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

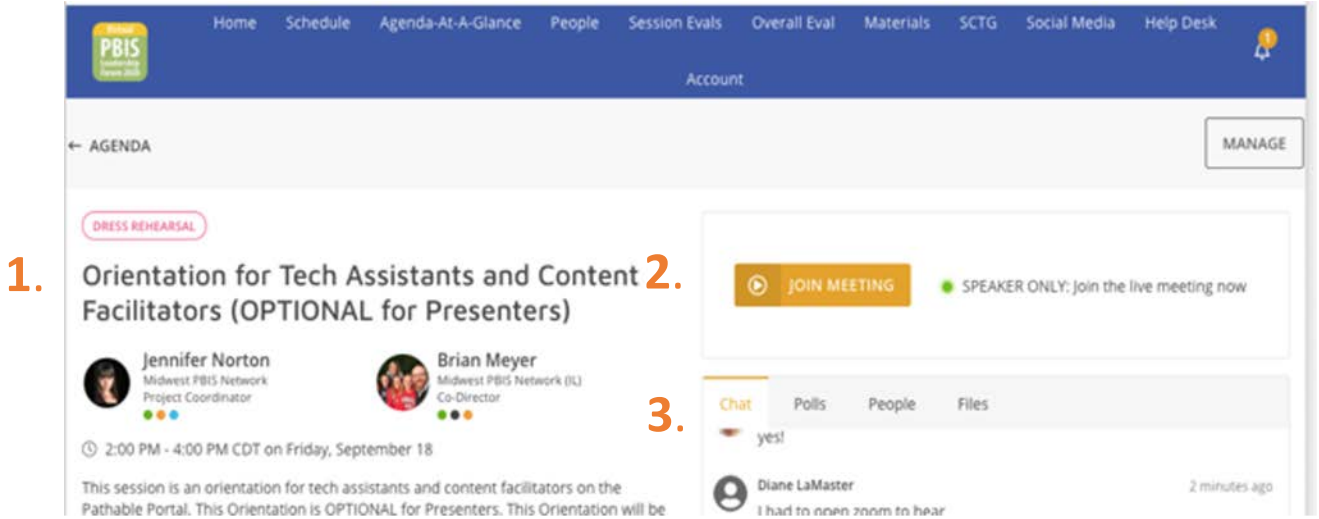
Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a **shared action plan** for your team ✧ Complete session **evaluations**	✧ Post positive **on-topic** comments ✧ Questions for the presenters go in the **POLLs tab** ⇨	✧ **Add questions** before and/or during session
BE RESPECTFUL	✧ Limit **distractions** ✧ **Follow up** on your assigned action items	✧ Use **inclusive** language	✧ Use **sincere** phrasing ✧ Complete additional polls **when prompted**
BE SAFE	✧ Take **movement breaks** ✧ Be aware of your **stress level**	✧ Engage in **productive** dialogue	✧ Ask **solution-oriented** questions
For Presenters	✧ *Ensure **Files Tab** has current materials and related weblinks*	✧ ***Monitor** and remove inappropriate comments*	✧ ***Identify common Qs** to address in final 15 minutes*

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

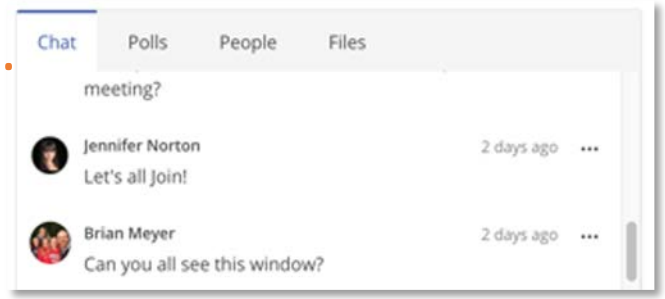
Chat, Polls, and Q&A

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

1.



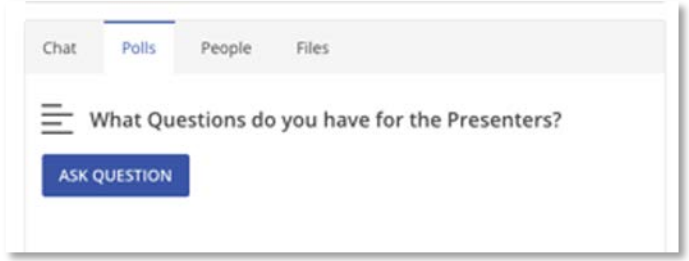
2. Find the **Q&A** under **Polls.**

   Questions for presenters go there.

3. Some sessions have other **Polls or** more **Specific Questions.**

   Complete those when prompted

2.



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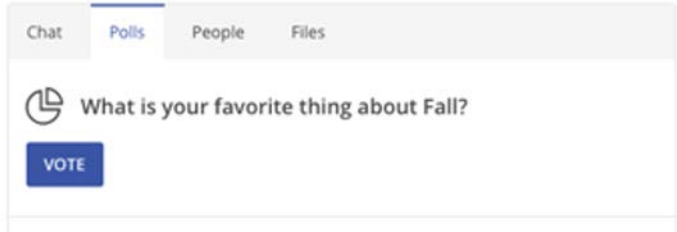


Tips for Participants

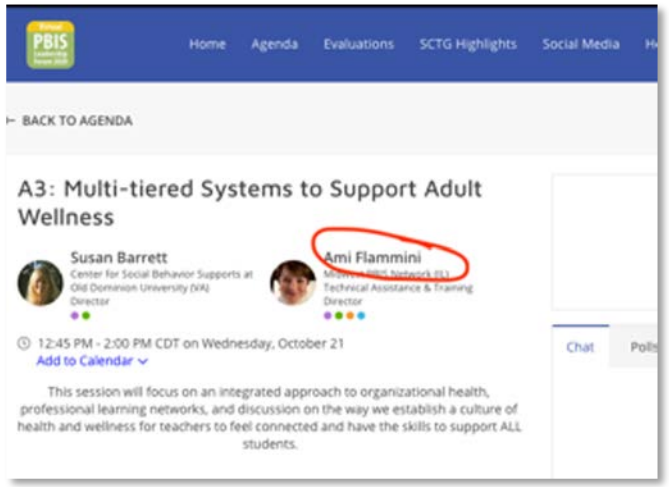
Be careful of accidently navigating away

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

1.

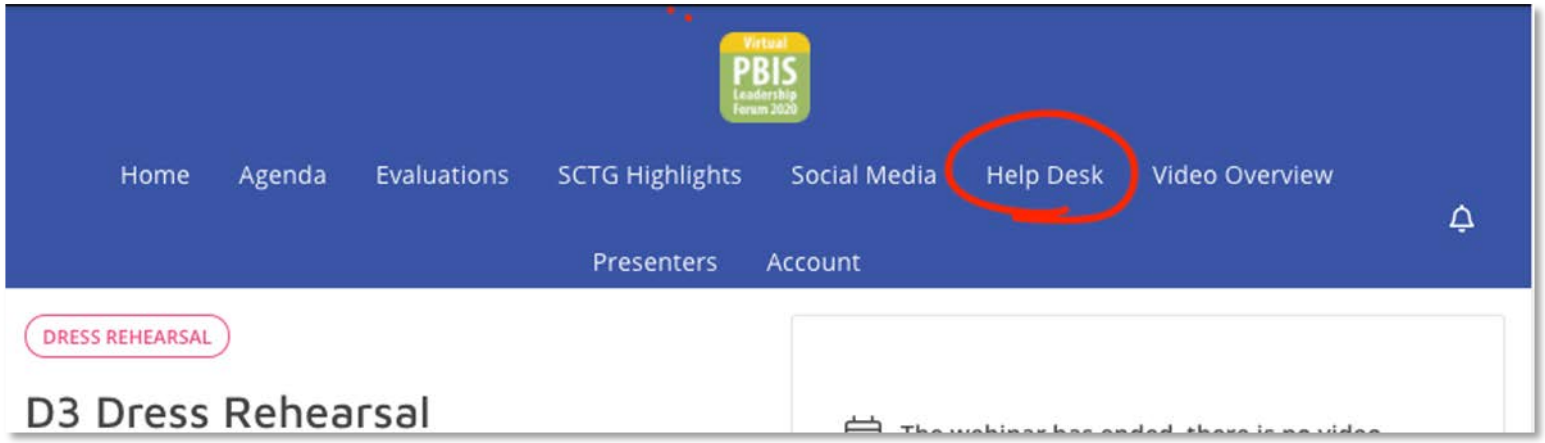
2.



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.

