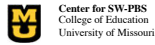


Aligning Social, Emotional & Academic Supports Through a SWPBS Framework

Tim Lewis, Ph.D.
University of Missouri

OSEP Center on Positive
Behavioral Intervention & Supports
pbis.org

Missouri SW-PBS
pbissmissouri.org



Blueprints pbis.org

- *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment*
- *Evaluation Blueprint for School-Wide Positive Behavior Support*
- *Blueprint for School-wide Positive Behavior Support Training and Professional Development*



Implementation Stages and Phases of Learning

Systems

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Individual Learning

- Acquisition
- Fluency
- Maintenance & Generalization

Aligning Initiatives

- Academic
- Social/Emotional & Mental Health



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***



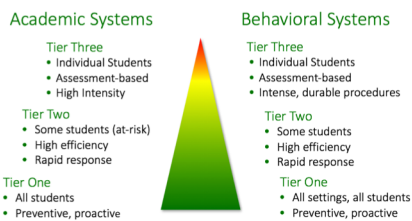
Multi-Tiered System of Support

- A team approach
- Multi-tiered systems of support is an integrated, tiered systemic framework of integrating various supports that schools use/employ for supporting the academic and behavioral needs of students across a district
- Complex process that includes:
 - Universal Screening
 - Data-Based Decision Making
 - Continuous Progress Monitoring
 - Student Performance
 - Continuum of Evidenced Based Practices
 - Focus on Fidelity of Implementation



Three Levels of Implementation

A Continuum of Support for All



Components of MTSS

- **Universal Screening** – systematic assessment of all students on both academic and behavioral measures
- **Data-Based Decision Making** – a cycle of screening, planning, implementing evidence-based practices, and evaluating student progress
- **Continuous Progress Monitoring** – consistent monitoring to ensure instruction is matched to students’ needs
- **Student Performance** – student outcomes (academic & behavior)
- **Continuum of Evidenced Based Practices** – continuum of practices with proven research and evidence to meet students’ learning goals
- **Focus on Fidelity of Implementation** – ensuring practices are implemented as intended



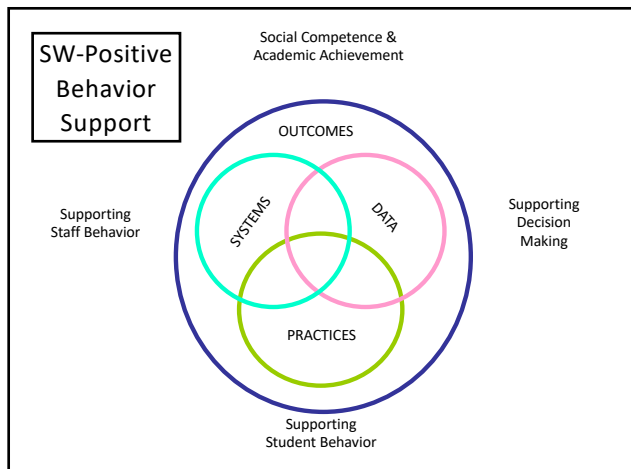
Understanding the Process of MTSS

- Independent systems (e.g., RTI, PBIS, etc.) have overlapping systemic components
- Goal – aligning these components within one structure
- Includes system-level components and the corresponding supports for meeting the diverse needs of students



Why Alignment is Key

- Behavior and academics are both important to a student's ability to learn
- Behavior and academics can both impact each other
 - Improved behavior means less time spent on discipline, leaving more time for academics
 - High quality academic instruction keeps students engaged and less likely to engage in disruptive behavior
- Cross-disciplinary and cross-functional teams are essential



SW-PBS Problem Solving Logic

1. Establish Ground Rules

- Keep focus on **outcomes**
- Nothing is sacred, but everything is important
- Allow for a transition period
 - **2-3 years**



SW-PBS Problem Solving Logic

2. Start with Data

- Understand that data are simply a “sample” of what is going on
- **Data must be contextualized**
- Keep the conversation focused on data that are “in your control”



SW-PBS Problem Solving Logic

3. Match Practices to Data

- Strategies, curricula, and resources independent of what is currently in place
- Don't limit to what you currently know – outside resources
- ***Build your daily school schedule around priorities***



SW-PBS Problem Solving Logic

4. Align Resources to Implement Practices

- New roles to reach outcomes will require training and on-going technical assistance (**systems**)



Key Features of Effective Alignment

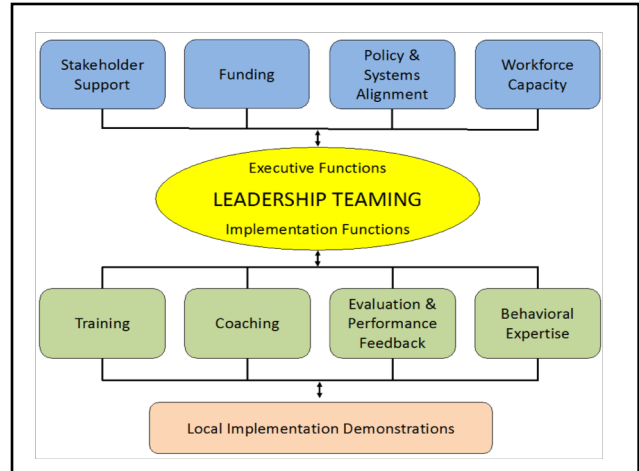


- Align multiple initiatives at the organizational level where a **common budget authority** exists.
- Align multiple initiatives by using a **common outcome measure** to assess effectiveness.
- Build aligned **professional development** by comparing and combining the “**core features**” of multiple initiatives.
 - Compare fundamental assumptions
 - Start with common “core features” and compare the practices used to achieve these features.
 - Determine how to incorporate additional core features with efficiency
 - Build single Professional Development curricula that combine core features.

