

Forging and Sustaining Partnerships to Support Child Mental Health Prevention and Services Research

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Advancing School Mental Health Conference

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15th Annual Conference on Advancing School Mental Health

Presenter Disclosures

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

NONE

There are no financial interest to disclose

Multiple Perspectives on Partnership: Researchers & Practitioners

● **Maryland Examples**

- State-wide Maryland Positive Behavioral Interventions and Supports (PBIS) Initiative as an example of successful partnerships
 - Overview and response to legislative requirements
 - Role of partnerships in supporting expanded school mental health and school-wide PBIS
- State-wide system developed to collect data and support PBIS implementation in over 800 schools across 24 districts
- Examples of collaborative research on PBIS

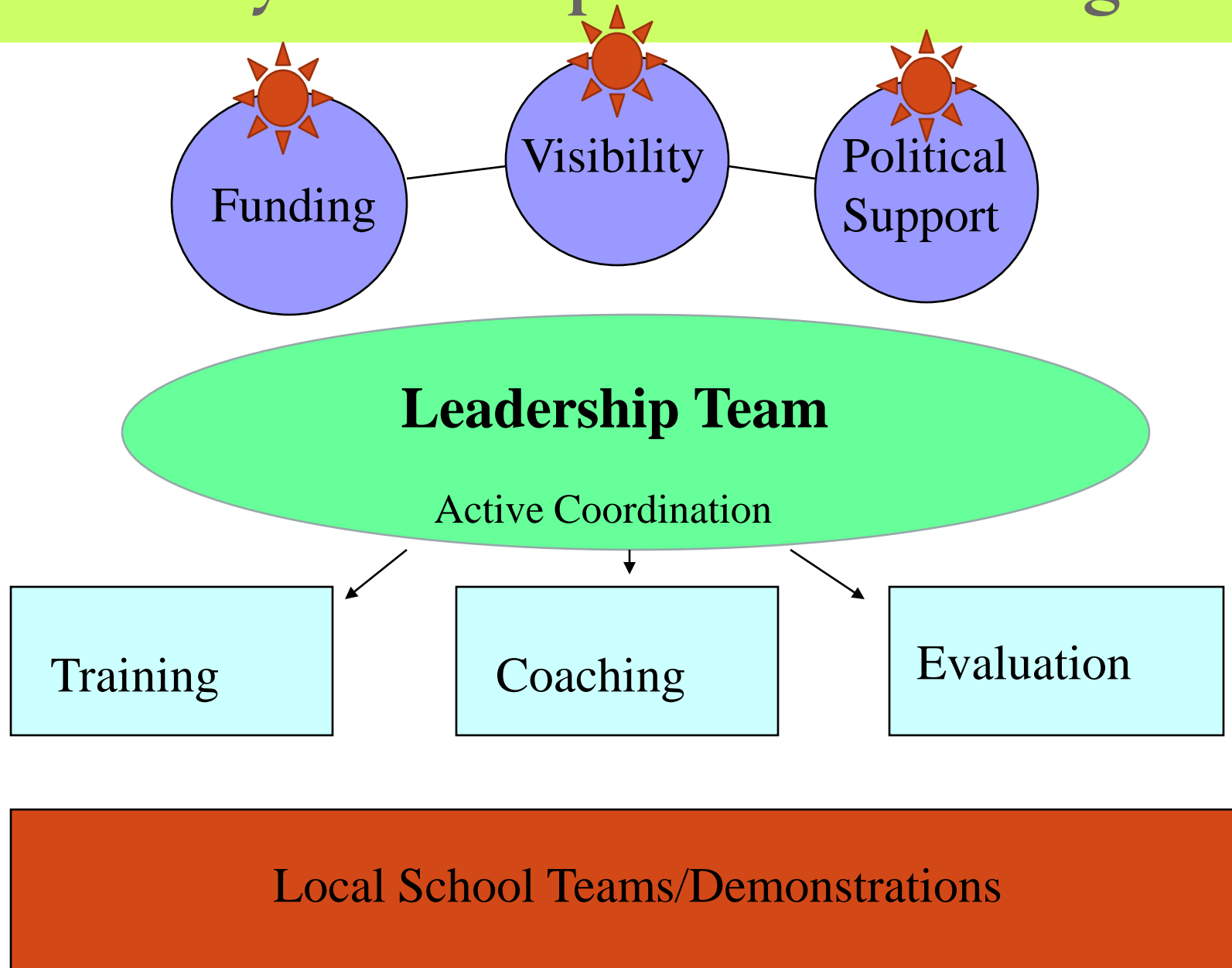
● **Huston Examples**

- Issues related to context and system- and teacher-level readiness for change
- Practices that support high fidelity implementation of classroom-based preventive interventions
- Randomized trial of the Good Behavior Game under two types of professional development
- Tension between the promotion of evidence-based programs and effecting sustainable systems change

Andrea Alexander, LCPC

Maryland State Department of Education

PBIS Systems Implementation Logic



PBIS MARYLAND

PBIS

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graph TD; PBIS[PBIS] --- MSDE[MSDE]; PBIS --- SheppardPratt[Sheppard Pratt]; PBIS --- JohnsHopkins[Johns Hopkins University]; PBIS --- LocalSchoolSystems[Local School Systems];
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MSDE

Sheppard Pratt

**Johns Hopkins
University**

**Local School
Systems**

1999 - 2010

PBIS Maryland Infrastructure

- Commitment of leadership at State, District and School levels
- Private, Public, University partnership
- Implementation Standards and Protocols developed and implemented
- INFRASTRUCTURE developed to support State and Regional Training Capacity
- State-wide impact:
 - 816 schools in all 24 systems trained in Tier 1 School-wide PBIS
 - 712 (87%) actively implementing Tier 1 / School-wide PBIS
 - Over 100 in initial Tier 2 cohort.
- PBIS Maryland WEBSITE and DATABASE
(www.pbismaryland.org)

PBIS Maryland Infrastructure

- Ongoing Technical Assistance from National TA Center on PBIS
- Ongoing Evaluation/Progress Monitoring
- Evaluation Tools
- Ongoing Data Collection for Decision Making
 - IPI (Implementation Phases Inventory)
 - SETs (Schoolwide Evaluation Tool)
 - SWIS (Schoolwide Information System)
 - BOQ (Benchmarks of Quality)
- Ongoing expansion of Local School System infrastructure as numbers of schools increase—staff designation, coaches for schools, and funding
- Federal Grants to support Rigorous Randomized Evaluation Activity through Johns Hopkins

Implementation Requirement #1

Each county board shall require implementation of a positive behavioral interventions and support program; or (ii) An alternative behavior modification program in collaboration with the Department in *an elementary school with a suspension rate that exceeds:*

- (i) 18 percent of its enrollment for the 2005-2006 school year;
- (ii) 16 percent of its enrollment for the 2006-2007 school year;
- (iii) 14 percent of its enrollment for the 2007-2008 school year;
- (iv) 12 percent of its enrollment for the 2008-2009 school year;
and
- (v) 10 percent of its enrollment for the 2009-2010 school year and each school year thereafter.

Implementation Requirement #2

An elementary school that has already implemented a positive behavioral interventions and support program or a behavior modification program *shall expand its existing program* if it has a suspension rate that exceeds the standard specified in paragraph (2) of this subsection.

Implementation Requirement #3

Each county board shall require implementation of a positive behavioral interventions and support program; or (ii) An alternative behavior modification program in collaboration with the Department, in any school with a truancy rate that exceeds:

- 8% of its enrollment for the 2008-2009 school year;
- 6% of its enrollment for the 2009-2010 school year;
- 4% of its enrollment for the 2010-2011 school year;
- 2% of its enrollment for the 2011-2012 school year; and,
- 1% of its enrollment for the 2012-2013 school year and each school year thereafter.

Implementation Requirement #4

A school that has already implemented a positive behavioral interventions and support program or a behavior modification program *shall expand its program* if it has a truancy rate that exceeds the standards listed above.

Mandated Implementation of PBIS: Implementation of 7-304

- With earlier mandates MSDE identified schools meeting the suspension threshold, identified superintendents, offered training, and trained identified schools at Summer Institutes.
- To date, PBIS training provided by the state has been at the universal level; the green zone.
- ***Challenge***
 - Habitually truant students require intervention beyond the universal level; and Maryland already has a case management model for addressing truancy issues via our Pupil Personnel Workers.

