

## Building School Capacity to Promote Children And Adolescents' Social, Emotional and Mental Wellbeing Through School-wide Positive Behavior Supports

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## The Challenge

- Approximately 1 in every 4 to 5 youth in the U.S. meets criteria for a mental disorder with severe impairment across their lifetime (Merikangas et al., 2010).
- Among those affected only 30% actually receive services (U.S. Public Health Service, 2000)



## The Challenge

- The most common conditions include
  - Anxiety (31.9%)
  - Behavior disorders (19.1%)
  - Mood disorders (14.3%)
  - Substance use disorders (11.4%)
- Approximately 40% of individuals meet criteria for multiple disorders.

(Merikangas et al., 2010)



## The Challenge

- The median age of onset occurs during school-age years
  - 6 years for anxiety
  - 11 years for behavior
  - 13 years for mood
  - 15 years for substance use disorders.

(Merikangas et al., 2010)




# Systems

Putting Evidence-Based Practices  
In Place


# Systems

Prevention, Early Intervention and  
Individualized Student Supports  
through Positive Behavior Support




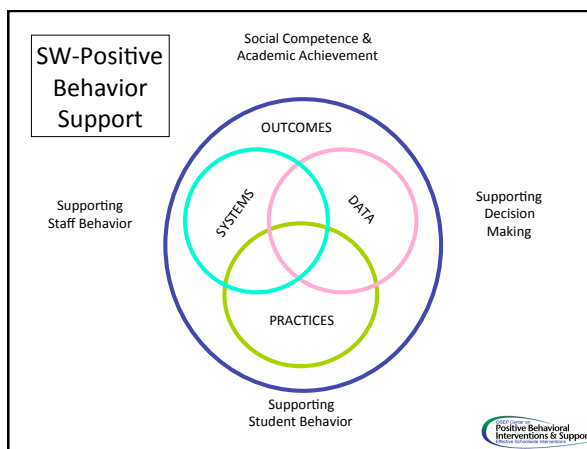
### Starting Point....

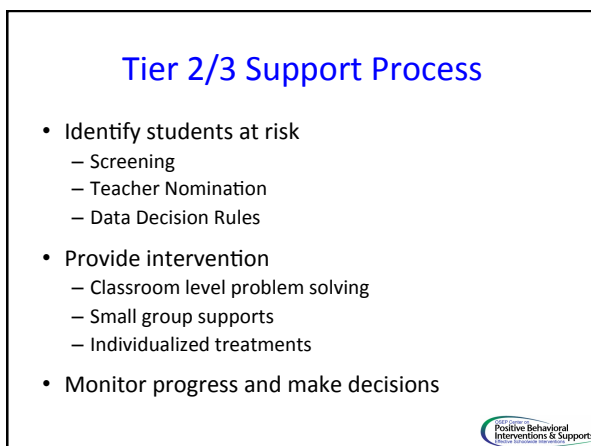
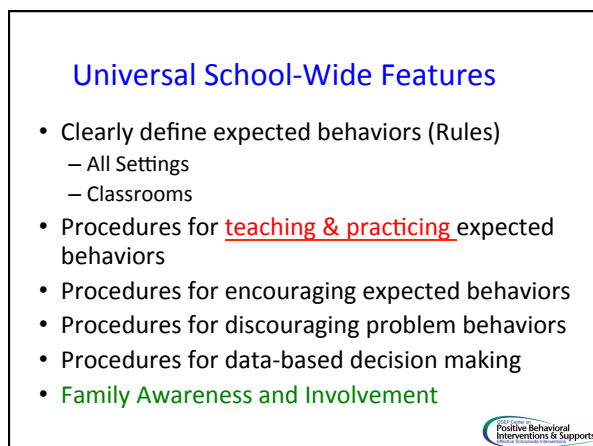
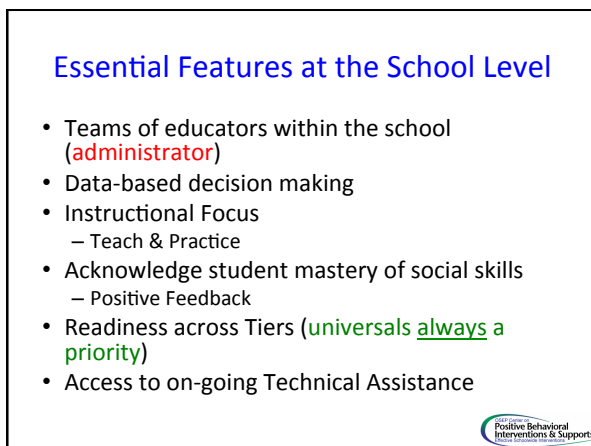
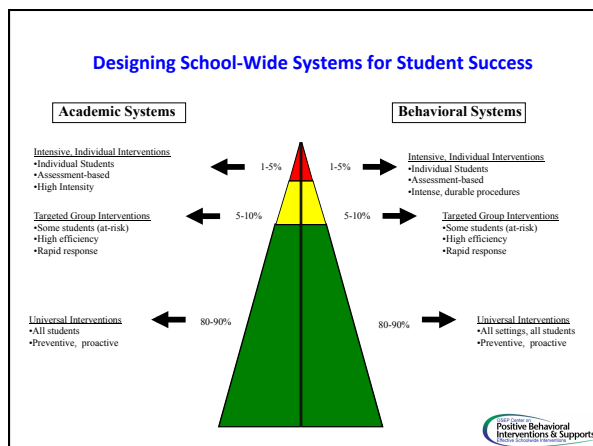
- We cannot “make” students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- **Environments** that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity




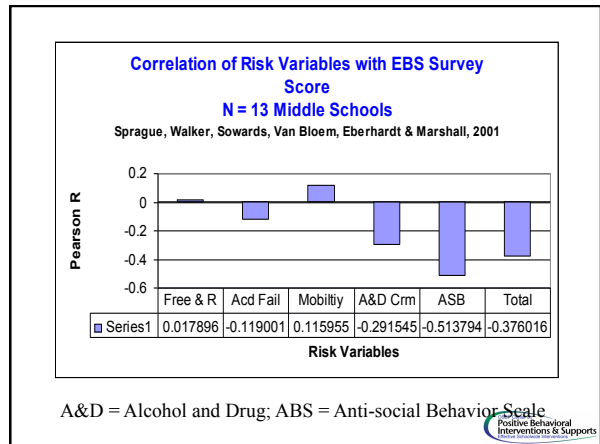
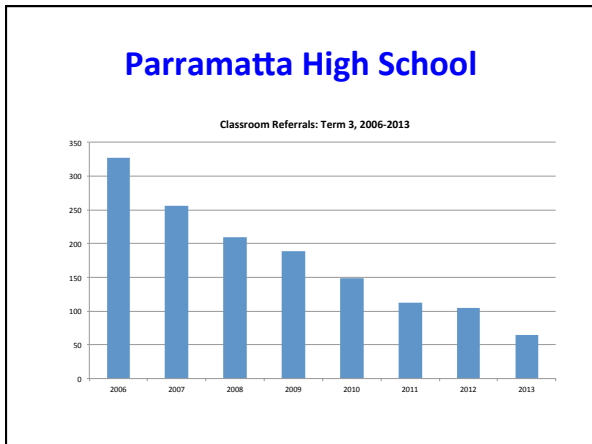
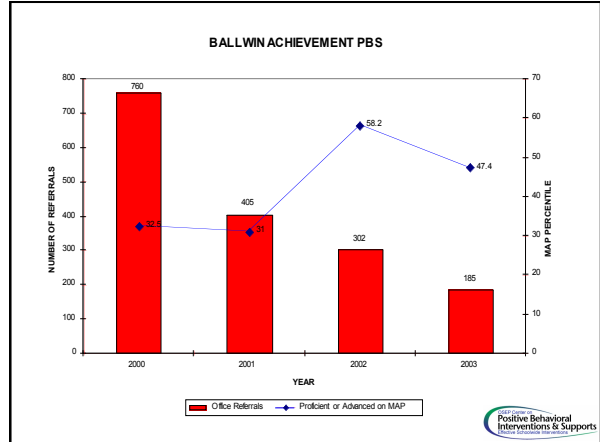
### School-wide Positive Behavior Support

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful



## SW-PBS Outcomes

June 2014

**RCT & Group Design PBIS Studies**

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- Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*, 133-148.
- Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBISplus model. *Advances in School Mental Health Promotion 5*, 177-193.
- Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.
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- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of School-wide Positive Behavioral Interventions and Supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine, 116*(2), 149-156

**For More Information**

*OSEP Center for Positive Behavioral  
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