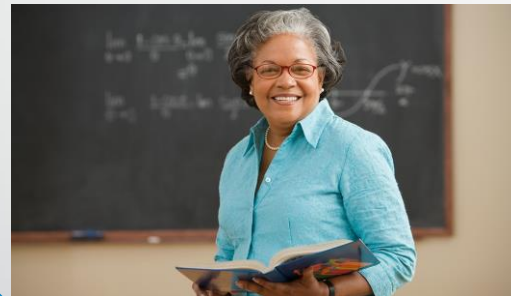# The Role of Social, Emotional and Behavioral Wellness in Positive Behavior Support (PALS)

Rob Horner

University of Oregon

USA

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

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 and young adults.

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

Why PALS/PBIS?

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

Predictable

Consistent

Positive

Safe

Major Message

Establishing a **positive social culture** *improves the social and academic outcomes for all students*

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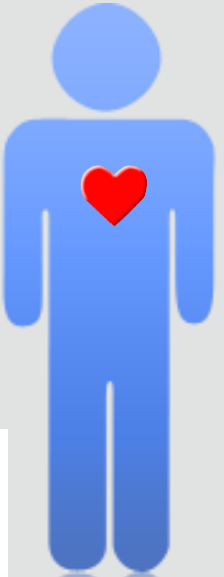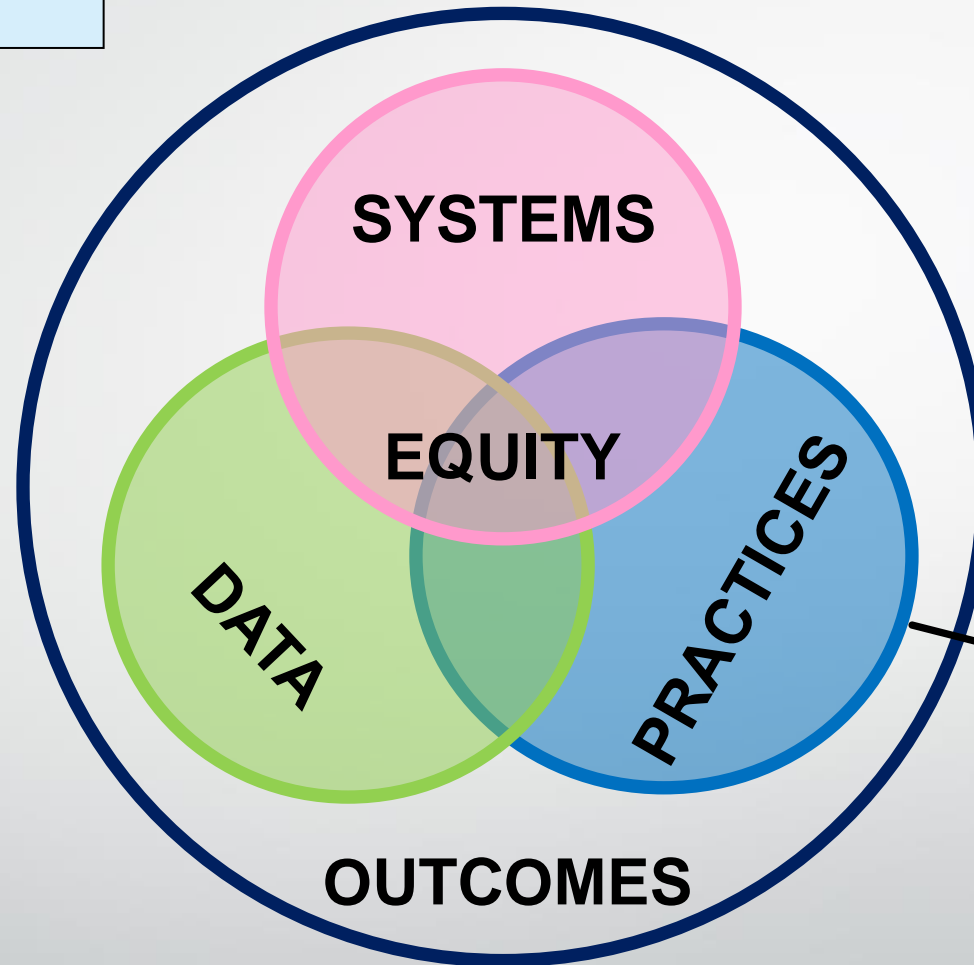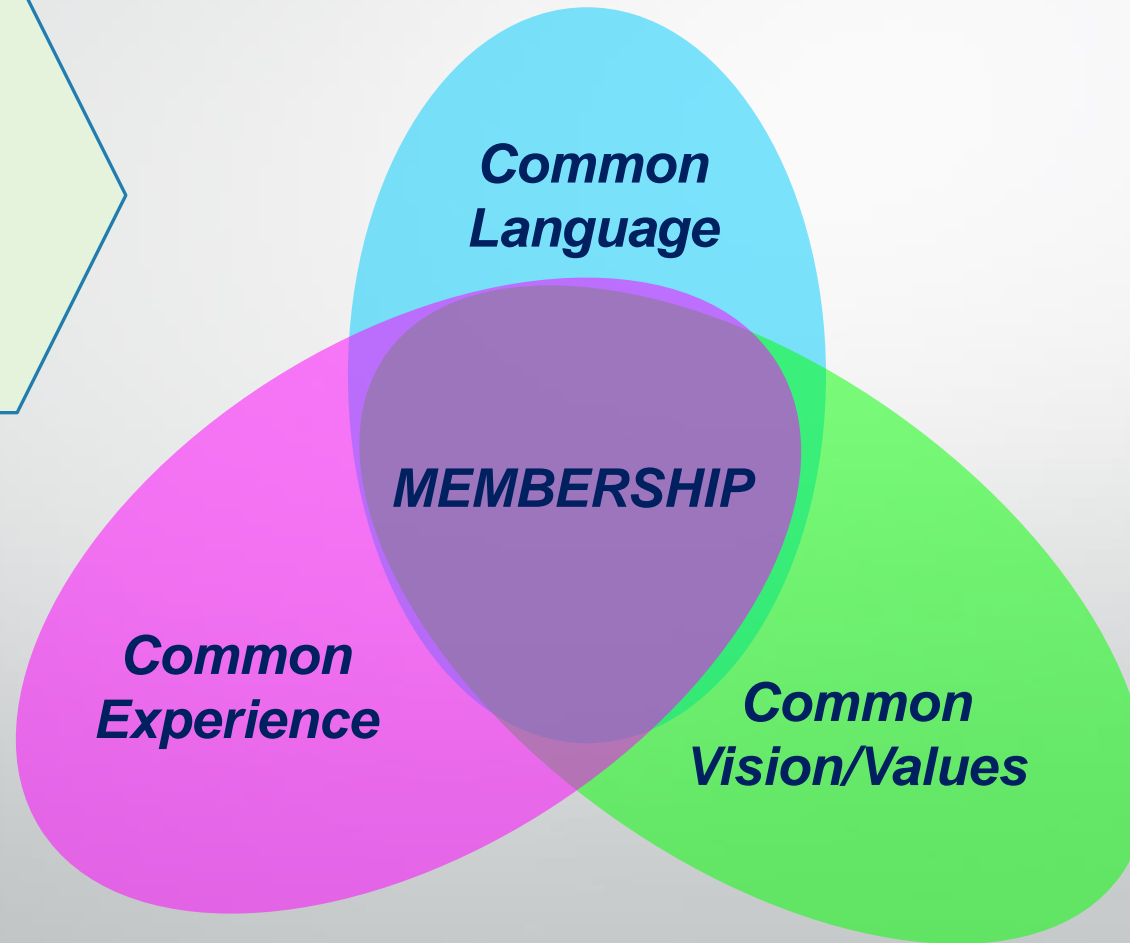
What is School-wide Positive Behavior Intervention and Support ?
(PALS/PBIS)

