Enhancing PBIS to Promote Resilience During Crisis

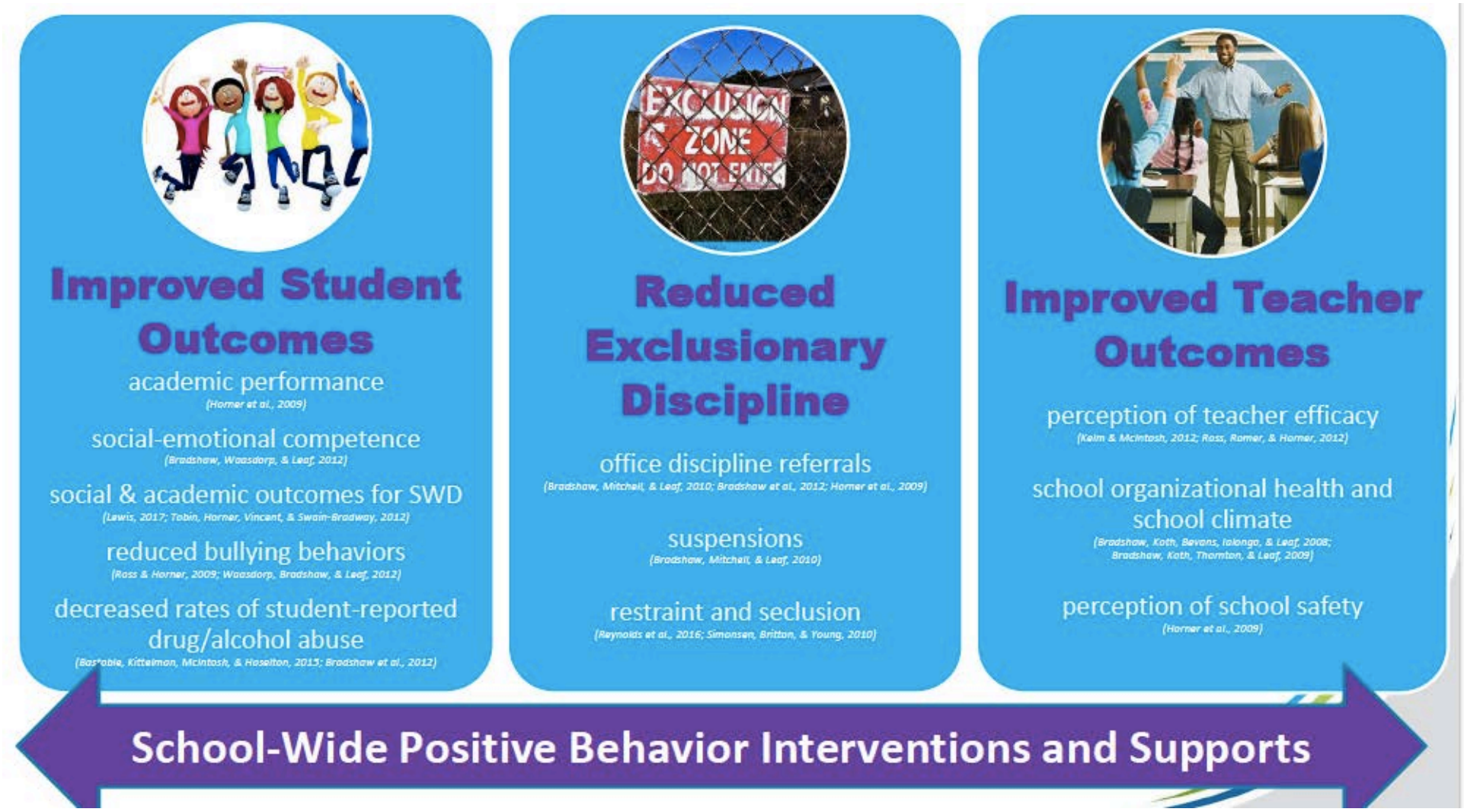
Susan Barrett, Director,
Center for Social Behavior Supports
Old Dominion University
Center on PBIS
sbarrett@odu.edu

CENTER ON PBIS Positive Behavioral Interventions & Supports

Learning Objectives

1. **Participants will be able to use the Return to School Action Planning Companion Guide to SWPBIS-Tiered Fidelity Inventory assist school teams to enhance their current PBIS effort to support majority of their students, families and staff.**
2. **Participants will be able to describe school and district level strategies that support adult wellness.**
3. **Participants will be able to describe how district and school leaders can incorporate trauma-informed practices and social emotional behavior competencies within a Positive Behavioral Interventions and Supports (PBIS) framework.**

PBIS is a Mental Health Initiative



Using MTSS Logic to Redesign the System.

Sample Responses	Using MTSS logic
Hire social emotional experts	**Participate in teams across tiers** **Adapt role to include building capacity of ALL staff.**
Select SEB curriculum	**Formal process, team based decision. Data used to prioritize skills.** **All instructional staff model, teach alongside academic content.**
Train staff on trauma informed practices	**Team based training. Time to embed new learning. Time to develop evaluation plan.**
Strengthen partnerships with families and community providers.	**Expanded Team uses problem solving logic with school AND community data to inform efforts across all tiers.**

PBIS teaching has expanded to a broader range of desired student behaviors:

- social skills,
- emotional regulation,
- problem solving,
- and coping strategies

Instruction used to address internalizing mental health concerns (e.g., anxiety, depression;)

Multi-Tiered System of Supports (MTSS)
Meeting the vast majority of needs within our community.

