B2: Enhancing PBIS to Promote Resilience & Relationships During Crisis

Lead Presenter:
Susan Barrett, Old Dominion University
Cat Raulerson, University of South Florida

Exemplar Presenter:
Maricel Ocasio Figueroa, Arte Terapia PR, Inc.

- Topic: Mental health/Social Emotional Wellbeing
- Keywords: Trauma, Social Relationships, Systems Alignment
## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>✦ Use a shared action plan for your team</td>
<td>✦ Post positive on-topic comments</td>
<td>✦ Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>✦ Complete session evaluations</td>
<td>✦ Questions for the presenters go in the POLLS tab ⇒</td>
<td></td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>✦ Limit distractions</td>
<td>✦ Use inclusive language</td>
<td>✦ Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>✦ Follow up on your assigned action items</td>
<td></td>
<td>✦ Complete additional polls when prompted</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>✦ Take movement breaks</td>
<td>✦ Engage in productive dialogue</td>
<td>✦ Ask solution-oriented questions</td>
</tr>
<tr>
<td></td>
<td>✦ Be aware of your stress level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Presenters</td>
<td>✦ Ensure Files Tab has current materials and related weblinks</td>
<td>✦ Monitor and remove inappropriate comments</td>
<td>✦ Identify common Qs to address in final 15 minutes</td>
</tr>
<tr>
<td>Learning Expectations</td>
<td>Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Safe                  | - Be aware of your stress level, take care of your needs.  
                        - Take movement breaks, hydrate.  
                        - Double check on friends.  
                        - Ask for help if you feel sense of hopelessness  
                          - Suicide Hotline: 800-273-8255 |
| Engaged               | - Use the chat box to express your needs and questions.  
                        - If you begin to experience a delay or “lag,” please turn off your video. |
| Respectful            | - Mute yourself when not speaking.  
                        - Participate in break out rooms and invite others to participate.  
                        - Be patient with technological challenges. |
Tips for Participants

Be careful of accidently navigating away

While participating in a live Session... Be Present!

• If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.

• What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

Virtual PBIS Leadership Forum
October 21-23, 2020, Chicago, IL
Objectives For Session

✓ Identify key considerations in returning to school after and during crisis
✓ Model critical relationships and decision making that promote ongoing implementation within the context of crisis
✓ Describe the benefits of engaging in implementation that is responsive to the needs of students’ and staff wellbeing
RETURNING TO SCHOOL DURING AND AFTER CRISIS:
A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

June 2020

• **Provide Support within the implementation cascade**
  
  • **State** and regional leadership teams coordinate training, coaching, and evaluation to support all districts within the state
  
  • **District** leadership teams provide training, coaching, and evaluation to support all schools within the district
  
  • **School** leadership teams provide on-going coaching to support educators and monitor their implementation of key practices in **classrooms** that ultimately support **student** growth and benefit.

• At the same time, **bi-directional communication** creates feedback loops throughout the cascade
Virtual PBIS Leadership Forum
October 21-23, 2020, Chicago, IL

Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity

Executive Team Functions

Leadership Teaming

Implementation Functions

Training
Coaching
Evaluation

Local Implementation Demonstrations
“Back to Basics”

Positive, Predictable, & Safe Learning Environments

- Teach
- Support
- Monitor
- Connect

Students’ Social, Emotional, Behavioral, & Academic Growth
Today, it has never been more clear that:

- Mental health is a top priority for schools and communities
- Systemically managing anxiety and depression is necessary to ensure learning
- Comprehensive systems need to have the agility to meet the needs of students, staff, and families in their current context
- Data/science matters; direct resources to effective supports
- Prevention & intervention at first sign of need pays off
- People and relationships are key to all of the above
Exemplar Introduction

Sharing Puerto Rico’s Story
Keeping Implementation Going in Context of Repeated Crisis Events

Focus on culture, safety, and wellbeing in going back to the basics

*Integration*: expressive therapies approach, ensuring physical and psychological safety as part of trauma informed response within Tier 1

The importance of relationships across the implementation cascade

- State leadership, mental health expertise, & understanding of culture
- State & regional leadership teams coordinate training, coaching, and evaluation to support all districts within the state
Virtual PBIS Leadership Forum

October 21-23, 2020

PBIS = SACPE
Positive Behavioral Interventions and Supports
Sistema de Apoyo Conductual
Positivo Escolar

Siempre Alcanzaremos Frase de los Conductas Estudiantes
Positivas y Exitosas

PBIS APOYA EL ÉXITO DE todos los estudiantes
Puerto Rico’s PBIS Story

• Since 2011, the PR Department of Ed had made efforts to implement PBIS in its schools.
• Primarily to tackle school violence, absenteeism and bullying (hot topic then).
• Yet, its content was over simplified, the system’s approach was not followed and it’s translation and adaptation was muddled and confusing.
New Vision for PRDE

2017 *New public policy* of transforming the CEA system to LEA system:

- **PBIS approved for implementation:**
  - *establish an evidenced based framework to prevent and manage behavioral issues* in schools and *impact academic achievement* during the 2017-2018 school year.

