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

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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
PBIS/SMH Applications				
1. School staff apply PBIS principles to content areas other than their own.	☐	☐	☐	☐
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.	☐	☐	☐	☐
3. School staff indicate (through survey, focus groups, etc.) that interconnecting PBIS and SMH will be beneficial to the following:				
a. Students' behavior	☐	☐	☐	☐
b. Students' academic achievement	☐	☐	☐	☐
c. Students' social and emotional development	☐	☐	☐	☐
Administrator Support				
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).	☐	☐	☐	☐
5. School administrators assure ongoing support for effective implementation of interconnected PBIS/SMH by allocating appropriate resources (e.g., funding, hiring staff, etc.).	☐	☐	☐	☐
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.	☐	☐	☐	☐
7. School administrators support effective implementation of interconnected PBIS/SMH by allowing for staff professional development (e.g. release time, coaching, etc.).	☐	☐	☐	☐
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	☐	☐	☐	☐
a. SMH	☐	☐	☐	☐

	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.	☐	☐	☐	☐
Staff Support				
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).	☐	☐	☐	☐
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	☐	☐	☐	☐
b. Students' behavioral development	☐	☐	☐	☐
c. Students' academic achievement	☐	☐	☐	☐
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	☐	☐	☐	☐
b. Students' academic achievement	☐	☐	☐	☐
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)	☐	☐	☐	☐
b. Students' motivation toward academic achievement (e.g. attendance, homework, and work completion)	☐	☐	☐	☐
c. Students' social competence (e.g. increase in number of students with 0-1 office discipline referrals)	☐	☐	☐	☐
14. School staff view (through survey, focus groups, etc.) SMH as effective in encouraging the following:				
a. Students' classroom cooperation	☐	☐	☐	☐
b. Students' motivation toward academic achievement	☐	☐	☐	☐
c. Students' social competence (e.g. appropriate peer relationships and interactions)	☐	☐	☐	☐

	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	☐	☐	☐	☐
b. SMH	☐	☐	☐	☐
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	☐	☐	☐	☐
b. SMH	☐	☐	☐	☐
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.	☐	☐	☐	☐
Family and Community Support and Participation				
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.	☐	☐	☐	☐
19. Families view (through survey, focus groups, etc.) PBIS as effective in encouraging:				
a. Students' classroom cooperation	☐	☐	☐	☐
b. Students' motivation toward academic achievement	☐	☐	☐	☐
c. Students' social competence	☐	☐	☐	☐
20. Families view (through survey, focus groups, etc.) SMH as effective in promoting:				
a. Students' classroom cooperation	☐	☐	☐	☐
b. Students' motivation toward academic achievement	☐	☐	☐	☐
c. Students' social competence	☐	☐	☐	☐
Communication				
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.	☐	☐	☐	☐

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
Teaming Structures				
22. PBIS and SMH teams hold meetings together.	☐	☐	☐	☐
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).	☐	☐	☐	☐
24. Team members express their perspectives in a way that builds satisfied, cohesive, and effective teams.				
a. PBIS team members	☐	☐	☐	☐
b. SMH team members	☐	☐	☐	☐
25. Teams have regularly scheduled meetings.				
a. PBIS teams	☐	☐	☐	☐
b. SMH teams	☐	☐	☐	☐
26. Teams have structured meetings.				
a. PBIS teams	☐	☐	☐	☐
b. SMH teams	☐	☐	☐	☐
27. Teams have meetings with action-and solution-focused agendas.				
a. PBIS teams	☐	☐	☐	☐
b. SMH teams	☐	☐	☐	☐
PBIS and SMH Professional Development				
28. PBIS trainings review key points about the following:				
a. Student social and emotional development	☐	☐	☐	☐
b. Student behavior	☐	☐	☐	☐
c. Behavior change principles	☐	☐	☐	☐
29. SMH trainings review key points about the following:				
a. Student social and emotional development	☐	☐	☐	☐
b. Student behavior	☐	☐	☐	☐
c. Behavior change principles	☐	☐	☐	☐
d. Mental health literacy and everyday stagies for promoting mental health	☐	☐	☐	☐
e. Early symptoms of mental health challenges and how to respond	☐	☐	☐	☐
30. Team members participate in an initial training workshop.				
a. PBIS team members	☐	☐	☐	☐
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	☐	☐	☐	☐
b. SMH team members	☐	☐	☐	☐
32. Teams utilize and collaborate with systems support coaches who help guide implementation.				
a. PBIS	☐	☐	☐	☐
b. SMH	☐	☐	☐	☐
33. School staff have the opportunity to build PBIS competence and mastery by practicing skills with more experienced team members.	☐	☐	☐	☐
Student Participation				
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).	☐	☐	☐	☐

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 descibe below.

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http://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf