PBIS in Nevada

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

Nevada PBIS Technical Assistance Center
College of Education
University of Nevada, Reno/0285
Reno, NV 89557-0502

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)

Massachusetts

Rhode Island

New Jersey

Vermont

New Hampshire

Connecticut

Delaware

N

Nevada Office of Rural Health (2013)

Miles

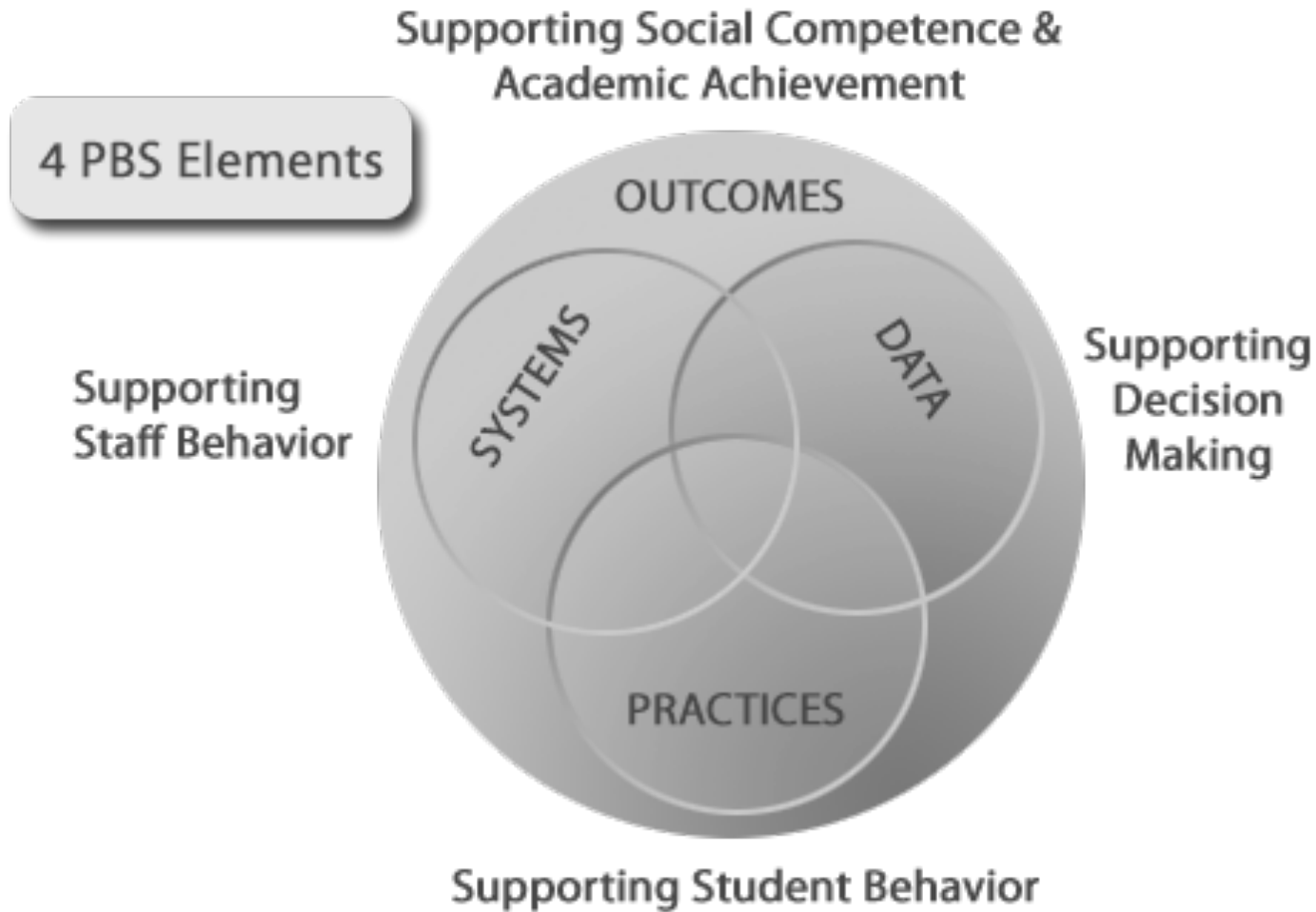0   15   30   60   90   120

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

4 PBS Elements

OUTCOMES

SYSTEMS

DATA

Supporting
Staff Behavior

Supporting
Decision
Making

PRACTICES

Supporting Student Behavior
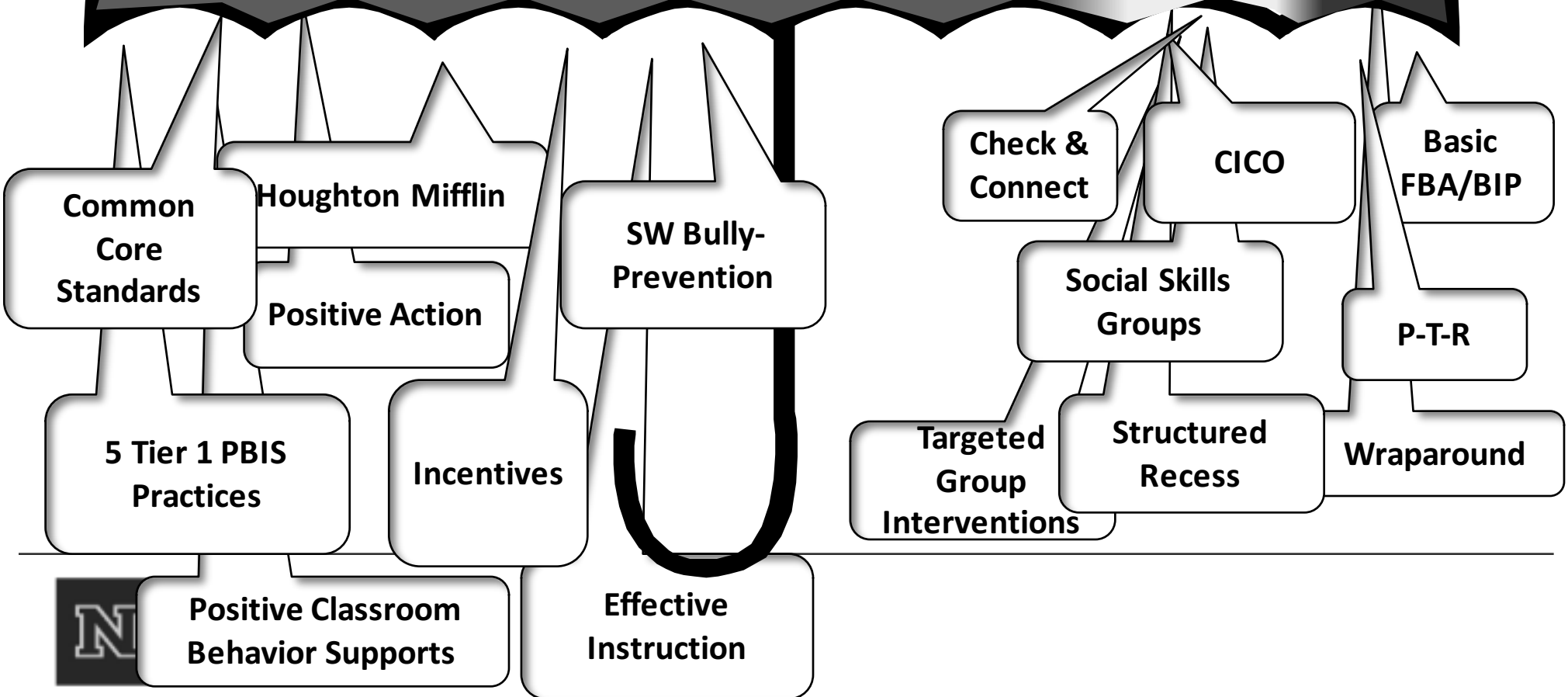
Continuum of Services

~5%
Individualized Supports Complex & Comprehensive

~15%
Small Groups Targeted Supports

~80% of students
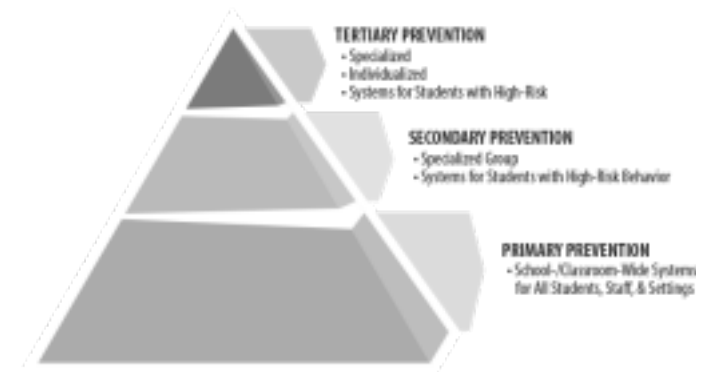*School-wide interventions Universal Practices*

Problem Identification

Problem Analysis

Plan Implementation

Plan Evaluation

MTSS

- Common Core Standards
- Houghton Mifflin
- Positive Action
- SW Bully-Prevention
- 5 Tier 1 PBIS Practices
- Incentives
- Positive Classroom Behavior Supports
- Effective Instruction
- Check & Connect
- CICO
- Basic FBA/BIP
- Social Skills Groups
- P-T-R
- Targeted Group Interventions
- Structured Recess
- Wraparound

