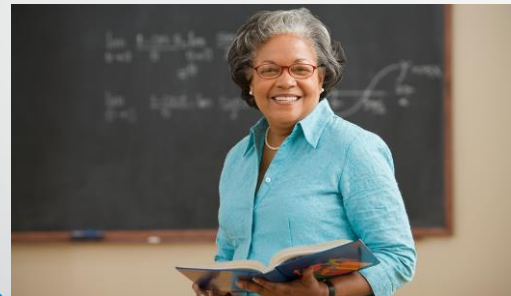




The Role of Social, Emotional and Behavioral Wellness in Positive Behavior Support



Rob Horner
University of Oregon
USA



Utvecklingscentrum för barns psykiska hälsa
Center for Progress in Children's Mental Health

Goals



- Review current “core features” of PALS as it is being done in the U.S. under Positive Behavioral Interventions and Supports (PBIS)
- Link the roles of social, emotional and behavioral wellness with the core practices, system and data of PALS
- Address questions you have about how PALS can promote social, emotional and behavioral wellness





Assumptions

- Some of you are very experienced with the features and impact of PALS
- Others are new to the idea of a PALS as a “behavior support framework”
- We all share a common commitment to social, emotional and academic success for ALL students
- Each of us brings our unique experience and knowledge to the task of educating children. This naturally leads to questions.

Values + Science = Student Social and Academic Success

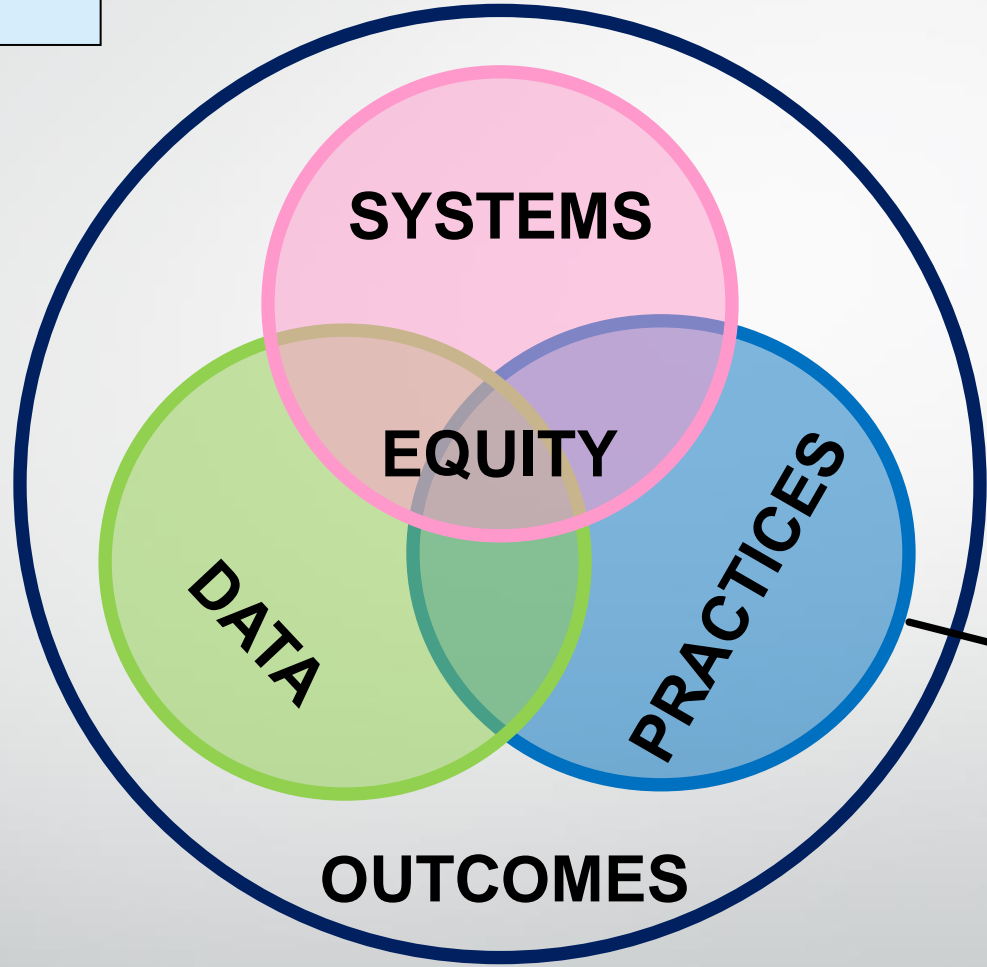
- PALS starts with *values*
 - An effective educational community is based on core values
 - Integrity, honesty, empathy, commitment
 - Respect, responsibility, kindness, safety for self and others
 - The importance of academic and social success for all students
- PALS assumes *personal reflection*
 - What do these values mean for you as an individual
- PALS provides the *practices and systems* to produce both academic and social success
 - Collectively, what does “success” look like. What do we see, count, hold ourselves accountable for.
 - What actually “works”... what are the smallest changes that result in the largest outcomes (social outcomes and academic outcomes)?



School-wide PBIS/PALS

Supporting Staff Behavior

Supporting Decision Making



Supporting Student Behavior

Social Competence & Academic Achievement



U.S. Schools Using PBIS

August 2021



30,000 schools in US using PBIS

All 50 states

Over 30% of all public schools

Over 15,000,000 students



PBIS (PALS) is being used in 21 countries

What is School-wide Positive Behavior Intervention and Support ? (PALS/PBIS)

- School-wide PALS/PBIS is:
 - A multi-tiered *framework* for establishing the **social culture** and **behavioral supports** needed for a school to achieve behavioral and academic success for all students.
- Evidence-based features of PALS/PBIS
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual intervention supports.
 - Implementation of the systems that support effective practices



Why PALS/PBIS?

- The fundamental purpose of PALS/PBIS is to make schools more **effective, efficient and equitable** learning environments for **all** students.

Predictable

Positive

Consistent

Safe

Major Message

***Establishing a positive social culture
improves academic outcomes***



The Norwegian Center for
Child Behavioral Development

Scandinavian Journal of Educational Research
Vol. 51, No. 5, November 2007, pp. 471–491

 Routledge
Taylor & Francis Group

Immediate Impacts of PALS: A school-wide multi-level program targeting behaviour problems in elementary school

Mari-Anne Sørлие* and Terje Ogden
University of Oslo, Norway

Emotional and Behavioural Difficulties
Vol. 12, No. 2, June 2007, pp. 105–117

 Routledge
Taylor & Francis Group

Building strength through enhancing social competence in immigrant students in primary school. A pilot study

Terje Ogden*, Mari-Anne Sørлие and Kristine Amlund Hagen
The Norwegian Center for Studies of Conduct Problems and Innovative Practice, Unirand, University of Oslo, Norway



Arnesen, A., Ogden, T. & Sørлие, M-A. (2006). *Positiv atferd og støttende læringsmiljø i skolen [Positive Behaviour and Supporting Learning Environment in School]*. Oslo. Universitetsforlaget.

The book also published in Denmark and Sweden , 2008.

School-Wide Positive Behavior Support–Norway: Impacts on Problem Behavior and Classroom Climate

Mari-Anne Sørli and Terje Ogden

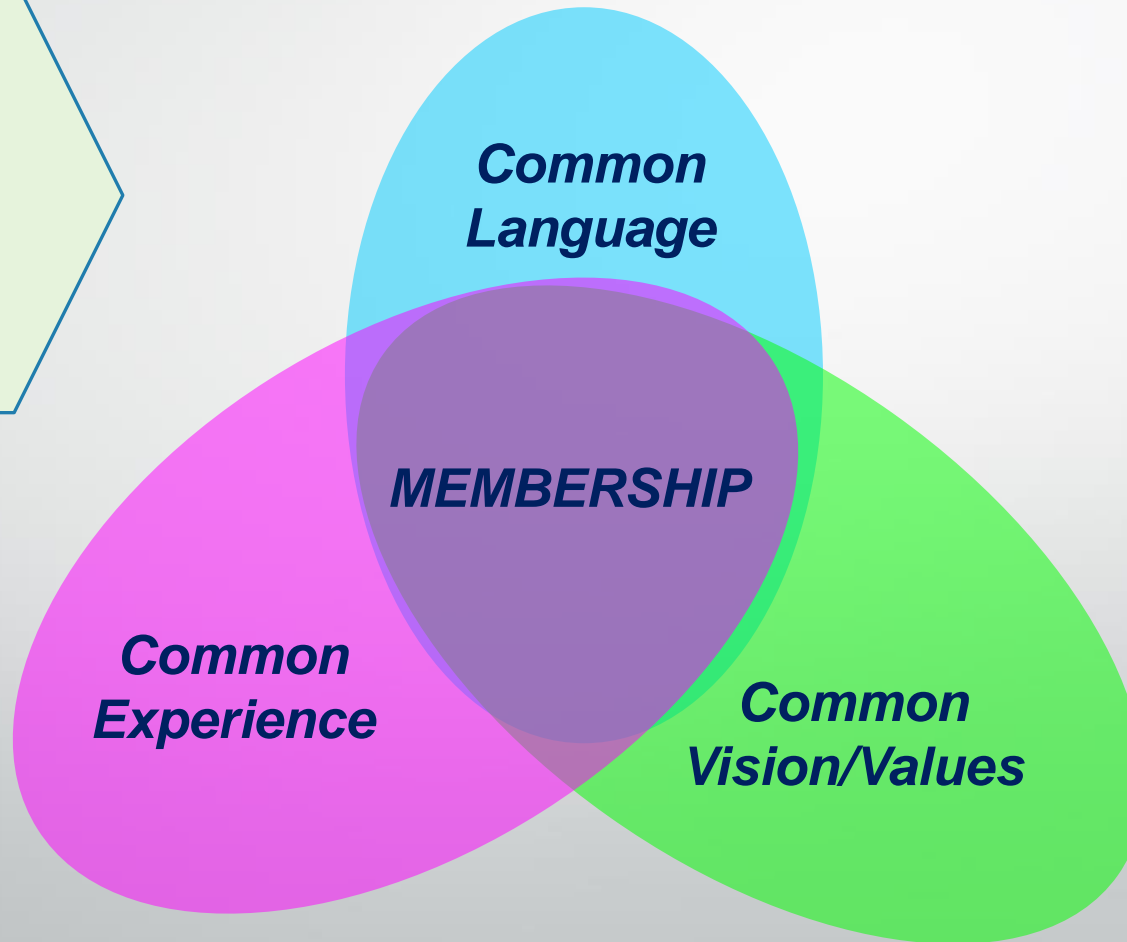
Norwegian Center for Child Behavioral Development, Oslo, Norway

Results from the first study of the three-level School-Wide Positive Behavior Support model in Europe (SWPBS, called N-PALS) are presented. Using a strengthened nonrandomized design, data was collected from more than 1,200 teachers and 7,640 students at four measure points over four school years in 28 Norwegian intervention schools and 20 controls.