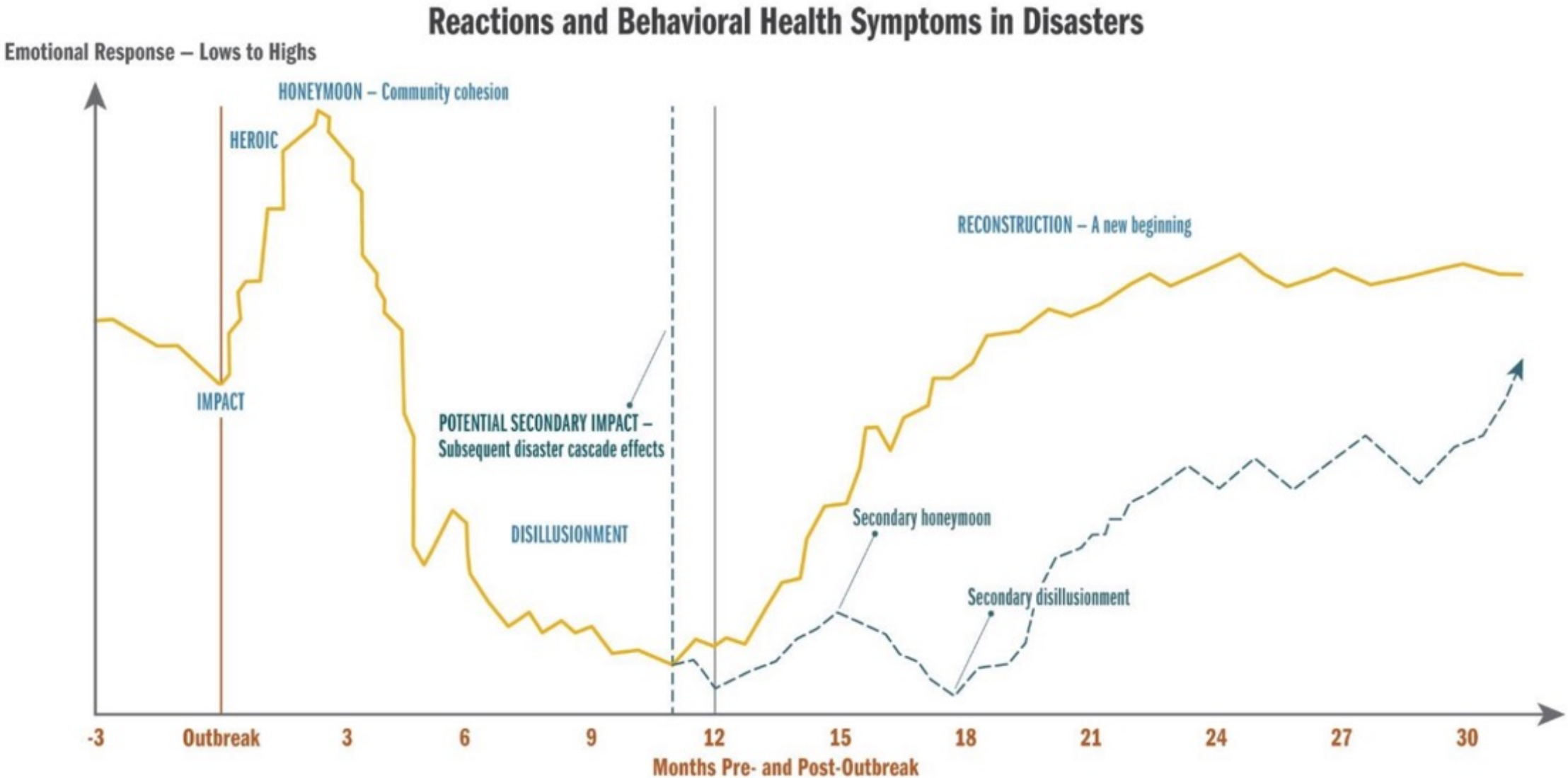
In addition, emergency department visits for suspected suicide attempts increased nearly 51% among girls ages 12-17 years in early 2021 compared to the same period in 2019.

Secretary Cardona

“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.”

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
HONEYMOON – Community cohesion
HEROIC
IMPACT
POTENTIAL SECONDARY IMPACT –
Subsequent disaster cascade effects
DISILLUSIONMENT
RECONSTRUCTION – A new beginning
Secondary honeymoon
Secondary disillusionment
-3
Outbreak
3
6
9
12
15
18
21
24
27
30
Months Pre- and Post-Outbreak

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

"But honey ... you're the teacher."

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

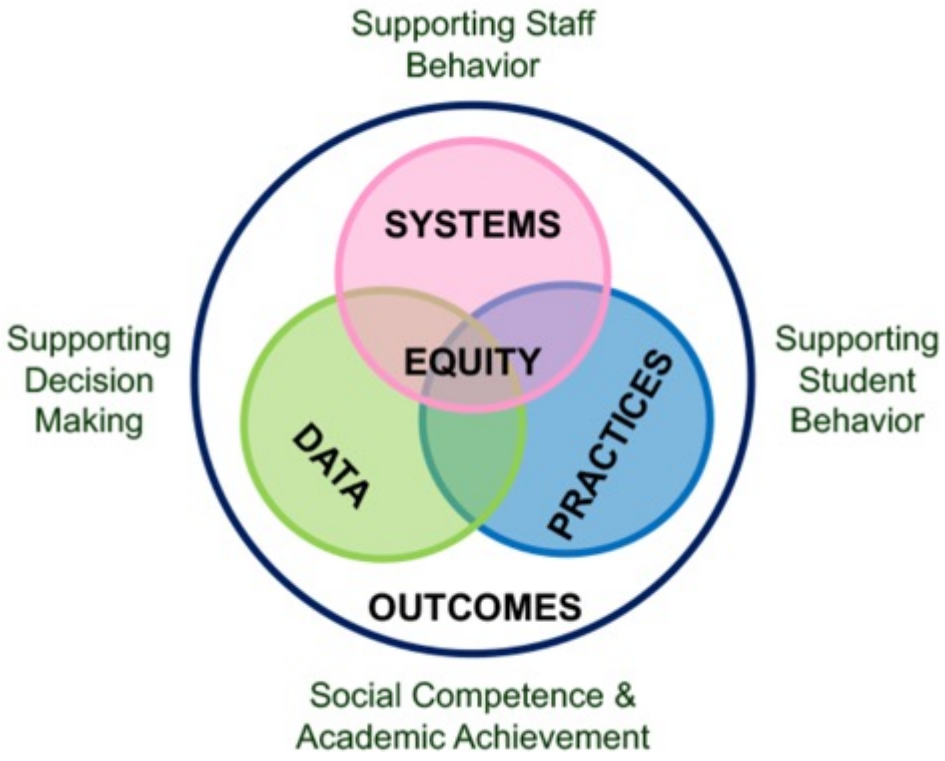
How can our systems support these actions so it doesn't all fall on individuals to "self care" their way out of a crisis?

- 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

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

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

https://www.psychologytoday.com/us/blog/promoting-student-well-being/202008/4-questions-ask-now-in-preparing-your-child-school

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
(Horner et al., 2009)

social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)

Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions
(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

Improved Teacher Outcomes

perception of teacher efficacy
(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate
(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

www.pbis.org

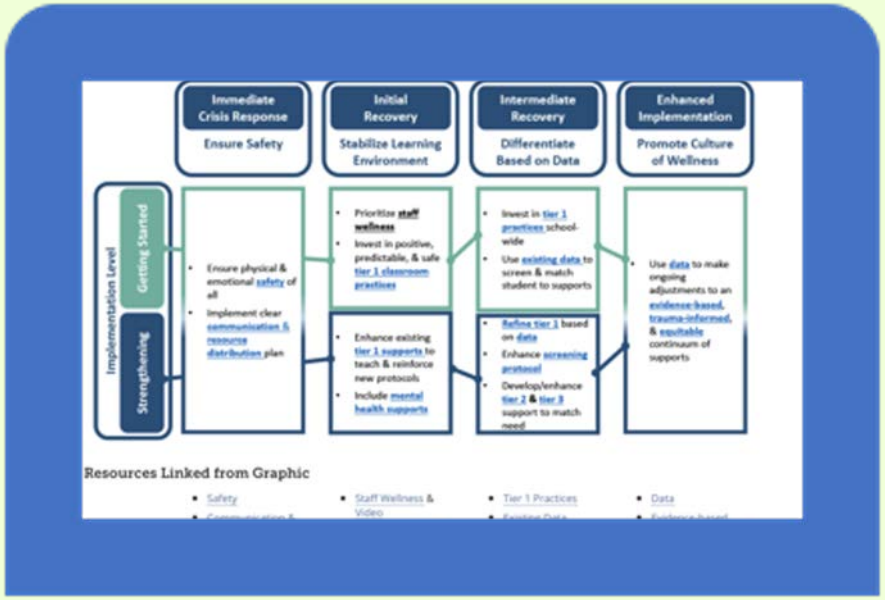
2. Back to Basics

To support students, families, and ourselves, go back to basics!

Check out our Practice Brief on

Supporting PBIS Implementation through Phases of Crisis Recovery

https://www.pbis.org/resource/supporting-pbis-implementation-through-phases-of-crisis-recovery



https://www.pbis.org/current/returning-to-school-during-and-after-crisis

CENTER ON PBIS Positive Behavioral Interventions & Supports

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.