- 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

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
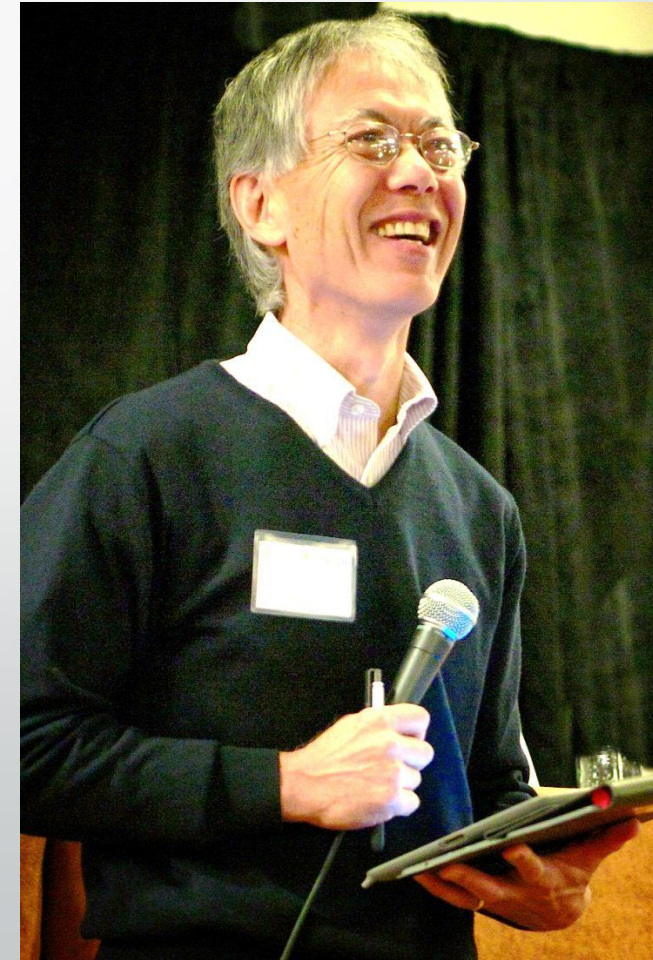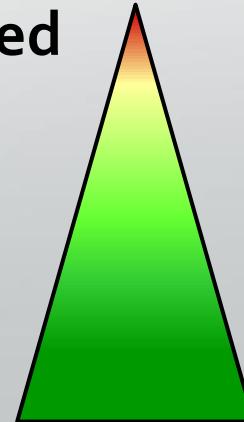
Multi-tiered Systems of Support

Three Main Messages

1. Invest in Prevention First

2. Establish multiple tiers of support intensity

3. Add intensity of support EARLY to match needs of individual student/family.
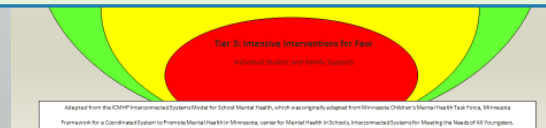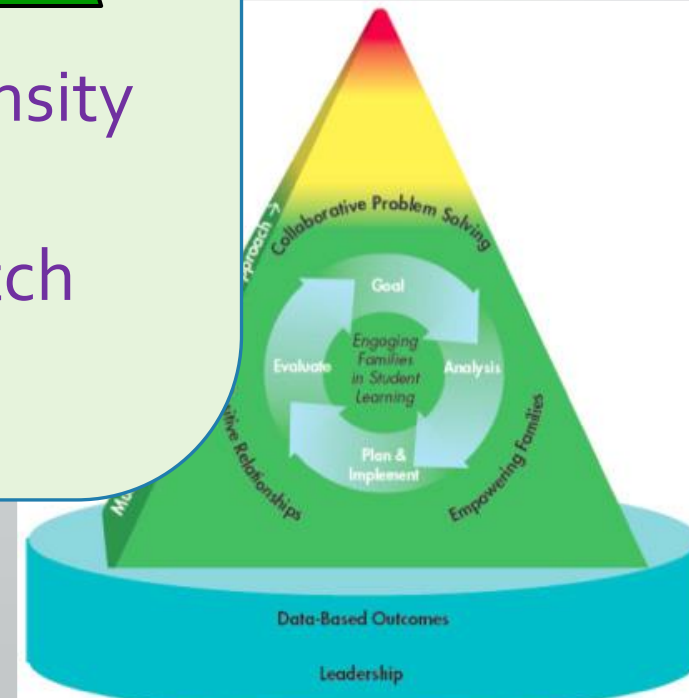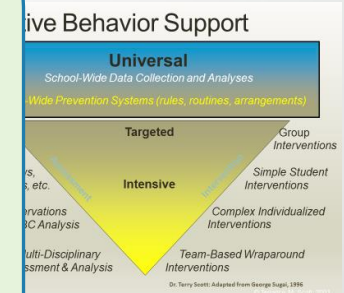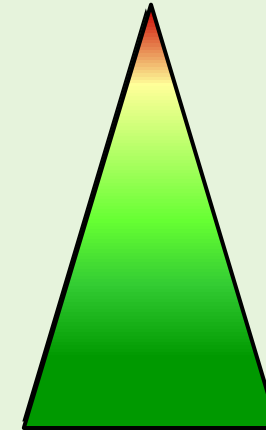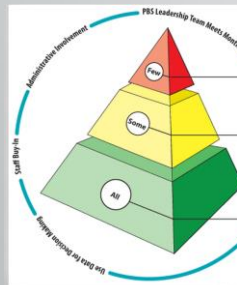
Multi-tiered Supports is NOT a diagnostic model

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

Avoid creating a new disability labeling system.
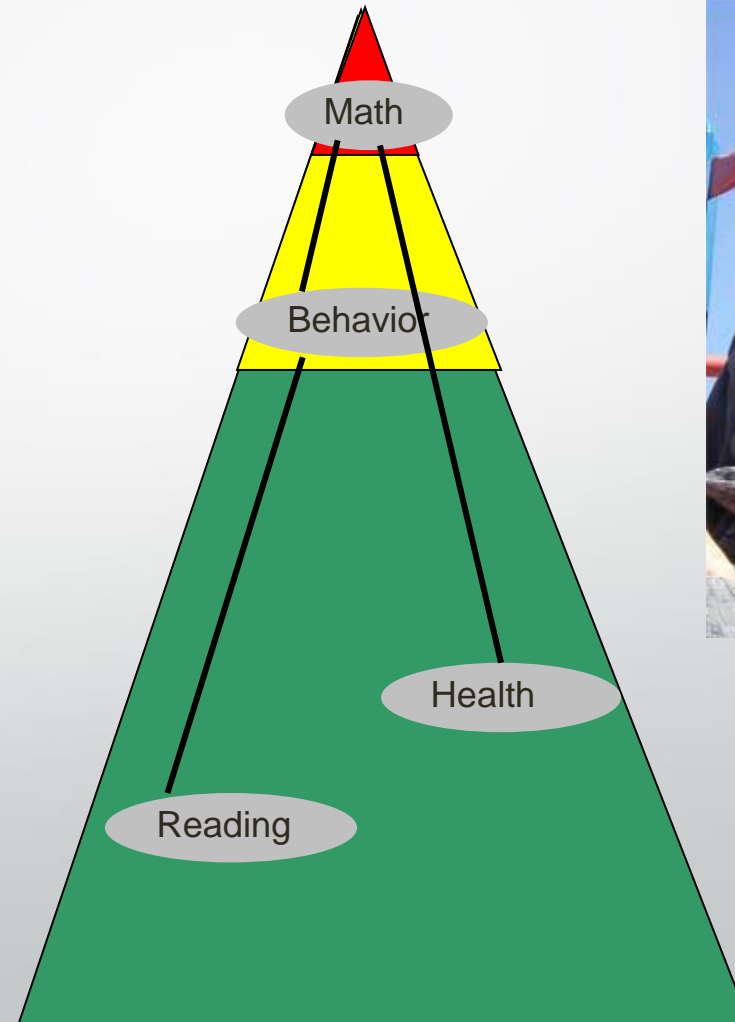
Practices → Core Features → Outcomes