Multilevel analyses revealed significant positive main and differential intervention effects on student problem behavior and classroom learning climate. Moreover, the number of segregated students decreased in the intervention group, while it increased in the control group. Implementation quality moderated the outcomes. Study results, limitations, and future directions are discussed.

Establishing a Positive Social Culture

Build
Clarity
about
expected
behavior



Build
Community
about
expected
behavior

Quick Reflection:
How would students in your school answer these questions?

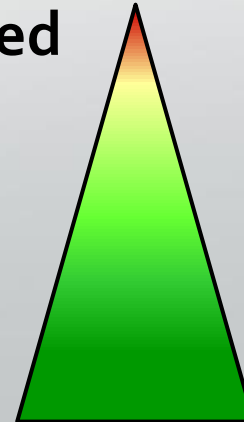
Ask Students

- Do you know the school expectations?
- What do the expectations look like right here/now?
- Has anyone acknowledged you for doing things “right” in the past two weeks?

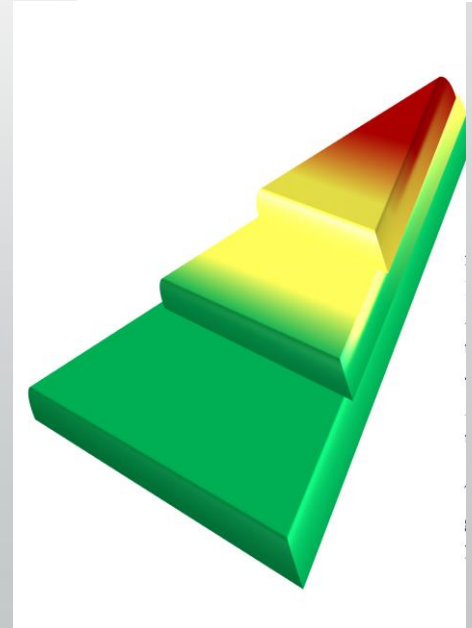
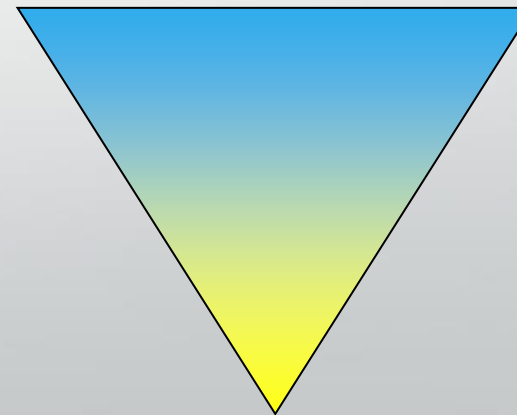
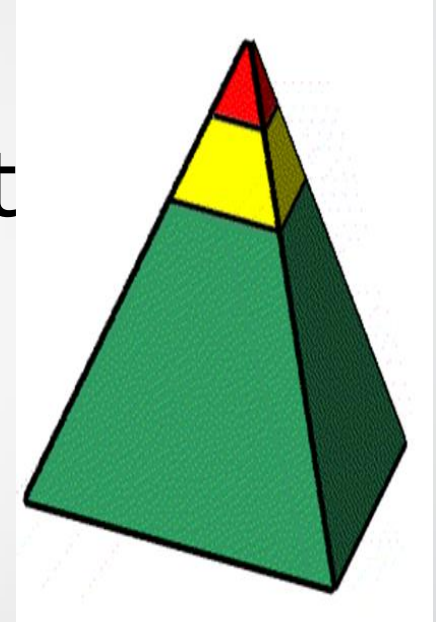
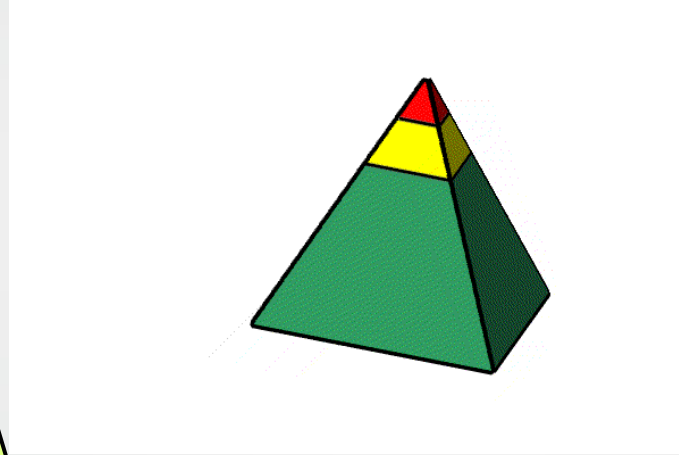


School-wide Positive Behavioral Interventions and Supports (PBIS/PALS)

- The **social culture** of a school matters.
- A continuum of supports that begins with the **whole school** and extends to intensive, wraparound support for individual students and their families.
- Effective practices with the **systems** needed for high fidelity and sustainability
- **Multiple tiers** of intensity



Multi-tiered systems of support

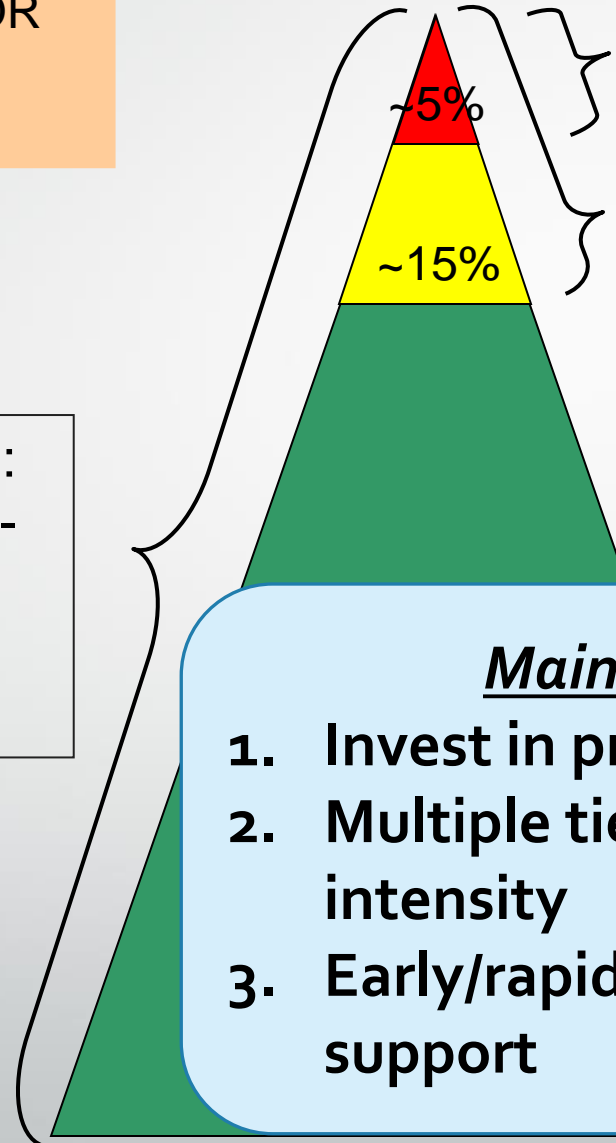


SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

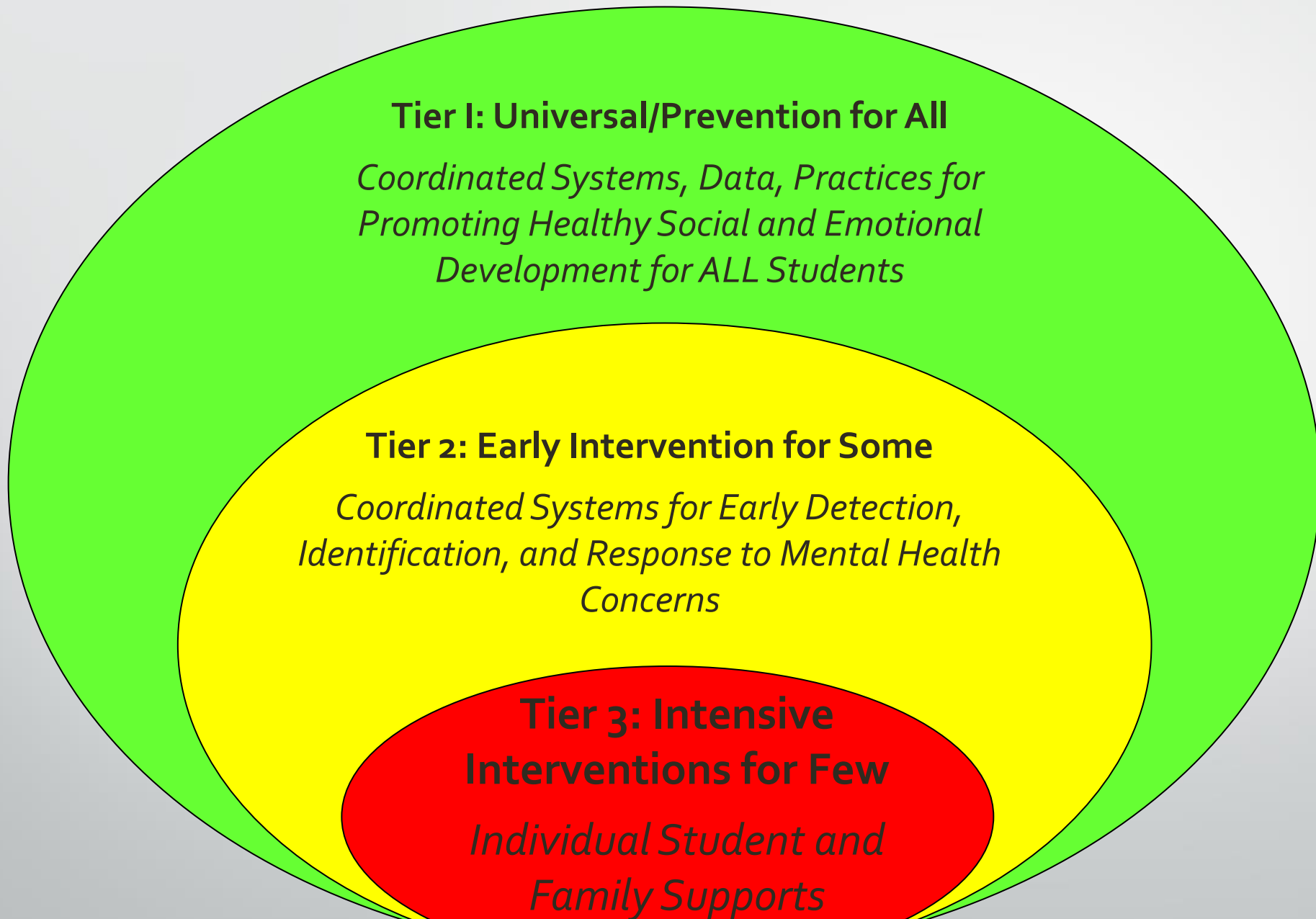


Main Ideas:

