

NHCBH Workforce Development Network

Foundational Competencies in Children's
Behavioral Health:

**Positive Behavioral Interventions and
Supports (PBIS) Overview**



Mission

- The mission of the NH Children's Behavioral Health Workforce Development Network is to build a sustainable infrastructure for the professional development of the children's behavioral health workforce based upon the core competencies, and infused with the *System of Care* core values and guiding principles.

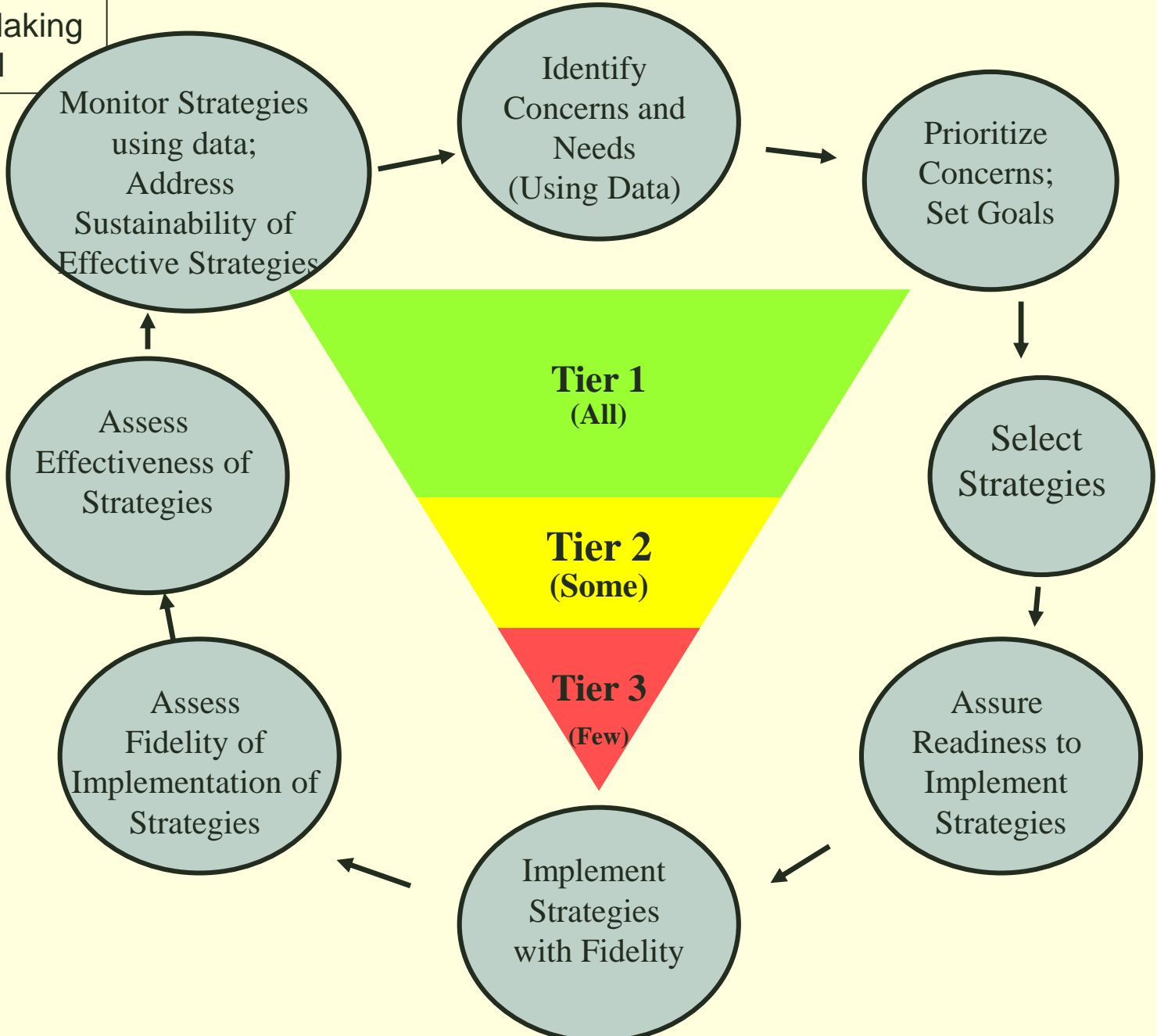


Foundational Competency Modules

- The following is one of a series of modules designed to support the development of core competencies in the children's behavioral health workforce.