Starting with PBIS Framework

Key Features

- Teaming

- Tiered Continuum of Supports

- Evidence Based Interventions

- Instruction as Prevention

- Regular Screening

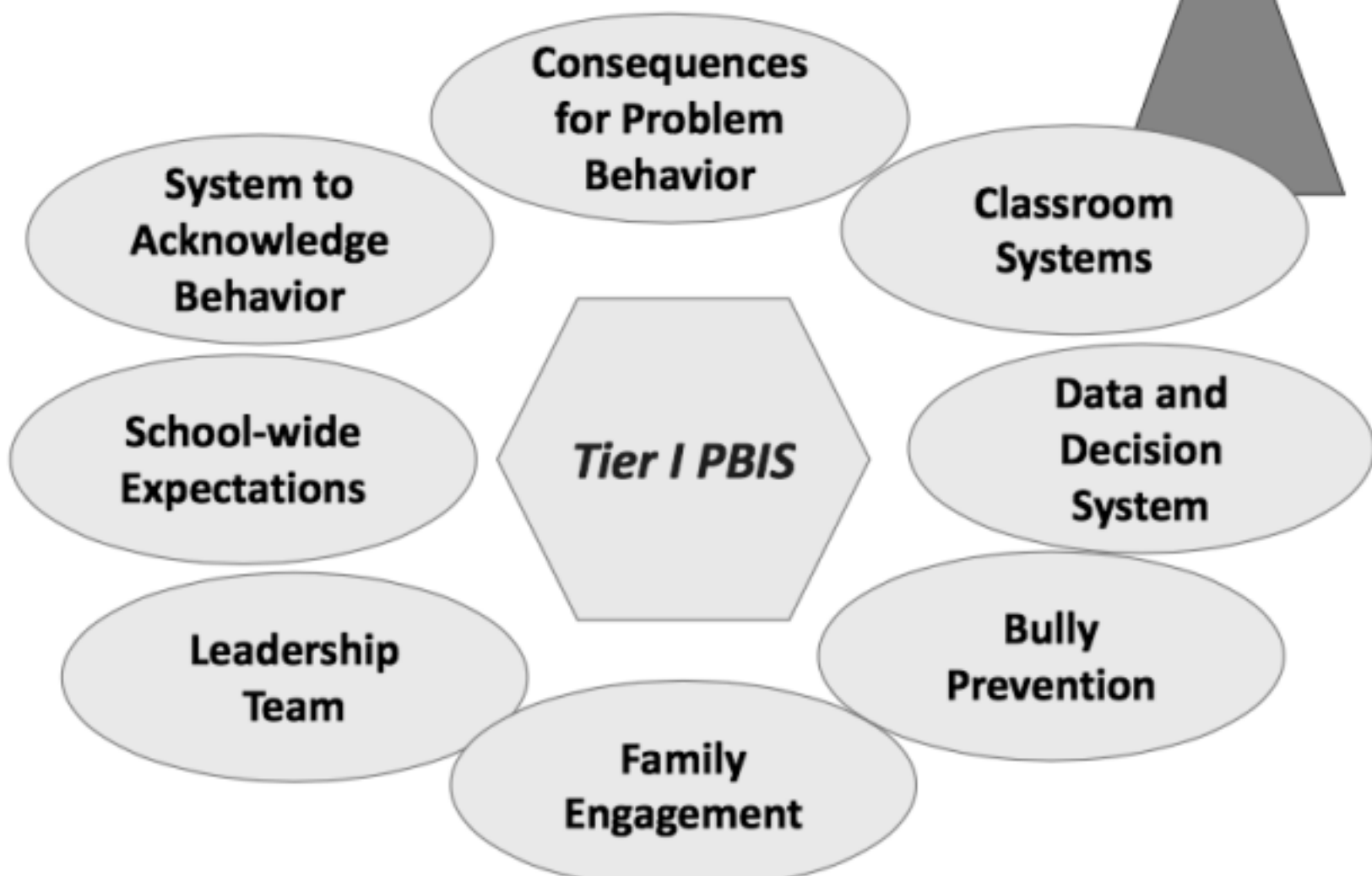- Data-Based Decision Making

- Progress Monitoring

TERTIARY PREVENTION
- Specialized
- Individualized
- Systems for Students with High-Risk

SECONDARY PREVENTION
- Specialized Group
- Systems for Students with High-Risk Behavior

PRIMARY PREVENTION
- School-/Classroom-Wide Systems
  for All Students, Staff, & Settings

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

Strategies for all students

TRAUMA SPECIFIC
TRAUMA-RESPONSIVE
TRAUMA-INFORMED
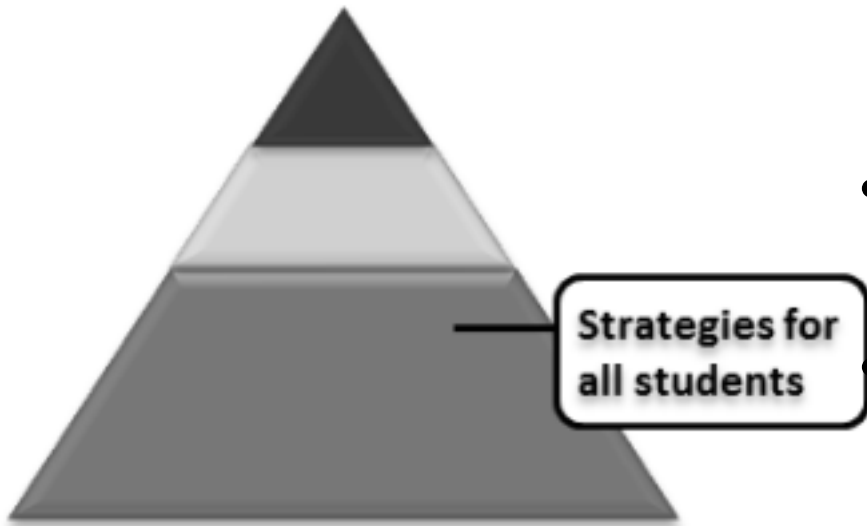
Tier I PBIS Core Features

Consequences for Problem Behavior

System to Acknowledge Behavior

Classroom Systems

School-wide Expectations

Tier I PBIS

Data and Decision System

Leadership Team

Bully Prevention

Family Engagement

Set up the System First

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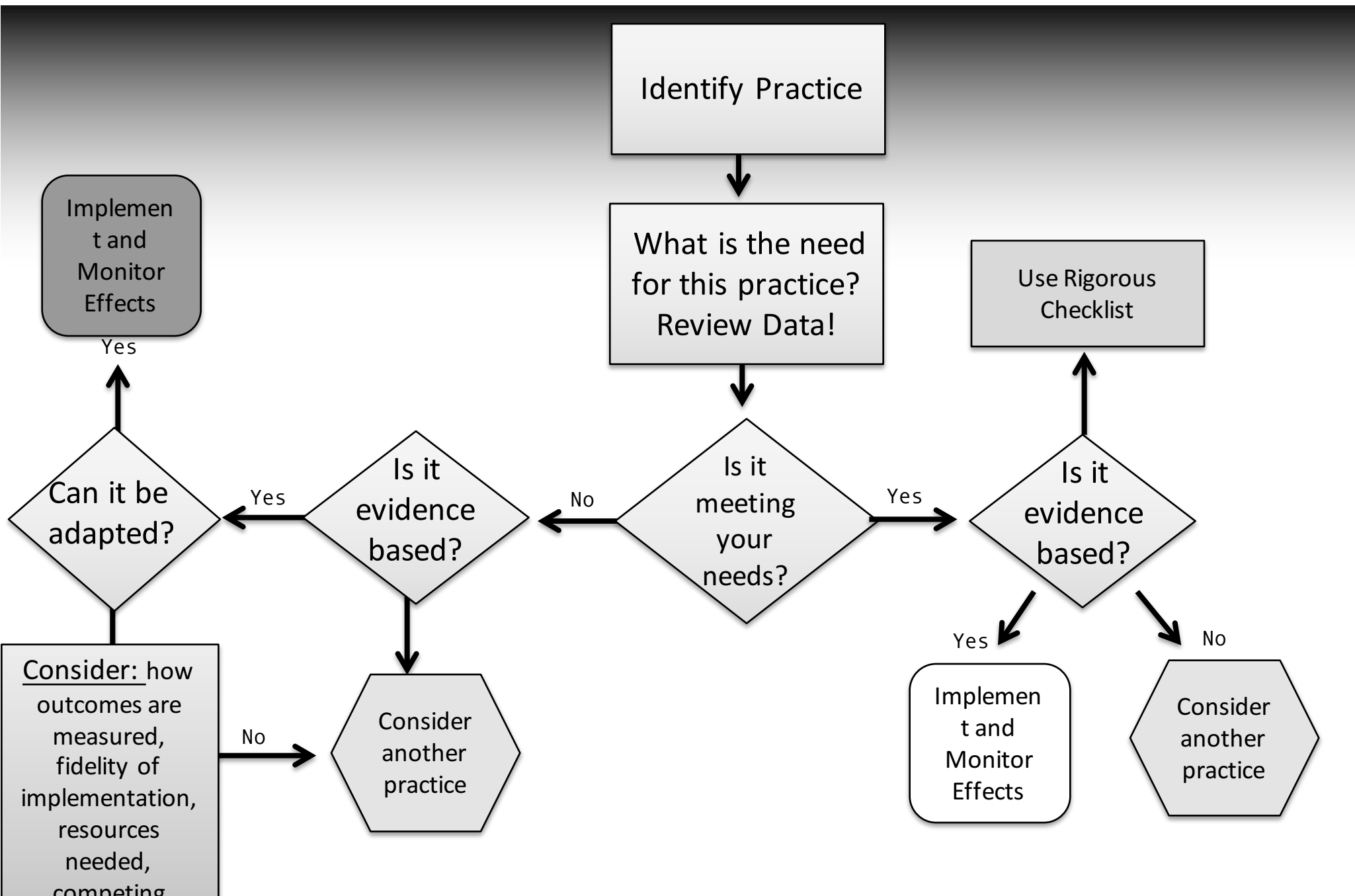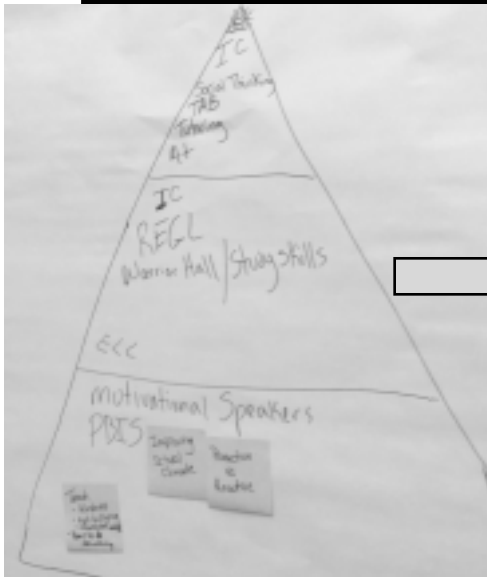
Appendix A: Tier I Practices Evaluation Chart

