



OSEP Symposia Series: Creating Safe, Supportive Learning Environments for Children with Disabilities

March 22, 2017

Jocelyn Logan-Friend
"Welcome"

>>Jocelyn Logan-Friend: Good afternoon. Welcome to the symposium series event. This is called, "Creating Positive Learning Environments". I'm Jocelyn Logan-Friend with the Office of Special Education Programs and I am serving as the moderator for the event. We have a couple of housekeeping things I want to clear up. All participants will be muted throughout the symposium. The second is that we encourage you to submit questions in the box labeled, "Ask a Question." That box is filed under the Q&A tab at the bottom of your screen. We will address as many questions as possible during the Q&A session of the event at the end of the symposium.

Questions may be addressed in subsequent discussion opportunities which you will receive additional information on later in week. In the interest of time I will do abbreviated bios today. This can be found on the symposium website. First, it is my pleasure to introduce Ruth who is the OSEP Deputy Director who is delegated the duties of the Secretary of Special Education Rehabilitative Services. She will share opening remarks with us.

Ruth Ryder
"Overview of Symposium"

>>Ruth Ryder: Thank you. Good afternoon. I would like to welcome you to the second event of our OSEP symposium series. I would like to start by thanking Reneé Bradley and that OSEP team for the work they did to prepare for this event. Also, I want to thank our presenters who you will hear from today and also our AIR colleagues who are hosting the event for us.

In lieu of a virtual conference this year, we are doing this series as a new effort to have more sustained engagement with stakeholders and to provide more opportunities for cross stakeholder interactions.

This series is designed to meet the following goals. First, to increase awareness about important topic areas, to increase awareness of grantees about resources available to assist states and districts and local programs in efforts to improve results with children with disabilities and to provide opportunities for greater engagement on important issues between the OSEP staff at the stakeholders and among the different OSEP stakeholder groups.

This year's symposia topics includes disproportionality which we addressed in February, today's topic focusing on creating safe learning environments for children with disabilities. The final one on May 17 will focus on displaying our data, conveying our stories.

This series is available to all OSEP grantees across our grants. Each symposium has three components. Pre-work materials highlight useful resources and there is a two-hour event highlighting expert



presentations and a collaborative space for sharing and discussed in the discussion groups related to the topics. We had to delay opening the space after the first symposium due to the work on getting the website back online.

The collaborative space for the significant disproportionality and creating positive environments will open next week. We encourage you to take advantage of this opportunity to share with your peers and continue to engage in these important topics. I would like to share a few thoughts on today's topic. With the new Every Student Succeeds Act, education agencies have a great opportunity to revisit and update the state plans and improvement plans.

The school quality and student success indicator and the conditions section of the state plan offer important opportunities to focus on creating positive school climates for all children.

We know school climate and safety are linked to active child and teacher engagement and developmental and academic achievement.

We know establishing safe and supportive learning environments begins in the early years. I want to spend a few minutes on early learning efforts. It is important for those focused on young children with disabilities to work closely with a broader early learning community and specifically programs that include young children with disabilities. OSEP has worked with colleagues with the Office of Early Learning and Health and Human Services to develop several joint policy statements that focus on improving the quality of early learning programs.

Two of these statements that relate to creating safe support early learning environments for you children with disabilities are reducing suspension and expulsion in early learning settings, which was released in December 2014 and inclusion of children with disabilities in early learning programs which was released in September 2000.

The purpose is to raise awareness, outline recommendations for early learning programs, and provide useful additional information and resources.

More information about these statements will be provided later in the session but I want to highlight a few thoughts on why these issues are important.

We need to focus on addressing suspension and expulsion in early learning settings. We know that early expulsion or suspension predicts later expulsion or suspension. These rates in early learning are higher than the K-12 settings and data indicates larger racial disparities.

We have the strategies and interventions to improve early learning programs climate and reduce or eliminate suspension and expulsion in early learning settings.

We know that practices and systems are needed to focus on learning environments and include ensuring that those environments are welcoming and inclusive for all children.

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.



Too many preschool children receive special education and services in settings that are separate from peers without disabilities.

Inclusion in early childhood programs can set a trajectory for inclusion across the course of a life. Being included is the first step to equal opportunity and research indicates that meaningful inclusion is beneficial to children with and without disabilities and should be a key consideration in creating and maintaining a positive learning environment in early childhood.

Now a few comments about the K-12 environments. For K-12 students, school climate is the context for student success. We know that Schools spend less time on discipline and more time on engaging students in instruction with a creative markets where students are taught school expectations, reinforce for appropriate behaviors and where students expect appropriate behavior from each other.

These practices lead to greater academic achievement for all students and especially for children with disabilities. Last August, OSEP released guidance with a focus on addressing positive behavior support services. They expand responsibilities of IEP teams to address supports and ensure those supports and services are being implemented. You will hear more about this later.

We have learned school climate is local and it is up to every school to define the climate that fits their students. Through the technical assistance work, we identify core features for addressing behavior and climate and but the specific behaviors and practice needs to do be developed by school, student, staff, and parents.

We have learned that district leadership is essential for alignment of initiatives and to coordinate and provide training, coaching, data systems, and behavioral expertise.

We have learned the importance of state policy to support school and district efforts and to maintain a focus on the critical relationship between positive school climate and academic achievement.

Emphasizing the use of evidence-based practices and the implementation of the system needed to support this practices is how states are actively promoting school climate initiatives to reduce the reliance on exclusionary practices and to support students.

Excluding students from school is not linked to overall improvement in school safety. Instead, it is associated with negative outcomes such as lower academic performance, higher rates of dropout, failure to graduate on time, decreased academic achievement, and disciplinary exclusion. We know students with disabilities, especially students of color, are removed from the classroom for discipline reasons. It makes no sense that the students in most need are the ones most frequently removed from school.

Good practices in serving the needs of students with disabilities are good practices for all students. Identify the needs, provide support, and monitor their progress. The same is true with addressing behavior in discipline. Effective approaches benefit all students. Our biggest lessons learned are that a positive, preventive approach to school climate and discipline must be a direct, formal, explicit, and comprehensive part of every school district and state. Punishment-based disciplinary and classroom management practices alone are ineffective, insufficient, and potentially harmful to student learning, especially for students who are at risk for school failure.



This intervention and support of classrooms and schools must be implemented with the same priority and formality as the academic curriculum. Social behavioral skill is like an academic skill in that both are taught and encouraged through a combination of modeling, practice, and positive feedback.

I am proud of the history of work that we have engaged in to address the needs of children. OSEP has a history of providing support and we continue to build knowledge and practice-based.

This symposium is not intended to be a constant – comprehensive -- experience, but is meant to highlight an important focus of our work. We hope you will explore the resources and use them in your work. We encourage you to participate in a post-work discussions. In closing, OSEP is committed to assisting stakeholders in creating and maintaining positive learning environments to improve outcomes for all children, including children with disabilities.

Thank you for joining us for our 2017 symposium series. Now, I will give it back to Jocelyn to introduce our first panelist.

>>Jocelyn Logan-Friend: Thank you. Next up, we have two presenters that I think you will be very excited. First, I want to introduce George Sugai. He comes from the University of Connecticut with the OSEP funding center for Positive Behavioral Intervention Supports, which many of us know this is PBIS. He will provide information and highlight the importance of focusing on environmental context or school climate or positive learning environment.

Lise Fox from the University of South Florida with the OSEP funding TA center on social and emotional intervention for Young children will share key integrations with positive learning environment in early childhood.

After that, we will hear again from George on K-12 considerations for creating and maintaining positive learning environments.

George Sugai and Lise Fox

“Creating Safe, Supportive Learning Environments for Children with Disabilities”

>>George Sugai: Thank you. Welcome to this interesting and neat way to present content. I have two parts to my job, one is to give a context for the work that we will share with you and if you will click to the next slide that would be great.

And also, we will set up Lise to talk about what it means for little kids and I will follow up with that same discussion on ideas on working with school-age children.

I want to get the context for what we're up to.

I want to think about, “What is the relationship between positive behavior and academic achievement? What is the context in which we can guarantee success?” You have heard Ruth and others talk about how important it is to have responsible environments. This is a place where teaching and learning can be effective.



I am a special educator by training. I also know that all children need to have needs met and education supports provided for them in order for them to be successful. This symposium is about understanding the relationship between school climate, positive supports, academic achievement and so forth.

To give you a context before I turn it over to Lise, all of us are interested in supporting children. I know many of us on this call are very interested in supporting children, I know many of us on the call are working with children with disabilities, students with mental health issues, are concern about kids with trauma and who have bullied and so forth. It is important to think about all children in the context. We have to think about the academic success as a context in which we think about this together. I want you to come away with the idea for what we present to you about the notion that success is linked to three important pieces. And that is looking at what we as educators provide in fidelity and integrity in which we provide those supports. I also want to suggest that as administrators, this is a third important context in which we think about student success and providing support for all children. A third part is families. Families are the third part of the leg of a tripod that kind of support student success. We must not forget about the roles of families in the relationship between administrators and students.

If we are going to think about how to move this forward, I want to think about how we take what we know works. One thing that we say is that we have a good sense about what the evidence is and what would be recommended to maximize academics and behavioral success. We know that these circles have to come together to work well. I will focus on -- you will hear us talk about -- not only the evidence-based practices but the systems in which those practices have to come together. We will argue that families, administrators, and educators have to work together within the model as a way to create and provide access to those practices so we can maximize student success. If we do that well, we understand that not only are we creating positive climates by instituting those evidence based practices, but that the positive climate sets the occasion for us to maximize success. You might want to think about climate as being not only the trigger for success but also the outcome of success.

The last picture I want to share before I turn it over to Lise, I think this summarizes the big idea that we are focusing on. I am a behavior guy. I work with children with emotional behavioral disorders and I spent my career working with behaviors. We have come to realize after working in the center, and what I've learned from with working with others, is that there is a tight relationship between success. This relationship is where it is difficult to say what causes what, but we know that one supports the other. Children who are behaviorally successful are more likely to be academically successful. Children who are academically successful are more likely to be successful on the behavior side. And that is true of all children: children with disabilities, children that come to school with risk, little kids and high school kids, and so forth. That relationship is important to understand. We treat them as separate, we're not going to be able to work well as an organization or unit. You will notice the yellow circle that surrounds academic and behavior success. It talks about climate. Climate is the place where teaching and learning occurs. You could argue that climate has to be positive for teaching and we also have learned that maximum activated success contributes to positive climate. There is an interaction. Last thing I want to mention about what Lise and I will emphasize is this bigger circle behind it. You look and squint, you see a round triangle. Represents a three-tiered logic that is part of what we do in the permit model and also within the RTI and multi-tiered systems. It says that all children need to be supported within the context of schools and classrooms. Many children do well with the basic content that we provide. Some children need extra and some need more support. And we provide that framework, it allows us to maximize academic success. If all are successful, we have a greater chance for positive climate. I want you to remember those big ideas. Academic success promotes positive



climate and positive climate supports academic success. For us to deliver evidence-based practices, we need to organize those practices into a continuum so all children are supported.

I will turn it over to Lise. She will give you a concept about what this means in the context of young children.

>>Lise Fox: Thank you.

We think of preschool environment as being cozy, happy, and playful. These are places for young children. They should be. However, some young children are struggling and some programs really struggling to support them. I want to talk about that a little bit. What we know is we have children who present with challenging behavior. That challenging behavior that occurs early, persists over time. What we have is researched data that indicates a percentage of children to have significant challenging behaviors and those kids persist in those challenges if they do not have effective intervention. Ruth talked about this morning how preschool expulsion and preschool suspension is a huge concern in early childhood programs. What that indicates to us is that programs are ill-equipped to support some children. What we have when we look at the disproportionality issue of suspension and expulsion, we have evidence that there are deeper issues at work within programs that need to be addressed.

What I want to talk about is how do we help prepare early childhood programs to be ready to support all children. We need to include children with significant challenges. And of course our children who present with disabilities.

Go to the next slide.

We are working on bringing PBIS to early education settings. We are still adhering to the core scientific elements of what does it take to implement a multi-tiered system of support. We are tailoring the practices to be specific to the early development of needs of young children.

Our triangle is the pyramid. What you see in front of you is a promotion, prevention, and intervention framework. Is comprised of the evidence-based practices that practitioners should be using to be able to support all children to be socially and behaviorally ready to learn. You can go to the next slide.

Let's start at the base of the pyramid. Remember, that is our promotion tier. What we are looking to see is the provision of nurturing and responsive relationships. As we think about that, that foundation of relationships is about relationships with children and the ability to foster strong nurturing relationships with children and also relationships with families and it includes how we foster strong and nurturing relationships with children, even children who challenge us. Perhaps family members have significant needs.

That promotion layer includes high quality environments. What we need in place is the provision of evidence-based practices. We need to be adhering to what we have determined in our field to be high quality standards for kids education programs. We are focused on quality instruction that helps children meet early learning standards.

At the prevention tier, we think about social and emotional teaching. What we know from research is that all children need deep preparation and self-regulation skills in understanding and expressing



emotion, using social problem-solving and develop social relationships. These critical skills will be important as children move on for the academic and social success. When children struggle with skills, we need practitioners to be ready to provide more targeted instruction, explicit instruction, increase opportunities for learning practice and feedback. To do that in partnership with families and use data to ensure that kids are making progress.

At the next level of the pyramid, we want programs to be ready and prepared and equipped to meet the needs of kids with challenging behavior. They need to be ready to provide that individualized assessment and intervention in partnership with families and developing a behavioral support plan and implementing that with integrity.

As I talk about the pyramid model, the challenge is not, does rest in let's just train all teachers in those practices. As George indicated, we need to think about the system that allows, that promotes, and that makes sure that can be a place within programs. This is not solely a professional development or personnel prep issue. What we want is to develop a program infrastructure. That infrastructure thinks about ongoing professional development, the provision of practice-based coaching and to ensure the evidence-based practices are being used. New practices are being integrated.

Attention to family engagement and the support of families in the model, also we had the use of databased decision-making.

We have implemented the pyramid model, PBIS, within the programs and public school and Head Start programs and brought that framework to early intervention.

In order to do that, you need to think about using systems thinking, implementation science, and cross agency planning. The last bullet is important because our kids with disabilities, they are in multiple systems; they are in Head Start, and childcare, and they may be in public pre-K programs. We need to bring those partners together to think about how do we bring this framework, this model, to programs across the community, across our district and across our state. To bring across states and districts and programs, we think about implementation science. We carefully develop sites. We carefully review success and share their success and guide them through external coaching. We make sure people have access to ongoing training. We aligned that work with quality early education and cross sector systems building. If you are working at a state level or the district level, or even within a program, these elements become important.

I want to share with you just to inspire your interest in this, a wonderful success in Minnesota that was thoughtful in their implementation journey. We had the privilege of working with them. This work has happened and was scaled by them over the last five or so years. Where they are now in a thoughtful implementation, there are 60 sites across their state and over to order classrooms which all practitioners are using these practices. There are over 3000 people being served, have in-state trainers that can train others, have coaches within the programs that are trained to be able to code practitioners in sharpening their implementations of best practices.

The implementation importantly is not just in a special ed. classroom or the pre-K public programs but what you see here is that they have implementation within childcare, within children who receive subsidies, within early childhood special ed. Programs, with the programs that families and children have together, Head Start, and within the home visiting.



What I am excited about today is that we will get to have a discussion about a seamless system. I am starting within early learner. As we move on, George will talk about what this means for schools. Here is where we could be and here is where I think collectively we could arrive. This is a seamless system where we start with infants and with families and within the early childhood programs. Also within our schools and also within homes and the community to bring this framework so that all kids will learn and they will be successful. Thank you.

>>George Sugai: So you've heard Lise present quite a bit of content of the core features. My job is to take those core features and extend out to the public school settings. What you see are the five big ideas that I want to summarize quickly. I will try to drill down on a couple of topics with each one of those. The way to think about these five ideas, these are the elevator ideas that you share with people and they are on the final when we get the test at the end. I will try to go through each one of them.

I will focus on climate through most of the conversation about K-12 settings. I will try to elaborate on things that we subscribe. The first message I want you to think about is that climate is an important context in which success is experienced. Not only academic but behavioral success. I want to think about climate as not something that is coming before or after but it comes from both places. It effects how teachers teach and how students learn and we know that when students are successful or unsuccessful, it changes the climate. We know it goes back and forth.

The reason that is important is because we have the ability to shape those climates or the settings. Climate is malleable and it can change. Climate change is something that is under our control.

You'll notice on the slide, there are green circles. That represents the summary of what we believe are the core practices that are associated with changing or creating positive climate. I want you to notice the key factors. When kids are successful, to have higher self-concepts and greater self-esteem. They can navigate the learning environments more effectively.

I want to think about climate. Even though we think of it as being a feel of the setting it's related to how kids experience learning.

You will notice there are items around the circle that are things we can do as educators.

If you go into the public schools and you watch -- you walk into environments, you can see teachers actively modeling the same expectations you want children to display. That is true for kids with disabilities and they come from diverse backgrounds and so forth. It is the same. We know environments are labeled as positive and they have an opportunity to deliberately learn those social skills that allows them to be successful within the school environment; how to solve problems and how to ask for assistance, and how to deal with bullying. Those are learnable skills.

Around the circle are things we know are associated with positive climates. We know that positive climates promote -- promote activities. I want to finish this point by saying it is not about making sure everybody gets access to those practices and we also know that some kids need more. Some children need more supervision and they need more social skills instruction and so forth. That is true of a three-year-old as well as the twelfth-grader. That is an important message.

The second message I want you to think about, in the last five or 10 years, climate has become a big topic. Before that, I did not spend a lot of time looking at climate. I realize how important climate is. It represents how the stakeholders experience the classroom environment. This is how students experience learning or social interactions. It is about how parents hear what their children are saying. It is about how parents feel in the school building. It is about how educators and administrators feel when they walk through the high schools and how they experience each other.

If those experiences are negative, it is more likely they are being labeled as negative. If they experience positive interactions, they will describe those settings as positive. The reason I emphasized that is I want us to think about climate as being a social validation about the settings. And I want us to link it to the experiences people have in those settings. Those are the interactions they have with each other and the classroom and the hallways and sporting events and at the dances in the afterschool activities. You will notice there are two circles at the bottom. One talks about the cycle. We know that negative climates are difficult to change because it gets trapped in cycles. Misbehavior promotes reactive management and reactive management triggers more risk behavior. You get stuck in the cycle. The goal is to move towards a reinforcement cycle where positive teacher activity and student behavior is linked together and start promoting themselves over time.

Our third item. This is a big deal. This is true for all children. I am a special educator. I spent most of my career writing IEPs.

Many of those IEPs have academic targets as well. The message behind that is the behavior effect academics and academic affects behavior. One of the coolest things I've seen was a student who was referred to a meeting for behavioral issues. They have been referred to the meeting for behavioral issues but the first question asked, "How is that student doing academically?" That is an important question to ask because we want to make sure the link between those are studied. When we think about academic behaviors, it is true that students are referred for reading difficulties and we want to ask, "How is that student doing with emotional learning?" We know academic failure triggers behavioral and emotional side of how kids succeed or not. We know that kids who are successful and it affects how they engage on the academic side. This is the relationship between the two. I want to push it in a different way. If you are working with schools and you are trying to promote the behavior side, you're more likely to get people to adopt the behavioral initiative if they understand it has a benefit to the academic side of the triangle. We submit pictures to show the triangle next to the behavioral triangle. I like Lise's pyramid because they are showing the integration. The third message has to do with academic behavioral success that are related and failure are related. It is important to keep those in mind as you do systemic or individual behavior plans.

We're almost done but I want us to think about this. As mentioned, I believe we have a good handle on those things that we call evidence-based practices. Could we improve the toolkit? Absolutely. Could we replicate those across different populations? Absolutely. We have a toolkit that allows us to affect change and support kids.

One of the questions we had is, why is it that we find evidence-based practices do not produce the outcomes that are promised by some of the studies that we see? One thing we are learning from the implementation science along with Dean Fixa and his group in the Scaling Up Group is that one of the key variables that affects the impact of evidence-based intervention is how accurately, how well we implement those interventions.



If kids cannot get access to evidence-based practice in a way that allows them to benefit, that intervention will fail. You cannot blame the intervention. You have to blame us and how we set it up.

We know evidence-based practices have been validated under certain sets of conditions and we have to modify those to some extent based on the local culture or context.

I love the preschool examples of teaching social skills but we know that to teach social skills at the high school level, it requires the same principles and practice but we have to modify that for those kids who are bigger and older.

Evidence-based practice is a good thing but you have to implement them well. You have to be able to pay attention to the context in which we are applying those interventions.

The last bit idea I wanted to share and then we will close out with a couple of other topics to think about to kind of put those five together. The last one has, I showed you earlier the big circle that had a continuum of supporters in place. Right now, hopefully with the reauthorization of the IDEA, some of the language is popping up this idea of a multitier system. I would love for you to think about multitier systems as being what we are already doing with schoolwide PBIS and so forth. These systems represent the larger framework in which we organize systems that allow us to pick and implement the best evidence-based practices. The science has increased dramatically in being able to identify what are the drivers that effective implementation. We've learned that having an organization enables us to be more efficient in how we select interventions and deliver those to children and how do we make sure those kids who need more support receive them.

I am a special educator. One thing I've learned is that the work I do with individual kids is effected by how all kids are supported both academically and behaviorally are more intensive and have a greater likelihood of having an impact if we know that all students are being supported in the best ways possible. And this logic has helped us get there.

Before I shift away from the slide, notice on left-hand side, we have implementation drivers. Those are the things we believe are important not only in establishing a system that allows us to deliver this practices but these are the drivers that allow us to establish the systems and allows us to sustain implementation of the policies.

A lot happens at the federal level but the policies only work if you have a system in which those policies come to life at the district level and the school level. Having a leadership team in place and adequate funding and policies that promote best practices and having evaluations in place, they tend to create more parts.

What I will share with you is putting it all together for you. I want us to remember where we started, that academic and behavior and success is interactive. The context in which that occurs and the context that is created by that success is what we call climate. That climate is a success of strategies and it is affected by how well we organize those that is where the three-tiered logic, or the bigger circle behind it kind of fits. We can deliver them in a way that is high fidelity and contextualized to the local context. We increase our ability to deal with the equity issues we talked about earlier and some additions -- issues we talked about earlier. This is summarize what we mean by the notion of being



working smarter. You look at the left-hand side of the picture, you see the challenges that are confronting schools. Some of those are at the individual levels or the classroom level and some of those are at the school level. Those are the things that we have to struggle with in a context of writing policy. Schools and district tried to respond to all of those things on left-hand side. What happens is, we tell them organize those into a continuum. You can see a triangle with these practices being populated in the triangle to address all of those challenges on the left-hand side. You find they have a bunch of practices bumping into each other and you wonder why we are not able to implement them well because we had so many we are trying to put in place. That is true not only at the K-12 and also the preschool level because we have good intentions about delivering the best evidence-based practice we have a notion that more is better. We're learning that doing less better is more efficient.

What we'd like to see schools and districts and states try to move towards is the picture on the right. Let's take the step first forward and say, "What is the most effective thing we can do to implement with fidelity to create things we want?" Some practices have to be eliminated and some practices have been kept. At the top, many have been kept because we know what those have been and we know that some have been added because there were things missing in the original continuum. These are schools and districts that are saying we can achieve a positive climate for success and we can do a fewer number of things in a more strategic manner. Many schools argue that we had too many things on our plate. Our logic is it is better to have a few things on your plate and organize them in ways that you are able to deliver the most effective kinds of outcomes.

In the blue box that you cannot see well there are guidelines for how to get there. They are things like using outcomes as a way to judge what to take on. If you pick a practice, make sure you know what the outcome is supposed to be. Make sure you find out if that outcome proposed outcome is aligned with what you need to have. What we find is that many schools like to buy new curriculum. Evidence based. That are laminated, that are in a three-ring binder. But they often find is that the predicted outcome does not align with what they need to have. Schools have to use local data to decide which practices to invest in. You have a program, it shows up on your data system as being a high need. The list offers us questions that allows us to think smarter about the practices we select and the practices that we eliminate and the practices that we combine and the practices that we add on. I want to encourage you to think about what we had described for you as not just to say, "Let's get as many of those practice as we can in place," but say, "Which are the ones we want to adopt?"

Keep going. Keep clicking. Three more times.

One thing I want to suggest, you can see similar documents that Lise cited with the pyramid model and the program wide PBIS model. We are trying to generate practitioner briefs and technical briefs to address some of the things that we are describing. I want to point out a couple. There is one called that is called the e-book on family engagement. It's a book that came out a couple of months ago. It's free. It is organized as a way to describe how families can work closely with schools and they use the logic that you heard about how we make families active participants and stakeholders in the process. It is a nice document that describes multiple ways on how we involve parents in the process. I am bragging because OSEP helped reduce those and we are part of that but it is a nice combination of strategies. I want to point out alignment integration. It talks about the last topic that I mentioned earlier about how do we think about organizing interventions in a way that maximizes success. What is important is that it merges the discussion around school-based mental health as well as special education as well as general education. They merge them together. There are other documents that I will have you look at.



That has to do with school climate and how it relates to the ESSA and how it is built into the indicators as you work with the state level. Think that might be the last one. This is the PBIS site. You can go to the site and see much of the material. It says what is new. Most of those documents can be found there. Everything at that site as well as Lise's site is free. Your tax dollars pay for it so you should steal it back. If you have questions, Lise gave you her email address and mine is up there as well. There is time for questions and answers after that. Thank you.

>>Jocelyn: Thank you George and Lise. You have a wealth of knowledge and experience. We have two more speakers coming up. They come from OSEP. Jennifer and Reneé. Jennifer will highlight key messages from OSEP letters and policy statements. Reneé will do the same for K-12. We think you will see connections between what George and Lise shared and some of the things you will hear from OSEP and our federal partners. Hopefully if you did your homework, I think you had an opportunity to view the policy documents. If you didn't, it is posted there, so you still have the opportunity to check those out.

All speaker power points will be posted following the event today. With that, Jennifer.

Jennifer Tschantz and Reneé Bradley
"OSEP Policy Overview"

>>Jennifer Tschantz: Great. Thank you. Reneé and I are going to walk through and almost give a little commercial around some of the policy resources that we have available that are linked to creating positive learning environments for children with disabilities. The first three I will walk through relate to early childhood. Ruth has already mentioned the policy statements. I will walk through a couple of those and we will also touch on childhood regulations and Head Start. They mention the importance of the collaboration we do when we talk about young children with disabilities. I will touch on a recent Dear Colleague letter that we put out around restricted environments for preschoolers. I will turn it over to Renee to share about the Dear Colleague letter that we put out last summer.

As had been said in early learning, it is important that we do this work with colleagues in partnership and a collaborative effort. We have been lucky with our strong relationships with the Office of Early Learning and with colleagues at HHS to develop a set of policy statements and a focus on improving the quality of early learning programs for all children.

Here is a list of a couple of those. I will talk more about the first two that Ruth mentioned but there are several of these that we worked on. Many of these, I think, have implications for positive climates. There is one on family engagement and dual language learners as well as one that is more recently put out on the coronation between home visits and part C programs. These are available on our early learning site as well as through the post work on this symposium.

>> The purpose of these statements are to raise awareness around particular areas and talk about the research base and legal foundation as well as give states and local programs recommendations. We want to identify and disseminate resources that are available to people in the field to help them do their work better.

Suspension and expulsion. Next slide, please. I just want to dive into since we have talked about why this is such an issue in early childhood, some of the recommendations that are outlined in the policy statement around early childhood programs and reducing suspension and expulsion, I think Lise and George touched on many of these but thinking about practices, for early childhood programs, they



develop and clearly communicating preventative practices around discipline as well as promoting behavioral development. We are looking at the policies around suspension and expulsion. That is one of the things we have learned more about as we dive into this a little bit. Many programs do not have policies clearly stated around suspension or expulsion. Encouraging local programs to think about that in a systematic way. And the third one is workforce. We know workforce is critical to the work we do. We know specifically in early childhood that many providers do not have the background in helping promote positive social and emotional behavioral outcomes for young children.

That is another key area that programs should focus on. And then finally and I do not see it on that slide but there is one that focuses on data and the importance of understanding what is happening in your program by collecting and using data regularly.

This is a set for states to think about. The mirror what we talk about in terms of recommendations for local programs. There is a focus on looking at policies and communicating those and focus on data. Again, this is an issue that we are trying to better understand the landscape around what is happening.

We have some sets of data but we do not have this regularly and many states are beginning to look at that as an area focus. We're working on investing in the workforce around these issues. The last one is focusing on program quality. This relates back to what Lise talked about in the bottom of the pyramid. If we have high-quality programs, many of these issues around behavioral concerns will dissipate by increasing the overall quality for all kids.

There is a lot more detail in that joint statement. I encourage you to dive in there but I want to return to the policy statement on inclusion. We were thrilled to put it out. The special Ed programs took a leading role in developing this one.

Here, there are recommendations laid out in this but I will not walk through those. When I want to point out which we were excited to do is to talk about what do we mean by a high quality early education program? We talk about high-quality program in early childhood and it is inclusive. It is inclusive of all children and inclusive of children with disabilities and families. Programs are organizing their policies and funding and practices and support to ensure that kids with disabilities can engage fully and be successful. So that we felt like that was a strong statement and it relates right back to creating positive climates for young children with disabilities.

On this slide, I will not walk through this because I think Ruth touched on why we felt like we needed this statement. One of the things I want to highlight here is that one of the major recommendations is the importance of engaging the early care and education community at the local level, at the state level. One of the recommendations made in this document is to create a state level inner agency task force that really plans for inclusions; that it is thoughtful and systematic in creating positive learning environments, particularly those with learning disabilities. We feel like this is a huge step forward. We have gotten positive feedback on the field in the state work and in local communities. We encourage all grantees to look at these documents and use them in their work.

I am not a representative of Head Start and childcare. I am not an expert in these programs. We want to emphasize that there are regulations and policy documents about creating positive climates for all young children. I want to point to the next slide. Many of you are familiar with the Head Start performance standards and there is a section are those of you that know this. This focuses on children



with disabilities. Overall, the head start performance standards ensure that children with disabilities and families are fully including and participate in a full range of Headstart activities. We partner with them on many efforts around including kids with disabilities. For those of you who are familiar with Headstart, you know that given the Capri has of approach, there is a focus on a development for all children and bringing in experts into programs around that realm. We encourage you to reach out to Headstart and look at some of their policy documents that relate to positive climate. I am turning to childcare. As many of you know, childcare went through a reset reauthorization in 2000 reauthorization in 2004. There was a strong emphasis on quality related to the reauthorization as well as additional factors promoting health and safety and bringing up more family engagement. One of the things I want to highlight, if you have not had a chance to see the final rule for the child care development on which I believe they were finalized last summer, there is information requiring states to talk about social and emotional behavior for school-age and young children. States must describe policies to prevent suspension expulsion for children in child care and other childhood programs. That is part of the new regulations that follow the child care development fund. One other mention, childcare states are required to report on the number of children with disabilities that are benefit rating -- benefiting from these programs. We have had discussions on how they are collecting the data.

We have a quick mention of the dear colleague letter that we put out on preschool. This came out in January. This was a letter that we reissued in response to questions we received in the field and acknowledging the progress that has been made in the field. We are reaffirming our position that was highlighted in the inclusion joint statement that all children what -- should have access to high-quality programs. Much of the information that you will find is reaffirming former guidance. There are new clarifications around definitions, data collection, and funding.

I will not go into detail because it is Renée's turn to talk about school-age policy work but please take the time if you are working in preschool to read it and take more into it. Now I will turn it over to Renée.

>>Renee Bradley: Thank you. Jennifer and I were joking that we are jealous of Lise and George getting to do the fun stuff and we had to do policy stuff. Bear with us on this part but this is important and we flip-flopped the last symposium and we did the policy implications first and then looked at the evidence-based practices and when we were organized this time we said that George and Lise can talk about give the talk foundation for many of the policy documents that Jennifer and I have shared. It was a nice switch to have them go first. This past August, and I will make most of my comments about the dear colleague letter on behavior that we issued this past August that Ruth mentioned earlier. It fits really nicely with George's points when he was talking about the interconnected this. This letter has implications for pre-appropriate public education and least restrictive environment. The latter in a nutshell -- I will paraphrase some but if you want the exact wording, I refer you to the documents that are posted on the pre-work site or in the PowerPoints but I am trying not to read all of the slides to you. The focus of this dear colleague letter is to look at the responsibility of the IEP team to include behavioral intervention and support on the IEP. Some of us might think that is a no-brainer. But really, we have found with many children who have behavior that impede their ability to learn or the ability of their peers to learn, there are not IEP objectives on the IEP or the ones there may not be matched well to the student. This clarified the responsibility of the IEP teams. It talks about a focuses on developing the IEP to address behavioral supports and services.

The second part, not only to make sure they are on the IEP but to make sure that they are being implemented. It talks about how to make sure the members have the behavioral skills and expertise needed to make sure that the IEP's are matched to the child's needs.

One of the parts of the letter, it clarifies what we mean by consider the use of positive behavior interventions and supports which is a requirement in the IDEA for the IEP teams. When we talk about consider, it means that a failure to consider and to provide may lead to a denial not always but it may lead to a denial of fate. The word consider is important think about. If a child has a disability and the behaviors interfere with the learning of themselves or their peers, the IEP team needs to consider what objectives need to be added. It clarifies that if the inappropriate behavior such as violating the student code of conduct or disrupting the classroom, even if they had the IEP, the objective, it may indicate that the behavioral support should be included on the IEP. This becomes important to when we look at, is the behavior that is impeding their progress or those of their peers, is it occurring on a regular basis? Does it result in excluding a child from instruction? If the behavior exist that may exclude them from instruction are the support be included in the IEP and should be implemented? This is not category specific. It is not just for children who have emotional disabilities. Regardless of the categories if their behavior has needs or they are demonstrating, the IEP should match these needs.

This clarification goes on to say that if the IEP does include behavioral objectives but the child continues to display inappropriate behavior that is an indication that the objectives that are on the IEP may not be appropriately implemented. Our practitioner is doing what the IEP says or that the behavior supports on the IEP may not be the appropriate ones for the child. This might lead to the IEP team talking and discussing about which ones need to be on there. In short, is it not the right ones or is it not being implemented? Even if they are there, it is an important check to do.

At this point, it reiterates what George and Lise spoke about. This is much of what Jennifer said is that our behavioral supports and interventions, are they based on peer-reviewed research? To the extent those are available, those should be the ones that we rely on the IEP. There are some examples of instruction on and reinforcement of school expect patience, etc. We know that these evidence-based practices, including the examples that are most effective when they are delivered in a school live model.

It is important to remember that certain types of behaviors should not dictate placement of a child. This is a little bit more wordy up there but it is talking about solely due to the child's behavior, if the child can be effectively addressed in a regular education setting with provisional behavior supports. So just because a child is exhibiting a certain type of behavior does not mean they automatically go to a more restrictive setting. This is when LRE decisions come into play. The second point here is to make sure that not only are -- that the interventions and behavioral supports are available throughout the continuum of placement and not just in a certain placement for the child.

George and Ruth talked about the importance of not relying on disciplinary measures that remove a child from the current placement such as suspension. Sometimes it is detrimental on children based on the overuse of suspension. This is confirmed and addressed in the letter.

The next slide.

The last point here is the disclaimer at the bottom. It is to reiterate that the dear colleague letters purpose is to make sure that IEP's are designed to address the behavioral needs of children and they are being implemented appropriately. It does not take away the fact that school officials still need the flexibility in disciplining children with disabilities that violate a code of conduct. Again, it cautions the overuse of short-term disciplinary removals from the current placement that may indicate the IEP needs to be adjusted.

The last point on here is that while they consider this to be significant guidance, it does not add new legal requirements. We think the purpose and are pretty happy about the response we have gotten from the letter and it is to ensure we are doing our best job for behaviors that interfere with a child learning or the learning of their peers. For additional information and more specifics on the behavior Dear Colleague Letter, not only where the letter is posted but also there is a link to a webinar that was done with our parent center that goes into detail the letter. We also posted a more user-friendly summary for parents and stakeholders. With that, I am going to turn it over to Jocelyn.

>>Jocelyn Logan-Friend: Thank you.

Georgia reading. Georgia gets Georgia reading. This is an initiative of a state that is addressing the importance of a positive learning climate as one of the four focus areas in improving reading efficiency. We think the RAIN team for sharing the videos with us as an example of focusing on the learning climate is. Working with the centers and using data and the initiatives, this provides an overview of why positive learning environments matter and improves outcomes for all children.

The second one focuses on classroom practices to build positive engagements with early learners. There are other videos posted in the pre-work from implementers in schools and programs around the country including three other videos from Georgia that share the creative and entertaining ways they create positive and save environment learning. We will be back live in 13 minutes for the questions and answer segment.

Get Georgia Reading Video 1 "Why Positive Learning Climates Matter"

>>Video 1: Think back to your experience at school. How did you feel walking into the building? You can feel the climate of a school as soon as you walk through the front doors – just by sensing how well the school is kept, how you're greeted, and how adults interact with each other and with students. A warm and welcoming climate really starts before a child even enters the building or into the classroom. School climate refers to the quality and character of school life. The most important aspect of PBIS, aside from establishing a positive climate and providing supports to teachers, is that it enables school staff to more quickly recognize students who need more and to be able to select and provide the additional supports that students need so everybody is successful. Researchers found that schools with positive learning climates tend to have better test scores and higher graduation rates. In contrast, schools with negative learning climates – as a result of unsafe or hostile environments – tend to have lower academic performance. Because, let's face it, if the school experience – the early learning experience – at that facility is not positive, it doesn't end when they walk out the door. The collateral factor, it stays with them. It affects how students feel about themselves, how they feel about their future, how they feel about their ability to interact with other people (not just children but adults), that affects their self-esteem. That's how powerful it is. Unfortunately, too many children and teachers go to schools in toxic environments, causing fear, apathy, and low attendance. Further, lack of emotional

support then leads to poor academic performance, challenging behavior, out-of-school suspensions, and, ultimately, high-school dropouts. So, we did our own research on the impact of student attendance on student achievement, and there were two findings that really surprised all of us. Number one, for an eighth grader who misses more than 15 days of school during the eighth-grade year, their graduation rate drops from 87% to 37%. The second surprising finding of significance was we found that learning is impacted after the fifth day of absence. Further startling statistics reveal that preschool expulsions occur at a rate more than three times that of Grades K through 12. And, in Georgia, 9 out of 1,000 pre-kindergarten children were expelled in 2005. In Georgia, in 2014, almost 15,000 of our kindergarten through third grade students were suspended. And, this really is unacceptable. These are our earliest learners. These are babies in a lot of ways. Some who were just entering school for the first time, and yet we're suspending them. And, that doesn't set them up for lifelong learning. Simply put, great schools start with great learning environments. The good news is that learning climate can be measured and improved through a systematic process of teaching, modeling, and reinforcing expected student behavior. There are four key components of a positive learning climate. First is safety. Is the physical and emotional safety of students clearly a number-one priority? And, are rules and procedures in place to ensure student safety? Number two is relationships. Is their strong social support for students in the school from school staff and between and among students? Do students help each other out and support each other's learning? Do parents provide positive emotional support to their children? And, do the parent and school staff work together as partners? Number three: teaching and learning. Do teachers have a positive and professional student-teacher relationship built on mutual trust and respect? Are there social and civic education options and supportive teaching practices for diverse learners? And, number four: institutional environment. Is the physical environment of the school welcoming, clean, well-kept, and safe? Is the school connected to the surrounding community? When we want a child read, we teach. We want them to tie their shoes, we teach. We want them to multiply, we teach. We want them to drive, we teach. But, when they don't behave, what do we do? People tend to run and punish, and we don't move right away to teaching. And, that's what PBIS is about. It's about teaching the behaviors – the expected behaviors – that we want to see and focusing on that initially as opposed to waiting and reacting. It'll help keep kids in the classroom. It's going to help staff retention because they're going to be happier in their job, they're not going to be dealing with it as much. And then, obviously, we hope to see academics increase because kids are in school learning longer. We can't change behavior unless we change relationships first. And, we can't change relationships in the school unless we change what we value. And, we can't change what we value until we make note of the norm that's been developed in the school. And, we can't change the norm until we change the culture. And, we can't change the culture until we change the school climate. Culture's what you have, climate is why you have it. To learn more about positive learning climate and the Get Georgia Reading campaign, visit getgeorgiareading.org

Get Georgia Reading Video 2

"3 Classroom Practices to Build Positive Social Emotional Engagement with Early Learners"

>>Video 2: There are three classroom practices that build social and emotional engagement with early learners. But, first, let's take a look at why social emotional competence is so important. The brain is the only organ that changes in response to experience after birth. High-quality infant, toddler, and preschool experiences can help shape solid, healthy neural pathways that remain for a lifetime. Children who have a strong social emotional foundation experience more academic success, fewer negative interactions with adults, and more friendships with peers. Without quality early interventions, children who exhibit challenging behavior – especially aggressive behavior – in preschool tend to continue this pattern of behavior throughout school. Let's take a look at the three classroom practices

to help build social emotional competence. They are: creating nurturing and responsive relationships, creating supportive environments, and creating social emotional supports. Nurturing and responsive relationships are the foundation and are essential to healthy social development. Children learn and develop in the context of relationships that are responsive, consistent, and nurturing. When children have those strong relationships – when they're able to have warm and healthy relationships with the peers in their classrooms, when they have strong relationships with adults – that reduces the frequency of behavior problems. Here are a few strategies for creating nurturing and responsive relationships. Number one: positive adult interactions. Engage in one-to-one interactions at eye-level, follow the child's lead and interest during play, listen to children and encourage them to listen to others. Number two: maintain a five-to-one ratio of deposits to withdrawals. Examples of making deposits, or positive interactions, might be: greeting every child at the door by name, placing a call to a child's parent in front of them to say what a great day he or she is having, or send home positive notes, giving hugs compliments and thumbs up for accomplishing tasks. Examples of making withdrawals, or negative interactions, might be: no/don't/stop, demands or directions, and using a loud voice. A third strategy for creating nurturing and responsive relationships is: reframing. What we try to get practitioners to do is to not jump to "what's wrong with a child," but to think about, from a posture of empathy and support, "What's this behavior about?" So, you might, to reframe a challenging behavior, you might say: this child really needs a lot more of my attention and support, versus this child is trying to make me crazy. When we reframe how we think about challenging behavior, how we interact with children changes. And, that's really pivotal. That allows us to view the child with challenging behavior is a child who has needs – needs that might be unmet. The second classroom practice to help build social emotional competence is by creating high-quality supportive environments. This includes: environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high-quality practices. Here are three strategies for creating high-quality supportive environments. Number one: teach behavior expectations and rules. When we have rules and expectations established in a program, then we teach them explicitly. Let's say an expectation is to be a friend and the rule is to take turns. There's some little ones who come to school not really knowing what that means, but they hear a lot: "I need to take turns," "you need to take turns." And so, that child might need explicit instruction and guidance on how to take turns. Number two: design environments that promote engagement. Teachers are good at setting up the environment. They look at their classroom really from the child's eyes and they think about "what would help every child in my classroom know where to go and what to do?" And then, they make sure their activities are just the right length, right materials, so that kids are always actively engaged in the learning process. Number three: plan for and teach transitions and schedules. You want to make sure that when you structure your activities, there's a clear beginning (how we start our activity), what happens in the middle, and the children anticipate the end so that they know that the end is coming and what will happen next. The third classroom practice that builds social and emotional engagement with early learners is: creating social emotional supports. There are key social emotional skills that children need as they enter school and throughout life. These are: confidence, capacity to develop good relationships with peers and adults, concentration and persistence on challenging tasks, ability to effectively communicate emotions, ability to listen to instructions and be attentive, and ability to solve social problems. Here are a few strategies for creating social emotional supports. Number one: teach and encourage friendship skills. Number two: teach problem-solving. It's helpful for teachers to think about how to support problem-solving in the Moment. And, they do that by anticipating when problems might happen. So, center time is a time where children are negotiating what they're going to play and who's going to play and what they'll play with, and that's a time that the teacher needs to be alert, be ready to move in, and be proximal to the kids if they have a problem, and then support them as they

engage in the problem-solving process. When you support children in problem-solving, we build the skill of problem-solving rather than just directing their activities. Number three: develop social emotional literacy. Emotional literacy is the ability to identify emotions within yourself and others. So, an emotional literacy skill for a young child would include them being able to identify when they're angry and tell a teacher or a peer "I'm mad. He took the block and that makes me mad." The more emotion children can label that they know and they understand, the better the social skills. So, kids who have strong emotional literacy are kids who tolerate their frustration better, they regulate their emotions better. Ultimately, they get in fewer fights with others and have better outcomes in terms of their learning. These three classroom strategies can build social and emotional engagement with early learners and create more positive early learning environments for students. The strategies discussed here are provided by the school-wide PBIS and program-wide PBIS frameworks. To learn more about productive learning climate and the Get Georgia Reading campaign, visit getgeorgiareading.org

George Segui, Lise Fox, and Laura Duos
"Questions and Answers"

>>Jocelyn Logan-Friend: Welcome back live. We have some friends now.

George and Lise are here. This is Laura Duos, a special assistant for policy at OSEP. Now is the time for question and answers. We will start with a few questions. If you have additional questions, remember early we talked about the ask a question box. Feel free to click there and ask questions and we will address as many as we can. I will get started with first question. This is for Lise. I will ask you to hand it over to George after you finish your portion of the answer. In Minnesota, when beginning the work of implementing the pyramid model camera can you recommend a strategy for individuals who are engaged in childhood were? As we begin this work, I worry that already established entities will attempt to tact this on as an extra thing rather than understanding this is a framework.

>>Lise Fox: That worry is an important worry. I think the notion that we will tack something onto our work might doom it to fail, right? We have to be thoughtful and plan full about that.

I applaud that if in your state you beginning to think about how we can move that, that is important. You have the will and the investment to do something, I think the next step is to figure out if you are ready to do that and to be thoughtful about your implementation. I want to flip it to George because I think they have a great tool. Everything we figured out in implementation, PBIS has been there and done that and has developed tools to do that.

>>George Segui: I think the biggest thing is that we have to acknowledge the overload does exist. It is a natural phenomenon that comes up when wanting to support kids. The real trick becomes one of being strategic about the choices that you make. The tool that was mentioned is the technical guide for alignment of initiative programs and practices. It is not only available on the PBIS site but also available at the site for which the symposium is being supported. What the guide does is not only does it describes what Lise just talked about, but making sure there is a clear need for something and it says evaluating what else you have in place. We engage frequently in something called resource mapping. We ask you to show us what you have on your shelves and show us which ones are aligned with critical outcomes and needs and we ask, go through those and find out which have evidence to suggest that they are properly being used. Also, should you do this or not?

Those are simple questions but we found that the most important way to answer these questions is to establish a leadership team or a coordination team that facilitates the decisions being made. It is difficult for one person to go through the process and identify something. You want stakeholders at the table who have an investment in the decisions being made and can be put in a place where they have to justify decisions. One last thing is, even when you have that team in place, you still need to have some level of authority or some level of decision-making that gives a decision life. If you do not have the higher-ups or the lower downs or the policies that enforce the decision, it is difficult. We like to have a rule that says if you look to at two new initiatives or one new initiative, then you have to get rid of two of them. That is an easy thing to say. It is an important thing to think about. Take a look at the guide and it will authorize what we were describing. We had knowledge it is an important challenge that most deal with on a regular basis. You have to think thoughtfully about this.

>>Jocelyn Logan-Friend: Thank you. We have not heard from Laura Duos. We do not want her to feel left out. This is a policy question. Can you explain the 10-day rule in the IDEA discipline provisions?

>>Laura Duos: Just for background so you know the discipline provisions are found in section 300, 530-536 of report B. Those regulations allow school personnel to move a child with a disability who violates the code of student conduct for up to 10 consecutive schooldays. They may also remove the child for additional but not more. As long as it does not constitute a change of placement.

How do we defined a change of placement? A disciplinary change can be one of two things. It can be a removal for more than 10 consecutive schooldays or it can be a series of removals and it constitutes a pattern. How do you determine a pattern? That is determined by the case-by-case and knowledge of this. You consider factors such as the length of the removals, the total amount of time the child has been removed and proximity of the removals throughout the school year.

What happens when you have a change in placement? Within 10 school days of any decision to change a placement because of a violations of the code of student conduct, the LEA, the parent, and relevant members of the IEP must hold a manifestation determination. This occurs by reviewing all of the relevant information with the child's file and looking at the child's IEP and teacher observations and information that the parent might provide to the team. That group must consider two questions. It must decide whether the child's behavior was caused by or have a relationship to the disability or if the behavior was directly a result of the LEAs failure to implement the IEP. If one of those two things is determined, the behavior is considered to be a manifestation of the child's disability. The IEP team must conduct a functional behavior assessment if there hasn't been one conducted and then implement a behavior intervention plan or review the existed plan and modify it to address the necessary behavior.

Of course, if behavior is a manifestation, the child is placed in the placement that he would or she was in before. If they determine it is not a manifestation than the child can be suspended as would any other child for a similar infraction.

>>Jocelyn Logan-Friend: Thank you. The next question is for you Lise. You mentioned family partnerships. And the importance of families. You did not offer much detail. Can you describe more how families can engage?



>>Lise Fox: There are two things to think about with family engagement in the early years. Families are in a unique developmental period of being a new family. So when you have three year-olds in four-year-olds, they have only known them for three years or four years. They are getting to know their child and how to guide the development. We both want to support families on that journey and helping them understand their child social development and understand how to guide the child and the development of social and behavioral schools for success. Also have families engage in tiers. I talk about the promotion tier and a prevention tier and the intervention tier.

In the promotion tier, we want to give families ideas about the practices they can use at home and community to support their children to support their children to learn and to grow and be socially connected and self-regulated.

As we guide children who might need more instruction around social skills, we want to do that in partnership with families. So in programs that are implementing PBIS they are sharing information with families. They may have family groups for families who need extra support in that guidance. Families are knowing what the expectations are and how to teach those critical social and emotional skills more explicitly. Any they are partners in designing that specialized instruction plan so they can implement it. We can get lots of learning opportunities for that little one across lots of situations.

When we are doing the intervention tier and going back to using functional assessment, we want to do that in partnership with families. Think about how we can implement a plan of supports that both is effective in our early care and education environment and also at home and in the community. I talk about empowering any intervention up through that partnership. Moreover, when we implement this whole system, families within that program, we want them to have a voice in how that works. Families should have a seat at the leadership team to consider how we implement and how we guide the program. We are encouraging the programs to reach out to the community stakeholders and they can help you think about your pitch to families who might be less engaged and how to bring them in and helping that program operate in the community.

>>Jocelyn Logan-Friend: Thank you.

George, you are up next.

How can states incorporate school climate into the school quality and student success indicator?

>>George Segui: I think one of the most important things that we have described is that school climate has a big impact on social and emotional learning growth and also the academic side. Because of that link, the social climate side seems to be an important component of those indicators but it probably needs to stand alone because it serves as a base by which instruction occurs and family members feel welcome in the school and how well the support is provided for kids with disability.

It is something that could easily stand by itself because it serves as a starting place for things that we do. I would suggest that school climate is something that fits within the continuum logic as well. When we have a few kids that have significant challenges it has an effect on the classroom. When you have a whole classroom that has challenges, it has an effect on individual students. That climate needs to be considered even in a classroom management plan for a schoolwide reform effort. Climate is a



significant factor. Research shows that the impact of one on the other can have an effect especially for children at risk.

>>Jocelyn Logan-Friend: We are back to policy. May a charter school dis-enroll a child with a disability because he or she violated the school's code of student conduct?

>>Laura Duos: The short answer is no.

Let's talk generally about charter schools. Children with disabilities have the same rights as children who attend the public schools. That means that the discipline protection in IDEA applies to children with disabilities in charter schools. And that is regardless of whether the charter school is a public school of the LEA or its own LEA and it functions as its own LEA.

If a charter school would want to expel a child because of a discipline infraction, they have to go through the manifestation determination and everything I just talked about. The only difference that I could say is that if the charter school is a public school, the LEA is responsible for doing that where as if the charter school is its own LEA that charter school has to follow the steps on its own. I would also note that a child is dis-enrolled for some reason, all the placement provisions and protections still apply to the children that attend charter schools. Specifically, if the charter school is its own LEA, they have to follow the placement provisions and ensure that the child receives services.

>>Jocelyn Logan-Friend: George, we're back to you. This is a mouthful.

Children who grow up in a home or neighborhood environment where violence is acceptable tend to be more aggressive. Is there an example you can share where PBIS core features have been employed to address the main source of student's disciplinary challenges?

>>George Segui: We have argued is that schools is one of the best social change agent and opportunities. Kids go to school 180 days per year. They are surrounded by adults who can provide a nourishing environment for kids. What we like to think about is that schools may not change the neighborhood but they can provide a positive environment for children and neighborhood. We have learned that schools who adopt a tiered logic and a prevention based model tend to have creative environments and kids want to be there. They end up going to that school when they are stressed in the neighborhood. It is not unusual to find kids who been challenged or bullied on the street to come to the school for safety and help and support. The short answer is, we have many examples of successful schools changing themselves around. That works well when they consider the fact that they can be a resource to the community. It is hard for schools to work alone to change a neighborhood. That is where these models seem to be more useful because you want to bring public health and child care and so forth as a group to change a community. Schools should not give up on a child or neighborhood because of the neighborhood. They should think about what they have control over. I would argue there should be involvement in interconnected way as well. Yes, we have seen that happen. Schools can become a place where kids can be successful. It is not uncommon to see a school on one side of the street seen as a positive environment and another high school that has similar

features but it has a negative climate and they do not want to go there. That tells you about what can change them and what cannot.

>>Jocelyn Logan-Friend: Lise, what is the role of the early childhood special educator and early interventionists in the implementation of an MTSS in early childhood.

>>Lise Fox: This is important. It is my hope as a former person who did personnel prep in early childhood special Ed and later in childhood intervention, my hope is that people who are going to the trading programs are highly skilled. They would be ready in a multi-tiered system in early care and education or intervention service programs and what we want our early childhood people to be smart about the design of intervention that maximize child engagement and learning opportunities. Be smart about the use of data for decision-making and to be able to make sure that these kids are successful. In addition, if they are called upon to be helpful in helping others implement best practices. They are the consulting, they are guiding the other educators to use evidence-based practices. They should be able to do that. It is a new skill set and a new role. Also, they are promoting coaching to get people to fidelity.