MTSS/ Rtl:
Strategic
Decision-Making
Model



RtI Multi-Tiered Continuum for *Effective Social-Emotional-Behavioral Supports*

TIER 1: Effective Instructional Practices for Academic, Social-Emotional and Executive Skills.
School-wide/Classroom Behavioral Systems & Routines for Prevention of and Early Response to Behavioral Concerns
Universal Screening for Social-Emotional-Behavioral Concerns
Problem-Solving for Early Struggling Students (Tier 1 Simple Plans)
High Rate of Positive Teacher: Student Contacts
Effective 2-Way Home-School Communication

TIER 2: Efficient Systematic Interventions (e.g., Teacher Check-in/out; Scheduled Feedback) for Students Non-Responsive to Tier 1 Supports
Array of Evidence-Based Group Interventions for Prevalent Functions of Behavior and Key Skills for Students Non-Responsive to Tier 1 Supports

TIER 2/3: Individualized Behavior Support Planning (Functional Assessment and Intervention Planning) For Students Non-Responsive to Tier 1 and Tier 2 Supports

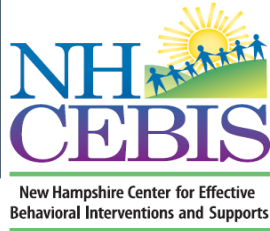
Intensive Behavior Support Plans and Crisis Intervention

Links to Community-based Supports

Tier 3: School & Community-Based Intensive Supports

Links to Wraparound-NH or RENEW Facilitation

Links to Regional Multi-Disciplinary Teams



MTSS Big Ideas:

Three Tiers of social, emotional and behavioral support:

Tier1: School-Wide and Classroom Supports for all students

Tier 2: Targeted Group Supports for some

Tier 3: Individualized and Intensive Supports for a few



Tier 1:
School-Wide
Systems, Practices
and Data



MTSS Big Idea:

Strategic Prevention:

Systems and practices to effectively prevent social-emotional-behavioral and academic concerns.



Tier 1 Prevention

Teach Expected Social Behaviors

1. Engaging instruction
2. Practice behaviors in context
3. Provide effective feedback:
 - Notice desired behavior
 - Correct by demonstrating desired behavior
4. Assess fidelity of implementation
5. Assess effectiveness of strategy



School-Wide Expectations and Cultural Themes and Common Curricula

Wise at the Winship
7 Habits of Highly Effective People
The Whitefield Way
Whole-Body Listening
SuperFlex
Show Kindness
Zones of Regulation
Three Be's
Respect
Resilience
Sandown STAR
Perseverance
Citizenship
Safe
Do the Right Thing
Responsibility
Social Thinking
Be Prepared
Cooperation
Tolerance
DANTE Says:
Do A Nice Thing Every Day



Teach School-Wide and Classroom Behaviors and Routines

On-time to class

Morning Meeting

Walking to or from the Bus

Voice Levels

Respectful or Kind Language

Peace Path

Taking Turns

Organizing a Binder

'Trash in the Can'

Safe on the Bus

Homework Completion

Arrival to Class Routine

Walking in the halls
'Quiet, Straight and to the Right'

Safe Hands and Feet

Class Dismissal Routine

Clean Tables

Signal for Attention

Prepared for Class

Giving a Compliment

Eating Healthy

Taking a 'Calming Breath'

Returning from Recess



MTSS Big Ideas:

Tier 1 Strategic Response:

Systems and practices to effectively respond to social-emotional-behavioral concerns.

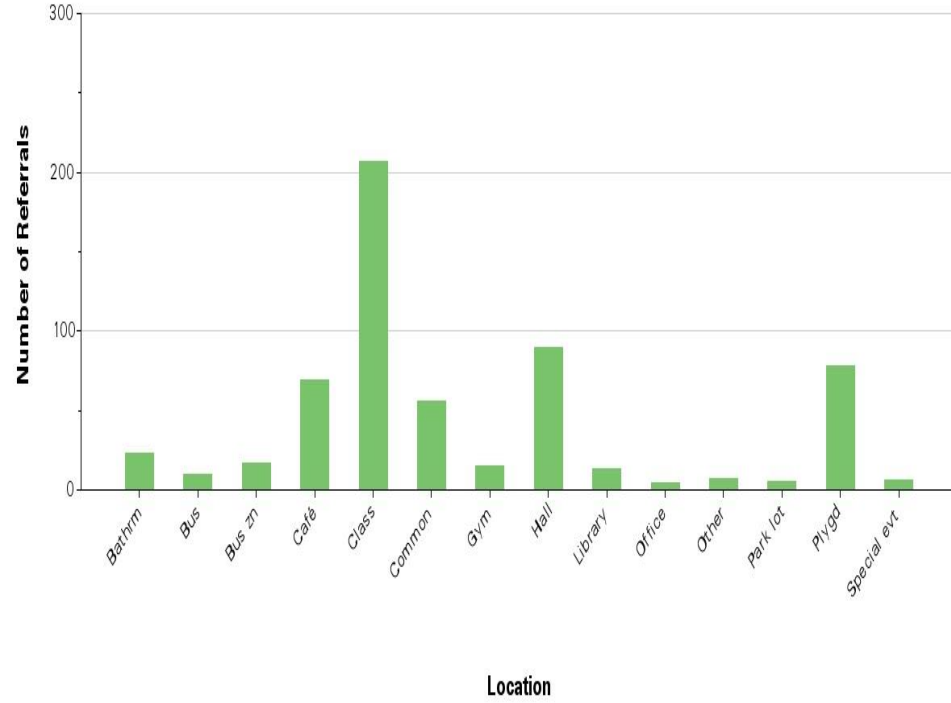
Tier 1 Response System Features

1. Clear Behavioral Definitions
2. Consistent Process for Responding to Behavior Concerns
3. Efficient Office Referral Data Form
4. Commitment to accurate data gathering
5. Commitment to regular data review and using data for decision making