- **The Associate Secretary for the Special Education Program - champion for the new implementation efforts** to take place with fidelity under the wing of Dr. George at USF and the National Center on PBIS.
  - had been involved in the past implementation efforts, understood its shortcomings
Internal Structuring of Implementation Efforts

• Special Ed took charge of the **PBIS Work Plan** approved to impact 931 primary schools around the 7 regions by initiating a **collaborative relationship** between the agency and the vendors who would offer the Tier 1 PBIS training and coaching to PBIS teams.

• The **structure was defined** to allow for implementation **consistency and sustainability** in the long-term.
Internal Structuring of Implementation Efforts

• More than 30% of student population identified as Students with Disabilities resulting in overburdened system.

• PBIS framework purpose:
  • impact all students by preventing and responding to needs earlier
  • result in more effectively identifying students with more intense needs and a true disability.

• PBIS fidelity in PR means having the material translated and molded to (our creole style, *criollizado*) fit our cultural idiosyncrasies by incorporating the arts.
  • Critical to PBIS teams’, school personnel’s and the students’ engagement, and consistency in the training materials utilized across all schools independently of their region.
Then Irma and María happened...

- Let me back up a bit, give you a bit of an introduction about Puerto Rico and a glimpse of what it was like to experience 2017 while pushing forward with the PBIS implementation.
EN NUESTRAS MANOS RENACE
LA ESPERANZA.
OMOFRE CARBAJAL
PBIS Pivot

• **Collaboration**
  - Our team worked with Dr. Tamika La Salle to translate the *Student, Staff and Parents’ Climate Survey* in order for us to gather data from the pilot program.

• **Anticipation**
  - Dr. George had the vision to anticipate that showing positive impact of PBIS implementation in smaller focused pilot of 3 high needs schools would re-ignite interest for PRDE stakeholders to later revisit follow through on the Work Plan.
PBIS Pivot

• Acknowledging Diversity/Integrating the Arts
  • Fostering PBIS implementation after such traumatic experiences:
    • more adamant about integrating the fine arts to make the implementation more culturally-appropriate but also trauma-sensitive.
    • Integrating the PBIS Tier 1 features from an expressive therapies approach, this was an imperative aspect with burned out school personnel and students having experienced a wide-range of traumas.

• Make it Fun
  • We were very conscious of incorporating a fresh approach to training-the-trainers.
Translation and ADAPTATION to Impact 856 schools

• Climate Surveys- Expanded Outcomes
• Benchmarks of Quality-Fidelity
• Presentations and manuals for Tier 1- Consistency
• Two 6-hour workshops, 21 hours of PBIS coaching and 7 hours of arts-integration coaching
Trauma Resources


- Resources from Wisconsin’s Department of Public Instruction Trauma Sensitive Schools Initiative and the Center for Developing Child at Harvard University.

- YouTube Video: Building Adult Capabilities to Improve Child Outcomes
Cultural Sensitivity and The Arts

• PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches.

• Concepts from Art Therapy and Expressive Therapies Fields used as base for the creative activities integrated to encourage emotional intelligence, psychological wellbeing, neural plasticity, social change, positive school culture (Graves-Alcorn & Karin, 2017), incorporating contexts and identities (Emdin, 2016).
Principles to Facilitate Creative Safe Spaces within the Trauma-informed PBIS Implementation

- Predictable/Safe – explaining what will happen.
- Limit-Setting – Establishing clear expectation as to how to manage materials and how to behave.
- Options – providing clear options for materials and equitable activities for reasonable accommodations when needed.
- Empowerment/Trust – respecting privacy and genuine creative expression.
- Avoiding Punishment – safe place in which to make mistakes.
- Reflect Back (rather than interpret) – no prejudices, interpretation free environment.
- Process oriented (rather than product) – trusting the creation process for each individual.
April 2018

• As things in the island normalized in the PRDE, the PBIS Work Plan launched and services were offered for Tier 1 implementation until September 2018.

