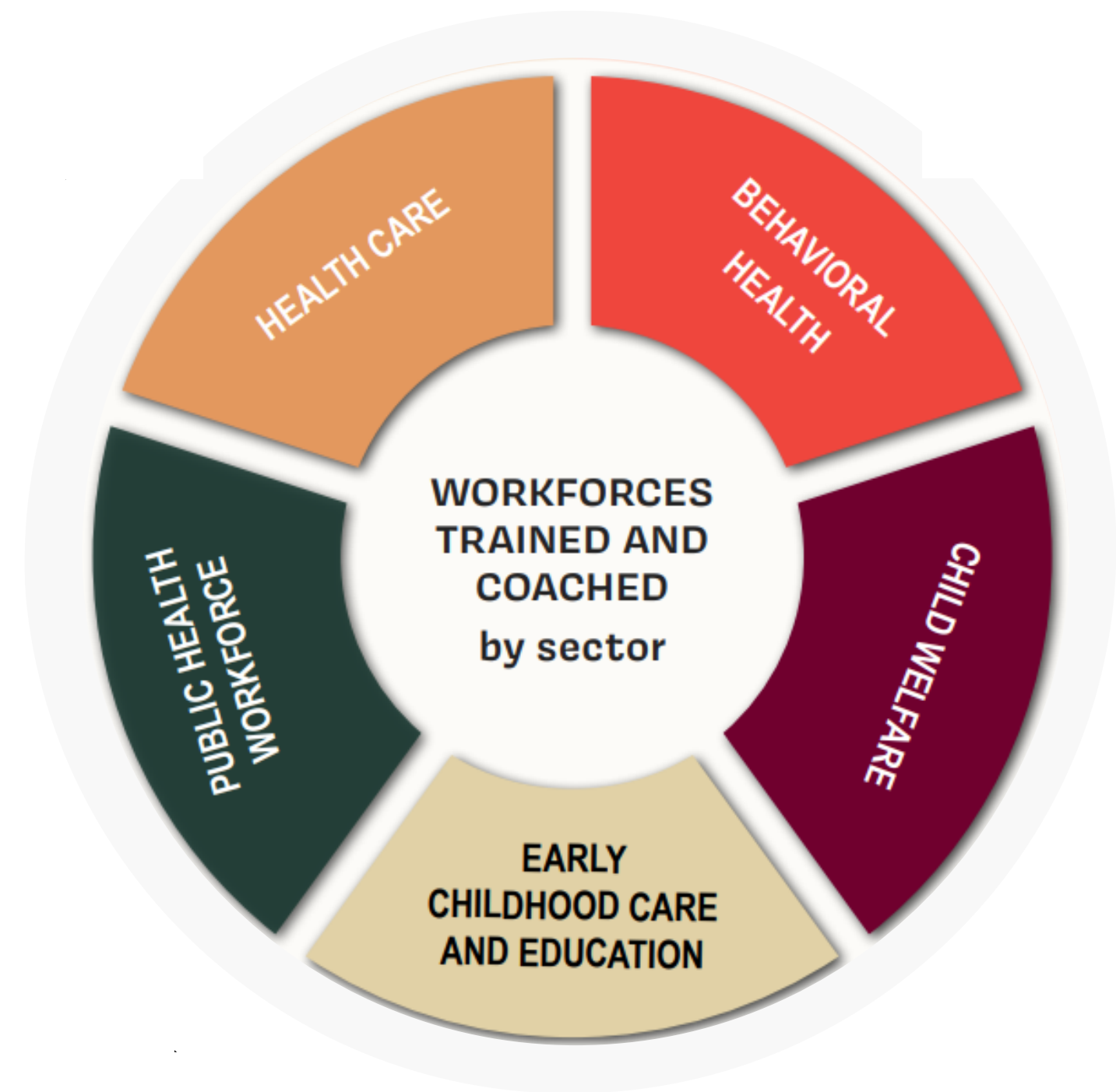
Snapshot Year 1
Project Growth

Mission: Improving the health of Montanans by improving the systems that serve us.

Collaborations with:

- State agencies
- Nonprofits
- Caregivers
- Community organizations

Team: 25 professionals with diverse expertise located across Montana



18

Behavioral Health Systems for Future Generations [BHSFG]

Invest in School Based Behavioral Health Initiatives

\$1,778,260 October 2025 - September 2027.

Montana offers **universal behavioral health screening** in select schools to identify at-risk youth. This screening, combined with **access and referral to the right services**, can improve youth mental health and reduce adverse outcomes (e.g., crisis, ED visits, etc.). Montana provides the Comprehensive School and Community Treatment (CSCT) model. Montana's Office of Public Instruction has also invested in the Multi-Tiered System of Support (MTSS) in schools. **Under this recommendation, additional support will be provided to schools for the expansion of universal screening and implementation of additional evidence-based practices.**

Children's Mental Health Bureau

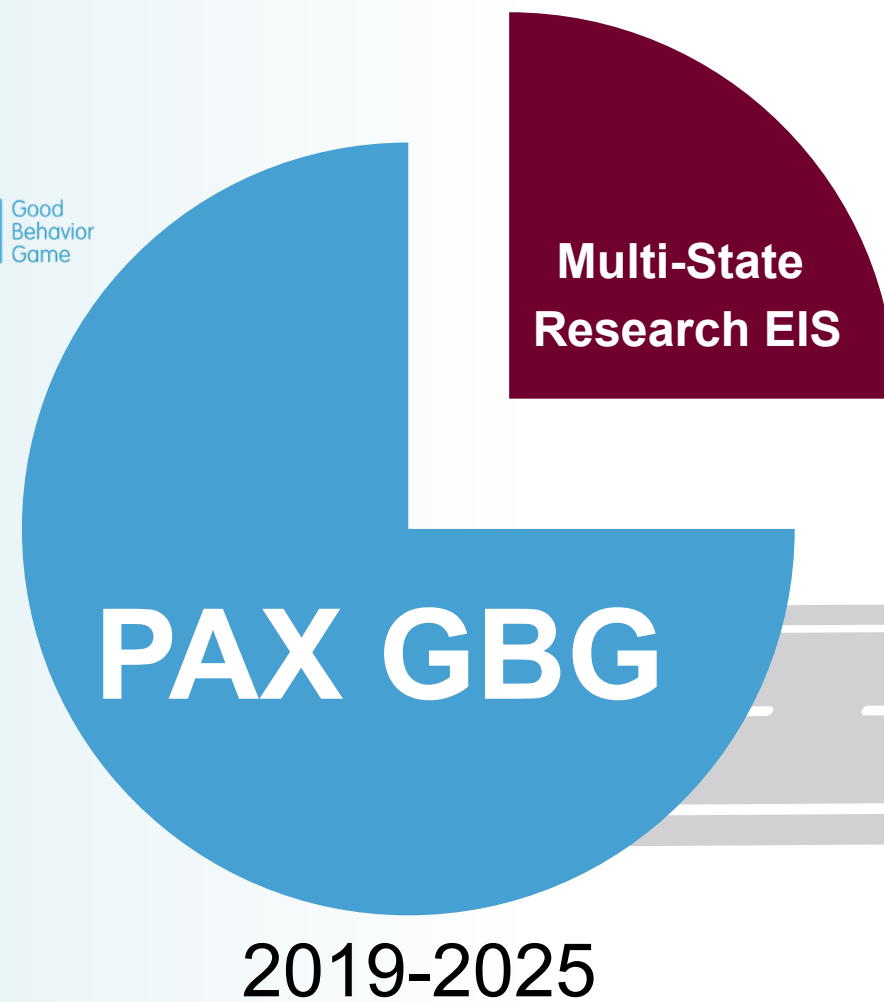
- Focus on rural and remote schools
- Tiered Coaching Model
- Early Identification System [EIS]
- Intervention Hub (tiered intervention menu)
- Sustain PAX Good Behavior Game
- OPI & MTSS
- External Evaluation: June 2026 and 2027