Goodman & Homer, 2016



*Will Require District-wide
Systems and Processes*



Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
 - Information dissemination alone
 - Training by itself

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

What does work

- *Long term, multi-level approaches*
- *Skills-based training*
- *Practice-based coaching*
- *Practitioner performance-feedback*
- *Program evaluation*
- *Facilitative administrative practices*

District-Wide Basic Logic

- All schools receive training & support to implement essential Universal behavior support practices and systems - Local variations
- District develops (and revises based on outcomes) a **standard Tier II and III system** including integrated practices
- A percentage of current behavioral expertise must move from traditional case by case, to supporting school team Tier II & III systems



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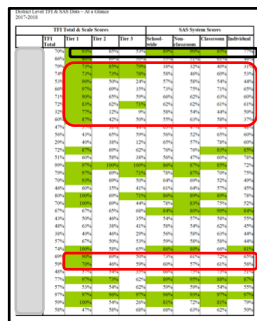
Example District-wide Tier II System

- Data-based student identification
 - # of behavior infractions (majors/minors)
 - Teacher referral (standard district form)
 - Screening (standard district-wide tool)
- Limit range of practices
 - Self-management (CICO, Check & connect)
 - Social Skill Instruction (2-3 curriculum)
 - Academic Supports (Rtl, accommodations)



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District Data-Based Decision making TFI & SAS



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Rethinking Professional Development and Technical Assistance

- Moving from a case by case expert model to building “expertise” in the school
- Primary focus of TA is on teaching the school team to solve problems or address challenges for themselves with district resources
- However, need for specialist will always remain to assist students and teachers



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Turn & Talk

- Does your school have the pre-requisites to align initiatives?
 - Academic and behavioral data routinely collected and reviewed (data decision rules)
 - Cross-teaming for academic and behavior supports
 - Progress-monitoring
 - Access to professional development and technical assistance



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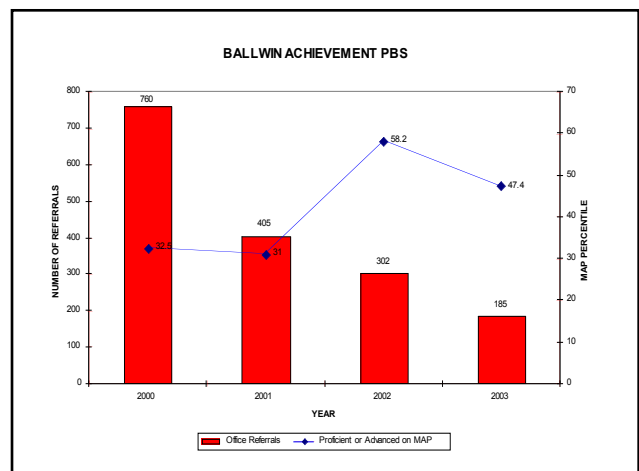
Academics & SWPBS

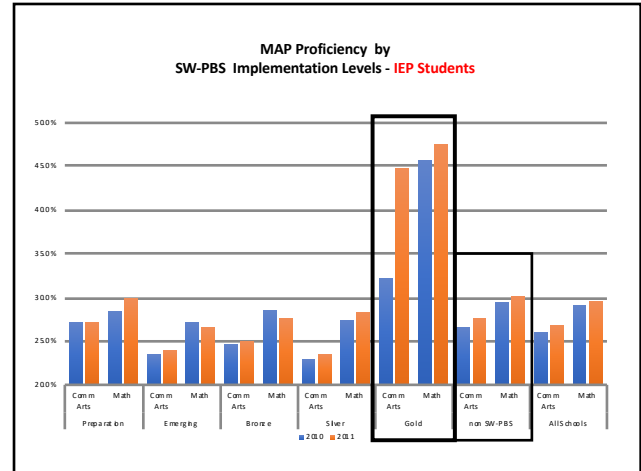
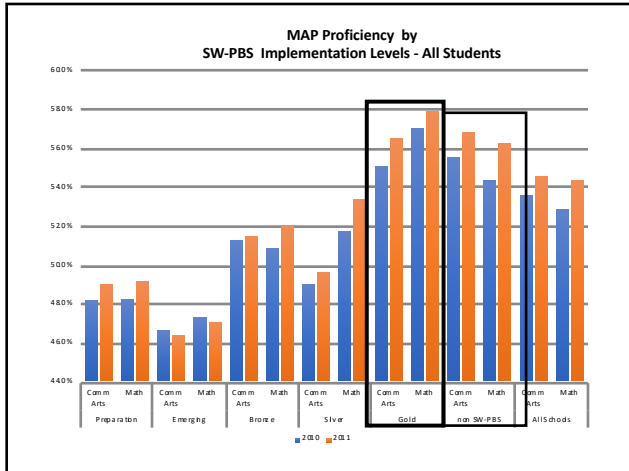
Universal School-Wide Features

