

## Survey on School Readiness for Interconnecting Positive Behavior Interventions and Supports and School Mental Health

Vittoria Anello and Mark Weist  
Department of Psychology

Collaborators: Lucille Eber and Susan Barrett, National PBIS Technical Assistance Center; Joanne Cashman and Mariola Rosser, IDEA Partnership; and Sue Bazyk, Cleveland State University (with all collaborators part of the National Community of Practice on Collaborative School Behavioral Health)

The following survey includes items regarding school readiness to interconnect Positive Behavior Interventions and Supports (PBIS) and School Mental Health (SMH). The purpose of this survey is to evaluate readiness to interconnect PBIS and SMH; that is, delivering SMH services through the PBIS framework. Readiness includes perceptions of all those involved (teachers, students, administrators, family members, etc.), feasibility of implementing changes, and types of available resources.

Positive Behavior Interventions and Supports (PBIS) is a framework for promoting and reinforcing positive behaviors. In this system, positive behavior strategies are utilized to minimize problem behaviors and increase adaptive behaviors. It usually operates on a three-tier system, ranging from school-wide strategies for all students (i.e. universal or Tier I interventions), to targeted interventions (Tier II) for more at-risk students, and finally to individualized, intensive interventions (Tier III) for students with more challenging behavioral issues.

School Mental Health (SMH) refers to implementing a full array of mental health promotion, prevention, early intervention, and intervention programs and services for youth in general and special education through partnerships between schools, families, and collaborating community agencies such as mental

health centers. These programs and services augment those delivered by school personnel, and can play a critical role in expanding and improving the quality of multi-tiered PBIS programs. SMH programs and services may be delivered by a variety of professionals, including school psychologists, counselors, social workers, and community-based mental health practitioners, as well as others with backgrounds in clinical child and adolescent psychology and psychiatry.

The survey is intended for schools and communities with one or both of these systems in place (fully or partially). The results of the survey will point out where schools/communities are prepared for PBIS-SMH interconnection, as well as areas for improvement, based on the observations and impressions of the respondent. Survey respondents include individuals who are familiar with their school's behavior management systems and mental health service delivery (e.g. administrators, general and special education teachers, related service providers, school psychologists, school social workers, etc.). These diverse perspectives are essential to get a well-rounded picture of the state of readiness for PBIS-SMH interconnection. If you are working at the building level, please rate the following items based on experiences in your school or schools. If you are working at the district or state level, please complete the survey if you have regular contact with particular schools and rate the items based on your experiences with these schools.

Any information you provide is confidential. Your responses will be combined with those from other participants to better understand readiness for PBIS-SMH interconnection in your school or district. Once the areas of strength and opportunities for improvement are identified, your school or district can utilize the appropriate resources to increase readiness. A list of evidence-based resources will be available in the near future.

For each item below, please check one choice from the following scale to indicate your level of agreement with each statement, reflecting your perception of how your school is doing with PBIS, SMH and interconnecting them:

Strongly Disagree    Disagree    Agree    Strongly Agree  
1                      2                      3                      4

