MayInstitute
SHAPING FUTURES. CHANGING LIVES.

PBIS IMPROVES STUDENT AND ADULT MENTAL HEALTH AND WELLBEING

IMPROVED OUTCOMES FOR STUDENTS AND EDUCATORS

The implementation of MTSS/PBIS *with fidelity* has been shown to improve educational outcomes. Research[1,2,3] shows that implementing PBIS:

- Improves achievement, attendance, emotional regulation, and school climate
- Decreases disruptive behavior, bullying, peer exclusion, and substance misuse
- Decreases educator stress and burn-out
- Allows LEAs to retain funds that can be allocated to behavioral health needs of all students[4]

HOW DOES PBIS IMPROVE MENTAL HEALTH OUTCOMES?

When schools integrate mental health within a PBIS framework, students experience:

Greater access to targeted and intensive support[5]

Less exclusionary discipline[5,6]

Improved social, emotional, and behavioral skills, and wellness[6,7]

Recently, a high-needs school district in Massachusetts received technical assistance in the implementation of PBIS with integrated behavior health interventions across all tiers *with fidelity*.

Results of this PBIS technical assistance included:

- Fewer students needed to be placed in segregated out-of-district placements, freeing up over six million dollars that were reinvested in additional mental health and behavior support staff.
- A 40% reduction in office discipline referrals, reducing the amount of time required by the administration and behavioral health staff to manage these students, and increasing time dedicated to providing greater access to targeted and intensive supports.
- Increased integrated, team-based, data-based decision making using evidence-based practices to improve the efficiency and effectiveness of behavioral health services.
- In aggregate, all students from K-12 showed improvements in their mental health status on a standardized mental health screener.
- Students with disabilities showed the most improvement on this screener.

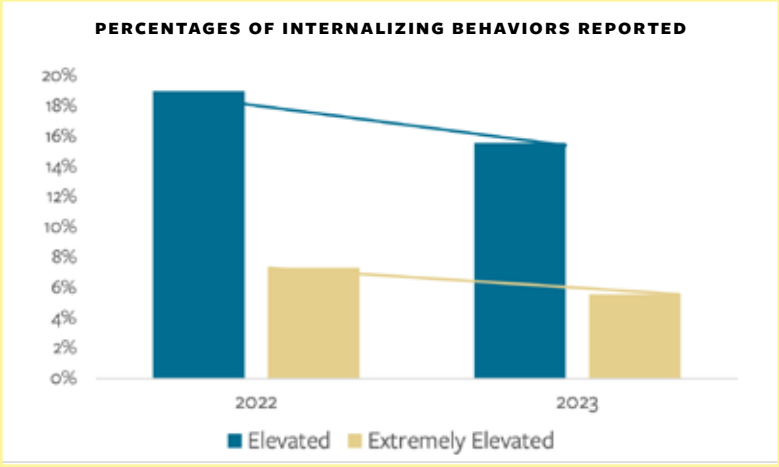

Figure shows the percentage of students who were reported to have internalizing behaviors.

[Over]

1] Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023). *Is Positive Behavioral Interventions and Supports (PBIS) an evidence-based practice?* Center on PBIS. https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice

2] Bradshaw, C. P., Linwdstrom Johnson, S., Zhu, Y., & Pas, E. T. (2021). Scaling up behavioral health promotion efforts in Maryland: The economic benefit of positive behavioral interventions and supports. *School Psychology Review, 50*(1), 99–109. https://doi.org/10.1080/2372966X.2020.1823797

3] Swain-Bradway, J., Lindstrom Johnson, S., Bradshaw, C., & McIntosh, K. (2017). *What are the economic costs of implementing SWPBIS in comparison to the benefits from reducing suspensions?* Center on PBIS. https://www.pbis.org/resource/what-are-the-economic-costs-of-implementing-swpbis-in-comparison-to-the-benefits-from-reducing-suspensions

4] May Institute. (2024). PBIS implementation in Massachusetts can save billions of LEA dollars.

5] Weist, M. D., Splett, J. W., Halliday, C. A., Gage, N. A., Seaman, M. A., Perkins, K. A., Perales, K., Miller, E., Collins, D., & DiStefano, C. (2022). A randomized controlled trial on the interconnected systems framework for school mental health and PBIS: Focus on proximal variables and school discipline. *Journal of School Psychology, 94*, 49–65. https://doiorg. ezproxy.lib.uconn.edu/10.1016/j.jsp.2022.08.002

6] Center on PBIS. (October 2023). Interconnected systems framework (ISF): Teaching and learning stories, a demonstration brief. Center on PBIS, University of Oregon. www.pbis.org.

7] Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on child behavior problems. *Pediatrics, 130*(5), e1136-e1145. https://d.oi.org/10.1542/peds.2012-0243

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May Institute is a nonprofit organization that is a national leader in the field of applied behavior analysis and evidence-based interventions, serving autistic individuals and individuals with other developmental disabilities, brain injury, neurobehavioral disorders, and other special needs. Founded nearly 70 years ago, we provide a wide range of exceptional educational and rehabilitative services across the lifespan.

For more than 20 years, May Institute has been a national partner to the National Technical Assistance Center for PBIS. The Center has been funded by the U.S. Department of Education for the last 25 years to research and effectively disseminate the systems, data, and practices that are critically important in the implementation of MTSS/PBIS.

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