- Clearly define expected behaviors (Rules)
 - All Settings
 - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for providing specific positive feedback
- Procedures for responding to problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement



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Additional Impact of School-Wide PBS: Students on IEPs

- Schools implementing SW-PBS with fidelity have a lower mean percentage of students with IEPs
- Students with IEPs attending schools participating in SW-PBS have a higher average attendance rate
- On average, more students with disabilities spend 80% or more of their educational day in inclusive settings in schools participating in SW-PBS



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Importance of Effective Instruction (Sanders, 1999)

- The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the classroom.
- The answer to why children learn well or not isn't race, it isn't poverty, it isn't even per-pupil expenditure at the elementary level.
- The classroom's effect on academic growth dwarfs and nearly renders trivial all these other factors that people have historically worried about.



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Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need



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Start with Self-Assessment/ School-wide Assessment

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:

1 = inconsistent or unpredictable 5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on	1 2 3 4 5

Class Man Assess 3

Classroom Management: Self-Assessment²

Teacher _____	Rater _____	Date _____
Instructional Activity _____		Time Start _____ Time End _____
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts
Ratio ³ of Positives to Negatives: ____ to 1		

Classroom Management Practice	Rating
1. I have arranged my classroom to minimize crowding and distraction	Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes No

ECP Project Teacher Feedback Tool

Instructions Section 1 & 2: Make a tally mark in the corresponding box for each type of behavior observed during 10 minutes of teacher instruction.

Section 1: Teacher Feedback

Do not count feedback for academic content.

Positive Feedback - Teacher Attention to Correct Behaviours

Pre-correction (a)	Non-Specific Positive Feedback (b)	Specific Positive Feedback (c)

Corrective Feedback - Teacher Attention to Behaviour Errors

No Feedback (d)	Non-Specific Corrective Feedback (e)	Specific Corrective Feedback (f)

Section 2: Opportunities to Respond

Do not count directions to perform a task, social questions or questions within the context of negative feedback.

Whole Group	Individual
Total (g)	Total (h)

Type of instruction (circle those observed)

Whole Group	Small Group	Small Group Peer	One on One	Independent
Feedback				
				Rate per min
Pre-correction				(a)
Non-Specific Positive Feedback				(b)
Specific Positive Feedback				(c)
Empirical evidence suggests anywhere from 8 to 7 specific feedback statements delivered to individual students or the whole group, in a 10-min period lead to desired student outcomes. ¹				
No Feedback				(d)
Non-Specific Corrective Feedback				(e)
Specific Corrective Feedback				(f)
Student Behaviour Errors				(d) + (e) + (f) =
Total Positive Feedback				(b) + (c) =
Total Corrective Feedback				(e) + (f) =
Ratio of Positive to Corrective Feedback				
Empirical evidence suggests a minimum ratio of about these positive interactions for every one corrective interaction 3:1 . While using the lowest recommended ratio may be sufficient for most students, a significant number of students will require more. ²				

Opportunities to Respond	Total	Rate per min
Group + Individual	(g)+(h)=	
Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute . ³		

See TTT operational definitions guide for specific descriptions and examples

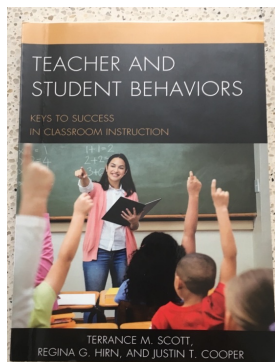
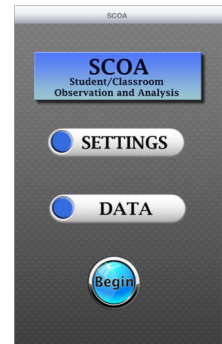
36

Classroom Quiz

- When the teacher _____, most students stop and listen.
Yes Sometimes No
- When class starts, the teacher has everything ready.
Yes Sometimes No
- Before we start a new activity, the teacher reminds us what we are supposed to do.
Yes Sometimes No
- When we are asked to work by ourselves, all students work quietly and do what they are supposed to do.
Yes Sometimes No
- I often finish my work and do not know what I should be doing while others are still working.

Classroom Systems

- Teach
 - Brief in-service, single topic focus
- Practice (performance feedback)
 - Peer coaching
 - Principal “walk through”
 - Direct observation / data collection

