B6: Supporting PBIS Implementation Through Phases of Crisis Recovery

Presenters:
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Center on PBIS

- **Topic:** Mental Health/Social-Emotional Well-Being
- **Keywords:** PBIS Foundations, Social Relationships, 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>
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</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td>- Use a <em>shared action plan</em> for your team</td>
<td>- Post positive <em>on-topic</em> comments</td>
<td>- Add questions before and/or during session</td>
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<td></td>
<td>- Complete session evaluations</td>
<td>- Questions for the presenters go in the <strong>Polls tab</strong></td>
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<td><strong>Be Respectful</strong></td>
<td>- Limit <em>distractions</em></td>
<td>- Use <em>inclusive</em> language</td>
<td>- Use <em>sincere</em> phrasing</td>
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<td>- Follow up on your assigned action items</td>
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<td>- Complete additional polls when prompted</td>
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<td><strong>Be Safe</strong></td>
<td>- Take <em>movement breaks</em></td>
<td>- Engage in <em>productive</em> dialogue</td>
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<td></td>
<td>- Be aware of your <em>stress level</em></td>
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<td>- Ask <em>solution-oriented</em> questions</td>
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<tr>
<td>For Presenters</td>
<td>- Ensure <em>Files Tab</em> has current materials and related weblinks</td>
<td>- <em>Monitor</em> and remove inappropriate comments</td>
<td>- Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files
Tips for Participants
Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.
   Presenters may use chat differently in specific sessions.
   Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the **Q&A** under **Polls**.
   Questions for presenters go there.

3. Some sessions have other **Polls or more Specific Questions**.
   Complete those when prompted.
Tips for Participants

Be careful of accidentally 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
Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk**:
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Agenda:

1. Disaster recovery response
2. Back to basics
3. Invest in MTSS now
4. Questions and Discussion
2020-2021 Addressing Multiple National Crises:

COVID-19, Racial Injustice, Environmental Impacts

• Significant socio-economic impacts (e.g., unemployment, food insecurity, homelessness)

• COVID-19 impacting our black, brown and migrant communities and our vulnerable populations at higher rate than others.
  • Rooted in social inequalities (e.g., residential segregation, differential access to healthcare and treatment)

• Increased mental health challenges for children, youth and families across the board with particular increase in anxiety, depression, obsessive compulsive disorder and eating disorders
2020-2021 and Beyond: Addressing Multiple National Crises:

COVID-19, Racial Injustice, Environmental Impacts

• Researchers suggest challenges with suicide and drug overdoses, particularly among marginalized communities who have been harmed by inequitable systems.

• Increases in mental health challenges paired with impeded access to mental health services

• Decreases in other medical care and immunizations

• Disparities in access to education
American Academy of Pediatrics
American Academy of Child and Adolescent Psychiatry
Children’s Hospital Association have declared a national emergency in children’s mental health, citing the serious toll of the COVID-19 pandemic on top of existing challenges.

The pandemic then brought on physical isolation, ongoing uncertainty, fear and grief. Centers for Disease Control and Prevention researchers quantified that toll in several reports.

They found between March and October 2020, emergency department visits for mental health emergencies rose by 24% for children ages 5-11 years and 31% for children ages 12-17 years. In addition, emergency department visits for suspected suicide attempts increased nearly 51% among girls ages 12-17 years in early 2021 compared to the same period in 2019.
“We cannot look at mental wellbeing as something to do, if there’s time. We need to make it the foundation on which we are building academic support & recovery. We have to address where students are emotionally before we access bandwidth for learning.”

Secretary Cardona
1. Disaster recovery response

Consider what we know about disaster recovery to inform our next steps
Reactions and Behavioral Health Symptoms in Disasters

Emotional Response — Lows to Highs

- HEROIC
- HONEYMOON — Community cohesion
- IMPACT
- POTENTIAL SECONDARY IMPACT — Subsequent disaster cascade effects
- DISILLUSIONMENT
- Secondary honeymoon
- Secondary disillusionment
- RECONSTRUCTION — A new beginning

Months Pre- and Post-Outbreak

Washington State Department of Health | 14
Common Responses to Disaster for Children & Youth

**Emotional:** clinginess, separation anxiety, preoccupation with death, terror, sadness, guilt, concern about re-occurrence of the event

