**Social Emotional Needs...
How they Interfere with Instruction
and Graduation Rates.
Regain Control!**

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Agenda

- Mental health and implications
- Data-based decision making
- Multi-tiered systems of support
- School practices

What is mental health?

Internalizing Disorders

- Depression
- Anxiety
- OCD/Perfectionism
- Somatic/Physical Complaints

    - These kids fly under the radar b/c they often meet teacher expectations and are not disturbing others.

Externalizing Behaviors

- Physical Aggression
- Verbal Aggression
- Socialized Aggression
- Defiance
- Delinquency
- Bullying

Why mental health in schools

- 1 in 5 children have a mild mental health impairment.

- 1 in 10 children have a severe mental health impairment.

- 75% of children that do receive mental health services receive it in school.
   - Schools are a less stigmatizing environment.

Schools Can Help!

Schools are in a key position
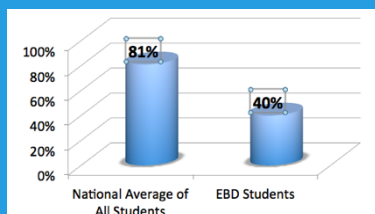- ⅓ of the population passes through schools on weekdays (NAMI)

Why does Mental Health Matter to You?

The Honest Truth:
You won't increase academic scores until you address the mental health and behavioral needs of your student population.
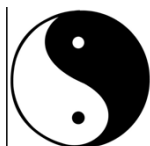
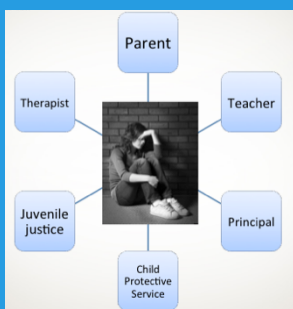Think about your students who struggle...
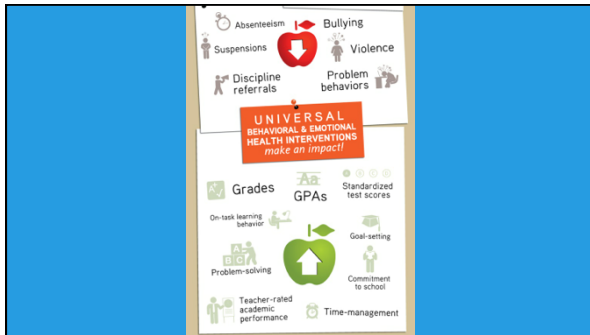
Graduation Rates

Impact on academic performance

Effective academic performance promotes student mental health and effective mental health promotes student academic performance. The same integration is required in our systems.

## Positive Behavior Intervention Supports Approach

- PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy.

- PBIS IS a prevention-oriented way for school personnel to
  - organize evidence-based practices
  - improve their implementation of those practices
  - maximize academic and social behavior outcomes for students.

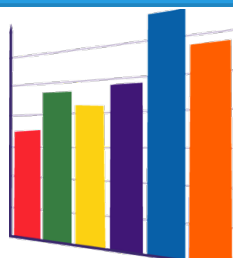   PBIS supports the success of ALL students.

A Problem

"Students cannot benefit from interventions they do not experience…"
-Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

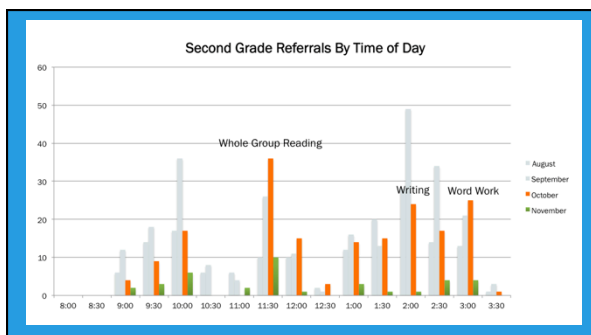Multi-tiered Approaches
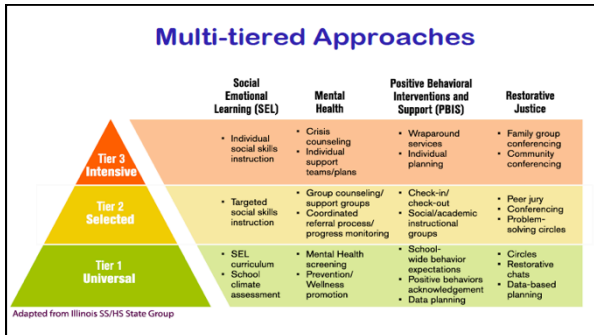
Data-Based Decision Making

