How are Positive Behavioral Interventions & Supports & Interconnected Systems Framework Related to Emotional Wellness?

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut

www.pbis.org   www.neswpbs.org   www.swis.org
George.sugai@uconn.edu

PURPOSE
Describe relationship of MTSS, PBIS, SMH, & ISF to emotional & behavioral wellness in school, family, & community.

AGENDA
9:30 • Welcome purpose, organizer
9:40 • Why & what of PBIS, IFS, & SMH
10:15 • Core features of IFS & PBIS
11:11 • Practice & system considerations
12:20 • Concluding comments
12:30 • Close

Action Steps (“Homework”)

<table>
<thead>
<tr>
<th>SWPBS Feature</th>
<th>Action</th>
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<tbody>
<tr>
<td>1. What is 1 thing you learned about PBIS &amp; ISF that you did not know before?</td>
<td>1 star</td>
</tr>
<tr>
<td>2. What 3 “big ideas” will you take back to your colleagues?</td>
<td></td>
</tr>
<tr>
<td>3. What 1 practice you will do tomorrow that you have not done before?</td>
<td></td>
</tr>
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<td>4. What 1 practice you will consider not doing tomorrow?</td>
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</tr>
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<td>5. What 1 enhancement you can make in your working environment to increase likelihood of doing above?</td>
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</table>
Why?

1 in 5 youth have “MH” condition
• Suicide is 4th leading cause of youth death
• ~70% do not receive treatment

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.

PBIS is
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

Definitions & Features

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

School Climate Transformation Grant (SCTG)
• 23 States
• SEA sites – 12
• LEA Sites – 71

National Youth Forum
• 10 Large Cities

Project Prevent
• 22 districts

AWARE Grant
• 20 States
• SEA Sites – 20
• LEA sites – 100
• 9 also SCTG sites

US Department of Education
• OSEP, OSHS

US Department of Justice
• OJP, OJJDP

US Department of Health & Human Services
• SAMHSA

Multi-Agency Efforts
Improving classroom &
school climate

- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students w/ EBD
- Maximizing academic achievement

**PBIS is about...**

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**Interconnected Systems Framework (ISF)**

- Integrated PBIS & SMH implementation
  - Improvement of educational outcomes
  - All students
  - Especially, w/ or risk of MH challenges

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**Interconnected Systems Framework: Overview**

Eber, Stephan, Weist, & Barrett Jun 2015

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**Shapers, Doers, & Mentors**

**Systems of Care**
- Bob Friedman & Beth Stout, Al Duchnowski & Krista Kutash, et al.

**Family & Youth**
- Kimberly Hoagwood, Jane Knitzer, Barbara Friesen, et al.

**Wraparound**
- John Burchard, Karl Dennis, Ira Lorie, John VanDenBerg, et al.

**PBIS & SMH**
- Lucille Eber, Sharon Stephan, Mark Weist, Susan Barrett, Joanne Malloy, et al.

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**“Mad, Bad, Sad, Can’t Add”**

Kutash & Duchnowski, 2013

**ISF Systems**
- Positive behavioral interventions & supports
- Special education
- School mental health

**Systems of care & wraparound**

**ISF Targets**
- Social skill deficits
- Cognitive disorders
- Learning difficulties
- Mental illness
- Trauma
- Abuse, injury, accidents, violence, medical, etc.
- Somatic/physical illnesses
- Family/social
  - Poverty, family, unemployment, etc.
ISF Core Features

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

DATA BASED DECISION MAKING

EVIDENCE-BASED PRACTICES
- Selection
- Implementation

EARLY COMPREHENSIVE SCREENING

PROGRESS MONITORING
- Fidelity
- Effectiveness

COACHING & COORDINATION
- Systems
- Practices

Traditional
- MH counselor "sees" student at appt.
- Only do "mental health"

ISF
- MH person on teams all tiers
- Contribute to integrated plan
- Contribute to fidelity & data

Enhancement Areas

- Linking MH providers to schools
- Case management notes

Enrollment:
- MH evaluation & treatment
- Work "suff" understanding of work culture
- Financial allocation
- Integrated learning
- MO/LK
- Reporting & communication

Mental Health

Emotional & social

Medical

Academic

Family & community

Integrated PBIS & ISF Support Domains

ISF Domains by Practice Areas

<table>
<thead>
<tr>
<th>ISF Domains</th>
<th>Practice Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional &amp; social</td>
<td>Behavior</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Medical</td>
</tr>
<tr>
<td>Academic</td>
<td>Emotional &amp; social</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Medical</td>
</tr>
<tr>
<td>Family &amp; community</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior analysis</th>
<th>Cognitive behavior therapy</th>
<th>Medical &amp; pharmacological</th>
<th>System of care &amp; wraparound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral</td>
<td>Social, emotional, cognitive</td>
<td>Medical</td>
<td>Family &amp; community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6/8/15
**Reconceptualizing Culture**