- **We work together as a team and we include people who live and work in our community. We listen to perspective and customize to fit strengths and needs of our community.**
- **We use data-based decision making that include school level data and community data.**
- **We decide together what to to select. We have a process for the selection & implementation of evidence-based practices (EBP) across tiers with team decision-making.**
- **We make sure we use information so our community members get help early- and quickly**
- **We monitor progress and continue to improve to meet needs of all.**
- **We increase dose of support for members who need additional help.**
- **We use coaches to ensure we are supported.**

Planning a Roadmap

- Create affirming relationships within a positive, safe, predictable school climate
- Reconsider allocation of time (school calendar, school schedule)
- Consider more nimble, effective staffing models (e.g., small learning communities)
- Focus on social emotional behavioral well being
- Go Upstream to identify & practice pivoting between different teaching & learning contexts

(Chiefs of Change, 2020; Darling-Hammond & Cook- Harvey, 2018)

Who and where are we capturing the action steps from today?
Translating to current context.. How will our team apply these components based on our situation?
Our context? Our culture?

WHAT NEEDS TO BE COMPLETED? NOW, First 2 weeks, SY	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

Current Context

- ***The U.S. has reported more than 10 million coronavirus cases and at least 230,383 deaths.***
  - **according to data from CDC
- ***The U.S. unemployment rate has surged to above 7.9% because of the pandemic, with nearly 32 million Americans now receiving unemployment benefits***
  - according to data from Labor Department.

Annie Nova, CNBC

- ***ANALYSIS ON UNEMPLOYMENT PROJECTS 40-45% INCREASE IN HOMELESSNESS THIS YEAR***
  - Columbia University economist estimates 800,000 Americans could be experiencing homelessness by summer

Community Solutions

Current Context

"Since the first week in June, the US Census Bureau has asked households that reported having insufficient food whether it was often, sometimes, or never true that in the last 7 days the children (under 18 years old) living in your household "were not eating enough because we just couldn't afford enough food." 16.5 percent of households with children reported that it was sometimes or often the case that the children were not eating enough due to a lack of resources during the week of June 18-23 2020, 5.5 times the 2018 rate of 3 percent (the most recent annual data from the Current Population Survey)."

Statewide High-Level Analysis of Forecasted Behavioral Health Impacts from COVID-19

Washington State Department of Health, Updated April 16th, 2020

- A surge in behavioral health symptoms; likely to be seen in phases
- Anxiety related issues becoming prevalent immediately through next 2-3 months,
- Increase in depressive symptoms peaking around Nov/Dec 2020
- Highest risk of suicide likely Oct-Dec 2020
- More people with behavioral health concerns were NOT receiving treatment (aprx 700,000) prior to the outbreak than the # of Washingtonians who were receiving treatment (aprx 695,000)

Self Care Expectations	Self Care Behaviors
Safe	• Create an emotional support team. • Double check on friends. • Ask for help if you feel sense of hopelessness • Suicide Hotline: 800-273-8255
Engaged	• Be aware of your stress level. • Recognize and name the emotions you are experiencing. • Pay attention to joy. • Do a body check for areas of tightness, discomfort. • Take movement breaks, hydrate.
Respectful	• Nurture your body with healthy food. • Build calming routines for sleep. • Build routine for daily exercise.

Upstream Solutions

CENTER ON PBIS Positive Behavioral Interventions & Supports

Downstream Solutions

(A Public Health parable, credited to Irving Zola, and illustrated in Upstream by Dan Heath)

Mental & Social Emotional Wellbeing

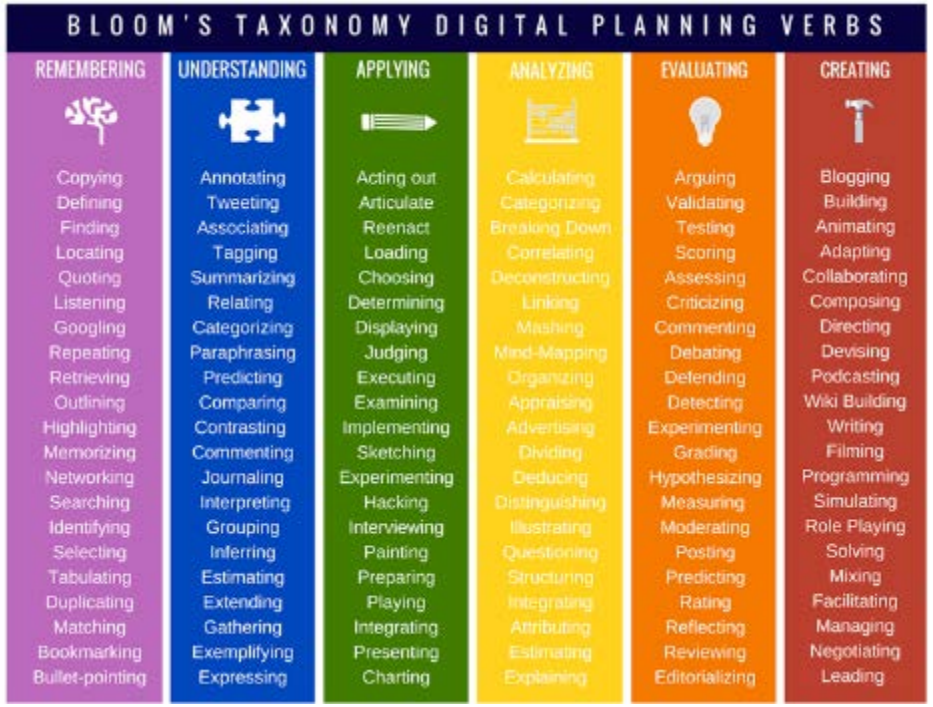
- Nested within health and safety protocols, instruction, operations
- Increase need
  - Overwhelmed the system before
  - We can’t hire our way out of this without transforming how we deliver mental and social emotional health
  - All Hands on Deck
    - Social emotional leaders help increase capacity