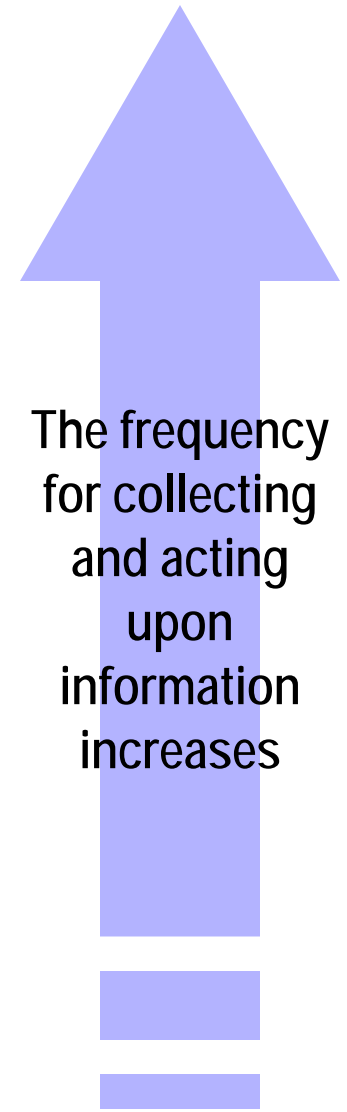
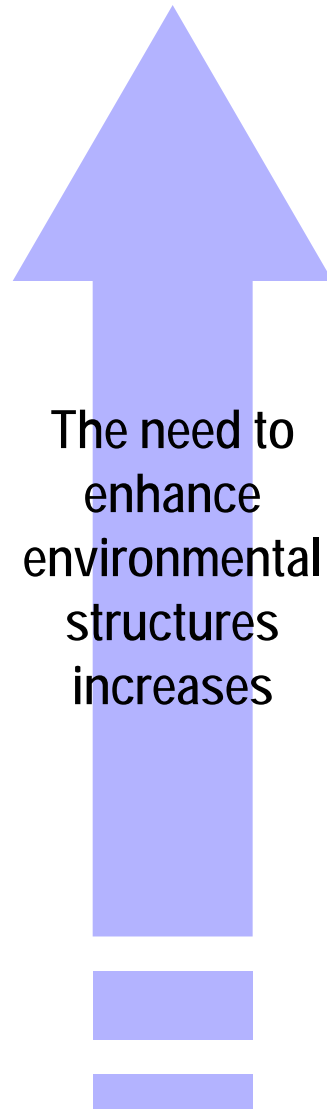
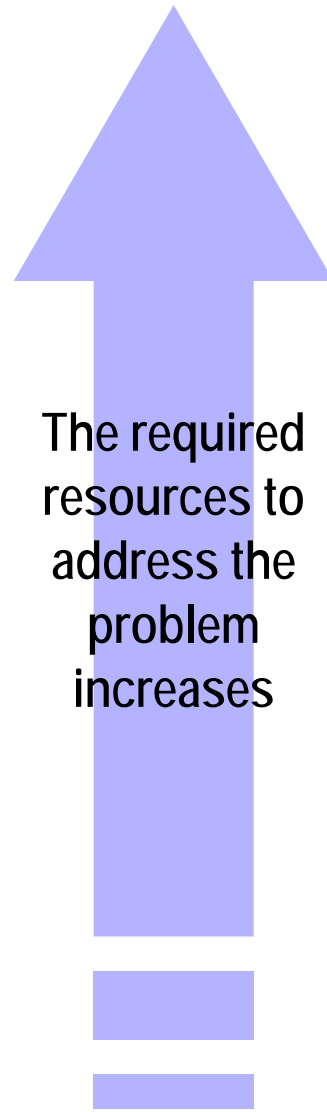
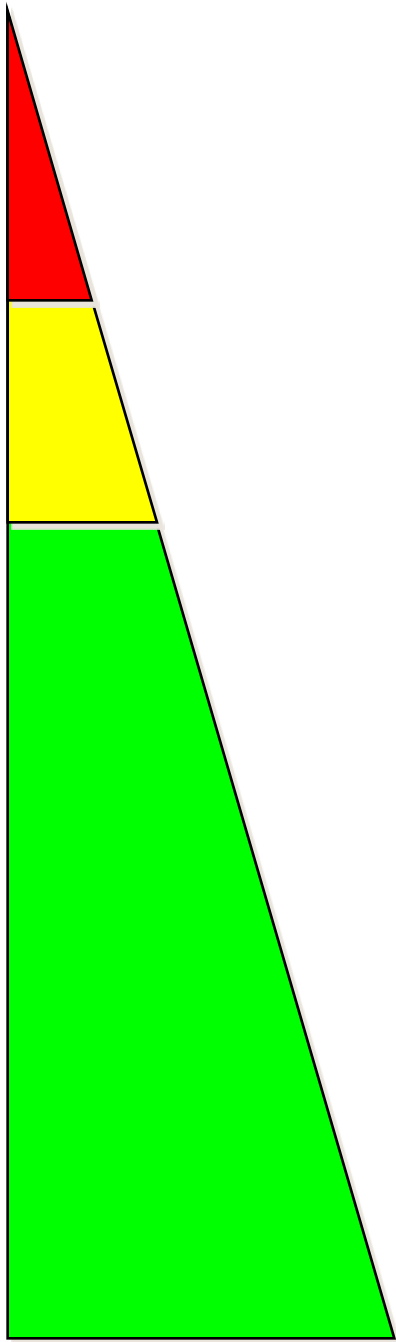
What Is Needed to “GO TO SCALE” in Maryland

1. Promotion of 3-tiered logic model for addressing needs identified in the following areas:
 - instruction (RtI)
 - behavior, truancy, suspension, attendance, safety
 - special needs
2. Legislation to broaden existing PBIS mandates to 3 tiered logic model to improve student outcomes and improve student's access to and availability for learning.
3. Further integration of existing PBIS expansion efforts with Student Services and other existing school system resources (e.g. PPW's and Truancy).

What Is Needed to “GO TO SCALE” in Maryland *(cont.)*

4. Build linkages to Higher Education related to teacher, counselor, and administrator coursework.
5. Build New interagency, state, university and local level linkages to support:
 - curriculum development,
 - training of local school systems,
 - parent/family involvement,
 - community services to support schools,
 - and evaluation of efforts
6. Increase funding and staffing

