School-based Mental Health & Positive Behavioral Interventions & Supports

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PURPOSE
To provide participants with an understanding of their role in helping students and families promote positive behavioral and mental health, build social and emotional competencies, and address mental, emotional, and behavioral needs of all youth and those with disabilities.

PARTICIPANT OUTCOME
Improve knowledge of how educators can build their capacity to promote positive behavioral and mental health development in schools and educational programs; expand knowledge of specific promising practices for addressing behavioral and mental health needs of youth.
What are School-based Positive Behavioral Interventions & Supports
OSEP Center on PBIS
www.pbis.org

1. Framework
2. Multi-tiered systems
3. Prevention for all
4. Teach to fluency
5. Quality leadership
6. Implementation on Fidelity
7. Evidence base
8. Context & culture

What is PBIS?
1. Implementation Framework

Not intervention or curriculum

SWPBS (aka PBIS) is...

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

SWPBS Theoretical Foundations

Behaviorism
ABA
PBS
SWPBS aka PBIS
2. Multi-tiered systems logic

"Why 3 Tiers?"

- **Primary Prevention**: Early Environmental
  - Wellness with monthly plans
  - Identification of students with aggressive behaviors
  - Effective teaching and training procedures

- **Secondary Prevention**: Individualized, Yet Comprehensive
  - Identification of at-risk students within classrooms
  - Individualized plans for academic and social-emotional development
  - Intensive Tier intervention for academic and social-emotional needs

- **Tertiary Prevention**: Specialized Individualized
  - Development of individualized, comprehensive intervention plans
  - Regular follow-up in academic, social-emotional, and behavioral needs
  - Collaboration with other services agencies, law enforcement, school psychologists, and counselors
  - Alternative placements such as day treatment centers, specialized schools, and residential facilities

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**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

- **Primary Prevention**: School- and Classroom-Wide Systems for All Students, Staff, and Settings
- **Secondary Prevention**: Specialized Group Systems for Students with All-Risk Behavior
- **Tertiary Prevention**: Specialized Individualized Systems for Students with High-Risk Behavior
IMPLEMENTATION W/FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
UNIVERSAL SCREENING
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION
SECONDARY PREVENTION
PRIMARY PREVENTION

~80% of Students

~15%

3. Prevention for all
“Catch ‘em early”
Prevention Logic for All

Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Decrease development of new problem behaviors</th>
<th>Prevent worsening &amp; reduce intensity of existing problem behaviors</th>
<th>Eliminate triggers &amp; maintainers of problem behaviors</th>
<th>Add triggers &amp; maintainers of prosocial behavior</th>
<th>Teach, monitor, &amp; acknowledge prosocial behavior</th>
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Function-based behavior support

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

4. Teach to Fluency

“Social behavior like academic”

Academic-Behavior Connection

“Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.”

Algozzine, Wang, & Violette (2011, p. 16)
Teach social like academic skills

1. Define & describe variations

5. Adjust instruction

2. Model variations in context

4. Reinforce in context

3. Provide practice in multiple context

Teaching Matrix

Setting

Teach social like academic skills

1. Define & describe variations

5. Adjust instruction

2. Model variations in context

4. Reinforce in context

3. Provide practice in multiple context

Teaching

Matrix

All Settings

Hallways

Playground

Library/Computer Lab

Assembly

Bus

Respect

Ourselves

Be on task.

Give your best effort.

Be prepared.

Walk.

Have a plan.

Eat all your food.

Select healthy foods.

Study, read, compute.

Sit in one spot.

Watch for your stop.

Respect

Others

Be kind.

Hands/feet to self.

Help/share with others.

Use normal voice volume.

Walk to right.

Play safe.

Include others.

Share equipment.

Practice good table manners.

Whisper.

Return books.

Listen/watch.

Use appropriate applause.

Use a quiet voice.

Stay in your seat.

Respect

Property

Recycle.

Clean up after self.

Pick up litter.

Maintain physical space.

Use equipment properly.

Put litter in garbage can.

Replace trays.

Clean up eating area.

Push in chairs.

Treat books carefully.

Pick up.

Treat chairs appropriately.

Wipe your feet.

Sit appropriately.

Expectations

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

5. Quality leadership capacity

“You want me to do what?”
Invest in leadership


Effective managers must do 4 things well

- When selecting someone, they select for talent... not simply experience, intelligence, or determination.
- When setting expectations, they define right outcomes... not the right steps.
- When motivating someone, they focus on strengths... not on weaknesses.
- When developing someone, they help him find right fit... not simply the next rung on ladder. (p. 67)

Buckingham & Coffman 2002, Gallup.

6. Implementation w/ fidelity

“Is it important to do it by the book?”
**Effective Not Effective**

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

Fixsen & Blase, 2009

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**Technology & Innovation Challenges**

- Ensure high FIDELITY of implementation of these T&I?
- Increase ADOPTION of effective T&I?
- Increase EFFICIENT & SUSTAINED implementation of these T&I?
- Increase accurate, efficient, & durable INSTITUTIONALIZED USE of these T&I?
- DECREASE use of ineffective T&I?

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**Integrated Elements**

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

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SYSTEMS

DATA

PRACTICES

OUTCOMES
7. Evidence-base
“Should I invest in PBIS?”
Most are responsive...but some need a bit more.

And we know who they are!

8. Context & culture  
“Where’s culture in PBIS?”
**CULTURE** is the extent to which a group of individuals engage in overt and verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, and predicting how individuals within the group act in specific setting conditions.

Sugai, O’Keeffe, & Fallon, in press; Fallon, Sugai, & O’Keeffe, in press.
ORGANIZATION = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.