1. Include 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

**Culture**

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012

**Potential for cultural exchange & conflict**

- Community
- Student
- Teacher
- Family
- Administrator

**Individual Learning History & Context**

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

**References**


**Coercive Cycle**

**KID:** Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

**SCHOOL:** Negative School climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models
Positive Reinforcement Cycle

SCHOOL:
Positive School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgment
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

Positive School Climate
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

KID:
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What’s It Take to Shift from Negative to Positive School Climate?

Easy to say….requires sustained priority to do.

Neg. Student Behavior
Coercive Cycle
Neg. School Behavior

Pos. School Behavior
Positive Reinforcement Cycle
Pos. Student Behavior

Why is negative school climate undesirable?

Shifts accountability away from school
Devalues child-adult relationship
Creates environments of control
Weakens academic & social behavior development

Establish positive school climate
Maximizing academic success
Teaching important social skills
Modeling good behavior
Recognizing good behavior

HOW?

Communicating positively
Supervising actively

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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%
ALL

School Climate Self-Assessment – 6 min.

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<tr>
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<th>SWPBS Feature</th>
<th>Action</th>
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<tr>
<td>Yes ? No</td>
<td>1. Do &gt;80% of students engage in socially appropriate interactions w/ peers daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do &gt;80% of staff have more positive than negative social interactions with their students daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do &gt;80% of staff model positive expected social behavior daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
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<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
<td></td>
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Primary Prevention:
- School/Classroom-Wide Systems for All Students, Staff, & Settings
  - Team-led implementation
  - Behavior priority
  - Social behavior expectations
  - SW & CW teaching & encouraging of expectations
  - Consistency in responding to problem behavior
  - Data-based decision making
  - Precision Engagement
  - Feedback
  - Practice
  - Teamwork

Secondary Prevention:
- Specialized Group Systems for Students with At-Risk Behavior
  - Team-led implementation w/ behavior expertise
  - Increased social skills instruction, practice
  - Increased supervision & precorrection
  - Increased opportunities for reinforcement
  - Continuous progress monitoring

Tertiary Prevention:
- Multi-disciplinary team w/ behavior expertise
  - Function-based behavior support
  - Wraparound, culture-driven, person-centered supports & planning
  - School mental health
  - Continuous monitoring of progress & implementation fidelity
  - Increased precorrection, supervision, reinforcement
ISF Practices across Tiers & Context

Chapter 4, Considerations for School Mental Health Implementation Framework (Weist, Simonsen, & Dolan, 2013) in Advancing Education Effectiveness: Interconnecting School Mental Health & School-wide Positive Behavior Support (Barrett, Eber, & Weist)

Practices & Systems

“Train & Hope”

WAIT for New Problem

REACT to Problem Behavior

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

Implementation Drivers

PBIS Implementation Blueprint (2015 rev, pbis.org)

LEADERSHIP TEAM

Coordination, Readiness, Priority

Professional Development

Coaching & Technical Assistance

Evaluation & Performance Feedback

Content Expertise

Local Implementation Demonstrations

Basic PBIS Implementation Framework

Regional/State Leadership

Internal Coaching Support

School Behavior Team

School Staff

Student Benefit

- Academic - Expectations & routines - Self-management

External Coaching Support

Team Support

ISF Implementation Drivers

From Chapter 2, Considerations for School Mental Health Implementation Framework (Sugai & Stephan, 2013) in Advancing Education Effectiveness: Interconnecting School Mental Health & School-wide Positive Behavior Support (Barrett, Eber, & Weist)

- SWPBS practices, data, systems
- Agreement

District Behavior Team

- 2 yr. action plan
- Data plan
- Leadership schedule

School Staff

- Expectations & routines
- Self-management

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Regional/State Leadership

Internal Coaching Support

School Behavior Team

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External Coaching Support

Team Support
School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Continuum of procedures for discouraging rule violations

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior

Procedures for on-going data-based monitoring & evaluation

General Implementation Process

Team

Agreements

Data-based Action Plan “Plan”

Evaluation “Check”

Implementation “Do”