**Cognitive:** difficulty concentrating, difficulty learning new information, intrusive thoughts and memories, regression in developmental stages

**Physical:** sleep disturbance and nightmares, hyperactivity, physical complaints e.g. tummy aches, enuresis, encopresis

**Behavioral:** crying spells, aggressive behavior, tantrums, school impairment, substance abuse, re-living events through play, increased questions and story telling about the event, increased deviance and delinquency, sleep impairment
Next Level Teacher Exhaustion
The Way Forward

What we know from disaster response
- Shared experience, there is no roadmap
- Create space to process
- Create space before we respond
- Active listening

Most common outcome from disasters is **resilience**
- Purpose- What gets you up in the morning?
- Connection-staying connected to important people
- Adaptability-creative, adjust
- Hope- realistic, shift from threat to challenge

How can our systems support these actions so it doesn’t all fall on individuals to “self care” their way out of a crisis?

Moment of Zen: [Dr. Kira Mauseth](#)
PBIS/MTSS=System investment in common way of work

*Continuous Improvement Framework*

- We organize our resources and examine our strengths and needs
- We make sure kids help early
- We invest in what is likely to work for our students
- We invest in our staff so they can support ALL students
- We make sure we are implementing well as we review student outcomes
- We continuously adjust based on strengths and need and improve based on our stakeholder's input.
Be bold...our kids deserve more!

- Hiring, buying with additional funds without changing the system will lead to poor outcomes for most.
- Wellness is NOT a place
- We should not hire mental health professionals to be referral sources.
- Screening is NOT a diagnostic assessment
  - Screen responsibly, be prepared to respond
    - ACES is NOT a screener
- Prevention/Promotion and Upstream work will be very challenging with current crisis level of need
- Call out practices that are not in line with our values.
- Set up how we measure fidelity and outcomes beforehand.
- We can’t return to status quo.
Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.
In other words, mental health is....

- **Social**
  - How we *connect*

- **Emotional**
  - How we *feel*

- **Behavioral**
  - How we *act*

SEB described by Dr. Sandy Chafouleas

PBIS is a Mental Health Initiative

We need to start with designing a positive school environment where the majority of emotional needs are met.

**Improved Student Outcomes**
- academic performance (Iemel et al., 2005)
- social-emotional competence (Greenwood, 2006)
- social & academic outcomes for SWD (Baker, Ingersoll, 2012)
- reduced bullying behaviors (Kellam & Homer, 2009)
- decreased rates of student-reported drug/alcohol abuse (Bryant, Kehle, & Pianta, 2013)

**Reduced Exclusionary Discipline**
- office discipline referrals (Brookhart, McEachin, & Legg, 2002)
- suspensions (Braddock, Michael, & Legg, 2003)
- restraint and seclusion (Reynolds et al., 2010)

**Improved Teacher Outcomes**
- perception of teacher efficacy (Hann & McIntosh, 2002)
- school organizational health and school climate (Brookhart, McEachin, & Legg, 2002)
- perception of school safety (Iemel et al., 2005)

School-Wide Positive Behavior Interventions and Supports

www.pbis.org
To support students, families, and ourselves, go back to basics!
Check out our Practice Brief on **Supporting PBIS Implementation through Phases of Crisis Recovery**


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**Supporting PBIS Implementation Through Phases of Crisis Recovery**

As school and district communities consider options for effectively supporting students, educators, and families during and after a crisis, it can be difficult to identify critical impactful actions. Mindsets can range from not knowing where to start to thinking we must do it all, which can result in not doing anything. The PBIS framework can serve as a road map to meeting this challenge. It is best to think in terms of implementing as small incremental steps that result in progress toward effectively meeting student, educator, and family needs.

This document provides strategies to guide implementation efforts through the various phase of crisis recovery. As Figure 1 illustrates, schools and districts choose their path based on their implementation level: getting started (green) or strengthening (blue). Then, they consider key actions based on their crisis response phase:

**Figure 1. Key actions by implementation level and crisis response phase.**

More comprehensive information can be found in the Supporting Schools During and After Crisis section of the Center on PBIS website.

