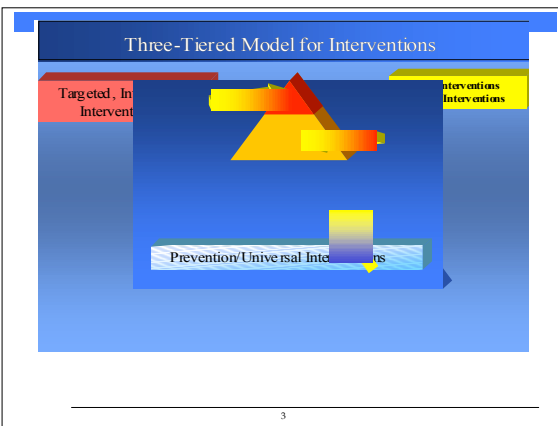


The Integration of Positive Behavior Supports, School Based Mental Health Services and Systems of Care

February 23, 2006
Presentation for the 19th Annual Research
Conference
Tampa, FL

We Know...

- ✓ To improve the academic success of our children, we must also improve their social success.
- ✓ Academic and social failures are reciprocally related.
- ✓ Only one fifth of "our" kids are identified for special education services, therefore it is imperative that we look at prevention and intervention at the "whole" school level.



Positive Behavioral Interventions & Supports

"PBIS" is a research-based systems approach designed to enhance the capacity of schools to...

- effectively educate all students, including students with challenging social behaviors
- adopt & sustain the use of effective instructional practices

(Lewis & Sugai, 1999; Sugai et al., 1999; Sugai & Horner, 1994, 1999)

Current Implementation

School-wide Positive Behavior Support

- 2,550 schools in 27 states
 - Team
 - Coach
 - Curriculum emphasizing prevention, teaching, behavioral function
 - On-going data collection and use of data for active decision-making

PBIS and System of Care

Examples of places attempting to integrate

PBIS and System of Care

- Illinois
- Kentucky
- New Hampshire
- New York
- Connecticut
- North Carolina
- Ludington, Michigan
- Leigh Valley, PA
- Worcester, Mass.
- Tampa, FL
- Oklahoma
- Texas
- South Carolina
- Idaho
- Delaware
- Rhode Island
- Austin, TX

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The Focus is on:

- ✓ School as unit of implementation
- ✓ Connecting social & academic achievement
- ✓ Team-based leadership
- ✓ Investments in capacity building
- ✓ Conceptually sound guiding principles
- ✓ Sustainability of effective practices
- ✓ Data-based decision-making

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Designing School-Wide Systems for Student Success

Academic Systems

Intensive Individual Interventions
 • Individual Students
 • Assessment-based
 • High Intensity

Targeted Group Interventions
 • Some students (at-risk)
 • High efficiency
 • Rapid response

Universal Interventions
 • All students
 • Preventive, proactive

Behavioral Systems

Intensive Individual Interventions
 • Individual Students
 • Assessment-based
 • Intense, durable procedures

Targeted Interventions
 • Some students (at-risk)
 • High efficiency
 • Rapid response
 • Individual or Group

Universal Interventions
 • All settings, all students
 • Preventive, proactive

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Instructional Approach

- ▶ Focus on teaching social behavior like academic skills (direct instruction)
- ▶ Emphasis on teaching & encouraging pro-social behavior that competes with development & displays of rule-violating behavior
- ▶ Ensure effective instructional practices are consistently used school-wide

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Process...not a curriculum

- ▶ Individualized to the unique features of the school; culturally relevant
- ▶ Emphasis on continuous, data-based improvement in behavior and academics
- ▶ Focus on efficiency, effectiveness, & relevance
- ▶ A way to organize academic and behavioral prevention and intervention