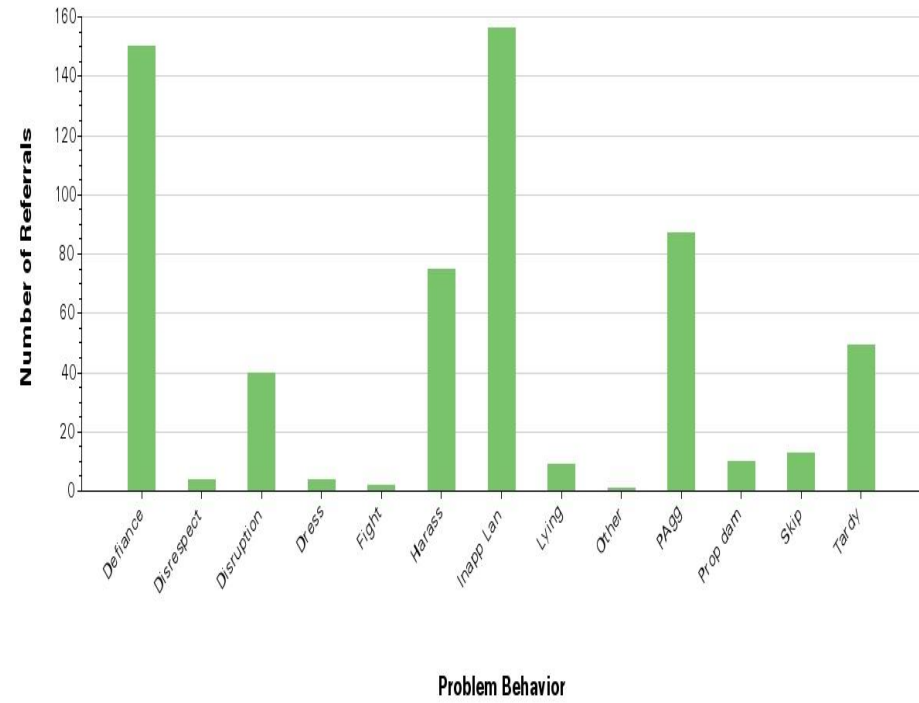
Referrals by Location

Major, Aug 1, 2015 - Jul 1, 2016



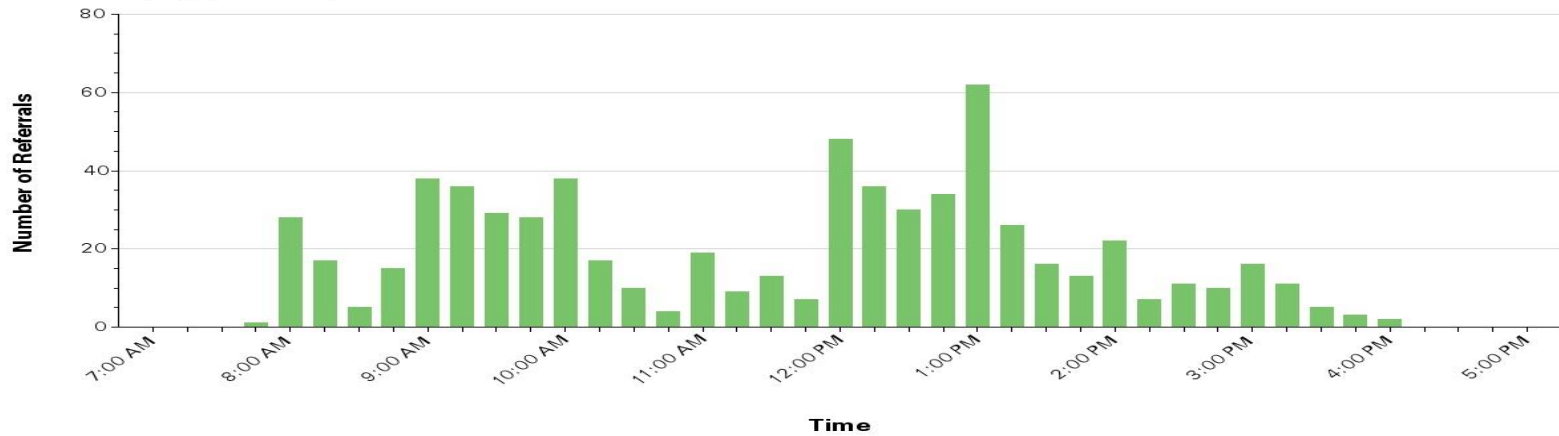
Referrals by Problem Behavior