Practices	Identify Need Utilizing Data	Evaluation					Decision
		Effective?	Evidence-Based?	Implem. Fidelity Assessed?	Outcome Data Collected?	TI Non-Responder Decision Rule?	
		Y ? N[1]	Y ? N	Y ? N	Y ? N	Y ? N	E I M S[2]
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
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		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S

[1] **Yes ? No**
[2] **E**liminate, **I**ntegrate, **M**odify, **S**ustain

Identify Practice

What is the need for this practice? Review Data!

Use Rigorous Checklist

Implement and Monitor Effects

Can it be adapted?

Is it evidence based? — Yes

Is it meeting your needs? — No / Yes

Is it evidence based?

Yes — **Implement and Monitor Effects**

No — **Consider another practice**

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

No — **Consider another practice**

Yes

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NEVADA'S
School Climate Transformation Project

Streamlining Initiatives

Practice Audit Outcomes

- 55% reduction in Tier 1 initiatives

Cohort 1: Number of Tier 1 Initiatives

(bar chart: baseline ≈ 15, Tier 1/ year 1 ≈ 7)
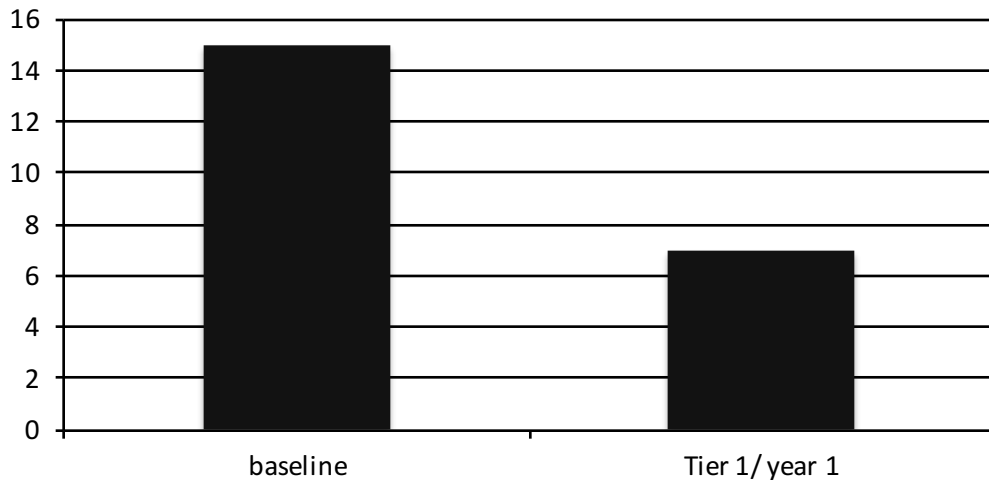
Cohort 2: Number of Tier 1 Initiatives

(bar chart: Baseline ≈ 19, Tier 1 ≈ 12)
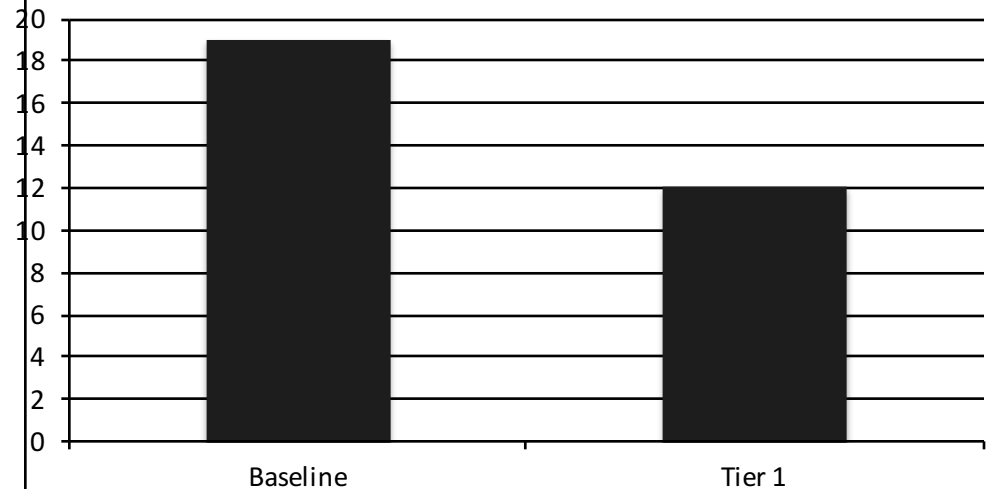
More is not better
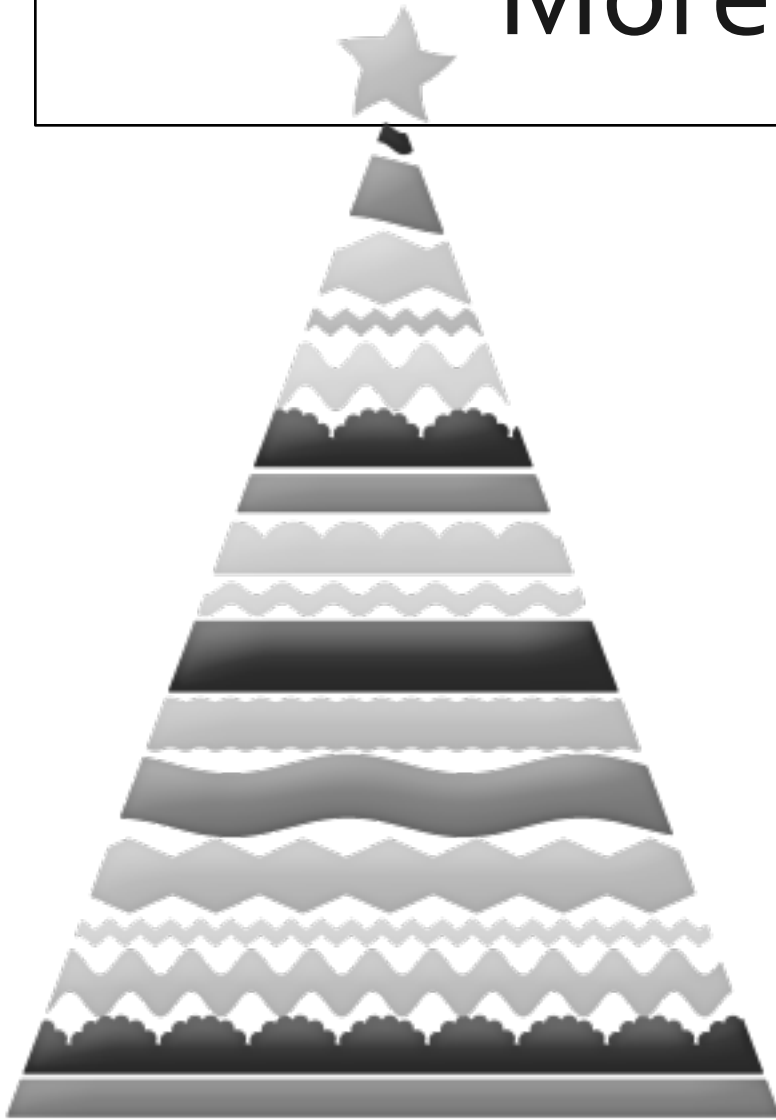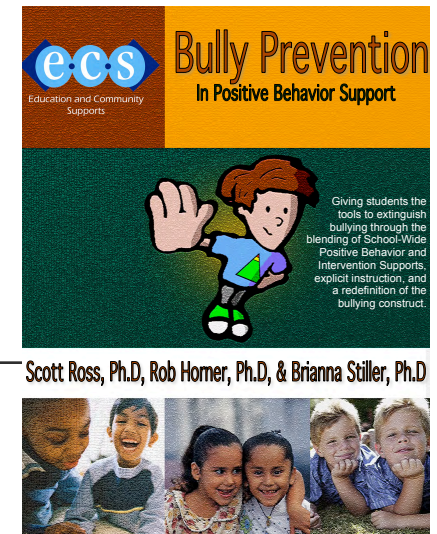
'AH HA' Moment

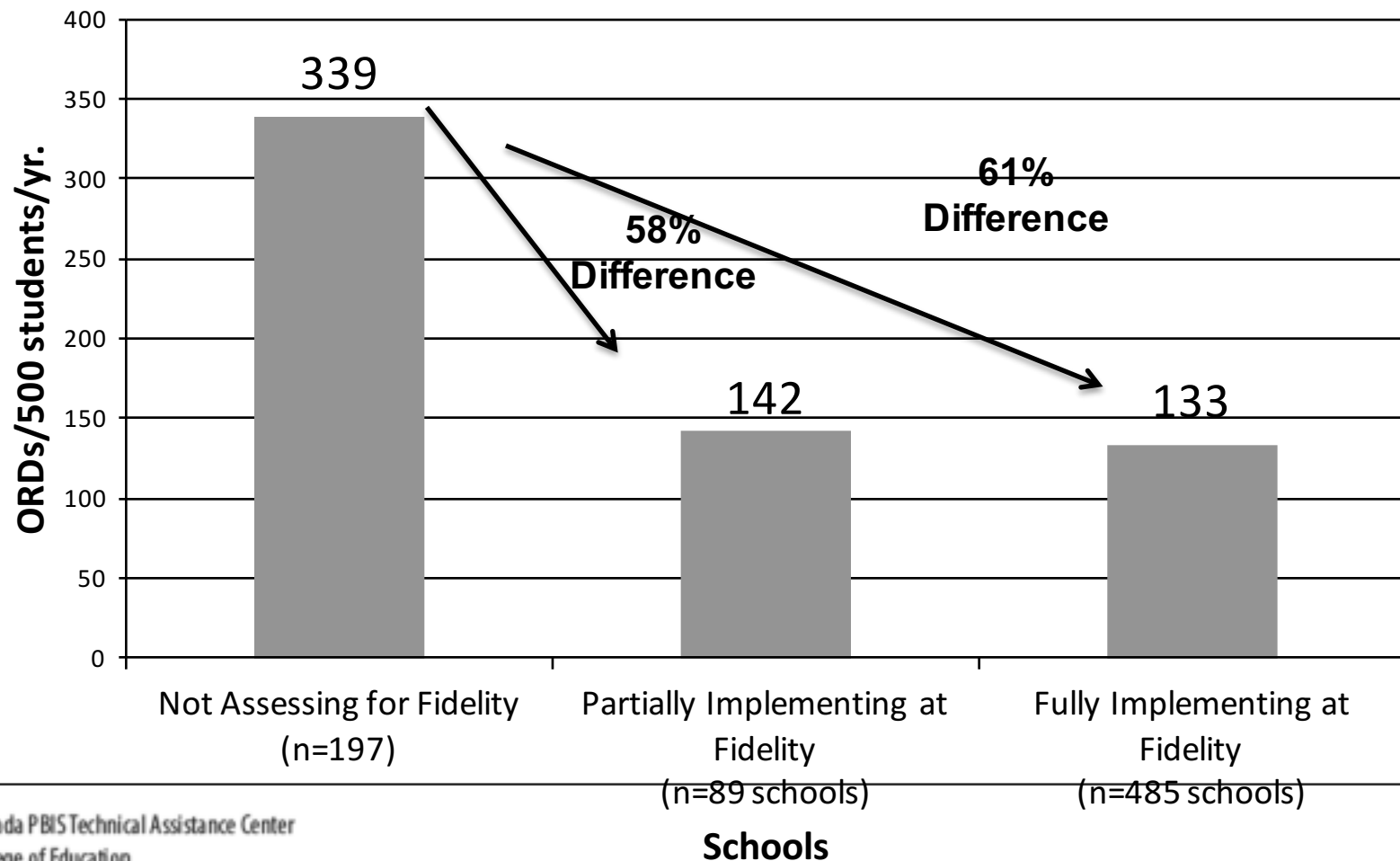Use the data → Identify the need → Select the intervention

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

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross

UNIVERSITY OF OREGON

e·c·s Education and Community Supports

Bully Prevention In Positive Behavior Support

Giving students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.

Scott Ross, Ph.D, Rob Horner, Ph.D, & Brianna Stiller, Ph.D
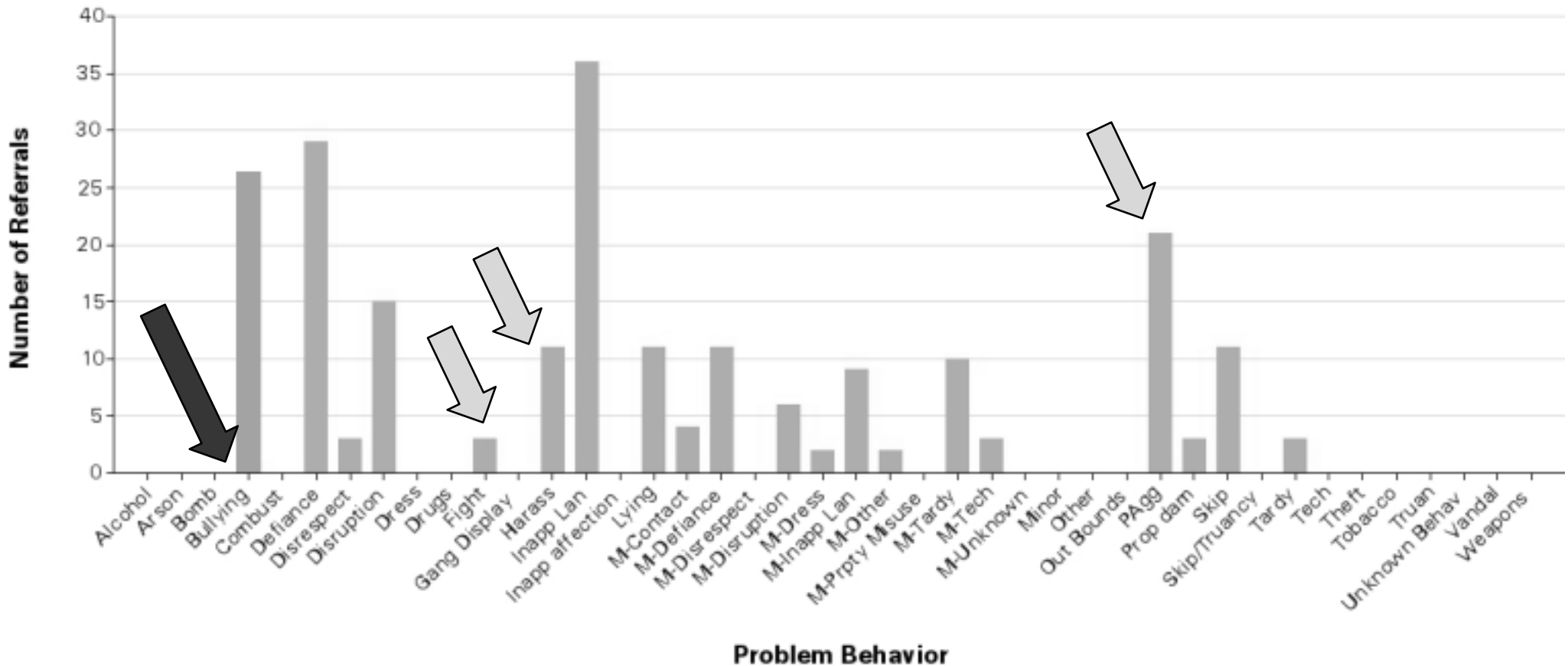
Schools implementing PBIS have fewer ODRs related to bullying behavior

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

Bar chart — Y-axis: ORDs/500 students/yr. (0 to 400); X-axis: Schools

- Not Assessing for Fidelity (n=197): 339
- Partially Implementing at Fidelity (n=89 schools): 142 — 58% Difference
- Fully Implementing at Fidelity (n=485 schools): 133 — 61% Difference

■ Avg ODRs per 500 students per 175 day school year

Team DBDM

Referrals by Problem Behavior
All, Aug 1, 2015 - Nov 9, 2015

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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 & Gueldner, 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 (Horner, Sugai, & Fixsen, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on meeting the needs of