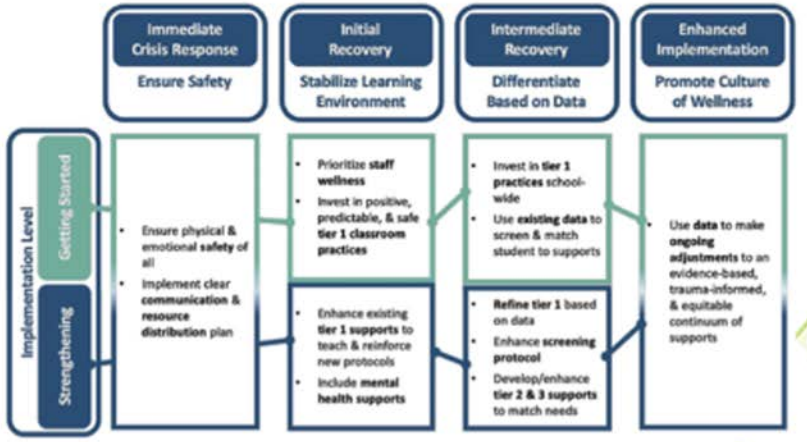
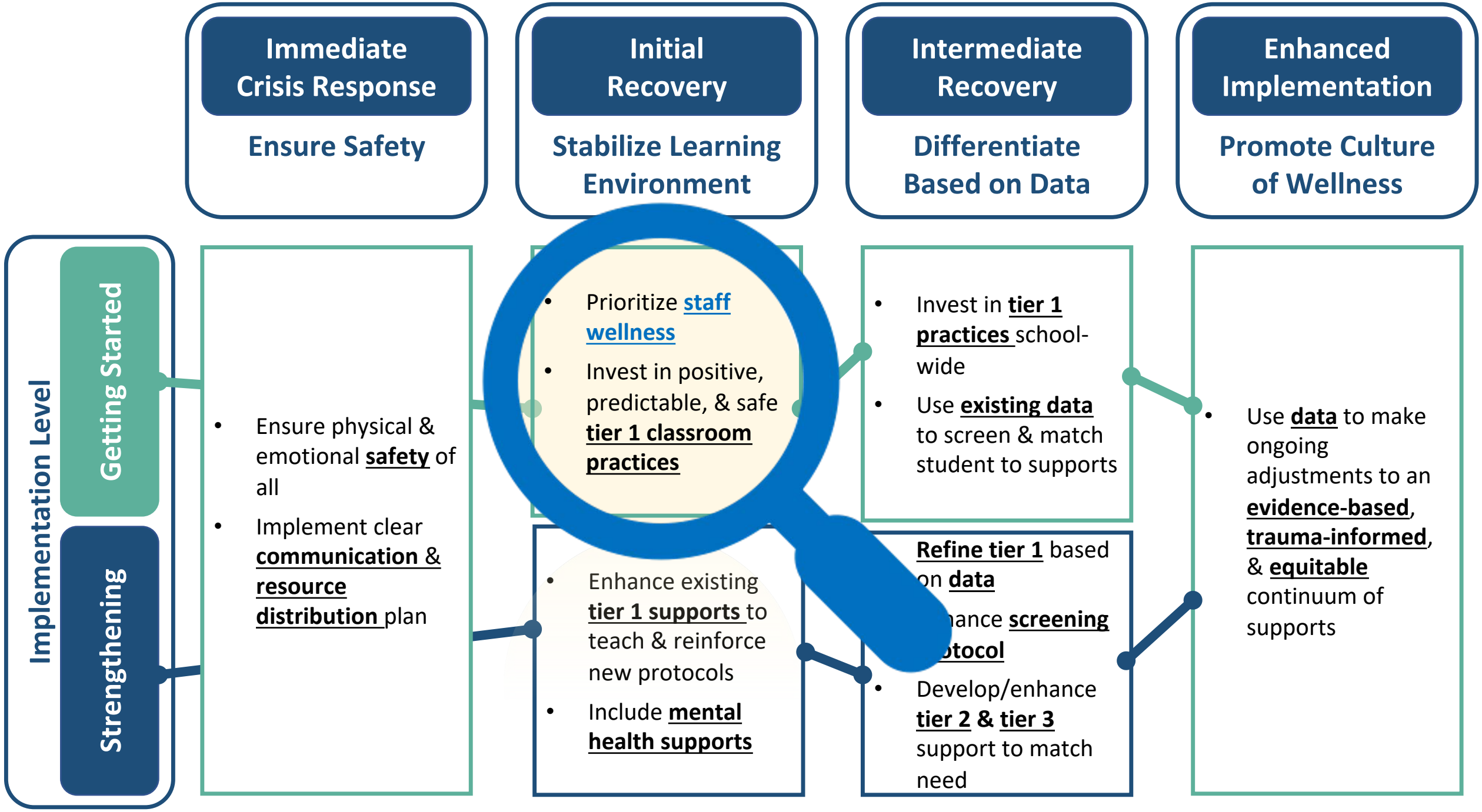


Figure 1. Key actions by implementation level and crisis response phase.

More comprehensive information can be found in the Supporting Schools During and After Crisis[1] section of the Center on PBIS website[2].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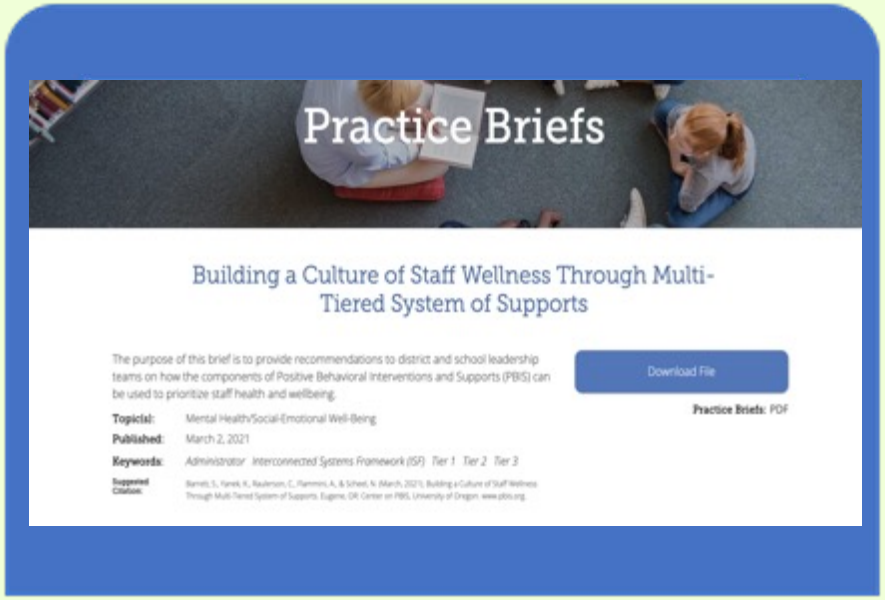
Use data to make ongoing adjustments to an evidence-based, trauma-informed, & equitable continuum of supports

Check out our Practice Brief on

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

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



CENTER ON PBIS Positive Behavioral Interventions & Supports

March 2, 2021

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 warmth for staff, positive relationships with colleagues, and improved school leader ability to advocate for necessary resources at the district level to support staff and students (Bradshaw 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/stress for educators (Grayson & Alvarez, 2008; Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 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 (Johnson et al., 2005; Wildeman et al., 2014).

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 https://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 life

Prioritize Staff Wellness

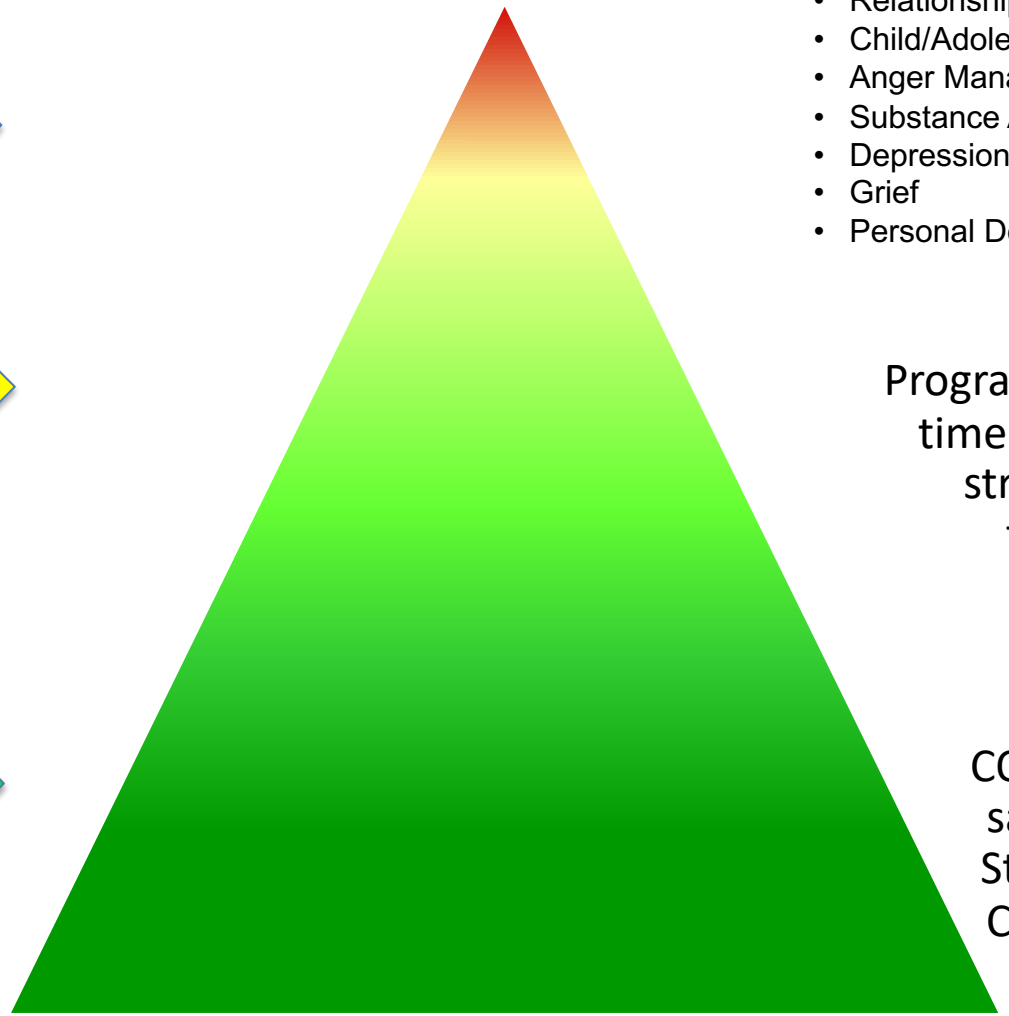
- Focus on Universal Prevention to Promote Wellness for All
  - Provide space for self care and recovery
  - Use Human Resources/Employee Assistance/Insurance Plan
  - Build awareness, show benefits of enhancing Tier 1
  - Reduce demands – integration and de-implementation