All Staff, Students, Administrators

Common Vision/Values

Common Language

Common Experience

Quality Leadership

Effective Organizations

Attendance Committee

Character Education

Safety Committee

School Spirit Committee

Discipline Committee

DARE Committee

EBS Work Group

Resource Mapping: Working Smarter Example

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>Eric, Ellen, Maria</td>
<td>Goal #1</td>
<td></td>
</tr>
<tr>
<td>Character Education Committee</td>
<td>Improve character</td>
<td>Improve character</td>
<td>All students</td>
<td>Has met</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat</td>
<td>Dangerous students</td>
<td>Goal #2</td>
<td></td>
</tr>
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<td>Improve morale</td>
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<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, behavioral students, repeat offenders</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>Increase attendance</td>
<td>Eric, Ellen, Maria, Otis</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance engagement, improve grades</td>
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<td></td>
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Sample Teaming Matrix

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School-Wide PBS (Tier 1)

Leadership team

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Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for teaching on-going data-based monitoring & evaluation

bad behavior is trait

Teach "1 hour every Monday"

• SS are needed all day.
• SS are prompted & practiced all day.

Not my responsibility

• SS are needed to learn.
• SS are needed to teach.

Social Skills Misrules

Punishment teaches

• Punishment signals error.
• Punishment does not teach SS.

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Social Skills Misrules

DEFINE & simply & MODEL & with clear & examples & nonexamples & PRACTICE & multiple examples in natural settings & Supervise, acknowledge & respond & ADJUST instructions based on progress.

Teaching how to determine hypotenuse of triangle

“C² = A² + B² where C is side opposite right angle...”

“Watch me... If A = 3 & B = 4, then C² = 25, & C = 5...”

Teaching social behaviors like academic skills

“You got it. Tomorrow let’s figure out how to handle cyber teasing.”

“If someone won’t stop teasing your friend, you should look cool & walk away w/ your friend...”

“That was great. What would that look like if you were stuck on the bus? In the classroom?”

“Watch. This is how I would do it at a concert.”

“Tell me how you would do it if you were in hallway. “At school dance.”

Teaching Matrix

1. SOCIAL SKILL

Expectations

Respect Ourselves

Be neat, personal hygiene is important, dress appropriately,

Respect Others

Be kind, use positive language, resolve conflicts, share materials, listen,

Respect Property

Recycle, keep area clean, return materials, return equipment

2. NATURAL CONTEXT

SETTING

All Settings

Hallways

Playgrounds

Cafeteria

Library/Computer Lab

Assembly

Bus

TEACHING APPROACH

CREATE meaning/ SIMPLIFY / MODEL examples & nonexamples / PRACTICE multiple examples in natural settings / Supervise, acknowledge & respond / ADJUST instructions based on progress.

Basic Teaching Approach

Teaching how to determine hypotenuse of triangle

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“Power of Habits”
Charles Duhigg, 2012

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV remote</td>
<td>Walk</td>
<td>Entertained?!</td>
</tr>
<tr>
<td>Teased</td>
<td>Ignore</td>
<td>Teasing stops?!</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Try</td>
<td>Work removed?!</td>
</tr>
</tbody>
</table>

All three elements are addressed in SSI

Establishing/Replacing Habit
Charles Duhigg (2014)

CUE
- Remove competing cue
- Add desired cue
HABIT
- Teach acceptable alternative
- Teach desired alternative
REWARD
- Remove reward for old habit
- Add reward for new habit

Social Skills Self-assessment

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<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do most (80%) of our staff agree that social skill expectations can be taught?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do we have plan for teaching school-wide social skill expectations?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do we teach school-wide social skill expectations in our classrooms?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do we teach school-wide social skill expectations throughout the day?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
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Evaluation & Data Outcomes

4 Main Data Concerns

Student outcomes
Systems integration
Practice selection
Practice implementation

“Don’t Throw Stones!”

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Not Effective</td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009
ISF Implementation Fidelity

From: Chapter 2, Considerations for School Mental Health Implementation Framework (Sugai & Stephan, 2013) in School Mental Health & School-wide Positive Behavior Support (Augen, Barrett, & West)

**Percent**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Total Fall 2013</th>
<th>Total Spring 2014</th>
<th>Total Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISF Implementation Fidelity Settings</td>
<td>64</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>ISF Implementation Settings</td>
<td>15 Schools/Settings</td>
<td>21 Schools/Settings</td>
<td></td>
</tr>
</tbody>
</table>

Benchmarks of Quality - Total Score Averages (Median) Lower Hudson Valley

ISF Implementation Self-Assessment

From: Chapter 2, Considerations for School Mental Health Implementation Framework (Sugai & Stephan, 2013) in School Mental Health & School-wide Positive Behavior Support (Augen, Barrett, & West)

**RCT & Group Design PBIS Studies**

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

**Action Steps - “Homework”**

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