Worry
Learning will not occur unless emotional needs are met

- Crisis + Budget Cuts= Stress
  - Range of responses
  - Staff, families, students are scared
  - Messages from our local leaders critical
  - We may want to retreat to our silos – we seek comfort in routines and old contingencies
  - Stress and overwhelmed workforce= increase implicit bias and over use of exclusionary discipline=increase inequities
  - Maslow will go out the window upon “return”

You've got to "Maslow" at the Individual level and Organizational Level

before you can "Bloom"



What does science tell us about wellbeing?

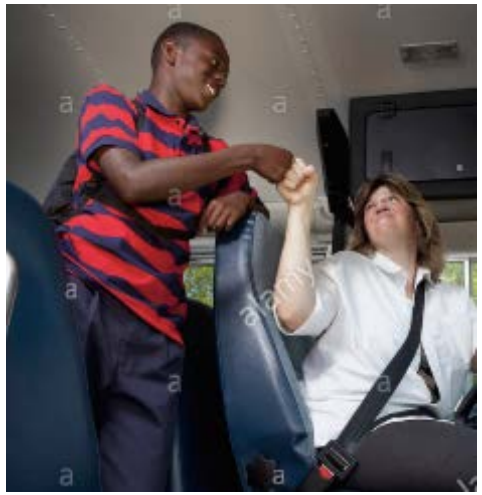
- Brain forms and changes across life span
- Continuous interplay between body, mind, spirit, behavior and genetics.
- Sensitive periods
  - Birth to 2
  - 4-6 years
  - Adolescence
- We can intentionally train our brains to improve well being and greater good.
- “Well being is a skill”

Center for Healthy Minds,
University of Wisconsin Madison

Designing Strategy

How do we expand our idea of what mental health is…

- Not just someone in an office getting supports from a “specialist”



How will we adjust our greeting strategy?
"Air High Fives", "Air hugs"

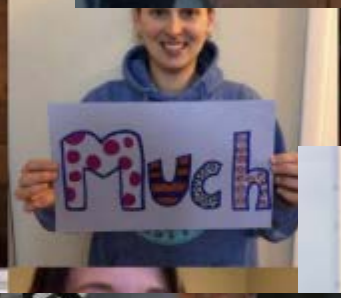
How do we adjust in a virtual/distance learning environment?
Greeting is the opening routine!

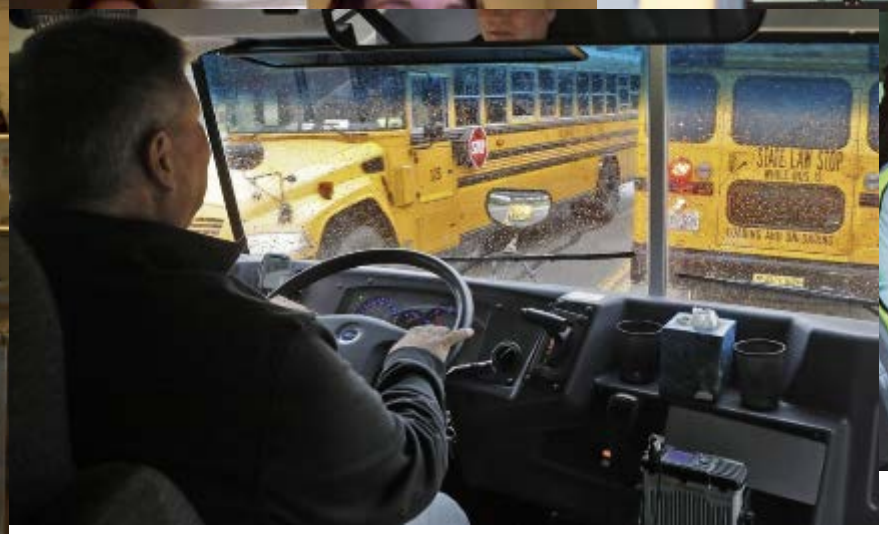
How will we adjust being social at a distance across our environments?

Facilities & Grounds

Alberni

VERY


Much



All Hands on Deck

- We want to know what is expected of us- consistent, predictable routine
- We want to the tools and resources to do our jobs well.
- We want people around us who are supportive.
- We want voice and choice.
- We want information and prep time to make changes.
- We want to feel sense of belonging and purpose.

Mental health= strategies and skills for coping

- Daily Calm
  - Time to be still. Get comfortable, turn off lights, calming music
  - Time for breathing: slow, deep belly breaths

- Daily Activity and Movement
    - Walks, exercise, outdoor time
- Biology Breaks
    - Stand, stretch, move, mind break

Mental Health For ALL

- Positive Greetings
- Positive Connections across the day
- Routines that include calming strategies, daily physical activity, biology breaks
- Consistent, predictable, safe and equitable learning environments
- Dependable and positive relationships

- **Promotes resilience and healthy brain functioning in children who have experienced trauma (Sciaraffa, Zeanah, & Zeanah, 2018)**
- **All of these qualities are important to the healing of students who have experienced trauma.**

Design Strategy

Decrease Stigma,
Fit with current context
match with local culture and context

- Marketing and Branding
  - Building a Resilient Community
  - Project Wellness
  - Care Bears
  - Care Teams

Now

- Design a System of Support for Staff

  Focus on de-stressing staff

  - Clear, concrete expectations, procedures and routines
  - Direct instruction
  - Opportunity to practice, plan and build fluency
  - Get feedback and input from staff, adjust, improve
  - 5:1 feedback ratio

“I am overwhelmed”

- Trauma
- Social emotional learning
- Wellness
- Mental health
- Grading policy
- Attendance policy
- Lost instructional time
- Impact of isolation

Crosswalk Tier I and Social Emotional and Behavior Competencies including Trauma Features				
Tier 1 Components	How is Tier 1 component trauma-informed? How it connect with SEB skill?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations • Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, & managing feelings) • Teach social-emotional and behavior lessons in a circle and embed with academic lessons • Use morning circle routine across all classrooms to practice new skills and build classroom community	X	X	X	X
Feedback and acknowledgement system • Use feedback to increase the use of new skills across locations • Teachers model calm response when providing feedback • Use the system to prompt all staff to increase positive greetings and positive social interactions across the day	X	X	X	X
Active Supervision (scan, move and interact with students during transitions and non- classroom locations) • Team members and coaches conduct direct observations and collect counts of staff interacting with students and during transitions and cafeteria – provide data to staff during grade-level meetings.	X	X		

CENTER ON PBIS Positive Behavioral Interventions & Supports

May 2020

Integrating a Trauma-Informed Approach within a PBIS Framework

Lucille Eber, *Midwest PBIS Network*
Susan Barrett, *Old Dominion University*
Nicholas Scheel, *University of South Florida*
Ami Flammini, *Midwest PBIS Network*
Katie Pohlman, *Midwest PBIS Network*

The purpose of this Guide is to describe how district and school leaders can incorporate trauma-informed practices within a Positive Behavioral Interventions and Supports (PBIS) framework. This ensures that the investments in training school personnel about trauma can be integrated into a system that links these efforts to student outcomes. Recommendations are included for how to adjust the PBIS framework to support trauma-informed practices.

Introduction

Over the past decade, youth-serving systems have increased their focus on childhood trauma and its impact on the mental health of children and youth (Hanson & Lang, 2016). Educators, following the lead of child welfare and mental health organizations, have intensified efforts to ensure that all teachers and administrators work in a system that provides accurate information about the prevalence and impact of trauma, are provided training and coaching around trauma response, and have a clear understanding of their role in supporting students who have experienced trauma. Although schools are investing heavily in professional development about

A Trauma-Informed Approach:

" A program, organization, or system

Are kids showing up?

- In person or virtually?
- If not, why not?
- Do students have access to devices, the internet, a helpful adult if learning at home?
- Have we designed a system of support for our staff? Are staff positive, welcoming and using proactive strategies with our students?
- Are we providing a learning experience worth showing up for? Have we included our students, families and staff to provide input on how to improve?

Pause and Reflect

- With your team, use the action planner to discuss ways your are making sure we working together to design a system of support for ALL staff. We increase our collaboration and design a system everyone wants to participate in so we increase the likelihood our students will show up.

- Are staff showing up?
- Are student showing up?

Designing Safe and Effective Environments
“Getting back to a routine is one of the pillars of trauma recovery”

- We will manage stress if we develop Common Expectations, Language, Routines across contexts (distance and face to face)
- *Input required!*
- Words reflect stakeholders cultural identity/norms
  - Predictable and consistent
  - Explicit instruction
    - Positive and corrective feedback
  - Increase in personal safety and universal precautions
  - Compassion, patience
- All people and especially people impacted by trauma thrive from established expectations
  - For students impacted by trauma, high expectations show the student they are capable and worthy

Are students demonstrating expected behaviors? Are staff using instructional approaches to support students?

- Have we explicitly teaching expectation, routines and procedures? Are we using common teaching matrix for in-person or virtual instruction given the context of the pandemic?
- Have teachers revisited their in-person or virtual classroom expectations?
- Have we incorporated calming strategies and other social emotional skills into our matrix?
- Have we taught all the expectations to fluency?
- How do we reinforce in virtual learning environment?
- How do we discourage in virtual learning environment? How do we offer grace?
- How will we re-teach?
- How do we monitor unexpected behaviors in the spirit of providing supports needed?