Public Health Multi-Tiered Framework for Healthy Workforce

A few
5%

Some
15%

All
80%



Employee Assistance Program:
increased free telehealth sessions

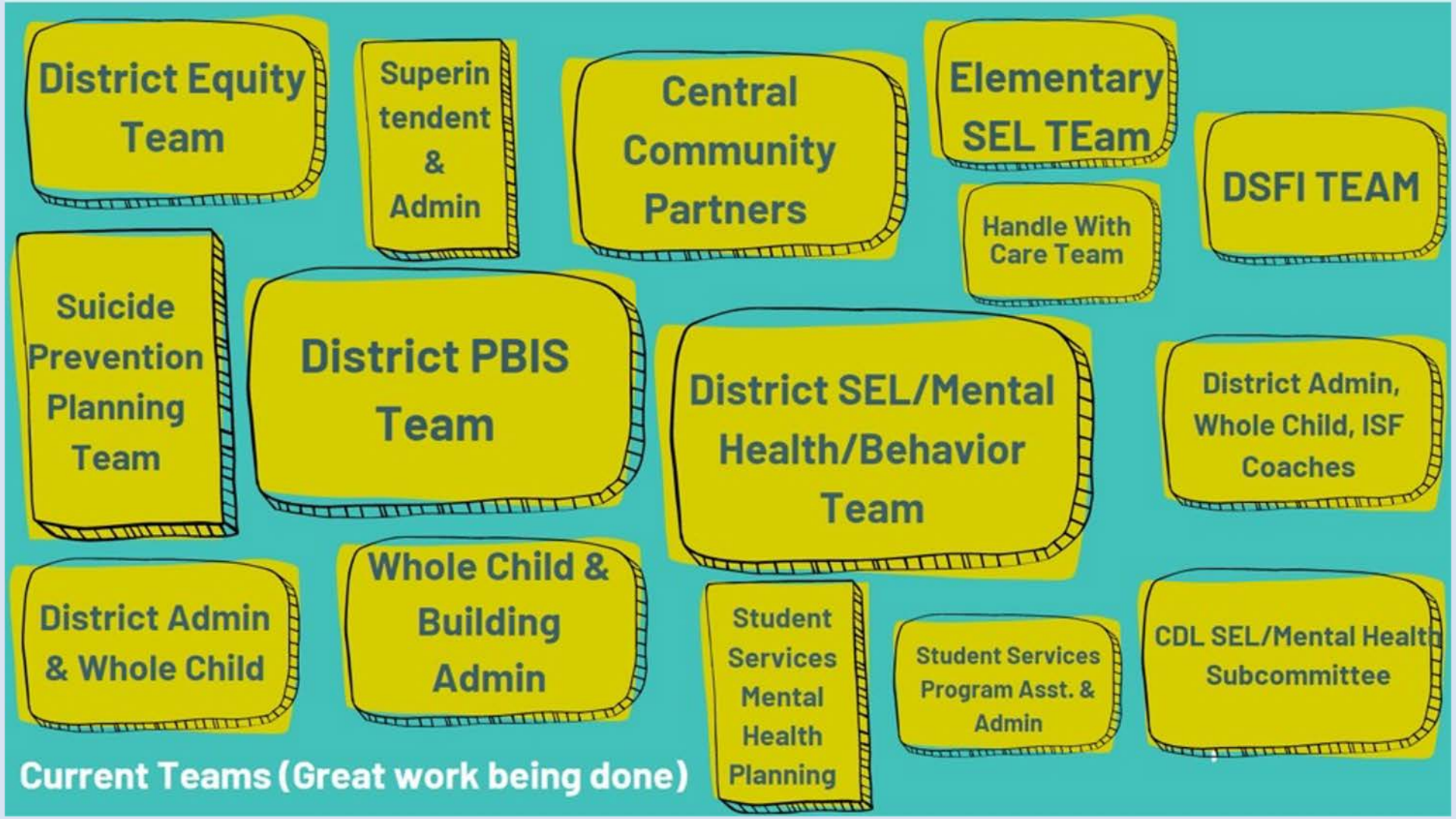
- Stress
- Job dissatisfaction
- Relationship Difficulties
- Child/Adolescent Issues
- Anger Management
- Substance Abuse
- Depression
- Grief
- Personal Development

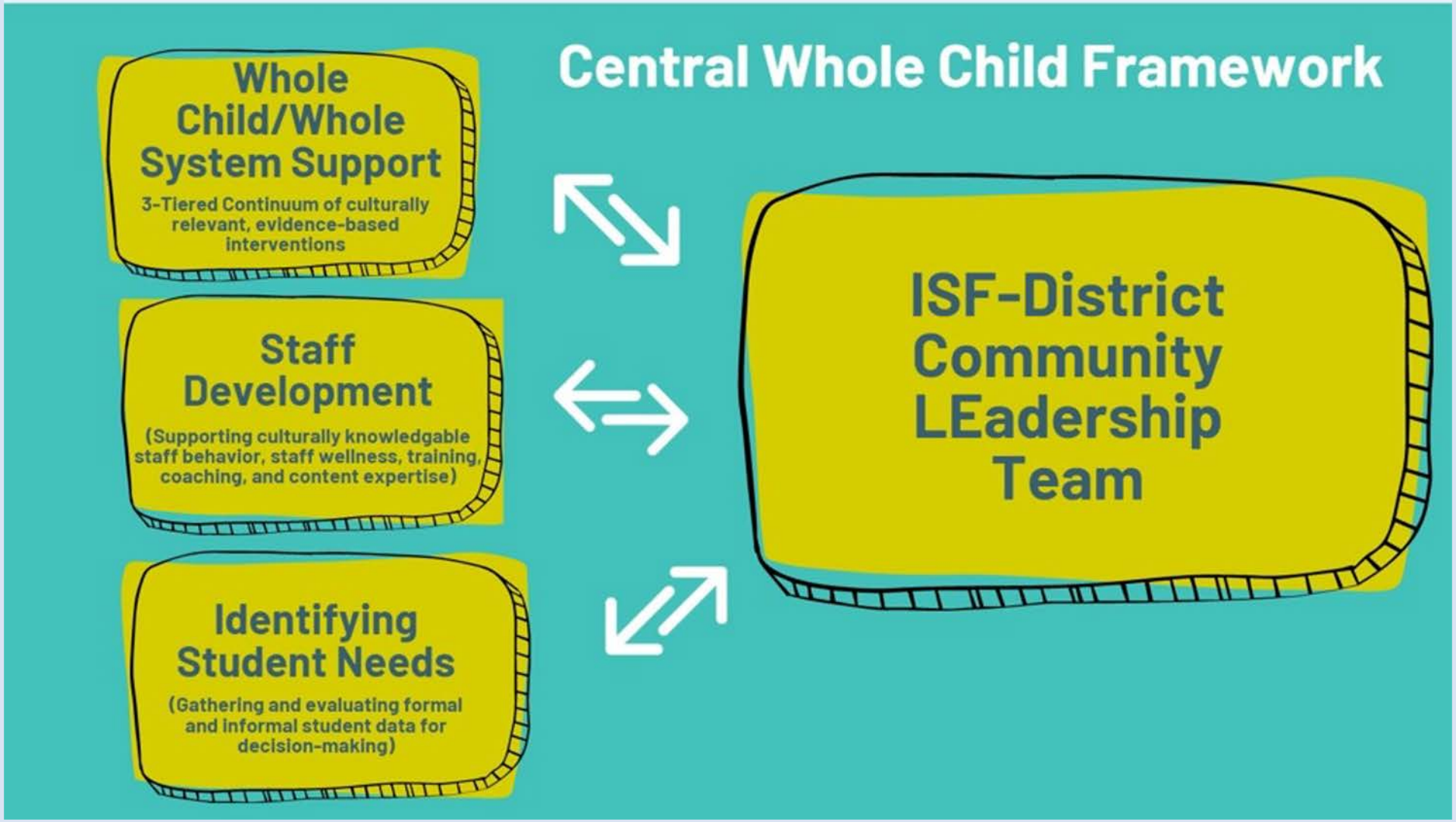
Employee Assistance Program/Department: Peer Checks, time in meetings for checking in, strengthening relationships, flexibility with schedule