In this continuous improvement model, teams develop a strategic plan that is anchored to core features or guiding principles, including: (a) a prevention-focused continuum of supports, (b) data-based decision-making, (c) regular universal screening and progress monitoring, (d) systems

www.pbis.org/Common/Cms/files/pbisresources/TeachingSocialEmotionalCompetenciesWithinAPBISFramework.pdf
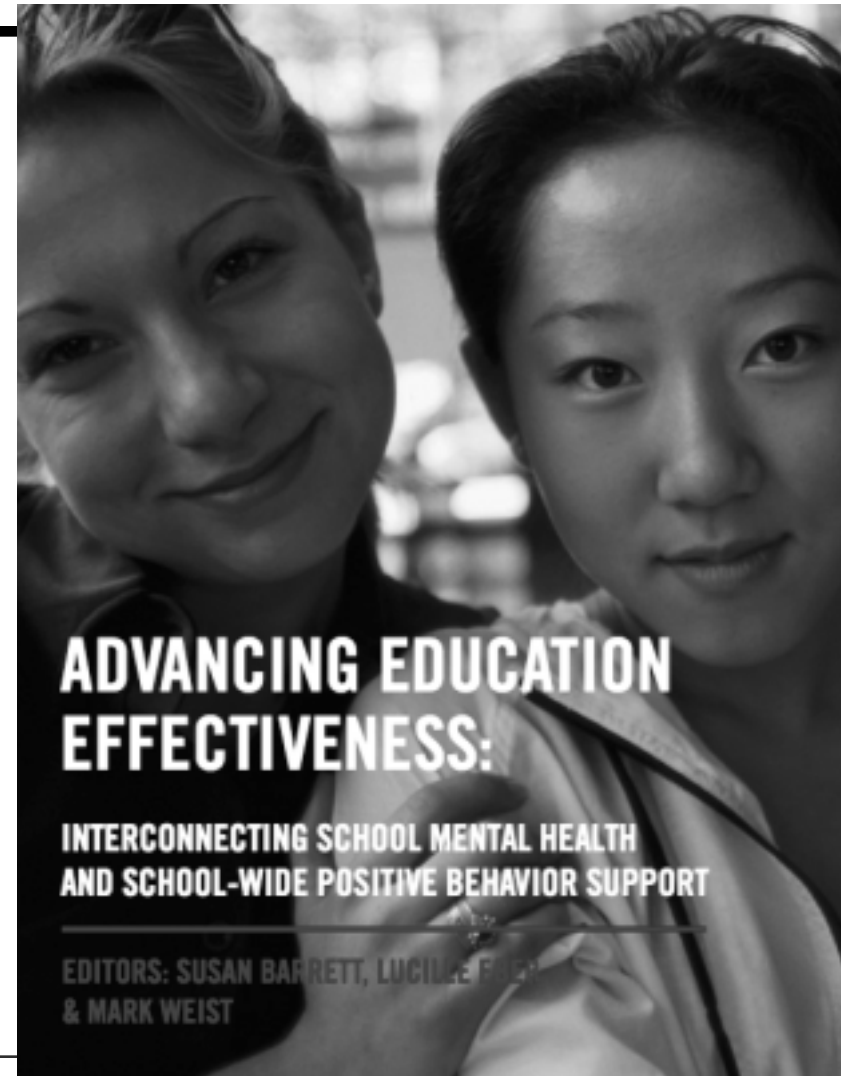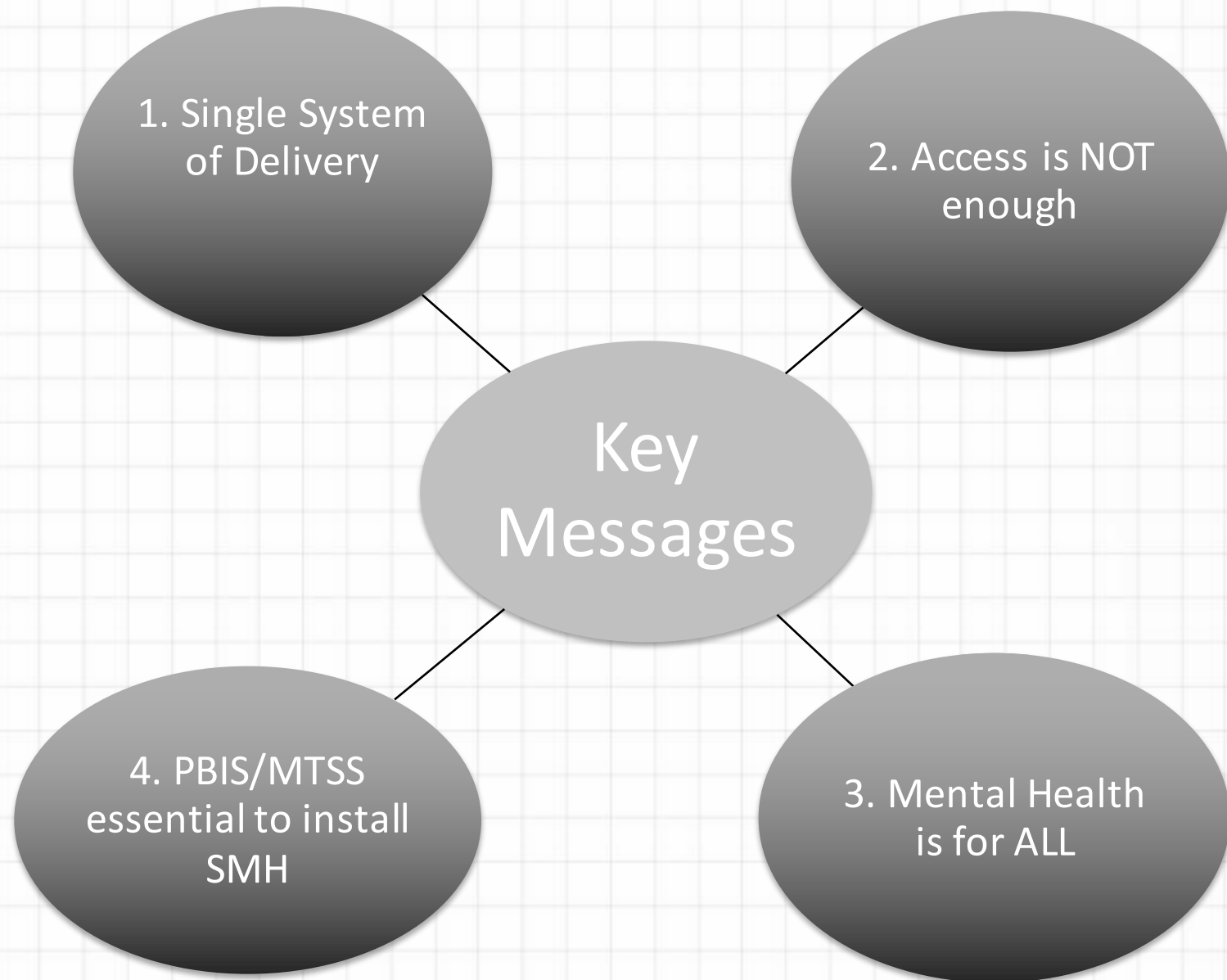
Braiding Competencies within Matrix

	P	**O**	**W**	**E**	**R**
CLASSROOM	Produce quality work	Always show your best effort	Ask for help and be willing to try	Be an engaged and motivated	Help yourself and others learn
WALKWAYS	Keep free of garbage and graffiti	Show sensible personal behavior and attire	Move purposefully and keep paths clear	Encourage considerate actions	Keep appropriate physical boundaries
LANGUAGE	Think before you speak	Use positive words and language	Be tolerant and use non-threatening language	Be encouraging and supportive	Be positive when speaking to or about others
ELECTRONICS	Recognize the benefits of electronics	Treat equipment as if it's the only one	Be productive and avoid disruptions	Assist others with less skill	Follow guidelines of use (where, how & when)
ASSEMBLIES	Wear school colors and show spirit	Treat others how you want to be treated	Attend on time and follow directions	Find ways to positively participate	Demonstrate courtesy toward others' beliefs
CAFETERIA	Leave it better than you found it	Make healthy food choices	Be mindful of and include others	Show appreciation of options	Honor people, space, belongings
BUS	Keep bus clear of graffiti, trash and damage	Follow directions, be safe and look out for others	Be on time and prepared for bus	Keep voices and music low	Show tolerance and respect to driver and riders

Self-Awareness

Self-Management

Self-Management

Social Awareness

Relationship Skills

Relationship Skills

Responsible DM

Social Awareness

Ex: School Mental Health

Interconnected Systems Framework (ISF)

– <u>Structure</u> and <u>process</u> for education and mental health systems to interact in most effective and efficient way.

– Guided by <u>key stakeholders</u> in education and mental health/community systems

– Who have the <u>authority</u> to reallocate resources, change role and function of staff, and change policy.

ADVANCING EDUCATION EFFECTIVENESS:

INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

EDITORS: SUSAN BARRETT, LUCILLE E...
& MARK WEIST

- 1. Single System of Delivery
- 2. Access is NOT enough
- Key Messages
- 4. PBIS/MTSS essential to install SMH
- 3. Mental Health is for ALL

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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)