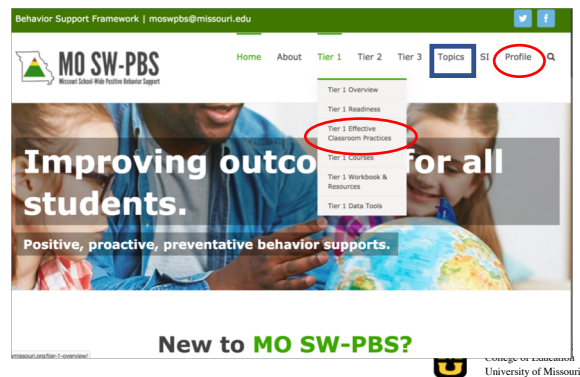


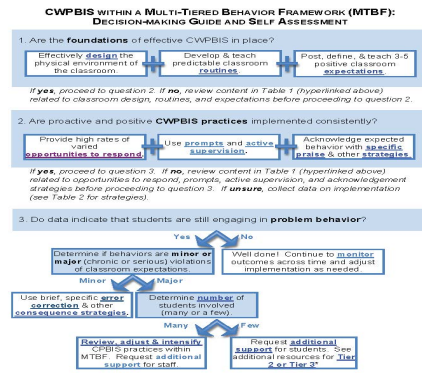
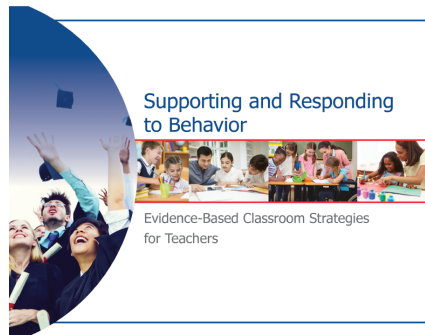
- Data About Teacher & Student Behavior
- Collected by University of Louisville 2008 -2015
- 6752 Classroom observations of teacher student dyads
- 3200 in middle/high school setting



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Resources - pbissmissouri.org

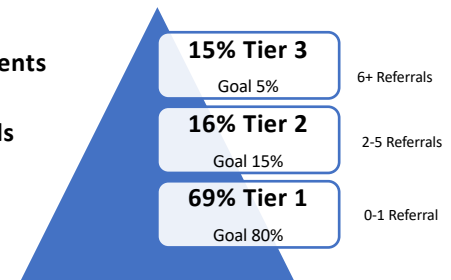




Universal Examples

Baseline Behavior Data Spring 2008

57 students
with 9+
Referrals



1712 referrals

Classroom Universals

- Self-assessment / Review of behavioral infractions
- Literacy block
 - Teacher led small group
 - Independent work
 - Student work group
- Clear procedures & routines
 - Taught & practiced

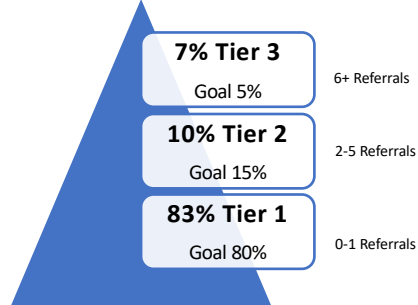


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**16
Students
with 9+
Referrals**

**Current Behavior Data
2010-2011**



Addressing High Percentages of Students At-risk

- School used a universal screening instrument in October of 2012.
- Results indicated that 32.3% of students were in the at-risk or high-risk range.
- Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.



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Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices

- Expectations & Rules
- Procedures & Routines
- Encouraging Expected Behavior
- Discouraging Inappropriate Behavior
- Active Supervision
- Opportunities to Respond

*Initial ratio
of positive
specific
feedback to
correctives:
1.85:1*

- Based on data, team identified 1 practice to improve upon.



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Professional Development Process & Data

October 2012 – Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1

March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1

End of Year Outcomes

- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.
- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.
- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.



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Early Literacy & Behavior

(Kelk & Lewis, 2001)

What are the effects of three instructional conditions a) social skill instruction, b) phonological / phonemic awareness instruction, and c) a combination of social skill instruction and phonological awareness instruction on the reading related and/or social behavior of at-risk kindergarten children?

	Early Literary Outcome	Social Skill Outcomes
Phonemic Instruction	+/-	-
Social Skill Instruction	-	+/-
Phonemic and SS Instruction	+	+
Control Group	-	-

Classroom and Tier II “Targeted Supports”

Study Basics

- Subject:
 - Seven years old
 - Identified with EBD and ADHD
- Setting
 - General education 2nd grade classroom with 19 other students
 - One licensed teacher and one student teacher
- Concern
 - Student exhibits high rates of off-task
 - Student shouts out answers and questions and comments at high rates and often inappropriate

“Function of Behavior”

- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
 - Function identified as Attention
 - Significant antecedents: multiple step direction and group settings
 - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection

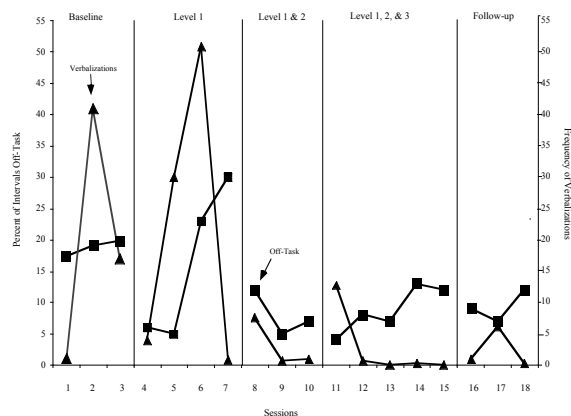
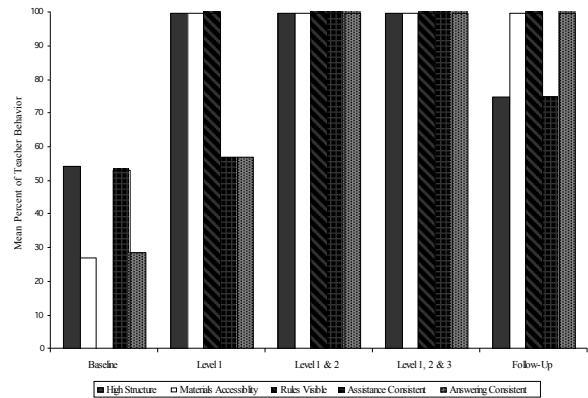
“Environment Assessment”

Significant variables:

- clarity of expectations & directions
- consistency of expectations
- accessibility of class schedules
- lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)



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Classroom Problem Solving Process

- Develop intervention based on function of behavior
- Environment changes
 - Student skills to teach/practice/reinforce
- Monitor progress
 - Same data that brought them to your attention
 - Problem and Appropriate behavior
 - Teacher observations



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Form D

Grade Level Team Tier 2 Function Based Matching Process

Student: _____ Classroom Teacher: _____ Grade: _____
Date: _____

Complete the Brief Assessment of Function of Behavior & Matching Process with your grade level team.

1. Summary of the Problem

We have the most problems during _____
(Time of day/class/Activity/Routine)

Antecedent Function/Pay Off (Trigger/Predictor)	Problem Behavior (Student Behavior of concern)	Response (Teacher does)	So, the function of behavior is to: Get or Avoid (circle one)
When...	The student will...	Then this happens	

2. Replacement Behavior (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])

3. Student Goal (Measurable; Consider level of typical peer, see *Matching Progress Monitoring Methods to Student Goals: Example*, Page 25 of this handbook):

4. Intervention Plan (See *Antecedent Interventions*, Page 26 of handbook)

Intervention Strategy(ies):

Antecedent Interventions (Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)	Replacement Behavior / Skill (What we want the student to do instead)	Response / Consequence (What happens when student demonstrates behavior / skill)
		Positive Specific Feedback
		Corrective Feedback

5. Progress Monitoring
How will teacher monitor progress toward the student goal? (See example forms on pages 27-30)

Antecedent Intervention Examples		
Function	Intervention Strategy	Example
Get Attention	Schedule adult attention	<ul style="list-style-type: none"> Have adult work with student Have adult provide periodic attention Lunch meeting with teacher Behavior plan Grade level or teacher triage
	Schedule peer attention	<ul style="list-style-type: none"> Pair student with peer Use peer tutoring or mentoring
	Increase proximity to student	<ul style="list-style-type: none"> Move seating arrangement Periodically move about classroom
	Provide preferred activity	<ul style="list-style-type: none"> When adult is occupied assign more preferred activity
Avoid	Adjust demand difficulty	<ul style="list-style-type: none"> Provide easier work
	Offer choices	<ul style="list-style-type: none"> Allow student to choose: <ul style="list-style-type: none"> Task to complete Sequence of tasks to be completed Materials to use Where to complete task When to complete task With whom to complete task
	Increase student preference/interest in activity	<ul style="list-style-type: none"> Incorporate student hobbies/interests into activities
	Assure that activities have functional or meaningful outcome	<ul style="list-style-type: none"> Provide activities with valued outcome Write and read Social Stories
	Alter length of task	<ul style="list-style-type: none"> Shorten activity
	Modify mode of task completion	<ul style="list-style-type: none"> Provide frequent breaks Change medium/materials Replace pencil and paper with computer, etc.
	Use behavioral momentum, task dispersal	<ul style="list-style-type: none"> Present easy requests prior to difficult requests
	Increase predictability	<ul style="list-style-type: none"> Provide cues for upcoming or change in activities (instructional, visual, auditory)
	Modify instructional delivery	<ul style="list-style-type: none"> Use pleasant tone of voice

Grade Level Problem Solving

<http://www.vimeo.com/54954199>

Complete Continuum Example

Field Elementary School

- High Diversity
 - School has 290 students; 50% minority; 20% English Language Learners; 13% Special Education
- Instructional leader turnover
- Poverty
 - 79% of students live in poverty
- Highly transient population



Field Elementary School

- +Teachers and Staff committed to increasing academic and social success of all students
- +A committed Principal who supported faculty in their efforts to change the way they taught to improve children's lives



Field Elementary School

- Academic Standing
 - Only 5% of all students scored proficient in 2005
- Breakdown by ethnicity:
 - 0% African-American
 - 18% Caucasian
 - 0% Students with disabilities
 - 0% English Language Learners
 - 7% Students living in Poverty



Field Elementary School

• Literacy

- In 2004–05, **44% students** required intensive support for reading and writing

• Social Behavior

- In 2003-04 Averaging **10.4 discipline referrals per day**



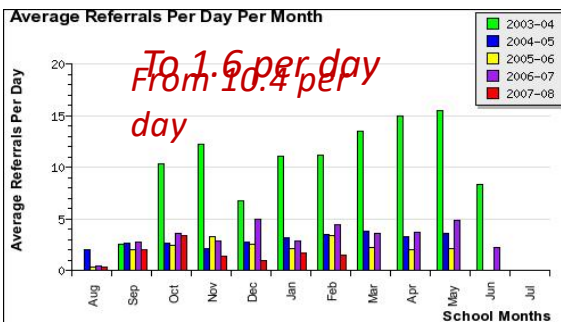
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Positive Behavior Supports