School Matrix Example 2020

	Hallway	***Classroom***	***Bus***	***Online Group***	***Online Independent***
Respect	• *Smile with your eyes and wave to acknowledge adults & peers* • *Use kind language*	• *Greet adults & peers at beginning & end of activity* • *Say Please and Thank you.*	• *Talk kindly to students sitting in your area* • *Wait turn to board/exit*	• *Mute when listening* • *Use kind language*	• *Take turns if others waiting* • *Wear headphones*
Responsibility	• *Maintain 6' (big) personal space bubble* • *Take care of your materials as you transition in the hallway*	• *Stay in assigned spot to maintain 6' distance* • *Do your best* • *Engage in learning*	• *Let bus driver know if unsafe behavior seen* • *Sit in assigned seat & maintain distance*	• *Log-in/off on-time* • *Actively participate* • *Have materials ready for each lesson/activity*	• *Stay engaged* • *Keep device charged* • *Ask for help (via email, chat, or with help of a parent) when you're stuck*
Safety	• *Wear mask* • *Follow 1-way direction arrows*	• *Wear mask* • *Disinfect desk/table before & after use*	• *Wear mask* • *Disinfect seat* • *Keep hands to self*	• *Keep password private* • *Let teacher know if private chat is inappropriate*	• *Disinfect keyboard & mouse* • *Take short breaks from your seat and screen*

The Williams HS Way	Classroom Rules	Welcome	Group Work	Online	When I feel upset…
Respectful	• Raise hand • Track the speaker • Follow directions	• **Greet the teacher and classmates** • Talk in soft voices	• **Listen to understand** • Take turns speaking • **Say, "I like that idea, AND…"**	• **Consider the feelings of others before posting**	• **Ask for a break** • **Express feelings making "I statements"**
Organized and Achieving	• Walk quietly • Keep hands and feet to self	• Take your seat	• Clean up the area when time is up	• Turn on privacy controls	• **Ask my teacher to break down the assignment into smaller chunks.** • **Talk to someone if it will make you feel better**
Responsible	• Stay on task • Offer to help • Apologize for mistakes	• Turn in homework • Put materials in desk • Begin work	• "Jump in" to help others • Manage time carefully	• Double-check sources before I post • **Think before I forward**	• **Use the face chart to identify what you are feeling "I feel…"** • **Use cool off strategy (walk away, count to 25, deep breaths)**
Teacher's Role (Conditions for Learning)	***Supervise all areas of the classroom***	• ***Greet students warmly*** • *Post bell to bell activity*	• ***Provide relationship opener for groups*** • ***Actively supervise small group activities***	• *Teach and practice routine monthly*	• ***Use Active Supervision to predict triggers*** • ***Model calming strategies***

School-wide Expectations	School-wide Teaching Matrix Remote			
	Virtual classroom	Independent learning at home	Packets	Wellness
Be Safe	*Keep your password private *Log off when finished *Wipe down device before/after use	*Ask for help when needed	*Follow directions *Use materials as needed	*Stay connected with friends via social media/phone/ safely *Exercise at least 15 min/day while physical distancing
Be Respectful	*Stay on mute until it's your turn to talk *Use hand raise to signal you have something to say	*Keep the volume low so others (family members) can work too (check with family) *Keep your work space organized	*Speak kindly to those helping me	*Take some time for yourself *Practice self-compassion
Be Responsible	*Stay on the correct window and leave all others closed *Think before posting anything online *Log in 5-10 min early	*Choose a distraction free place to work *Follow the schedule *Turn in all assignments on time	*Set aside time each day to work *Keep all of my materials in one place *Turn in all assignments on time	*Use your calming strategies *Eat healthy food
How can my teachers support me?				
How can my family support me?				

Are students engaged?

- Do we have common definitions for what engaged look like at school, on Google classroom/ Zoom?
  - *Caution with use of camera*
- Have individual teachers defined what engaged looks like in their classroom, face-2-face or virtual?
- Have students been taught the engagement expectations?

Relationships and Connectedness

- First 2-3 weeks

How will we train and support our staff to build care and connections with everyone?

- Back to School, Back to Basics: Consistent health/safety procedures across ALL schools.
- Week 1 “Know their name, know their story”
  - Focus Area: Perspective Taking, Calming strategy, Teaching Expectations, Routines and Procedures
- Week 2 Relationship Skills, Differentiating Expectations and Routines across settings- preparing for distance learning
- Week 3 Relationship Skills: Working together as a team

Belonging

“Belonging is the innate human desire to be part of something larger than us. Because this yearning is so primal, we often try to acquire it by fitting in and by seeking approval, which are not only hollow substitutes for belonging, but often barriers to it. Because true belonging only happens when we present our authentic, imperfect selves to the world, our sense of belonging can never be greater than our level of self-acceptance.”