Evolution of School Behavior Support

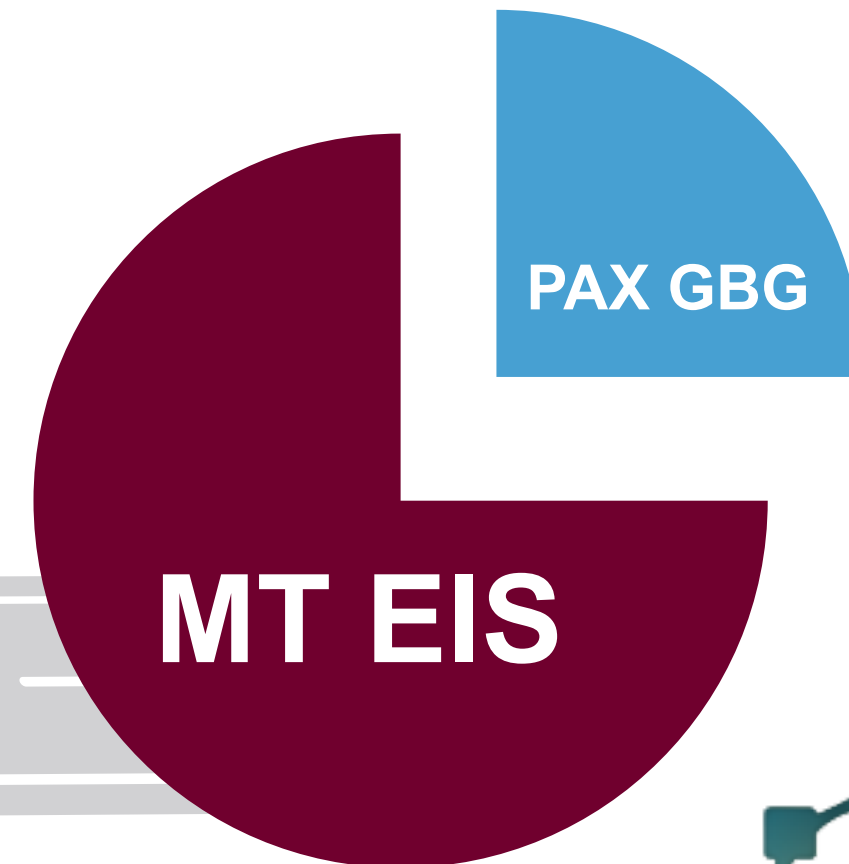


CENTER FOR CHILDREN, FAMILIES
AND WORKFORCE DEVELOPMENT

UM Center's School-Based Behavioral Health Work



2019-2025



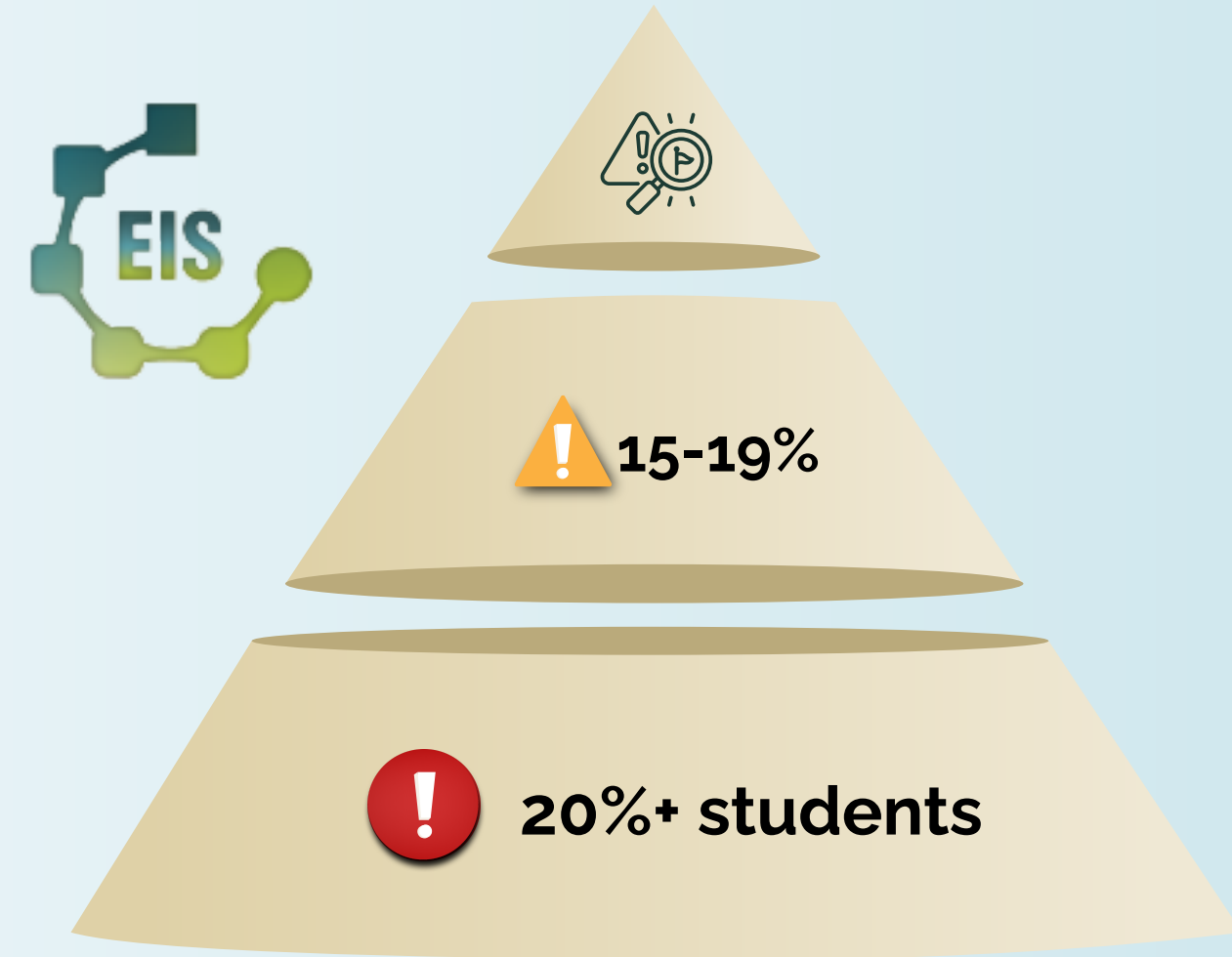
2025-2027
Funding: BHSFG #18





PAX Good Behavior Game

- **Set of universal strategies** used daily
- Predetermined, implemented T1
- 6hr training



Early Identification System

- Universal **social behavioral screening tool**
- Identify student needs T1, T2, T3
- **Local data** used to inform interventions & programs (ongoing)

Strategy Alignment

PAX & EIS Hub Crosswalk

“Our consultant matched some of the targeted areas on the EIS to PAX behaviors, so we were able to brainstorm how to make real changes to support students.”
MT EIS Principal

PAX Strategies	EIS Hub Strategies
PAX Vision	Establishing Routines, Precorrection (CCU)
PAX Quiet	Attention Signals
Wacky Prizes	Mystery Motivators
PAX Stix	Opportunities to Respond
Tootles	Positive Peer Reporting
PAX Leader	Behavior Specific Praise
PAX Hands, Pax Voices	Defining and Teaching Expectations
Good Behavior Game	Good Behavior Game

Tiered School Coaching

Sustainable Change through Partnership

UM Center School Behavioral Health Team



Wendy Ekegren

Program Director



Karlee Tchida

Program Manager
Implementation Coach



Bethany Hinricher

Program Coordinator



Lynsey Heiken

Implementation Coach
MTSS Lead



Jori Liva

Implementation Coach
Principal, Butte



BJ Ihde

Implementation Coach
Special Education, Hellgate Middle School



Brooke Hathaway Angst

Training Innovation
Healthy Outcomes
from Positive Experiences

Active Coaching

UM Coaching Framework



Foundational

Empowering **readiness** through need, fit, capacity and consensus building

Integrated

Partnering with schools through **personalized coaching** and strategic, data-informed solutions

Targeted

School-driven implementation supported by **targeted coaching**

Sustained

School-led systems sustained with flexible coaching and statewide resources



UM Center Coaching Essential Components



Onboarding: readiness, capacity, and fit



Build systems: Internal liaison and team development, data cycles, and fidelity to the model.



Data support: using data, improvement cycles, progress monitoring



Intervention selection support: tailored to school data, fit, and capacity (MTSS tiered menu)



Monthly consultations: UM Coaching provides support, accountability, knowledge and partnership

Essential Partnerships

Building Sustainability Through Strategic Relationships



Clear, individualized support to increase trust and communication.

- Relationships
- Ongoing feedback
- Tailored support

Schools

- Missouri Prevention Science Inst. (**MPSI**)
- School Administrators of Montana (**SAM**)
- Montana Professional Learning Collaborative (**MTPLC**)
- Montana Small School Alliance (**MSSA**)
- Montana Healthcare Foundation (**MTHF**):
Community School Coalition
- UM **Safe Schools**
- UM Center of Advancement of Positive Education (**CAPE**)
- Montana Afterschool Alliance

Organizations

- **Department of Public Health and Human Services**
 - Children's Mental Health Bureau
 - Prevention
- **Office of Public Instruction**
 - Continuing Education (MTSS)
 - School Coordinated Health
 - Montana Student Well-being Advisory Committee (**MSWAC**)

State Agencies

Coaching Impact: *School Perspective*



"We have really been impressed by the **support** we have received from our UM coach and their team."

"[The EIS tool is] Very user friendly and the assistance from the UM coaches has been nothing short of **professional, timely and phenomenal.**"

Our consultant matched some of the targeted areas on the EIS to PAX behaviors, so we were able to brainstorm how to **make *real* changes to support students.**"

"Simply sitting down with our UM coach and going over the data as a group was **insightful and productive.**"



Early Identification System



CENTER FOR CHILDREN, FAMILIES
AND WORKFORCE DEVELOPMENT

Early Identification System (EIS)

A universal **social behavior screening tool** and support system.

- Teacher Checklist, PK-12th grade
- Student Rating, 3rd-12th grade
- ✱ • Norms based on each school, local data local needs
- Identify students who are “at risk” for behavioral or emotional concerns
- Connect needs identified in surveys to interventions



What does the research say?



Purpose of EIS

- EIS is a universal screening tool designed to identify and address student mental health needs effectively using data-driven decision-making.

Research Study Scope

- The study involved over 16,000 students across 54 schools, showing that **high-fidelity EIS implementation impacts mental health positively.**

Impact on Student Behavior

- ✿ • High EIS fidelity **reduces internalizing and externalizing behaviors** linked to anxiety, depression, aggression, and defiance over time.

Importance of Fidelity

- Benefits are greater when schools adhere closely to EIS protocols, emphasizing the importance of high-fidelity implementation.

Seven EIS Domains



Attention and
Academic Issues



Peer Relationship
Problems



Externalizing
Behaviors



Internalizing
Behaviors



Emotional
Dysregulation



School
Disengagement



Bullying
Behaviors



Early
Identification
System

EIS Teacher Survey

Domains

▲ Attention and Academic Issues

▲ Peer Relations

▼ Externalizing Behavior

Behavior Checklist Items

		Argues with adults	Blames others	Breaks rules	Breaks things on purpose	Is defiant	Is physically aggressive	Is verbally aggressive	Lies
Anne-marie Clausewitz	☐	☐	☐	☒	☐	☒	☐	☐	
Emelyne Grattan	☐	☐	☐	☐	☐	☐	☐	☐	
Wyatt Heaven	☐	☒	☐	☐	☐	☐	☐	☐	
Waylin Higgoe	☐	☐	☐	☐	☐	☐	☐	☐	