Major, Aug 1, 2015 - Jul 1, 2016



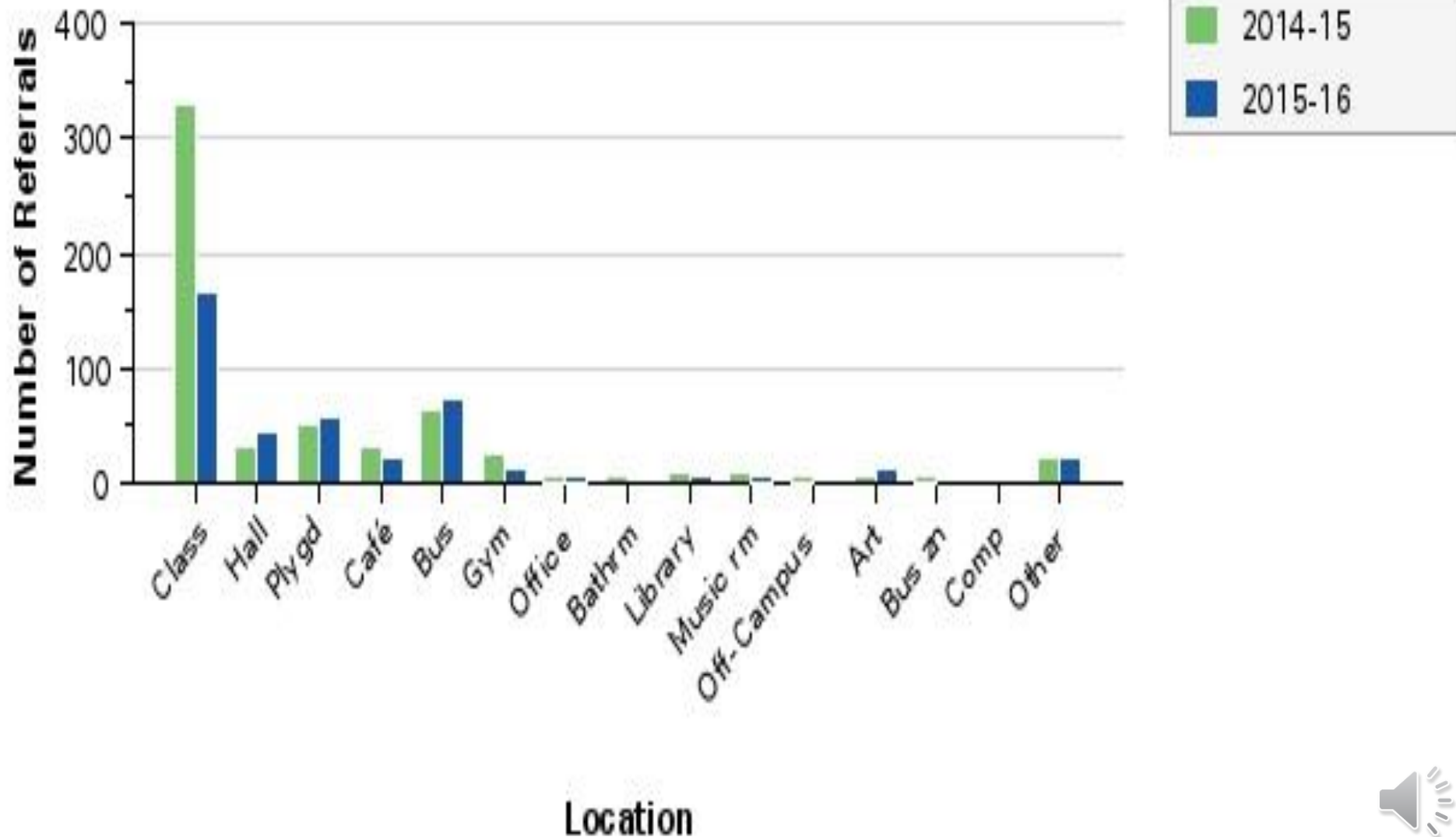
Referrals by Time

All, Aug 1, 2015 - Jul 1, 2016



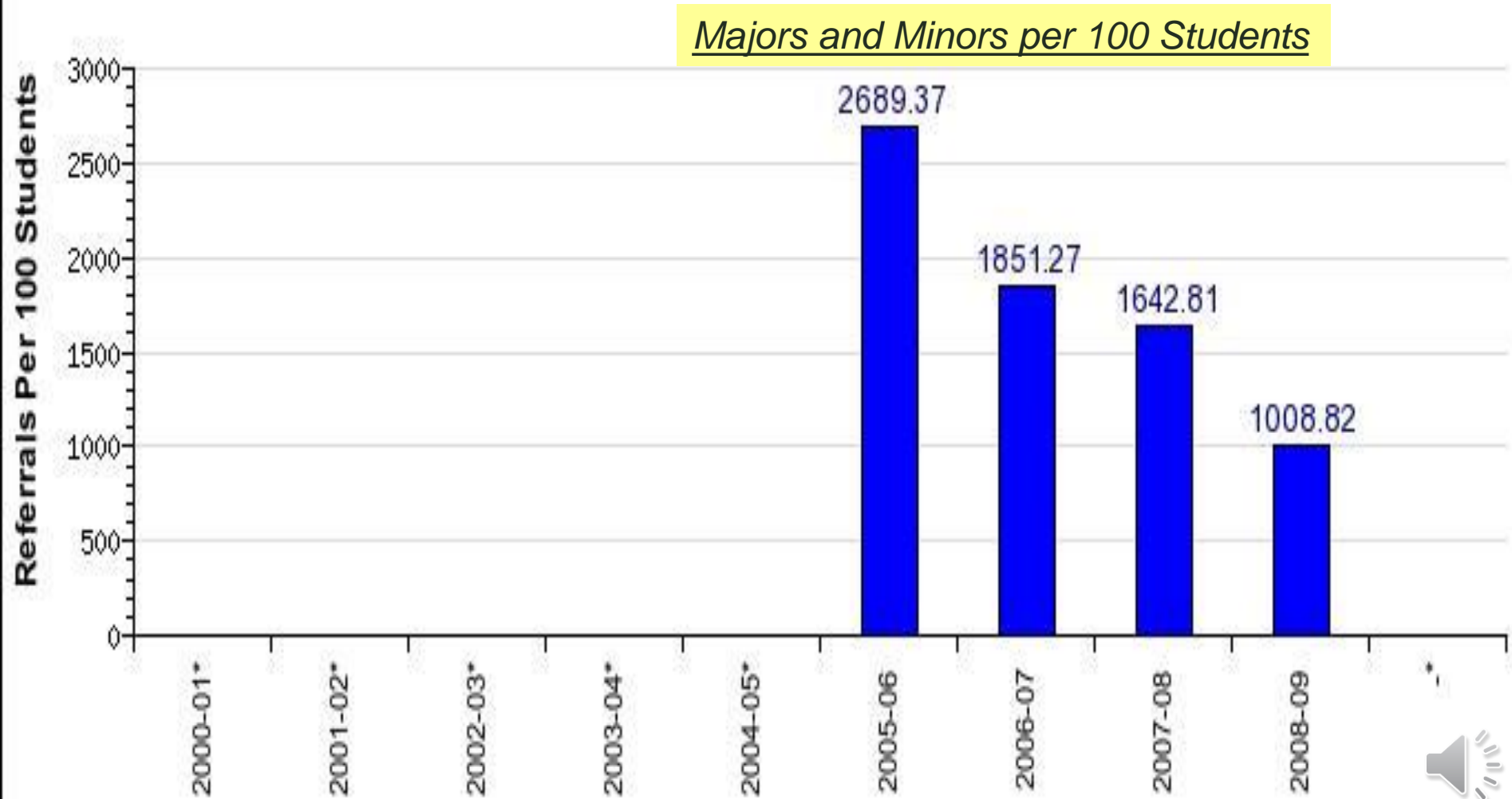
