

PBIS IN SCHOOLS
with
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Student Emotional-Behavioral Health Connections
 Chemeketa Viticulture Center, Salem, OR
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Children At-Risk

A synthesis of 52 epidemiological studies of children with emotional or behavioral disorders suggests a mean prevalence of:
 13.2% for elementary children and
 16.5% for adolescents.

Roberts, Attkisson & Rosenblatt, 1998

Children At-Risk... At-Risk

Although 13-16% have emotional or behavioral disorders, only 1%-3% are being served in special education in one category or another... *leaving 10-15% of these children at-risk without support in schools.*

Forness, 2005

Children At-Risk... At-Risk

In one longitudinal study, nearly 17% of third graders showed symptoms for emotional or behavioral disorders *and* impairment in social or academic function. Only 24% of these children were served in special education, and were 5x more likely to be identified as LD than in the ED category.

Forness, 2005

Providing Support

How can schools support these at-risk students?

- * Create safe & effective learning environments
- * Identify students at-risk & their needs
- * Provide level of support necessary for success
- * Use evidence-based practices
- * Collaboration of supports and supporters

Is there a model to guide us?

School-Wide Behavior Support...

- **Effective Behavior Support (EBS)**
- **Positive Behavioral Interventions & Supports (PBIS)** the work of...

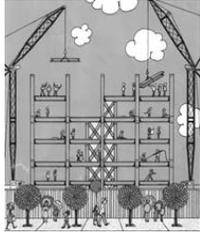
• Hill Walker, Rob Horner, George Sugai and others at the University of Oregon



Positive Behavioral Interventions and Supports

First & Foremost:

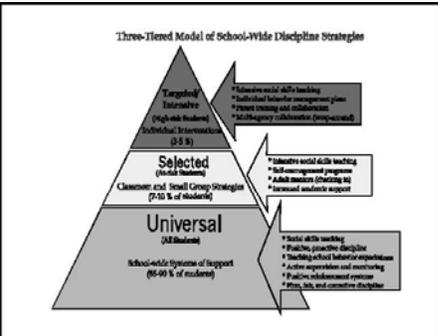
A Philosophical Framework



P.B.I.S. is...

- A systems approach for enhancing capacity.
- A process for capacity-building.
- Advocates development and use of a continuum of behavioral supports.

Three-Tiered Model of School-Wide Discipline Strategies



Walker, Horner, Sugai, Bullis, Sprague, Bricker & Kaufman, 1996

What Students Need...

- Universal Interventions
Are what we do for and with all students
Risk status is not considered
- Selected Interventions
Are what we do for some students
At-risk status is identified for small groups
- Intensive Interventions
Are what we do for a few students
High-risk status is identified for individuals

All Students Need...

- Universal Interventions:
 - Personal relationship building
 - Clear behavioral expectations explicitly taught
 - Effective supervision and monitoring
 - Positive & proactive discipline
 - Accurate behavioral feedback
 - Effective social skills instruction
 - Effective academic instruction
 - Learning & study skills instruction
 - Collaboration with family

At-Risk Students May Need

- Selected Interventions for Small Groups:
 - Intensive academic support
 - Additional learning & study skills instruction
 - Intensive social skills instruction
 - Self-management instruction
 - Closer monitoring & more immediate feedback
 - Adult mentoring & relationship building
 - Closer collaboration with family
 - Family-based interventions

High-Risk Students May Need

- **Targeted Interventions:**
 - Individual academic support (IEP/§504)
 - Intensive social skills instruction
 - FBA-based individual behavior mgmt plans (IEP/§504)
 - Strict supervision & monitoring
 - Interagency collaboration
 - Intensive collaboration with family
 - Intensive family-based interventions

P.B.I.S. is...

- A systems approach for enhancing capacity.
- A process for capacity-building.
- Advocates a continuum of behavioral supports.
- **Prevention focused.**
- **Instructionally focused.**
 - Model-Lead-Test
 - Teach & Reteach

P.B.I.S. is...

- A systems approach for enhancing capacity.
- A process for capacity-building.
- Advocates a continuum of behavioral supports.
- Prevention focused.
- Instructionally focused.
- Based on **empirically sound practices.**
- Supportive of using **assessment information.**
- Focused on establishing organizations with **commitment to using effective practices.**

from the model...
to the application



Specific Tasks at Start...

- **Assemble representative team**
 1. Is every constituency represented?
 2. Do they...
 - * meet at least monthly?
 - * have a vision-driven action plan?
 - * have an annual calendar of activities?
 - * create and implement *systems interventions*?
 - * review data to make their decisions?
 - * plan staff development activities?
 - * plan celebrations for successes?

Specific Tasks at Start...

- **Assemble representative team**
- **Discuss organizational culture/philosophy**
 1. Has your team – your staff – talked about their goals, personal values, professional beliefs?
 - a. What do we believe about...
 - student misbehavior
 - school failure
 - our responsibility for social-behavioral success
 - b. Do our practices reflect these beliefs?

Specific Tasks at Start...

- Assemble representative team
- Discuss organizational culture/philosophy
- Assess current systems of support



Specific Tasks at Start...

- Assemble representative team
- Discuss organizational culture/philosophy
- Assess current systems of support
- Clarify data collection/utilization system
 - What decisions are you trying to make?
 - What questions are you trying to answer?
 - What information do you need?
 - What information do you currently collect?

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