PBIS in Nevada
Weaving School Climate, Bully Prevention, and School Mental Health Supports within a Single Framework

Kaci Fleetwood, M. Ed, BCBA, LBA
2018 Annual Conference on Advancing School Mental Health
Welcome!

Thanks to:

• Nevada Department of Education: Office of Safe & Respectful Learning Environments
• School Climate Transformation Grant
• Nevada Center for Excellence in Disabilities
• College of Education, University of Nevada-Reno
• National PBIS Technical Assistance Center
• School Districts within Nevada (Pershing, Douglas, Lander, Humboldt, Clark, Washoe, Nye, Lyon, & Churchill)
Welcome to Nevada

17 Counties aligned with 17 School Districts (LEAs)

- Largest District Clark CSD 336 schools (54% of schools) and serves over 300,000 students
- Smallest District Esmeralda CSD 3 schools, 75 students
- Urban, Rural, and Frontier communities
- “Local Control State”
- 51st in Education (Education Week Research Center)
Meeting Diverse Needs

• Due to the diversity of communities and contextual and geographical barriers Nevada presents, a flexible approach was required to innovation installation.
  – “Meet districts where they are.”
  – No two funding streams look the same
  – No continuums of interventions are the same
  – But we all measure the same outcomes
4 Key Elements

Supporting Social Competence & Academic Achievement

- Supporting Staff Behavior
- Systems
- Data
- Practices

Supporting Decision Making

Supporting Student Behavior
Continuum of Services

~80% of students
School-wide interventions
Universal Practices

~15%
Small Groups
Targeted Supports

~5%
Individualized Supports
Complex & Comprehensive
Targeted Group Interventions

Positive Classroom Behavior Supports

Effective Instruction

Positive Action Supports

SW Bully-Prevention

5 Tier 1 PBIS Practices

Incentives

Common Core Standards

MTSS

Wraparound

Structured Recess

Targeted Group Interventions

Social Skills Groups

Check & Connect

CICO

Basic FBA/BIP

P-T-R
Starting with PBIS Framework

Key Features

- Teaming
- Tiered Continuum of Supports
- Evidence Based Interventions
- Instruction as Prevention
- Regular Screening
- Data-Based Decision Making
- Progress Monitoring
Tier 1 PBIS Practices

Tier 1 PBIS

- Increase Structure, Predictability & Safety on Campus
- Teach Social, Emotional, and Behavioral Skills
- Increase Positive Interaction between staff & students
- Implement consistent, equitable, and instructive discipline procedures
Tier I PBIS Core Features

- Consequences for Problem Behavior
- Classroom Systems
- Data and Decision System
- Bully Prevention
- Family Engagement
- Leadership Team
- School-wide Expectations
- System to Acknowledge Behavior

Tier I PBIS
Set up the System First

- Once the framework and the systems are installed, the site (school, district) has a foundation for uploading practices and interventions into the “operating system”
### Appendix A: Tier I Practices Evaluation Chart

<table>
<thead>
<tr>
<th>Practices Identify Need Using Data</th>
<th>Evaluation</th>
<th>TI Non-Responder Decision Rule?</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective?</td>
<td>Evidence-Based?</td>
<td>Implem. Fidelity Assessed?</td>
</tr>
</tbody>
</table>

---

<sup>1</sup> Yes ? No  
<sup>2</sup> Eliminate, Integrate, Modify, Sustain
Identify Practice

What is the need for this practice? Review Data!

Is it meeting your needs?

Yes

Use Rigorous Checklist

No

Implement and Monitor Effects

Can it be adapted?

Yes

Implement and Monitor Effects

No

Consider another practice

Is it evidence based?

Yes

Is it evidence based?

No

Implement and Monitor Effects

Consider another practice

Is it meeting your needs?

Yes

Consider: how outcomes are measured, fidelity of implementation, resources needed, competing variables, etc.

