Welcome to the Virtual Symposium:

Creating Safe, Supportive Learning Environments for Children with Disabilities
Creating Safe Supportive Learning Environments for all Young Children

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Young Children with Challenging Behavior

• It begins early
  – Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school
  – Of children who have high levels of externalizing behavior challenges at 2; 63% continued at age 5

• Early problem behavior is predictive of future challenges
  – Young children with chronic antisocial behavior comprise 6-7% of the population; yet 50% of adolescent crime and 75% of violent crime
Preschool Expulsion Concerns

- OCR Report, 2014
  - Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once.
  - Boys comprise 54% of the preschool population and 79% of those suspended once and 82% of all children suspended more than once.
Ready to support:
All children, all families
PW-PBIS

• Systems approach for establishing the program culture and individualized supports for supporting social emotional competence
• Measurable outcomes
• Data decision making
• Evidence-based interventions
• Systems supports
Pyramid Model

A Framework of Evidence-Based Practices
Nurturing and Responsive Relationships

• Foundation of the Pyramid
• Essential to healthy social development
• Includes relationships with children, families and team members
High Quality Environments

- Inclusive early care and education environments
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC, HS, and DEC
Targeted Social Emotional Supports

• Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
• Explicit instruction
• Increased opportunities for instruction, practice, feedback
• Family partnerships
• Progress monitoring and data-based decision-making
Individualized Positive Behavior Support

- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments
Early Care and Education Programs

- Community Early Care and Education program
- Public Preschool and Head Start Programs
- Early Intervention and Home Visiting Programs
Systems Model for Implementation and Scale-Up

• Incorporates best practice from:
  • Systems Thinking
  • Implementation Science
  • Cross-Agency Collaborative Planning
Implementation Team

• State/District/Program
  – Establish implementation sites/programs
  – Review implementation status and success
  – Ensure provision of external coaching
  – Ensure access to ongoing training
  – Align effort with ongoing work of quality early education
  – Align effort with cross-sector systems building
Pyramid Model in MN

60 Sites Statewide
203 classrooms trained
Over 3000 children served
37 Pyramid Model Trainers
104 Internal Coaches
<table>
<thead>
<tr>
<th>Service Type</th>
<th>Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Readiness Classrooms</td>
<td>41</td>
</tr>
<tr>
<td>ECSE Only Classrooms</td>
<td>14</td>
</tr>
<tr>
<td>Collaborative ECSE and Other</td>
<td>73</td>
</tr>
<tr>
<td>Early Childhood Family Education</td>
<td>30</td>
</tr>
<tr>
<td>Head Start classrooms</td>
<td>38</td>
</tr>
<tr>
<td>Center-Based Childcare</td>
<td>22</td>
</tr>
<tr>
<td>Home Visitor/Early Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
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A Vision for a Seamless System
Symposium 2: Creating Safe, Supportive Learning Environments for Children with Disabilities

Setting Foundation: MTSS & Integrated Implementation for Academic & Behavior Success

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22 March 2017
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www.pbis.org  www.neswpbis.org  www.cber.org
Purpose

To share some thoughts about relationship between positive behavior & academic achievement in context of safe, respectful, responsible, & effective teaching & learning environments for all students, especially, for students with disabilities. Topics will include school climate, culture, evidence-based practices, MTSS, decision based data systems, implementation, & prevention.
Classroom & School Climate

Affects teaching & learning.
Affected by teaching & learning

Reported, observed, experienced by students, family & staff members

Multi-tiered Support Systems

EBP, implementation, continuum logic, prevention, decision making

Academic Success

Behavior Success
1. Climate is context for success
2. Climate generally measured by stakeholder report
3. Academic & behavior success (failure) is interactive
4. Impact of evidence-based interventions affected by implementation context & fidelity
5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices
1. Climate is context for success

- Affects outcomes
- Affected by outcomes
- Climate is malleable

Bradshaw, CASEL, La Salle, et al.
2. Climate generally measured by stakeholder report

- Learning history & experiences
- Observations
- Others’ reports
- Disciplinary sub-climate
- Verbal report & actions & experiences

Bradshaw, CASEL, La Salle, et al.
3. Academic & behavior success (failure) is interactive

- Behavior affects academic
- Academic affects behavior

Algozine, Bradshaw, Cartledge, Kame‘enui, Nelson, Wehby, et al.
4. Impact of evidence-based interventions affected by implementation context & fidelity

- Climate
- Implementation fidelity
- Contextual/cultural responsiveness

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CULTURE is extent to which group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific setting conditions.