Eber, Barrett, Perales, 2018

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

OUTCOMES

SYSTEMS

DATA

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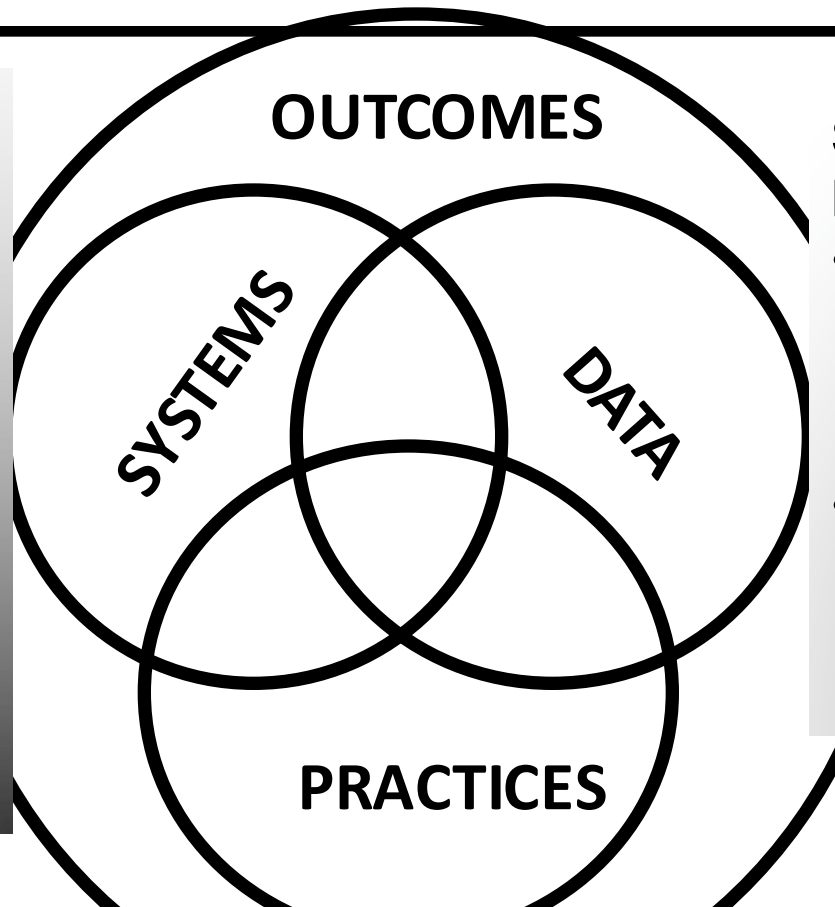
Supporting Decision Making:
- Ensure T1 is being implemented with fidelity before Tiers 2/3 added
- Decide what data to keep and problem-solving process for each tier

Supporting 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

ISF School View: Blending PBIS + SMH

OUTCOMES

SYSTEMS   DATA

PRACTICES
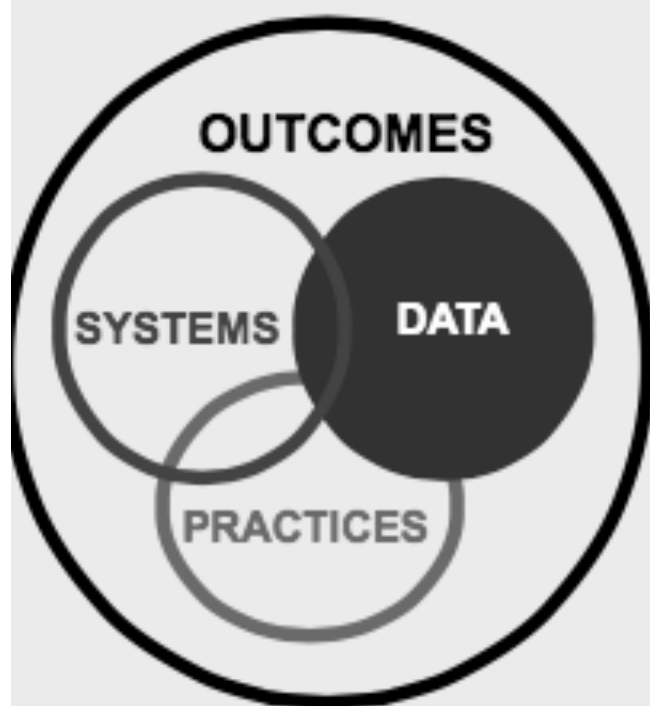
Supporting Decision Making:

BEFORE...	AFTER...
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	Data-based decision rules are developed for each tier based on school & community factors that allow students to be readily identified, placed, and then transitioned out of appropriate levels of support based on need
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	Process data is used at all three tiers for all interventions/supports; individua student data is utilized by the teams at Tier 2/3
If data is utilized to identify students for interventions & supports, it's data gathered from within school walls	Decision rules and interventions/supports reflect a wide-variety of data from both within school and the community

ISF School View: Blending PBIS + SMH
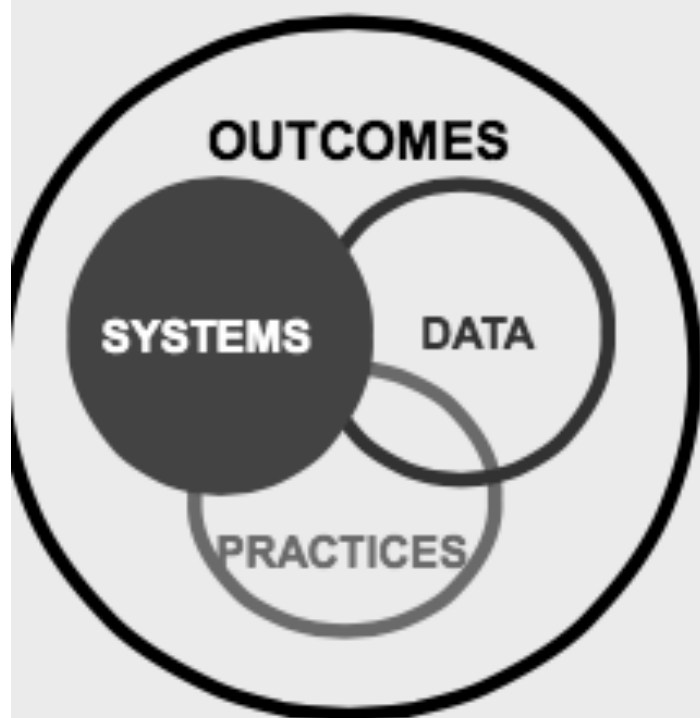
Supporting Staff Behavior:

BEFORE...	AFTER...
SMH staff is housed in the school 1 day/week to "see" students	SMH + CMH staff + other school stakeholders participate in tiered teams and facilitate/co-facilitate tiered interventions/supports based on strengths of team members
Crisis is the norm; SMH staff has to cancel groups and individual appointments to handle chaos	Decreased crises; lower level supports are effective for majority of students in the building. Additional team members can run interventions.
Multiple, related initiatives	Combined initiatives

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ISF **School** View: Blending PBIS + SMH
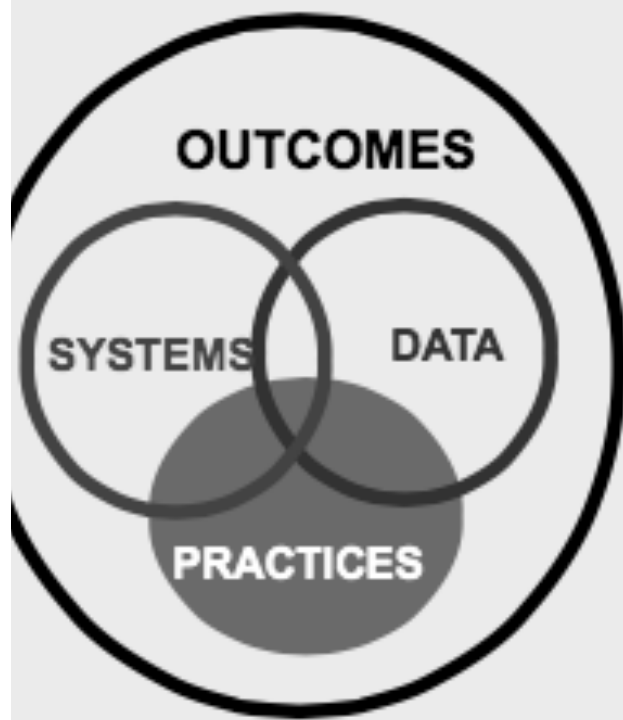
| Supporting Student Behavior:	
BEFORE...	**AFTER...**
Random, non-EBP provided as interventions	Relevant, culturally competent EBP are selected based on school & community factors impacting kids via data outcomes
Random, individualized skill sets taught by staff	Systemic implementation of behavioral/SEL/MH EBP taught at all three tiers
Supports for parents come in the form of a call or brochure	Information, interventions, and supports offered to caretakers by school &/or CMH
Multiple agency plans	One, comprehensive support plan