Referrals by Location - Multi-Year

Major, 2014-15 - 2015-16



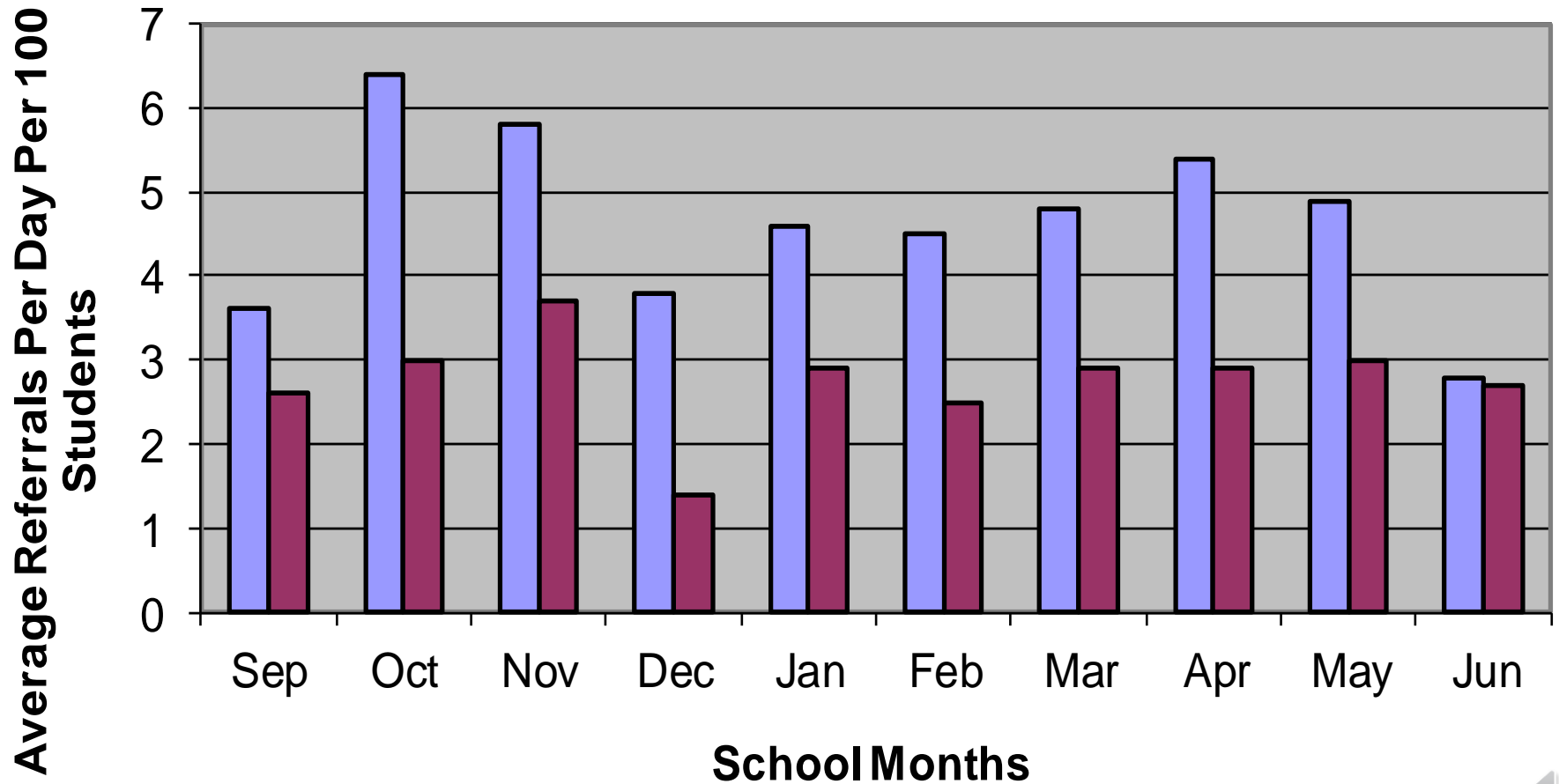
Elementary School (K-3) Enrollment = 306 in 2008-09