- 1. Invest in prevention first**
- 2. Multiple tiers of support intensity**
- 3. Early/rapid access to support**





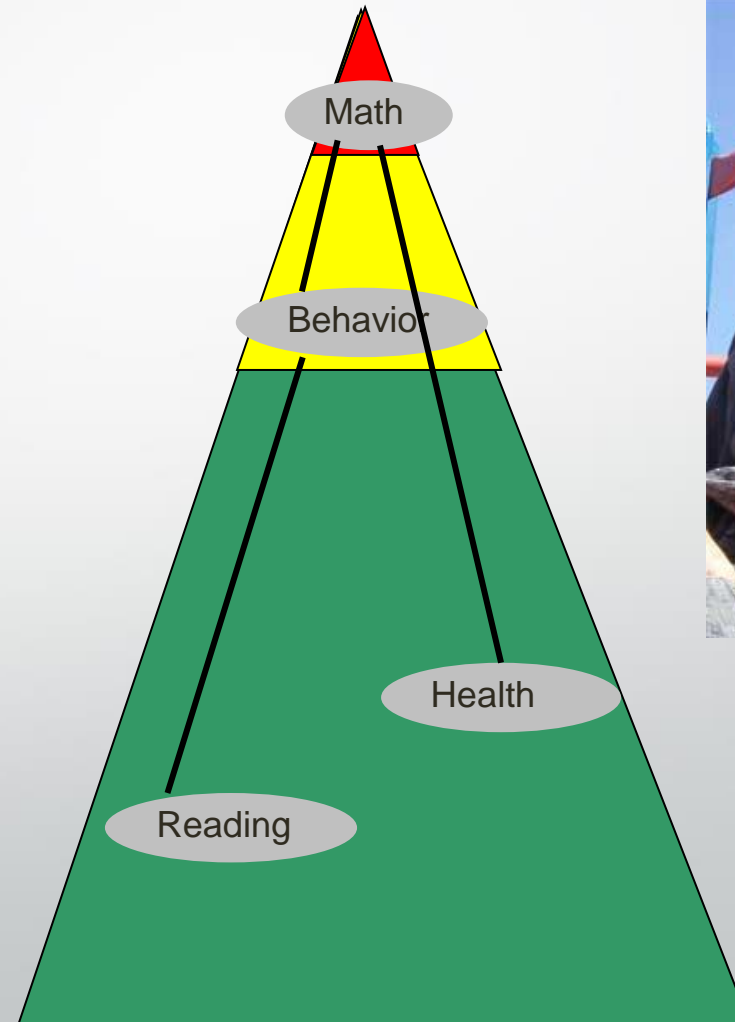


Adapted from the ICMHP Interconnected Systems Model for School Mental Health, which was originally adapted from Minnesota Children's Mental Health Task Force, Minnesota Framework for a Coordinated System to Promote Mental Health in Minnesota; center for Mental Health in Schools, Interconnected Systems for Meeting the Needs of All Youngsters.

Multi-tiered Supports is NOT a diagnostic model

Remember that the multiple tiers of support refer to our **SUPPORT** not Students.

Avoid creating a new disability labeling system.



Tier I PALS (PBIS) Core Features (Cultural Adaptations)

Acknowledge behavior of individuals and groups

System to Acknowledge Behavior

Consequences for Problem Behavior

- Instructional Corrections**
1. Interrupt
 2. Redirect to appropriate behavior
 3. Avoid rewarding Problem Behavior
 4. Connect consequences to cultural expectations

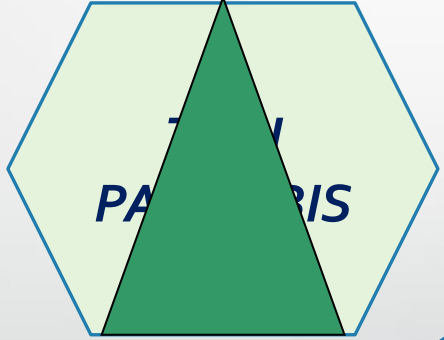
*Classroom expectations
Taught within routines
Effective Instruction (high OTR)
High rate of praise
Predictable consequences*

Classroom Systems

Data and Decision System

- Measure**
1. Are students benefiting?
 2. Are we doing PALS?

School-wide Expectations

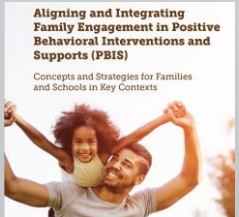


Peer Responses

Remove social rewards for problem behavior
Stop–Walk--Talk

Leadership Team

Family Collaboration



Right people
Right purpose
Right process

BE SAFE
BE ENGAGED
BE RESPONSIBLE
BE RESPECTFUL
BE PREPARED

JUST 

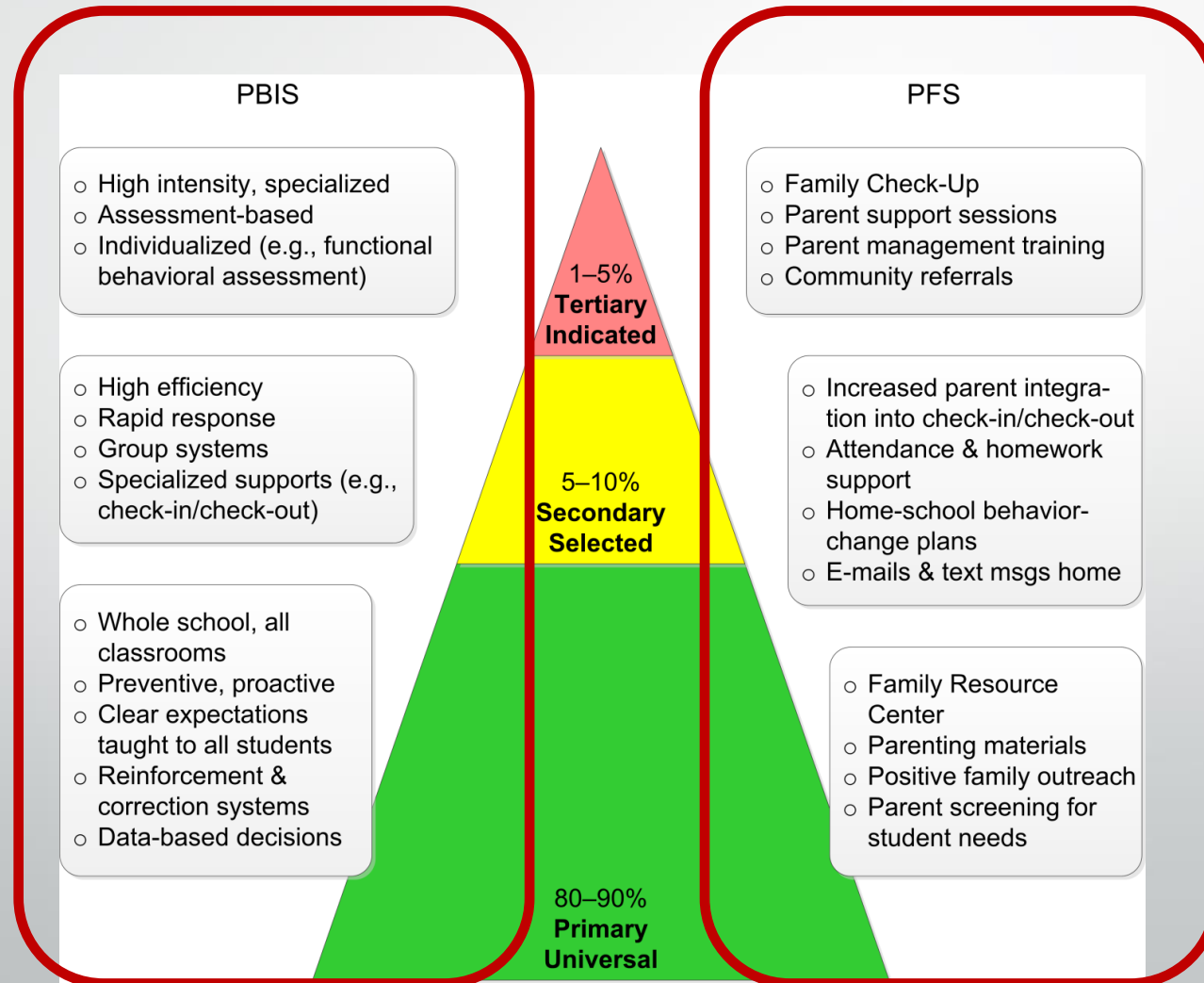
Common Questions

- ***How long does it take to implement the different tiers of PALS?***
 - Tier 1 can be developed in one year... and it typically takes 1 or 2 additional years to add Tier 2 and Tier 3... A lot depends on what you already do well.
- ***How to build "buy in" from faculty for adopting PALS?***
 - Start with "exploration" of need. Does the school need an emphasis on social culture?
 - Agree as a faculty that any new efforts will (1) retain what already works, (2) use procedures scientifically proven to be effective, (3) adopt the smallest changes that will have largest benefits for students, and (4) never add something new without identify what will be terminated to create needed resources.
- ***How do you involve parents?***
 - What if they have different / conflicting values
 - Children from other cultures, with different languages

Positive Family Support (PFS) Levels

Tom Dishion

Social, Emotional and Behavioral Wellness of students will involve the active participation of their families in school




School-wide Community requires Faculty --- Students --- Families

- Include (not just inform) families
- What are three things families can do that will support the success of their son/daughter/other?
- How to recruit family perspectives
- How to resolve differing perspectives



Reflection

- **Identify three things that families can do to maximize the academic and social success of their son or daughter.**
 - Example:
 1. Ask about school each day when student comes home
 2. Create a time and place for homework to be done
 3. Maintain communication with school, especially when problems or challenges occur at home.



The importance of measuring BOTH if you are doing PALS and if it is benefiting students

- Measuring **fidelity of implementation** is a core component of PBIS/PALS
- We can only expect benefits for students if we implement practices well.