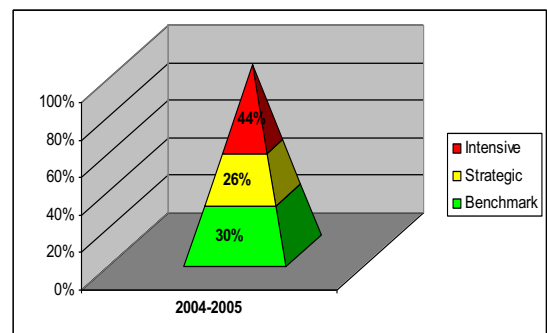


EUGENE FIELD ELEMENTARY TIGER TRAITS						
All Settings & Locations	Arrival & Dismissal	Hallways	Restrooms	Cafeteria	Playground	Field Trips & Assemblies
RESPECTFUL	<ul style="list-style-type: none"> Respond to Tiger P.A.W.S. Enter, exit, and travel by walking quietly in single file. Use proper language and behavior. 	<ul style="list-style-type: none"> Follow walk rules. Use stairs appropriately. Observe Tiger Steps. 	<ul style="list-style-type: none"> Take turns. Respect the privacy of others. 	<ul style="list-style-type: none"> Share your food for help. Use only your own food. Talk only to those at your table using an inside voice. 	<ul style="list-style-type: none"> Include all who want to play. Use equipment appropriately. Accept skill differences. Prevent and solve conflicts using the Peace Path. 	<ul style="list-style-type: none"> Listen attentively. When seated, sit to bottom and face forward. Respond and show appreciation appropriately.
RESPONSIBLE	<ul style="list-style-type: none"> Follow adult directions the first time. Keep hands, feet, and body to self. Close up after yourself. Ask permission to leave your assigned area. 	<ul style="list-style-type: none"> Obey the safety patrol and use crosswalks and sidewalks. Report to assigned area in circle drive and stay there until picked up. Go immediately to destination upon arrival or dismissal. 	<ul style="list-style-type: none"> Carry a pass when alone. When moving as a class, remain in line order. Work hard with respect and wait. Push, pull, or crash. Return to your class or class line order promptly. 	<ul style="list-style-type: none"> Hold your tray with two hands. Obtain everything needed to eat before lining up. Line up immediately in line order. Collect and return the playground equipment. 	<ul style="list-style-type: none"> Stay in designated area. Follow the school game rules. When the signal sounds line up immediately in line order. Collect and return the playground equipment. 	<ul style="list-style-type: none"> Follow site rules. Be prepared.

Impact on Behavior Problems



Field Literacy Data



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Structure	Core Reading 90 min, 5 days week with:	Intervention Groups 45 min, 4 days week, with: (5 th day individual focus)
Tier III Intensive Intervention	Classroom Teacher	Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery 3-5 Wilson Reading Systems
Tier II Strategic Intervention	Classroom Teacher	Classroom Teacher Reading Mastery or Soar to Success
Tier I DIBELS benchmark	Classroom Teacher	Classroom Teacher Enrichment based on themes of core program

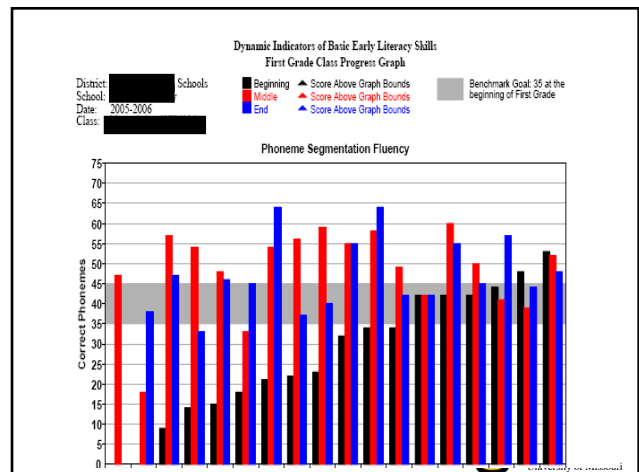
Core Reading and Intervention Schedule

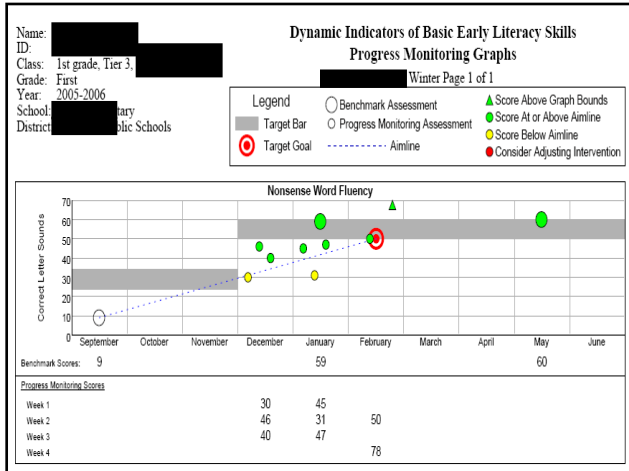
Core		Intervention
• K	9:00-10:30	12:25-12:55
• 1 st	9:00-10:30	11:30-12:15
• 2	10:00-11:30	9:15-10:00
• 3	11:00-12:30	10:15-11:00
• 4	1:45-3:15	1:00-1:45
• 5	1:00-2:30	2:15-3:00

Data Collection	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark	Progress Monitoring
Tier III	Fall, Winter & Spring	Every Other Week
Tier II	Fall, Winter & Spring	Every Other Week
Tier I	Fall, Winter & Spring	Once a month

Also utilize as needed:

- Developmental Reading Assessment (DRA & DRA-2)
- Scholastic Reading Inventory (SRI)
- District Writing Assessments

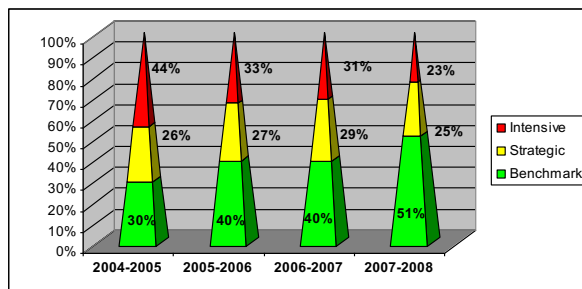




Impact on Literacy

- Improved Academic Standing
 - In 2007, **27%** of Field's students scored proficient in 2007 (up from 5%).
 - African American: 0% improved to 16%
 - Caucasian: 18% improved to 57%
 - **Students with disabilities: 0% improved to 25%**
 - English Language Learners: 0% improved to 27%

Field Literacy Data



Turn & Talk

- What is your school currently doing to support classroom teachers to insure implementation of effective instructional and management strategies in place?

Mental Health & SWPBS

Tier II (small group)

- Efficient and effective way to identify at-risk students
 - Screen
 - Data decision rules
 - Teacher referral
- Informal assessment process to match intervention to student need
 - Small group Social Skill Instruction
 - Self-management
 - Academic Support
- Part of a continuum – **must link to universal school-wide PBS system**



Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies (*Integrated Framework*)
- Part of a continuum – **must link to universal school-wide PBS system**

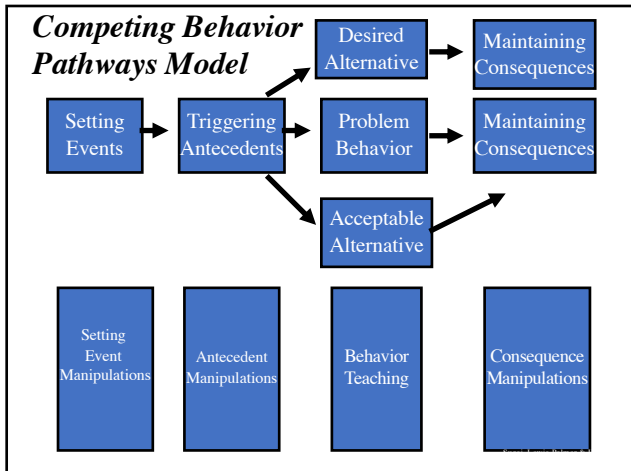


FBA – PBS Plan Process

Success requires:

1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (*Behavior is functionally related to the teaching environment*) among all school staff





Connections to Mental Health and Community Agencies

www.pbis.org/school/school-mental-health/interconnected-systems

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Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts

pbis.org

“Current Topics”

edited by
Mark D. Weist
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The Wisconsin School Mental Health Framework

Integrating School Mental Health with Positive Behavioral Interventions & Supports

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

An Interconnected Systems Framework (ISF) Defined

- A Structure and process for education and mental health systems to interact in most effective and efficient way.
- guided by key stakeholders in education and mental health/community systems, youth/family
- who have the authority to reallocate resources, change role and function of staff, and change policy.



ISF Core Features

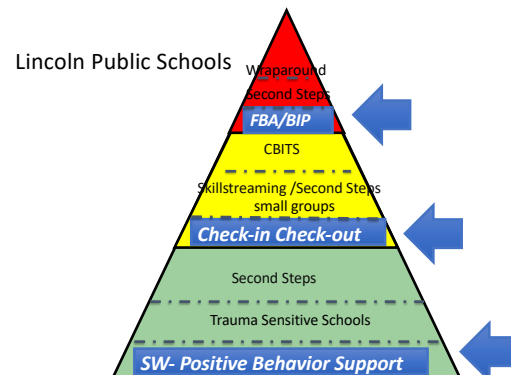
- **Tiered Prevention** logic
- **Cross-system teams** that include community/mental health providers, youth/family voice
- **Data-based decision making**
 - Formal processes for the selection & implementation of **evidence-based practices** (EBP)
 - Rigorous **progress-monitoring** for both fidelity & effectiveness
 - Ongoing **coaching** at both the systems & practices level
- **Early access** through use of comprehensive screening



1. Single System of Delivery

- One set of district/building level behavioral health teams with Community MH actively participating;
- School and community employed staff are on teams and serve all students across tiers;
- Cross training; planning; evaluation for fidelity and impact; and family participation are part of integrated action plan