Immediate Crisis Response
Ensure Safety

Initial Recovery
Stabilize Learning Environment

Intermediate Recovery
Differentiate Based on Data

Enhanced Implementation
Promote Culture of Wellness

Implementation Level
Getting Started

Strengthening

Prioritize staff wellness
Invest in tier 1 practices school-wide
Use existing data to screen & match student to supports

Refine tier 1 based on data
Enhance screening protocol
Develop/enhance tier 2 & tier 3 support to match need

Ensure physical & emotional safety of all
Implement clear communication & resource distribution plan

Ensure Safety

- Enhance existing tier 1 supports to teach & reinforce new protocols
- Include mental health supports

Use data to make ongoing adjustments to an evidence-based, trauma-informed, & equitable continuum of supports

Invest in tier 1 practices school-wide

Prioritize staff wellness

- Invest in positive, predictable, & safe tier 1 classroom practices
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• Implement clear communication & resource distribution plan

• Ensure Safety
• Stabilize Learning Environment
• Differentiate Based on Data
• Promote Culture of Wellness

Getting Started

Strengthening

Implementation Level
Check out our Practice Brief on Building a Culture of Staff Wellness Through a Multi-Tiered System of Support


Building a Culture of Staff Wellness Through Multi-Tiered System of Supports

Schools everywhere are facing teacher shortages due to a shrinking pool of applicants and a growing number of teachers leaving the profession. If we are going to attract and retain highly qualified effective teachers, we will need to be more intentional in designing systems that support a healthy workforce. PBIS has a long tradition of creating effective teaching and learning environments by focusing on supporting adult behavior through (a) ongoing staff input and feedback, (b) ongoing professional learning, and (c) a phased based approach to implementation. The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of the Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and wellbeing.

Implementation of PBIS has been shown to improve overall organizational health with the most significant impacts identified in shared commitment to student success, an increased sense of ownership, positive relationships with colleagues, and improved school leader ability to advocate for necessary resources at the district level to support staff and students (Reid et al., 2008). These noted impacts on organizational health and other outcomes of PBIS implementation (e.g., reducing disruptive behaviors, building social emotional skills and improving teacher self-efficacy) are significantly related to improved job satisfaction and reduction of emotional exhaustion/cess for educators (Elwyn & Amsden, 2008; Burowes & Tomir, 2000; Skakalik & Skalabick, 2011). Many communities are addressing significant social issues (e.g., social inequality, drug addiction, environmental impacts, public health concerns affecting large groups of school community members). Education systems implementing multi-tiered system of support (MTSS) frameworks, like PBIS, are positioned to respond more effectively to the increasing needs of children and educators impacted by trauma and stress (Knorrman et al., 2005; Wisselmann et al., 2016).

Impact of Occupational Stress for Educators and Students

The American Institute of Stress identifies that an individual’s perceived level of occupational stress is strongly impacted by (a) the intensity of the demands being placed on them paired with (b) their sense of control or decision-making in dealing with these demands (American Institute of Stress, retrieved from http://www.stress.org). Occupational stress adversely affects teachers and students in the following ways:

- Teachers who provide emotional support and have positive relationships with their students influence their health across the age span, thus promoting overall mental wellness and the
Prioritize Staff Wellness

- Focus on Universal Prevention to Promote Wellness for All
  - Provide space for self care and recovery
  - Use Human Resources/Employee Assistance/Insurance Plan
  - Build awareness, show benefits of enhancing Tier 1
  - Reduce demands – integration and de-implementation
Public Health Multi-Tiered Framework for Healthy Workforce

A few 5%

Some 15%

All 80%

Employee Assistance Program:
- Increased free telehealth sessions
- Stress
- Job dissatisfaction
- Relationship Difficulties
- Child/Adolescent Issues
- Anger Management
- Substance Abuse
- Depression
- Grief
- Personal Development

Employee Assistance Program/Department: Peer Checks, time in meetings for checking in, strengthening relationships, flexibility with schedule

Employee Assistance Program: Medical benefits, leave

COVID: regular communication w/r safety tips from CDC, Coping with Stress Webinar Series, Family First Crisis Response Act, letter writing campaign

Consolidate teams within School Improvement Process
Central Whole Child Framework

Whole Child/Whole System Support
3-Tiered Continuum of culturally relevant, evidence-based interventions

Staff Development
(Supporting culturally knowledgeable staff behavior, staff wellness, training, coaching, and content expertise)

Identifying Student Needs
(Gathering and evaluating formal and informal student data for decision-making)

ISF-District Community Leadership Team
Whole Child/Whole System Support
3-tiered continuum of culturally relevant, evidence-based interventions

As needed, work groups will join the DCLT for focused planning...