Big Idea

- **Implementing PALS is complicated (but worth it):**
 - Many components, many people
- **The single best way to achieve implementation is through empowerment**
 - Start with the “purpose”
 - Document that PALS is evidence-based and “doable”
 - Provide the training and coaching needed for success
 - Provide everyone in a school with regular information about the fidelity of implementation and impact.

Note

Mandating PALS has NOT proven effective
Support implementation with Policy, Priority, Training, Coaching, Data

Information is Power

- **Share information about impact of PALS**
 - Are students benefiting
- **Share information about fidelity of implementation**
 - Are we doing PALS? ... measure fidelity multiple times a year.
 - What is the smallest thing we can do to improve implementation in the next three months?
 - How can we adapt PALS to the cultural and organizational features of our school?

Many Ways to Measure Implementation Fidelity

Checklist A

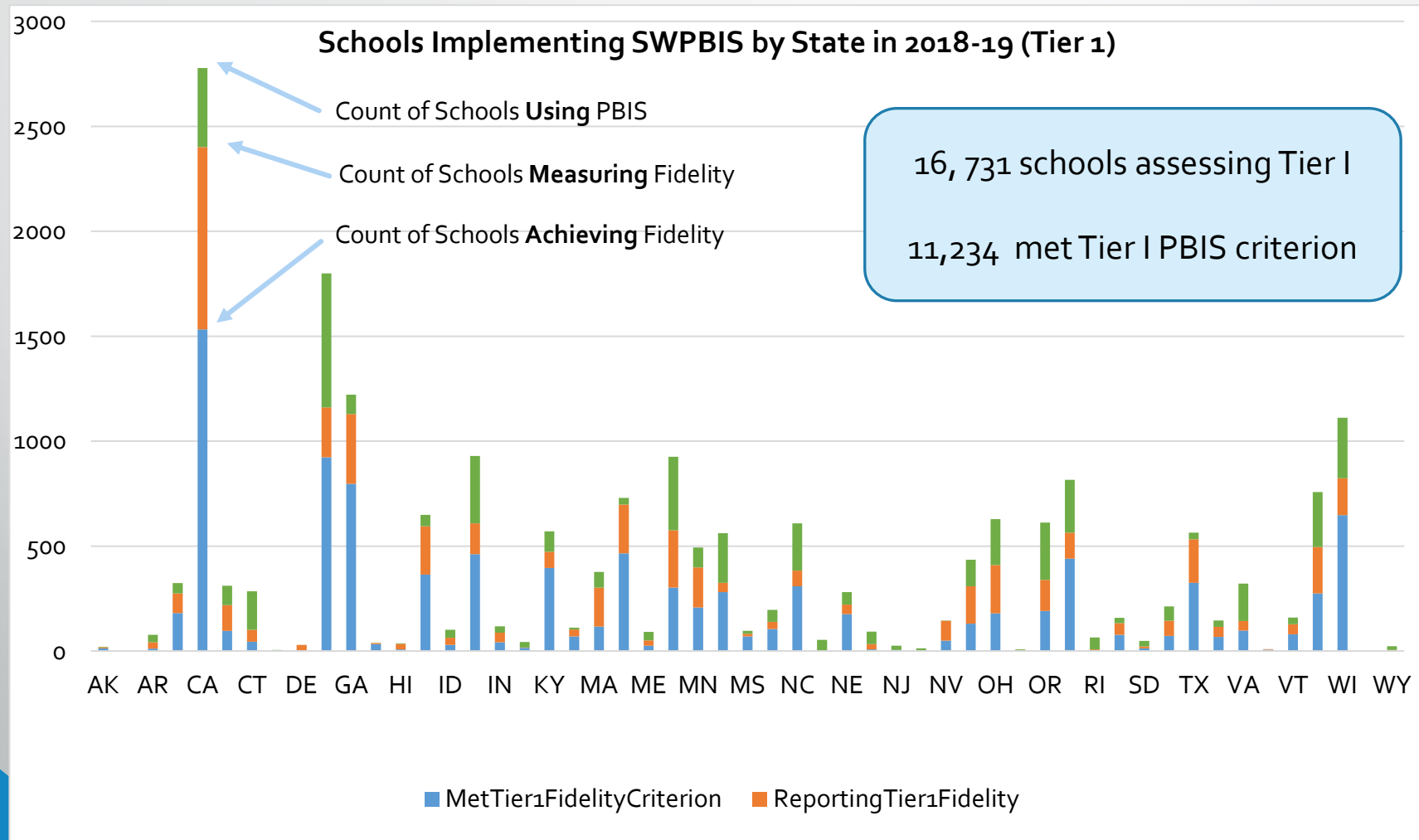
Tiered Fidelity Inventory

School-wide Evaluation Tool

Benchmarks of Quality



Schools measuring PBIS Fidelity (Tier I)



Values + Science Contextual Fit

- Assess “contextual fit” when selecting support strategies
 - *The components of behavior support need to be both “technically adequate” and a good “contextual fit” with the local setting.*
- Academic and Behavior supports that are implemented and sustained will fit the **values, skills, resources and administrative support** of people within the organization



Manuel Monzalve

Implementation Fidelity

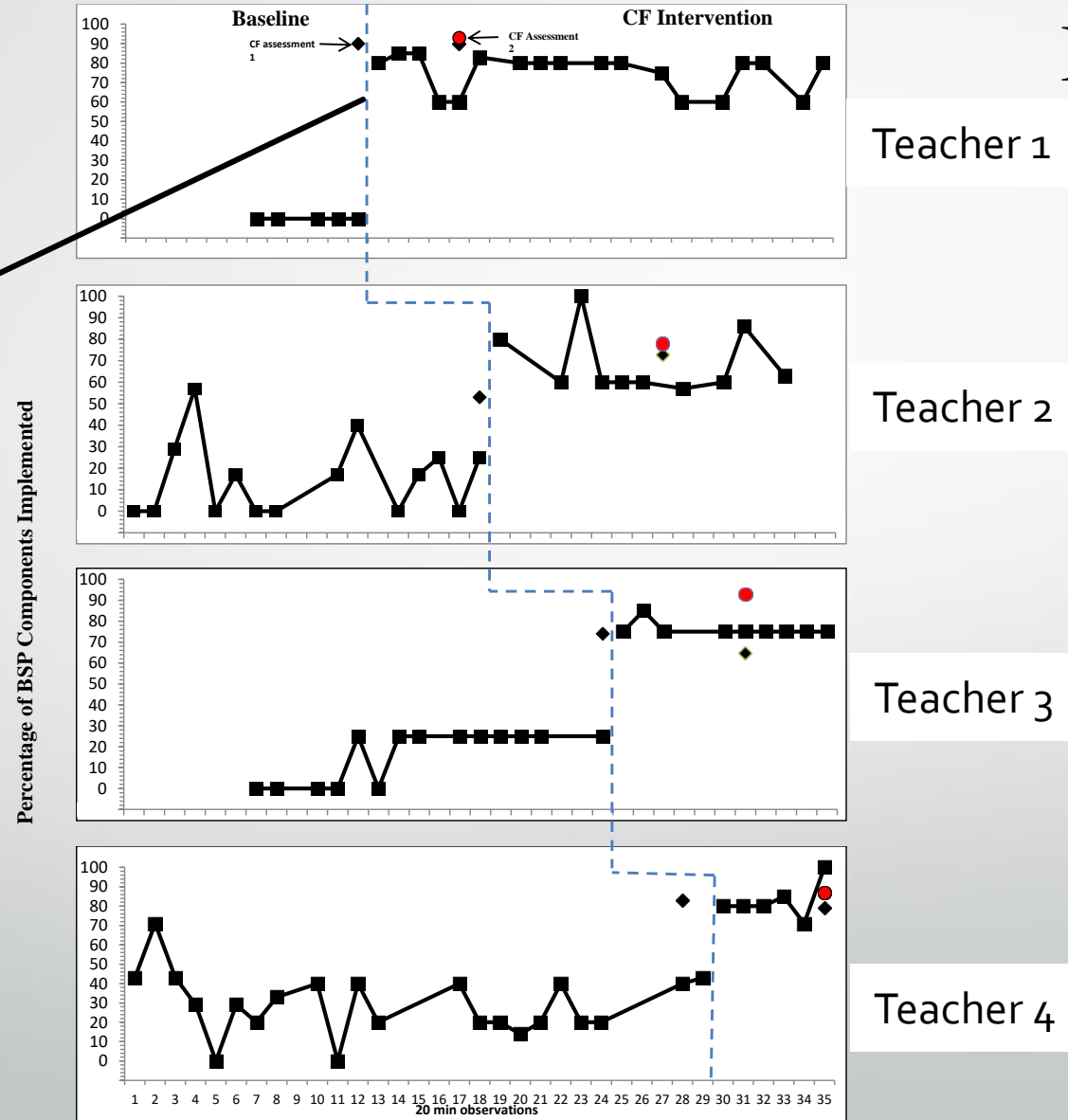
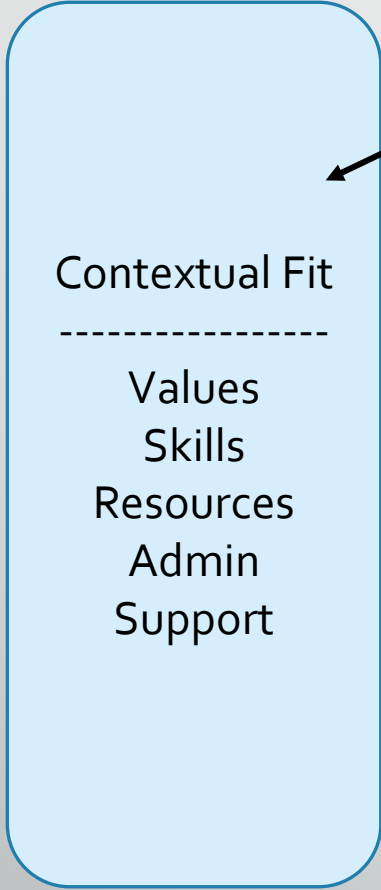
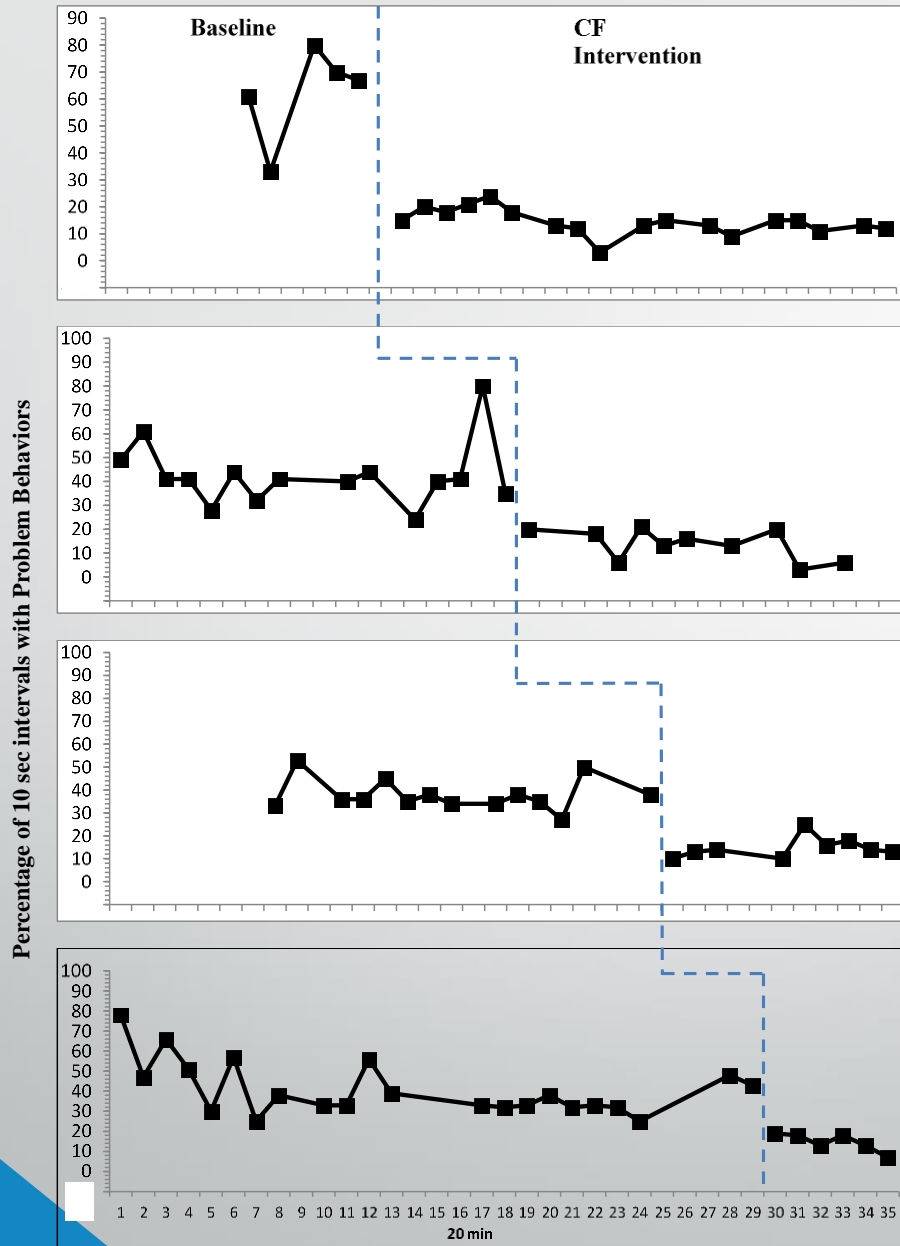