Effective Practice

Effective Practice

Effective Practice

Effective Practice

Be Firm about the Values and Science

Be Flexible about the Technology

Core Features

Valued Outcome

Technology

Science

Values

Three Dangers:

1. We start with **practices** not valued outcomes

2. We conflate "technology and science"

3. We operate as if there is only one "effective practice"
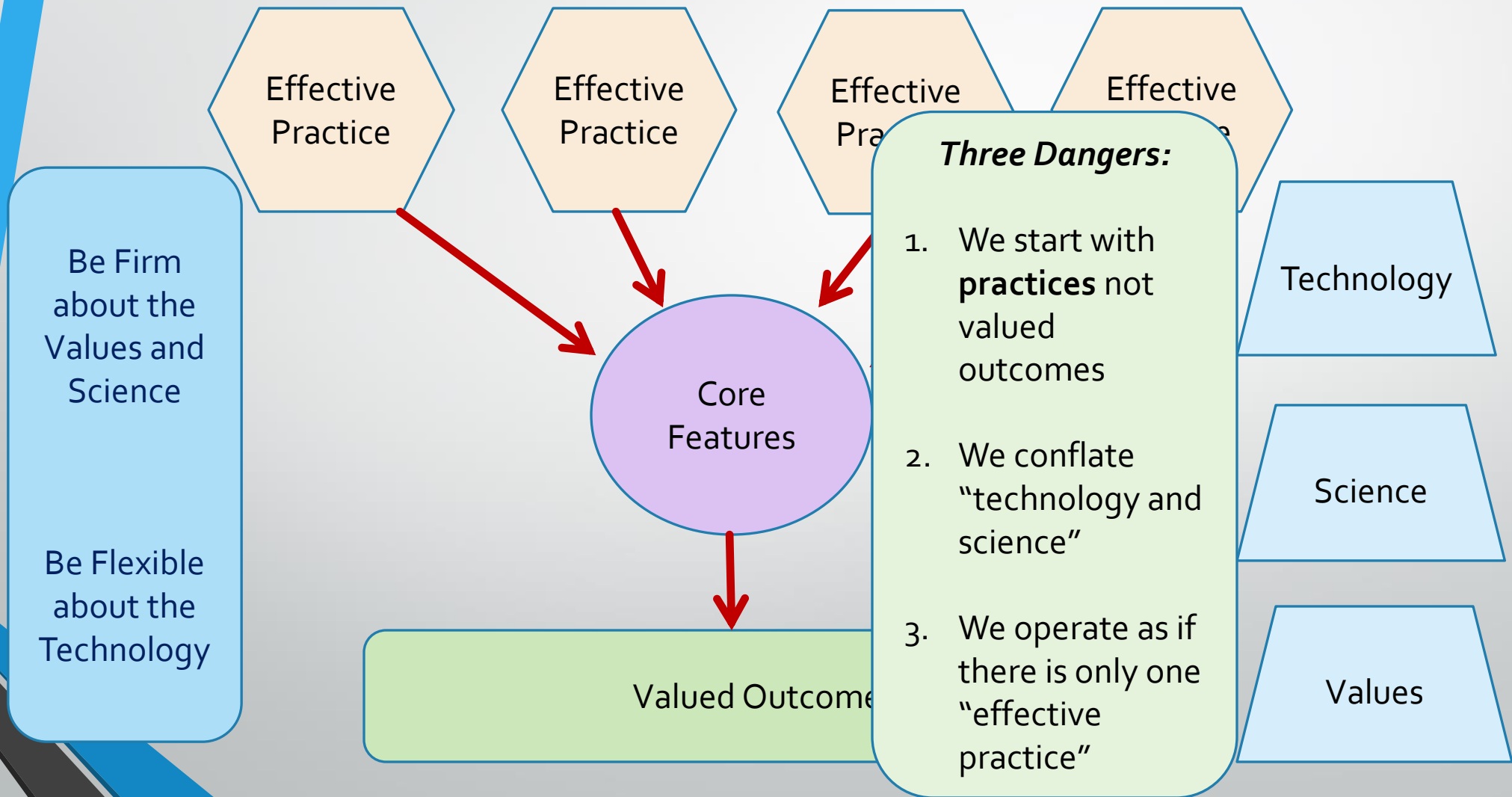
Tier I PALS (PBIS) Core Features
(Cultural Adaptations)

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

Acknowledge behavior of individuals and groups

Consequences for Problem Behavior

Classroom Systems

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

System to Acknowledge Behavior

BE SAFE
BE ENGAGED
BE RESPONSIBLE
BE RESPECTFUL
BE PREPARED

JUST 🐝

School-wide Expectations

Tier I PALS PBIS

Data and Decision System

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

Leadership Team

Peer Responses

Right people
Right purpose
Right process
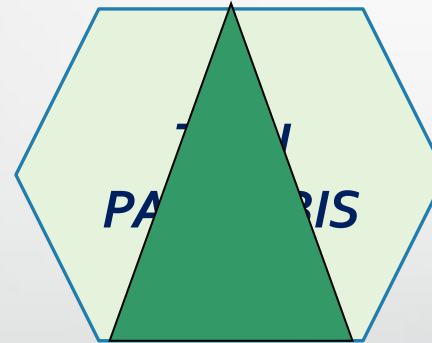
Family Collaboration

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts

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

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

Research Validated Outcomes of Implementing PBIS

- **Reduced problem behavior**

    (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Horner et al., 2009; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002)

- **Increased prosocial behavior**

    (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

- **Improved emotional regulation**

    (Bradshaw et al., 2012)

- **Improved academic achievement**

    (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety**

    (Horner et al., 2009)

- **Improved organizational health/ reduced staff turnover**

    (Bradshaw et al., 2008)

- **Improve teacher perception of academic effectiveness**

    (Ross, S. W., Endrulat, N. R., & Horner, R. H. , 2012)

The Norwegian Center for Child Behavioral Development

Anne Arnesen · Terje Ogden · Mari-Anne Sørlie

Positiv atferd og støttende læringsm[...] i skolen

UNIVERSITETSFORLAGET

Arnesen, A., Ogden, T. & Sørlie, 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.

Immediate Impacts of PALS: A school-wide multi-level program targeting behaviour problems in eleme[...]ry school

Mari-Anne Sørlie* a[...]
University of Oslo, N[...]

Routledge
Taylor & Francis Group

[...]ding strength through enhancing social competence in immigrant students in primary school. A pilot study

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

PALS can be implemented in schools in Norway with both good fidelity and benefit for students.

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

Mari-Anne Sørlie 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.

Adapting, implementing, and evaluating the effects of a comprehensive school reform program: the case of School-Wide Positive Behavior Interventions and Supports in French-speaking Belgium

PALS can be Implemented in Belgian schools

- Supportive Administrator (principal)
- Adequate Resources (time, teams)
- Professional Development and Coaching