No

Consider another practice

Yes
Streamlining Initiatives
Practice Audit Outcomes

• 55% reduction in Tier 1 initiatives
More is not better
‘AH HA’ Moment

Use the data
Identify the need
Select the intervention
Example: Bully Prevention

• Schools that implement PBIS with fidelity have lower rates of social aggression between peers

• Some schools need a more intense tier 1
  – Leverage “respectful” school-wide expectation

• Use same framework
  – Data, systems, practices
Schools implementing PBIS have fewer ODRs related to bullying behavior

**FY12 Average ODRs per 500 students per school year, for Behaviors Associated with Bullying in 771 PBIS Schools**

- **Not Assessing for Fidelity** (n=197): 339 ODRs
- **Partially Implementing at Fidelity** (n=89 schools): 142 ODRs
- **Fully Implementing at Fidelity** (n=485 schools): 133 ODRs

**Schools**

- Avg ODRs per 500 students per 175 day school year
Team DBDM
Example: Social Emotional Learning

• Social Emotional Learning (SEL/SEAD) is a tier 1 school mental health practice

• Not all programs are created equal
  – Look at evidence base (actual research)
  – Select program/curricula based on data that indicates your community’s needs

• Use the same framework
Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Guildner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

Context
PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation science (Homer, Sugai, & Fixsen, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on meeting the needs of individual students.
<table>
<thead>
<tr>
<th>Classroom</th>
<th>Walkways</th>
<th>Language</th>
<th>Electronics</th>
<th>Assemblies</th>
<th>Cafeteria</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce quality work</td>
<td>Keep free of garbage and graffiti</td>
<td>Think before you speak</td>
<td>Recognize the benefits of electronics</td>
<td>Wear school colors and show spirit</td>
<td>Leave it better than you found it</td>
<td>Keep bus clear of graffiti, trash and damage</td>
</tr>
<tr>
<td>Always show your best effort</td>
<td>Show sensible personal behavior and attire</td>
<td>Use positive words and language</td>
<td>Treat equipment as if it’s the only one</td>
<td>Treat others how you want to be treated</td>
<td>Make healthy food choices</td>
<td>Follow directions, be safe and look out for others</td>
</tr>
<tr>
<td>Ask for help and be willing to try</td>
<td>Move purposefully and keep paths clear</td>
<td>Be tolerant and use non-threatening language</td>
<td>Be productive and avoid disruptions</td>
<td>Attend on time and follow directions</td>
<td>Be mindful of and include others</td>
<td>Be on time and prepared for bus</td>
</tr>
<tr>
<td>Be an engaged and motivated learner</td>
<td>Encourage considerate actions</td>
<td>Be encouraging and supportive</td>
<td>Assist others with less skill</td>
<td>Find ways to positively participate</td>
<td>Show appreciation of options</td>
<td>Keep voices and music low</td>
</tr>
<tr>
<td>Help yourself and others learn</td>
<td>Keep appropriate physical boundaries</td>
<td>Be positive when speaking to or about others</td>
<td>Follow guidelines of use (where, how &amp; when)</td>
<td>Demonstrate courtesy toward others’ beliefs</td>
<td>Honor people, space, belongings</td>
<td>Show tolerance and respect to driver and riders</td>
</tr>
</tbody>
</table>

**Braiding Competencies within Matrix**

| Self-Awareness | Self-Management | Social Awareness | Relationship Skills |

**POWER**

- **P** - PRIDE
- **O** - WORK
- **W** - OTHER
- **E** - RESPECT
- **R** - ENTHUSIASM
Ex: School Mental Health

Interconnected Systems Framework (ISF)

- **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

- Who have the **authority** to reallocate resources, change role and function of staff, and change policy.
1. Single System of Delivery
2. Access is NOT enough
3. Mental Health is for ALL
4. PBIS/MTSS essential to install SMH

Key Messages

Eber, Barrett, Perales, 2018
1. Single System of Delivery

- One committed and functional team with authority guides the work, using data at three tiers of intervention
- MH/community partners participate across ALL Tiers
- Evidence Based Practices/Programs integrated at each tier
- Symmetry (of process) at District and Building level
  - District has a plan to integrate MH at all buildings
  - Plan is based on community and school data
- Plan to build “social emotional” capacity across staff
  - Training and Coaching in place for ALL staff (community and school employed)
  - Staff are competent and confident in identifying, intervening and/or referring
2. 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)
3. Mental Health is for ALL

- Positive school climate and culture serves as protective factor. Social/emotional/behavioral health addressed with same level of attention and concern as is our children’s academic and cognitive achievement.
- Social behavior skills taught and reinforced by ALL staff across ALL settings, and embedded in ALL curriculum.
- Behavior and social emotional examples used to explicitly teach what behaviors look like and sound like across school settings.

Eber, Barrett, Perales, 2018
4. Installed and aligned with core features of MTSS framework.

- Integrated teams representative of all stakeholders including families and students;
- Apply data-based decision making;
- Have a formal process for selecting and implementing evidence-based practices;
- Ensure early access through comprehensive screening;
- Progress monitor for both fidelity and effectiveness;
- Ensure coaching.