Figure 2. Percentage of BSP Components implemented during 20 minute observations

Problem Behavior



Student 1

Student 2

Student 3

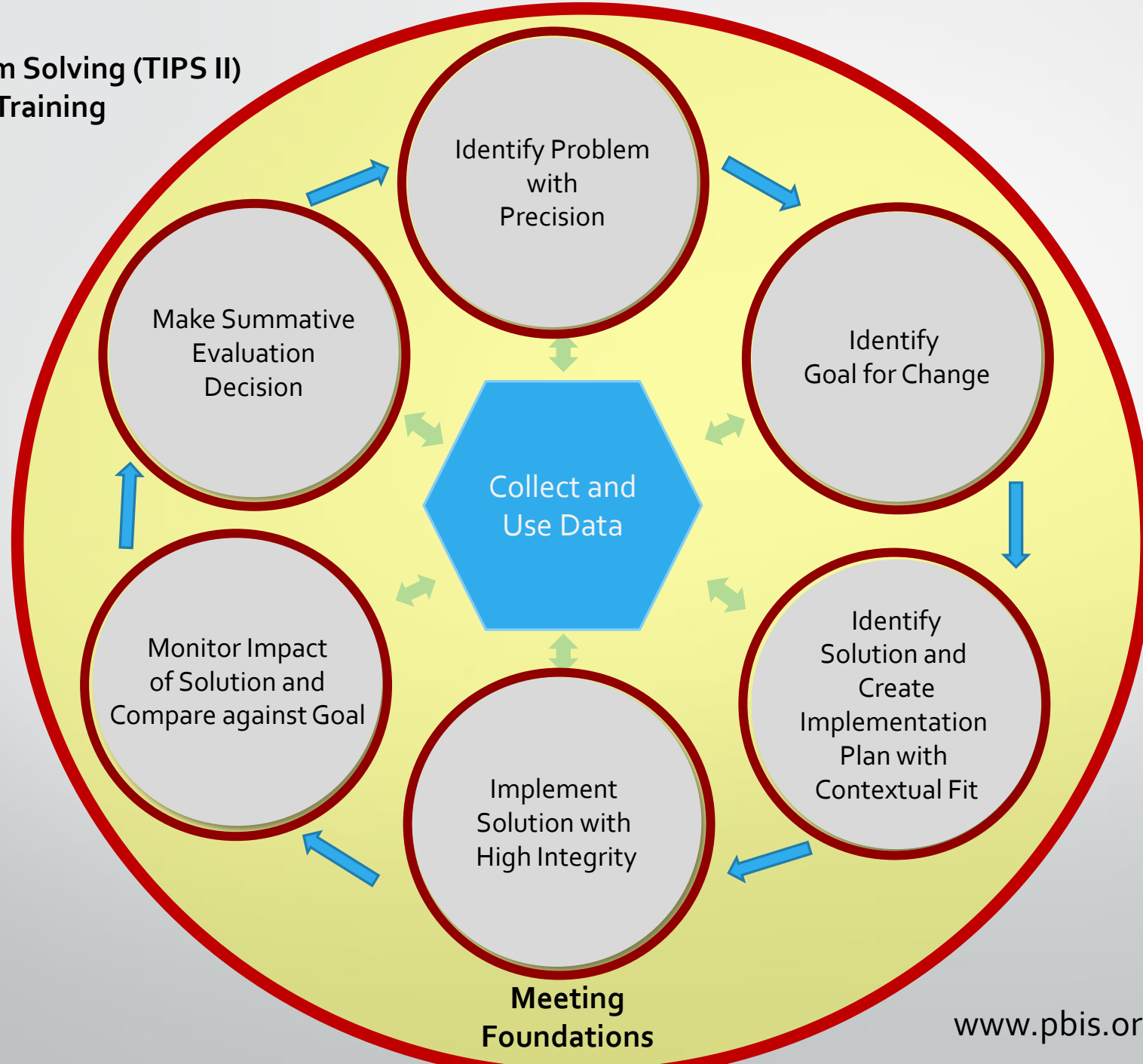
Student 4



- Problem Solving



**Team-Initiated Problem Solving (TIPS II)
Model Team Training**



**Meeting
Foundations**



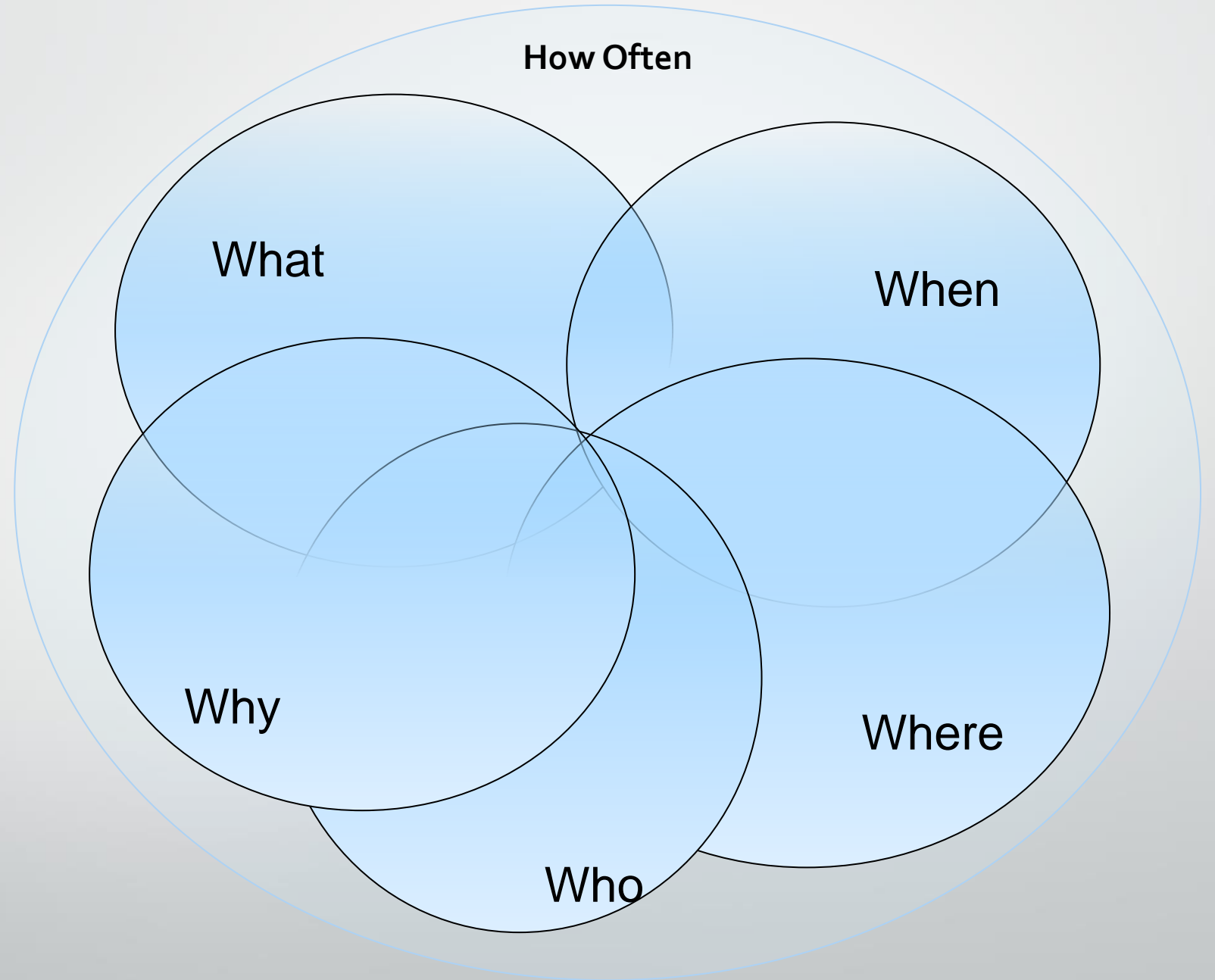
Defining a Problem with Precision

- A major error is to launch into problem solving BEFORE the problem has been defined with precision.
- **Selecting solutions without precise problem statement**
 - What we did last year
 - What my cousin did with her son
 - What I can buy (or download) as a package on the internet
 - What I can buy as a training from a consultant
- **These solutions**
 - Often do not work
 - Usually are more expensive
 - Typically do not “fit” the context

Implementing Behavior Support without taking the time to define why a problem behavior keeps happening is as likely to produce plans that make things worse as plans that make things better.