Fallon, Kratochwill, McIntosh, O’Keeffe, Sanetti, Vincent
5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices

- Decision-based data system
- Team facilitated
- Sustained through administrator priority & policy

Blase, Fixsen, Goodman, Horner, McIntosh, Walker, et al.
Unexcused absence
Dropout
Bullying
Discrimination
No homework
Bus safety
Violence
Malicious intent
Property destruction
Dress code
Not prepared
Hate
Excessive noise
Skipping detention
Tardy
Noncompliance
Disrespect
Vandalism
Dealing drugs
Lying
Stealing
Harassment
Fighting
Language
Excluding
Gangs
Using cell phones
Cigarettes
Cell phone
Weapons
Sexually inappropriate
Bribery
Mocking visitors

28 BEFORE
Practice 28
Practice 7
Practice 22
Practice 23
Practice 3
Practice 2
Practice 13
Practice 9
Practice 10
Practice 25
Practice 12
Practice 18
Practice 26
Practice 4
Practice 5
Practice 6

Select, + Eliminate + Realign + Integrate + Evaluate

11 AFTER
Practice 7 + 26
Practice 22
Practice 24 + 25
Practice 5
Practice 2+6
Practice 21
Practice 13
Practice 19 +10
Practice 1
Practice 17
Practice 11

- Select & eliminate EBP based on data, need, outcome
- Align EBP along continuum
- Integrate based on shared core practice features
- Invest in effective, sustainable implementation support systems
- Contextualize to local culture

Red = data indicated

Positive Behavioral Interventions and Supports Implementation Blueprint:

Part 2 - Self-Assessment & Action Planning

Tech Assistance Center on Positive Behavioral Interventions and Supports
U.S. Department of Education, Office of Special Education Programs
Version 18 October 2019
http://www.pbis.org/whats-new

Climate Change  
Equity  
Alignment  
Family Engagement  
ESSA  
TFI  
Bullying/Hate  
Academic + Behavior  
MTSS

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts
The Technical Assistance Center for Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts, and schools to implement PBIS effectively, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

What’s New?
- What’s NEW?
- Check all of our latest updates.

Aligning and Integrating Family Engagement
Concepts and Strategies for Families and Schools

Technical Guide for Alignment
Alignment of Initiatives, Programs and Practices

School Climate: Academic and Social Behavior
School climate and related school decisions

ESSA: Why School Climate Should Be One of Your Indicators
A technical brief about school climate and ESSA

Supporting and Responding to Behavior Guide
Evidence-based classroom strategies for teachers

school climate transform grants
- PBIS Materials for School Climate Transformation Grants (SCTG) awardees. Webinar videos, contact information, events, and TA reports are available.

presentations
- Slides handouts from Training & Conference Presentations. Please check our new 2016 Leadership Forum materials. Archived Old Forum materials are accessible via left-side menu.

videos
- Please visit our video page for the newly posted "Systematic Screening" video clips.

upcoming events
- Please check our upcoming SCTG webinar series & 2017 National PBIS Leadership Forum (PBIS: Starting, Scaling, & Sustaining).

pbis blueprints
- Blueprints for implementation, professional development, and evaluation of PBIS. Please check our updated "Training and Professional Development Blueprint" (updated on Aug 10, 2016).

getting pbis in my school
- PBIS State Coordinator Network: Contact your regional or state PBIS coordinator for technical support or questions concerning the implementation of PBIS.

Find my state coordinator

Presentation Materials

Blueprints for success

Find my state coordinator

Watch PBIS videos

View all events

www.pbis.org
Sample of Evidence base of PBIS & Academic-Behavior Studies


Policy Update

- Early Learning Joint Policy Statements;
- Head Start and CCDF regulations;
- January 9, 2017 DCL addressing least restrictive environment in preschools;
- August 1, 2016 DCL addressing the inclusion of behavioral supports in IEPs.
Early Learning Policy Statements

A Focus on Supporting All Children in High-Quality Early Learning Settings
Policy statements

- Suspension and Expulsion (released December 2014)
- Inclusion in Early Childhood (released September 2015)
- Family Engagement (released May 2016)
- Dual Language Learners (released June 2016)

Available on ED’s early learning website:
https://www2.ed.gov/about/initiatives/duallanguagelearners.html
Policy Statement Goals

• Raise awareness
• Review the research base and legal foundation
• Provide State and local recommendations
• Disseminate free resources
Policy Statement
Suspension and Expulsion in Early Childhood Settings

www.ed.gov/early-learning
Recommendations for Early Childhood Programs

1. Develop and clearly communicate preventative guidance and discipline practices
2. Develop and clearly communicate expulsion and suspension policies
3. Assess technical assistance in workforce development to prevent expulsion and suspension
4. Set goals and analyze data to assess progress
Recommendations for States

1. Develop and clearly communicate expulsion and suspension policies
2. Set goals for improvement and analyze data to assess progress
3. Invest in workforce preparation and development
4. Establish and implement policies regarding program quality
Policy Statement

Inclusion of Children with Disabilities in Early Childhood Programs

www.ed.gov/early-learning/inclusion

www.acf.hhs.gov/ecd/inclusive-high-quality-early-childhood-programs
Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

A high-quality early childhood program and system is one that is inclusive of children with disabilities and their families and ensures that policies, funding, and practices enable their full participation and success.
Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

The need to focus on inclusion in early childhood:

– Children with disabilities continue to face significant barriers to accessing inclusive early childhood programs
– Too many preschool children with disabilities receive special education services in settings separate from their peers without disabilities
– While States have worked to expand access to high-quality early learning programs, there has not been a proportionate expansion of inclusive early learning opportunities for young children with disabilities
Head Start & Child Care and Development Block Grant (CCDBG)
Head Start Program Performance Standards - Children with Disabilities or Delays

**Subpart F:** Additional services for children with disabilities (1302.60 - 1302.63)

- Full inclusion of and supports for all children with disabilities and delays (in other words, Full Participation in Program Services and Activities)
- Additional services for children
- Additional services for parents
- Coordination and collaboration with the local agency responsible for implementing IDEA
Child Care Reauthorization

• In 2014, Congress passed the bipartisan Child Care and Development Block Grant (CCDBG) Act of 2014 and it was signed into law on November 19, 2014.

• The reauthorization was an historic re-envisioning of the Child Care and Development Fund (CCDF) program.
Child Care Reauthorization
Addresses 4 major topical areas:

- Protect the health and safety of children in child care
- Provide equal access to stable, high quality child care for low-income children
- Help parents make informed consumer choices and access information to support child development
- Enhance the quality of child care and the early childhood workforce
OSEP - Least Restrictive Environment (LRE) Dear Colleague Letter (DCL)

• Reaffirms ED’s position that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.
DCL on Behavior

• Clarifies the responsibility of IEP teams to include behavioral interventions and supports on IEP’s of students whose behavior impedes their own learning or the learning of others to prevent the unnecessary removal of a student.

• A focus on developing IEPs to address behavioral supports and services and expands on the responsibility of IEP teams to address behavioral supports in the IEP and ensure those supports and services are being implemented.
DCL on Behavior

- IDEA requires IEP Teams to consider the use of positive behavioral interventions and supports for children with disabilities whose behavior interferes with their learning or the learning of others.

- When a child displays inappropriate behavior, such as violating a code of student conduct or disrupting the classroom, this may indicate that behavioral supports should be included in the child’s IEP; this is especially true when the child displays inappropriate behavior on a regular basis or when the behavioral incidents result in suspensions or other disciplinary measures that exclude the child from instruction.
DCL on Behavior

• If a child displays inappropriate behavior despite having an IEP that includes behavioral supports, this may indicate that the behavioral supports in the IEP are not being appropriately implemented, or the behavioral supports in the IEP are not appropriate for the child. In these situations, the IEP Team would need to meet to discuss amending the current IEP to ensure that the interventions and supports in the IEP can be implemented, or to revise the behavioral interventions and supports that are currently in place.
DCL on Behavior

• IDEA requires that needed behavioral supports in the IEP, whether provided as special education, related services, or supplementary aids and services, **be based on peer-reviewed research** to the extent practicable. The supports chosen should be **individualized to the child’s needs**.

• Some examples of supports that schools may use include instruction on, and reinforcement of, school expectations for behavior, violence prevention programs, anger management groups, counseling for mental health issues, life skills training, social skills instruction, meetings with a behavioral coach, or other approaches.
DCL on Behavior

• It is important for schools and agencies to keep in mind that, in general, placement teams may not place a child with a disability in special classes, separate schooling, or other restrictive settings outside of the regular educational environment solely due to the child’s behavior if the child’s behavior can be effectively addressed in the regular education setting with the provision of behavioral supports.

• The failure to make behavioral supports available throughout a continuum of placements, including in a regular education setting, could result in an inappropriately restrictive placement and may violate IDEA’s LRE requirements. Doing so may constitute failure to provide the child with access to the LRE.
DCL on Behavior

• Schools should exercise caution in using disciplinary measures that remove a child from his or her current placement, such as suspension. Research has shown that exclusionary measures, in general, are not only ineffective at reducing or eliminating the reoccurrence of the misbehavior but may even be harmful to the child, possibly leading to lower academic performance, disengagement from school, and the decision to drop out.
DCL on Behavior

- While the IDEA and its implementing regulations recognize that school officials need some reasonable degree of flexibility when disciplining children with disabilities who violate a code of student conduct and that school safety is paramount, the Department cautions that the use of short-term disciplinary removals from the current placement may indicate that a child’s IEP, or the implementation of the IEP, does not appropriately address his or her behavioral needs. This, in turn, may result in the child not receiving a meaningful educational benefit, which could constitute a denial of FAPE.

- Although the Department considers this DCL to be significant guidance, it does not add any new legal requirements. Further, it does not change any of the existing discipline provisions of the IDEA.
Get Georgia Reading

Why Positive Learning Climates Matter
Three Classroom Practices to Build Positive Social Emotional Engagement with Early Learners