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

Three-Tiered Model for Interventions

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

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
- Tampa, FL
- Oklahoma
- ...
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

Designing School-Wide Systems for Student Success

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

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

Social Competence & Academic Achievement

General Approach
• # referrals per day per month
• # referrals by student
• # referrals by location
• #/kinds of problem behaviors
• # problem behaviors by time of day
Time Spent Away from Academics Due to Behavior

Average Daily Hours in Non-Academic Detention for Harrison School

776.8 additional instructional hours

Office Discipline Referrals per Day per 100 Students (Illinois)


Example of Out of School Suspensions 2001-2003

01-243 decrease to 02-37

Steuben School

Total OSS Per Year


Steuben School

Percent of Students Meeting or Exceeding Standards on ISAT Scores

math  reading  writing

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

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ES</td>
<td>178</td>
<td>151</td>
<td>-27</td>
</tr>
<tr>
<td>MS</td>
<td>1,363</td>
<td>789</td>
<td>-574</td>
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<tr>
<td>HS</td>
<td>30</td>
<td>1</td>
<td>-29</td>
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<tr>
<td>All</td>
<td>1,721</td>
<td>1,153</td>
<td>-568</td>
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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

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

<table>
<thead>
<tr>
<th>Instructional Level</th>
<th>Students for Learning</th>
<th>Teachers for Teaching</th>
<th>Administrators for Leadership</th>
<th>Total Hours Gained</th>
<th>Average Per School</th>
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<tbody>
<tr>
<td>ODR</td>
<td>4,508</td>
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<td>1,503</td>
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<td>In-School</td>
<td>3,408</td>
<td>1,433</td>
<td>426</td>
<td>5,267</td>
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<td>Out-of-School</td>
<td>2,580</td>
<td>87</td>
<td>264</td>
<td>2,931</td>
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<td>Total</td>
<td>10,496</td>
<td>2,958</td>
<td>2,193</td>
<td>15,647</td>
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<tr>
<td>Average Per School</td>
<td>477</td>
<td>124</td>
<td>100</td>
<td>711</td>
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Major Office Discipline Data for 22 of 28 PBIS-NH Cohort 1 Schools

<table>
<thead>
<tr>
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<th>2003-2004</th>
<th>2004-2005</th>
<th>Difference</th>
<th>Average</th>
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<tr>
<td>ES (13)</td>
<td>3,669</td>
<td>2,891</td>
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<td>MS (5)</td>
<td>7,223</td>
<td>4,588</td>
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<td>HS (2)</td>
<td>8,716</td>
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<td>All (22)</td>
<td>21,335</td>
<td>15,325</td>
<td>-6,010</td>
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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
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

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