How are Positive Behavioral Interventions & Supports & Comprehensive Behavioral Health Related to Social & Academic Success?

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Purpose
Brief comments on relationship of CBH & PBIS to emotional & behavioral wellness in school, family, & community: Interconnected Systems Framework

• Children & Youth & Their Families
• Mayor Walsh, Superintendent McDonough, Patrick Kennedy
• Andria & team
• Researchers & Colleagues
• Bob Putnam, Lucille Eber, Sharon Stephan, Mark Weist, & Susan Barrett

Praise & Acknowledgement

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School Climate & Discipline
School Violence & Mental Health
Disproportionality & School-Prison Pipeline

The School Climate andViolent Student Guidelines Package

NOW IS THE TIME
The Problem, The Time, The Decision

School Climate & Discipline
National Youth Forum
Project Prevent
AWARE Grant

11 States
15 States
10 Large Cities
22 districts
20 States
10 States
20 LEA sites
8 sites

www.pbis.org
“Mad, Bad, Sad, Can’t Add” Kutash & Duchnowski, 2013

School & Community Concerns

Somatic/physical illnesses

Behavior disorders

Learning difficulties

Cognitive disorders

Social skill deficits

Mental illness

Trauma
  • Abuse, loss, accidents, violence, medical, etc.

Family/social
  • Poverty, family, unemployment, etc.

1 in 5 youth have “MH” condition

School is “de facto” MH provider
  • Juvenile justice system is “default”

Risk & protective factors are 24 hrs

School & community mental health not integrated
  • Access, function, delivery, coordination, communication, etc.

Why School + Community?

Why School + Community?

School & community mental health not integrated

School & community mental health not integrated

Getting Tough

Teaching to Corner

“Mad, Bad, Sad, Can’t Add” Kutash & Duchnowski, 2013

Applied Challenge: Academic & behavior success (failure) are linked!

Teaching to Corner

“This is the worst class I’ve ever had.”

Interconnected Systems Framework (ISF)

Integrated PBIS & BMH implementation

Improvement of educational outcomes

All students

Especially, w/ or risk of MH challenges

Traditional MH v. ISF

Traditional

Counselor “sees” student at appt.

Only do “mental health”

Case management notes

Delivery of services

Referral management

ISF

MH person on teams all tiers

Contribute to integrated plan

Contribute to fidelity & progress

Access to interventions

Data-based screening

Positive behavioral interventions & supports

Special education

School mental health

ISF Systems

Systems of care & wraparound
ISF Core Features

- MH providers
- School staff
- Student, family, peers, community

DATA BASED DECISION MAKING

- Early comprehensive screening
- Progress monitoring
- Coaching & coordination

TEAM

- Selection
- Implementation

COACHING & COORDINATION

- Systems
- Practices

COACHING & COORDINATION

- Fidelity
- Effectiveness

ISF Getting Started

- Resource mapping across tiers
- Assessment of student needs
- Selection of MH interventions
- Intervention access

PBIS is

Framework for enhancing adoption & implementation of evidence-based interventions to achieve academically & behaviorally important outcomes for all students
# Schools Using PBIS (T1) August 19, 2014

- **21,611**

## RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, and emotional regulation
- Improvements in academic achievement, safety
- Enhanced perception of organizational health, and
  - Reductions in teacher reported bullying behavior, and
  - Peer rejection
- Improved school climate

## Systematic Review

### Important Cultural Equitable Academic Social Behavior Competence

- Supporting Important Culturally Equitable Academic & Social Behavior Competence
- Supporting Culturally Knowledgeable Staff Behavior
- Supporting Culturally Relevant Evidence-based Interventions

## Learning History: Potential for +/- Cultural Exchange

- Student
- Community
- Teacher
- Family
- Administrator

## Implementation

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<tr>
<th>Tiered Fidelity Inventory</th>
<th>Effective</th>
<th>Not Effective</th>
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<tr>
<td>PRACTICE:</td>
<td></td>
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<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
<td></td>
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<tr>
<td>Not Effective</td>
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### Fixsen & Blase, 2009

- Discipline Handbook
- Functional Equivalent of "Graffiti Hotline!"
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

~80% of Students

~15%

~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

PBIS

CBH

Interconnected System Framework

Messages

- Measurable & justifiable OUTCOMES
- On-going DATA-based decision making
- Evidence-based PRACTICES
- SYSTEMS ensuring durable, high fidelity of implementation

Effective Organizations

Common Language

Common Experience

Common Vision/Values

Quality Leadership

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www.pbis.org/school/school-mental-health/interconnected-systems
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<td>PBIS Forum</td>
<td>Oct 22-23, 2015</td>
<td>Rosemont, IL</td>
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<td>Nov 5-7, 2015</td>
<td>New Orleans, LA</td>
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