(Brown, 2010)

Student	Name & Face	Something Personal about them	Academic Status	Wellness Concerns	Preferred T&L Context	Date of last Contact Teacher Who Feels Connected to Ss
Abbey Alton	✔		✔		✔	
Burt Buzzy			✔			
Devon Donaldson	✔	✔	✔		✔	
Jose Juggler	✔	✔	✔			
Hannah Held	✔	✔	✔			
Sammy Shy			✔	✔	✔	
Susie Sunshine	✔	✔	✔	✔	✔	
Regina Rock	✔	✔	✔			

Staff Names	Name & Face	Something Personal about their Family	What do they do for fun?	What makes them laugh.
Brenda	✔		✔	
Burt			✔	
Dante	✔	✔	✔	
Jose	✔	✔	✔	
Larry	✔	✔	✔	
Sammy			✔	✔
Sarah	✔	✔	✔	✔
Regina	✔	✔	✔	

Behavior= form of communication

Paying attention to what we do.

How do WE “heal the hurt” starting with…

“Know their name, know their story”

“**I hear you, I see you, how can I help you?**”

Prioritize the first two weeks

- Focus on building community
  - Prioritize building strong, positive relationships
  - Fun, use games
  - Create predictable, safe, positive environment
  - Uncovering academic and social emotional behavioral needs

How will we train and support our staff to build care and connections with everyone?

- Back to School, Back to Basics: Consistent health/safety procedures across ALL schools.
- Week 1 “Know their name, know their story”
  - Focus Area: Perspective Taking, Calming strategy, Teaching Expectations, Routines and Procedures
- Week 2 Relationship Skills, Differentiating Expectations and Routines across settings- preparing for distance learning
- Week 3 Relationship Skills: Working together as a team

What does this look like in distance settings?

- Regular Check- ins
- Community Circles
- Spark Lessons
- One-pagers, Strength finders
- Paper Tweets

What are we doing to make sure all students and staff are connected and known?

- Set priorities
- Use Small Learning Communities
- Making sure every student is Known (Teacher-Student Connection)
- Empathy & Perspective-Taking
- Intentional Greetings (check in)
- Intentional Good Byes (check out)
- 5:1 Positivity Ratios
- 2x10 Strategy (for some, a few)
- Creating Data to track engagement

Current Data?

- % of students engaging in distance learning
- % of families and students receiving food support
- % of families personally impacted
  - Family member ill
  - First responder/essential worker
- % of students and staff not returning FTF
  - Underlying medical conditions
  - Living with at risk family member
  - other

Parent Screener for ALL students transitioning to Middle school

Missoula, MT

School Readiness Check-In

Welcome to the new school year!
We're checking in with you to learn about your student's strengths and needs for support at school.
By answering these questions, you can help us start the year off right!

Please rate your student in the following areas:	Doing Great ☺	Some Concern 😐	Serious Concern ☹	Need Support?
Cooperating with adults				☐
Behaving well at school				☐
Getting grades that are appropriate for his/her skills				☐
Having good relationships with other students				☐
Following classroom rules				☐
Focusing and staying on task in class				☐
Completing homework and assignments on time				☐
Showing up on time to school or other activities				☐
Avoiding tasks that seem difficult or challenging				☐
Spending time with students who break school rules				☐
Getting depressed, anxious, or irritable				☐
Getting easily distracted by other kids				☐
Needing structure and supervision to stay on task and behave well				☐
Liking attending school				☐

Small Learning Communities

- Consider strategic reconfiguration of staff models
  - Maximize high quality instruction
  - Maximize connections with individual students
- Consider teacher and staff strengths, preferences
- Consider student voice/choice
- Allows community building with familiar faces

How might you lean into this structure?

(Chiefs for Change, 2020)

Are staff well and are our students gaining (academic/social/behavioral) benefit as a result of attending school?

- How will we (teachers, staff and teams) monitor our success?
- Staff wellness and student learning?
- How will we aggregate this data to determine if our plan is working?

Do you know what your staff need?

- % of staff who feel connected
- % of staff who meet attendance requirements
- % of staff who feel like they can manage their workload
- % of staff who feel like they have skills to do their job well

Pick your priority data points

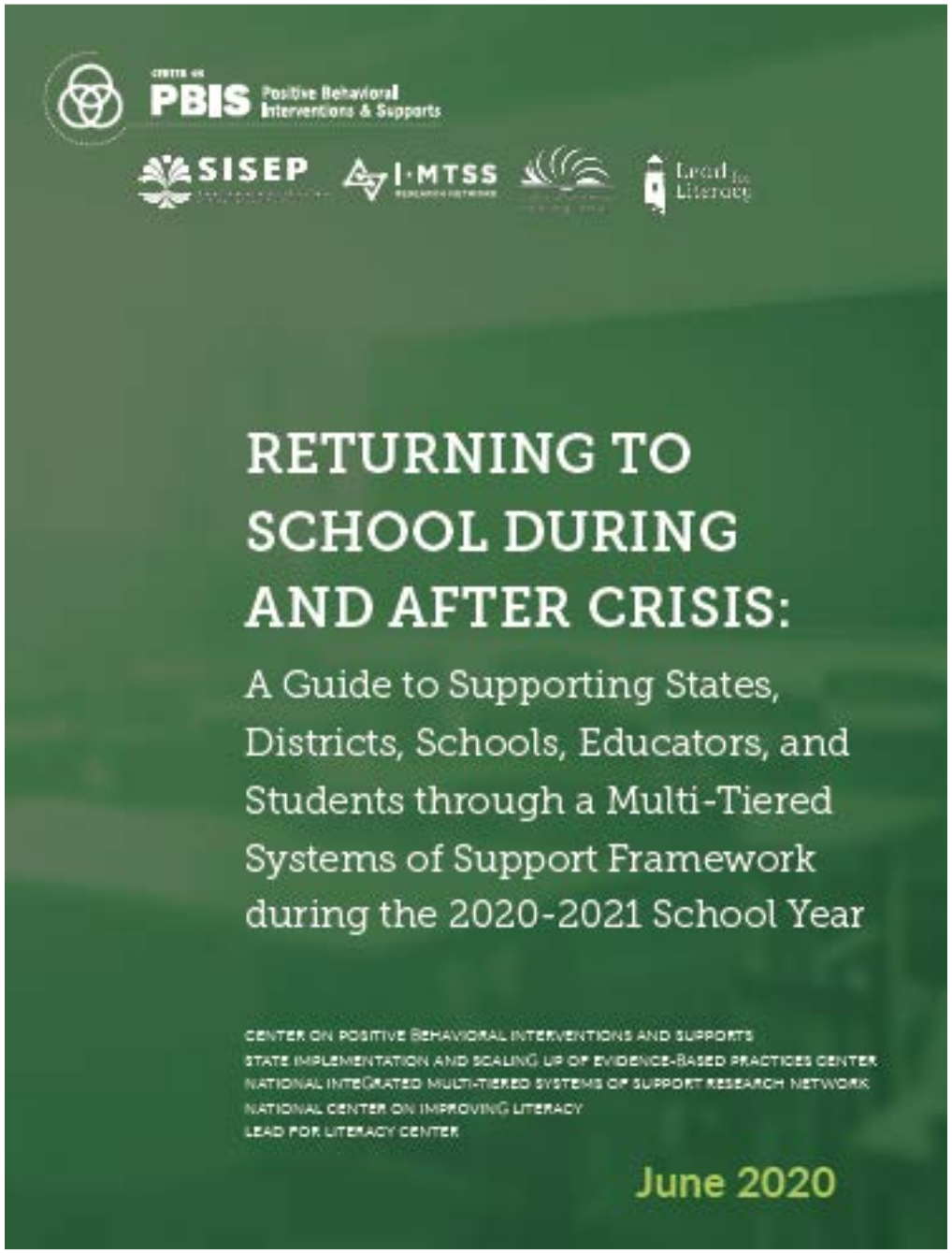
- What do you need to know to prepare for SY 2020-2021 ?

Pause and Reflect

- With your team, continue to use the action planner to discuss ways your are making sure we working together to design a system of support for ALL staff. We increase our collaboration and design a system everyone wants to participate in so we increase the likelihood our students will show up.

  - Are students and staff demonstrating expected behaviors? Are we using instructional approaches to support students, staff and families?
  - Are students and staff engaged?
  - Are staff well and are our students gaining (academic/social/behavioral) benefit as a result of attending school?

Q & A and More Resources



Center on PBIS

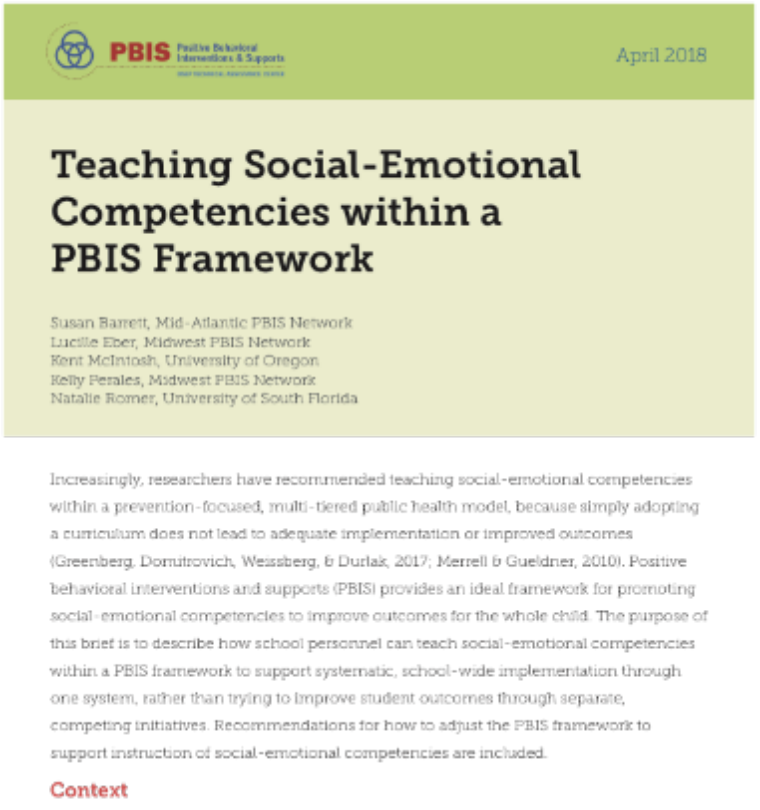
State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)