Referrals Per Year Per 100 Students - All Referrals



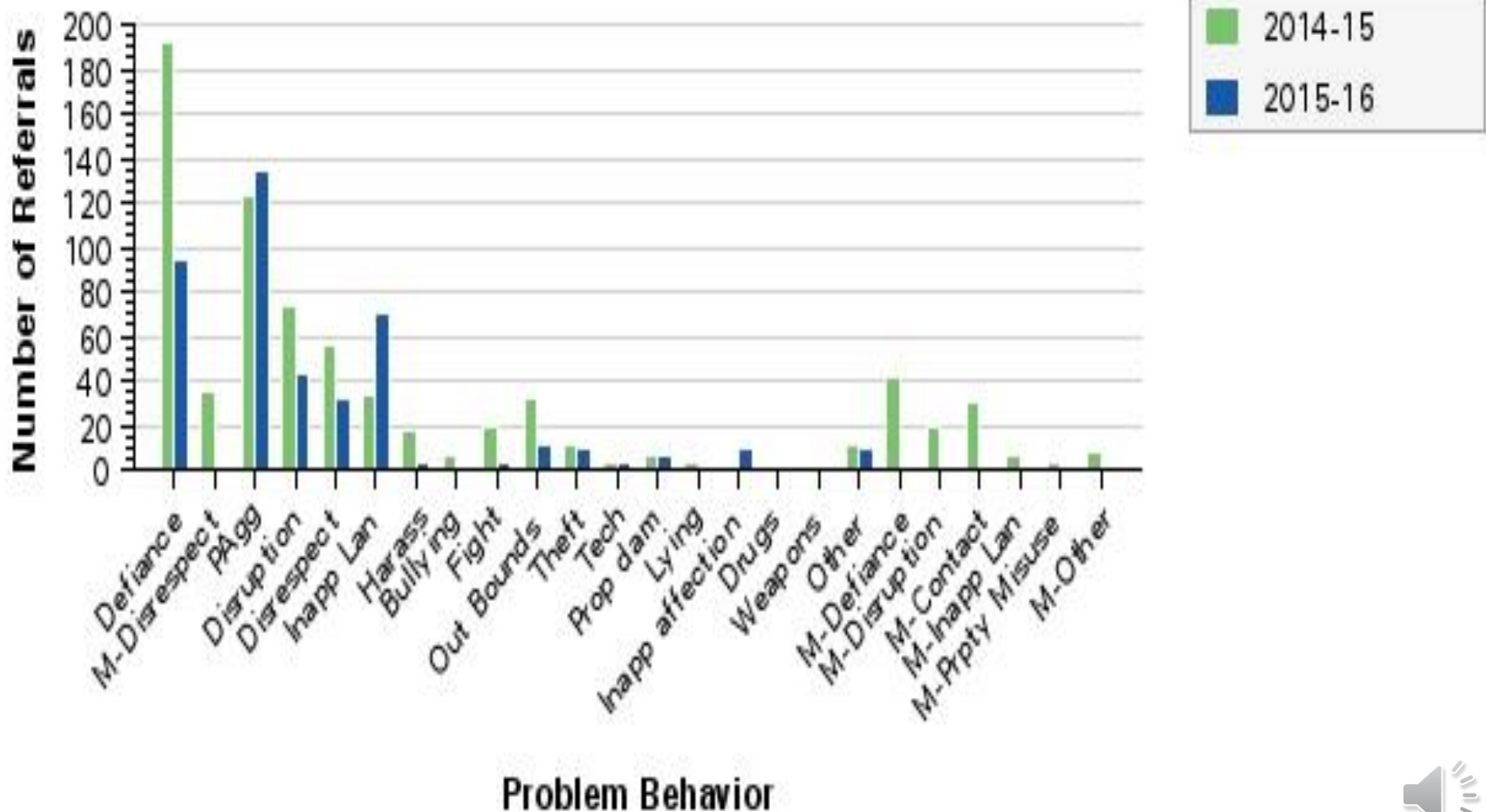
AVERAGE REFERRALS PER DAY PER MONTH PER 100 STUDENTS - NH Middle SCHOOL