... du grade de
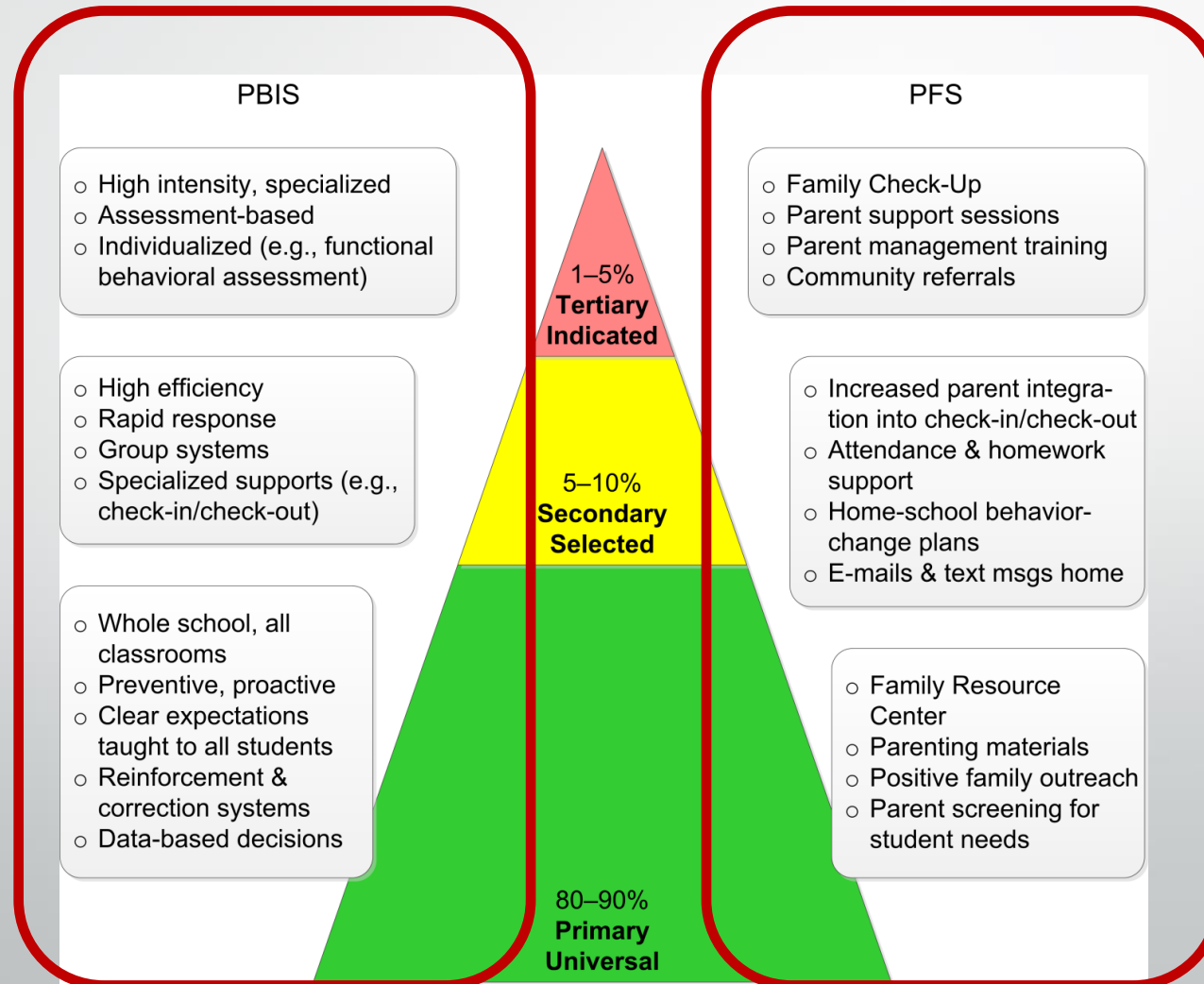
... sciences de l'éducation

Année académique 2021-2022

Common Questions

- *How can we be sure PALS will work within our school, community, country?*
  - PALS/PBIS is a *framework* with core features that are adapted by each school and community to fit the local culture. The core features are research-tested. The path for implementing them is unique for each school.

- *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/families?*
  - 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

PBIS

- o High intensity, specialized
- o Assessment-based
- o Individualized (e.g., functional behavioral assessment)

1–5%
Tertiary Indicated

- o High efficiency
- o Rapid response
- o Group systems
- o Specialized supports (e.g., check-in/check-out)

5–10%
Secondary Selected

- o Whole school, all classrooms
- o Preventive, proactive
- o Clear expectations taught to all students
- o Reinforcement & correction systems
- o Data-based decisions

80–90%
Primary Universal

PFS

- o Family Check-Up
- o Parent support sessions
- o Parent management training
- o Community referrals

- o Increased parent integration into check-in/check-out
- o Attendance & homework support
- o Home-school behavior-change plans
- o E-mails & text msgs home

- o Family Resource Center
- o Parenting materials
- o Positive family outreach
- o Parent screening for student needs

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

- Include (not just inform) families

- What can families can do to support the success of their son/daughter/other?

- How to recruit family perspectives

- How to resolve differing perspectives
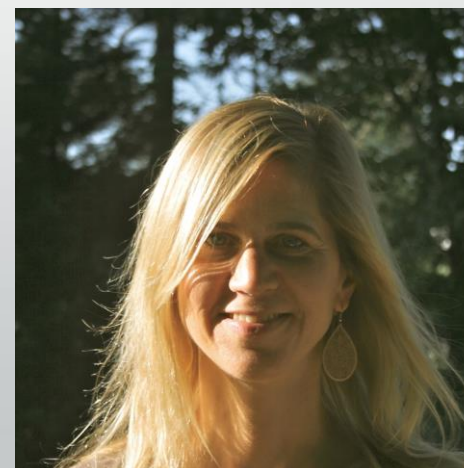
Reflection

- **Identify three things that families can do to maximize the academic and social success of their child (young adult).**
  - 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.

Aligning and Integrating
Family Engagement in Positive
Behavioral Interventions and
Supports (PBIS)

Concepts and Strategies for Families
and Schools in Key Contexts

ADVANCING EDUCATION
EFFECTIVENESS:

INTERCONNECTING SCHOOL MENTAL HEALTH
AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

EDITORS: SUSAN BARRETT, LUCILLE EB

Pbis.org

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?
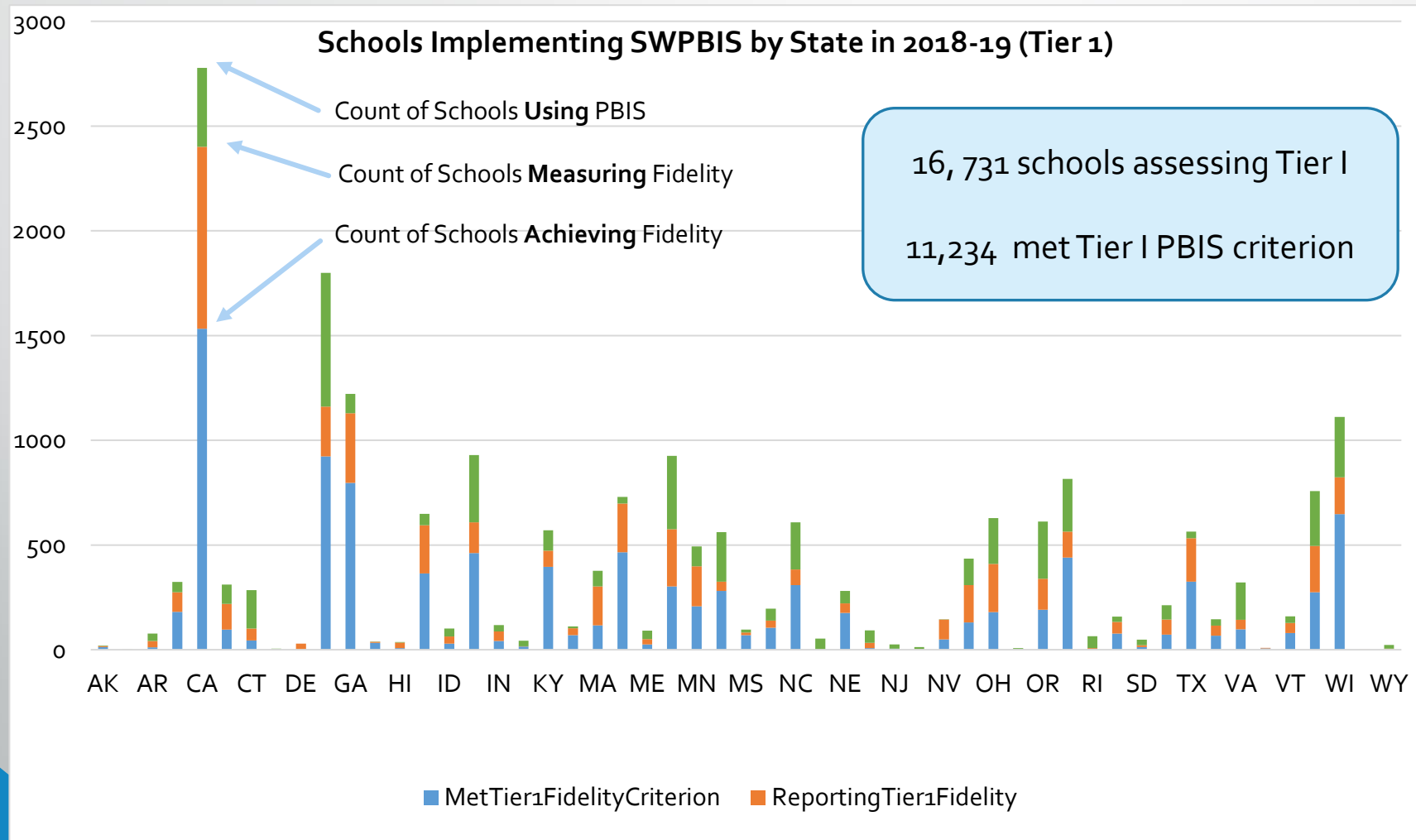
Many Ways to Measure Implementation Fidelity