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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.
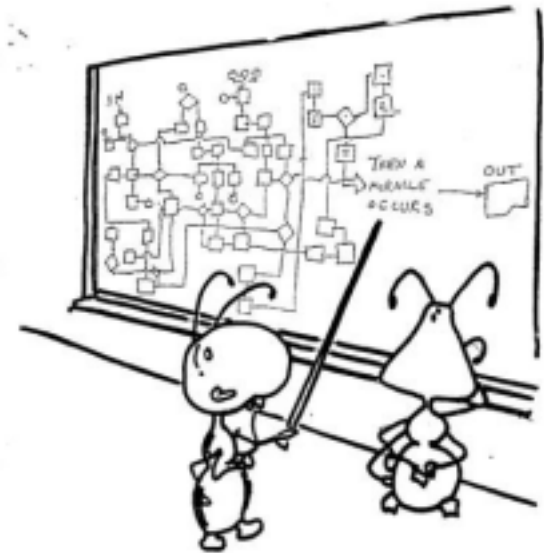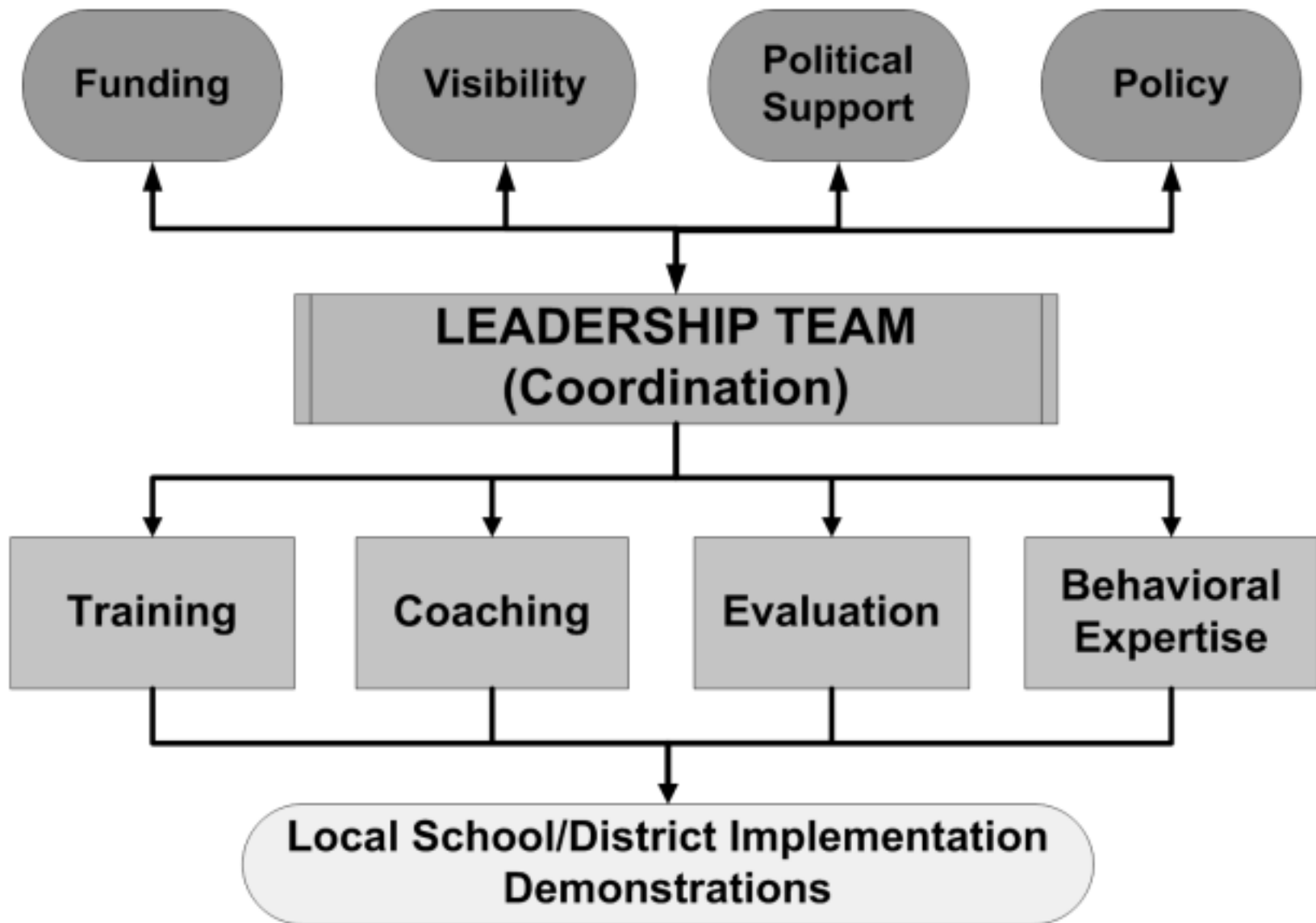
Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = HOORAY !!!

Vision	Skills	Incentives	Resources	Action Plan	
✓	✓	✓	✓	✓	CHANGE
✗	✓	✓	✓	✓	CONFUSION
✓	✗	✓	✓	✓	ANXIETY
✓	✓	✗	✓	✓	RESISTANCE
✓	✓	✓	✗	✓	FRUSTRATION
✓	✓	✓	✓	✗	FALSE STARTS

Adapted from Knoster, Villa, & Thousand

@Sylviaduckworth

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
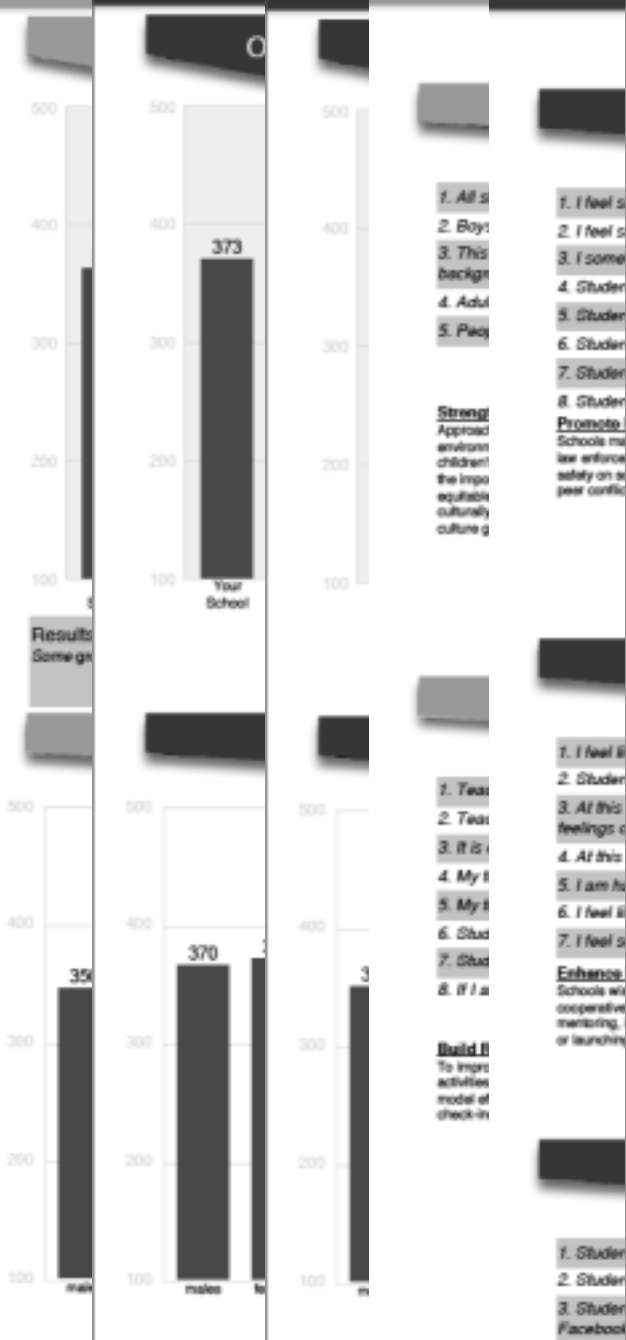
Enhanced Alignment at State Level

Self-Awareness

	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	20	60	19	1
2. Knowing ways I calm myself down.	30	43	16	11
3. Knowing the emotions I feel.	40	46	10	4
4. Knowing when my feelings are making it hard for me to focus.	30	51	13	6

Social Awareness

	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	32	49	15	4
2. Learning from people with different opinions than me.	22	50	24	4
3. Knowing when someone needs help.	33	57	10	0

Self-Management

	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	9	35	40	16
2. Being patient even when I am really excited.	23	27	33	17
3. Finishing tasks even if they are hard for me.	12	46	35	6
4. Setting goals for myself.	23	48	20	10
5. Doing my schoolwork even when I do not feel like it.	30	44	21	5
6. Being prepared for tests.	19	56	22	4

Relationship Skills

	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	31	49	14	6
2. Respecting a classmate's opinions during a disagreement.	22	57	13	7

Responsible Decision-Making

	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	17	35	34	13
2. Knowing what is right or wrong.	38	43	15	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 listening to others' perspectives in class discussions.

Resources
- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Promote Prevent (http://www.promoteprevent.org)
- Social and Emotional Learning and Character Development Certificate Program (http://psych.rutgers.edu/se)