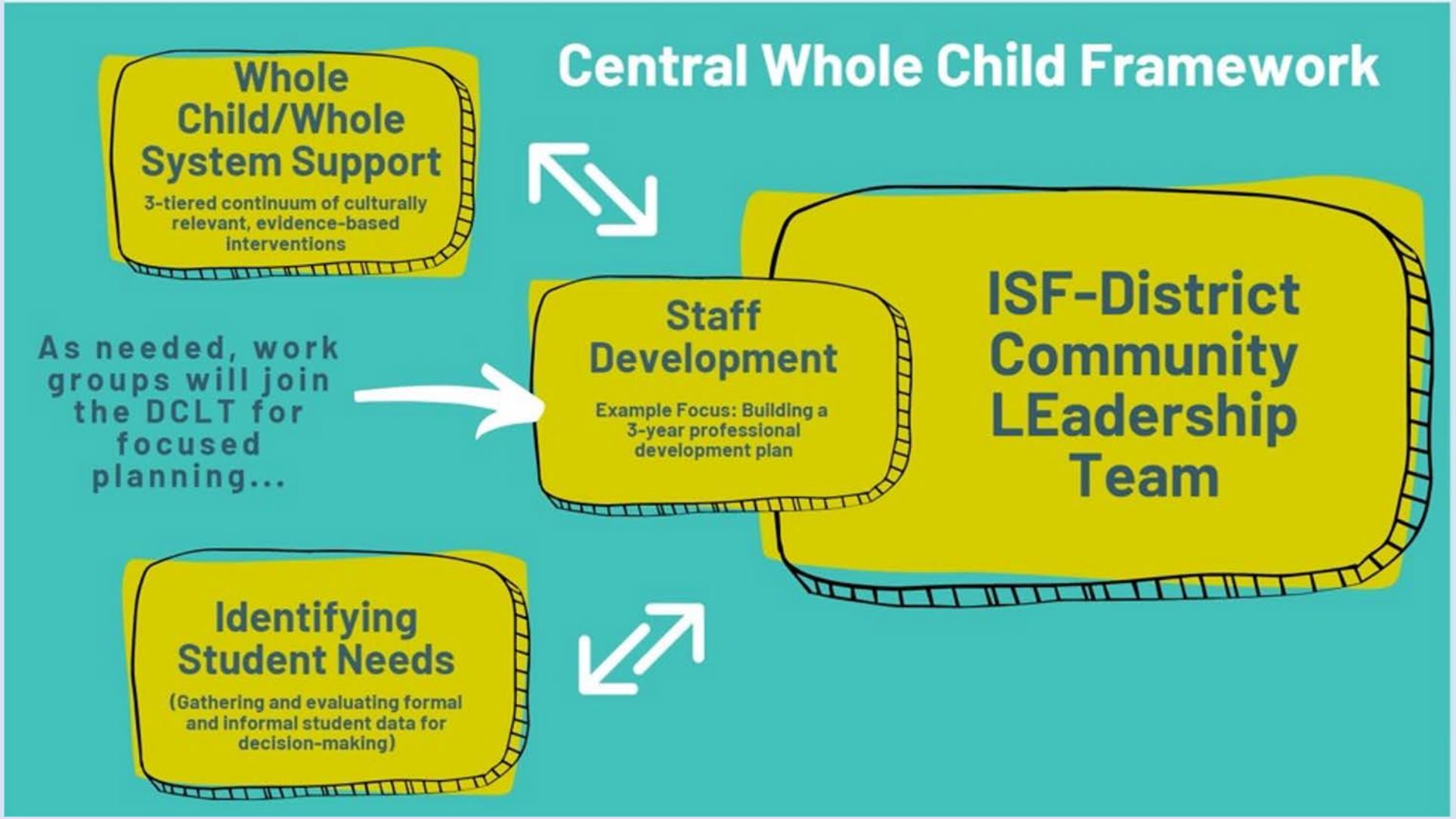
Employee Assistance Program: Medical benefits, leave
COVID: regular communication w/r safety tips from CDC, Coping with Stress Webinar Series, Family First Crisis Response Act, letter writing campaign

Walker et al. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *JEBD, 4*, 194 – 209.

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 knowledgable 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


Central Whole Child Framework
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
ISF-District Community LEadership Team
Identifying Student Needs
(Gathering and evaluating formal and informal student data for decision-making)

“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				
Tier 1 Components	How is Tier 1 component trauma-informed? How it connects with SEB skill?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations ●Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, & managing feelings) ●Teach social-emotional and behavior lessons, embed with academic lessons • Use positive behavior game strategy to build fluency ●Use morning circle routine across all classrooms to practice new skills and build classroom community ▪ Use biology breaks to get up and move.	X	X	X	X
Feedback and acknowledgement system ·Use feedback to increase the use of new skills across locations ·Teachers model calm response when providing feedback ·Use the system to prompt all staff to increase positive greetings and positive social interactions across the day	X	X	X	X
Active Supervision (scan, move and interact with students during transitions and non- classroom locations) ·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.	X	X		

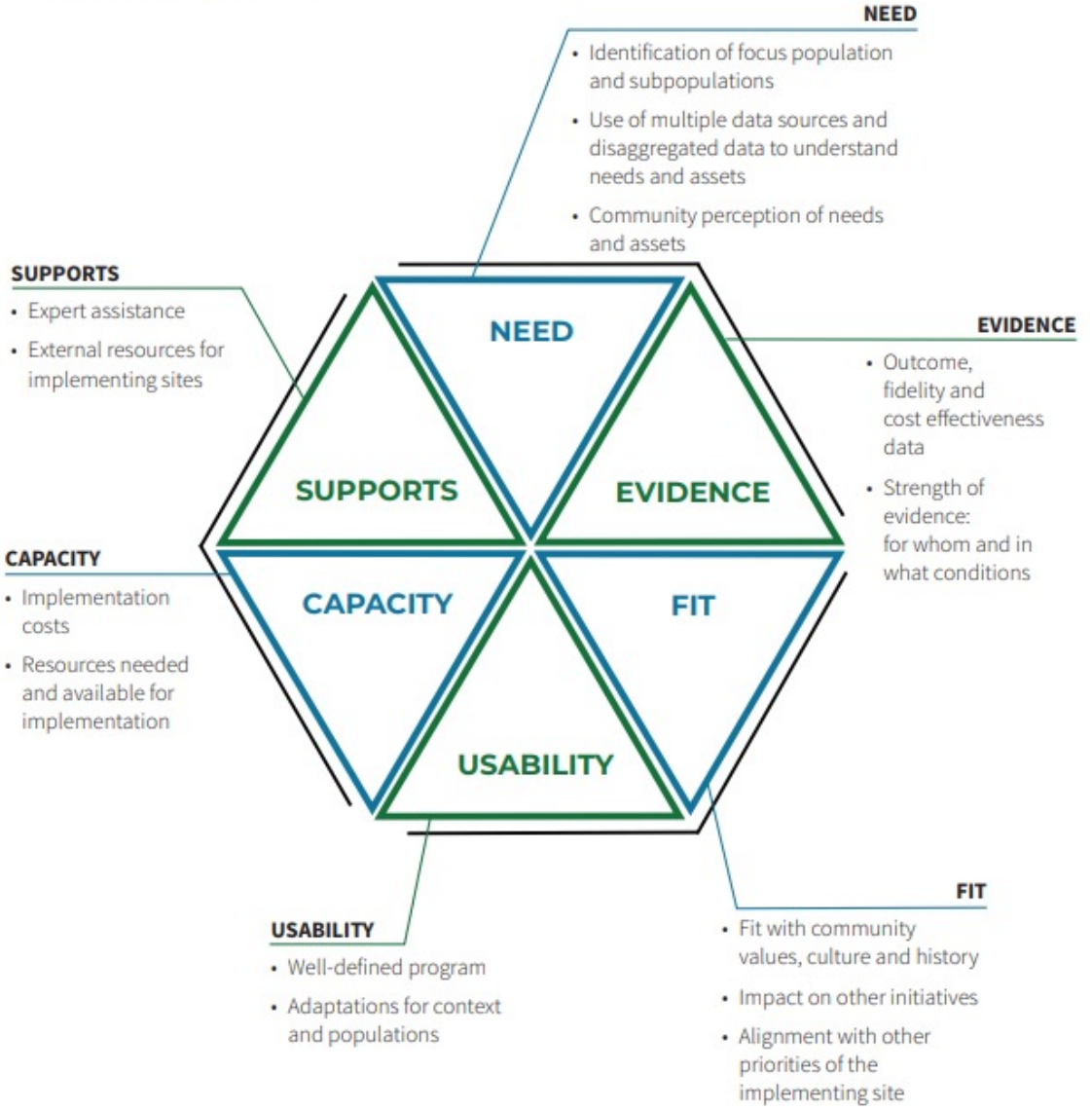
Hexagon Tool

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

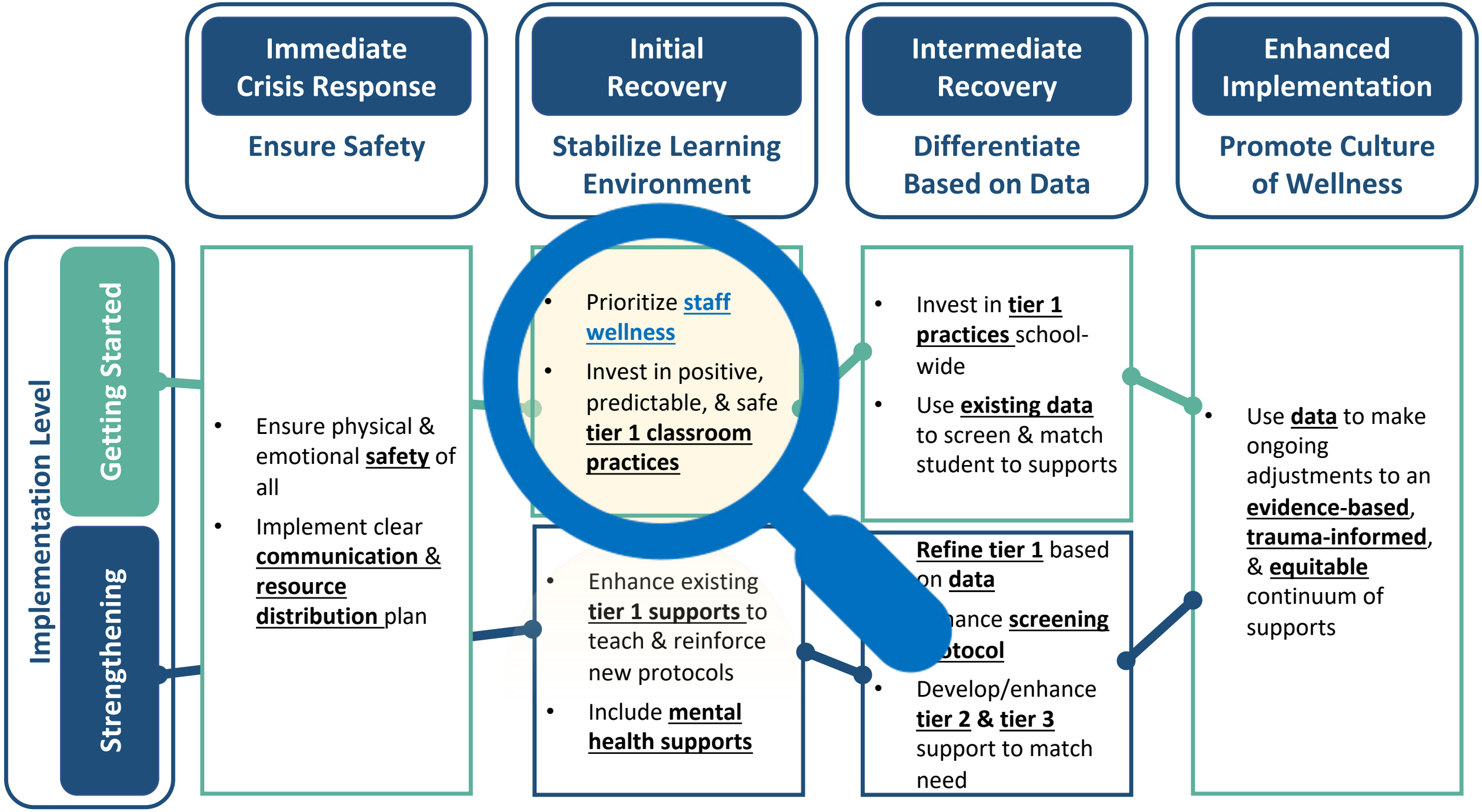
https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool_September2020_1.pdf

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and assess the fit and feasibility of potential programs and practices for use. It includes three **program indicators** and three **implementating site** indicators.



NIRN | NATIONAL IMPLEMENTATION RESEARCH NETWORK
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE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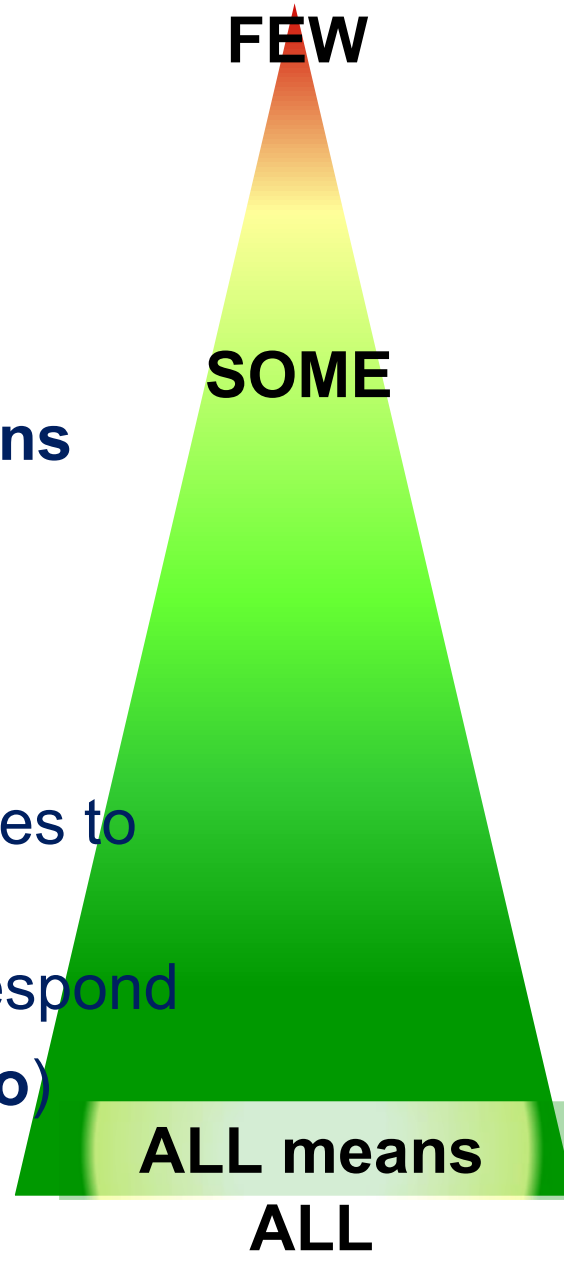
Use data to make ongoing adjustments to an evidence-based, trauma-informed, & equitable continuum of supports

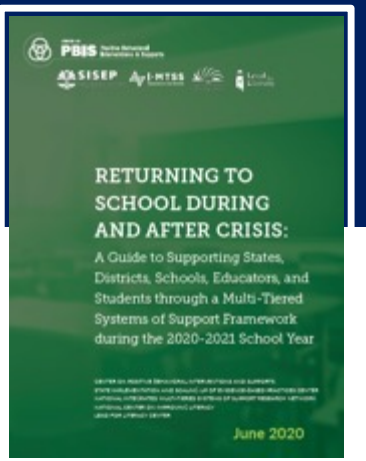
https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-classroom-within-a-pbis-framework

Top Ten Tier 1 Practices to Support *ALL* Students' *Social, Emotional, and Behavioral Wellbeing*

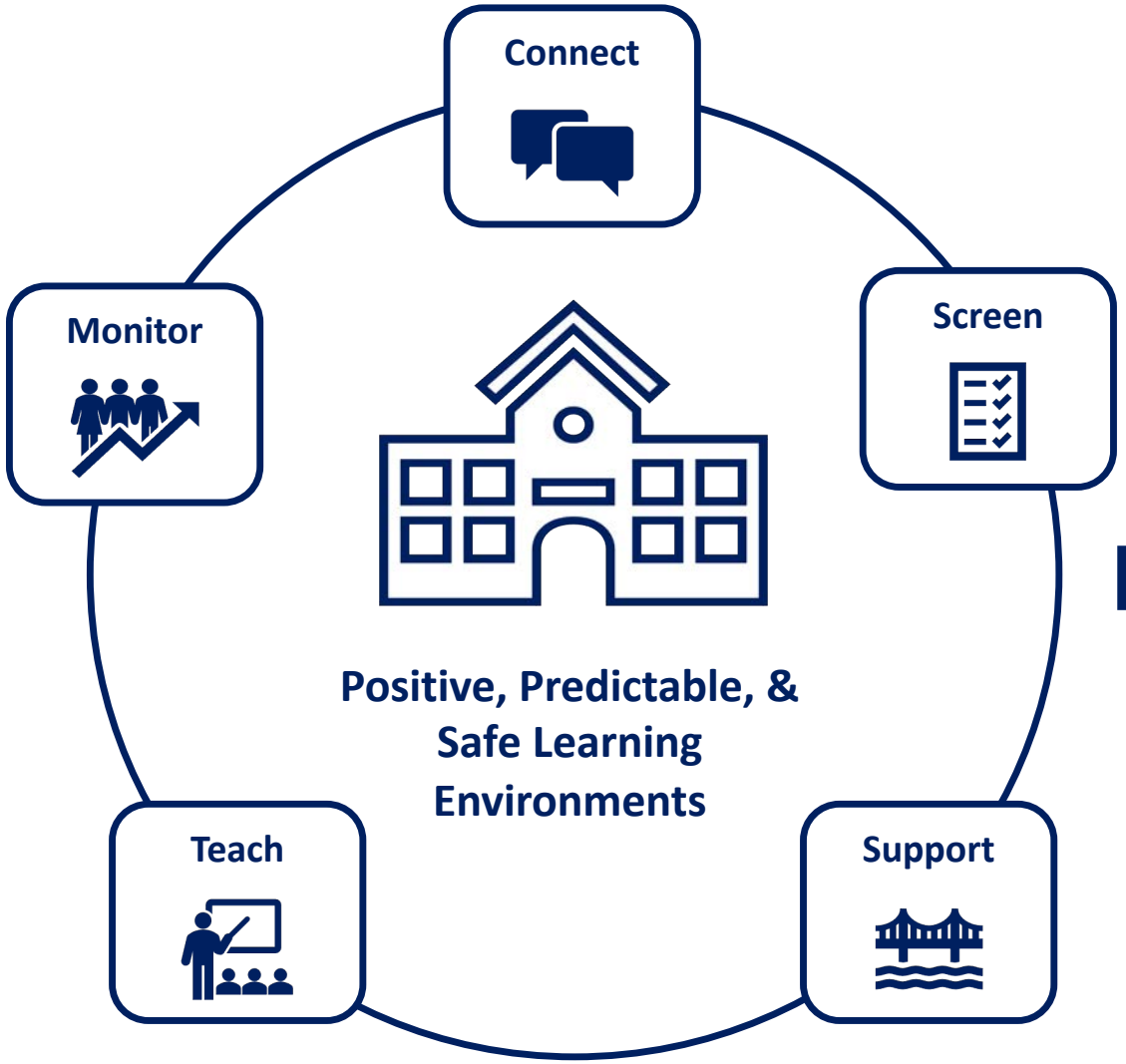
1. Design & adapt the **physical environment**
2. Develop & explicitly teach **routines**
3. Post, define, & teach 3-5 positive **expectations**
4. Promote active **engagement**
5. Provide **prompts**
6. Actively **supervise**
7. Use behavior-specific **praise** & other strategies to acknowledge
8. Use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

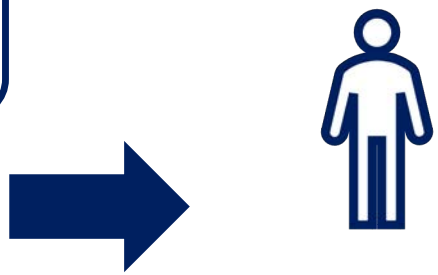


“Back to Basics”



https://www.pbis.org/resource/returning-to-school-during-and-after-crisis

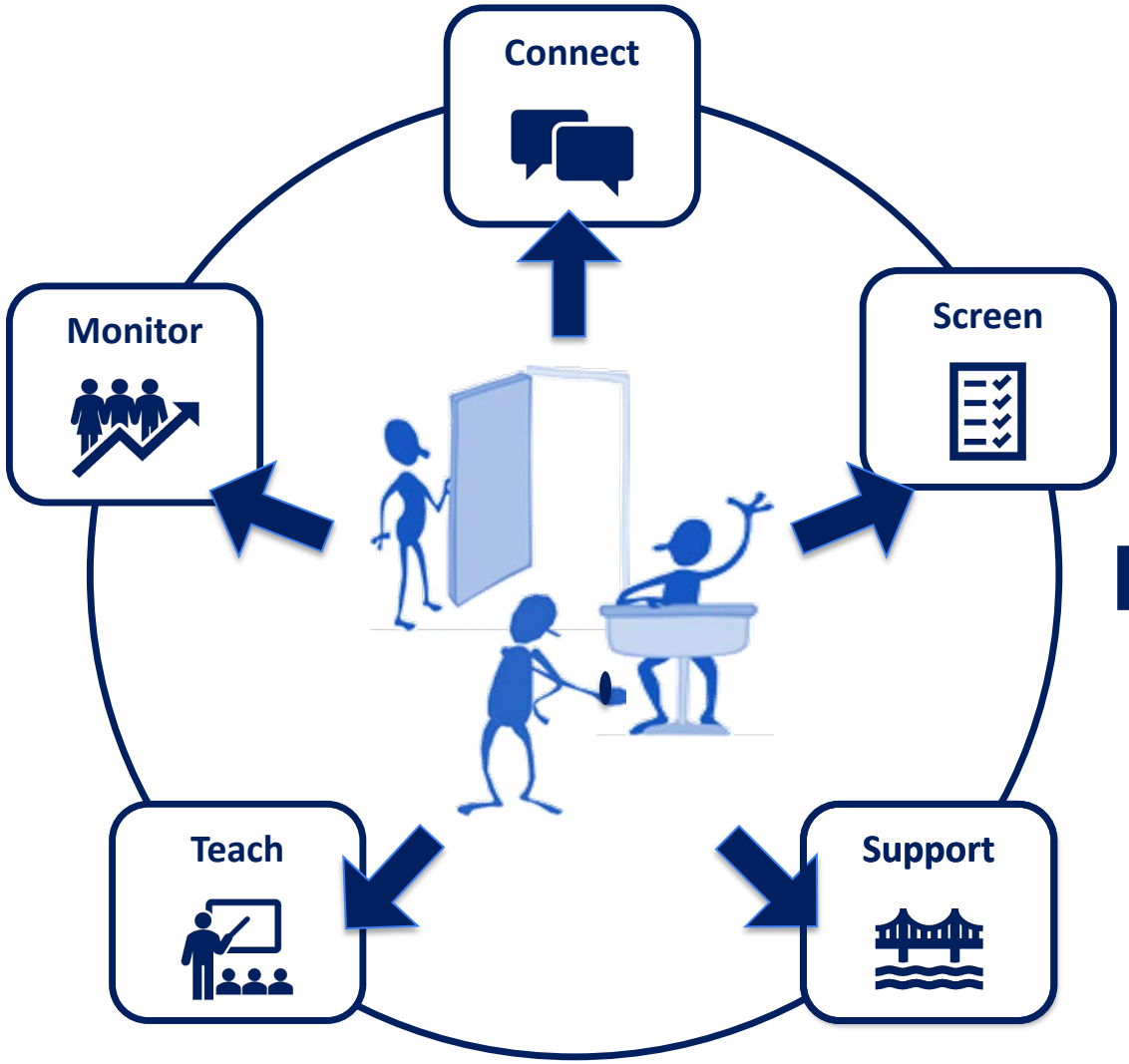




Students’ Social, Emotional, Behavioral, & Academic Growth

3 Simple Practices that Do It All!

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

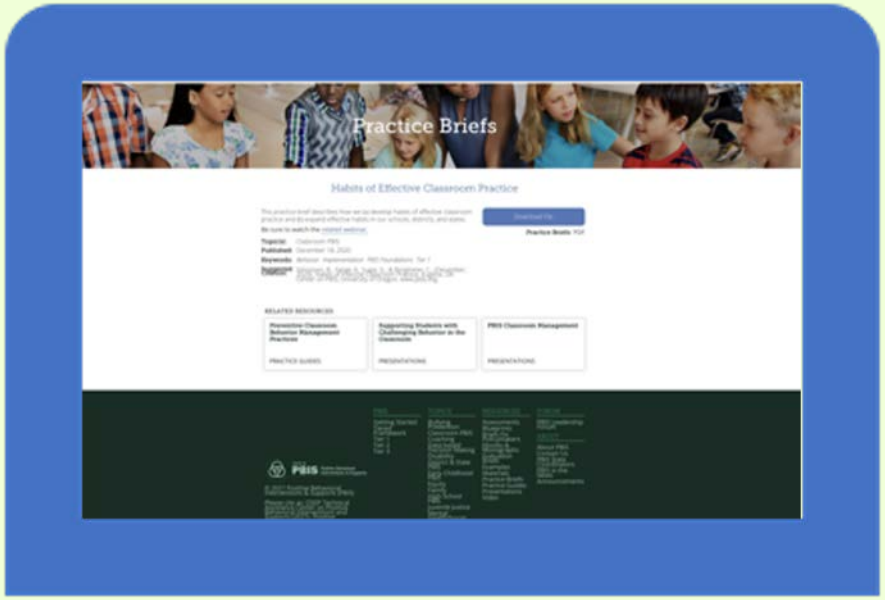


Students' Social, Emotional, Behavioral, & Academic Growth

Check out our Practice Brief on

Habits of Effective Classroom Practice

https://www.pbis.org/resource/habits-of-effective-classroom-practice



CENTER ON PBIS Positive Behavioral Interventions & Supports

Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In "*The Power of Habit*," Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (responses) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
Example 3	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.

How can we develop habits of effective classroom practice?

Although we can develop habits accidentally (e.g., give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage in a different behavior, and experience a different consequence (see example below).

	Antecedent	Behavior	Consequence
Example 3 (revised)	Parent chooses candy-free check-out line at store	Parent engages child in "line game" while waiting	Parent avoids screaming and enjoys child's attention

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success, building effective habits, celebrating accomplishments, and sharing with others.

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	B	C
Antecedent	**Behavior**	**Consequence**

• **Redesign environment**
  • add greeting poster (or slide on screen)
  • prep in advance of class
• **Add reminder**
	• **Teach & practice greetings until they become a habit**
	• **Track greetings to ensure each student is greeted**
		• **Tell yourself, "nice greeting"**
		• **Celebrate with class for efficient and positive start to class**
		• **If you forget, add a prompt for next time**

Shelton School District, Washington State

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.