Core Support Program:
Provided to all, intended to reach most



Continuum of Supports

Jerry Bloom, MEd

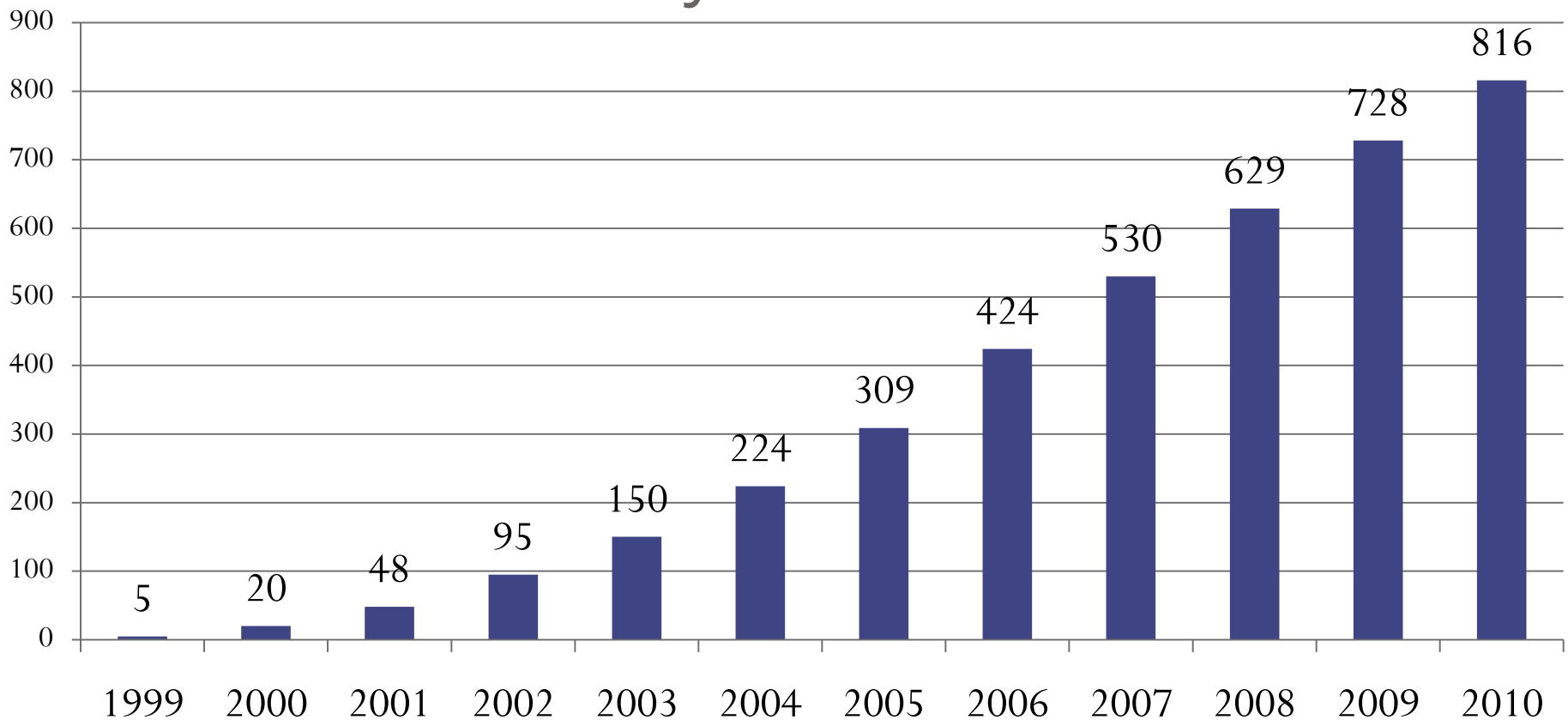
Sheppard Pratt Health System



- US News and World Report top 10 Psychiatric Hospitals in 2010-2011
- Largest provider of special education services in the state of Maryland
- Serve children from preschool through age 21
- Collaborator on the PBIS Maryland initiative from the start in 1999

PBIS Maryland

Trained Schools by Cohort

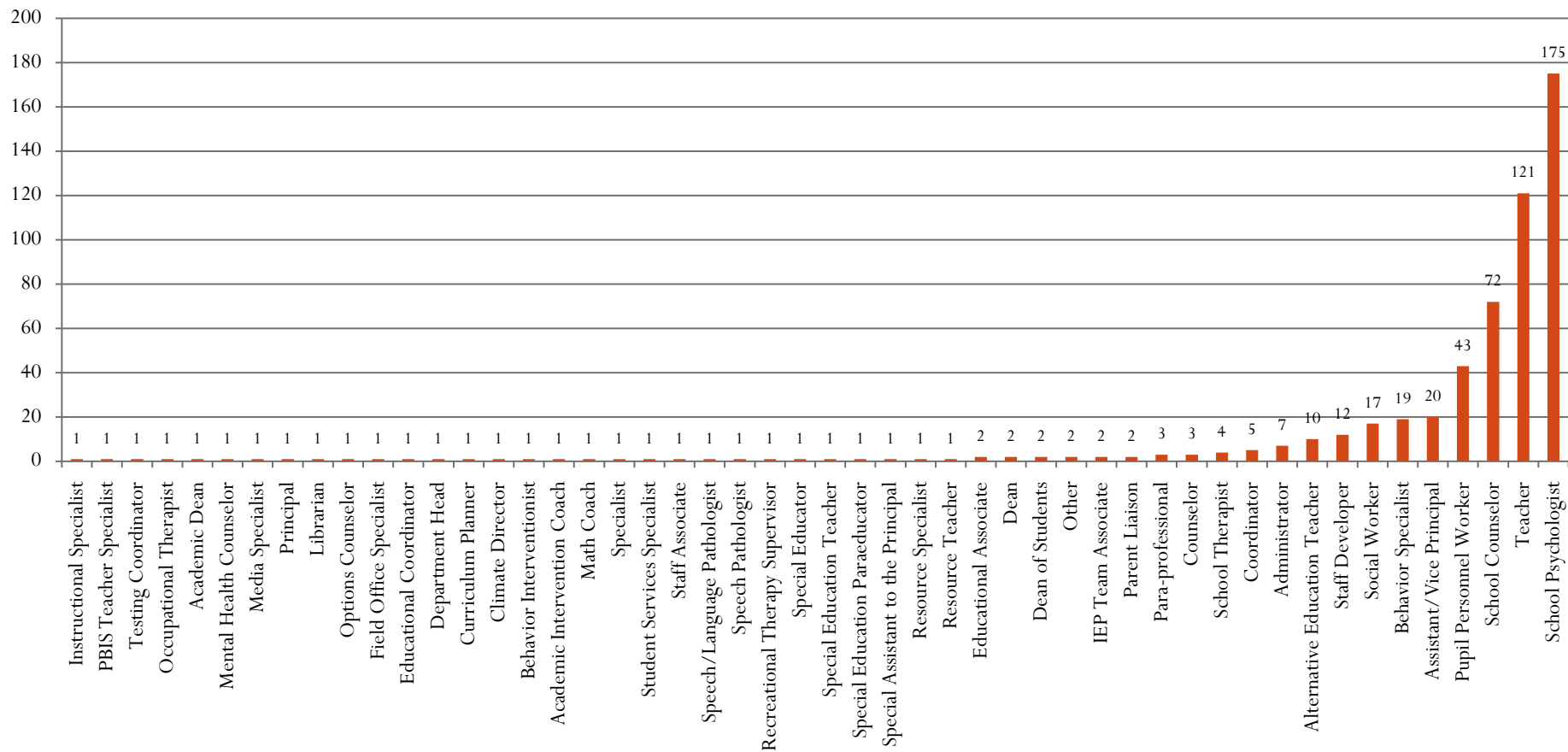


NOTE: If a school has been retrained only the most recent training year is included above.

PBIS Maryland

Coach by Position

560 active coaches



- Home
- Administration
- Cost/Benefit Worksheet
- Leadership Team
- Coaches and Schools
- Links
- Forms
- Tutorial
- School Examples
- Families
- Archives

RECENT ADDITIONS

NEW SWIS Facilitator Training took place September 14-16 2010 at Loyola University Maryland. Participants from around the country participated in the three day training. Congratulations to Brian Blake, Pat Brabazon, Katrina Johnson, Latoya Lewis and Elizabeth Niesz from [Baltimore City](#); Sue Brenchley from [Dorchester County](#); Angie Taddia from [Harford County](#); and Doug Gaither and Scott Showalter from [Prince George's County](#) for becoming Maryland's newest SWIS facilitators! Learn more about SWIS [more](#)

!! PBIS Maryland recognizes 379 schools in 2010. See the recipients and criteria here. [more](#)

NEW Exemplar Ideas from schools applying for Gold. Many wonderful ideas have been extracted from the recognition applications. See the material here. [more](#)

NEW Summer training material will be available online. Much of the material presented this summer will be available for download. Click here to see what is currently offered. [more](#)

HS Forum 2010 was held at [Kent Island HS](#) in Queen Anne's County. The keynote was presented by [Dr. Bruce Stiller](#). See material from the day.

- [Implementation of Developmentally Appropriate Behavioral Supports in High Schools: Exposing the Myths](#)



Student-to-Student Pride Buck
North Eugene HS
Eugene, Oregon

PBIS Leadership Forum Call for Posters is now open. To learn how to submit and to see more information about the October event click here for details. [more](#)

"Howard elementaries to reward well-behaved students with fruit bouquets". See the Baltimore Sun article here. [more](#)

THE INITIATIVE

Standards and Protocols...*A revised edition of the PBIS Maryland Standards and Protocols document is now available.* [more](#)

Maryland's Initiative...*In 1999 the Maryland State Department of Education and the Sheppard Pratt Health System began a collaboration* [more](#)

What is PBIS?...*Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible.* [more](#)

SET...*The school-wide evaluation tool* [more](#)

SWIS...*a web-based information system* [more](#)

Project Target...*is a 5-year collaborative effort* [more](#)

DATES TO REMEMBER

UPCOMING EVENTS

State Leadership Meeting	05.11.10
State Leadership Meeting	04.11.10
State Leadership Meeting	02.10.11
State Leadership Meeting	01.10.11
State Leadership Meeting	11.1.10
PBIS 101 for Newly Assigned Coaches	10.20.10
Coaches' Meeting	10.20.10
PBIS Implementer's Forum	10.14-15.10

PREVIOUS EVENTS

Special Schools Returning Team Training	09.17.10
SWIS Facilitator Training	09.14-16.10
State Leadership Meeting	09.13.10
Eastern Shore Returning Team Training <i>(Caroline, Somerset, Talbot, Wicomico, Worcester)</i> CLICK HERE TO REGISTER	07.27-28.10
Baltimore City Returning Team Training contact your LSS liaison for registration details	07.26-27.10
Coaches' Training AGENDA	07.22.10
Central 2 Region Returning Team Training <i>(Anne Arundel, Howard, Montgomery, Prince Georges)</i> contact your LSS liaison for registration details	07.21.10
Baltimore County Returning Team Training <i>(Middle, Elementary, respectively)</i> contact your LSS liaison for registration details	07.20-21.10
Elementary New Team Training AGENDA	07.15-16.10
Secondary New Team Training AGENDA	07.13-14.10
Southern Region Returning Team Training <i>(Calvert, Charles, St. Mary's)</i> contact your LSS liaison for registration	07.01.10
Upper Chesapeake <i>(Cecil, Harford)</i> contact your LSS liaison for registration details AGENDA	06.28.10
Baltimore County Returning Team Training <i>(High Schools)</i> contact your LSS liaison for registration details AGENDA	06.25.10
High School Forum AGENDA	06.24.10
Western Region Returning Team Training <i>(Allegany, Carroll, Frederick, Garrett, Washington)</i> CLICK HERE FOR TO REGISTER	06.23.10
Queen Anne's County Returning Team Training contact your LSS liaison for registration details	06.23.10
Kent County Returning Team Training contact your LSS liaison for registration details	06.22.10
State Leadership Meeting	05.10.10

PBIS Maryland

How do we get fidelity data we need when all are so strapped for time?

- Online tools.
- IPI (Implementation Phases Inventory) submitted in Fall and Spring
- BOQ (Benchmarks of Quality) submitted in Spring

How do we give data districts and state team members need?

- The Administration link on www.pbismaryland.org provides links to LSS specific data in a secure environment.
- State level data is available as well through a separate login.

What impact does PBIS have on climate?

- [Cost/Benefit Analysis](#) worksheet allows schools and locals to calculate the instructional time recovered by decreased ODRS.

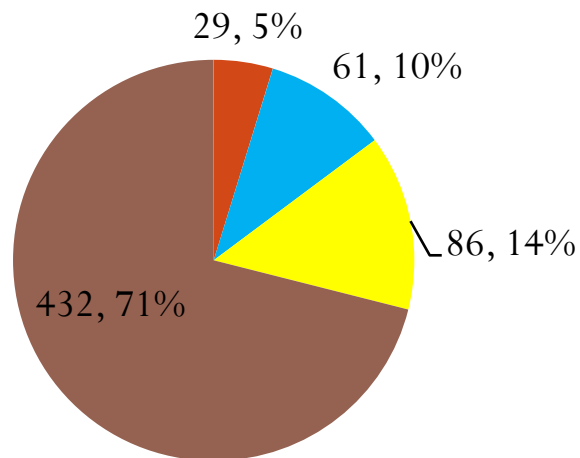
pbismaryland.org

Implementation Phases Inventory (IPI)

Fall IPI

% of schools reporting: 85.51%

of schools reporting: 608

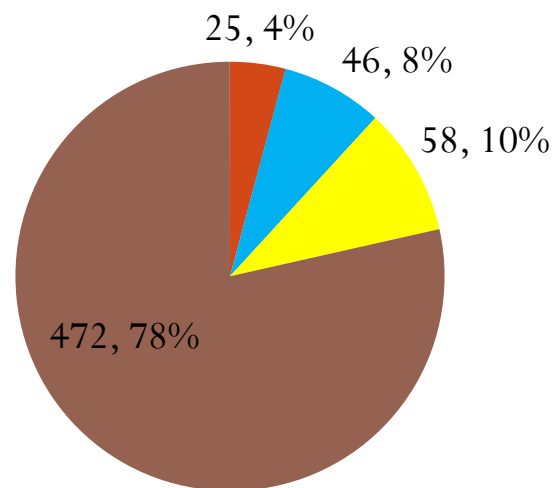


■ Preparation ■ Initiation
■ Implementation ■ Maintenance

Spring IPI

% of schools reporting: 84.53%

of schools reporting: 601

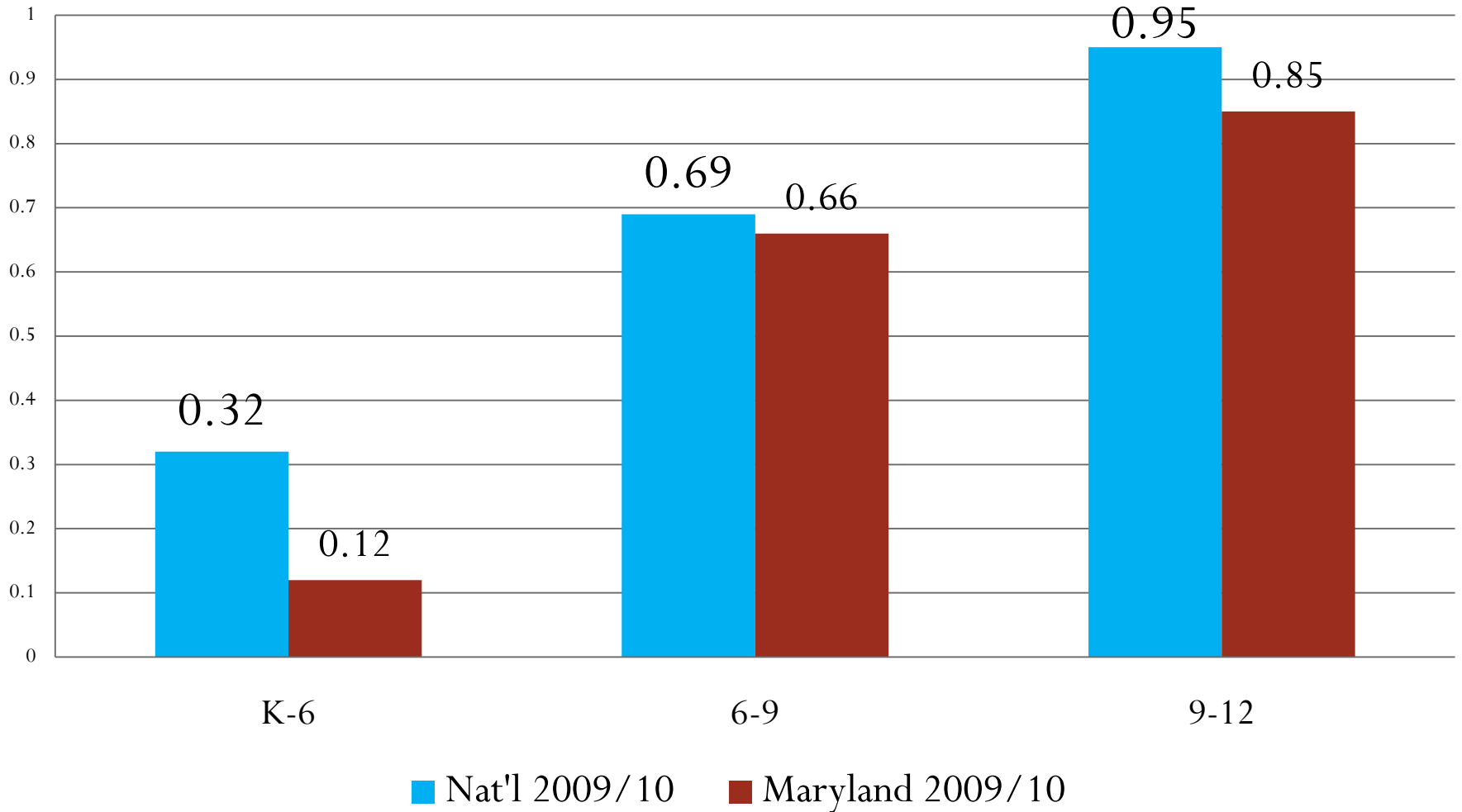


■ Preparation ■ Initiation
■ Implementation ■ Maintenance

PBIS
Maryland

National vs Maryland

ODRs per 100 per school day



Major Collaborative Research Projects Related to PBIS

- **Project Target (NIMH, CDC; Leaf & Bradshaw)**
 - 37 MD elementary schools (29,000 student & 3,500 staff)
 - Documented the effects of school-wide PBIS on school health & organization, suspensions, office discipline referrals
- **Variations Project (IES; Bradshaw)**
 - Link Project Target and MSDE data to examine mediators and moderators associated with student-level achievement, attendance, discipline problems, and special education
 - Determine needs of students not responding adequately to PBIS
- **PATHS to PAX & PBIS (NIMH, IES; Ialongo)**
 - Integrate an evidence-based classroom management program (PAX/Good Behavior Game) and a social-emotional learning curricula (PATHS) with PBIS
 - Pilot work in 6 Baltimore City PBIS schools over 2 years
- **PBIS*plus* Project (IES; Leaf & Bradshaw)**
 - 45 MD elementary schools all implementing school-wide PBIS
 - Provides support to SSTs and teachers related to selection of evidence-based practices
 - 3 years of on-site support and ‘coaching’ provided through a PBIS*plus* Liaison
- **Safe and Supportive Schools Grant (MD S3) (USDOE; MSDE)**
 - Collect data on climate and student safety
 - Conduct a 60 high school randomized trial of the integration PBIS with evidence-based violence prevention, drug prevention, and truancy prevention programs

Good Behavior Game in Houston: A Partnership to Support Research from Development through Implementation

Jeanne Poduska

American Institutes for Research

Mary Jane Gomez

Houston Independent School District

Advancing School Mental Health Conference

October 7 2010



Sustaining and Scaling-Up School-Based Prevention Programs with Fidelity

- Core Elements in Moving GBG into Practice
 - Governance structure to support teachers' practices over time and scaling up practices
 - Professional development across multiple levels of the school district
 - Monitoring of practices over time
- Challenges for School-Based Prevention Programs
 - Maintaining a clear vision and mission
 - Multiple initiatives, competing priorities
 - Lack of governance structures to support sustainability and scaling-up
- Strengths of School Districts
 - Data systems
 - Prevention is a natural fit



Considerations for Type 2 Translational Research

- Interventions and the support system for interventions
- Monitoring fidelity to both intervention and support system
- Multi-level contextual factors (Domitrovich et al, 2008)
- Stages of work—adoption through maintenance
- Theories of individual level change and of organizational change (Lewin, 1947; 1952)
- Partnerships between institutions, broader community, researchers



Theoretical Model & Technical Steps in Building Community and Institution Partnerships

- Analyze the social/political context
- Learn the vision and understand the challenges and priorities
- Identify mutual self-interests within and across the leadership
- Fit the research program interests into the vision of the leadership
- Work through trust issues
- Request ad hoc oversight from community

Kellam & Branch, 1971; Kellam, 2000; Israel et al., 2005



Good Behavior Game Professional Development Study Team

American Institutes for Research

Principal Investigator

- Jeanne Poduska

Intervention Team

- Judith Littman
- Tessie Rose
- Carla Ford

Assessment and Analysis

- Anja Kurki
- Sarah Bardack
- Jeanette Moses
- Jay Chambers

Center Coordinator

- Matt Malouf

Support: IES R305A090446

Houston Independent School District

Core Team

- Chief Academic Officer
- Elementary Curriculum & Instruction
- Early Childhood Education
- Research and Evaluation
- Multilingual Education
- Student Support Services
- Professional Development

University of South Florida

- Wei Wang

University of Miami

- Hendricks Brown



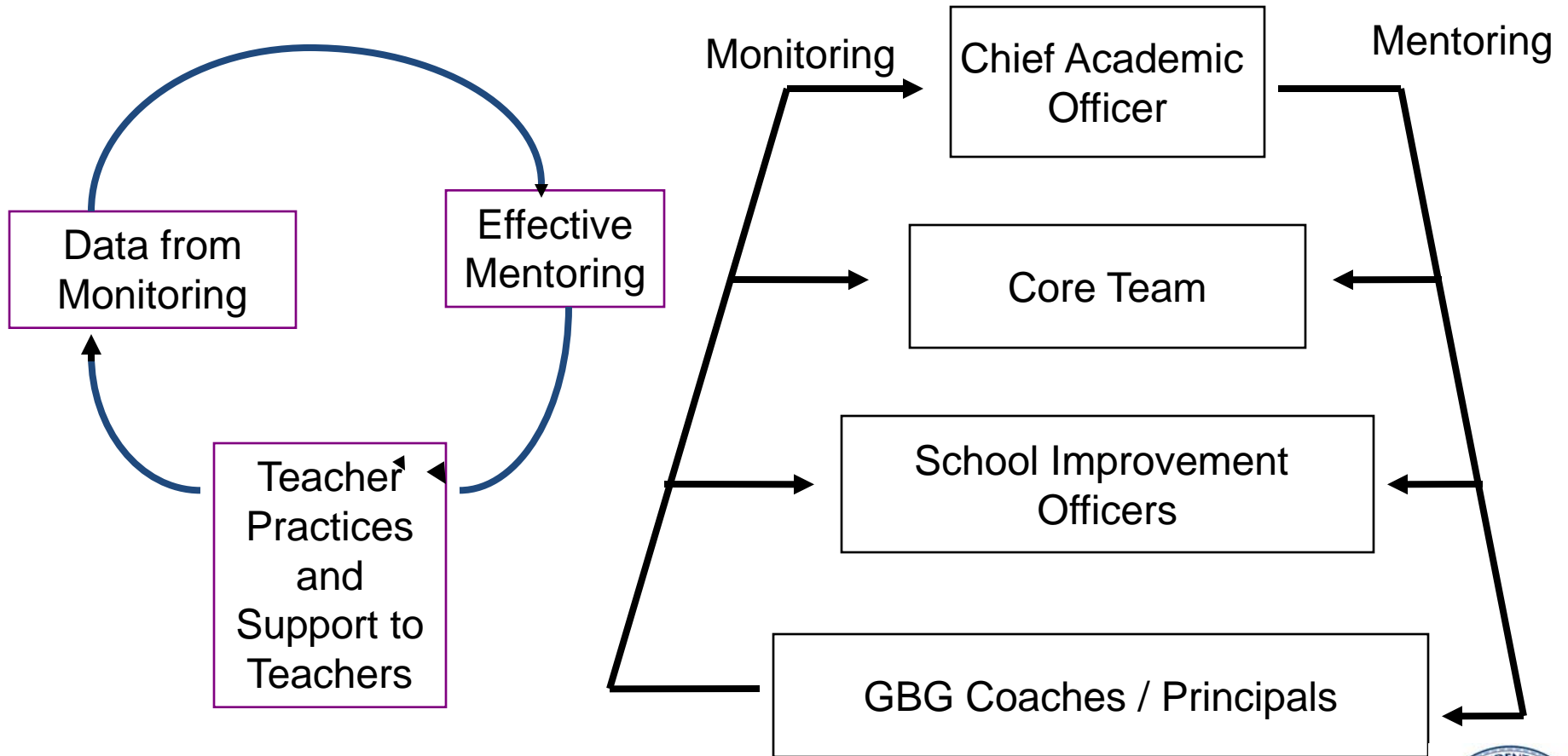
Aims of the GBG PD Study

To understand the professional development teachers need to learn, implement, and sustain the Good Behavior Game (GBG) in their classroom with fidelity

1. To test the impact of GBG under various models of professional development
2. To explore of a set of multi-level contextual factors during Implementation and into Sustainability
3. To assess the financial costs of delivering GBG under different models of professional development
4. To study adaptation of GBG practices over time



Monitoring and Mentoring Feedback Loop



Mapping the
Social/Political
Context: **Houston**

Preceptor:
*American
Leadership
Forum*

Federal & National Level

State Level

Local Community

School Districts

Dept of ED:
Safe & Drug Free
Schools
Safe Schools/
Healthy Students
IES

Governor's
Office

Deans:
Schools of Ed

Parent Groups

Health & Human
Services

City/County
Commission for
Children

National
Teachers'
Unions:
AFT, NEA

Local
Foundations

Criminal and
Juvenile
Justice

Teachers'
Unions

Independent
School Districts

Local
Programs

National
Institutes
of Health:
NIDA,
NICHD,
NIMH

Schools
of ED: UH

Harris County
Board of Ed

NAACP

Mental
Health

District
Attorney

Business:
Greater Houston
Partnership

Media

SAMHSA

Legislators

State Dept of Ed

General
Assembly

National Foundations:
RWJ, WT Grant, Spencer,
Annie E Casey

Support: NIDA R21 DA024370

GBG and Proposed Research Support the Mission/Vision of Houston ISD

– Alignment with District Standards

- HISD Goal: Provide a Safe Environment
- HISD Core Value: Safety above all else

– Artifacts

- Disciplinary data in HISD reflect students' and teachers' need for GBG

– Achievement

- GBG helps teachers work with students to create an environment conducive to teaching and learning
- As a strategy not a curriculum GBG is seamlessly integrated into the instructional day



The Goods of Trust

- Opportunity for cooperative and collaborative activity
 - Within and across the district
 - With external partners
- Knowledge
 - What do teachers need re professional development and support
 - Which students benefit most from GBG



Structures to Support Research and Sustainability

Requires Multiple Levels

- HISD has history of campus-level decision-making
- Central office provides direction and support
- School District Board of Education
- Role of broader community



Schools Committee

Partnerships

Principals of participating schools, central office staff, and AIR

Communication

Day to day decisions

Reflection

Feedback loop re feasibility, applicability, and relevance of work



Core Team

Linking Pins

- Chief Academic Officer
- Elementary Curriculum & Instruction
- Early Childhood Education
- Research and Evaluation
- Multilingual Education
- Student Support Services
- Professional Development
- AIR staff

Charge

- **Check and Balance:** Monitor progress, review data
- **Focused Outcomes:** Problem solve
- **Moving Forward:** Consider issues related to sustainability



Community and Institutional Board

- To support sustainability in HISD and broader community: determining representation
 - Balance of perspectives
 - People who have power formally through their positions
 - People who have informal power from a constituency in the community
 - People who have access to financial support and other resources



Establishing Mutual Self-Interest Supports Research and Practice

- Maintaining vision across changes of leadership in district
- Design—random assignment of students and teachers; change in number of classrooms and schools
- Intervention—decision of where to house the coaches
- Longitudinal follow-up of students
- Sustainability—SAMHSA grant to implement GBG
- Study fidelity and adaptation over time

Began with IES grant and has continued with two additional grants being submitted: one from AIR; one from HISD



Cultivating Success

A Safe and Trusting Present
and
an Even Better Future

Thank You



Contacts

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Prevention Research in Schools

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