• Some of the challenges faced included:
  • school personnel’s resistance to change
  • lack of support from regional personnel
  • hopeless and overworked teams
  • increase in basic needs
  • lack of emergency safety plans led to improvisations
  • school closings
  • consolidations and constant personnel changes
  • delay in service offering and data gathering
  • migration
  • sharp increase in perceived behavioral issues
  • lack of student and parent representation
BENCHMARKS OF QUALITY 2018

<table>
<thead>
<tr>
<th>Location</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arecibo</td>
<td>20</td>
<td>51</td>
</tr>
<tr>
<td>Bayamón</td>
<td>28</td>
<td>43</td>
</tr>
<tr>
<td>Caguas</td>
<td>26</td>
<td>41</td>
</tr>
<tr>
<td>Humacao</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>Mayaguez</td>
<td>17</td>
<td>74</td>
</tr>
<tr>
<td>Ponce</td>
<td>27</td>
<td>60</td>
</tr>
<tr>
<td>San Juan</td>
<td>25</td>
<td>55</td>
</tr>
</tbody>
</table>
PBIS Pause

- October 2018 – October 2019: services were interrupted due to delayed Continuation Work Plan approval, long RFP and contractual processes lasting until Summer 2019.

- Our team at Spec Ed was offering crisis management and PBIS technical assistance directly to the schools since violent incidents were rising.

- **Consultation and Re-Establishing Expectations**
  - Adapted *Prevent-Teach-Reinforce Goal Setting Activity*: Visited the school where the violent incident or crisis was happening and met separately with school staff, students and parents to process the event(s):
    - asking them to share (verbally, written or via artwork) their perception of the negative situation(s) that occurred
    - asking them how their ideal version of their school would look, and how would they handle such situations
    - looking for common themes amongst the groups to help them create short and long term goals, as well as ask for their commitment to offer support in areas they would indicate.
Mi escuela Juan B. Hayre

Hoy visité la escuela de mi escuela, pues he estado aquí más de 30 años, en verdad creo que los lugares de trabajo, lo distingue como ha sido cambiando el ambiente. Se ha ido viendo cómo se ha visto, pero como está cambiando nuestra escuela, por lo directamente nuestra escuela no es solo nuestro espacio, hay ambientes.
Then Summer of 2019 happened
October 2019

- Second phase of PBIS implementation begins (lasted until September 2020).

- Didactic material had been created for Tier 1/Tier 2 PBIS implementation by Spec Ed but it was not shared with the vendors on time. Thus, all three vendors created their own version.

- Translation and adaptation to impact 612 schools included: Tiered Fidelity Inventory for Tier 2, presentations and manuals with Tier 2 material.

- Three 6-hour workshops, 21 hours of PBIS coaching on Tier 1 & 2.
More Challenges Faced
January 2020 Earthquake and continuous aftershocks (currently still occurring)
March 2020 Pandemic

- 2nd phase of PBIS paused for a 2nd time from March 17th until March 26th when virtual offering of services was approved.
- Simultaneously, virtual workshops were offered by our team at Special Ed:
  - **How To Manage Anxiety During COVID Times from a PBIS Perspective**
    - promote psychoeducation about how to mitigate trauma impact, assist parents in establishing clear behavioral expectations at home for virtual learning, as well as to anticipate creating trauma-informed schools when schools open
  - **How to Integrate the Use of Reflective Journaling with Students from PBIS Perspective** (to promote creative expression during the pandemic while strengthening Spanish writing skills).
In Conclusion

It’s been an extremely challenging and shaky road towards PBIS implementation in PR with possibly more challenges than anyone could have ever expected.

However, for those who have been involved in the process:

• PBIS was extremely helpful in offering a blueprint to navigate incredibly choppy waters and help us reclaim our path towards social emotional and behavioral problem prevention and management with a profound respect towards integration of the trauma lens and cultural sensitivity essential aspects for PBIS implementation.
Exemplar Schools in PR

Here is some data and visuals gathered from 7 exemplar schools in PR, one from each region.

(PLAY 2nd video)
Looking Towards the Future

- As the 3rd phase of PBIS implementation gets ready to launch, we are focusing on:
  - offering PBIS Teams more support by incorporating the data collection to the PRDE’s official digital platform
  - assigning mental health professionals to partner with the schools to:
    - facilitate referrals to Tier 2 interventions with coordination and facilitation of social-emotional learning groups when needed
    - continue building capacity training incoming school psychologists and social workers
      - Tier 1 and 2 with a strong focus on trauma-informed schools components and integrating all the wonderful PBIS resources created from virtual/remote learning, back to school re-integration and parental and community involvement.
Resources/References

- PBIS Cultural Responsiveness Field Guide
- Returning to School After and During Crisis
- School Climate Survey Suite
- Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support, Second Edition
Questions and Discussion

Gracias!!
Thank you For Joining Us!