Defining a Problem with Precision





Defining a Problem with Precision

Primary

Indicates a difference between what is happening and what is desired.

Too much aggression in cafeteria

Precise

What, Who, Where, When, Why, and How Often

3-5 ODRs for aggression per day from 5-8 students who yell and hit in cafeteria after they are done with lunch. Appears related to getting peer attention



Defining a Problem with Precision

- **Primary Statements**

- Too many referrals
- September has more suspensions than last year
- Gang behavior is increasing
- The cafeteria is out of control
- Student disrespect is out of control

- **Precision Statement**

- **There are twice as many ODRs for aggression on the playground than** last year. These are most likely to occur during **first recess**, with a **large number of students**, and the aggression is related **to getting access to the new playground equipment.**



Defining a Problem with Precision

Who, What, Where, When, Why
(How often)

- Darin uses sexually explicit language 3-4 times a day in the classroom. This is creating a sense of disrespect and incivility in the school.

Primary

- Tantrums in the van are creating unsafe travel.

Primary



Defining a Problem with Precision

- James D. is hitting others in the cafeteria during lunch at least five times a week, and his hitting is maintained by peer attention.

Precise

- Boys are engaging in sexual harassment.

Primary

- Three 5th grade boys are name calling and touching girls inappropriately during recess in an apparent attempt to obtain attention. This is occurring at least 5 times a week.

Precise

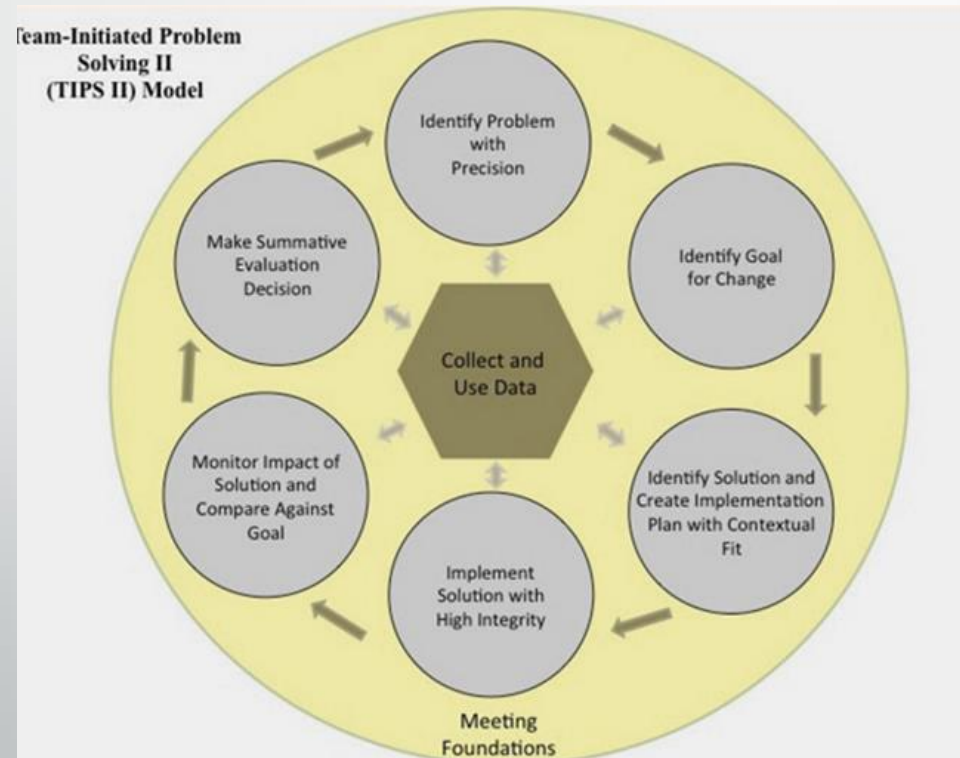


Defining a Problem with Precision

- Define a **PRIMARY** problem
- Transform that description in to **PRECISE** problem statement.
 - Who
 - What
 - Where
 - When
 - Why
 - How Often

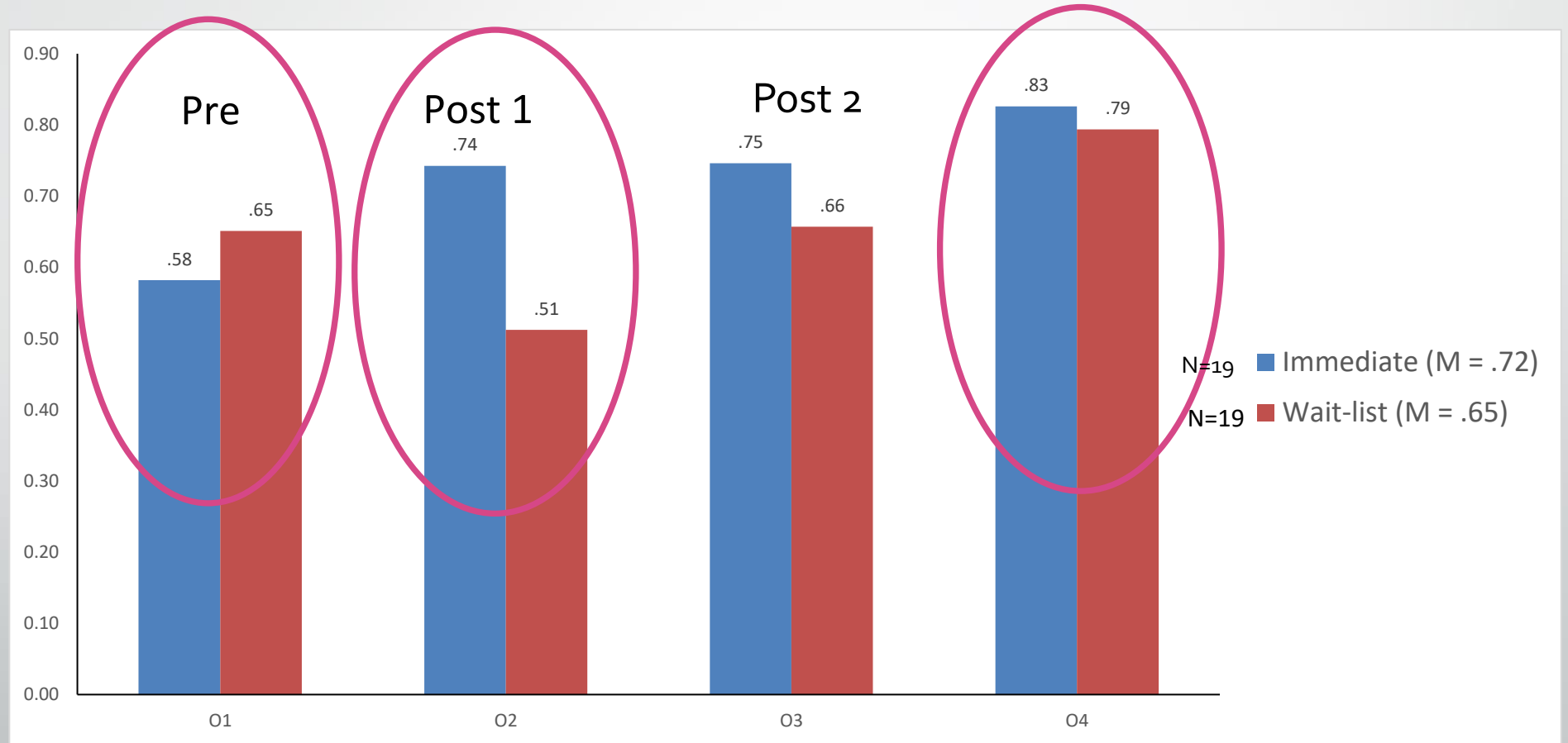
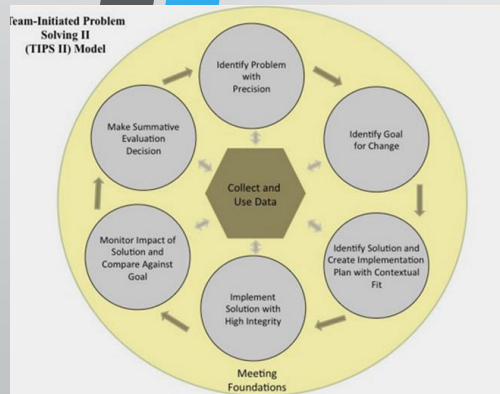
For those actively implementing PALS Team-Initiated Problem Solving

