



# DE-MYSTIFYING SCHOOL-BASED PROGRAMS

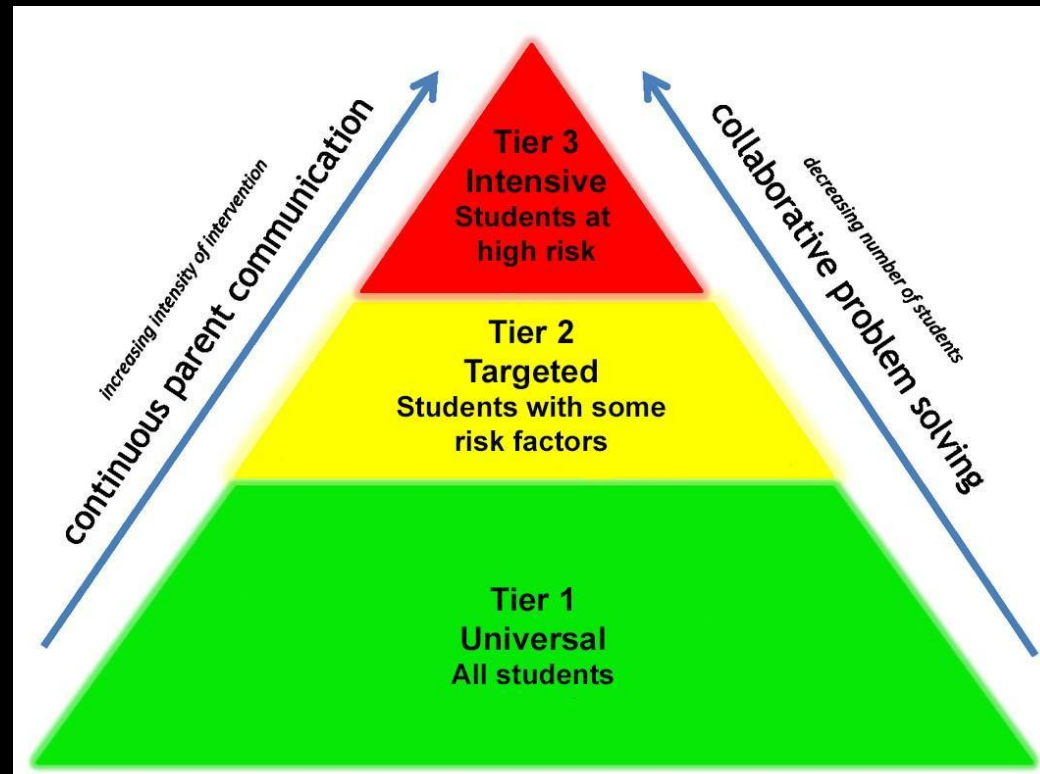
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# OBJECTIVES

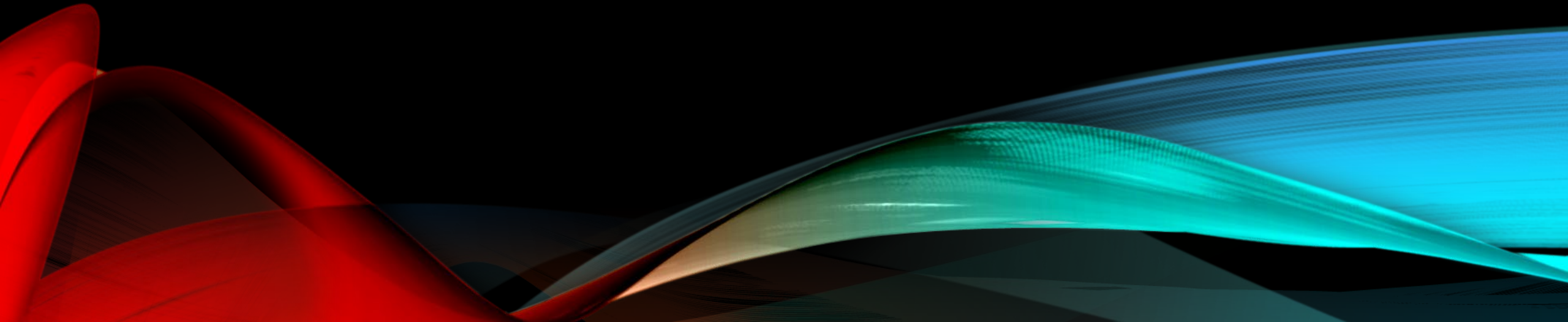
- An understanding of the differences and commonalities between PBIS, SEL, trauma-informed care, mindfulness-based programs, and mental health programs in schools
- Knowledge about what each program addresses, what it looks like in practice, when to use it, and its desired outcome
- More confidence in discussing and applying these programs in your schools