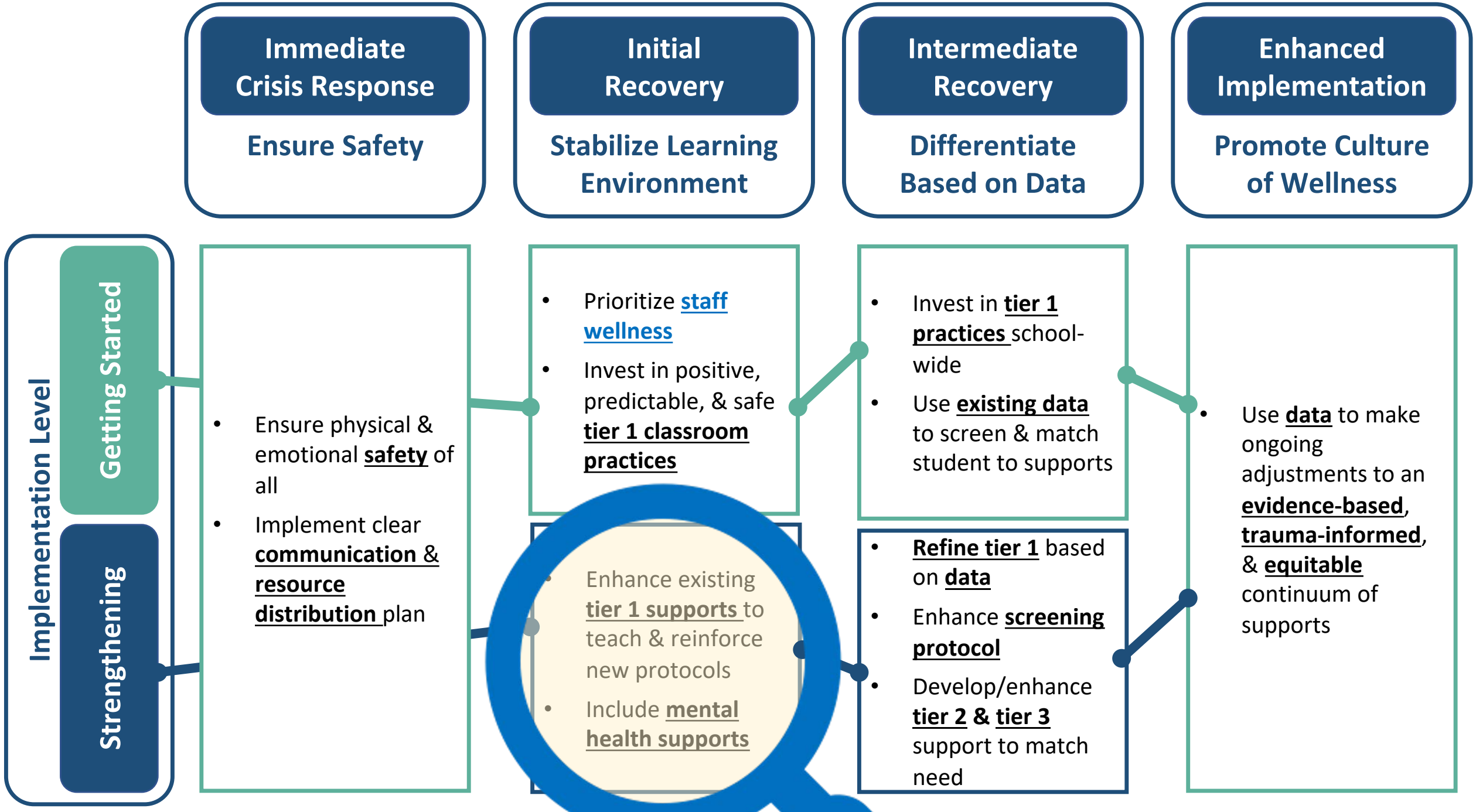
Promote a Climate of Belonging

Shelton School District, Washington State

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

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

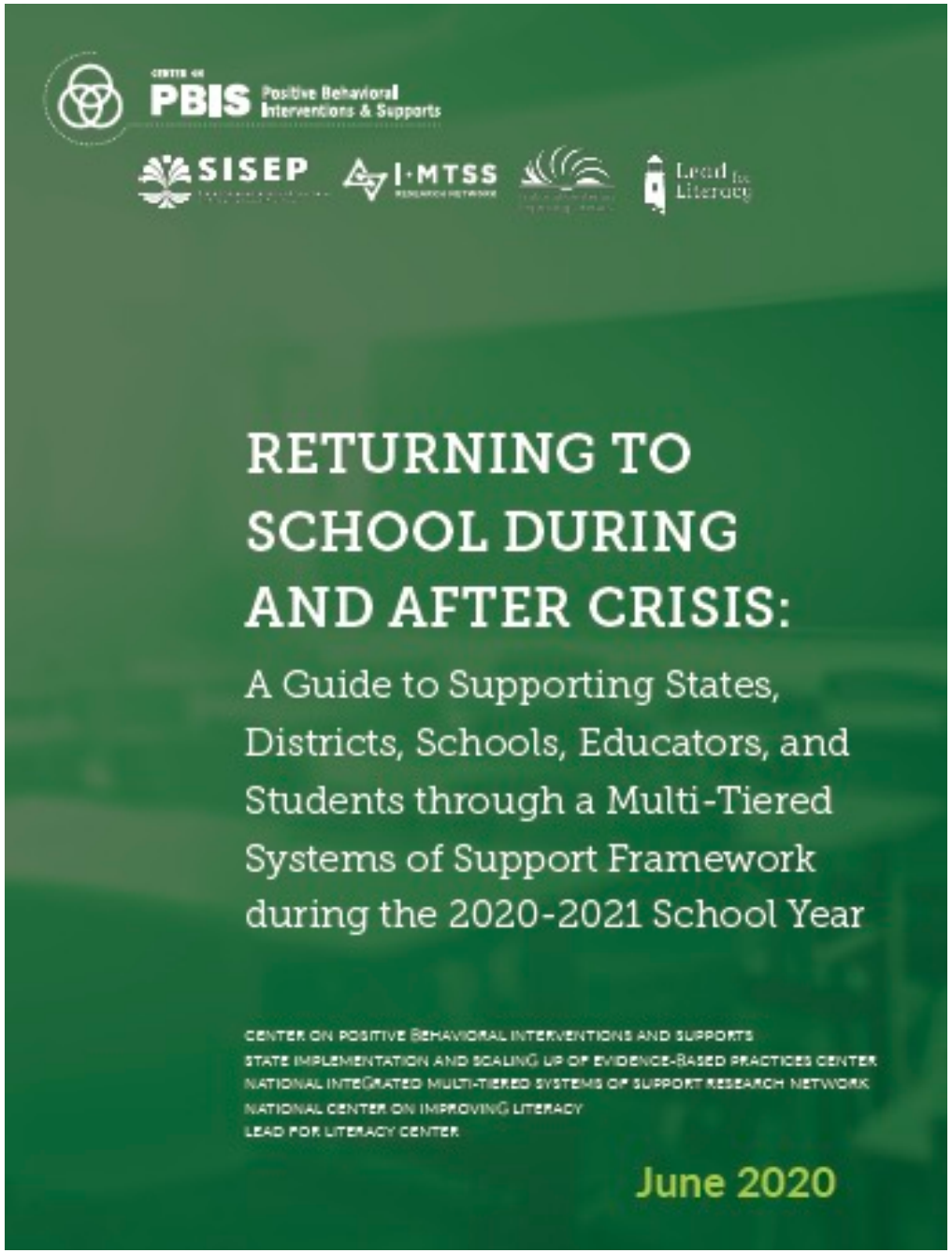
Acknowledging Diversity/Integrating the Arts

- 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."



Center on PBIS

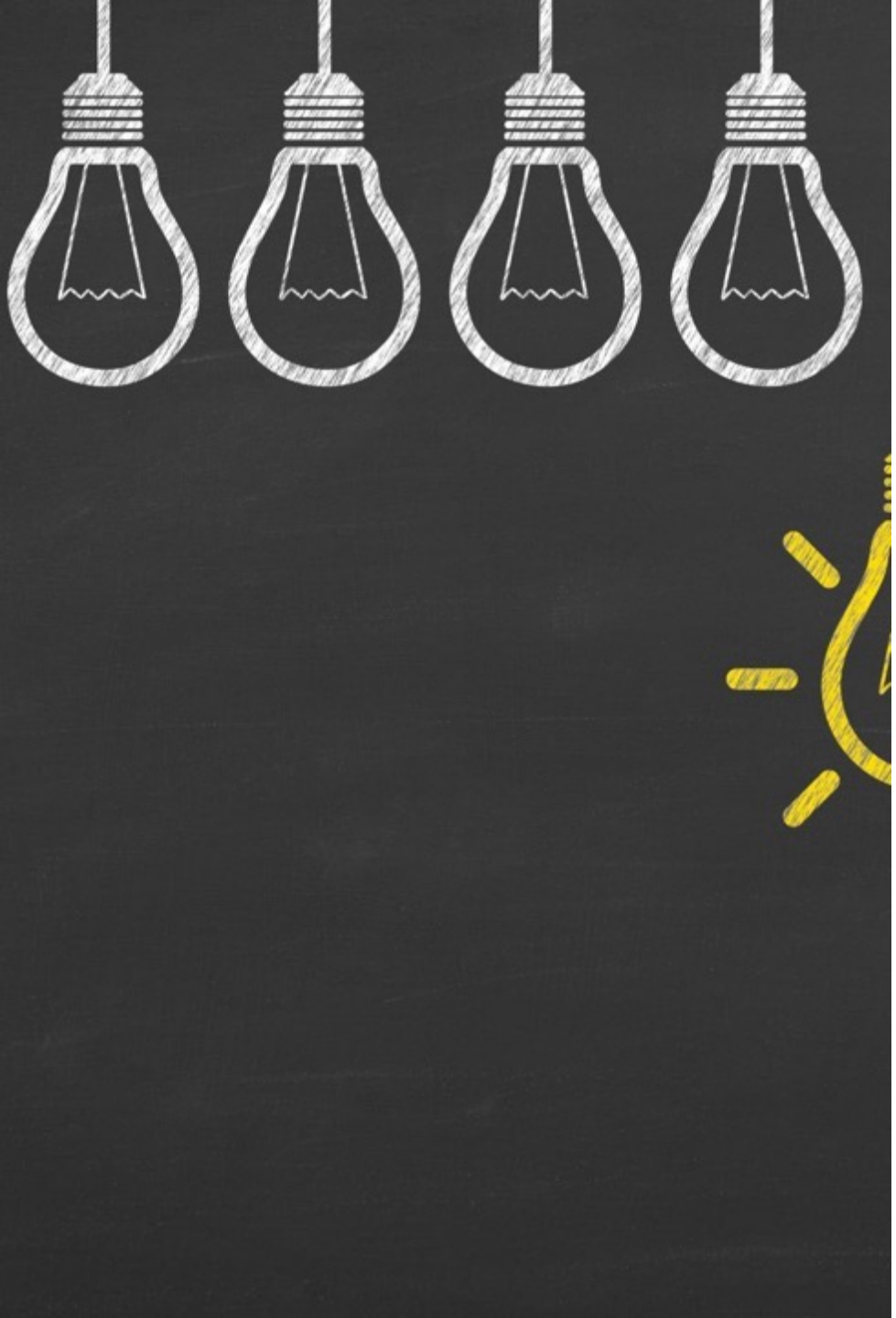
State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)

National Integrated MTSS Research Network

National Center on Improving Literacy

Lead for Literacy Center

https://www.pbis.org/resource/returning-to-school-during-and-after-crisis



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

SCAN ME

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!