Cancel Evaluation

Save Progress

Submit Checklist

Student Roster



EIS Student Survey

Read Aloud



 English ▾



Previous
Question

13. In the past month I felt hopeless



Always



Often



Sometimes



Never



Next Question

35%

19. I listen to my teachers



Always



Often



Sometimes



Never



Early
Identification
System

Sample EIS Student Questions



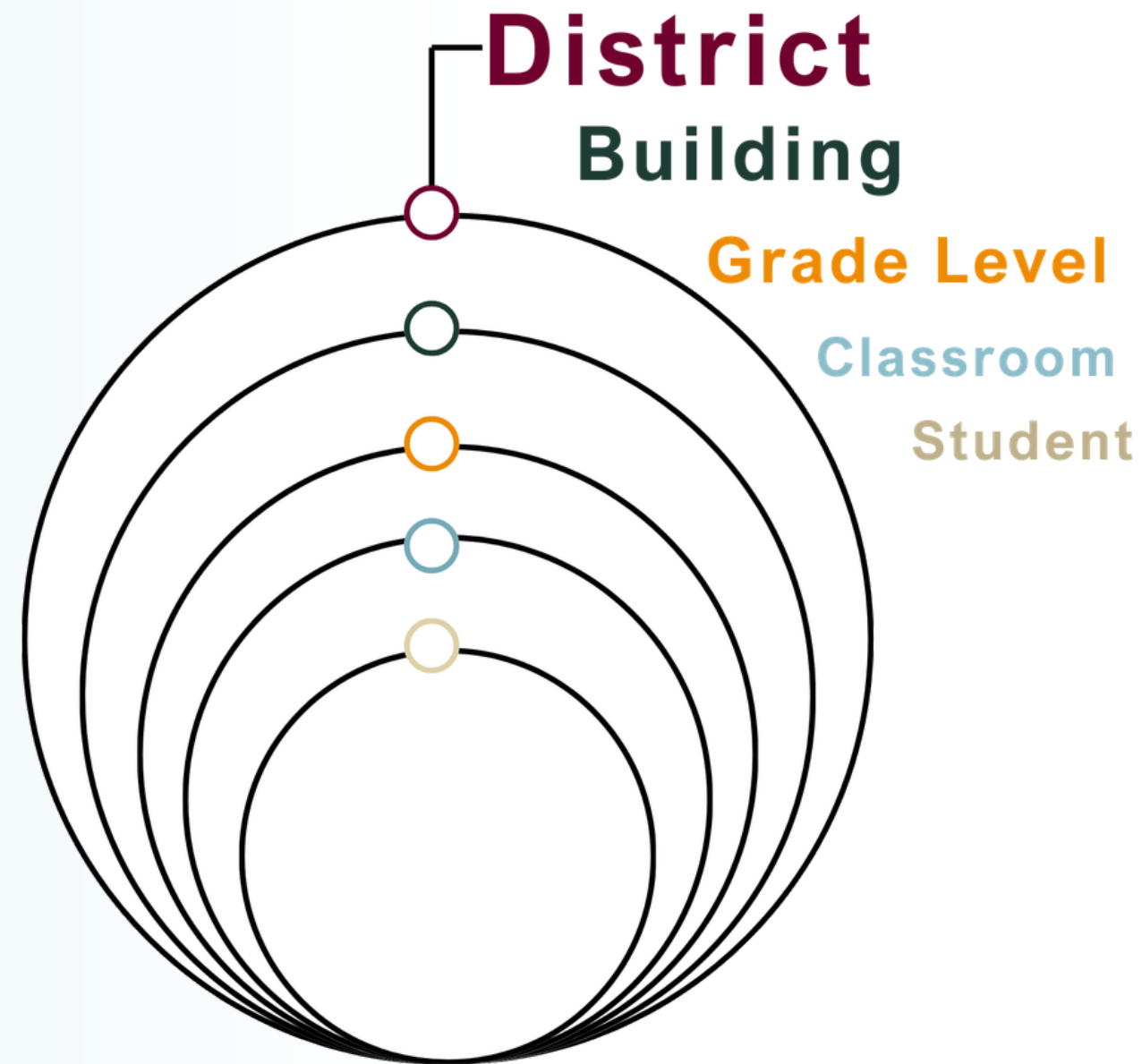
- I have friends to talk to at school.
- I am a good friend.
- I work well with my classmates.
- I feel left out by others.
- In the past month, I felt lonely.
- I like myself.
- I need help with my emotions.
- I look forward to learning new things at school.
- I have trouble sitting still at school.
- I have a hard time asking for help.
- In the past month, I felt like I did not matter.
- There is an adult I can talk to at school if I need help.



Full list of questions



Scaffolded Reports



District

- Professional development
- Program needs

Building

- Identify need, design action plan
- Staffing assignments, groups, and schedules
- Resources

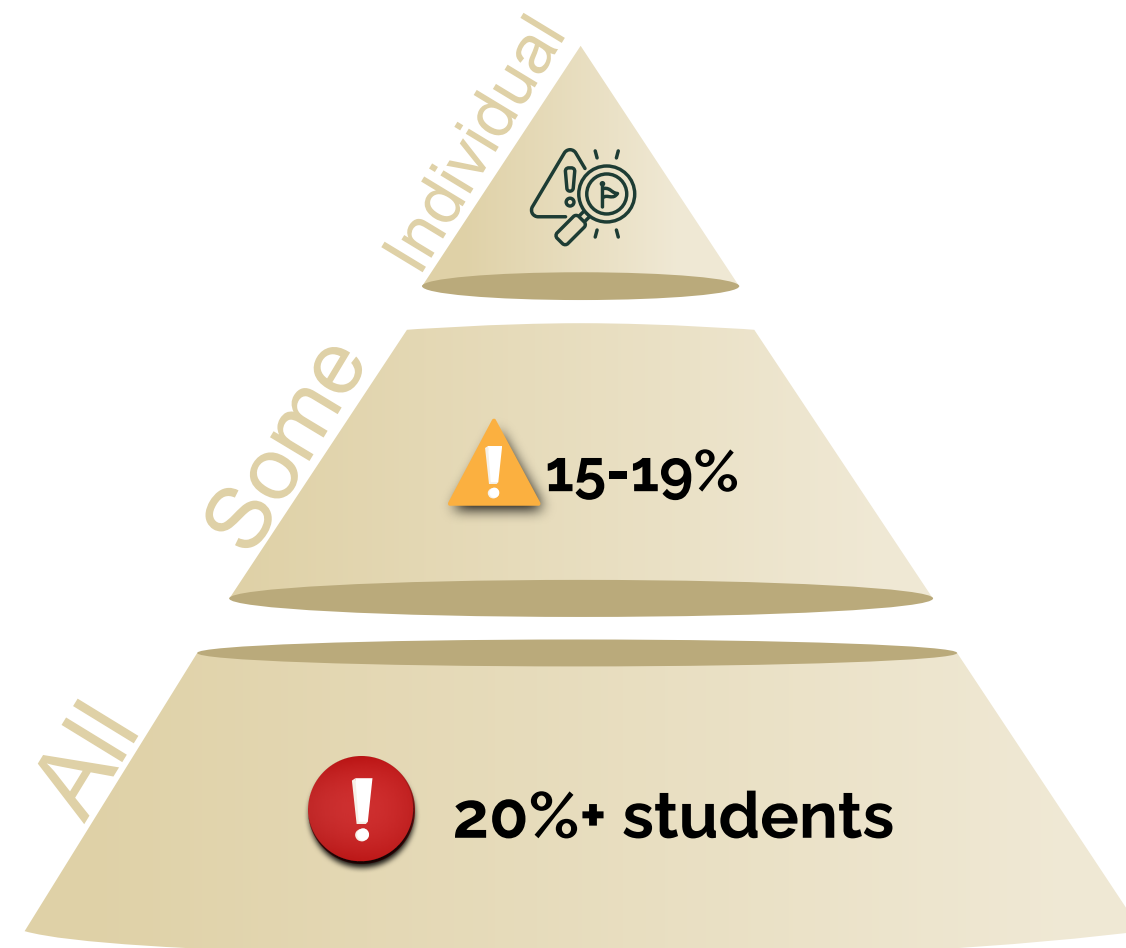
Grade Level and Classroom

- Team targets and focus areas
- Targeted support in the classroom

Student

- Individualized support resource

Analyzing EIS Reports



When the *collective* “**always**” and “**often**” responses....



are **between 15-19% of all students**,
T2: Targeted supports are recommended



meet or exceed 20% of all students,
T1: Universal supports are recommended

EIS Teacher Building/Grade Reports

Teacher Checklist Building Report

Demo Middle School | July 2022

Low Risk

Some Risk

Needs Attention

Gender:

All

Grade:

All

Attention and Academic Issues	
Poor organization skills	0.00%
Poor academic performance	33.33%
Easily distracted	25.00%
Does not complete assignments	8.33%
Refuses to persist if a task is hard	0.00%
Has trouble concentrating	33.33%

Peer Relations	
Is disliked by peers	33.33%
Is left out of activities by peers	25.00%
Has no close friends	16.67%
Does not work well with others	8.33%
Has poor social skills	16.67%

Externalizing Behavior	
Blames others	8.33%
Is defiant	16.67%
Is verbally aggressive	0.00%
Is physically aggressive	8.33%
Breaks rules	8.33%
Lies	0.00%
Argues with adults	8.33%
Breaks things on purpose	16.67%

Poor Academic Performance

33.33% Checked

Demo Names

Jeth Stark
Kikelia Wilce
Stephenie Siggery
Pail Wrey

EIS Student Building/Grade Reports

Student Survey Building Report

Demo Middle School | October 2021

Never

Sometimes

Often

Always

Gender:

All

Grade:

All

School Disengagement

28. I DO NOT look forward to learning new things at school	42.2%	26.5%	20.7%	10.5%
29. I DO NOT enjoy coming to school	25.5%	26.9%	32.0%	15.6%
30. There is NOT an adult I can talk to at school if I need help	63.3%	14.2%	14.2%	8.4%

30. There Is NOT An Adult I Can Talk To At School If I Need Help

Demo Names
Always - 8.36%

Stephenie Siggery
Jayme Prestidge
Craggy Ensten
Larina St Angel
Dulcea Cescotti
Keelby Lewtey

Peer Relations

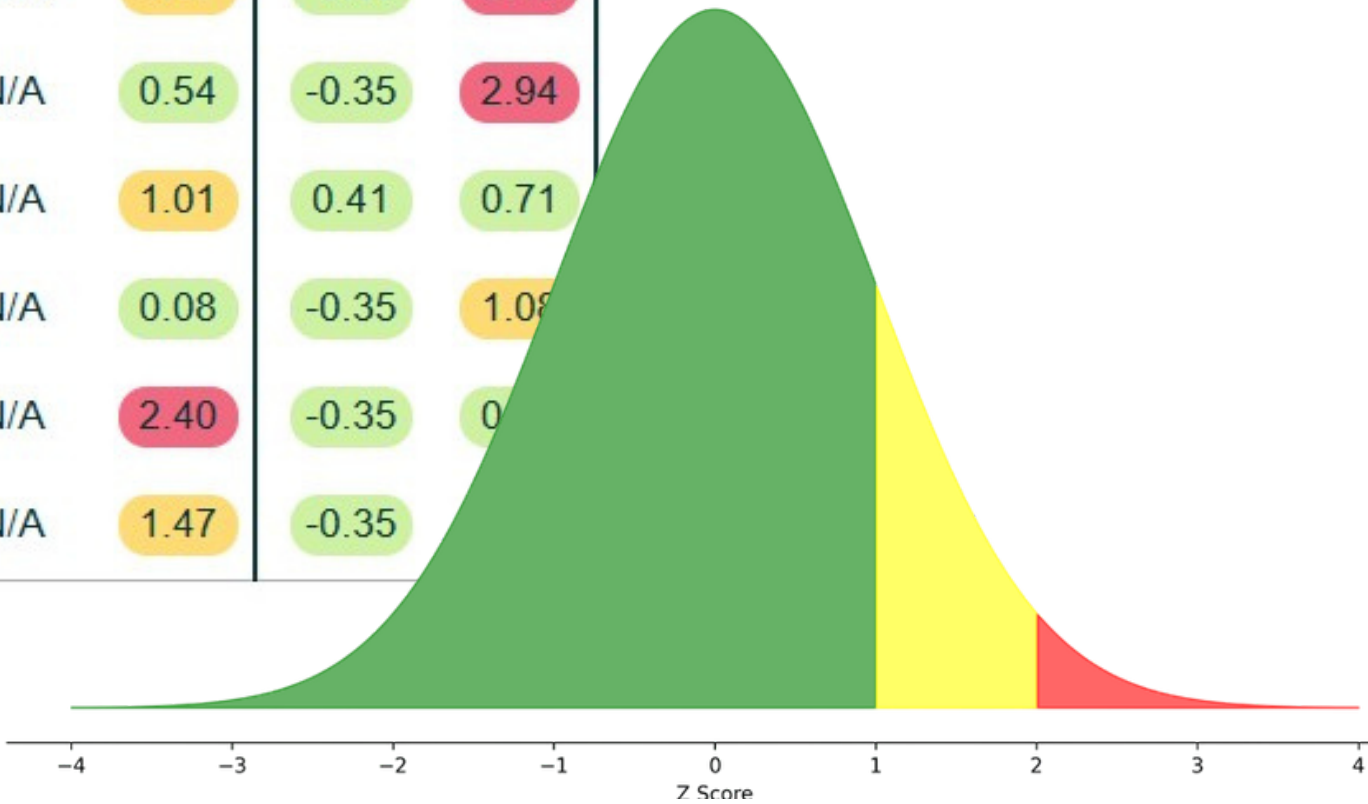
1. I DO NOT have friends to talk to at school	59.1%	31.8%	4.5%	4.5%
2. Other kids make fun of me at school	22.7%	59.1%	4.5%	13.6%
3. I am NOT a good friend	54.5%	31.8%	13.6%	0.0%
4. I DO NOT cooperate with others	31.8%	27.3%	40.9%	0.0%
5. I DO NOT work well with my classmates	27.3%	50.0%	13.6%	9.1%