- Data collection
- Data analysis
- Decision rules

School-wide Data

- Attendance
- Office referrals
- ISS
- OSS
- Nurse visits

- Reinforcers
- Safe seat (BIST)
- Buddy room (BIST)
- ALE (LPS)

Second Grade Referrals By Time of Day

Precise Problem Statement Table

Precise Problem Statement 1 (Based on review of data: What, When, Where, Who, Why)	Goal	Solution Actions (Prevent, Teach, Prompt, Reinforce, Adapt, Respond)	By Who?	Timeline	Fidelity NS = Not started P = Partially Implemented I = Implemented D = Done	Effectiveness of Solution/Plan GM = Goal Met M = Making Progress L = Limited Progress Include supporting data
According to data, all grade levels have made improvements in previous targeted times of "high behavior" in the classroom. However, other areas have popped up. How can we implement and maintain Tier 1 strategies in the classroom across all settings and all times?	To develop grade level plans to decrease behaviors at targeted times of day.	Also looking at Days of the week and how those trends are affecting how we intervene. Re-teaching behaviors that fall under your most referred "Rule"	PBIS/RTI Reps will share info with team members	Report back in 1 months time.		
		Use of a consistency chart or self-monitoring piece in the classroom. Use the power point to share info with other teams members to have those "ah-ha" moments.	PBIS/RTI Coaches and PLC Members.			

Universal Screening - Why?

- Identify level of risk in our schools.

- We screen for academics…
  - Why not for behavior and social/emotional needs?

- Good teachers hang in there too long before referring and intervening.

- There is always someone who comes up as moderate to high risk that we didn't think of.

How do we Screen?

Many options…
    *Use existing data (i.e., office referrals)

   *Teacher Nomination Form

   *Standardized processes
(i.e., SSIS, BASC, AIMSweb)

   *Create an assessment schedule

The Importance of Tier 1

- Without a solid foundation… Tier 2 & 3 won't work!

- What do your school matrix of behavioral expectations look like?

- Clarify Procedures for Tiers 1
  -what is a minor problem?
  -what is a major problem?

Tier 1 Interventions

- Whole Class Social Stories
- Intentional Contact
- Behavior Specific Praise
- Pre-Correction/Preventative Prompts
- Good Behavior Game
- Classroom Incentive/Token Economy
- School-Wide Token Economy
- Relaxation Strategies - Class Yoga/Whole Class Movement Breaks
- Positive Handwritten Notes home to parents
- Class Dojo
- Greet Students
- 4:1 Positive to Negative
- Catch them being good
- Positive Phone Calls Home

Social Emotional Learning (SEL)

What is SEL?
Process through which individuals acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

CASEL

Social Emotional Skills

- Self-awareness
- Regulating emotions
- Social awareness
- Relationship building
- Responsible decision making

Teaching Social Emotional Skills

- Direct instruction
- Modeling
- Coaching
- Prompting
- Repeated practice
- Mentoring

How to Promote SEL

Admin
- Make SEL a priority
- Develop a shared vision
- Provide staff development
- Ensure sufficient resources

Tier 2 Targeted Service: Some

Children/Youth At-Risk:
- Disabilities (SLD, AU, ADHD, ED, ID, etc)
- Overweight/obese
- Those who are bullied
- Affected by poverty
- Abuse/neglect
- Grieving/loss; Military families
- Mental health challenges - anxiety, depression, ocd, etc.