# A PRIMER: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

- Multi-tiered approach to early identification and support of students with behavioral, academic, social, and emotional needs



# POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)



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**What it is:** Proactive approach to teach behavior expectations and positive behavior strategies

**What it addresses:** Student behavior

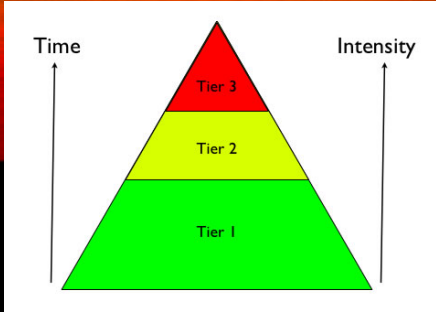
**When to use it:** Before challenging behavior arises

**Desired outcomes:** Improved student behavior, increased emotion regulation, improved academics, fewer disciplinary infractions, positive school climate, more trusting and respectful student-educator relationships

# POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

**What it looks like:** Explicit teaching, prompting, modeling, practicing, and encouraging of positive behaviors

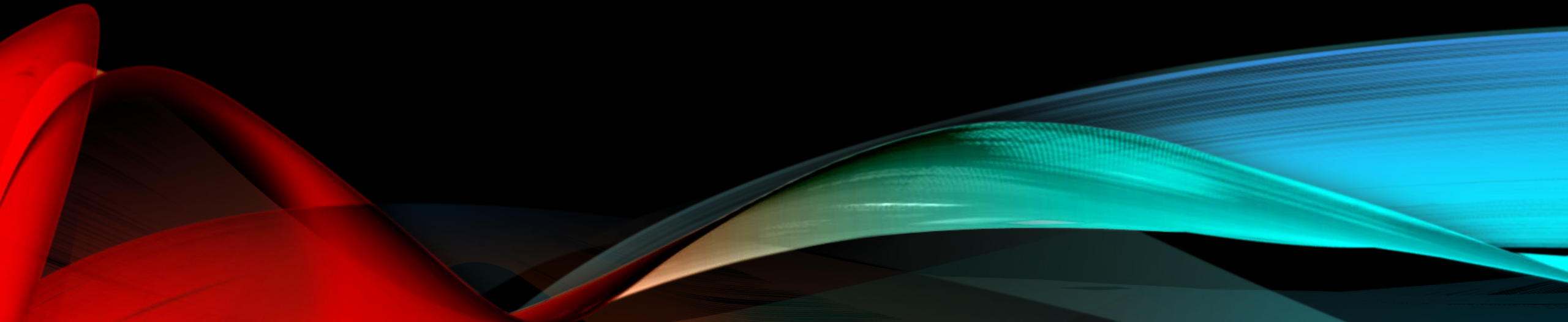
- When-then – “When your materials are put away, then you can go to recess”
- Pre-correcting – “I know this is our first assembly; we’re going to be active listeners by staying quiet when the speaker is talking”
- Positive reinforcement – Praise/rewards for demonstrating positive behaviors



# POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

- *Tier 1* → Defining and teaching school-wide and class-wide expectations for ALL students
- *Tier 2* → Teaching social skills in small groups to at-risk students, behavior contracts for certain students
- *Tier 3* → 1:1 counseling, individualized behavior plans (in partnership with your school counselor/psychologist)

# SOCIAL-EMOTIONAL LEARNING (SEL)





# SOCIAL-EMOTIONAL LEARNING (SEL)

**What it is:** Process of developing and using social and emotional skills (e.g., identifying/managing emotions, empathy, interpersonal skills, problem-solving)