Eber, Barrett, Perales, 2018
What does this look like at advanced tiers?

Supporting Staff Behavior:
- Follow district oversight guidelines
- DIP/SIP integration
- Select SWE
- Map out tiers/decision rules
- Develop team structure(s) per tier
- Develop training, coaching, TA plan

Supporting Student Behavior:
- Determine culturally relevant and appropriate EBP, including universal screeners, for PBIS per tier
- Determine where and when EBP will occur per tier
- Decide how students & their parents and teachers will be partnered with

Supporting Decision Making:
- Ensure T1 is being implemented with fidelity before Tiers 2/3 added
- Decide what data to keep and problem-solving process for each tier
Supporting Decision Making:

<table>
<thead>
<tr>
<th>BEFORE...</th>
<th>AFTER...</th>
</tr>
</thead>
<tbody>
<tr>
<td>No data is used to identify students for Tier 2/3 interventions, staff waits for a major incident to occur before referring, and/or referrals made due to life events vs. display of needs</td>
<td>Data-based decision rules are developed for each tier based on school &amp; community factors that allow students to be readily identified, placed, and then transitioned out of appropriate levels of support based on need</td>
</tr>
<tr>
<td>No data is used to monitor the fidelity of implementation/effectiveness of the Tier 2/3 interventions and/or data not kept by CMH providers</td>
<td>Process data is used at all three tiers for all interventions/supports; individual student data is utilized by the teams at Tier 2/3</td>
</tr>
<tr>
<td>If data is utilized to identify students for interventions &amp; supports, it’s data gathered from within school walls</td>
<td>Decision rules and interventions/supports reflect a wide-variety of data from both within school and the community</td>
</tr>
</tbody>
</table>
ISF School View: Blending PBIS + SMH

Adapted from “What is a systems approach in school-wide PBS?”

Adapted from the National Community of Practice on Collaborative School Behavioral Health:
https://www.youtube.com/watch?v=mZvXX7NWpDk

Adapted from Wisconsin PBIS Network: http://www.wisconsingbistsnetwork.org/

### Supporting Staff Behavior:

<table>
<thead>
<tr>
<th>BEFORE...</th>
<th>AFTER...</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMH staff is housed in the school 1 day/week to “see” students</td>
<td>SMH + CMH staff + other school stakeholders participate in tiered teams and facilitate/co-facilitate tiered interventions/supports based on strengths of team members</td>
</tr>
<tr>
<td>Crisis is the norm; SMH staff has to cancel groups and individual appointments to handle chaos</td>
<td>Decreased crises; lower level supports are effective for majority of students in the building. Additional team members can run interventions.</td>
</tr>
<tr>
<td>Multiple, related initiatives</td>
<td>Combined initiatives</td>
</tr>
</tbody>
</table>
### Supporting Student Behavior:

<table>
<thead>
<tr>
<th>BEFORE...</th>
<th>AFTER...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Random, non-EBP provided as interventions</td>
<td>Relevant, culturally competent EBP are selected based on school &amp; community factors impacting kids via data outcomes</td>
</tr>
<tr>
<td>Random, individualized skill sets taught by staff</td>
<td>Systemic implementation of behavioral/SEL/MH EBP taught at all three tiers</td>
</tr>
<tr>
<td>Supports for parents come in the form of a call or brochure</td>
<td>Information, interventions, and supports offered to caretakers by school &amp;/or CMH</td>
</tr>
<tr>
<td>Multiple agency plans</td>
<td>One, comprehensive support plan</td>
</tr>
</tbody>
</table>
No Superheros Needed

• The technology for installation, implementation, and evaluation exists.
• We cannot let the burden of integration to the school building level
• Intentional alignment, integration, and coordination at the district level is essential.
**Managing Complex Change**

Vision + Skills + Incentives + Resources + Action Plan =

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>×</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Change**

- Confusion
- Anxiety
- Resistance
- Frustration
- False Starts

Adapted from Knoester, Villa, & Thousand
Outcomes
More data to come

• Awaiting the freshest set of data
  – This section will be updated between September and when the conference takes place
  – Updated slides will be provided once data are released
Policy & Procedural Milestones

• SB 504 Established the Office of Safe & Respectful Learning Environments at the Nevada Department of Education
  – Bullying Law

• MTSS & Social Emotional Learning included in the New Nevada Plan

• School Safety Task Force in Support of Behavioral Health Supports in Schools
Enhanced Alignment at State Level
Dear Colleagues,

The Nevada School Climate/Social Emotional Learning Survey is designed to help us understand the emotional well-being and social skills of our students. This information will help us improve our educational environment and support our students in achieving success academically and socially. The survey is anonymous and confidential. It is important for us to have accurate and honest responses to ensure that we can provide the best education possible for all students.