EIS Teacher Student Comparison Report

Demo Data

Attention and Academic Issues		Peer Relations		Externalizing Behavior		Internalizing Behavior		Mean to Others		I am Bullied		School Disengagement		Emotion Dysregulation	
Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
-0.67	3.32	5.01	5.58	0.48	5.48	2.75	4.06	-0.34	6.86	6.56	3.77	N/A	2.87	4.18	3.31
-0.67	0.93	-0.30	0.90	-0.35	-0.64	-0.37	3.27	-0.34	-0.64	-0.15	3.77	N/A	1.01	-0.35	3.31
-0.67	3.32	-0.30	0.90	-0.35	1.11	-0.37	2.87	-0.34	-0.64	-0.15	0.82	N/A	1.01	-0.35	0.34
-0.67	0.93	-0.30	1.37	-0.35	-0.20	1.19	2.68	-0.34	1.03	-0.15	2.29	N/A	1.47	-0.35	1.82
-0.03	1.32	-0.30	1.37	-0.35	-0.20	-0.37	2.08	-0.34	1.86	-0.15	-0.66	N/A	1.47	-0.35	2.19
-0.03	1.72	-0.30	1.37	-0.35	0.67	-0.37	2.08	-0.34	1.03	-0.15	-0.66	N/A	0.54	-0.35	2.94
-0.67	1.72	-0.30	0.90	-0.35	-0.64	2.75	2.08	-0.34	1.03	-0.15	0.82	N/A	1.01	0.41	0.71
-0.67	0.13	-0.30	0.44	-0.35	0.23	-0.37	1.88	-0.34	0.19	-0.15	-0.66	N/A	0.08	-0.35	1.08
1.88	2.12	-0.30	-0.03	-0.35	0.23	1.19	1.88	-0.34	0.19	-0.15	0.82	N/A	2.40	-0.35	0.08
3.16	1.72	-0.30	-0.03	0.48	1.11	1.19	1.88	-0.34	1.03	-0.15	0.82	N/A	1.47	-0.35	0.08

Sort



Individual Student Reports

Riney Moreland Demo Data

Low RiskSome RiskNeeds Attention

Individual Student Report | Grade 7th | Demo High School | March 2026

Teacher(s): Adam Novah, Serina Williams, Brendon Emmanuel

☐ Has Services | ☐ Parent Refusal | [Notes](#)

Attention and Academic

	Teacher Checklist
	ZScore=1.67 (Raw Score 4) (Change 2)
	Poor organization skills
	Poor academic performance
	Easily distracted
	Does not complete assignments
	Refuses to persist if a task is hard
	Has trouble concentrating

	Student Survey
	ZScore=0.24 (Raw Score 4) (Change -1)
	I have trouble sitting still at school
	I have trouble finishing my work
	I have trouble paying attention
	I try hard to get good grades on my work
	I complete my school work on time

Internalizing

	Teacher Checklist
	ZScore=-0.88 (Raw Score 0) (Change N/A)
	Poor self-esteem
	Is sad
	Is withdrawn
	Worries a lot

	Student Survey
	ZScore=0.32 (Raw Score 9) (Change N/A)
	I feel left out by others
	I like myself
	In the past month I felt sad
	In the past month I felt fearful
	In the past month I felt lonely
	In the past month I felt worried
	In the past month I felt like I did not matter
	In the past month I felt hopeless
	I have a hard time asking for help

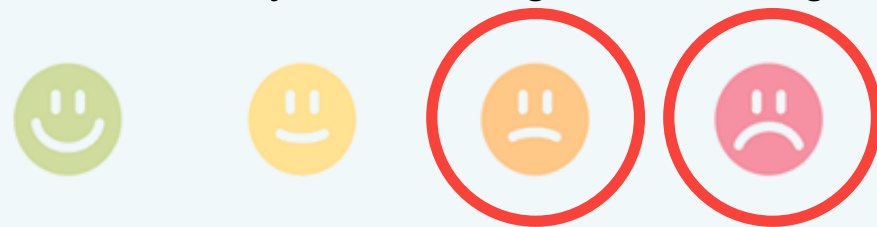
Daily Alert Feature



“In the past month, I felt like I did not matter.”

“In the past month, I felt hopeless.”

“This means in the past month you have felt like there was no hope.
No matter what you did, things would not get better.”



- **When:** During each two-week data collection window
- **What:** Selected school staff are notified daily when students respond “**often**” and/or “**always**” to high-risk questions
- **Why:** Allows for immediate follow-up
- **How:** Selected school contacts receive an email prompting them to log in to the system and view the list of students flagged as high-risk

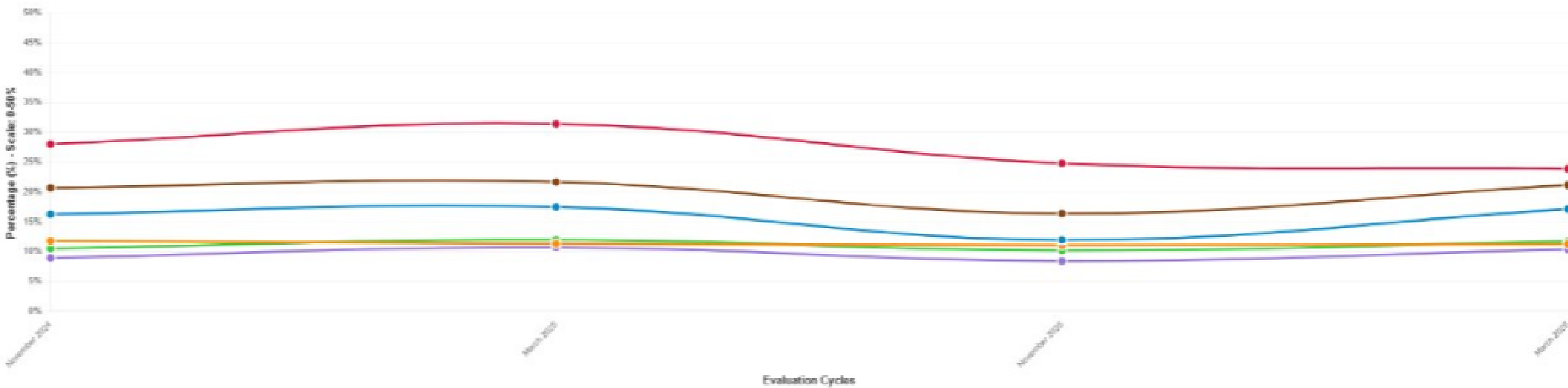
Longitudinal Reports

Teacher Checklist Building Report - Demo Middle School

Select the domain/item(s) to view percentage trends across evaluation cycles

Type: Item-wise Domain(s): Attention and Academic Issues Item(s): All Items

Select Date Filter: Last 6 cycles



Demo Data

EIS and Hub: *School Perspective*



"Data is **easy to collect and read**. The staff had great conversations stemming from the reports."

"One of the biggest successes our district experienced while participating in the project was the ability to identify students needing additional academic, behavioral, or social-emotional support **much earlier** than we had in the past."

"Our staff appreciated the specific areas (domains) and the **specific questions**. It allowed the staff to **pinpoint** where a child needed support."

"We are able to identify **students who internalize** their emotions and are not necessarily overt in their emotional and social well-being."



The Intervention Hub

From Information to Intervention



Early Identification System (EIS) Intervention Hub

The EIS intervention hub connects to interventions across 7 risk areas known to be related to later mental health problems. Within each area, you will find prevention strategies and interventions for elementary, middle, and high schools across three tiers.

Tier 1 is universal, meaning that it benefits all students. Tier 2 (selective) offers interventions for a targeted group of students. Tier 3 (indicated) interventions are aimed to provide individualized support for students who have increased levels of risk. **Click on an area below to learn more.**



<https://ruralsmh.com/intervention-hub/>

Initial Sorting



Early Identification System (EIS) Intervention Hub

EIS Intervention Hub > **Externalizing Behaviors**



Externalizing Behaviors

Select the targeted age group, then the level of intervention.

K-5 Elementary School

6-8 Middle School

9-12 High School

Tier 1: **Universal**

Tier 2: **Selective**

Tier 3: **Indicated**

Externalizing Behaviors occur when students demonstrate disruptive or aggressive behavior, get into trouble at school, and have difficulty complying with adult directives. Externalizing behaviors can lead to rejection from peers and teachers, friendships with peers who make poor choices, bullying others, being bullied, receiving out-of-school discipline, school failure, school disengagement, substance abuse, and dropout.

Interventions and supports for **Externalizing Behaviors** focus on goal setting, enhancing problem-solving skills, increasing emotion recognition, and anger control strategies to decrease disruptive and aggressive behaviors.



Early
Identification
System



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Intervention Sorting

Area of Risk

☐ Attention and Academic Issues

☐ Peer Relationship Problems

☒ Externalizing Behaviors

☐ Internalizing Behaviors

☐ Emotional Dysregulation

☐ School Disengagement

☐ Bullying Behaviors

Targeted Age

☒ Elementary (K-5)

☐ Middle (6-8)

☐ High (9-12)

Level of Intervention

☒ Tier 1: Universal

☐ Tier 2: Selective

☐ Tier 3: Indicated

Intervention Details

☐ Free

☒ Teacher Implemented

☐ Other Personnel Implemented

☐ Manualized

Externalizing Behaviors X

Elementary (K-5) X

Tier 1: Universal X

Teacher Implemented X

Clear all

Showing 14 of 46 resources.

Per page: 25



Active Supervision

Active supervision can be helpful in addressing disruptive behaviors, inattention, off-task behaviors, and issues with work completion.

Attention and Academic Issues, Externalizing Behaviors, Emotional Dysregulation, Elementary (K-5), Middle (6-8), High (9-12), Tier 1: Universal, EIS, Free, Teacher Implemented, Strategy



Attention Signals

Using an attention signal involves using an auditory and visual cue to quickly gain the attention of students. Attention signals can be used to help teachers transition between activities or when a large number of students are off-task. Attention signals help with having smooth transitions, improving attention to task, and reducing disruptive behavior.