Checklist A   Tiered Fidelity Inventory   School-wide Evaluation Tool   Benchmarks of Quality

Schools measuring PBIS Fidelity (Tier I)

Schools Implementing SWPBIS by State in 2018-19 (Tier 1)

Count of Schools **Using** PBIS

Count of Schools **Measuring** Fidelity

Count of Schools **Achieving** Fidelity

16, 731 schools assessing Tier I

11,234 met Tier I PBIS criterion

Legend: ■ MetTier1FidelityCriterion   ■ ReportingTier1Fidelity

X-axis: AK AR CA CT DE GA HI ID IN KY MA ME MN MS NC NE NJ NV OH OR RI SD TX VA VT WI WY

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

Research Article

The Impact of the Contextual Fit Enhancement Protocol on Behavior Support Plan Fidelity and Student Behavior

Behavioral Disorders
1–12
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DOI: 10.1177/0198742920953497
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$SAGE

Manuel Monzalve, PhD[1] and Robert H. Horner, PhD[2]
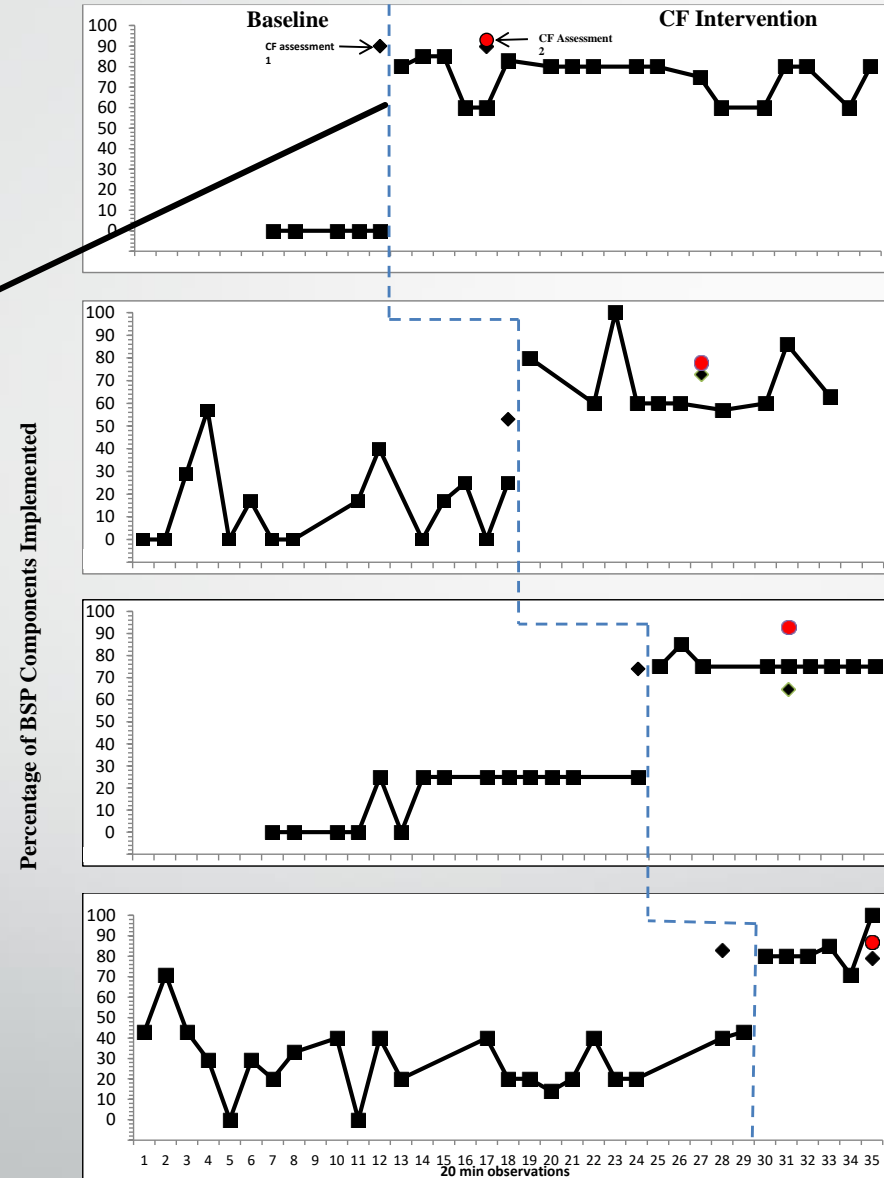
Figure 2. Percentage of BSP Components implemented during 20 minute observations
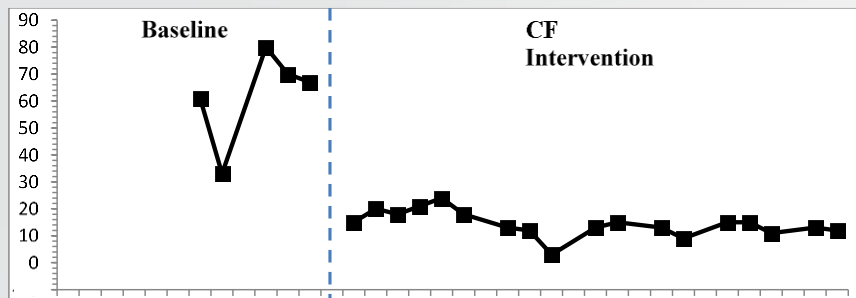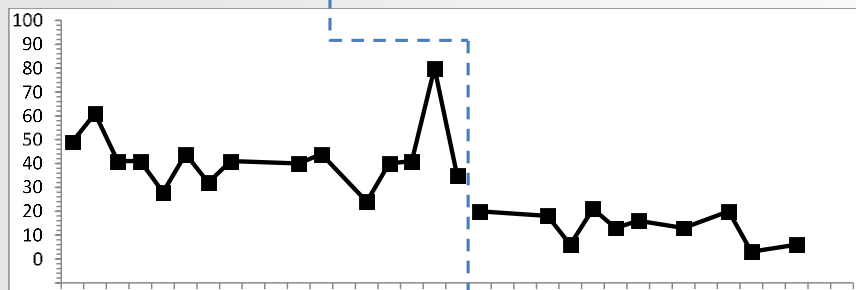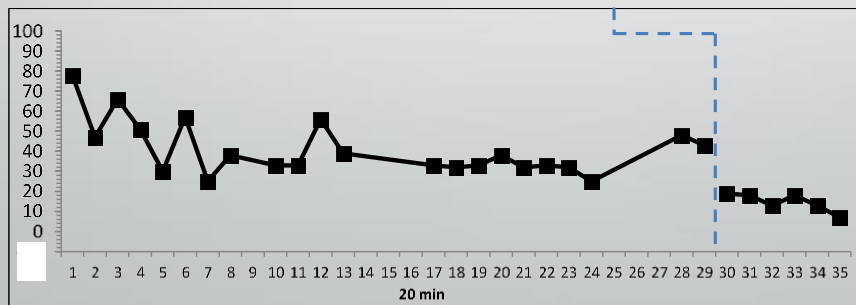
Problem Behavior
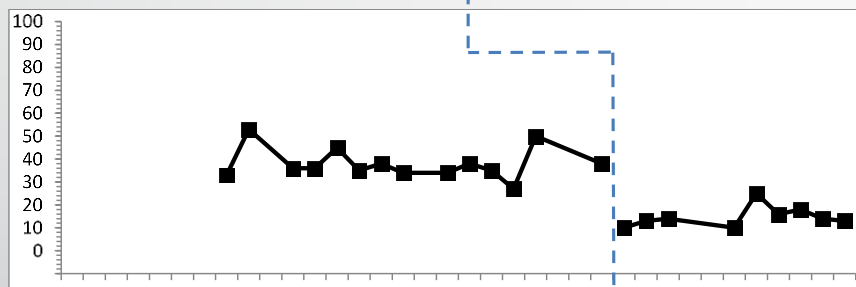
Team Problem Solving

