Acknowledgement and Gratitude

Those who have graced this stage over the past 25 years...

Acknowledgement and Gratitude... To Many!

Jennifer Norton
Bob Putnam
Kelly Perales
Brian Meyer
Susan Barrett

Fidelity* Check (pick 1 or 2)

1. Connect w/newbies and long-termers
2. Share Center tools/publications
3. Establish rationale to stay the course (w/MTSS)
4. “Teach” some basics w/examples
5. Examples of continuous improvement
6. De-mystify MH
7. Share Vision of PBIS 2.0 (25 years later)
8. Other?

* Fidelity means are you doing it correctly per established protocol for effectiveness.
25 Years: Same questions... more context

- If we train them, do they implement?
- If they implement, do they do it with fidelity?
- If so, do they sustain?
- If so, do students benefit?
- Do students currently and historically marginalized benefit?

https://www.pbis.org/resource/pbis-evaluation-blueprint

Fidelity Matters!

U.S. Schools Reporting PBIS Fidelity
August 2023

https://www.pbis.org/resource/pbis-evaluation-blueprint
Impact Matters!

Statistically Significant Outcomes of PBIS in High Schools

Reduced
Use of exclusionary discipline
(Bradshaw et al., 2021; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015a)
Alcohol and other drug use
(Bastable et al., 2015)

Improved
Attendance
(Flannery et al., 2020; Freeman et al., 2015a)
Student engagement
(Flannery et al., 2020)
School climate
(Fried et al., 2022)

MTSS B Trial: Key Takeaways

- Multiple rigorous studies show that PBIS has the potential to improve a range of student outcomes.
- Tier 1 PBIS can be most effective for the students who need it most.
- Don’t expect PBIS to improve academic achievement without a focus on improving the quality of academic instruction.
- Supporting teachers’ implementation of classroom PBIS practices is critical for improving student outcomes.
- Establishing district capacity may be necessary for sustainable improvement in outcomes.

https://www.pbis.org/resource/ies-mtss-b-trial-key-takeaways-for-district-and-state-leaders
Let’s Talk About…

• Where have we been?
• Where are we now?
• Where are we going?

What We Were Thinking About…

• Can we get our youth with EBD (aka BD ED SED EH/SEH) out of the basement?

What We Were Thinking About…

HIDDEN, for Accessibility purposes)

What We Were Thinking About…

In the 1980’s:

• Can we ‘mainstream” our youth from Special Education settings into general education?
• How do we access mental health treatment for students with EBD?

The 1990’s: Interagency Collaboration

In the 1990’s:

• Can we install Systems of Care through interagency collaboration?
  - MH, Child Welfare, JJ
• Can we use wraparound inside schools to effectively include our youth with EBD?
  - Family leadership, youth voice
The PBIS Center was established in 1998

- Can we prevent and intervene sooner by installing effective behavior practices in whole schools?
- Can we imbed wraparound as a Tier 3 intervention?

Multi-Tiered Systems of Support (MTSS)

“MTSS is something to help organize the adults and their implementation of best practices within classrooms and schools. MTSS is not about organizing kids as much as it is about organizing what we do for and WITH kids and their families.”

- Dr. George Sugai, Professor Emeritus, University of Connecticut

The Basic Core Features of PBIS

1. Leadership Teams
2. Ongoing Use of Data
3. Select and Implement Evidenced Based Practices
4. Screening
5. Monitor fidelity and effectiveness
6. Ongoing Coaching

Do we still think about and operationalize these the same way 20-25 years later?
Schools Can't Do This Alone!

2008 -2014:
• Can we better respond to a growing MH crisis by expanding the school-based MTSS system to include community providers?
• Can we enhance the continuum for a greater array of EBP’s to address internalizing (i.e. anxiety, depression as well as externalizing needs?)

Interconnecting School Mental Health and PBIS

A structure and process to embed community providers into teams across tiers in school.
• All social/emotional/behavioral (SEB) health support through one set of teams with both community and school behavioral health providers on the teams
• Resist the temptation to set up another system

The Interconnected Systems Framework (ISF)

PBIS/MTSS
System of Care (SOC)
School Mental Health (SMH)

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

Not a new or different initiative!

Alignment vs Silos

2018:
• Can we better align all SEB initiatives within the MTSS framework that we know is effective?