Staff Development
Example Focus: Building a 3-year professional development plan

Identifying Student Needs
(Gathering and evaluating formal and informal student data for decision-making)

Central Whole Child Framework

ISF-District Community Leadership Team
“I am overwhelmed”

- Trauma
- Social emotional learning
- Wellness
- Mental health
- Grading policy
- Attendance policy
- Lost instructional time
- Impact of isolation
## Crosswalk Tier I and Social Emotional and Behavior Competencies including Trauma Features, UDL, inclusive Practices

<table>
<thead>
<tr>
<th>Tier 1 Components</th>
<th>How is Tier 1 component trauma-informed? How it connects with SEB skill?</th>
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<tbody>
<tr>
<td></td>
<td>Creates Safe, Predictable, &amp; Consistent Environment</td>
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<tr>
<td>Defined and teaching school-wide expectations</td>
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<tr>
<td>● Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, &amp; managing feelings)</td>
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<tr>
<td>● Teach social-emotional and behavior lessons, embed with academic lessons</td>
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<tr>
<td>• Use positive behavior game strategy to build fluency</td>
<td>X</td>
</tr>
<tr>
<td>● Use morning circle routine across all classrooms to practice new skills and build classroom community</td>
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<tr>
<td>• Use biology breaks to get up and move.</td>
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<tr>
<td>Feedback and acknowledgement system</td>
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<tr>
<td>● Use feedback to increase the use of new skills across locations</td>
<td>X</td>
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<tr>
<td>● Teachers model calm response when providing feedback</td>
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<tr>
<td>● Use the system to prompt all staff to increase positive greetings and positive social interactions across the day</td>
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<td>Active Supervision (scan, move and interact with students during transitions and non-classroom locations)</td>
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<tr>
<td>● Team members and coaches conduct direct observations and collect counts of staff interacting with students and during transitions and cafeteria – provide data to staff during grade-level meetings.</td>
<td>X</td>
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Hexagon Tool

If you can’t stop doing something, can we put on back burner for now?

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Differentiate Based on Data

Enhanced Implementation
Promote Culture of Wellness

Implementation Level
Getting Started

- Ensure physical & emotional safety of all
- Implement clear communication & resource distribution plan

Strengthening

- Prioritize staff wellness
- Invest in positive, predictable, & safe tier 1 classroom practices
- Enhance existing tier 1 supports to teach & reinforce new protocols
- Include mental health supports
- Refine tier 1 based on data
- Enhance screening protocol
- Develop/enhance tier 2 & tier 3 support to match need

- Invest in tier 1 practices school-wide
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Top Ten Tier 1 Practices to Support ALL Students’ Social, Emotional, and Behavioral Wellbeing

1. Design & adapt the physical environment
2. Develop & explicitly teach routines
3. Post, define, & teach 3-5 positive expectations
4. Promote active engagement
5. Provide prompts
6. Actively supervise
7. Use behavior-specific praise & other strategies to acknowledge
8. Use error correction & other strategies to respond
9. Use more positives than correctives (5:1 ratio)
10. Collect & use data

“Back to Basics”

Positive, Predictable, & Safe Learning Environments

Connect

Monitor

Screen

Teach

Support

Students’ Social, Emotional, Behavioral, & Academic Growth

3 Simple Practices that Do It All!

- **Positive Greetings at the Door**
- **Active Engagement**
- **Specific Feedback (5:1 + to - Ratio)**

Students’ Social, Emotional, Behavioral, & Academic Growth
Check out our Practice Brief on **Habits of Effective Classroom Practice**

https://www.pbis.org/resource/habits-of-effective-classroom-practice
Habit Development Wellness
Building Blocks of Behavior - Individual Level

A Antecedent
Schedule it- put it in your calendar. Get work out clothes/water bottle ready to go. Identify morning routine Work out w/ friend

B Behavior
Daily Morning Strength Training- minimum of 20 minutes

C Consequence
Feel great! Track on task behavior, feedback Check it off schedule!