TIPS
Team-Initiated Problem Solving

Evidenced-based Decision-Making Process
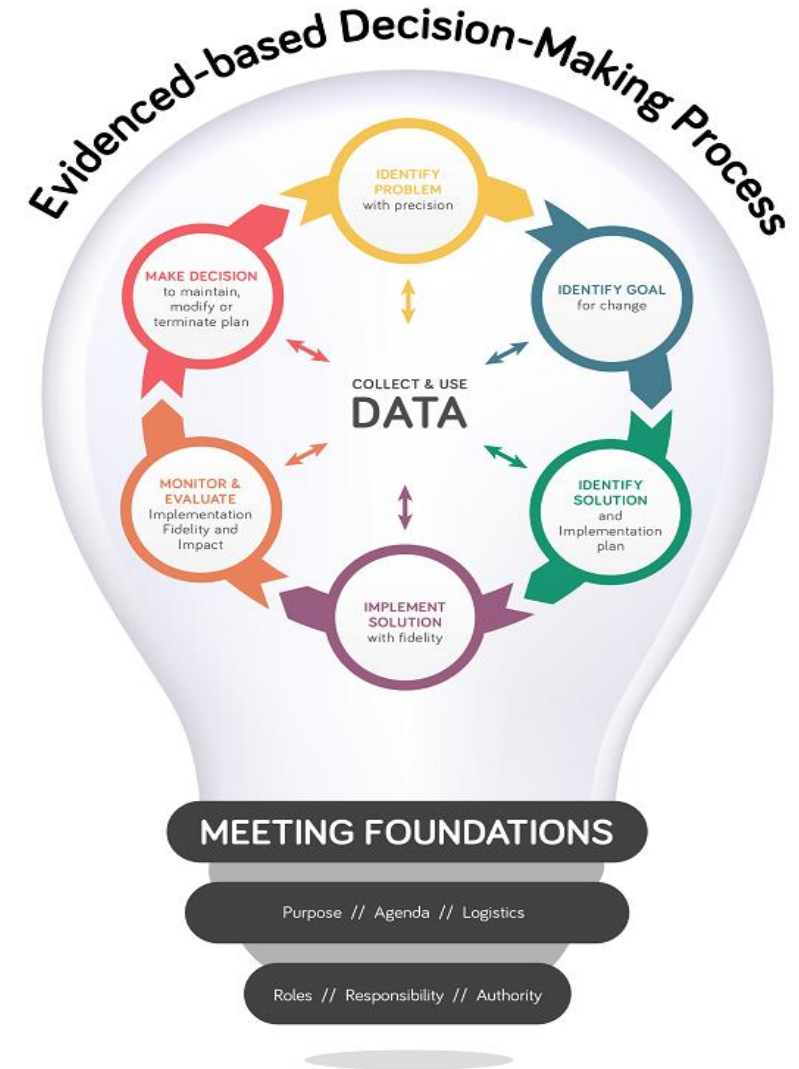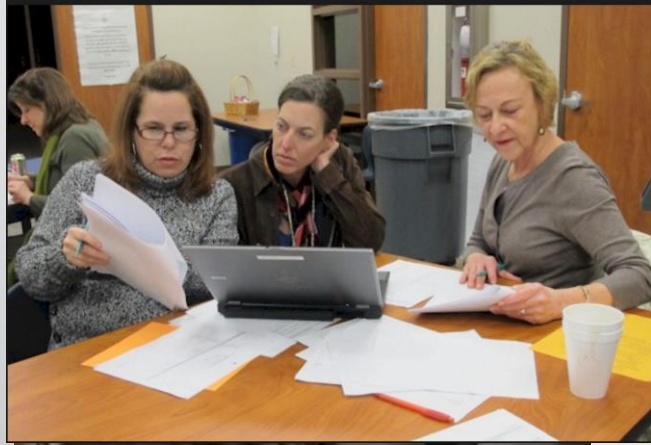
Big Idea #1:

Three Elements of TIPS allow teams to be more effective and efficient

Team

Data

Process

Effective Problem Solving

Implementation

Student Outcomes
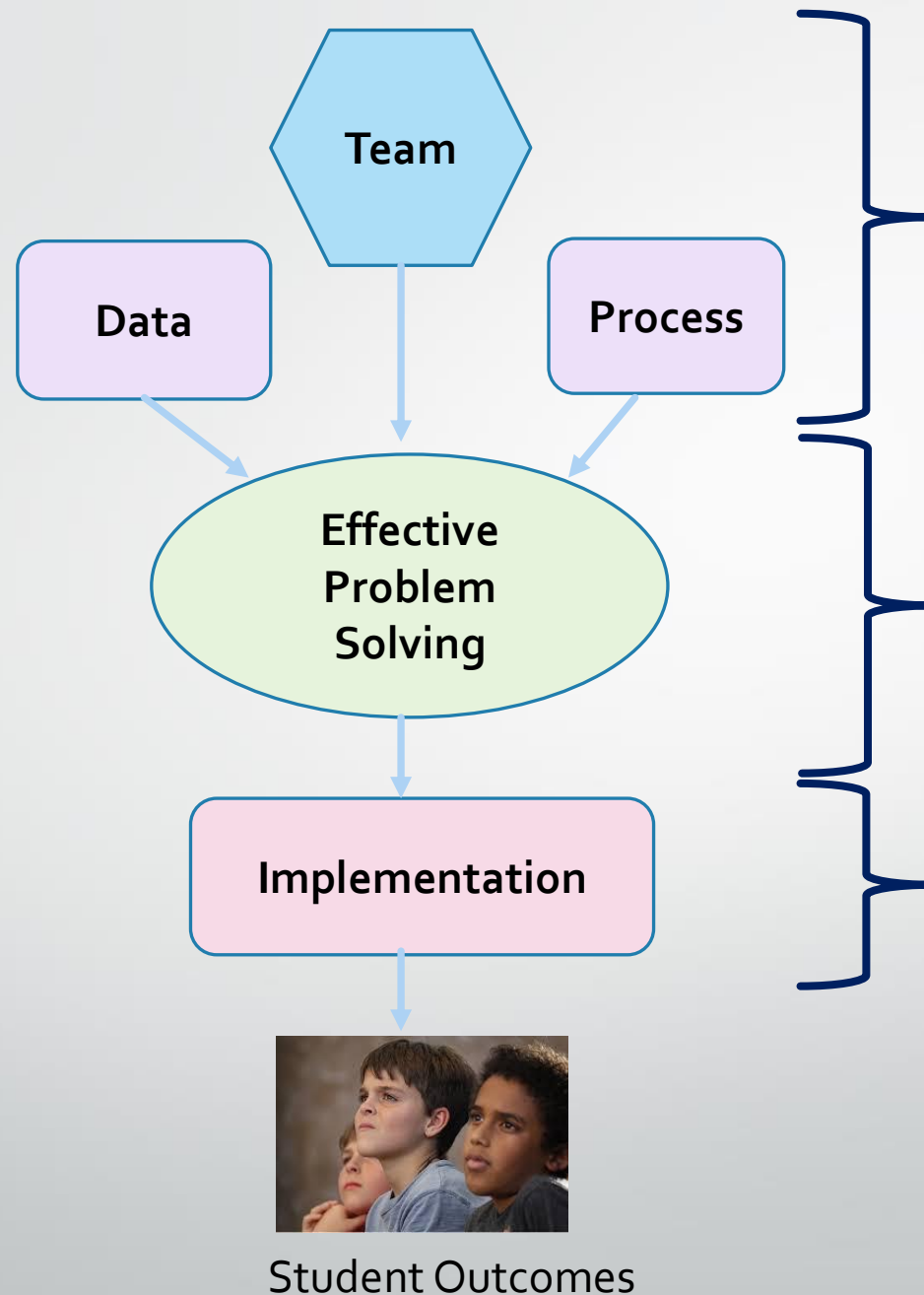
1. Meeting Foundations
Agenda/Process
Data
Roles
Authority

2. Problem Solving
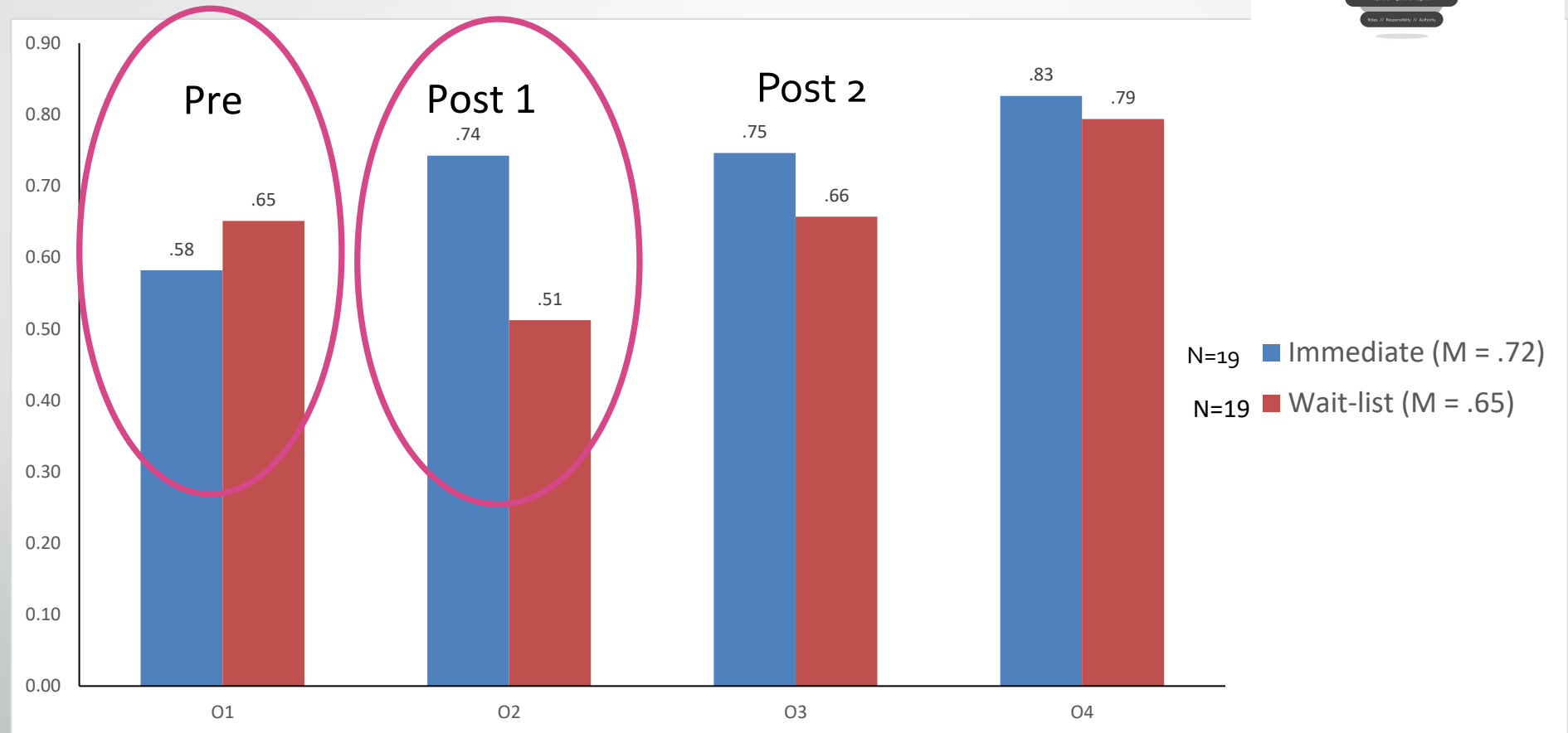Define Problem
Select Solution
Build Implementation Plan

3. Implementation
Implement
Review/Assess
Adapt

DORA: Problem Solving Score
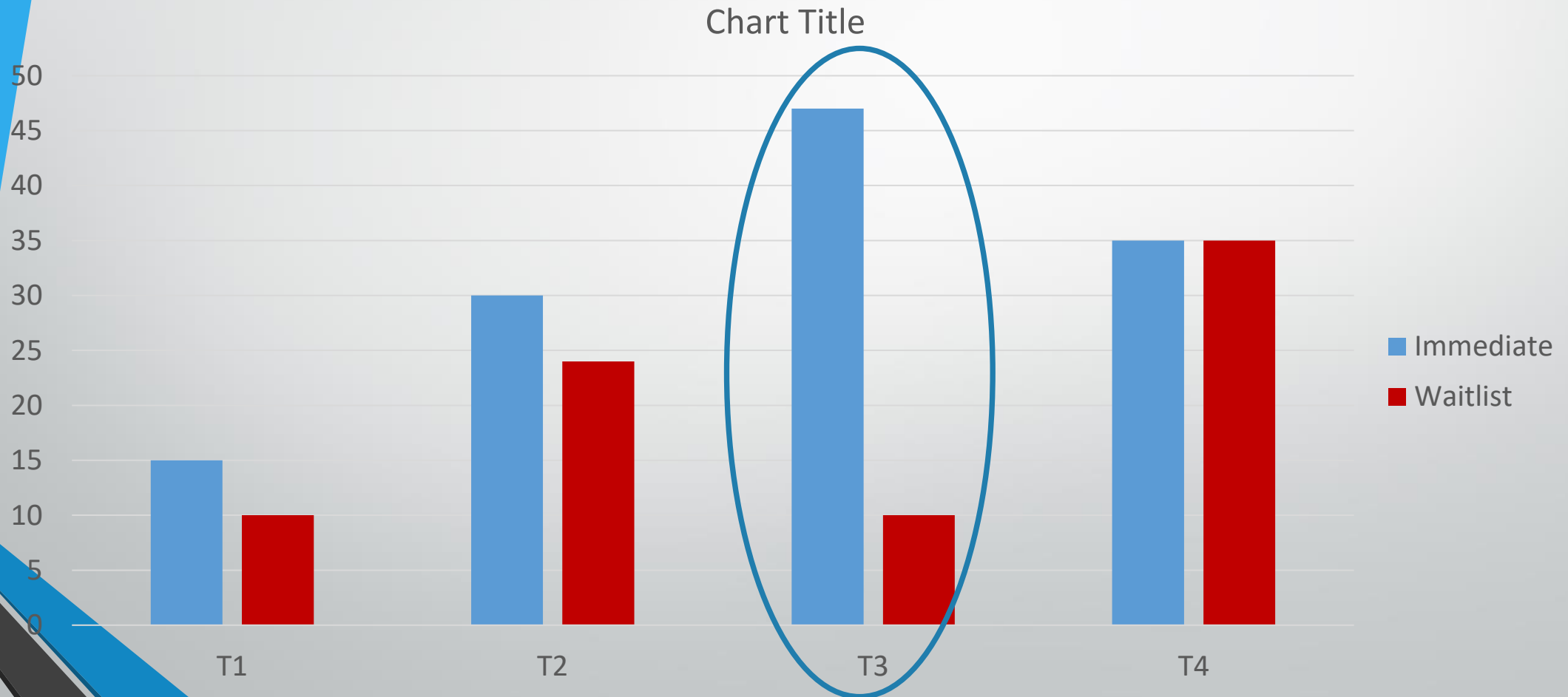$(t_{O_2} = 3.03, df = 36, p < .05, ES = .87)$