- Decision Systems Require (a) Teams, (b) Data, (c) Decision Process



DORA: Problem Solving Score

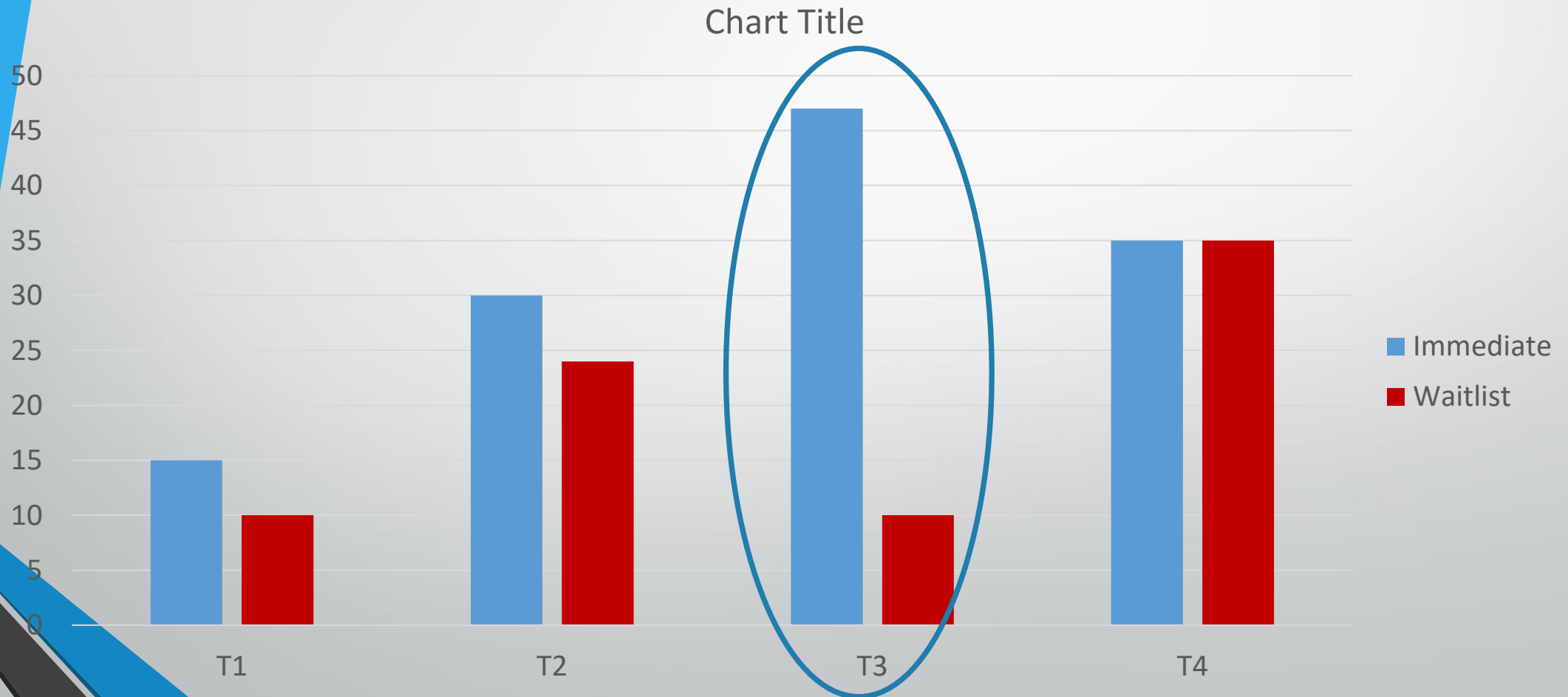
($t_{O_2} = 3.03, df = 36, p < .05, ES = .87$)



Horner, R., Newton, J.S., Todd, A., Algozzine, B., Algozzine, K., Cusumano, D., & Preston, A.I. (in press). A randomized wait-list controlled analysis of team problem solving. *Behavior Disorders*

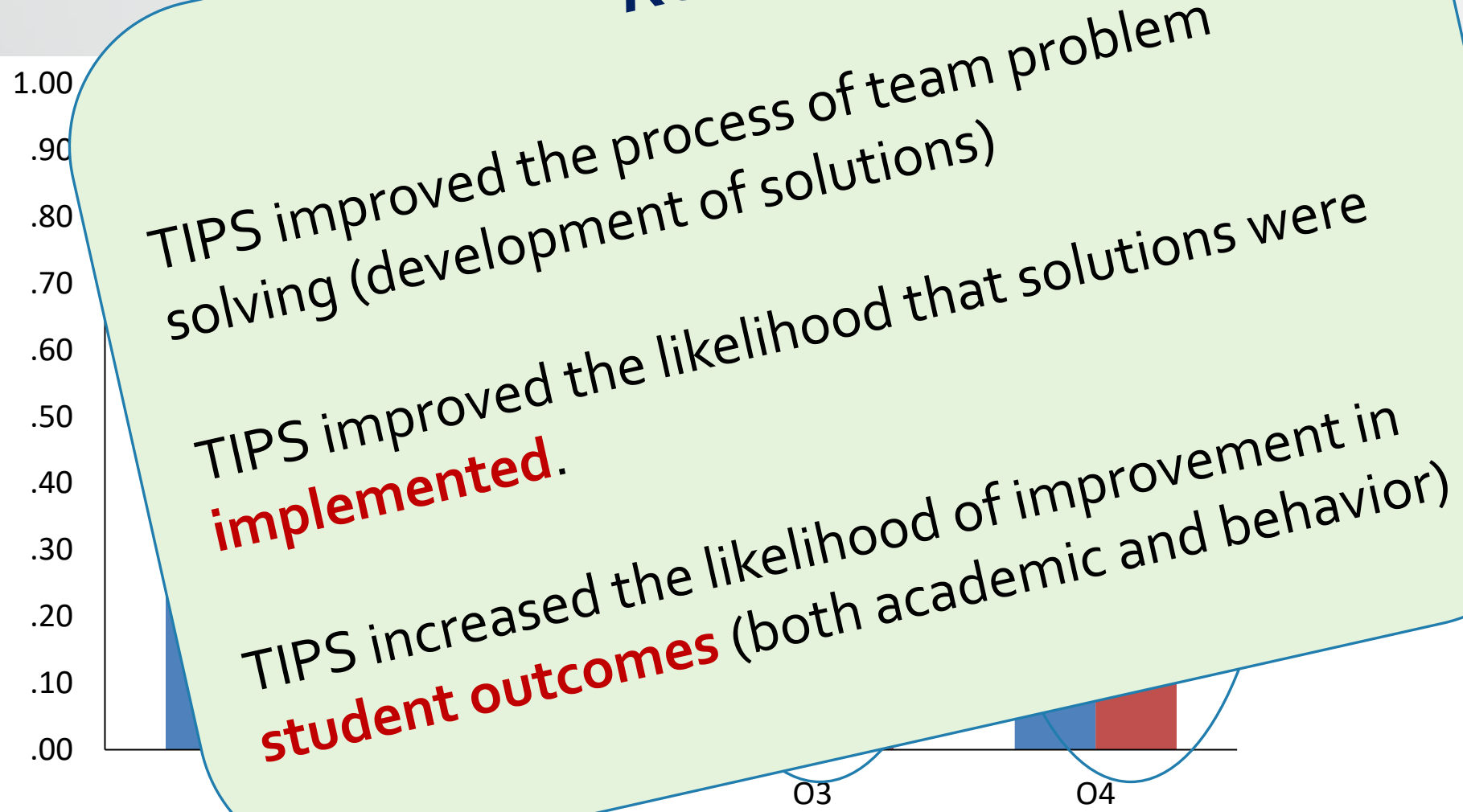
DORA: Proportion of Teams Implementing Solutions with Integrity

($X^2 = 6.21, p < .05, V = .34$)



DORA: Pre

Results



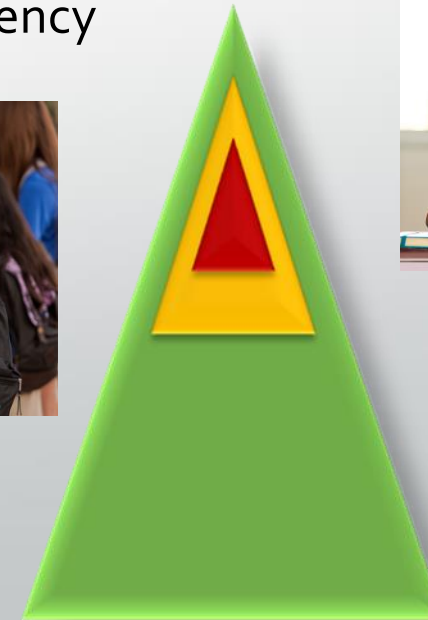
A commitment to social and emotional wellbeing

- **The Challenge:** *Create a learning environment that is predictable, consistent, positive and safe.*
 - Children arrive at school with an array of knowledge about how to interact with other children and adults.
 - Some are brilliant, confident and **effective** ... have learned effective social skills
 - Others are brilliant, confident and **ineffective** ... have learned dangerous social skills
 - Still others are confused, scared and cautious
- **Establishing trust and caring**
 - The fact that you care is necessary yet insufficient
 - The fact that you “intend to be positive” does not mean students see you as positive
 - Trust is earned through predictability/consistency



A commitment to all students

- ***Multi-Tiered Systems of Support (PALS)***
 - Start with a foundation that benefits **every student**
 - Additional supports to meet individual needs
 - Graduated systems of support for practical efficiency



Integrating mental health supports with PALS

- Tier 1 Prevention
- Enhanced Assessment (e.g. trauma effects)
- More skilled school teams
 - Mental Health experts on school teams
 - MTSS
 - CBT / MST
 - PMTO
 - ACT
 - Data use
- Linking family and students supports.

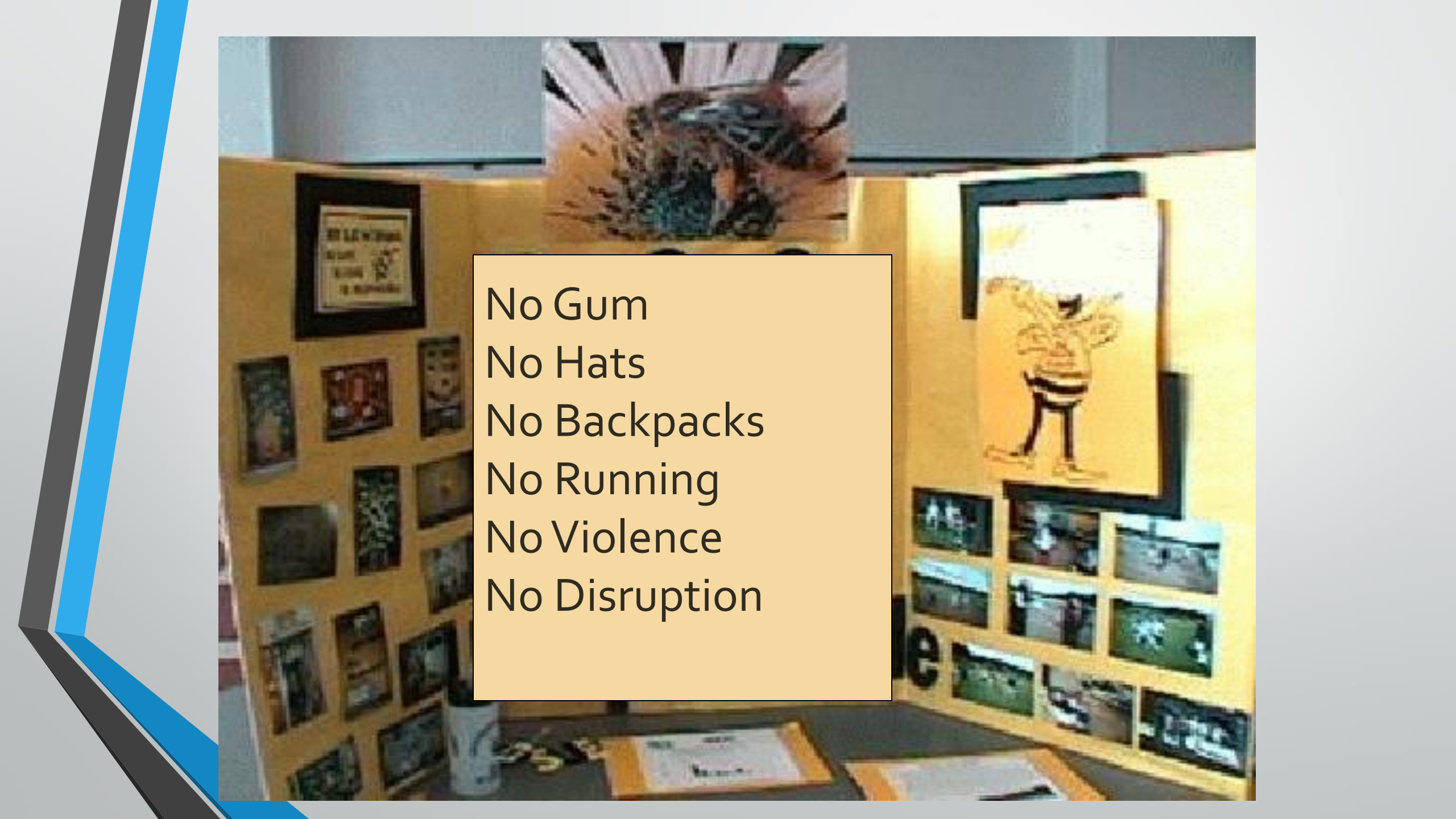
The goal of behavior support in schools is NOT just to prevent and reduce problem behavior... but to establish the social competence needed for academic and social success