Attention and Academic Issues, Externalizing Behaviors, Elementary (K-5), Middle (6-8), High (9-12), Tier 1: Universal, EIS, Free, Teacher Implemented, Strategy

Good Behavior Game



🕒 Target Grade Level	Grades K-5
👥 Level of Intervention	Tier 1: Universal
🎯 Domains Targeted	Externalizing Behaviors, Emotion Dysregulation
🧠 Specific Concerns Addressed	Attention Seeking Behaviors, Disruptive Behaviors, Inattention, Impulsive Behavior, Off-Task Behaviors

Description

The Good Behavior Game is a group contingency classroom management strategy that rewards students for on-task and appropriate behaviors during a designated instructional time. Students are divided into teams. Teams receive a point when a student on the team displays an unacceptable classroom behavior. The team with the fewest number of points when the game ends win a group reward. However, if all teams can keep their points below a pre-defined number or threshold, all teams will earn the reward. Rewards are provided immediately after the game is over. The Good Behavior Game teaches self-regulation.

The How-To

Begin by determining expectations for classroom behavior. It is important to review acceptable and unacceptable behaviors with students. Next, explain to students how teams earn a point (e.g., displaying unacceptable behavior), who is on each team, and how long they will play the game. Explain how the Good Behavior Game is won (i.e., by being on the team with the least points or when all teams stay below a pre-specified total number). Finally, explain what rewards they will earn from winning the game. Once in progress, track the time and number of points earned by each team. Tally points using a visual (e.g., whiteboard) so that teams are aware.

- **Who can use?** Classroom teacher
- **How often?** Daily
- **For how long?** Throughout the school year

Tips for Success

- Involve students in setting up classroom rules. Have them describe or act out acceptable and unacceptable behaviors so they are clearly aware of what behaviors will earn a point.
- Try to create opportunities for teams to succeed (i.e., do not place all students likely to display challenging behaviors on the same team).
- Identify rewards that can be easily provided at the end of the game (e.g., dance at desk).
- It may be more helpful to use the game for shorter periods of time initially.
- Once established, conduct secret games (e.g., don't tell students it has started)

Helpful Resources

- ⇒ [Intervention Central](#)
- ⇒ [Classroom Checkup Example](#)
- ⇒ [Good Behavior Game Training](#)

Positive Peer Reporting



🕒 Target Grade Level	Grades K-12
👥 Level of Intervention	Tier 1: Universal; Tier 2: Selective
🎯 Domains Targeted	Peer Relationship Problems, Externalizing Behaviors, Emotion Dysregulation
🧠 Specific Concerns Addressed	Attention Seeking Behaviors, Disruptive Behaviors, Self-Esteem, Social Skills Deficits

Description

Positive peer reporting is a class-wide strategy designed to increase the social involvement of students that may be socially withdrawn, seeking negative attention, or engaging in disruptive behaviors. This strategy involves peers providing structured praise to a target student(s) when they engage in appropriate social behavior and follow classroom expectations. This strategy can be used as a Tier 2 selective intervention by having peers focus on one or two students, or it can be universally applied to peers giving each other positive attention without targeting any particular students or by randomly pulling student names to be targets for the day.

The How-To

First, determine the group award students will receive after meeting a set number of points. Each time a peer praises a classmate or targeted student, the class earns a point. Determine a set number of points that are needed to earn the award. Next, teach the students how to positively praise others by providing examples, practicing, and modeling using praise. Once introduced, teachers should designate a time, specify the target student(s), letting students know how many points must be earned to receive the class reward.

- **Who can use?** Classroom teacher
- **How often?** Daily/regularly
- **For how long?** Throughout the school year

Tips for Success

- To avoid students feeling isolated, teachers can select 2-3 students at a time as targets and vary in choosing which students are selected.
- Teachers can involve students in selecting rewards to increase student buy-in.
- If students provide inappropriate or unfriendly praise, teachers should reteach how to praise. If the problem continues consider taking away points from the class total.
- Students who thrive on peer attention will benefit most from this intervention.

Helpful Resources

- ⇒ [Intervention Central \(Steps outlined, overview\)](#)
- ⇒ [Video Model of Positive Peer Reporting](#)

[Please provide your feedback](#)



Year 1 Implementation

Reach, Rollout, and Sustainability

UM Coaching Reach: EIS Schools

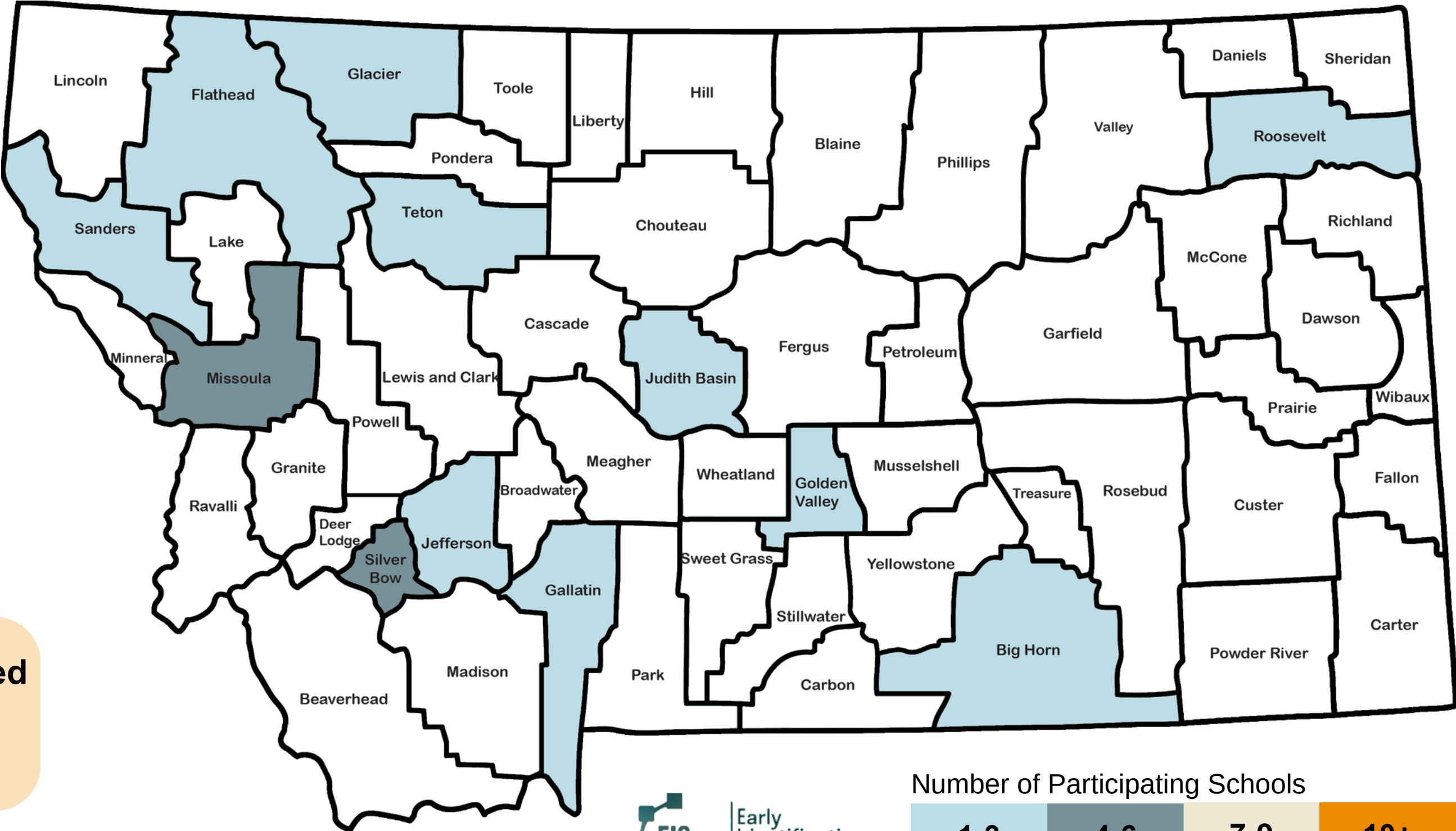
Fall 2025-26

13 Districts

26 Schools

4,192 Total Screeners Completed

2,726 Student Self-Reports



UM Coaching Reach: EIS Schools

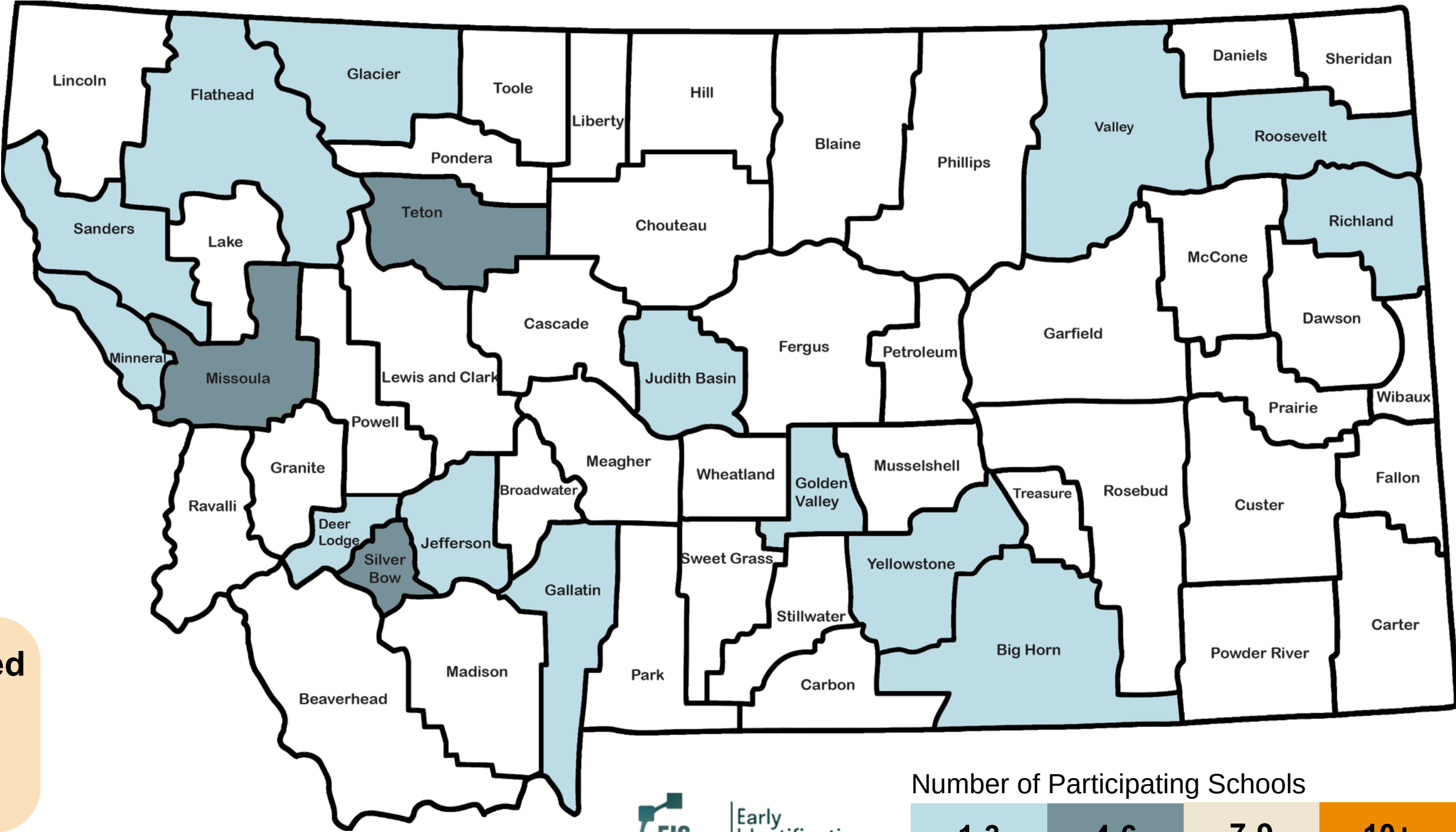
Spring: 2025-26

19 Districts

34 Schools

5,269 Total Screeners Completed
+1,044

3,408 Student Self-Reports
+682



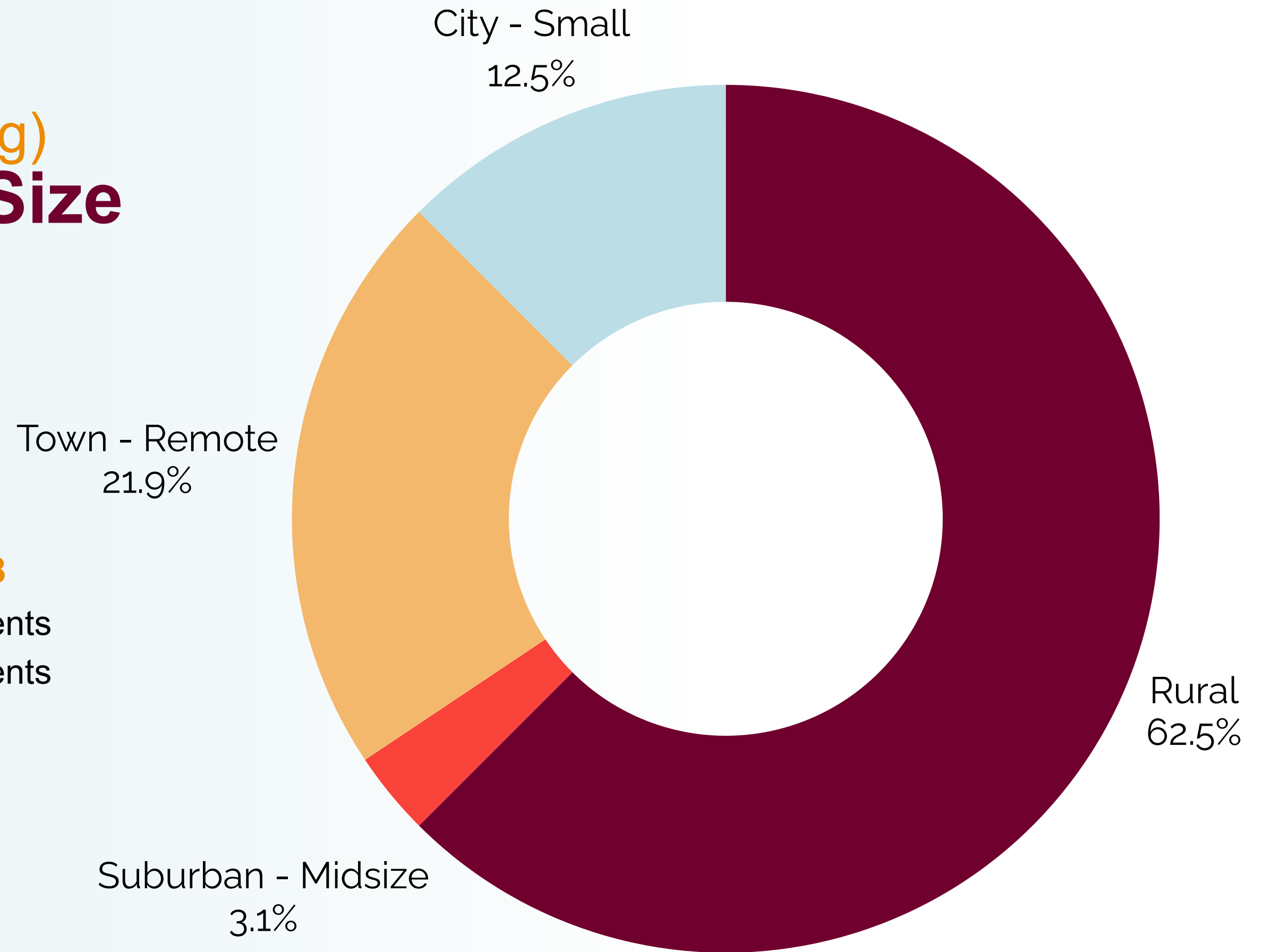
Number of Participating Schools			
1-3	4-6	7-9	10+

Fall 2026 (actively recruiting) School Support by Size

School Enrollment Ranges From 8-518

32% (15 schools) have fewer than 100 students

53% (25 schools) have fewer than 200 students



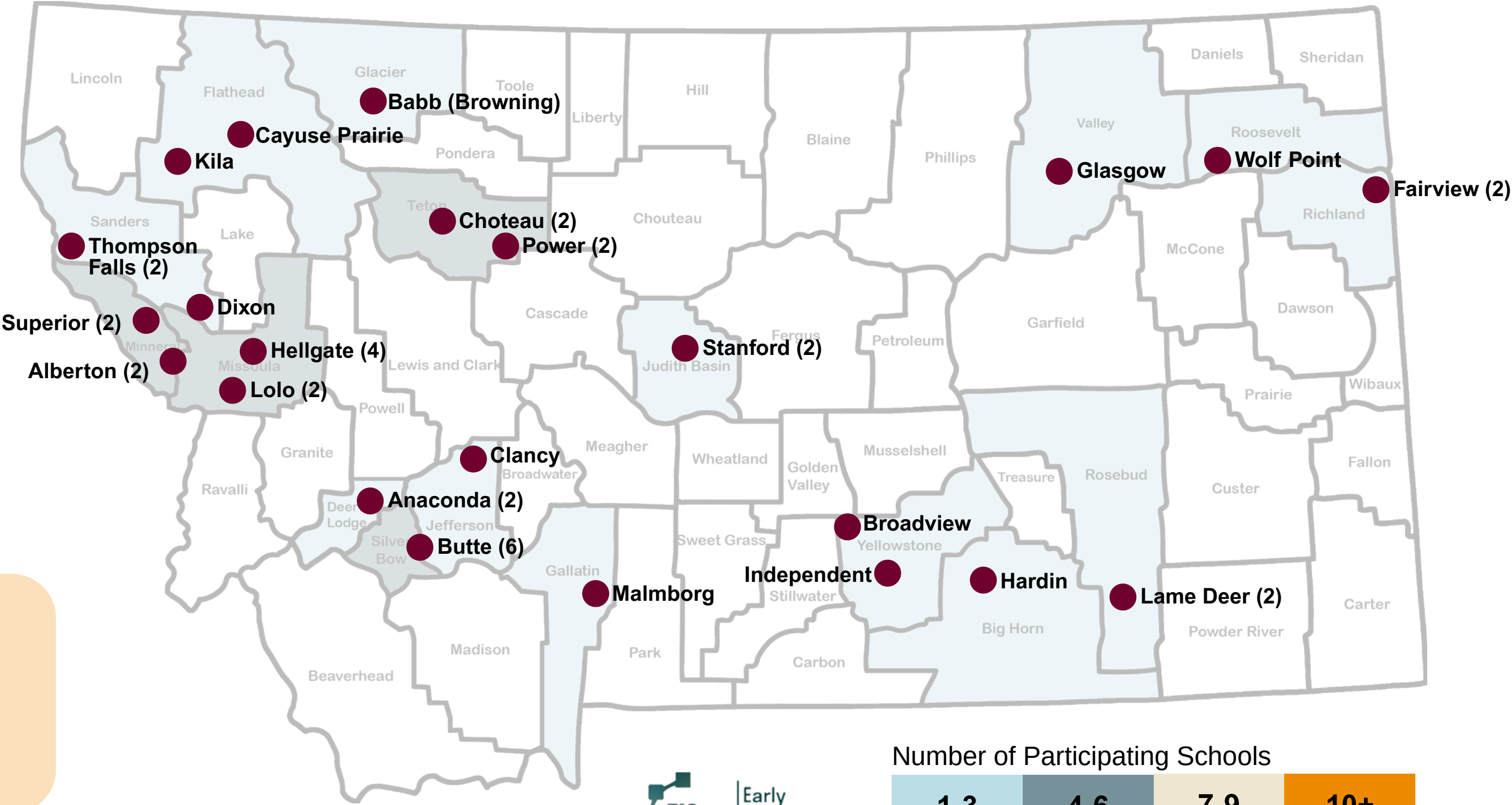
UM Coaching Reach: EIS Schools

Fall 2026-27

23 Districts*

41 Schools*

Actively recruiting
additional new schools
and districts.



District Breakdown

Fall 2026 (actively recruiting)

Rural: Remote, Distant, Fringe

District	County
Babb Elementary (K-6)	Glacier
Dixon School (PK-8)	Sanders
Stanford K-12 (2)	Judith Basin
Superior K-12 (2)	Mineral
Northside Elementary	Roosevelt
Choteau K-12 (2)	Teton
Power K-12 (2)	Teton
Hardin Middle (6-8)	Big Horn
Malmborg School (K-8)	Gallatin
Fairview K-12 (2)	Richland

District	County
Cayuse Prairie School	Flathead
Clancy School (K-8)	Jefferson
Lolo School (K-8) (2)	Missoula
Thompson Falls K-12	Sanders
Broadview	Yellowstone
Kila K-8	Flathead
Glasgow	Valley
Alberton (2)	Mineral
Lame Deer (2)	Rosebud

