School Mental Health & PBL: Guiding Principles

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PURPOSE
Describe how principles, systems, practices, & outcomes of PBL (PBIS) & school behavioral mental health relate & support each other within integrated multi-tiered systems of support (MTSS)

Topics: MTSS, Continuum Logic, School Climate, Doubling Down on Prevention

Big Ideas

PBL Statement of Expectations July 2017

PBL indicators
- Whole School
- Leadership
- Parent & Community Engagement
- Data-based Decision Making
- Clear & Consistent Behavioral Expectations
- Effective Teaching
PBL Code of School Behaviour July 2017

PBL Indicators
- Student, Staff, Family Rights & Expectations
- Continuum of Teaching & Management Practices
- Values (e.g., innovation, accountability) & Principles (e.g., high standards, partnerships)

PBL Procedural Guide July 2017

PBL Indicators
- Purpose Statements
- Responsibilities
- Interventions & Practices
- Implementation Processes
- Decision Making
- Responsible Behaviour Plans: Template, Guidelines, & Examples

Leadership, Teaming, & Coaching

Academic & Behavior Function-based Support

Decision-based Data Systems

Well-Being & SEL

Equity, Engagement, Inclusion

Classroom & School-wide Parent Engagement & Connectedness

Mental Health & PBL

Tiers 1, 2, 3

Behavior & Classroom Management

IMPLEMENTATION
Selection, alignment, integration & fidelity

Effective, efficient, & relevant MULTI-TIERED SUPPORT SYSTEMS

Well-Being & SEL

Whole Student OUTCOME: academic, social, emotional, behavioral, physical

PBL 2017

Classroom & School Climate

Physical Education

Academic

Mental Health

Emotional

Behavioral

District, State, Provincial, Territorial Leadership

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Outcomes

Practices

Systems

Data

Addressing

Who selects IT?
Who delivers IT?
When is it delivered?
How often is it delivered?
Who gets IT?
Where is IT delivered?
What is expected IT outcome?
How is IT delivered?
Who evaluates IT & outcome?

Vincent, Cardinale, Cartledge, Tobin, & Swain-Bradway 2011;
Sugai, O’Keeffe, & Fallon, 2012ab
DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.

Selection priority should be given to evidence-based PRACTICES.

Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, & severity of risk.

Implementers need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling.

BIG IDEAS

MTSS: PBIS

Selection priority should be given to evidence-based PRACTICES.

Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, & severity of risk.

Implementers need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling.

PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students.

MTSS

SRBI PBL MTSS-B
PB4L ISF MIBLSI
Rti PBIS Rti-A Rti-B
SWPBS MTSS-A EBS

PBIS & MTSS Share Functions

ESSA & School Climate

Develop CONTINUUM of Evidence-based Practices & Systems

Develop Local EXPERTISE & Implementation Fluency

Use TEAM to Coordinate Implementation

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

ALL

~15%

Some

Intensive

Targeted

Universal

Dec 7, 2007

PBIS = ____________ for enhancing development & implementation of ___________ of evidence-based practices to achieve ______________ & BEHAVIORALLY important outcomes for ___ students

FRAMEWORK

CONTINUUM

ACADEMICALLY

ALL

✓

FIDELITY & CULTURAL RELEVANCE

Monitors PROGRESS Continuously

SCREEN Early & Universally

Decide with DATA

Implement w/ FIDELITY & CULTURAL RELEVANCE

~5%
Supports for all students w/ disabilities are multi-tiered

Continuum Logic & Key PBIS Working Elements

INCREASED EFFORT

Intensity
Frequency
Duration
Specialization
Differentiation
Teaming

Responsive-to-Treatment

% of Students V. % of Contributions
(Homer, 2011)

16% of students engage in 79% of challenging behavior

2979 ES  889 MS  390 HS
After 3 years, pilot schools have:

- More than doubled the number of students meeting grade literacy level goals.
- More than halved the number of students at significant risk for reading failure.
• Evidence-based
• Aligned
• Integrated
• Culturally relevant
• Parsimonious
• Implementable w/ fidelity

Classroom, School, Home, Work, Community Continuum of PRACTICES

Homework

Implementation Drivers & Capacity Development
www.pbis.org

Stakeholder Support
Funding
Policy & Systems Alignment
Workforce Capacity

Executive Functions
Training
Coaching
Evaluation & Performance Feedback
Behavioral Expertise

Local Implementation Demonstrations

Four Tips for Sustaining PBIS

SUMMARY
• Keep a strong team
• Use your fidelity of implementation data to improve systems
• Use your school discipline data
• Implement PBIS in the classroom

Prevention Logic for All
Redesign of teaching environments...not students

Prevention Objectives
Prevention Actions

Prevent worsening & reduce intensity of existing problem behaviors
Eliminate triggers & maintainers of problem behaviors
Add triggers & maintainers of prosocial behavior
Teach (practice, monitor, acknowledge) prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

(Inter-)National Climate Change: “Double-Down” on Prevention & PBIS

Prevention Objectives
Prevention Actions

Decrease development of new problem behaviors

BIGGLESWORTH
• 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
• 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
• 4/10 heard derogatory language to these groups.
• 5/10 said students were targeting each other based on which candidate they supported.
• 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
• 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
• 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.
DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.

Selection priority is given to evidence-based PRACTICES

Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, severity of risk

Implementers need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling

PBIS: Behavioral Sciences, Prevention, & Multi-Tiered Systems of Support

PBIS: Family Engagement & Integrated Systems of Behavioral Health

ADVANCING EDUCATION EFFECTIVENESS:
INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

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