**What it addresses:** Social and emotional skills

**When to use it:** At any time, from preschool to adulthood!

**Desired outcomes:** Increased ability to manage stress and daily challenges, less emotional distress, more positive relationships, improved academics, reduction in bullying, fewer disciplinary infractions

# SOCIAL-EMOTIONAL LEARNING (SEL)

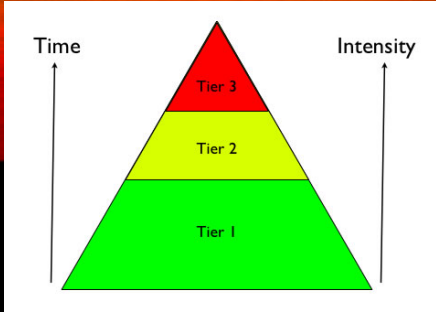
**What it looks like:** Teach SEL skills throughout the day or through lessons

*Throughout the day...*

- Start the day with a feelings check-in
- Encourage partner and group activities where students must work together
- Have students write messages of kindness to each other

*Through lessons...*

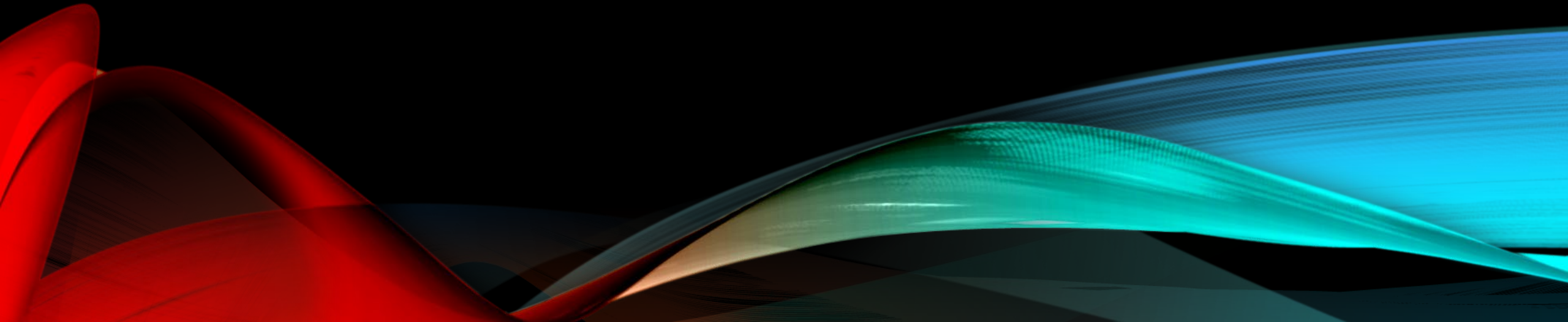
- Teach emotion vocabulary words
- Use an SEL program with pre-formed lessons (e.g., Zones of Regulation)



# SOCIAL-EMOTIONAL LEARNING (SEL)

- *Tier 1* → Using an SEL program or exercise with ALL students in your school/classroom (e.g., self-regulation program, keeping a feelings journal)
- *Tier 2* → Teaching conflict resolution skills in small groups to certain students
- *Tier 3* → Individualized support for students who are experiencing family difficulties or have been exposed to trauma

# TRAUMA-INFORMED CARE



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**What it is:** Being informed about and sensitive to trauma and traumatic stress, and providing a safe and understanding environment for students and staff

**What it addresses:** Trauma and traumatic stress caused by systems factors such as racism, poverty, natural disasters, community violence, and abuse

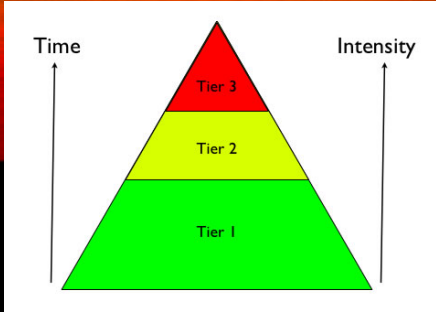
**When to use it:** Whenever staff or students may have been impacted, or may be impacted, by trauma or traumatic stress