2003-2004 2004-2005



Referrals by Problem Behavior - Multi-Year

All, 2014-15 - 2015-16



Tier 2
Targeted
Systems, Practice
and Data



The 4 E's of Targeted Group Interventions

- Efficient - Similar strategies matched to students needing similar support
- Effective – Designed to teach specific skills
- Evidence-Driven – Data used to evidence effectiveness
- Early – May prevent need for more intensive and individualized support plans



Tier 2 Interventions Should Address Most Prevalent Concerns

1. Check In Programs (adult attention)
2. Mentoring Programs (adult or peer attention)
3. Social Skills (strengthen specific Social Skills)
4. Emotional Regulation Skills (strengthen emotional regulation skills; strengthen Stress Awareness and Stress management)
5. Academic Skills (strengthen specific academic skills)



Key Idea:

Tier 2 should be

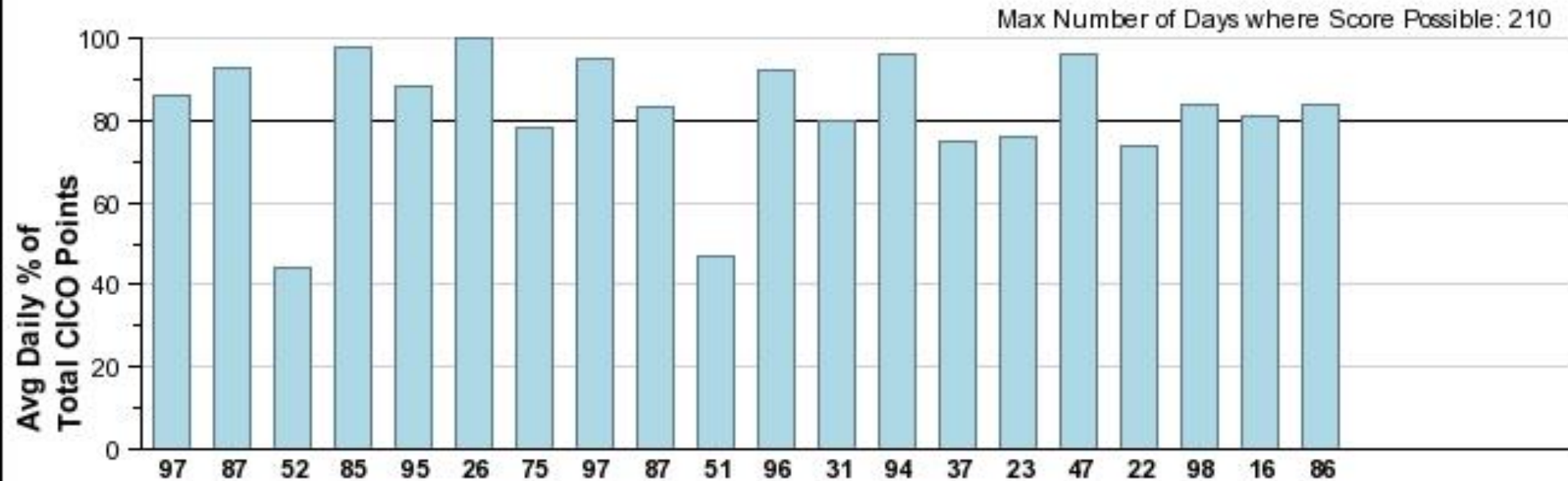
“alive” in

Tier 1



Elementary School Teacher Check, Connect & Expect

CICO Average Daily Points By Student Report
September 1, 2008 - June 30, 2009



20 students given the intervention

14 of 20 (70%) success (averaged 80% or better)