The survey results will be used to develop specific action plans that address the needs of our students. The information gathered will be used to improve our educational environment and support our students. The survey is confidential and anonymous, and the responses will be analyzed to identify areas where improvements can be made.

I encourage you to participate in this survey and share your insights with us. Your feedback is crucial in helping us provide the best possible education for our students.

Dr. Edward Shepherd
Office for Safe and Supportive Schools

---

**Social and Emotional Competence**

**Self-Awareness**

1. Knowing what my strengths are.  
   - Very Easy: 20  
   - Easy: 60  
   - Difficult: 19  
   - Very Difficult: 1

2. Knowing ways I calm myself down.  
   - Very Easy: 30  
   - Easy: 43  
   - Difficult: 16  
   - Very Difficult: 11

3. Knowing the emotions I feel.  
   - Very Easy: 40  
   - Easy: 48  
   - Difficult: 10  
   - Very Difficult: 4

4. Knowing when my feelings are making it hard for me to focus.  
   - Very Easy: 30  
   - Easy: 31  
   - Difficult: 13  
   - Very Difficult: 8

**Social Awareness**

1. Knowing what people may be feeling by the look on their face.  
   - Very Easy: 32  
   - Easy: 49  
   - Difficult: 4  
   - Very Difficult: 3

2. Learning from people with different opinions than me.  
   - Very Easy: 22  
   - Easy: 30  
   - Difficult: 24  
   - Very Difficult: 4

3. Knowing when someone needs help.  
   - Very Easy: 33  
   - Easy: 57  
   - Difficult: 10  
   - Very Difficult: 1

**Self-Management**

1. Getting through something even when I feel frustrated.  
   - Very Easy: 9  
   - Easy: 35  
   - Difficult: 40  
   - Very Difficult: 10

2. Being patient even when I am really upset.  
   - Very Easy: 23  
   - Easy: 27  
   - Difficult: 33  
   - Very Difficult: 17

3. Finishing tasks even if they are hard for me.  
   - Very Easy: 12  
   - Easy: 46  
   - Difficult: 35  
   - Very Difficult: 8

4. Setting goals for myself.  
   - Very Easy: 23  
   - Easy: 48  
   - Difficult: 20  
   - Very Difficult: 10

5. Doing my schoolwork even when I do not feel like it.  
   - Very Easy: 30  
   - Easy: 44  
   - Difficult: 21  
   - Very Difficult: 5

6. Being prepared for tests.  
   - Very Easy: 19  
   - Easy: 56  
   - Difficult: 22  
   - Very Difficult: 4

**Relationship Skills**

1. Getting along with my classmates.  
   - Very Easy: 31  
   - Easy: 49  
   - Difficult: 14  
   - Very Difficult: 6

2. Respecting a classmate’s opinions during a disagreement.  
   - Very Easy: 22  
   - Easy: 57  
   - Difficult: 13  
   - Very Difficult: 7

**Responsible Decision-Making**

1. Thinking about what might happen before making a decision.  
   - Very Easy: 17  
   - Easy: 35  
   - Difficult: 34  
   - Very Difficult: 13

2. Knowing what is right or wrong.  
   - Very Easy: 38  
   - Easy: 43  
   - Difficult: 15  
   - Very Difficult: 5

---

**Boost Social and Emotional Competencies**

Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or learning to consider other perspectives in class discussions.

**Resources**

- CASEL, Collaborative for Academic, Social, and Emotional Learning (www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Promote Prevent (http://www.promoteprevent.org/)
- Social and Emotional Learning and Character Development Certificate Program (http://exchutah.edu)

---

Grace Bon"
Site Level Behavior Outcomes

Average Referrals Per Day Per Month - Multi-Year
All, 2015-16 - 2016-17

School Months

Average Referrals Per Day

- Aug
- Sep
- Oct
- Nov
- Dec
- Jan
- Feb
- Mar
- Apr
- May
- Jun
- Jul

2015-16
2016-17

Nevada PBIS Technical Assistance Center
College of Education
University of Nevada, Reno/0285
Reno, NV 89557-0502
Student Distribution Outcomes
District Level Progress

Pershing County School District
DLT PBIS Assessment

48
Questions & Dialogue

Let's Talk about it

Thanks for coming!
Have an amazing CSMH 2018 conference experience 😊