MTSS & PBIS: What is It?

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PURPOSE
Describe & discuss definitions, features, & examples of school-wide & classroom-wide positive behavioral interventions & supports (PBIS) within multi-tiered systems of support (MTSS)

Topics: MTSS, PBIS, Readiness, Outcomes, Implementation

PBIS Targets

Special education & disabilities
Academic achievement
Antisocial behavior
School & classroom discipline & climate
Mental health

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

Big Ideas

General & Special Education & Mental Health
District, State, Provincial, Territorial Leadership
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Vincent, Rondal, Caragio, Taylor, & Swain-Bradway (2011); Tubbs, Christensen, & Fallon, 2011

Supporting Culturally Valid Decision Making

DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.

Selection priority should be given to evidence-based PRACTICES.

Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, & severity of risk.

Implementers need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling.

MTSS

PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students.

MTSS & PBIS

Multi-Tiered Support Systems & Positive Behavioral Interventions & Supports

BIG IDEAS

DATA

MTSS-B

PBIS

PBL

SBH

MTSS-A

RtI-A

RtI-B

SRBI

PB4L

SWPBS

EBS

Translation

For

Some

Universal

All

Systematic

Supporting Culturally Equitable Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Important Culturally Equitable Academic & Social Behavior Competence

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MTSS

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Implement with FIDELITY & CULTURAL RELEVANCE

Develop CONTINUUM of Evidence-based Practices & Systems

Develop Local EXPERTISE & Implementation Fluency

Use TEAM to Coordinate Implementation

SCREEN Early & Universally

Monitor PROGRESS Continuously

PBIS & MTSS Share Functions

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: Specialized Group Systems for Students with High-Risk Behavior

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

Tertiary Prevention: Individualized Systems for Students with At-Risk Behavior

ALL ~80% of Students

Primary Prevention:

Secondary Prevention:

Tertiary Prevention:

Universal

Targeted

Intensive

Few

Some

All

Universal

Targeted

Intensive

Few

Some

All

Universal

Targeted

Intensive

Few

Some

All

Universal

Supports for all students w/ disabilities are multi-tiered

Support Functions

LOGIC

Dec 7, 2007

Continent of Support for ALL

“Molcom”

Continuum of Support for ALL

“Molcom”

Continuum of Support for ALL

“Molcom”

Universal

Targeted

Intensive

Dec 7, 2007

Label behavior…not people

Dec 7, 2007

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

“Theora”

Universal

Targeted

Intensive

Universal

Targeted

Intensive

Universal

“Molcom”

“Molcom”

“Molcom”

“Molcom”

“Molcom”

“Molcom”

Support Functions
Continuum Logic & Key PBIS Working Elements

Outcomes | Data | Practices | Systems
--- | --- | --- | ---

INCREASED EFFORT
- Intensity
- Frequency
- Duration
- Specialization
- Differentiation
- Teaming
- Responsive-to-Treatment

Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Low Risk</th>
<th>Some Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>~34%</td>
<td>~26%</td>
<td>~25%</td>
</tr>
<tr>
<td>2013</td>
<td>~34%</td>
<td>~26%</td>
<td>~25%</td>
</tr>
<tr>
<td>2014</td>
<td>~34%</td>
<td>~26%</td>
<td>~25%</td>
</tr>
<tr>
<td>2015</td>
<td>~34%</td>
<td>~26%</td>
<td>~25%</td>
</tr>
</tbody>
</table>

After 3 years, pilot schools have:
- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Integrated MTSS

Academic Systems
- Intensive, individual interventions
  - High intensity
- Targeted group interventions
  - High efficiency
- Rapid response

Behavioral Systems
- Universal interventions
  - Preventive, proactive

Academic-Behavior Association


PBIS Conceptual Foundations

Behaviorism
  - Laws of Behavior

ABA
  - Applied Behavioral Technology
  - Social Validity

PBS
  - All Students

PBIS

PBL

Behavior & environment are functional related
Behavior is lawful, therefore understandable & influence-able
Adjust environment to influence & teach behavior

Biology is important

Review: Behavioral Sciences & Prevention

1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System
4. Evaluate & Act on Results

Defendable Theory of Action
- Confimable
- Comprehensive
- Parsimonious
- Repeatable
- Actionable

Science of behavior has taught us that students...

Are NOT born with "bad behaviors."
Do NOT learn when presented aversive consequences
Do learn better ways of behaving by being Taught
Receiving positive feedback

Alberto & Troutman; Carnine & Engelmann; Cooper, Heward, & Heron; Evans; Johnston & Pennington; Kame’enui; Sidman

Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Bailey, & Sugai
Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Prevention Actions
- Biglan, 1995; Mayer, 1995; Walker et al., 1996

Four Tips for Sustaining PBIS

1. Team
2. Fidelity
3. Data
4. Classroom

Potential for cultural exchange & conflict

Culture, Context, & Learning History

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

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

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

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

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

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

Summary
- Keep a strong team.
- Use your fidelity of implementation data to improve your systems.
- Use your school discipline data.
- Implement PBIS in the classroom.
Aug 2017

RCT & Group Design PBIS Studies


Bradshaw, C. P., Po, S. T., Gable, B. H., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams. The PBISplus model: Advances in School Mental Health Promotion.


“Doing it correctly?”

IMPLEMENTATION ✓

PRACTICE

Maximum Student Benefits

Effective Not Effective

Effective

Not Effective

Effective

Not Effective

Maximum Student Benefits

Fixsen & Blase, 2009

School Climate & PBIS

School Climate

SHARED BELIEFS, values, & attitudes

Sets NORMS of (un)acceptable school behavior

KID: Negative School Climate

- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Violent/aggressive behavior
- Littering, graffiti & vandalism
- