40 years after IDEA; MTSS, Sustainability, & Implementation Capacity Development
11th Annual New England PBIS Forum
Nov 21, 2015

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IDEA is about “civil rights.”
IDEA enabled PBIS.
PBIS & MTSS are functionally equivalent.
Sustained & scaled high fidelity implementation is about capacity development.
Integrated school mental health & PBIS is important next consideration.

IDEA to PBIS to MTSS: Share what we’re learning about capacity development for implementation fidelity & sustainability in context of MTSS, school climate, & PBIS

IDEA 1975-2015
1961 President Kennedy’s Panel on Mental Retardation (MR) to provide federal aid to states
1965 President Johnson signed ESEA (PL89-10) to provide public education to children with disabilities
1975 IDEA (PL94-142): FAPE, LRE, IEP, Due Process, FBA/BIP, etc.
1997 IDEA (PL105-17) Authorization for Center on PBIS (reauthorization 2000, 2006)
2015 40th Anniversary: RtI, MTSS, APBS, NESWPBIS

CIVIL RIGHTS
Equity, opportunity, & access for children w/ disabilities...ALL children!

www.pbis.org
www.neswpbs.org
Supporting and Responding to Behavior
Evidence-Based Classroom Strategies for Teachers

Interactive Map of Core Features

Decision-Making Chart

Positive Behavioral Interventions and Supports
Implementation Blueprint:
Part 1 - Foundational and Supporting Information
Part 2 - Self-Assessment & Action Planning

Implementation Drivers
www.pbis.org

IDEA/ESEA Next Challenges
School Climate & Discipline
School Violence & Mental Health
Disproportionality & School-Prison Pipeline

www.pbis.org
PBIS → MTSS
Arranging environment to be conducive to teaching & learning

PBIS
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

PBIS = MTSS
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

RCT & Group Design PBIS Studies

PBIS is about:
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students w/ EBD
- Maximizing academic achievement
- Improving classroom & school climate

Reduced major disciplinary infractions
Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
Improvements in academic achievement
Enhanced perception of organizational health & safety
Reductions in teacher reported bullying behavior & peer rejection
Improved school climate

Implement w/ Fidelity
Develop Continuum of Evidence-based Practices & Systems
Develop Local Expertise & Implementation Fluency
Use Team to Coordinate Implementation
Monitor Progress Continuously
Screen Universally
Decide with Data

PBIS & MTSS
Share Functions

MTSS = PBIS, RtI, SRBI
**Primary Prevention:** School-/Classroom-Wide Systems for All Students, Staff, & Settings

**Secondary Prevention:** Specialized Group Systems for Students with At-Risk Behavior

**Tertiary Prevention:** Specialized Individualized Systems for Students with High-Risk Behavior

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**Continuum of School-Wide Instructional & Positive Behavior Support**

- **Universal:** ~80% of Students
- **Targeted:** ~15%
- **Intensive:** ~5%

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**Continuum of Support for All**

- **Universal:** All
- **Targeted:** SOME
- **Intensive:** FEW

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**Interactive Map of Core Features**

- Classroom Interventions and Supports
- Data Systems

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**MTSS & PBIS Considerations**
When programs are evidence-based, they have been scientifically studied and their effectiveness has been demonstrated through high-quality outcome evaluations.

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred and that demonstrate meaningful effects on student outcomes.

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population and contextual differences).

2. Student Fit
   - Need (+/-)
   - Priority

3. Context-Environment Fit
   - Language
   - Developmental
   - Educational
   - Cultural

Implementation Capacity Development

School leaders needed to turn school around
   - Be instructional leader & organizational CEO
   - Hiring & retaining quality teaching force important
   - 5+ years to turn school around & sustain
   - Instructional leader transfers 3-4 years

Center for Public Education
GOAL: "Capacity Development"

"Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome"

Skinner, 1953, Science of Human Behavior

Capacity Development Points

United Nations Development Programme, 2009

INDIVIDUAL
- Knowledge
- Skills
- Experience

ENVIRONMENT
- Policy
- Laws
- Leadership

ORGANIZATION
- Vision
- Language
- Experiences
- Leadership

CLASSROOM
- School
- District
- State

School Leadership
- Classroom Leadership
- Student Learning

State Leadership, Policies & Priorities
- Student Family Background
- School Climate

District Leadership, Policies & Priorities
- Leaders' Professional Development Experiences
- Other Stakeholders

IMPLEMENTATION CAPACITY

Practices
- Ability of individuals, institutions & societies to perform functions, solve problems, & set & achieve objectives in a sustainable manner.

United Nations Development Programme, 2009 p. 53

Systems
- Process through which individuals, organizations & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time.

Center for Disaster Reduction Initiative, Cadri.net download 12 Sep 2015

Implementation Drivers

www.pbis.org

Organizational Factors Directly & Indirectly Contributing To Student Learning


Competent & motivated staff
- Competitive & meritocratic recruitment process
- Visionary & inspiring leadership
- Shared sense of purpose & positive attitude
- Effective communication strategies & feedback mechanism
- Use of state-of-the-art technology
- Effective learning & training system
When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations. (National Institute of Justice)

Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change. (National Institute of Justice)

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes. (Cook & Cook, 2013)

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences. (American Psychological Association, 2006)

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences). (HHS SAMHSA, 2009)

An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions. (ASHA, www.asha.org)

Process in which the practitioner combines well-researched interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services. (Socialworkpolicy.org, 2015)

Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams. (National Alliance on Mental Health, 2007)

1. Empirical Support
   • Functional Relationship
   • Meaningful Effect Size
   • Replication
   • Context

2. Student Fit
   • Need (+/-)
   • Priority

3. Context-Environment Fit
   • Language
   • Developmental
   • Educational
   • Cultural

Fissne & Blase (2009)

Selection, Alignment, & Integration Process

1. Identify measurable NEED & expected OUTCOME
2. Identify existing & new practices that ALIGN w/ need & expected outcome
3. PRIORITIZE defendable & implementable practices
4. INTEGRATE practices around expected outcome
5. Organize SUPPORTING SYSTEMS to implement integrated practices w/ fidelity

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, Chilcote, & Nolan, 2013ab

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Lucille Eber, Mark Weist, Sharon Stephens, Susan Barrett, et al.
School Mental Health Targets

- Social skill deficits
- Cognitive disorders
- Mental illness
- Trauma
  - Abuse, loss, accidents, violence, medical, etc.
- Somatic/physical illnesses
- Family/social
  - Poverty, family, unemployment, etc.

“Mad, Bad, Sad, Can’t Add” Kutash & Duchnowski, 2013

Integrated PBIS & ISF Support Domains

- Academic
- Medical
- Emotional & social
- Behavioral
- Family & community

Practice Examples

- Explicit academic instruction
- Function-based behavior intervention planning
- Cognitive behavioral counseling & therapies
- Psycho-Pharmacological
- Applied behavior analysis
- Targeted & direct social skills instruction
- Behavior self-management & emotional regulation

PBIS + SMH
Interconnected System Framework
ISF Practices across Tiers & Context

Chapter 4, Considerations for School Mental Health Implementation Framework (Weist, Simonsen, & Dolan 2013) in Advancing Education Effectiveness: Interconnecting School Mental Health & School-wide Positive Behavior Support (Barrett, Eber, & Weist)

Traditional MH v. ISF

Traditional
- Counselor "sees" student at appt.
- Only do "mental health"
- Case management notes
- Delivery of services
- Referral management

ISF
- MH person on teams all tiers
- Contribute to integrated plan
- Contribute to fidelity & progress monitoring
- Access to interventions
- Data-based screening

Chapter 8
Policy, Practice and People: Building Shared Support for School Behavioral Health
Joanne Cashman, Mariola Rosser, and Patrice Linehan, with the Stakeholder Advisory to the ISF

Chapter 9
Understanding the Complexity of the Children and Families We Serve
Krista Kutash and Al Duchnowski

Commentary on the ISF
Ecological Principles for Interconnecting School Mental Health and PBIS: Focusing on What Matters Most
Marc Atkins

Appendices
Appendix A
Survey on School Readiness for Interconnecting Positive Behavior Interventions and Supports and School Mental Health
Vittoria Anello and Mark Weist

Appendix B
Building an Inclusive Community of Practice: Four Simple Questions

Appendix C
Implementation Guide: Funding

Appendix D
Implementation Guide: Evaluation Tools

Appendix E
Implementation Guide: District and Community Leadership Teams

Appendix F
Selecting Mental Health Interventions with a PBIS Approach
Robert Putnam, Susan Barrett, Lucille Eber, Tim Lewis, and George Sugai

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Move from dis-connected to inter-connected system frameworks

Advancing Education Effectiveness:
Interconnecting School Mental Health and School-wide Positive Behavior Support

www.pbis.org/school/school-mental-health/interconnected-systems
Upcoming Events

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<td>APBS Conf.</td>
<td>Mar 23-26, 2016</td>
<td>San Francisco, CA</td>
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<tr>
<td>Northeast SWPBS Leadership Forum</td>
<td>May 19-20, 2016</td>
<td>Mystic, CT</td>
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<tr>
<td>PBIS Leadership Forum</td>
<td>Oct 26-28, 2016</td>
<td>Chicago, IL</td>
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Molcom
Dec 7, 2007

Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play
Label*behavior…..not*kids*
Self-regulation
Homework
Technology

Common Vision/Values
Common Language
Common Experience
Quality Leadership
Effective Organizations
Classroom School District State

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www.neswpbis.org

HAPPY!40th ANNIVERSARY IDEA

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IDEA!