Town: Remote

District	County
Anaconda (3)	Deer Lodge
Butte Elementary (6)	Silver Bow

City: Small

District	County
Hellgate K-8 (4)	Missoula

Suburban: Midsize

District	County
Independent School (K-6)	Yellowstone

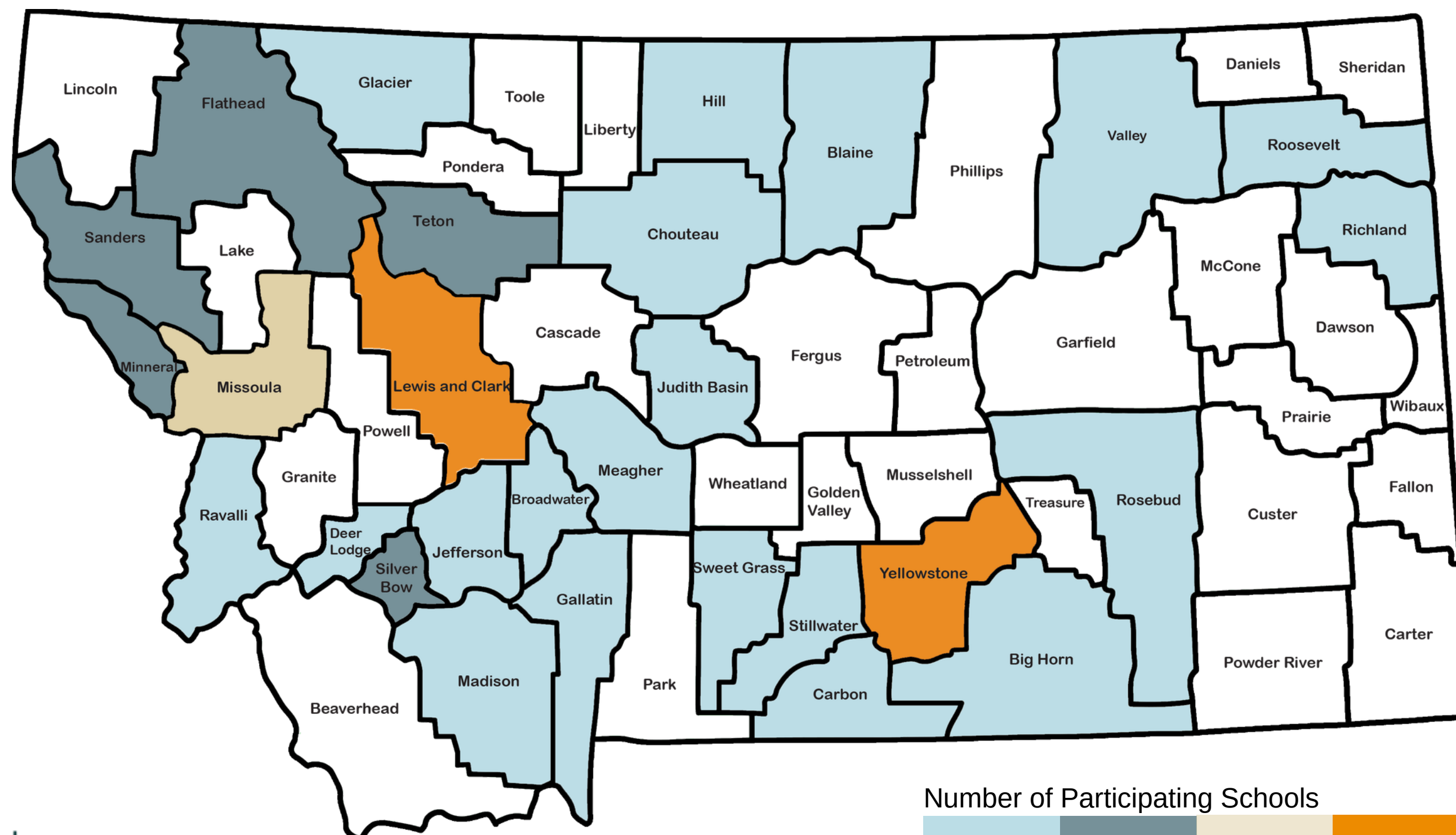
UNIVERSITY OF MONTANA
 CENTER FOR CHILDREN, FAMILIES AND WORKFORCE DEVELOPMENT

49 Districts

92 Schools

The PAX logo, featuring a stylized blue figure with a white circle on its chest, surrounded by five blue stars of varying sizes. Below the figure is the word "pax" in a bold, blue, sans-serif font. To the right of the logo, the text "Good Behavior Game" is written in a smaller, blue, sans-serif font, with "Good" and "Game" on separate lines and "Behavior" in the middle.

Early Identification System



Number of Participating Schools

1-3

4-6

7-9

10+

Initial School Trends

Baseline Data & School Response

What Schools are Saying...



“

I love that we are using data to make decisions on how to support kids. We have learned not only that students need more Tier 2 and 3 supports but also what Tier 1 strategies can improve our overall school climate.

MT EIS Liaison, 2026

100% of participating schools would recommend EIS and UM Tiered Coaching to a colleague

97% rate of return*

*1 school pausing - recommends the program, not the right time for their capacity



Data Dictionary



✿ EIS Student and Teacher Screener

Statewide aggregated, de-identified EIS responses - Fall 2025 Cycle

✿ Fall 2025

2,726 student screening responses (self-report)

4,192 completed screeners (total student screeners, teacher and self-reported)

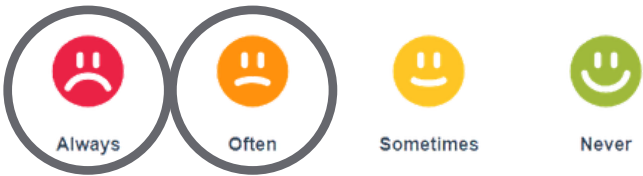
✿ EIS Domains



*The teacher screener does not have questions for the domain “School Disengagement.”

✿ High Risk

Response of “often” or “always”



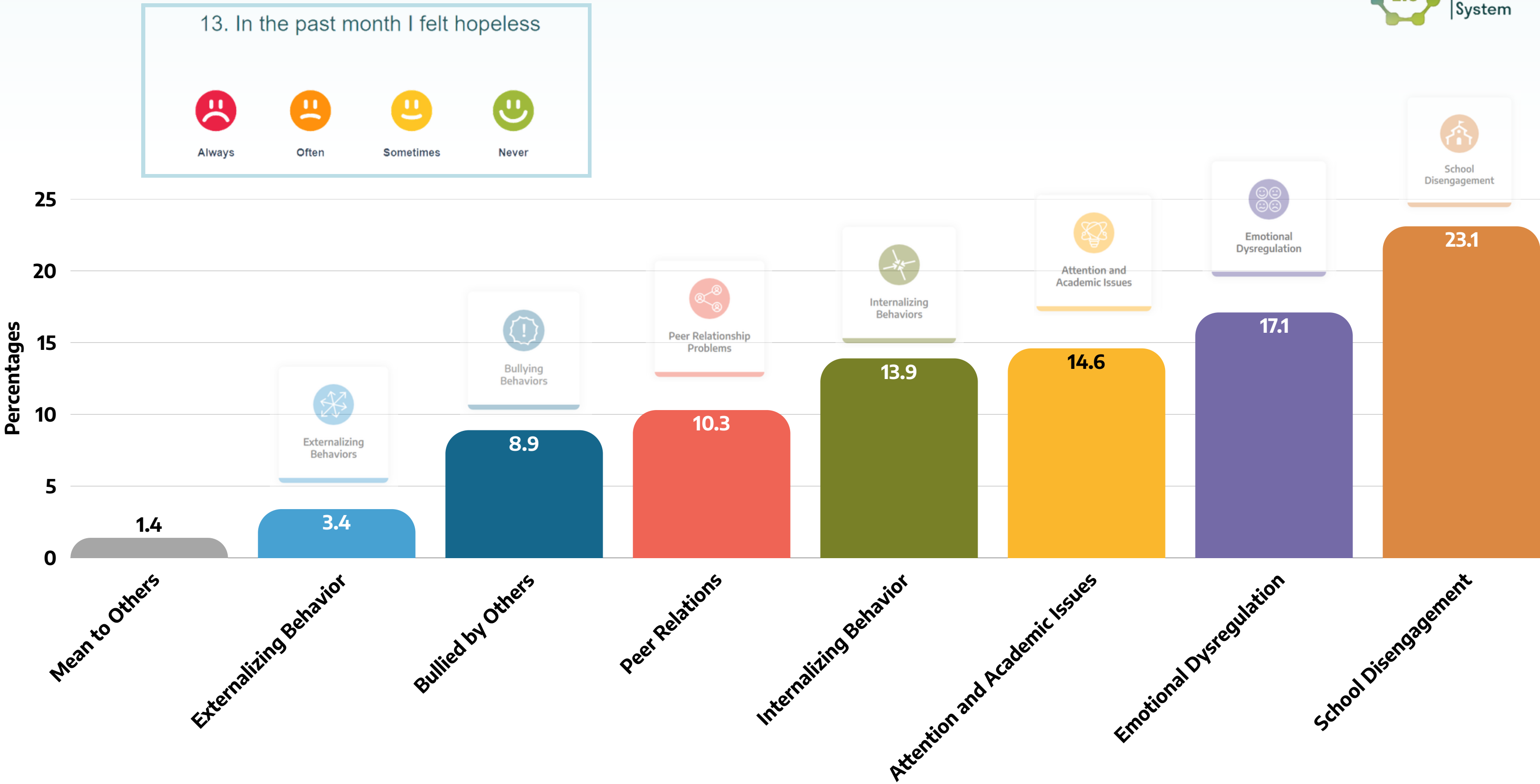
13. In the past month I felt hopeless

✿ Fidelity to the Model Survey

2026 and beyond

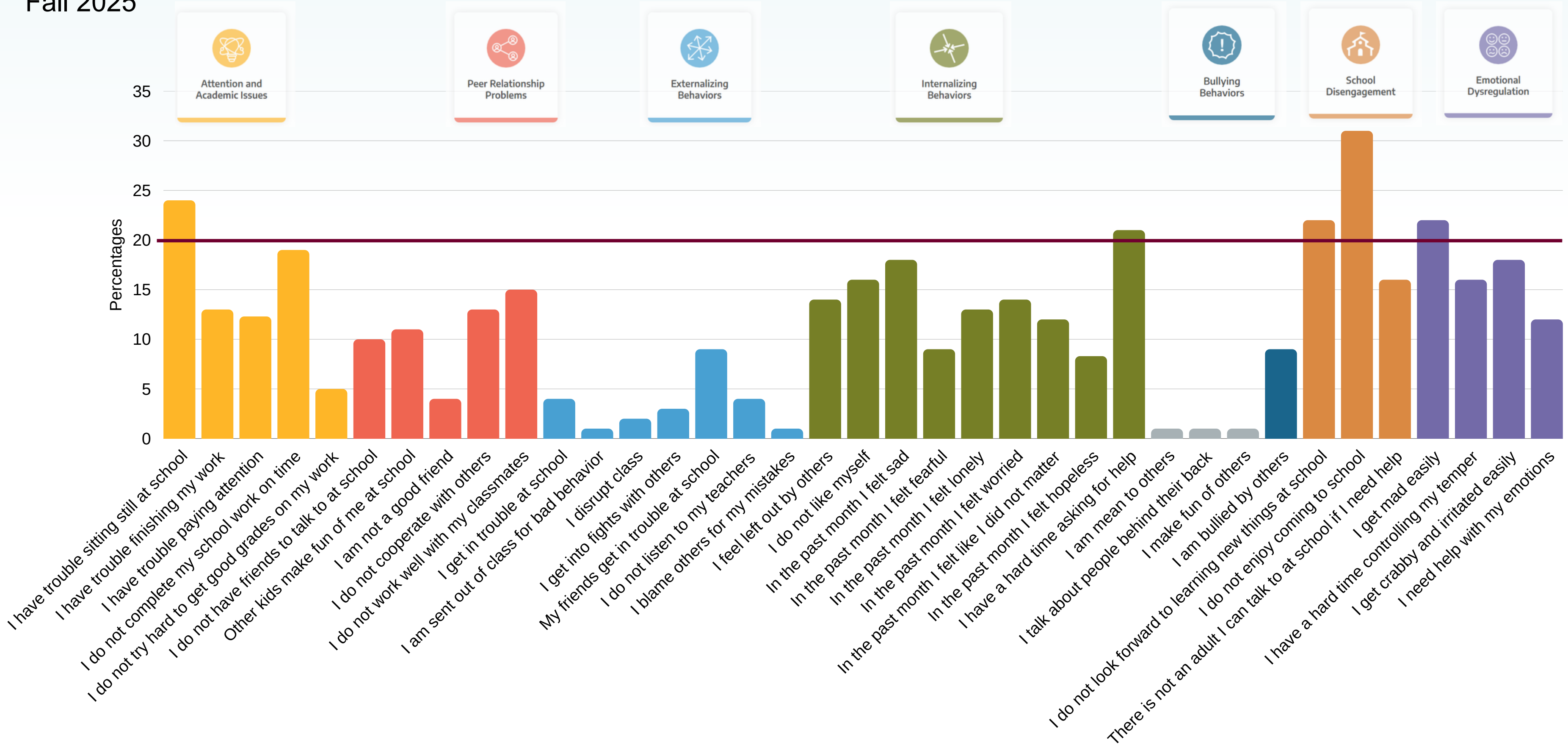
Montana Student EIS Domain Average-Where is Support Needed?