Attribution: Brandi Simonsen
Habit Development Example
Positive Greetings at the Door/Login

A
Antecedent

- Redesign environment
  - add greeting poster (or slide on screen)
  - prep in advance of class
- Add reminder

B
Behavior

- Teach & practice greetings until they become a habit
- Track greetings to ensure each student is greeted

C
Consequence

- Tell yourself, “nice greeting”
- Celebrate with class for efficient and positive start to class
- If you forget, add a prompt for next time
Promote a Climate of Belonging

• Shelton School District in Washington State has been participating in the School Climate Transformation Grant (SCTG) project made shifts in arrival and breakfast for their elementary students that has promoted a climate of belonging.

• The district staggered morning bus drop off time to allow for temperature scans and COVID exposure questions.

• All school staff were positioned in the student arrival off zones to allow them to check in individually with students.

• The staff agreed to prioritize a warm welcome to try to reduce the fear or uncertainty students felt about being in school.
Promote a Climate of Belonging

- They also incorporated morning community building during breakfast time in each classroom. Breakfast in the classroom was intended to help with contact tracing, in the event there was COVID transmission.
  - Staff found an additional, unexpected benefit to having a relaxed, welcoming environment to practice SEL skills and community building.
  - With school-wide warm greetings, and a community focused breakfast the staff and students reported that the school day began very calmly, with very few behavior issues and the teachers reported more positive connections with students.
- Next year, the district is going to maintain the staggered drop off, to allow teachers to connect with every student.
  - They have committed to not scheduling morning meetings for staff so they can be physically present to create a warm, welcoming environment for students and families.
  - They are also going to maintain the breakfast and SEL time to increase community building and help students start the day focused on a community of belonging.
3. Invest in PBIS/MTSS Now

Building and strengthening your framework now will create a more resilient system for the next crisis.
Immediate Crisis Response
Ensure Safety

Initial Recovery
Stabilize Learning Environment

Intermediate Recovery
Differentiate Based on Data

Enhanced Implementation
Promote Culture of Wellness

Implementation Level
Getting Started

- Ensure physical & emotional **safety** of all
- Implement clear **communication & resource distribution** plan

- Prioritize **staff wellness**
- Invest in positive, predictable, & safe **tier 1 classroom practices**

- Invest in **tier 1 practices** school-wide
- Use **existing data** to screen & match student to supports

- Refine **tier 1 based on data**
- Enhance **screening protocol**
- Develop/ enhance **tier 2 & tier 3** support to match need

- Use **data** to make ongoing adjustments to an **evidence-based, trauma-informed, & equitable** continuum of supports

Implementation Level
Strengthening

- Enhance existing **tier 1 supports** to teach & reinforce new protocols
- Include **mental health supports**
The PBIS framework supports resilience

- In statewide MA project
  - Schools implementing with at least tier 1 fidelity prior the pandemic were able to strengthen implementation fidelity throughout the disruptions
  - Schools not yet at tier 1 fidelity prior to the pandemic maintained or lost implementation during disruptions

- Southbridge Public School—Model demonstration site
  - Used PBIS framework to teach transitions between remote and in person school
  - Used existing data systems to identify kids, families, and staff needing additional support
  - Maintained focus on same 2 priority areas – climate and culture and reading even while adjusting for covid.
PBIS Pivot in Puerto Rico

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.

“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.”
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

Center on PBIS
State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)
National Integrated MTSS Research Network
National Center on Improving Literacy
Lead for Literacy Center

Key Recommendations

• Strengthen what you have, build upon your PBIS investments
• Reestablish commitment for the work (communicate necessity and impact)
• Prioritize leadership team for planning, doing, evaluating, and adjusting
• Leverage and reallocate existing resources to support PBIS implementation
• Use data to inform your actions
4. Questions and Discussion

What questions do you have? What examples can you share?
Please Complete this Session’s Evaluation

Session #B6 - Supporting PBIS Implementation Through Phases of Crisis Recovery

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous!
We send reminder emails to all participants.
Thank You!