National Integrated MTSS Research Network

National Center on Improving Literacy

Lead for Literacy Center

https://www.pbis.org/resource/returning-to-school-during-and-after-crisis



PBIS Positive Behavioral Interventions & Supports

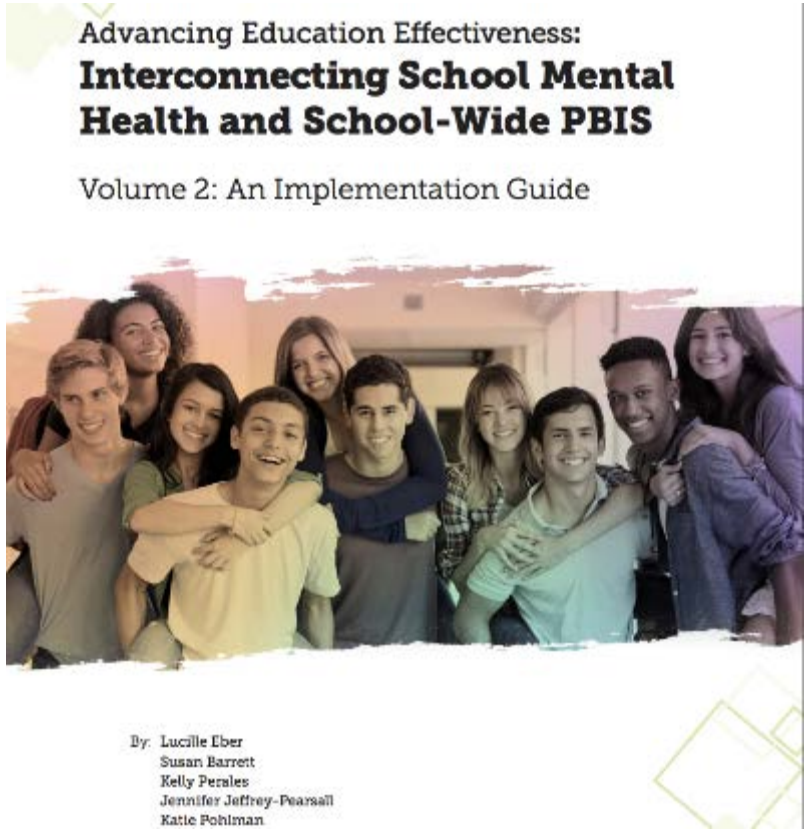
April 2018

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

Context



Advancing Education Effectiveness:

Interconnecting School Mental Health and School-Wide PBIS

Volume 2: An Implementation Guide

By: Lucille Eber
Susan Barrett
Kelly Perales
Jennifer Jeffrey-Pearsall
Katie Pohlman

Integrating a Trauma-Informed Approach within a PBIS Framework

Lucille Eber, *Midwest PBIS Network*
Susan Barrett, *Old Dominion University*
Nicholas Scheel, *University of South Florida*
Ani Ttemmini, *Midwest PBIS Network*
Katie Pohlman, *Midwest PBIS Network*

The purpose of this brief is to describe how district and school leaders can incorporate trauma-informed practices within a Positive Behavioral Interventions and Supports (PBIS) framework. This ensures that the investments in training school personnel about trauma can be integrated into a system that links these efforts to student outcomes. Recommendations are included for how to adjust the PBIS framework to support trauma-informed practices.

Introduction

Over the past decade, youth-serving systems have increased their focus on childhood trauma and its impact on the mental health of children and youth (Hanson & Lang, 2016). Educators, following the lead of child welfare and mental health organizations, have intensified efforts to ensure that all teachers and administrators work in a system that provides accurate information about the prevalence and impact of trauma, are provided training and coaching around trauma response, and have a clear understanding of their role in supporting students who have experienced trauma. Although schools are investing heavily in professional development about trauma, a recent analysis of the literature found no rigorous evaluations or evidence of the impact of these efforts in educational settings (Maynard et al., 2017; Reinbergs & Feter, 2018). As with other interventions focused on improving student social-emotional-behavioral (SEB) functioning, trauma-focused interventions are unlikely to work without ongoing analysis of implementation and corresponding refinement of strategies (Kelly et al., 2010). Positive Behavioral Interventions and Supports (PBIS) provides an effective multi-tiered framework for incorporating the knowledge about childhood trauma into an established system of SEB support, rather than focusing on trauma as a separate and perhaps competing initiative. Following the Interconnected Systems Framework (ISF) process for integrating PBIS and school mental health into a single system (Eber et al., 2019), trauma-informed practices become part of one multi-tiered continuum of support, benefitting from the structures that contribute to efficiency and effectiveness.

> **A Trauma-Informed Approach:**
>
> " A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization." (Substance Abuse and Mental Health Services Administration [SAMHSA], 2014, p. 9).

Context

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

New Resources with Social Emotional/Mental Health Focus

www.pbis.org

Quick Review
Interconnected Systems Framework: Fact Sheets and Webinars

bit.ly/ISFwebinars

Fact Sheets Created by the Pacific Southwest MHTTC

Contact information

Susan Barrett

sbarrett@odu.edu

www.pbis.org

https://www.odu.edu/eps/programs/ciees/social-behavior-support