



Expanded School Mental Health in West Virginia

www.schoolmentalhealthwv.org

FEBRUARY 2012

Positive Behavior Support

Tool Kit 2

RECOMMENDATIONS FOR A SCHOOL-WIDE FOUNDATION OF LEARNING SUPPORTS:

**“A school-wide positive behavior
program based upon evidence and best
practices”**

West Virginia Expanded School Mental Health Steering Team, 2011

In a recent, first large-scale meta-analysis of school programs that enhance students' social and emotional development, researchers found that such programs improve students' attitudes and behaviors, and in some cases, even boost academic performance. Students showed significantly improved caring attitudes and positive social behaviors as well as higher aptitude scores when compared to a control group.¹

WV Code 18-2-13² requires that all schools develop and integrate character education into all aspects of school culture, functions and existing curriculum. This means that teachers have an obligation to teach components of character within their classrooms. The schools may incorporate such programs as “life skills”, “responsible students” or “any other program encompassing any of the following components...”(22 items are listed).

A variety of programs/initiatives exist that address behavior and social skills: character education, social-emotional learning (SEL), positive behavior interventions and supports (PBIS), service learning, cooperative learning, differentiated instruction and more. The Collaborative for Academic, Social and Emotional Learning (CASEL) provides a good description of these various movements.³ Although social-emotional learning, positive behavior interventions and supports, and character education

have much in common, SEL and PBIS programs tend to address a broader array of outcomes, such as drug use, violence, social relationships, academic engagement, and health.

Staff from the Prevention Research Center for the Promotion of Human Development at Pennsylvania State University have reviewed and extrapolated six features of effective prevention programs⁴:

- Multiyear programs are more likely to foster enduring benefits
- Preventive interventions are best directed at risk and protective factors rather than categorical problem behavior
- Prevention programs that focus are more effective if they simultaneously instill changes across the school and home environments
- Interventions should be aimed at multiple domains, changing institutions and environments as well as individuals
- There is no single program that can prevent all high risk behaviors; a package of coordinated, collaborative strategies is required in each community
- Prevention needs to be integrated with treatment systems to strengthen linkages and sustainability

DEFINITION: “Expanded school mental health” refers to programs that build on core services typically provided by schools. It is a framework that:

- ◆ includes the full continuum of prevention, early intervention and treatment
- ◆ serves all students
- ◆ emphasizes shared responsibility between schools, mental health providers and other community partners

Positive Behavior Support



West Virginia Resources

- **The West Virginia Department of Education offers technical assistance and support to schools and districts that commit to PBS.**
<http://wvde.state.wv.us/osp/PositiveBehaviorSupportschoolwide.html>
- **Information about Character Ed - WVDE Office of Healthy Schools**
<http://wvde.state.wv.us/directory/office/Office+of+Healthy+Schools/>



General Resources

- **U.S. Department of Education, Institute of Education Sciences—WHAT WORKS CLEARINGHOUSE:**
<http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=12>
- **Safe and Sound: An Educational Leader's Guide to Evidence Based Social Emotional Learning Programs:** http://casel.org/wp-content/uploads/2011/04/1A_Safe_Sound.pdf
- **Leading an SEL School: Steps to Implement Social and Emotional Learning for All Students:** http://sshs.promoteprevent.org/webfm_send/2229

REFERENCES

¹<http://www.sciencedaily.com/releases/2011/02/110204091243.htm>

²<http://www.legis.state.wv.us/WVCODE/ChapterEntire.cfm?chap=18&art=2§ion=13>

³<http://casel.org/why-it-matters/what-is-sel/other-movements/>

⁴Enhancing Resilience and Protective Factors, NASBHC: www.nasbhc.org/TAT/Enhancing_resilience.htm

The purpose of this series of information briefs is to provide a common framework and recommendations to assist schools and community mental health providers to more effectively develop a comprehensive approach to school mental health that is consistent with current West Virginia Department of Education policies.



These recommendations and resources have been reviewed and approved by West Virginia's Expanded School Mental Health Steering Team. For more information contact info@schoolmentalhealthwv.org

For more information visit
www.schoolmentalhealthwv.org

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Bureau for Behavioral Health and Health Facilities