Student Response of “often” and “always” out of 2,726 students
Fall 2025



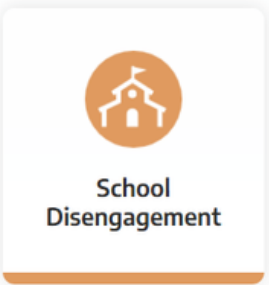
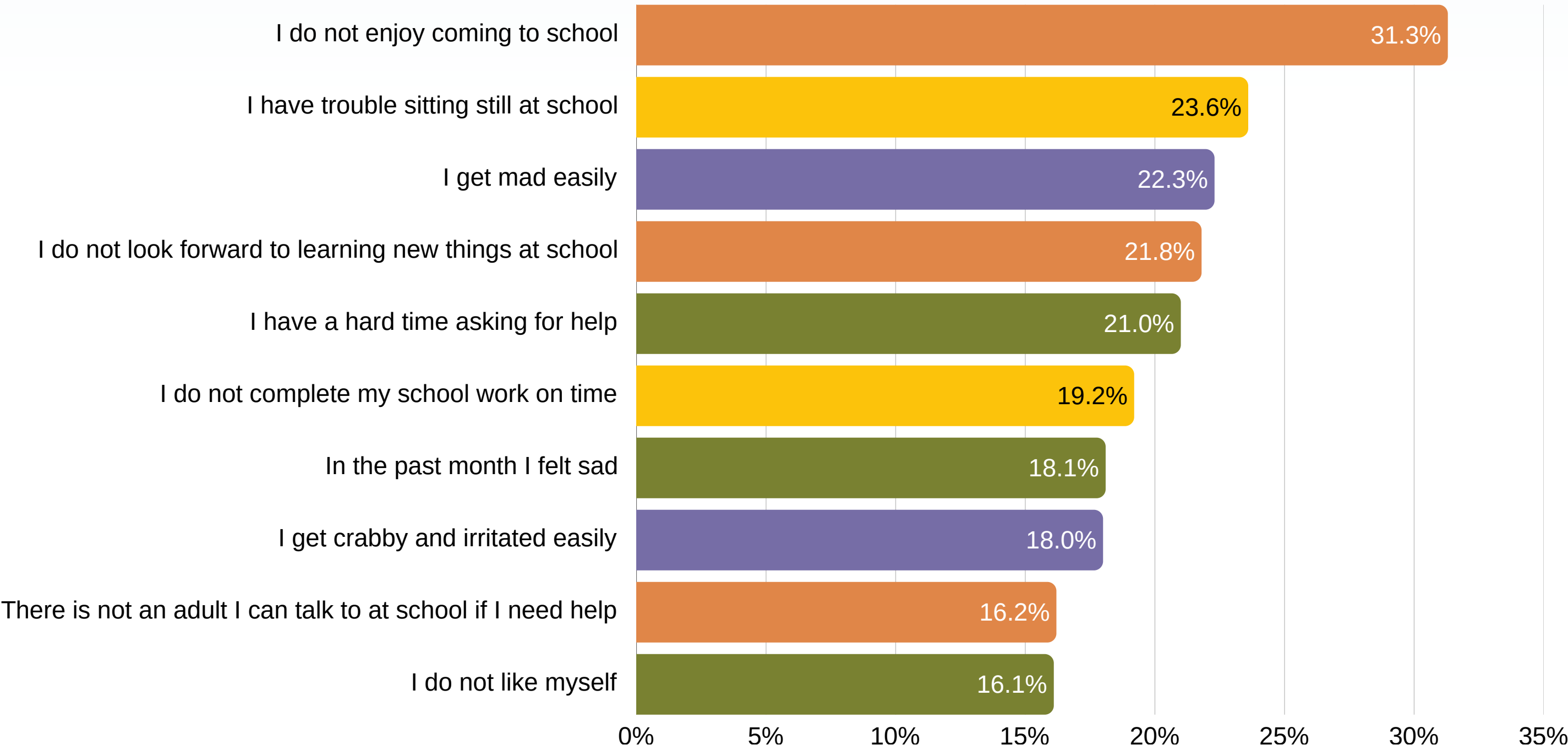
Early Identification System, Student Question by Highest Need

Average Student Statewide Response of “often” and “always” out of 2,726 students
Fall 2025

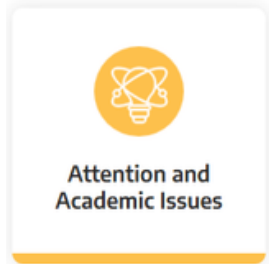


What Montana Students Are Reporting Most: Top 10 High-Risk EIS Areas

Student Response of “often” and “always” out of 2,726 students
Fall 2025



School
Disengagement



Attention and
Academic Issues



Emotional
Dysregulation

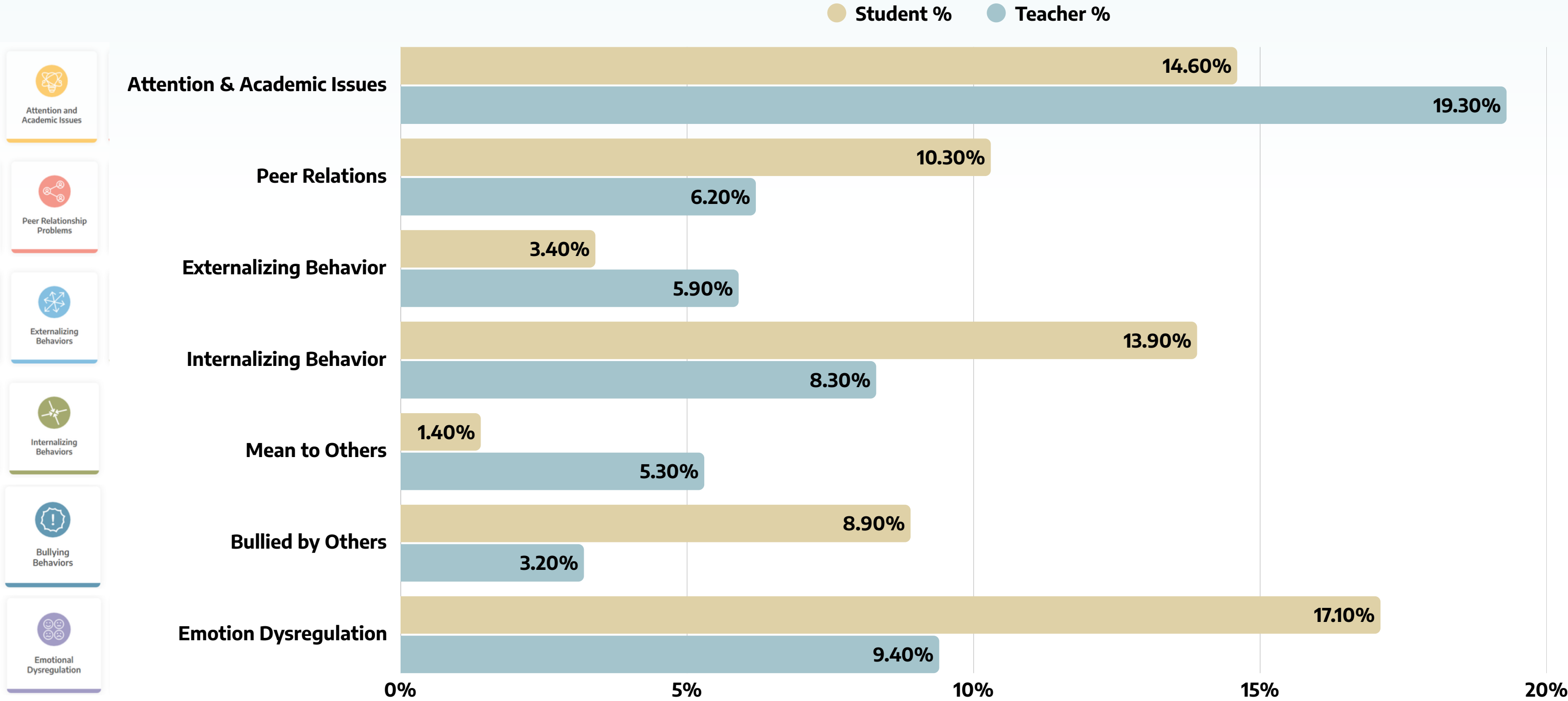


Internalizing
Behaviors

Teacher vs. Student Perspectives Across EIS Domains

What May Not be Visible

Student and Teacher Response of “often” and “always” out of 2,726 students and 3,897 teacher responses*
Fall 2025



*Teacher Response = Number of students on their EIS roster

Statewide Trend Data: *Potential Use*

Montana Planning

- **Professional Development**
- **Program and intervention support**
- Seek **crossover** with YRBS, PNA and other statewide data sources
- **Note:** aggregated state trends may disproportionality represent larger district needs

School-Level Planning

- **Local data** demonstrates need and drives **local action**
- **Contributing factors:** culture, climate, staffing and capacity
- **Menu** of evidence-based practices
- **Data collection** = consistent
- **Response** = individualized





Agenda

Early Identification System

Intervention Hub & Coaching

Implementation

School Data and Voice



Goal

EIS Overview

Snapshot Year 1
Project Growth

Thank you!

Thank you for your time and commitment to supporting Montana students.
We appreciate your partnership!

Exploring EIS



Wendy Ekegren

Program Director

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