2. Mental Health is for ALL



Social Behavior Curriculum

- Second Steps
- Skills streaming
- Botvin Life Skills (HS)
- CBITS

System or Way to Install for ALL at Tier 1

- Anchored to 3 Expectations=Common Language
- Data used to prioritize skills within curriculum
- Skills within "Lessons" added to Teaching Matrix= Direct Instruction
- Transference and Generalization occurs as lessons delivered across ALL settings/ALL staff
- Staff responsible for modeling, teaching, prompting, providing feedback across day

Teaching Matrix		INCORPORATE Trauma Informed Strategies						
		All Settings	Halls	Playgrounds	Classroom	Library/ Computer	Assembly	Bus
Expectations	Respectful	Be open to others	Be open to others	Be open to others	Use your words Use safe hands			Watch for your stop.
	Safe	Be safe Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Self Check Use Calming Strategy	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Responsible	Responsible	Responsible	Responsible	Ask for help Connect with Safe Person	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

3. Access is NOT enough

All work is focused on ensuring positive outcomes for ALL children and youth and their families.

- Interventions matched to presenting problem using data, monitored for fidelity and outcome
- Teams and staff are explicit about types of interventions students and youth receive (e.g. from "student receives counseling" to "student receives 4 coping skills group sessions")
- Skills acquired during sessions are supported by ALL staff (e.g. staff are aware that student is working on developing coping skills and provides prompts, pre-corrects, acknowledges across school day)



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Trauma-Informed Tier 2 Group

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
Be Safe Self-Check Use calming strategy	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use your words Use safe hands	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Ask for help Connect with safe person	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Adapted from Grant Middle School STAR CLUB

4. Installed and aligned with core features of MTSS framework.

- Teams
- Data-based Decision- making
- Continuum of linked EBP's
- Screening
- Progress monitoring
- Ongoing PD/coaching



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Alignment Self Assessment Section 1: Assessment of Current Initiatives

Step 1: Coordinate and lead alignment process with an executive level team

Step 2: Define the valued outcome(s) to be achieved

Step 3: Develop an inventory of the related initiatives currently being implemented across the district.

Step 4: Organize the list of initiatives per outcomes (similar/different)?

Step 5: Identify the systems, data, practice features for initiatives with similar outcomes.

Step 6: Identify the systems features for initiatives with different outcomes

Step 7: Analyze and make decisions for alignment of initiatives

Step 8: Design the plan for effective alignment including implementation, evaluation and professional development

Appendix A- Action Planning Self-Assessment

Question	Assessment	Action
Section 1 Assessment of Current Initiatives		
Step 1: Coordinate and lead alignment process with an executive level team.		
a) Does the team have the authority for organizational impact (i.e. professional development and coaching, policy, data management processes)?	Yes No In Process	
b) Does the team have budget authority for all initiatives being considered?	Yes No In Process	
c) Does the team include individuals with detailed knowledge of the logic model and core practices of proposed initiatives?	Yes No In Process	
d) Has the team determined if other members are required before proceeding?	Yes No In Process	
Step 2: Define the valued outcome(s) to be achieved.		
a) Are the highly valued outcome(s) for children and families defined for initiatives to be aligned? (e.g. Improved social emotional behavior functioning for all students)	Yes No In Process	
Step 3: Develop an inventory of the related initiatives currently being implemented across the district.		
a) Has a list of all related grants, initiatives, and practices across schools and community agencies been developed?	Yes No In Process	
b) Has the team determined whether each initiative is a framework (e.g. MTSS) or a practice (e.g. Second Step)	Yes No In Process	

Step 4: Organize the list of initiatives that have similar outcomes (e.g. social behavior) from initiatives that have different outcomes (e.g. reading vs. behavior). ** Note that initiatives with different outcomes are aligned at the systems level and initiatives with common outcomes are aligned at BOTH the systems and practice levels.

a) Has the team determined if they are going to align initiatives with similar outcomes, align initiatives with different outcomes or align both?	Yes No In Process	
b) Has the team determined which initiatives are to be aligned at only the system level (initiatives with different outcomes)?	Yes No In Process	
c) Has the team determined which initiatives are to be aligned both at the system level and practice level (initiatives with similar outcomes)?	Yes No In Process	
Step 5 Identify the systems, data and practice features for initiatives with similar outcomes.		
a) Have the system features for each initiative been identified? (e.g. team-based leadership, coordination, evaluation of fidelity, professional development and coaching, continuous data-based progress monitoring)	Yes No In Process	
b) Have the specific core practices for each related initiative with similar outcome been identified?	Yes No In Process	
c) Have the fidelity measures for each initiative been identified? (Note: Identify any initiatives without fidelity measure)	Yes No In Process	
d) Have the outcome measure(s) been identified for each initiative (e.g. attendance problems decreasing, risk rating...)	Yes No In Process	

Turn & Talk

- What is your school currently doing to create integrated social/emotional supports are in place for at-risk students?



Aligning Initiatives

- Universal
 - Social / Emotional outcomes
 - Good “mental health”
 - Foundational Classroom Instruction & Management
- Tier II
 - Embed related classroom practices
- Tier III
 - Early Intensive academic supports
 - MH services map to school-wide system



Aligning Social, Emotional & Academic Supports Through a SWPBS Framework

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