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

Tim Lewis, Ph.D. & Barbara Mitchell, Ph.D. University of Missouri
OSEP Center on Positive Behavioral Intervention & Supports pbs.org

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)
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

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**Systems**

**Putting Evidence-Based Practices in Place**

Prevention, Early Intervention and Individualized Student Supports through Positive Behavior Support
Essential Features at the School Level

- Teams of educators within the school (administrator)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
- Acknowledge student mastery of social skills
  - Positive Feedback
- Readiness across Tiers (universals always a priority)
- Access to on-going Technical Assistance

Universal School-Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

Tier 2/3 Support Process

- Identify students at risk
  - Screening
  - Teacher Nomination
  - Data Decision Rules
- Provide intervention
  - Classroom level problem solving
  - Small group supports
  - Individualized treatments
- Monitor progress and make decisions
SW-PBS Outcomes

Parramatta High School

Classroom Referrals: Term 3, 2004-2013

Correlation of Risk Variables with EBS Survey Score
N = 13 Middle Schools

Risk Variables

A&D = Alcohol and Drug; ABS = Anti-social Behavior Scale
### June 2014

**RCT & Group Design PBIS Studies**


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### For More Information

**OSEP Center for Positive Behavioral Interventions and Supports**

[pbis.org](http://pbis.org)

**Missouri School-wide Positive Behavior Support**

[pbismissouri.org](http://pbismissouri.org)