SELECTED

De-Escalation Strategies

- Provide the student with a choice
- Remove the student from other students before dealing with the anger
- Give the student a chance to calm down and "save face" before dealing with the issue
- Be aware of your body language and proximity, which, when too intense or too close, can escalate the behavior
- Remain calm, help student identify his/her feelings, choose strategies, and self-manage
- Lower your voice when the student raises his/hers
- Realize that the student's display of anger is not a reflection on you or your competence

"I know this is a difficult time for you."   "Hang In There"

"I understand how you feel"
               "I would be upset too"

               "Do you need to be alone for awhile?"

De-Escalation

Relaxation Techniques

- Balloon Breathing
- Coping Strategies
- In Class Yoga
- Counting Backwards
- Sensory Putty
- Take a Walk
- Releasing Tension
- Breathing with a Focus Word

- The Four S's
- Right Here, Right Now
- Cool Air In, Warm Air Out
- Heavy Feet
- Warm Hands
- Equalizing Breathing
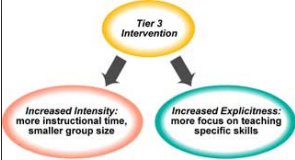- Your Relaxation Place
- Shoulder Shrugs

Check In Check Out

Name:		Skyhawk Support Card		Date:		Day _____		
		0=Needs Improvement		1=Some of the Time		2=All of the Time		
Expectations	1ˢᵗ Period	2ⁿᵈ Period	3ʳᵈ Period	4ᵗʰ Period	5ᵗʰ Period	6ᵗʰ Period	7ᵗʰ Period	
Prepared (Materials) Comment:	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Participate (Engaged) Comment:	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Productive (Complete work) Comment:	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Teacher Initials: *Please write positive comments on this log								
Goal Met? Y N						Points Earned ___/42		

Tier 3

Highly individualized, function-based intervention (based on FBA)

Functional Behavior Assessment (FBA)

A Functional Behavioral Assessment is a **process** that identifies:
- Specific target behavior(s)
- Purpose of the behavior(s)
- Factors that maintain the behavior(s)

The purpose of an FBA is to provide information that will be used to design effective **positive** behavior support plans.

- "Insanity: Doing the same thing over and over again, and expecting different results." – Albert Einstein

Good FBAs lead to Good BIPs

Behavior Intervention Plans!!!
- Once the function of a student's behavior has been determined, your team should develop the behavior intervention plan.
- A behavioral intervention plan can be thought of as a plan to support the child in order to help him/her change behavior.
- Effective support plans consist of multiple interventions or support strategies and are not punishment.
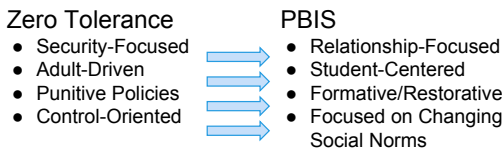
A Tale of 2 Policies

Policy Option One:
  Zero-tolerance

Policy Option Two:
  Positive Behavior Interventions and Supports (PBIS)

Zero-Tolerance Policy Approach

- 2000-2010: More than $10 billion expended on school security equipment.
  Source: US School Security Market (2006)
- No measurable evidence that heightened security or zero tolerance policies significantly reduces school violence.
  Source: Skiba, Russell, University of Indiana (2002)
- Suspensions & Expulsions have increased, and are costly and ineffective in changing behavior.

Balancing these approaches

Zero Tolerance
- Security-Focused
- Adult-Driven
- Punitive Policies
- Control-Oriented

PBIS
- Relationship-Focused
- Student-Centered
- Formative/Restorative
- Focused on Changing Social Norms

Resources In Your School

Your friendly, knowledgeable
SCHOOL
PSYCHOLOGIST!

Leadership Determines Success

Anyone can initiate a partnership, but principals play a key role in the success of school partnerships.

Principals set the tone of the school; If the principal is not interested in engaging families and community, then teachers and staff will not put forth any effort to do so.

Weiss, H.; Lopez, M. E.; Rosenberg, H., 2010.

Every Child Needs a Champion

Rita Pierson, a teacher for 40 years, once heard a colleague say, "They don't pay me to like the kids." Her response: "Kids don't learn from people they don't like.'" A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

Questions? Comments?