>>Jocelyn Logan-Friend: Thank you. We are talking about 10 days. Are in-school suspensions considered part of the 10 day suspension?

>>Laura Duos: No. 10 day in school suspension is not counted in the 10 days so long as three things happen. The child continues to participate in the general curriculum, the child receives services and he or she continues to participate with nondisabled peers to the extent that they were in their current placement.

When we were talking earlier about the pattern and determining whether there was a pattern, we have short-term suspensions, you could consider these type of half days as part of a pattern to determine whether there is a pattern existing for certain behaviors but generally, they do not count towards the 10 days.

>>Jocelyn Logan-Friend: George, for a school working to implement MTSS, is it better to start with academics or behavior? Or is it better to integrate them from the beginning?

>>George Segui: If I had the best of all worlds and I could start a school from scratch, I would do them at the same time. This is the framework and it has core features to it. Things like universal screening, continuous progress monitoring. Those core features are what we want to do with every kid, every classroom, every school, and every curriculum. The idea of thinking about where do we start, in the best of all worlds, as I mentioned in my opening remarks, many kids have both. How do we accommodate both at the same time? I understand that resources and time are difficult and you cannot oftentimes do both. What we like to say is show us where you are bleeding the most and where you can have the biggest impact. I am convinced that they interact with each other but if I can get behavior under control it creates an opportunity for academics. Kids learn better, they are better behaved. It's a funny catch 22. To both. I think you have to realistically make decisions on where to have the biggest impact first and always keep in mind where you need to be ready to go next. I am walking around the answer but you know, I think about schools in the same logic. Some schools have



particular issues. It makes behavior a party where some have literacy issues that maybe I can do that. Just about every school has behavior issues. You can pinpoint academic as well and it is a mixed bag.

>>Jocelyn Logan-Friend: Lise, What kind of solutions can be offered to mitigate some of the issues around overrepresentation of students of color in early childhood disciplinary spaces?

>>Lise Fox: We are trying to help programs address disproportionate discipline. I believe that is where we're going with that question.

One of the first things you have to do is track what is happening. You cannot address a problem if you do not know what the problem is. You cannot impact it. That implies collecting helpful data about what are the disciplines practices that are being used and who are they being used with? Begin to ask questions about if that is disproportionate or not and there are different ways to look at that. We have helped programs first understand what is going on. We begin asking questions of each other about the patterns they are seen within the data.

Importantly, you need the tools to address that. By looking at your data and understand what is happening, you can look at the resource and support with the classroom and the child and the teacher or the school. We include in that the need to have people equipped to be able to have a difficult conversation about these responses and practices. You have to understand and address issues and we feel bias could be a factor in resolving these issues.

>>Jocelyn Logan-Friend: I will stick with you for a second, Lise.

As we consider the early childhood systems, what are the implications for preservice preparation of early childhood special education and early interventionists?

>>Lise Fox: I think one of the pieces is, we want early educators to be trained beyond knowing good classroom management and classroom discipline practices to knowing promotion and prevention practices. We want them to understand how each of those pieces fit together and how they fit together and foster good strong social and emotional growth and confidence. That is the solution to problem behavior. The second thing, I want them to understand what implementation science is. They will go work within these programs that are going to engage in systems change. Especially in our graduate education, you have to understand the implications science. I want them to know about data decision-making beyond progress monitoring or beyond assessment and planned interventions.

I think they need to be equipped to be at the table to look at data and have them be a part of the conversation about the place that they work and the bigger environment with the school or the program.

>>Jocelyn Logan-Friend: Laura Duos? Will talk about the FPA. Does the evaluation provisions apply for the assessment?

>>Laura Duos: Yes. The assessments are considered an evaluation. All of those provisions apply. For example, consent would apply so you would have to seek parental consent before conducting an FBA and also, the right to and independent education evaluation and IEP would apply to an FBA.



If a parent disagreed with the FBA, they could request the IE and then a public agency would have to provide it or file a hearing request to defend their FBA.

>>George Segui: If I can add a little bit to that, one thing about the special ed laws, it incorporates evidence-based possible and this is cool. Sometimes, it becomes the policy statement. I want to reinforce the idea that the assessment is a best practice generally. It can be something that we apply to any child's behavior to understand what they are doing. When a child is sent to the office for disrupting the classroom, we have to ask the question, for what purpose is the disruption serving? It informs the principal on the decisions around the consequences as provided. If you have a student that has behavioral disorders, these behaviors have patterns, so if we can understand the patterns, we can write intervention plans that are more appropriate.

One thing I think is really important to think about is that the special ed law is one that says that we have to look at disabilities and these individualized programming and let's give them the best. Those bests are also good for all kids. It is important thing that we sometimes forget. I think about evidence-based practices that are good practices and for some kids, they are counter indicated. We ask a kid to go to the counselor to get support what he is misbehaving to get access to access or to escape a task. To me, that notion of function tells us the behavior has a purpose and meaning to children. We help them learn how to use as. I want to reinforce the idea that FBAs are important for kids with disabilities because it helps us understand how to write a plan but it is also something that is good for all children. To me, this is a strategy where you have a challenge to violate a role and the code of conduct. We want to understand why that will prevent the likelihood of it happening in the future. We were talking about reducing the amount of use of suspension. I think that is a good thing to do but one thing we are missing is we have to backfill what you are going to do instead. If we do not backfill, people do more of the same and they go to the corner the counselor. I bring that up because we are pushing to schools to think about a multi-tiered system as a solution towards building a model that will backfill when you do not have out of school suspensions. I worry about schools say no more suspension but they end up doing other things that reinforce the idea that what we are describing. We do need to create a system that serves as a more positive support system for all children, especially worth those with disabilities. We should think about what is in place.

>>Jocelyn Logan-Friend: This next question is related to that.

>>George Segui: I'm sorry.

>>Jocelyn Logan-Friend: No, you're great.

How do you know when if school climate efforts are working? What are the most important pieces of information that we need?

>>George Segui: The short answer is two parts. I mentioned before school climate is something I am interested in. My colleagues have taught me about the importance of the social validation function of the school climate. School climate is initially assessed from the parent's perceptions, staffs perception, and the kid's perceptions. Those perceptions are an indication of what people are experiencing. Those experiences are the interactions we have with each other. To me, that climate is important to keep track of. Gives me a sense of what we should look for. If some says to me this climate is negative, tell me what you see and hear and feel and taste in that environment that causes you to believe that.



Those are the things I can keep track of. Those are things I can replace with something else. Climate is important. It is the initial blood checker on what is going on. But now I need to go deeper on something else

>>Jocelyn Logan-Friend: We have one more question. It's for Lise.

It has to be a good one.

Per OSEP recommendations for states: "set goals for improvement and analyze data to assess progress." Can you give examples of goals that should be considered or what are the more common goals? Also what data should be assessed?

>>Lise Fox: That is general. I will make a specific to something we have been talking about which is preschool suspension and expulsion, because I feel like we need to get a handle on that.

One of the things that the states can do is to begin to collect data to understand this. Implied in that is that programs need to be able to figure out that and begin to track it. They have to report it. Then, what you do with the data is you figure out what can we do to then improve the programs? Where is it that we are having an issue? How can we support the programs to do a better job? That is the same at the program level. Where are these things happening and who was it happening to? How do we put support in place so we can prevent this from continuing?

>>Jocelyn Logan-Friend: Thank you. Thank you Lise and Laura Duos and George and everyone who has participated in the symposium. Late next week, we will send you additional information on how you camp or dissipate in the post event discussion. That is for both of the symposiums that we have had. Thank you for joining us and have a great afternoon.

There is a quick note before we go, the answers to the Q&A's that we address in those we did not get to will be posted in the post-work. Look for them and feel free to access those. Thank you.

[Event Concluded]