

Building Systems that Promote and Sustain
Evidence Based Practices: Part II
Emerging Directions

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Interconnected Systems Framework
SMH+PBIS=ISF

- Mark Weist & Lucille Eber
- Rob Horner & George Sugai - National PBIS TA Center
- Sharon Stephen & Nancy Lever - National Center for SMH

- Bob Putnam- May Institute, Kelly Perales- PA
- Joanne Cashman- NASDE
- Mid-Atlantic and Midwest PBIS Network
- All the ISF Authors and participants

Goals

Introduction to the ISF Framework
Big Ideas
6 Key Messages

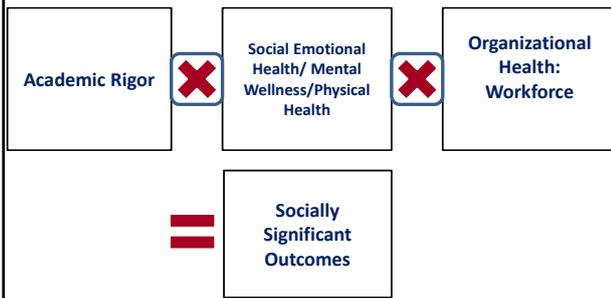
Wellbeing

Should central role of education be building and improving wellbeing ?

How would academic achievement improve if we had students, youth, educators in environments that fostered emotional health and wellbeing?

How would that impact healthcare?
Justice system, Poverty, Homelessness, Drug Use? Unemployment?

Starts with Equal Priority



Adapted from © Fixsen and Blase 2013, 2013

Vermont Joint House/Senate Resolution

(J.R.H 6) 2013

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont **commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students' academic and cognitive achievement, and**

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it

Resolved by the Senate and House of Representatives:

That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

Resolved: That the General Assembly declares Vermont to be a state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools' practices.

Balcony View

- Organizing around Public Health Model: PBIS, MTSS, RTI
- Attention toward Equity and Social Justice, Mental Health and Reform efforts- anyone following Nicolas Kristoff in NYT??
- Feds are aligning...Wait what???
 - Justice, MH and Ed are working together
 - NITT: AWARE, School Climate, Prevent
- ESEA: Priority for more than academic success
- Focus on Evidence Based Practices that match student need
- Instructional focus
- Results Driven Accountability- **IT IS ALL ABOUT THE OUTCOMES**

Current Status: Impact to Society

- One in 5 youth have a MH “condition” that impacts social and academic success
 - About 50% of those get no treatment
 - Early diagnosis and medical intervention improves outcomes dramatically, but there is only one child psychiatrist for every 7,000 children with a mental illness or behavioral disorder.
- School is “defacto” MH provider
 - Of those that do...75% receive services in schools
- JJ system is next level of system default
 - Each year, more than 600,000 youth in America are placed in juvenile detention centers with mental health disorders 3X rate of general population.

Better Solutions for Youth with Mental Health Needs in the Juvenile Justice System

- Nearly 70 percent of youth in contact with the juvenile justice system have a diagnosable mental health disorder.
- Almost 30 percent have disorders that require immediate and significant treatment.
- At least 75 percent of youth in the juvenile justice system have experienced traumatic victimization.

**Vulnerable Populations
Kids, Youth and Families**

% varies depending on Community

- Living in Poverty
- LGBT
- Homelessness
- Foster Care/Group Home
- Short term Situation/crisis
- Trauma
- ESL
- Medical Diagnosis
- Physical and Mental Disabilities

**Protective Factor or
Vulnerable Contexts**

“Failing School”

“High Achieving School”

Don't mistake academic label as an indication of
“health”

Supports?

- Exclusion as “intervention”
 - Not so great interventions
 - Confuse label and team as “intervention”
 - Confuse paperwork with intervention
 - Not so great fidelity
 - Not enough resources
- Who do we blame?

Higher Risk for...

- Gang
- Drug Use
- Human Trafficking
- Decreased access to instruction (poor attendance)
- Increased risk for problem behaviors
- Increase truancy
- Increase dropout
- LIFE LONG
- Justice System
- Poor Health...

Families, Schools and Communities

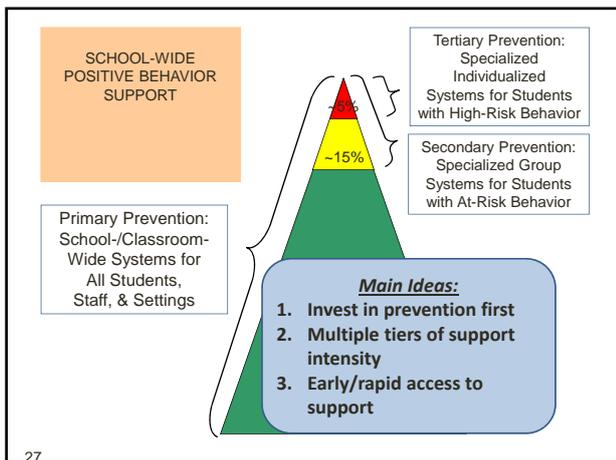
- We thrive in environments that are safe, feel valued, have social connections and have the skills to be successful

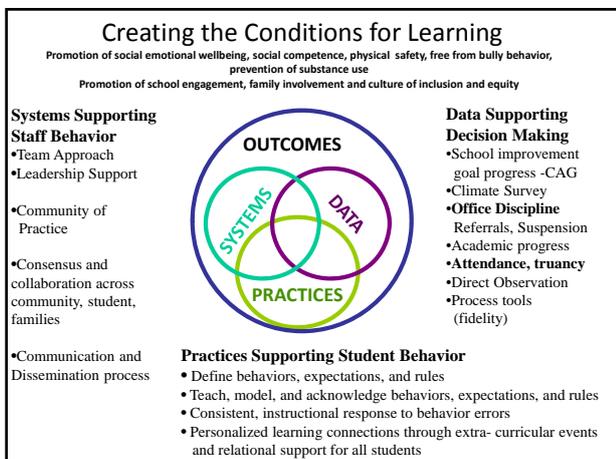


- Since 1998
- Over 20,000 schools engaged
- Utilizing the science of behavior from individual level to school level
- Unit of analysis is school level- Efficient
 - Climate and Culture
 - Staff, Student and Community

What is School-wide Positive Behavior Support?

- **School-wide PBIS is:**
 - IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
- **Evidence-based features of SW-PBIS**
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual interventions.
 - Administrative leadership – Team-based implementation (Systems that support effective practices)





Impacts of SW-PBIS on Student Outcomes

- Significant reduction in school-level suspensions
- Students in PBIS schools were 32% less likely to receive an office discipline referral
- A positive effect for school-level academic performance (Bradshaw et al., *JPBI*, 2010)
- Significant reductions in teacher-rated behavior problems
 - Rejection & bullying (Waasdorp, Bradshaw, & Leaf, 2012)
 - Service use (e.g., counseling, special education referral, office referrals)
 - Reductions in concentration problems and aggressive/disruptive behavior, and improvements in prosocial behavior and emotion regulation (Bradshaw et al., submitted)
 - Some indication that the intervention effects are strongest the earlier students are exposed to SW-PBIS (Bradshaw et al., submitted)

A Foundation.... but More is Needed...

- Many schools implementing PBIS struggle to implement effective interventions at Tiers 2 and 3
- Youth with “internalizing” issues may go undetected
- Not enough staff and resources
- PBIS systems (although showing success in social climate and discipline) often do not address broader community data and mental health prevention.

School Mental Health School and Community Partners Broader Range of EBP Emphasis on Family System

“SMH provides a full continuum of mental health promotion programs and services in schools, including enhancing environments, broadly training and promoting social and emotional learning and life skills, preventing emotional and behavioral problems, identifying and intervening in these problems early on and providing intervention for established problems. School mental health promotion programs should be available to all students, including those in general and special education, in diverse educational settings, and should reflect a shared agenda - with families and young people, school and community partners actively involved in building, continuously improving, and expanding them”

BIG Ideas...

- How Multi-tiered Systems of Support (MTSS) can enhance mental health in schools
- Installing SMH through MTSS in Schools
- The Interconnected Systems Framework (ISF)

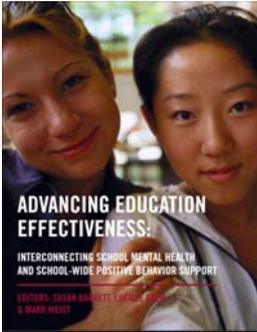
SMH +MTSS=ISF

Dynamic Duo



Development of ISF

- 2002-2007: Site Development with PBIS Expansion (informal and independent)
- 2005 CoP focus on integration of PBIS and SMH
- 2008: ISF White Paper: formal partnership between PBIS and SMH
- 2009- 2013 Monthly calls with implementation sites, national presentations (from sessions to strands)
- 2009-2011 Grant Submissions
- June 2012- September 2013 ISF Monograph
- Monograph Advisory group
- 2015: ISF Learning Community, SOC Webinar Series



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

Editors: Susan Barrett,
Lucille Eber and Mark Weist
pbis.org
[csmh.umaryland](http://csmh.umaryland.edu)
IDEA Partnership NASDSE

ISF Defined

- Structure and process for education and mental health systems to interact in most effective and efficient way.
- Guided by key stakeholders in education and mental health/community systems
- Who have the authority to reallocate resources, change role and function of staff, and change policy.

ISF Defined

- Tiered prevention logic
- Cross system problem solving teams
- Use of data to decide which evidence based practices to implement.
- Progress monitoring for both fidelity and impact.
- Active involvement by youth, families, and other school and community stakeholders.

Broader Use of The Framework

- What have we learned?

Big Idea #1 Implementation Science

- ISF Implementation is not a single event
- A mission-oriented process involving multiple decisions, actions, and corrections-
Continuous Improvement/Regeneration
- Uses stages to make the process of change doable
- Anchored to tiered framework
- Always connected to strategic plan

Stages of Implementation

Focus	Stage	Description
Should we do it	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Getting it right	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Making it better	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

Big Idea #2 Workforce Development

Snider 2006

"I learned very little in my 10 years of formal education program about how to do a job. In those 8 years I relied on the competence of the adults around me. I did not develop the skills to do a job. I learned more from the hard work and earnest efforts, my knowledge of the curriculum, effective teaching, or my classroom management beyond what I learned in school." (p. 2)

**In other words:
"if you starve the adults, they will eat the children"**

**Cross-Training Outcomes Related to Training Components
Press and Support**

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Application within a setting
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Leadership Support Data Feedback	95%	95%	95%

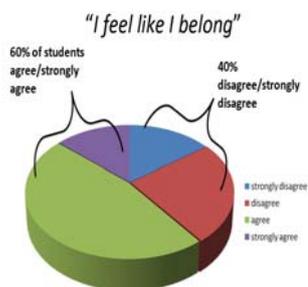
Joyce & Showers, 2002

Big Idea #3

We are Social Beings first and foremost!!!

- Neurobiology and Social Connectedness

Belonging



Relationships and Youth Connectedness

ESSENTIAL to children's well being.

- A sample of 2,022 students (999 boys and 1,023 girls) ages 12-14 years was measured at two time points twelve months apart on school connectedness and mental health symptoms (general functioning, depression, and anxiety symptoms). After adjusting for any prior conditions that could have led to mental health problems, the authors of the study reported stronger than previous evidence of the association with school connectedness and adolescent depressive symptoms and a predictive link between school connectedness to future mental health problems.
- 22 Early studies suggest that there are substantial percentages of violent youth who do not perceive themselves to be liked by classmates and who report loneliness.

(Chen, 2006, *Adol Psychology*)

How will you find kids and youth who feel like they don't belong?

- Recognize and Respond!!
- Adults and Students Actively recruiting
- Activity/Club/Sports Fair
- Personal Invitation
- Relationships with Students, Families and Communities

N.E.S.T. Time

During school year 2010-2011, "NEST Time" was implemented instead of the previous 4 lunch periods.

NEST is a one hour lunch period for all students and staff. Students choose where and when they will eat lunch. Teachers have a duty for one half of NEST time and have a duty-free lunch for the other half.

Students can go to a quiet room and do their homework. They can get extra tutoring to improve their GPA. They can practice for HSAs, have their hair and nails done in the cosmetology salon, they can join one of the 86 clubs – there's something for everyone, from Comic Book Club to Gardening to Yard Games to Sports Reporting! Students check in with teachers and are tracked with the "NEST Tracker" so that teachers, guidance and administrators can track where students are choosing to spend their time. This data is compared to assessment scores to identify students who need extra help but may not be taking advantage of tutoring sessions.

NEST stands for :

- N – Nourishment (Food! Lunch!)
- E – Extracurricular and clubs
- S – Socialization while Studying
- T – Tutoring

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Do Staff Feel Like They Belong? How does your Organization Foster Staff Productivity ?



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Time, Space and Support from Leadership

- Leadership is key!! Establish a kind of "haven"- place that individuals can get feel safe about reporting concerns, skills to do job well and supported by school and community
- Staff should feel empowered to be a part of the decision making process- "Community of Practice"

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6 KEY Messages

- Small change...BIG IMPACT

#1 Broaden Use of Data:
Focus on Internalizing Issues



Time Out of Class Form

Name: _____ Date: _____ Time: _____ Location: _____
 Teacher: _____ Cafeteria _____ Library _____
 _____ A B C
 Grade: K 1 2 3 4 5 6 7 8 Hallway _____ Arrival/Dismissal _____
 Referring Staff: _____ Classroom _____ Other _____

Others involved in incident: Note Peers Staff Teacher Substitute

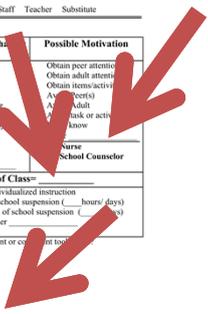
Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language	Abusive language	Obtain peer attention
Physical contact	Fighting/Physical aggression	Obtain adult attention
Defiance	Defiance/Disrespect	Obtain items/activities
Disruption	Harassment/Bullying	Adrenaline
Dress Code	Dress Code	Adult
Property misuse	Inappropriate Disruption	Peer rank or activity
Tardy	Electronic Violation	Peer rank or activity
Electronic Violation	Lying/Cheating	Peer rank or activity
Other _____	Other _____	Peer rank or activity

Administrative Decision/Time Out of Class

Loss of privilege _____ Individualized instruction _____
 Time in office _____ In-school suspension (____ hours/days) _____
 Conference with student _____ Out of school suspension (____ days) _____
 Parent Contact _____ Other _____

What activity was the student engaged in when the event or occurred in the classroom?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
Team instruction	
Interacting with peers	
Other: Please identify below	



#2 Show Outcomes Leading to Social and Financial Benefit

- Show outcomes for PBIS and SMH
 - Social competence
 - Emotional functioning
 - Improved GPA, test scores, attendance, teacher retention
 - Organizational Health
 - Climate
 - Cost Benefit- Instructional Time/Admin Time
- Demonstrate financial impact

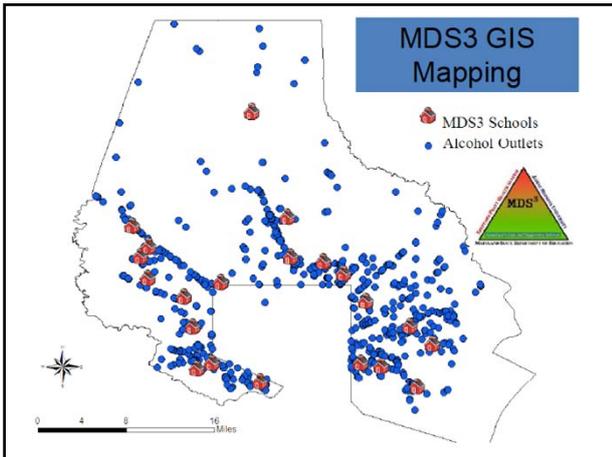
Greenberg et al., 2005; Greenberg et al., 2003; Welsh et al., 2001; Zins et al., 2004; Bruns et al., 2004; Lehr et al., 2004; Jennings, Pearson, & Harris, 2000; see Hoagwood, Olin, Kerner, Brattstrom, Crowe, & Saka, 2007 and Wilson & Lipsey, 2007

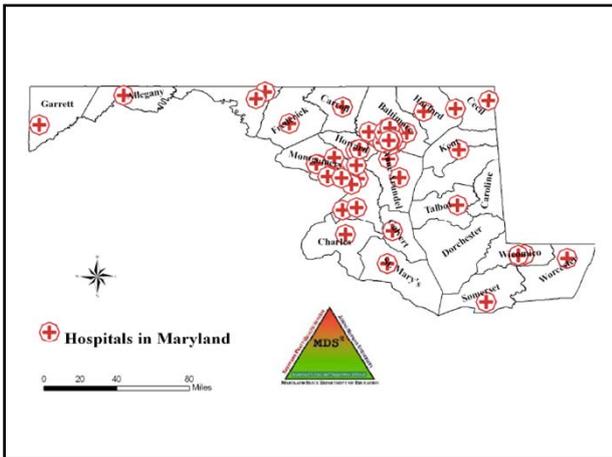
\$ 1 Trillion!!

It is estimated that if the current drop-out rate can be reduced by just half, it would yield almost 700,000 new graduates a year, and it would be a net benefit to the public of nearly \$90 billion for each year of success, or something close to \$1 trillion after 11 years.

#3 Take a Broader View: Geographic Information System

- Mapping of the locations of the schools in relation to
 - community-based resources (e.g., libraries, churches, hospitals,
 - community centers)
 - risks (e.g., alcohol outlets, crime).
 - community level census data (e.g., income of surrounding zip codes)





Other Datasets
Using Census (income, family structure, population)

<u>Positive Assets</u>	<u>Potential Risk Factors</u>
<ul style="list-style-type: none">• Parks & Playgrounds• Hospitals• Community Centers• Recreation Centers• Libraries• Religious Buildings	<ul style="list-style-type: none">• Alcohol Outlets• Crime• Vacant Housing• Fast food outlets• Lottery/Gambling Outlets

School Data → Community Data
Student and System level

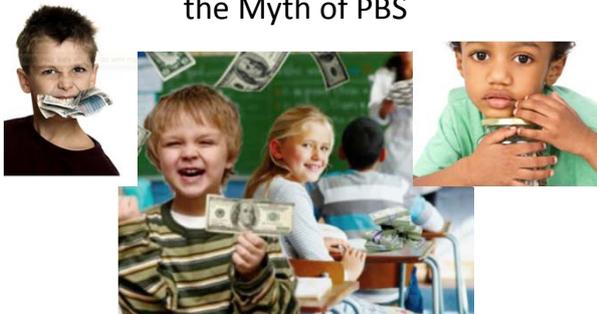
- Academic (Benchmark, GPA, Credit accrual etc)
- Discipline
- Attendance
- Climate/Perception
- Visits to Nurse, Social Worker, Counselor, etc
- Screening from one view
- Community Demographics
- Food Pantry Visits
- Protective and Risk Factors
- Calls to crisis centers, hospital visits
- Screening at multiple views

#4 Develop A Clear Message



After many centuries, the civilizations found a way to communicate.

Debunking
the Myth of PBS



We have PBIS in place!!!

ISF Implementation Framework

Social Emotional and Behavioral Health

Florida MTSS

- **We organize our resources**
 - Multi-Tier Mapping, Gap Analysis
- **So kids get help early**
 - Actions based on outcomes (data!), not procedures
- **We do stuff that's likely to work**
 - Evidence-Based interventions
- **We provide supports to staff to do it right**
 - Fidelity: Benchmarks of Quality
- **And make sure they're successful**
 - Coaching and Support
 - Progress monitoring and performance feedback
 - Problem-Solving process
 - Increasing levels of intensity

#5 Become Better Consumers

Selecting Evidence Based Practices



Poor Selection

School decisions about mental health interventions tend toward heavily marketed programs that are compatible with past practices, despite lack of scientific support

EBP → Broader Menu

Common Approach for Selecting and Implementing EBP

- Social Skills
- Bully Prevention
- Check and Connect
- Check in/Check Out
- Trauma Focus: SPARKS, CBITS
- Mental Health First Aid
- Coping Power
- Functional Family Therapy

Selecting Mental Health Interventions within a PBIS Approach

Robert Putnam, Susan Barrett, Lucille Eber, Tim Lewis and George Sugai

Designed to help integrated system teams interested in expanding the continuum of behavioral supports and mental health services to invest in formalizing a selection process

- take an inventory (and examine effectiveness and fidelity) of current practices before investing in new interventions or programs.
- When data indicates a need for a new initiative, consider using this guide

Consumer Guide Logic Guiding Questions

- Are need and intended outcome specified?
- Is the most appropriate evidence-based practice selected?
- Is practice adaptable to local context and culture?
- Is support for local implementation developed?
- Is system level continuous progress monitoring and planning in place?

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library <http://implementation.fpg.unc.edu>

EBP:			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Implementation			
Capacity to Implement			
Total Score			

Capacity to Implement

- Sustainability
 - Staff meet minimum qualifications
 - Staff Competencies
 - Organization
 - Leadership
 - Financial
- Buy-in process operationalized
 - Practitioners
 - Families

Fit with current indicators

- School, district, state priorities
- Organizational structures
- Community values

Need in school, district, state

- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Resources and supports for:

- Curricula & Classroom
- Technology supports (if any)
- Staffing
- Data Systems
- Coaching & Supervision
- Administration & system

Readiness for implementation

- Qualified personnel
- Expert or TA available
- Materials to deliver
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized
 - Staff Competency
 - Org. Support
 - Leadership

Evidence

- Outcomes – Is it worth it?
- Fidelity data
- Cost-effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or effectiveness

©2013 Karen Blase, Laurel Kiser and Melissa Van Dine
Adapted from work by Laurel J. Kiser, Michelle Zobel, Albert A. Zashki, and Jean Smith (2007)

6. Continuously Adapt and Change

And... always make sure what you do links to the outcomes you seek..

- Pay attention to fidelity
- Use Instructional Approach
- Ensure it meets specific need

Need more?

- www.pbis.org
- www.csmh.org
- National Implementation Research Network (NIRN)
- Scaling Up Center- SISEP.org

20th Annual SMH Conference
New Orleans, Louisiana
November 5-7
csmh.umaryland.edu



October 22-23, 2015

*OSEP Technical Assistance Center
on PBIS 2015 Leadership Forum*

Integrated Multi-Tiered Framework for Educational Success

SAVE THE DATE

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- PBIS Foundations
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Featuring sessions specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partners!

Visit the Upcoming Events page at www.pbis.org for more information

Donald Stephens Convention Center - Rosemont, IL

- And Finally....

How will we work to Build a Nurturing positive social culture in every school?