2020:
• Can we ‘script the moves’ for expansion under the MTSS Framework to ensure seamless integration of community/youth/family?
MTSS: Systemic Approaches vs Silos

Table 1: Trauma-Informed MTSS Core Features

<table>
<thead>
<tr>
<th>MTSS Core Features</th>
<th>Trauma-Informed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teams</td>
<td>Do students and staff feel safe? Is there an individual who you can trust to support you in times of stress?</td>
</tr>
<tr>
<td>2. Use of data</td>
<td>Are students and staff learning to make data-driven decisions about their mental health needs?</td>
</tr>
<tr>
<td>3. Encouraging safe access</td>
<td>Does the team have a process to identify students who need additional support?</td>
</tr>
<tr>
<td>4. Identifying and addressing barriers</td>
<td>Does the team have a process to identify students who need additional support?</td>
</tr>
<tr>
<td>5. Measuring fidelity and outcomes</td>
<td>When trauma-informed practices are implemented, do students feel more supported?</td>
</tr>
<tr>
<td>6. On-going professional development and coaching</td>
<td>Does the school’s MTSS professional development plan include opportunities for all staff to support students’ mental health needs?</td>
</tr>
</tbody>
</table>

THE BASICS! (Same for SEB as for academics)

Evidence Based Practices (EBPs) = Teaching Skills

MH actually IS in your area of expertise!

Define simply

Based on data, adjust instruction & reteach

Model/demonstrate w/ range of examples

Monitor & provide positive feedback & reinforcement

Practice in range of natural settings

ISF Monograph #2 (e-book) 2020 Describes District and School-Level Installation

ISF v2 Implementation Guide.pdf

MH actually IS in your area of expertise!

Evidence Based Practices (EBPs) = Teaching Skills

MH actually IS in your area of expertise!
National Trends

- Mental Health needs have been increasing for well over a decade
- Increase in students/staff with anxiety, depression, trauma, generational trauma
- Social Determinants of Health and larger community context that impact student success
  - Racism is an adverse childhood experience—major long term health implications
- Staff shortages - increasing and expected prior to pandemic

How Are the Teachers/Adults Doing??

- Relative to professionals in other sectors, educators experience significantly more stress and suffer more often from mental health problems.
- In fact, 61 percent of educators reported that their work is "always" or "often" stressful.
- Failing to address the mental health needs of teachers (concurrent with our focus on student stress and trauma) may affect their ability to address critical needs among students

Children of color are disproportionately exposed to trauma and less likely to have access to mental health services

Sources: CDC, 2016; SAMHSA, 2015; Larson et al., 2017; Slopen et al., 2016; Alegria et al., 2010
Current Context

- Early childhood and primary buildings, rates of behaviors such as biting/hitting (others and self), anxiety, withdrawal, etc. that are unprecedented.
- At the Secondary level, increase suicide ideation, drug and alcohol misuse/abuse.
- Teachers struggling to feel that they are effectively supporting students with intensive behaviors.
- Administrators struggling to feel that they are effectively supporting staff with well-being.

New CDC Report on U.S. Teen Girls

- New CDC report raises urgency to invest in schools as a vital lifeline to help struggling youth.
- Teen girls are experiencing record high levels of violence, sadness, and suicide risk.
- LGBTQ+ teens continue to face extremely high levels of violence and mental health challenges.


Schools are the primary providers of mental health services, but are schools emotionally safe places for everyone?

- For Black LGBTQ+ students, schools can be terrifying and hostile spaces. They are five times more likely to be bullied than those assumed to be heterosexual.
Our Epidemic of Loneliness and Isolation

The U.S. Surgeon General’s Advisory on the Healing Effects of Social Connection and Community

The need for healthy, positive, predictable, consistent nurturing environments to significantly impact wellbeing and academic achievement.

Dr. Vivek H. Murthy
19th and 21st Surgeon General of the United States

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Thalia González, Professor
UC College of the Law, San Francisco

“The problem is it isn’t matching safety with Healthy school communities. It is about safe AND Healthy school environments.”

- Explains why some are going back to what doesn’t work
- Shares data on the disparities and life long impact
- Describes the need to do what is already shown to work

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Equity
Essential Elements of PBIS

A Structure to Support Efficiency, Consistency and Ensure Impact

We Got This! We KNOW How To Do This!

Anatomy of a Framework: Demystifying the Elements of PBIS
Public Health Multi-Tiered Framework for Healthy Workforce

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

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

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

Employee Assistance Program:
- increased free telehealth sessions

Applying Data-based Decision-Making to Address Staff Wellbeing

- % of staff who feel connected
- % of staff who meet attendance requirements
- % of staff who feel like they can manage their workload
- % of staff who feel like they have skills to manage student academic and social emotional behavior needs.

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)

Follow this link – https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-multi-tiered-system-of-supports

“PBIS is NOT a curriculum adoption, it is about Transforming the System.”

- Dr. Kurt Hatch

Transforming Systems

Mental Health/Wellness is more than a “place” or something the “experts” do but is the backbone of the system.

What is different after 25 years? (How are we Transforming Systems)

Expanding the utilization of PBIS/MTSS to include other child serving systems; bringing youth/family/community to co-lead, co-design and ensure a deliberate fit with culture/context/values.

Clinicians (school and community employed) working with teams to develop/enhance healthy school and classroom environments.

The Role of the School and Community-Employed Clinician at All Three Tiers

- Deliver intensive interventions
- Work with team to ensure students receiving interventions are improving and staff support new skills across contexts.
- Coordinate Tier 2 Interventions
- Build capacity of staff to deliver Tier 2 interventions and set up progress monitoring systems
- Consult with Tier 1 team to discuss ways to strengthen Tier 1
- Build capacity for ALL staff to embed social emotional skills with academics

Coaching/Coordination

Coaching/Facilitation

Coaching/Consultation
What Does it look like to move From Co-located to Integrated

Clinicians no longer have separate meetings to select and monitor interventions but instead engage with teachers and other school staff to select and monitor interventions through one set of teams.

The integrated system moves from a referral (which implies a ‘hand off’ of a student from one team to another) to a request for assistance process, further delineating decision-making through a single set of teams that include both agency and school staff.

All interventions, including individualized supports provided by clinicians, are specifically described to include dosage, frequency and the assessment process; progress monitoring, fidelity and outcome measures are agreed upon by teams before initiating interventions.

The Basics are the Same: MTSS Core Features

1. Leadership Team
2. Ongoing Use of Data
3. Select and Implement EBPs
4. Screening
5. Monitor fidelity and effectiveness
6. Ongoing Coaching

How do we think about and operationalize these 25 years later?

MTSS Feature #1: Effective Leadership Team
- Youth, family, community mental health providers
- Expand opportunity & access for those historically excluded
- Merge w/school improvement/strategic plng teams
- Deliberate prioritizing of overall wellness

MTSS Feature #2: Use School and Community Data
- Uncover strengths and needs of children & youth
- Customize decision making beyond ODR’s
- Community data such as rates of drug & alcohol misuse, emergency room visits, serious MH problems, youth arrests
MTSS Feature #3: Evidence-based Practices (EBP) Linked Across Tiers of Support

- School-wide wellness promotion and SEB support
- Early identification; group based or brief interventions
- Intensive individualized interventions for students w/more intensive support

Trauma Informed (Aligned/Integrated)

<table>
<thead>
<tr>
<th>The Williams HS Way</th>
<th>Classroom: 254 Rules (Examples)</th>
<th>Welcome</th>
<th>Group Work</th>
<th>Online</th>
<th>When you feel</th>
<th>How to Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind</td>
<td></td>
<td>Say “good morning” to teacher and classroom. Talk in soft voices.</td>
<td>Listen to your peers.</td>
<td>Talk turns speaking</td>
<td>Say “I like... and...”</td>
<td>Consider feelings of others before I post.</td>
</tr>
<tr>
<td>Responsible</td>
<td>Work quietly in your seat. Be kind to self.</td>
<td>Put your hands in front of your face. Face your seat.</td>
<td>Clean up your workspace.</td>
<td>Turn on privacy controls.</td>
<td>Scan body &amp; voice feel safe. Select calming strategy appropriate for you.</td>
<td>Find a seat.</td>
</tr>
<tr>
<td>Achieving</td>
<td>Keep hands on desk. Offer to help classmates.</td>
<td>Stop your work. Face materials in desk work.</td>
<td>Double check sources before I light.</td>
<td>Think before I forward.</td>
<td>Embrace feelings without attachments.</td>
<td>Ask for help or more support as needed.</td>
</tr>
</tbody>
</table>

Teacher’s Role (Conditions for Learning)

- Supervise all areas of classroom.
- Give students working activity after activity ended.
- Teach & practice transition monthly.
- teacher role:
  - re-teach group practice most relevant to you.
  - “How can I help you right now?”
  - Teach, practice new transitions.