What we say What we do

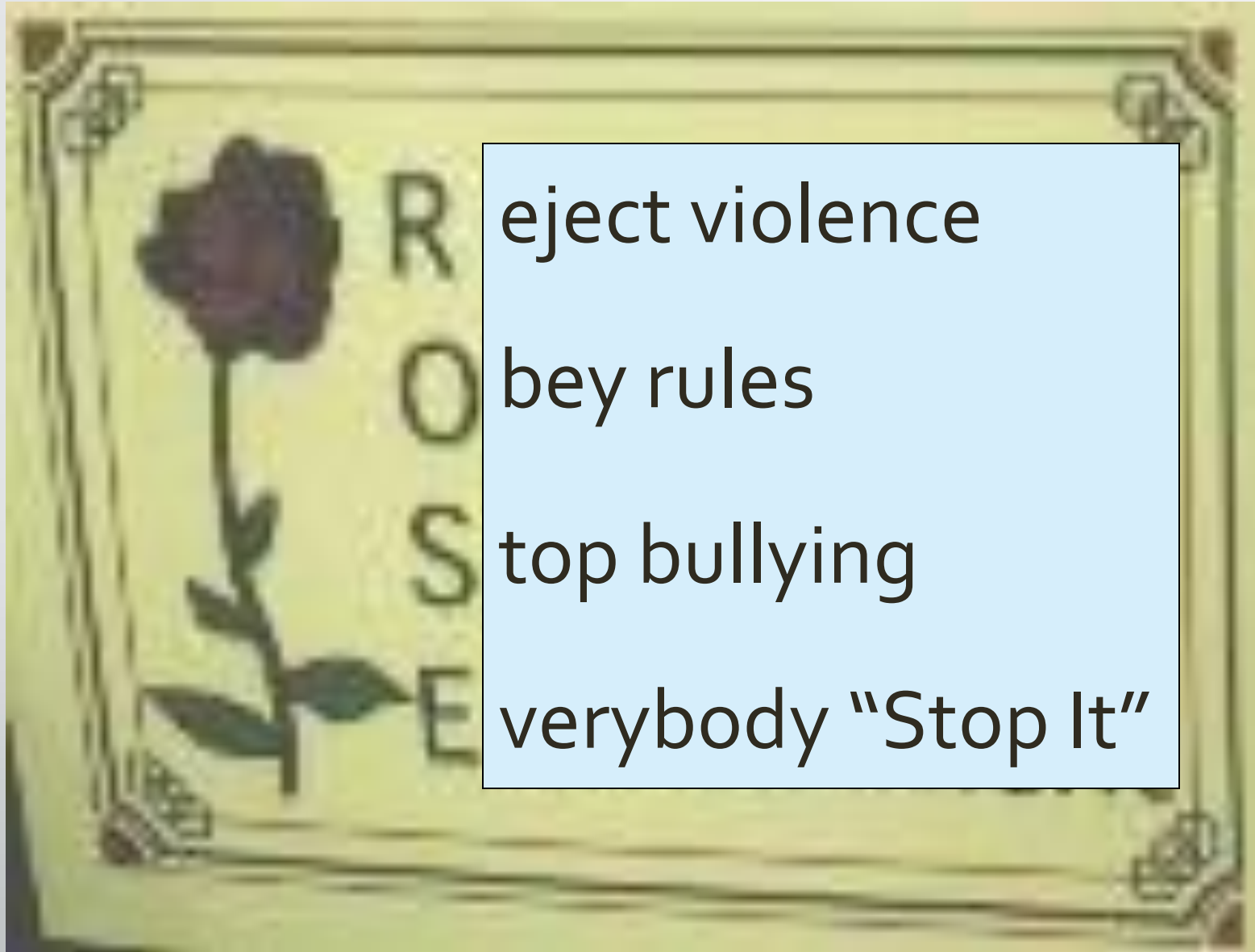


Establish school-wide expectations





No Gum
No Hats
No Backpacks
No Running
No Violence
No Disruption



eject violence

bey rules

top bullying

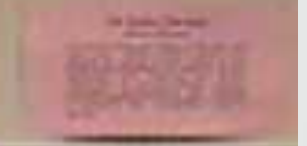
verybody "Stop It"

Nā Alii Pledge

I Am Safe - I Am Kind - I Am Responsible

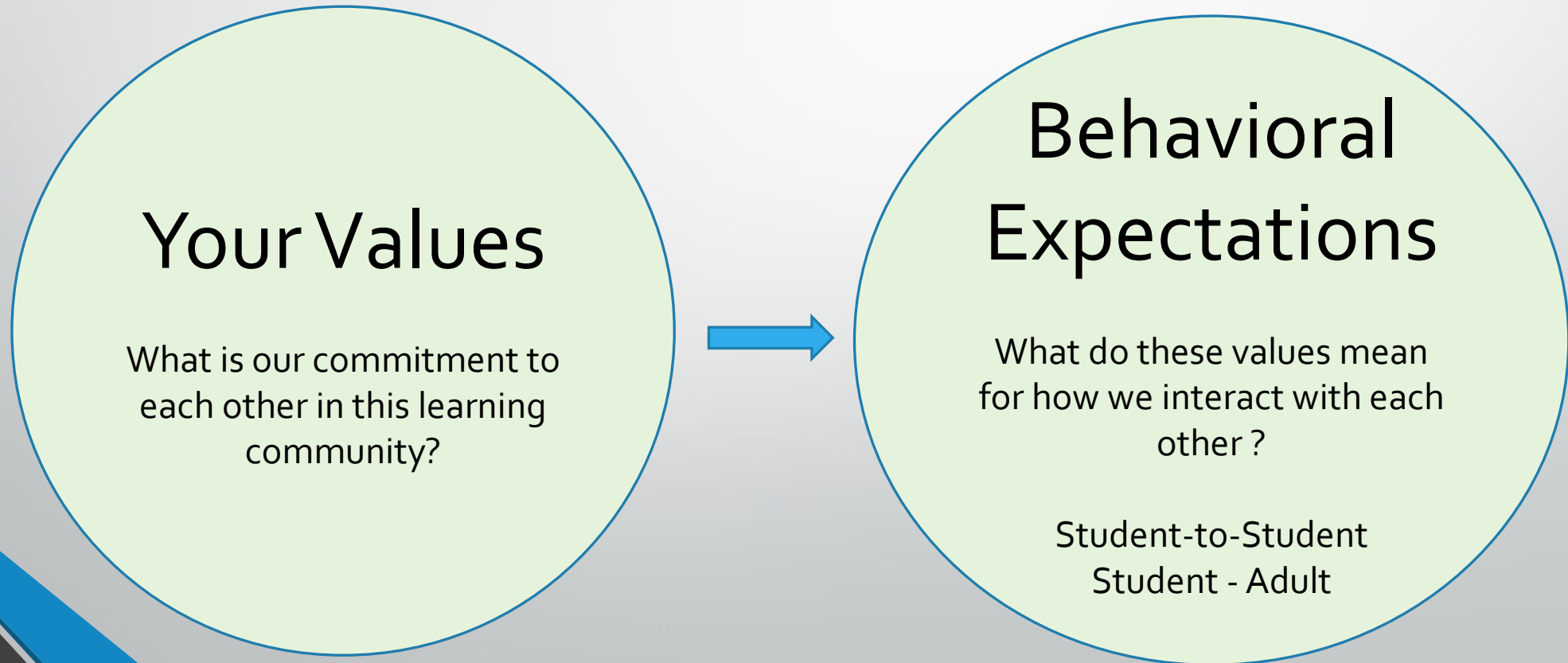


RESPECT RELATIONSHIPS
EFFORTS RESPONSIBILITY
COMMUNICATIONS
ABILITY



Social Community is based on values but realized in behavior

- YOUR TASK



On-going Reward of Appropriate Behavior

- Faculty and staff members acknowledge appropriate behavior.
 - 5 to 1 ratio of positive to negative contacts
- System that makes acknowledgement easy and simple for students and staff.
- Recognition of ONE benefits MANY
- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
 - Beginning of class recognition
 - Raffles
 - Open gym
 - Social acknowledgement

Are Rewards Dangerous?

- “...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”
 - Judy Cameron, 2002
 - Cameron, 2002
 - Cameron & Pierce, 1994, 2002
 - Cameron, Banko & Pierce, 2001
- **“The undermining effect of extrinsic reward on intrinsic motivation remains unproven”**
 - Steven Reiss, 2005
- **Akin-Little, K. A., Eckert, T. L., Lovett, B. J., & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practices. School Psychology Review, 33, 344-362**

Use of rewards in
Education



- “Understanding and using rewards is an essential skill for any educator. Selecting the right type, level and form of rewards to encourage student behavior is a competence developed over time, and is a hallmark of effective teaching.”

PSYCHOLOGY OF CLASSROOM LEARNING:
AN ENCYCLOPEDIA 2008

Star Students are Celebrated in a Visible Way





Your Reflection

- Do we recognize appropriate behavior versus simply praising a student?
- Do we recognize appropriate behavior more than we correct inappropriate behavior?
- Do we have ways of recognizing the appropriate behavior of one student in a way that benefits many students?

Questions / Thoughts/ comments

