Participant Guide

Interconnected Systems Framework (ISF):

*Connecting the Dots of School Mental Health*

**Section 2:** *Multi-tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) Defined*

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| Regarding MTSS and PBIS in Schools… |
| What do you already know?  What do you want to know?  What are you excited about?  What are your fears/reservations? |

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| If you were to provide mental health supports within a school that is implementing MTSS, which tier would these supports fit within? |
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| Why? |
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| Elements of PBIS: |
| Outcomes:  Practices:  Systems:  Data: |

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| Based on your past experience with schools, which of these outcomes would make the most powerful impact? |
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| Why? |
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| How are MTSS and PBIS Similar? | How are MTSS and PBIS Different? |
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| PBIS Myths versus Facts | |
| Myth | Fact |
| 1. PBIS is a program. |  |
| 1. There are no consequences for inappropriate behavior. |  |
| 1. PBIS uses bribes to get students to behave. |  |
| 1. If you implement PBIS, you will have to eliminate other initiatives or programs. |  |
| 1. Implementing PBIS takes away from instructional time. |  |
| 1. A school that has behavior posters and a token system is implementing PBIS. |  |
| 1. There is only ONE way to implement PBIS. |  |

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| If you were to provide mental health supports within a school that is implementing PBIS, how might you play a role in the implementation process? |
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| Reflecting on Virtual Learning Module #2: *PBIS and MTSS Defined* | | |
| A major takeaway is… | Something I’m questioning… | I plan to utilize this information by (action item) … |