Layered Daily Progress Report (DPR) Sample

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>We are Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>We are Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

Teacher Initials
MTSS Feature #4: Comprehensive and Equitable Screening

Uncover:
- Strengths of Students/families/staff/communities
- Student/staff narratives
- SEB challenges including internalizing as well as externalizing

Ask the Families!
Parent Screener for ALL students transitioning to Middle school

MTSS Feature #5: Rigorously Monitor Fidelity and Effectiveness, Regardless of Who Provides Interventions

Measure what Matters!

Upgrading the Tiered Fidelity Inventory (TFI)
(examples of recent revisions to the TFI)

- Integration of mental health supports across all tiers and crisis response and de-escalation are more explicitly tied to each tier
- Focus on equitable access and outcomes across tiers
- Classroom practices and systems in tier 1
- Embed mental health and SEB
- Expand response to include crisis response
- Define and measure classroom implementation
- Expanded use of data beyond “behavior” to include other data and community data
- Walk through expanded to include examples of embedding SEB instruction, and if students valued acknowledgement

Ask the Families!
Welcome to the new school year! We're checking in with you to learn about your student’s strengths and needs for support at school.

By answering these questions, you can help us start the year off right!

Missoula, MT
Adapted from Dishion et al
https://reachinstitute.asu.edu/

61
62
63
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MTSS Feature #6: Coaching at Systems and Practices level

For both school and community employed professionals to continuously examine the ‘health’ of the system and the strength and needs of the caregivers and helpers in the systems.

Gardner Schools – Gardner, MA

Mark J. Pellegrino  
Superintendent

Amber Casavant  
BCBA/District Coordinator

Joyce West  
Director of Pupil Personnel Services

Center on PBIS SCTG Webinar: Classroom Systems featuring Gardner Schools

June 14, 2023

https://www.pbis.org/video/classroom-systems

Average Referrals Per Day Per Month

All, 2022-23

PBIS Re-implemented
Decrease in ODRs for Students with Disabilities

Exceeded Goals for Reduction in Spec. Ed Referrals

Correlative Outcomes from DIP 18 - 21
PBIS Introduced

Improved Teacher Retention

Gardner Fidelity Scores
Improving Tier 3 Implementation and Outcomes in a High-Needs School

https://www.pbis.org/resource/improving-tier-3-implementation-and-outcomes-in-a-high-needs-school
ONWARD... with Confidence & Hope

Hope:
An optimistic state of mind that is based on an expectation of positive outcomes with respect to events and circumstances in one’s life or the world at large (Wikipedia)

Simone Biles

“It’s OK sometimes to even sit out the big competitions to focus on yourself, because it shows how strong of a competitor that you really are, rather than just battle through it.”

Social-Emotional Learning Persists Despite Political Backlash

By Libby Stanford & Caitlyn Meisner
July 27, 2023
http://www.edweek.org/leadership/social-emotional-learning-persists-despite-political-backlash/2023/07

- Misinformation leads to confusion
- Clarity is Key
- “Clarity is Kindness”

States Push for Harsher School Discipline Practices to Address Student Misbehavior

What Should We Do?

Thalia González of UC College of the Law, San Francisco
“Reorient ourselves, our communities, and our institutions to prioritize human connection and healthy relationships.”

What Schools and Education Departments Can Do:
1. Develop a strategic plan for school connectedness and social skills with benchmark tracking
2. Build social connection into health curricula
3. Implement socially based educational techniques
4. Create a supportive school environment

Ensure The Foundation is There
- Is every student known? (name, identity, strength, story, needs)
- Does everyone feel connected?
- Does everyone have at least one “Person” at school?
- Do we use evidence-based high leverage instructional practices?
- Do we spend time to build community, deepen connections?
- Do we harness the strengths of our families and communities?

Transforming Systems
Simple responses to increased funding are not enough
- We can’t simply hire more social/emotional experts, create higher caseloads, or adopt more programs
- We need to redesign the systems, how we do schools using MTSS logic
- Cabinet level staff need to be at the table, making changes, actively leading the changes
- Climate, culture, wellness, healing equity/inclusion are the foundation
- Normalize the use of Community data and authentic inclusion of youth family & community partners
- Routines of team-based work, formal processes, clear expectations of how we operate

As you do the work, embrace our human connections
“If you could only sense how important you are to the lives of those you meet; how important you can be to the people you may never even dream of. There is something of yourself that you leave at every meeting with another person.”
Maya Angelou

“Do the best you can until you know better. Then when you know better, do better.” -

Please Complete this Session’s Evaluation

Opening Session – Silver Linings: A Pathway to a Healthy Future

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at: www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!