

Teaching Social Emotional Behavioral Competencies with a PBIS Framework

Susan Barrett

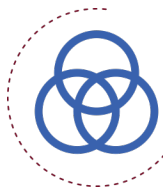
Center on PBIS

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www.pbis.org

<https://www.pbis.org/resource/teaching-social-emotional-competencies-within-a-pbis-framework>



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Objectives

Describe how school personnel can teach social emotional competencies within a PBIS framework to support systemic, school wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives.

Selecting Evidence Based Curriculum

Hexagon Tool

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

IMPLEMENTING SITE INDICATORS

CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financial capacity
- Structural capacity
- Cultural responsiveness capacity

Buy-in process operationalized

- Practitioners
- Families

FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

PROGRAM INDICATORS

EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

SUPPORTS

Expert Assistance

Staffing

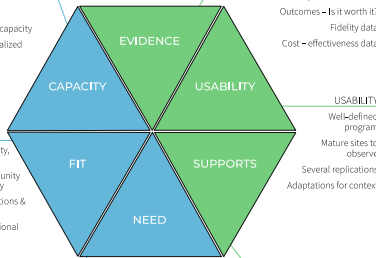
Training

Coaching & Supervision

Racial equity impact assessment

Data Systems Technology Supports (IT)

Administration & System



Consumer Guide to Selecting Evidence-Based Mental Health Services

Consumer Guide to Selecting Evidenced Based Mental Health Services within a SWPBS model

Assessment

- An assessment has been conducted to determine the need, risk and intensity of the services. These may include the following depending on the presenting problem and the level of risk student presents with.
 - Strengths assessment i.e.; Strengths and Difficulties Questionnaire (Goodman, 1997)
 - Functional behavioral assessment
 - Social skills assessment i.e.; (SSIS, SRS)
 - Mental health functioning rating scales i.e.; Self-Report Youth Inventories
 - Risk assessment
 - Diagnostic assessment
- Results of the assessment indicate the strengths and skill deficits of the student YES / NO
- Assessment results are reviewed at the appropriate continuum of behavior support team (universal, tier II, tier III) YES / NO
 - to determine the appropriate school based intervention and/or
 - referral, in conjunction with the school team, to a more qualified mental health professional if needed to assess risk YES / NO

Intervention Selection

Selection of the intervention:

- matches strengths and skill deficits of the student/s YES / NO
- allows clear and measurable outcomes YES / NO
- allows school teams to build on current successful strategies YES / NO
- matches the developmental level of the student/s YES / NO
- matches the expertise of the provider YES / NO
- is culturally appropriate or adapted to meet linguistic/cultural appropriateness of the student YES / NO
- emphasizes the SW-PBS problem solving logic: Data, Practices & Systems YES / NO

Protocol to Identify MH EBPs Within PBIS Framework

Protocol to Identify Mental Health EBPs within the PBIS Framework.

Guiding Questions:

Addressing the Need in the School and Community

- Does the EBP explicitly address the identified needs?
- Does the EBP match the age level needs of the students?
- How strong is the evidence-base for the EBP?

Capacity to Implement with Fidelity

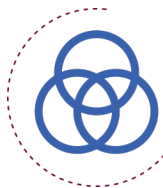
- Are the necessary resources and expertise to support initial implementation accessible including training, coaching, and performance feedback?
- Are the necessary resources and expertise to sustain implementation accessible including ongoing training, coaching, and performance feedback?
- Does the EBP have established fidelity measures, and, are the resources accessible to implement the fidelity measures?
- Is the expected building-level return on investment to implement the EBP with fidelity viewed as sufficient to warrant implementation?
- Is there sufficient commitment and resources to sustain implementation with fidelity over time?

Contextual Fit in School and Community

- Can the data system of the EBP integrate/align with the extant PBIS data systems?
- Does the EBP align with the cultural and linguistic characteristics in the school and community?
- Does the EBP fit with extant district and state priorities and initiatives?
- Does the EBP fit the organization structure in the targeted school(s)?

Scoring: For each question, assign a score of (1) = Low, (2) = Medium, or (3) = High per EBP. Total scores should be used to guide review, discussion and ultimate decision-making by the relevant team. Use of numerical scores devoid of discussion is discouraged.

EBP = Evidence-Based Practice



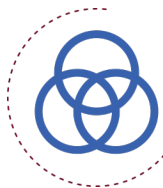
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PBIS Positive Behavioral Interventions & Supports

A Technical Brief Available at www.pbis.org

*Teaching Social-Emotional Competencies
within a PBIS Framework*

Barrett, S., Eber, L., McIntosh, K, Perales, K., Romer, N., April, 2018



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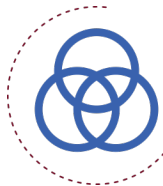
Current Status: Impact to Society Pre-Covid

- Suicide 2nd leading cause of death among teens in USA (June 2016)
- One in 5 youth have a MH “condition” that impacts social and academic success (5 million children and youth)
 - About 80% of those get no treatment
- School is “defacto” MH provider
 - Of those that do...75% receive services in schools
 - Youth are 6 times more likely to complete evidence-based treatment when offered in school than in other community settings.
- JJ system is next level of system default
 - more than 600,000 youth annually are placed in detention centers with mental health disorders 3X rate of general population.

Statewide High-Level Analysis of Forecasted Behavioral Health Impacts from COVID-19

Washington State Department of Health, Updated April 16th, 2020

- A surge in behavioral health symptoms; likely to be seen in phases
- Anxiety related issues becoming prevalent immediately through next 2-3 months,
- Increase in depressive symptoms peaking around Nov/Dec 2020 (a second wave?);
- Highest risk of suicide likely Oct-Dec 2020
- More people with behavioral health concerns were NOT receiving treatment (aprx 700,000) prior to the outbreak than the # of Washingtonians who were receiving treatment (aprx 695,000)



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Statewide High-Level Analysis of Forecasted Behavioral Health Impacts from COVID-19

Washington State Department of Health, Updated April 16th, 2020

- Efforts should focus on activating/augmenting existing community supports to increase social connections & encourage active coping skills
- Resilience can be intentionally taught, practiced, and developed (all ages)
- Community supports, lay volunteers, and all manners of social organizations and clubs are resources that can be developed to help reduce behavioral health symptoms for the general population and should be leveraged...

Big Idea: Mental Health is EVERYONE'S JOB

- From parents to principals to teachers to the lunch staff : Everyone helps create a safe, caring environment. A place where mental health problems aren't stigmatized. Everyone watches for warning signs in a child — such as changes in appearance, mood, headaches, slipping grades and missing class.
- Social Emotional Behavioral Competencies are embedded in ALL aspects of the curriculum and use of those skills are monitored by ALL STAFF

Designing Strategy: Be intentional

How do we expand our idea of what mental health is...

- Not just someone in an office getting supports from a “specialist”
- How do we normalize



How will we adjust our greeting strategy?

“Air High Fives”, “Air hugs”

How do we adjust in a virtual environment?



How will we adjust being social at a distance in class?



Mental health= strategies and skills for coping

- Daily Calm
 - Time to be still. Get comfortable, turn off lights, calming music
 - Time for breathing: slow, deep belly breaths
- Daily Activity and Movement
 - Walks, exercise, outdoor time
- Biology Breaks
 - Stand, stretch, move, mind break

Social Emotional Learning

- the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2017).

Big Idea

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010).

Data informed response...using PBIS/MTSS logic

Sample Responses	Using MTSS logic
Hire social emotional experts	Adapt role to include building capacity of ALL staff and participate in teams across tiers
Select SEB curriculum	Formal process, team based decision. Data used to prioritize skills. All instructional staff model, teach alongside academic content.
Train staff on trauma informed practices	Team based training. Time to embed new learning.
Strengthen partnerships with families and community providers.	Expanded Team uses school and community data to inform efforts across all tiers.

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- teaming,
- data,
- training/coaching systems
- explicit teaching of positively-stated behavior expectations across school settings.

Outcomes associated with Implementation



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, Roemer, & Horner, 2012)

school organizational health and school climate

(Bradshaw, Koth, Bevans, Isakonga, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety

(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

PBIS teaching has expanded to a broader range of desired student behaviors:

- social skills,
- emotional regulation,
- problem solving,
- and coping strategies

Instruction used to address internalizing mental health concerns (e.g., anxiety, depression;)

Need to Deliberately Integrate:

- Despite these advances, school teams implementing PBIS sometimes overlook teaching important social-emotional competencies or view this domain as separate from their PBIS framework.
- Instead of integrating social and emotional competency instruction within their PBIS framework, schools may implement a packaged social and emotional learning curriculum that is not connected to other behavior support systems in the school.

Use of PBIS Framework

- Skills taught are selected based on student need (data)
- Impact of teaching is measured through predetermined assessment (data)
- Instruction is adapted based on data (continuous improvement)
- This decision-making is done through representative teams

Recommendations for Teaching Social/Emotional Competencies Through PBIS

1. Implement Social/Emotional/Behavior Support through a single Team;
2. Expand the Data that Teams Use to Identify Which Skills to Teach
3. Promote Adult Wellness by Creating a Nurturing Staff Environment
4. Teach Social/Emotional Competencies Using the PBIS Instructional Systems;

District support to Building Teams

- Provide resources to coordinate and implement an expanded approach by providing time, training, and support for ALL staff to model, teach, and reinforce social-emotional competencies in students.
- Provide explicit statements that teaching social-emotional and behavior competencies is central to instruction and embedded in all aspects of the curriculum.

Expanded Use of Data: School, Family , Community

- Academic (Benchmark, GPA, Credit accrual etc)
- Discipline
- Attendance
- Climate/Perception
- Visits to Nurse, Social Worker, Counselor, etc
- Screening (teacher; family; youth view)
- Community Demographics
- Food Pantry Visits
- Families members deployed
- Families impacted by drug use, domestic violence
- Protective Factors
- Calls to crisis centers, hotlines, hospital visits
- Screening at multiple views

Name: _____

Location

Date: _____ Time: _____

Playground Library
Cafeteria Bathroom
A B C

Teacher: _____

Grade: K 1 2 3 4 5 6 7 8

Hallway Arrival/Dismissal

Referring Staff: _____

Classroom Other _____

Others involved in incident: None Peers Staff Teacher Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language Physical contact Defiance Disruption Dress Code Property misuse Tardy Electronic Violation Other _____	Abusive language Fighting/ Physical aggression Defiance/Disrespect Harassment/Bullying Dress Code Inappropriate Display Aff. Electronic Violation Lying/ Cheating Skipping class Other _____	Gain peer attention Gain adult attention Gain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other _____
Administrative Decision/Time Out of Class= _____		
Loss of privilege Time in office Conference with student Parent Contact	Individualized instruction In-school suspension (____ hours/ days) Out-of-school suspension (____ days) Other _____	Nurse School Counselor

What activity was the student engaged in when the event or incident took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	



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Develop Systems for Supporting Adults Implementing SEB Instruction within PBIS Framework

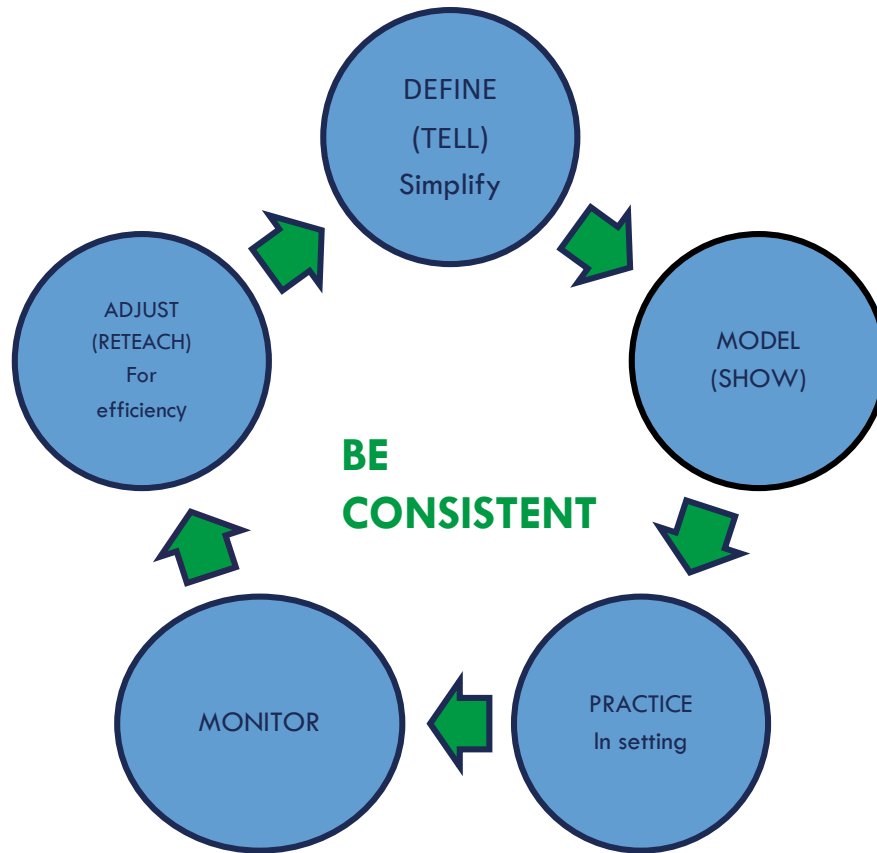
- Instructional approach
- Use data to get buy in and continuous improvement
- Showcase effort and impact
- Professional Development should be team led, data-driven with coaching

Alignment of SEB Instruction and PBIS

- From small number of staff delivering lessons to ALL staff providing opportunities to teach in ALL settings, ALL day

How?...

The Same Process for teaching Social Emotional Behavior as used for Academics



Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day



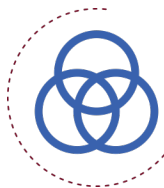
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Customize to fit your student and staff needs

- Staff, students and families customize to fit need.
- Prioritize skills
- If large number of students displaying problem behavior or experiencing stress...
 - Identify lessons within curriculum
 - Identify key strategies and skills
 - Add to matrix- common script used across day and content areas to provide opportunities to practice
 - Used as prompt and script for adults to model, prompt/pre-correct, re-teach, provide feedback



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The Cafeteria: Creating a Positive Mealtime Experience

- Support staff considering the cafeteria as a place to embed services in the natural context
 - Teaching how to socialize in the cafeteria
 - Teaching healthy eating habits
- Team approach that involves admin, teachers, café supervisors, food service personnel, students and families

RETHINKING SCHOOL LUNCH

"To create an inviting dining ambience that encourages healthy interaction and healthy eating—a place that students enjoy, that makes the lunch period a time they look forward to, and that helps them feel safe and valued at mealtime."

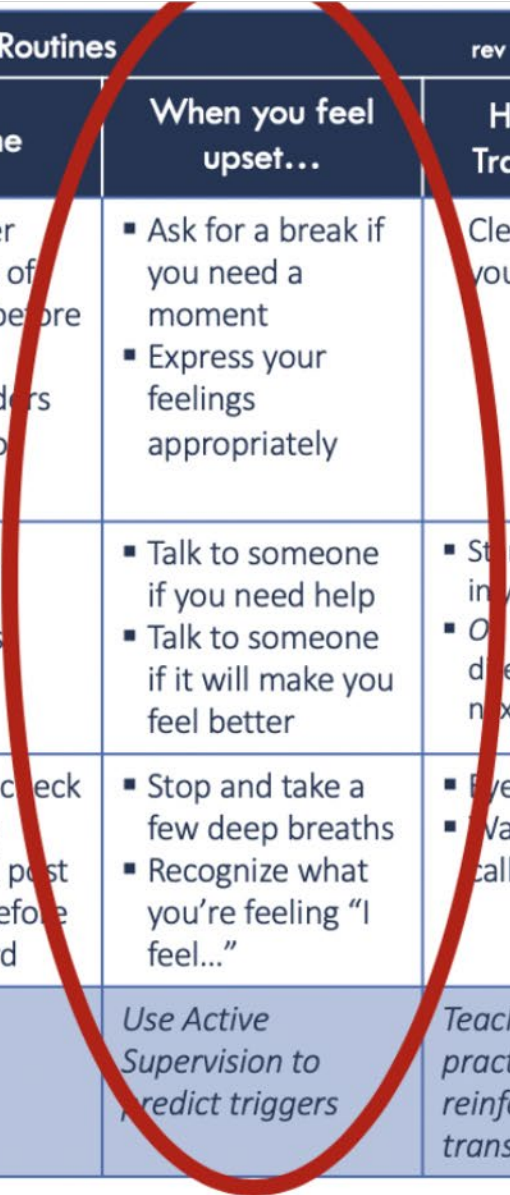
(Center for Ecoliteracy, 2010)

Schoolwide and Class-wide Calming Strategy

rev 11-4-19

The Williams HS Way	Classroom 214 Rules (Examples)	Classroom 214 Routines				When you feel upset...	How to Transition
		Welcome	Group Work	Online			
Respectful	<ul style="list-style-type: none"> • Raise hand • Track the speaker • Follow directions 	<ul style="list-style-type: none"> ▪ Say "good morning" to teacher and classmates ▪ Talk in soft voices 	<ul style="list-style-type: none"> ▪ Listen to your peers ▪ Take turns speaking ▪ Say "I like" 	<ul style="list-style-type: none"> ▪ Consider feelings of others before I post ▪ Standers ▪ Ask for ▪ rs 	<ul style="list-style-type: none"> ▪ Ask for a break if you need a moment ▪ Express your feelings appropriately 	Clean up your area	
Organized and Achieving		<ul style="list-style-type: none"> ▪ Take your seat 	<ul style="list-style-type: none"> ▪ Do your fair share ▪ Manage time carefully 	<ul style="list-style-type: none"> ▪ Double check sources before I post ▪ Think before I forward 	<ul style="list-style-type: none"> ▪ Talk to someone if you need help ▪ Talk to someone if it will make you feel better 	<ul style="list-style-type: none"> ▪ Stand, Push in your Chair ▪ Listen for direction to next activity 	
Responsible	<ul style="list-style-type: none"> • Stay on task • Offer to help • Apologize for mistakes 	<ul style="list-style-type: none"> ▪ Turn in homework ▪ Put materials in desk ▪ Begin work 	<ul style="list-style-type: none"> ▪ Do your fair share ▪ Manage time carefully 	<ul style="list-style-type: none"> ▪ Double check sources before I post ▪ Think before I forward 	<ul style="list-style-type: none"> ▪ Stop and take a few deep breaths ▪ Recognize what you're feeling "I feel..." 	<ul style="list-style-type: none"> ▪ Eyes on me ▪ Wait to be called 	
<i>Teacher's Role (Conditions for Learning)</i>	<i>Supervise all areas of classroom</i>	<i>Greet Students warmly Bell to bell activity posted</i>	<i>Actively supervise small group activities</i>	<i>Teach & practice routine monthly</i>	<i>Use Active Supervision to predict triggers</i>	<i>Teach, practice, reinforce transitions</i>	

Classroom is also anchored to the SAME School Wide expectations



Teaching Matrix		INCORPORATE Coping Strategies for Managing Stress						
		All Settings	Halls	Playgrounds	Lunch	Library/Comput	Assembly	Bus
Expectations	Respect	Be on time.		Have a plan.	Invite those sitting alone to join in			Watch for your stop.
	Achieving & Organized	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet or social lunch area Invite friends to join me	Whisper. Return books.	Listen/watch h. Use appropriate applause.	Stay in your seat.
	Responsible	Recycle.		Don't litter. Use garbage can.	Use my breathing technique Listen to my signals	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

For other schools, may be a social media concern....

Teaching Matrix		INCORPORATE Strategies for Using Technology						
		All Settings	Halls	Playgrounds	Technology	Library/Computer Lab	Assembly	Bus
Expectations	Respectful	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Words matter, pause and reflect before you post	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Achieving & Organized	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Check your feelings Re-read message	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Responsible	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Model for others double check sources and consider feelings of others	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

How will we teach social emotional behavior skills? When will we teach social emotional behavior skills?

Kick-off events

- Teaching staff, students and families the expectations and rules



On-going Direct Instruction

- Data-driven and scheduled designed lessons
- Pre-correction
- Re-teaching immediately after behavioral errors



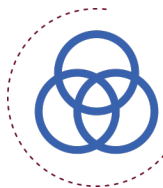
Embedding into curriculum

Booster trainings

- Scheduled and data-driven

Continued visibility

- Visual Displays – posters, agenda covers
- Daily announcements
- Newsletters



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Understanding Types of Groups

Monitor Data, Select Practice, Install Systems

Basic

REMEMBER to Consider: structure, skills taught, staff skills, location, and frequency
Matched to student need with instructional focus, skilled staff (i.e. group dynamics, content, behavior science, clinical)

Complex

- Behavior– Core Curriculum taught by teacher daily to all
- Small group taught inside classroom weekly by teacher or support teacher
- Self-management cards for some students

- Pro-Social Skills-Core SEL curriculum
- Taught by range of staff with teaching background
- Outside of the Classroom
- 2/week

- Coping Skills-pulled from SEL curriculum
- Add emotional regulation feature
- Taught by staff with technical skills
- Inside of the Classroom
- 2/week

- Coping Power
- Taught by Staff with advanced technical skills
- Outside of the Classroom
- Daily



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“Social & Academic Instructional Groups”

(sample coping skills group)

Daily Progress Report (DPR) Sample

NAME: _____ DATE: _____

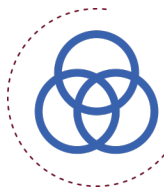
EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe Label feeling Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use calm words with peers	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Let teacher know feeling temperature if above yellow	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							

Thank you

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