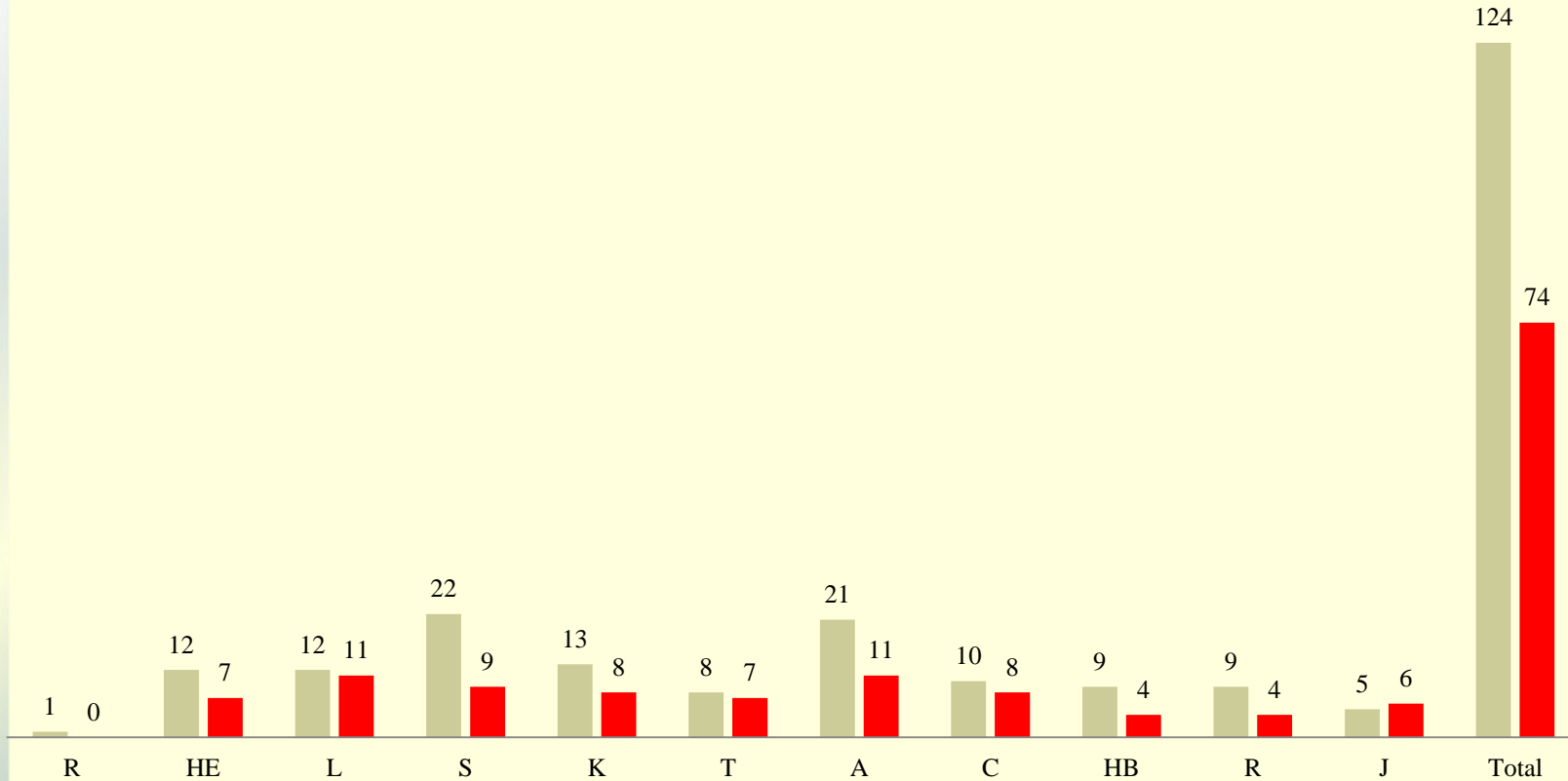
4 partial (20%) success (averaged 70-79% and variable)

2 (10%) non-responders (averaged less than 50%)

Days with Score | Student



Pre-Post Data: Gentle Hands/Gentle Feet Individual Student Data: Inappropriate Physical Contact Per Day



Pre-group Frequency Count
Post-group Frequency Count

Tier 3 Intensive Systems and Practices



1. Tier 3 Systems Team

2. School-Based Nomination
and Activation;
Individual Teams

8. Family and Person-
Centered Planning
(Wraparound and RENEW)

3. Behavioral and
Emotional Escalation

Tier 3
Knowledge, Systems
And Practices
Muscott & Mann
(2007; 2015)

4. Engaging Families with
Children with Intensive Needs

7. Multi-Disciplinary
Problem-Solving Team

6. Facilitated Referral Process to
Community-Based Supports:
MH Supports; Multi-Disciplinary Team;
Wraparound; RENEW

5. Intensive FBA &
Behavior Support Plans

Building Relationships



Acknowledgements

- Howard Muscott, NH CEBIS
- JoAnne Malloy, Institute on Disabilities
- Kevin Murphy, Strafford Learning Center
- Kate Salvati
- Kathy Francoeur
- Mary Steady
- George Sugai
- Rob Horner
- Lucille Eber
- **Presenter Information:**
 - Eric Mann
 - New Hampshire Center for Effective Behavioral Interventions and Supports at SERESC, Inc. (NH CEBIS)
 - emann@seresc.net
 - 602-206-6820



Thank You!

Eric Mann

New Hampshire Center for Effective Behavioral
Interventions and Supports at SERESC, Inc.
(NH CEBIS)

emann@seresc.net

602-206-6820