**Desired outcomes:** Safe and welcoming school climate, structured and predictable learning environment, positive and attuned student-educator relationships, reduced stress for staff and students, fewer disciplinary infractions

# TRAUMA-INFORMED CARE

**What it looks like:** Creating an environment with clear behavior expectations, open communication, and sensitivity to the feelings of all staff and students

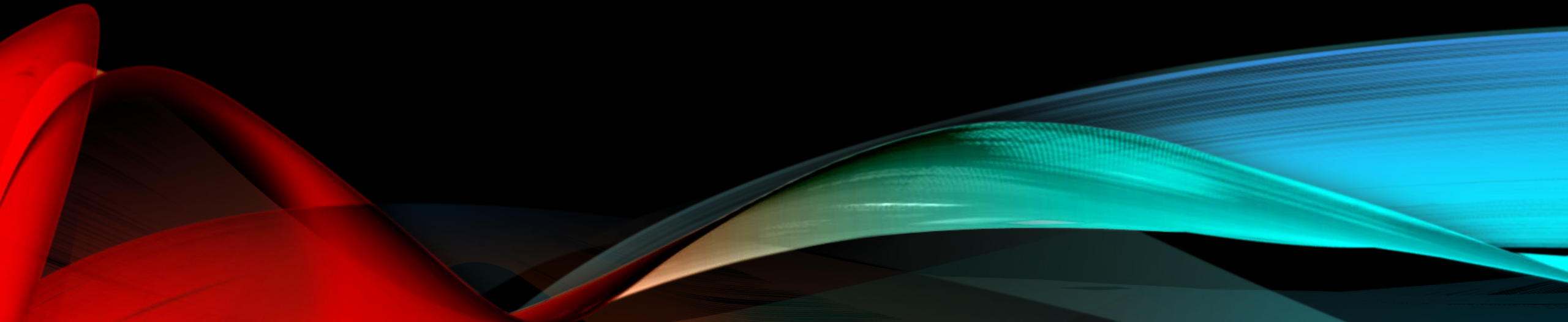
- Often incorporates PBIS and SEL to create structure and build appropriate skills
- Staff trainings on trauma and ways to support students
- Using specific learning strategies for children affected by trauma
- Focus on building safe, supportive, and stable relationships with students
- School discipline balances accountability with an understanding of trauma



# TRAUMA-INFORMED CARE

- *Tier 1* → Understanding trauma and recognizing trauma signs, creating a safe and supportive environment, teaching ALL students to manage daily crises
- *Tier 2* → Additional group interventions on self-regulation, problem-solving, and other social emotional skills for at-risk students
- *Tier 3* → Individualized mental health services for traumatized students, referring students to outside professionals for individual and family treatment when necessary

# MINDFULNESS-BASED PROGRAMS





# MINDFULNESS-BASED PROGRAMS

**What it is:** An approach that teaches self-awareness and self-regulation skills

**What it addresses:** Awareness and management of our thoughts, feelings, behaviors, and physical sensations

**When to use it:** At any time, from preschool to adulthood!

**Desired outcomes:** Decreased stress, increased emotional well-being, increased ability to regulate emotions, healthier relationships, improved focus, improved academics

# MINDFULNESS-BASED PROGRAMS

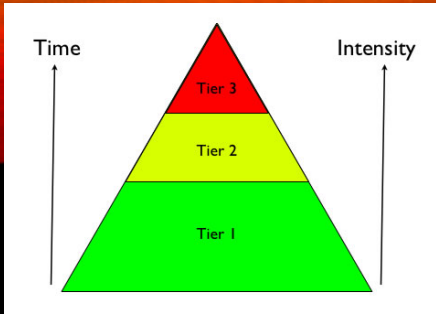
**What it looks like:** Teach mindfulness throughout the day or through lessons

*Throughout the day...*

- Start the day with a mindful moment
- Teach students to take 3 breaths before responding to challenging situations
- Give students time and space to pause and reflect on their experiences