Horner, R., Newton, J.S., Todd, A., Algozzine, B., Algozzine, K., Cusumano, D., & Preston, A.I. (2018). 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: Proportion of solutions ben...
$(X^2 = 4.40$

Results

TIPS improved the process of team problem solving (development of solutions)

TIPS improved the likelihood that solutions were **implemented**.

TIPS increased the likelihood of improvement in **student outcomes** (both academic and behavior)

A commitment to social and emotional wellbeing

- **The Challenge: Create a learning environment that is <u>predictable, consistent, positive and safe</u>.**
  - 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
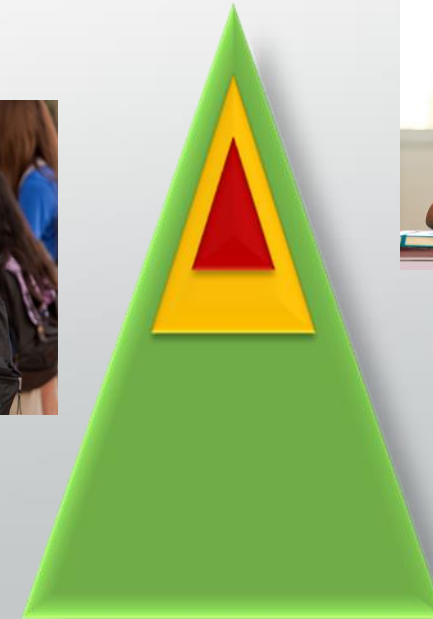
Integrating mental health supports with PALS

- 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"

Social Community is based on values but realized in behavior

- YOUR TASK

Your Values

What is our commitment to each other in this learning community?

→

Behavioral Expectations

What do these values mean for how we interact with each other?

Student-to-Student
Student - Adult
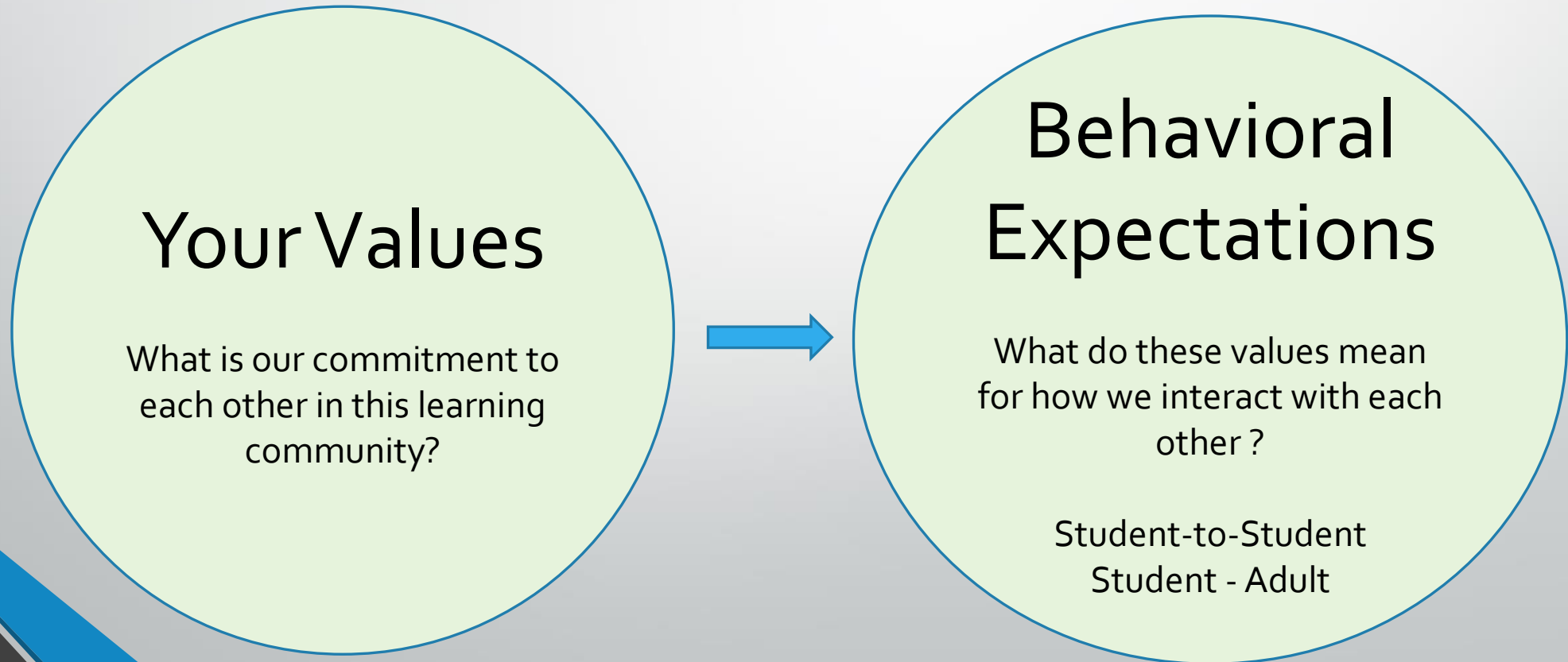
On-going Recognition of Appropriate Behavior

- 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

Use of rewards in

Education

- "**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**
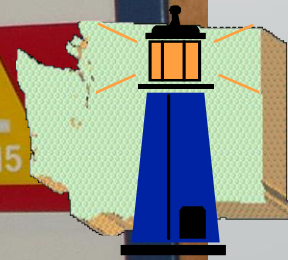
PSYCHOLOGY OF CLASSROOM LEARNING: AN ENCYCLOPEDIA 2008

- "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."

Acknowledge & Recognize

Star Students are Celebrated in a Visible Way
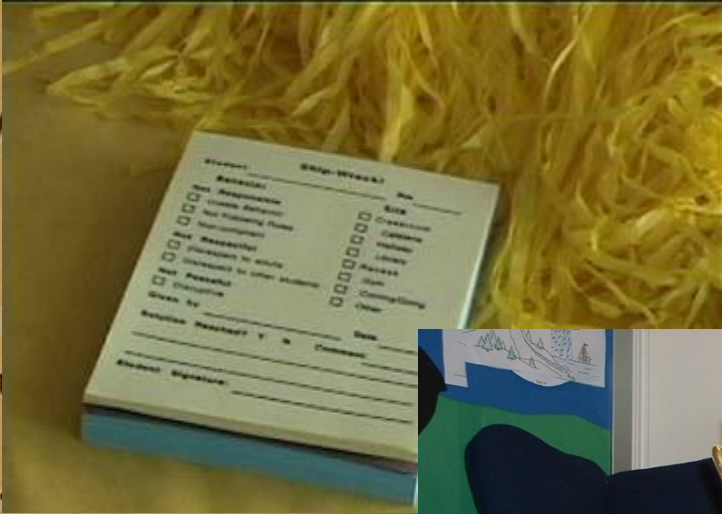
Your Reflection

- 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