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
<b>PBIS/SMH Applications</b>				
1. School staff apply PBIS principles to content areas other than their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. School staff express approval (through survey, focus groups, etc.) of combining or interconnecting PBIS and SMH by implementing a multi-tiered system of behavioral support, with SMH embedded within the PBIS framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. School staff indicate (through survey, focus groups, etc.) that interconnecting PBIS and SMH will be beneficial to the following:				
a. Students' behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students' academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students' social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Administrator Support</b>				
4. School administrators promote interconnection of PBIS and SMH (examples include participating in meetings, publically advocating their collaborative benefits, and praising and acknowledging involved staff for their efforts).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. School administrators assure ongoing support for effective implementation of interconnected PBIS/SMH by allocating appropriate resources (e.g., funding, hiring staff, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. School administrators serve as champions for PBIS and SMH, by actively promoting their collaborative benefits, and praising and acknowledging involved staff for their efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. School administrators support effective implementation of interconnected PBIS/SMH by allowing for staff professional development (e.g. release time, coaching, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The school principal actively seeks district resources to support (through use of professional development days for training, stipends for team and coaching, etc.) the following:				
a. PBIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. SMH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
9. School administrators actively partner with family and community members and expect all school staff to do the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Staff Support</b>				
10. School staff are made aware of how to interconnect PBIS and SMH (e.g., the two programs working closely together as reflected in coordinated team planning and actions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. School staff indicate (through survey, focus groups, etc.) that as a result of PBIS, positive effects on the following are observed:				
a. Students' well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students' behavioral development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students' academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. School staff indicate (through survey, focus groups, etc.) that as a result of SMH, positive effects on the following are observed:				
a. Students' social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students' academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. School staff view (through survey, focus groups, etc.) PBIS as effective in encouraging the following:				
a. Students' classroom cooperation (e.g. engaging appropriately during instructional time, reduced classroom referrals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students' motivation toward academic achievement (e.g. attendance, homework, and work completion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students' social competence (e.g. increase in number of students with 0-1 office discipline referrals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. School staff view (through survey, focus groups, etc.) SMH as effective in encouraging the following:				
a. Students' classroom cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students' motivation toward academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students' social competence (e.g. appropriate peer relationships and interactions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
15. School staff indicate (through survey, focus groups, etc.) that the following promote a positive school climate where learning is encouraged.				
a. PBIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. School staff indicate (through survey, focus groups, etc.) that the following promote a positive school climate where positive relationships among members of the school community are encouraged:				
a. PBIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. School staff see (through survey, focus groups, etc.) PBIS as a way to make the school environment safer and more welcoming to family and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Family and Community Support and Participation</b>				
18. Family members are offered educational materials and interactive sessions to become informed about PBIS and SMH strategies to support positive behavior and mental health in all students (e.g., a family resource library, family training calendar, and group and individual family training events).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Families view (through survey, focus groups, etc.) PBIS as effective in encouraging:				
a. Students' classroom cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students' motivation toward academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students' social competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Families view (through survey, focus groups, etc.) SMH as effective in promoting:				
a. Students' classroom cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students' motivation toward academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students' social competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication</b>				
21. There is clear and consistent communication among school staff, administrators, students, and families regarding school-wide approaches for promoting positive mental health, academic achievement, and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
<b>Teaming Structures</b>				
22. PBIS and SMH teams hold meetings together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. School teams are made aware of how to interconnect PBIS and SMH (e.g., the two programs working closely together as reflected in coordinated team planning and actions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Team members express their perspectives in a way that builds satisfied, cohesive, and effective teams.				
a. PBIS team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Teams have regularly scheduled meetings.				
a. PBIS teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Teams have structured meetings.				
a. PBIS teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Teams have meetings with action-and solution-focused agendas.				
a. PBIS teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PBIS and SMH Professional Development</b>				
28. PBIS trainings review key points about the following:				
a. Student social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Behavior change principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. SMH trainings review key points about the following:				
a. Student social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Behavior change principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Mental health literacy and everyday strategies for promoting mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Early symptoms of mental health challenges and how to respond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Team members participate in an initial training workshop.				
a. PBIS team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH team members				

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
31. Team members participate in regular, brief ongoing trainings, supervision, technical assistance and coaching.				
a. PBIS team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Teams utilize and collaborate with systems support coaches who help guide implementation.				
a. PBIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. SMH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. School staff have the opportunity to build PBIS competence and mastery by practicing skills with more experienced team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Participation</b>				
34. Students are engaged in the PBIS process (e.g., students serve on teams, provide feedback to leadership teams, are involved in training and establishing goals and priorities for action plans).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In what areas related to PBIS/SMH readiness is your school or district especially strong? Please describe below.

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Where does your school/district most need improvement before moving forward with PBIS/SMH interconnection? Please describe below.

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