*Through lessons...*

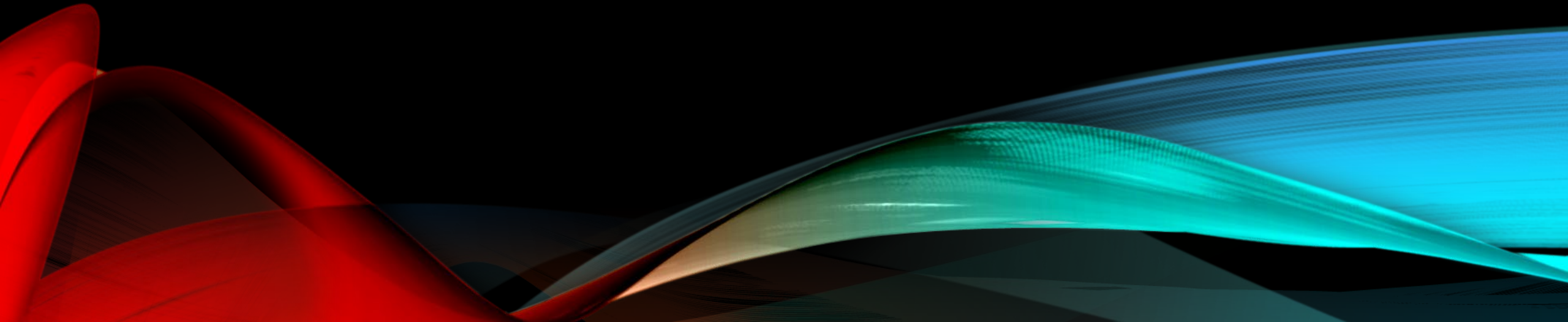
- Use a program with pre-formed lessons (e.g., MindUp curriculum)



# MINDFULNESS-BASED PROGRAMS

- *Tier 1* → Daily mindfulness practices for ALL students (e.g., mindful moment, breathing, body scan, exploration of the senses, mindful walks)
- *Tier 2* → Targeted classroom or small group mindfulness-based teaching and interventions for at-risk students with similar needs
- *Tier 3* → Intensive 1:1 mindfulness-based program for high-risk students with challenging behavior (e.g., Soles of the Feet curriculum)

# SCHOOL-BASED MENTAL HEALTH



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**What it is:** Any mental health service delivered in a school setting (prevention, early intervention, treatment)

**What it addresses:** Student mental health

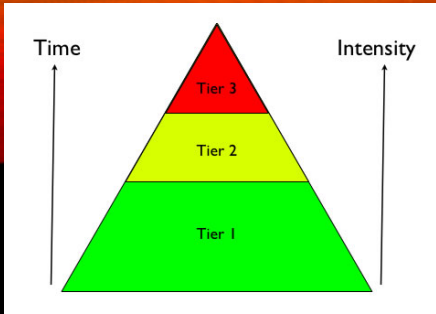
**When to use it:** Whenever students may be impacted by mental health issues

**Desired outcomes:** Increased school engagement, improved social skills, supportive and caring connections with adults and peers, improved behavior, increased self-awareness, improved academics

# SCHOOL-BASED MENTAL HEALTH

**What it looks like:** Creating an environment that targets mental health issues in a safe, non-stigmatizing, and supportive way

- Create a school climate where people are comfortable talking about and addressing emotional health
- Provide access to prevention, early identification, and treatment programs
- Hire more mental health professionals in schools
- Partner with community mental health agencies
- May incorporate PBIS and SEL to create structure and build appropriate skills



# SCHOOL-BASED MENTAL HEALTH

- *Tier 1* → Focus on relationship building and SEL skills, training to recognize and respond to early warning signs of mental health issues in ALL students
- *Tier 2* → Early intervention services for at-risk students who need additional support (e.g., skills groups for grief, anger, anxiety, sadness, etc.)
- *Tier 3* → Individual services with a school-based mental health professional, referral to outside mental health supports when necessary

# TEST YOUR KNOWLEDGE!

- What is addressed by each of the following programs: PBIS, SEL, trauma-informed programs, mindfulness-based programs, and school mental health programs
- When would you consider using each of these programs?
- What is each program's desired outcome?