Humboldt

Elko

Washoe

Pershing

Lander

Eureka

Churchill

White Pine

Storey

Ormsby

Dougla

Mineral

Nye

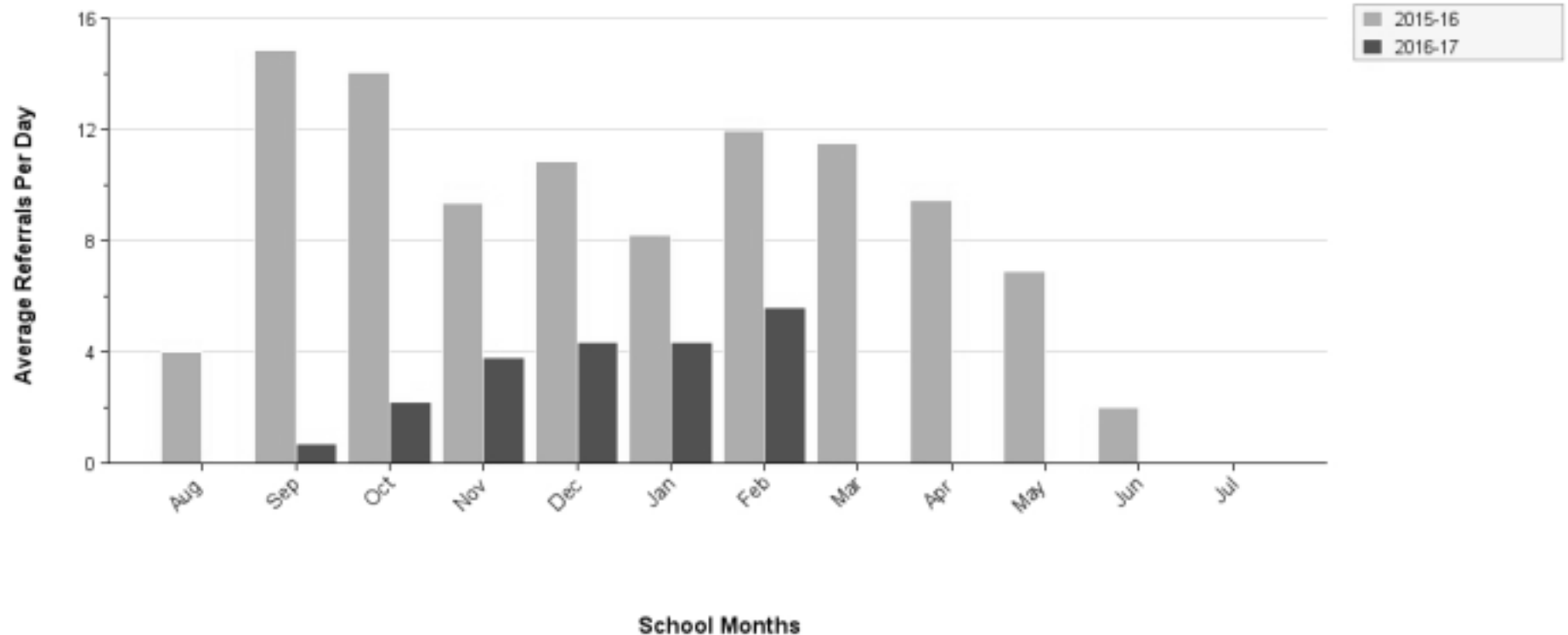Esmeralda

Lincoln

Clark

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Site Level Behavior Outcomes
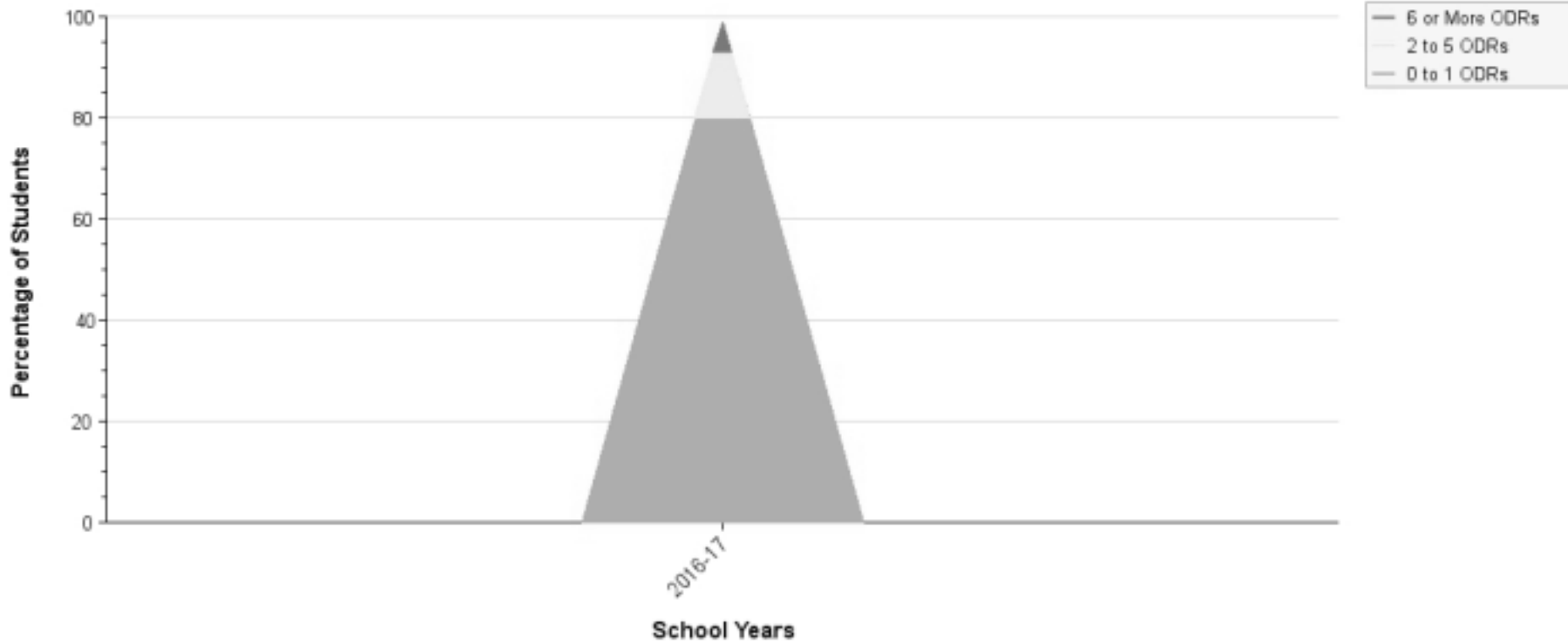

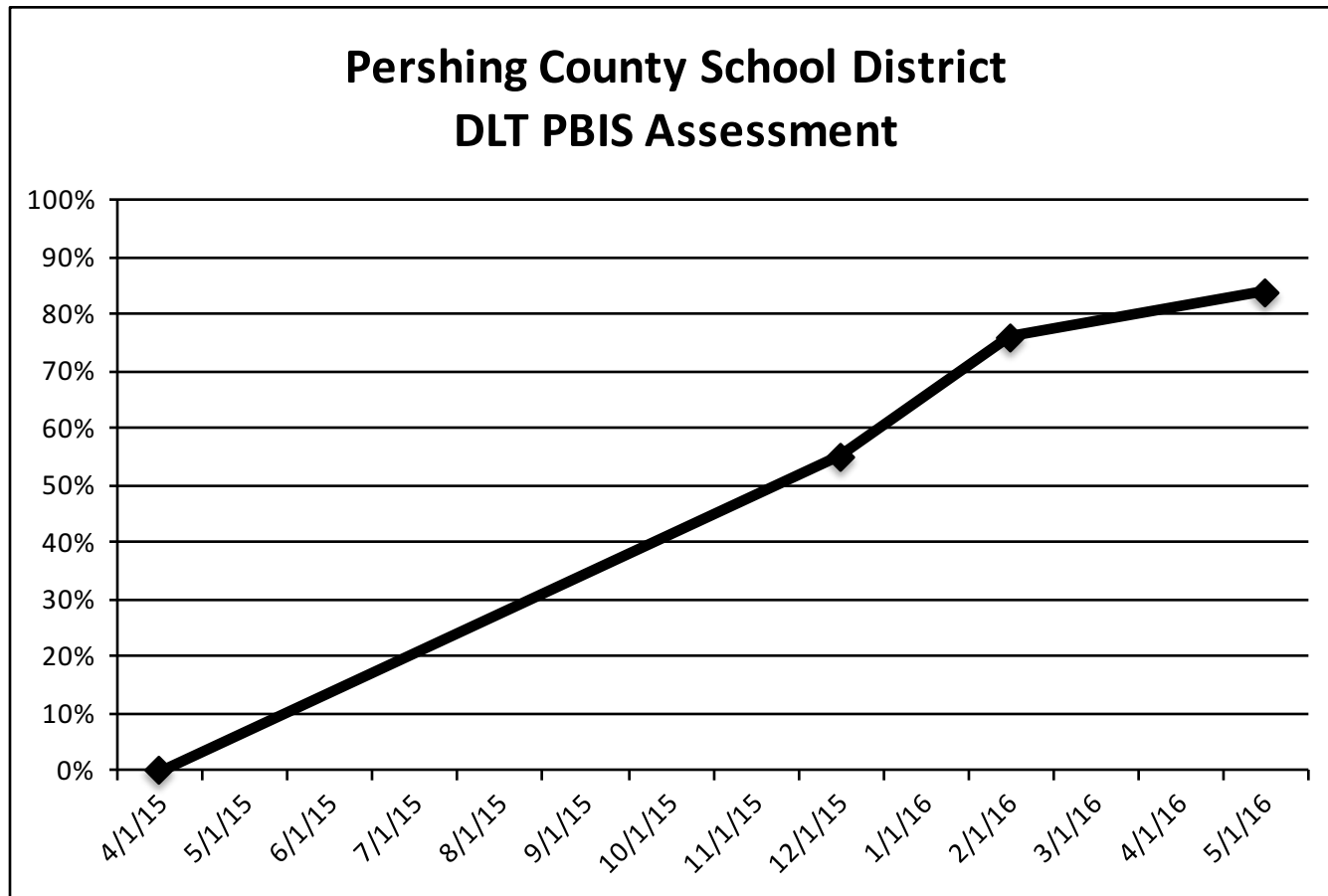**Average Referrals Per Day Per Month - Multi-Year**
All, 2015-16 - 2016-17

PBISApps

Legend: 2015-16, 2016-17

Y-axis: Average Referrals Per Day

X-axis: Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, Jun, Jul

School Months

Student Distribution Outcomes

Triangle Data Report
All, 2016-17 - 2016-17

PBISApp

Legend:
- 6 or More ODRs
- 2 to 5 ODRs
- 0 to 1 ODRs

Y-axis: Percentage of Students (0, 20, 40, 60, 80, 100)
X-axis: School Years (2016-17)

District Level Progress

Pershing County School District
DLT PBIS Assessment

Questions & Dialogue

Thanks for coming!

Have an amazing CSMH 2018 conference experience ☺

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