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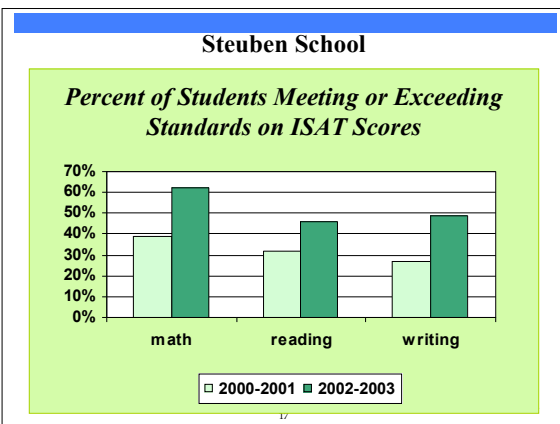
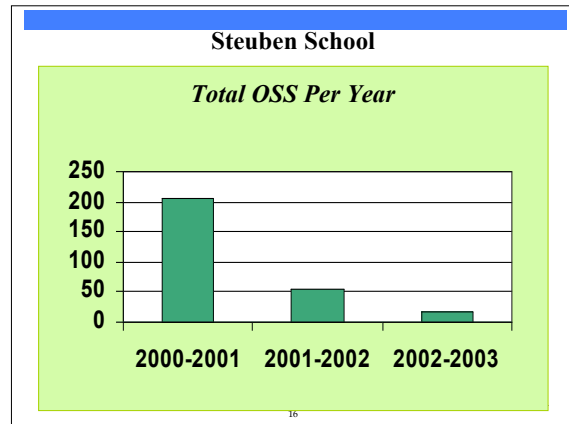
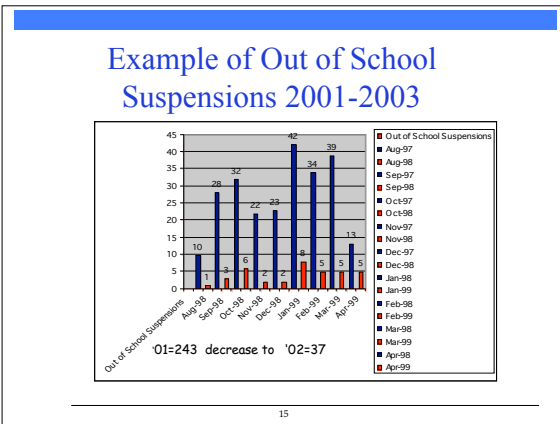
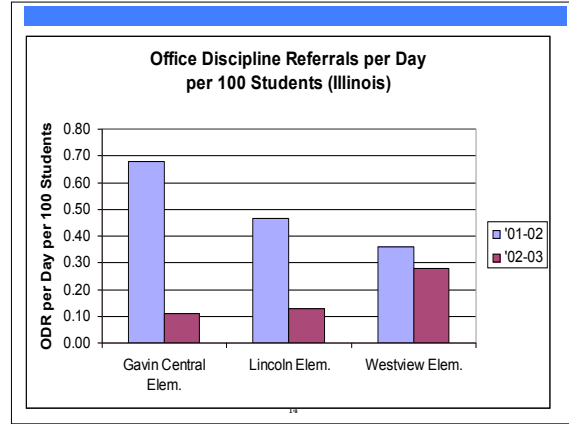
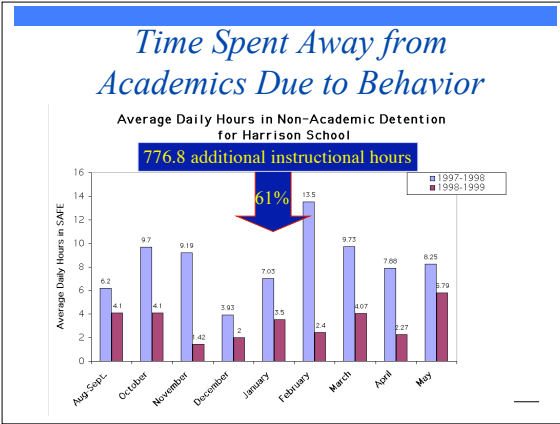
Social Competence & Academic Achievement

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General Approach

- # referrals per day per month
- # referrals by student
- # referrals by location
- #/kinds of problem behaviors
- # problem behaviors by time of day


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Building PBIS-NH Capacity

2005-06
126 settings


- 16 new public schools for 78 total;
- 17% of public schools
- 32,734 public school students; 16.4% of public school students
- 5 of 6 NH Head Starts in 36 sites
- 4 early childhood programs
- 4 alternative/special education



PBIS-NH Costs 2005-2006

Fiscal Responsibility
\$5,039 per school
\$18 per student


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Reductions in Major Office Discipline Referrals for First Year Implementation for 22 of 28 PBIS-NH Cohort 1 Schools 03-04 vs. 04-04

- 21% Reduction in Elementary Schools
- 36% Reduction in Middle Schools
- 33% Reduction in High Schools
- 12% Increase in Multi-Level School
- 28% Overall Reduction in Schools


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In-School Suspension Data for PBIS-NH Cohort 1 Schools

2003-2004	2004-2005	Schools	
• 178 ES	• 151 ES		-27
• 1,363 MS	• 789 MS		-574
• 30 HS	• 1 HS		-29
• 1,721 All	• 1,153 All		-568


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Hours of Time Regained for Learning, Teaching, and Leadership Based on Reductions in Major Problem Behavior for 22 Cohort 1 Schools 2003-04 vs. 2004-05

Instructional Level	Students for Learning	Teachers for Teaching	Administrators for Leadership	Total Hours Gained	Average Per School
ODR	4,508	1,438	1,503	7,449	339
In-School	3,408	1,433	426	5,267	239
Out-of-School	2,580	87	264	2,931	133
Total	10,496	2,958	2,193	15,647	
Average Per School	477	134	100	711	

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Major Office Discipline Data for 22 of 28 PBIS-NH Cohort 1 Schools

2003-2004	2004-2005	Difference	Average
• ES (13) 3,669	• ES 2,891	-778	-60
• MS (5) 7,223	• MS 4,588	-2,635	-527
• HS (2) 8,716	• HS 5,879	-2,837	-1,419
• All (22) 21,335	• All 15,325	-6,010	261

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PBIS

- Aligns schools with System of Care values and reform efforts
- Changes the lens through which we view our students and their families -
 “Strengths and Needs”
- Creates a school culture and climate where all staff take responsibility for supporting positive student behavior

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PBIS also helps schools to

- develop less-restrictive, but effective, interventions (IDEA)
- achieve improved student outcomes, through partnerships with community-based service providers
- engage families in powerful partnerships
- gain time for instruction, improve student learning
- fulfill legal mandates for disabled students

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PBIS

- Supports all other school-based efforts
 - to raise standards of achievement
 - engage families
 - provide effective early identification and intervention
 - support data-based decision-making
 - provide **meaningful** accountability relative to student progress toward improved social/emotional development

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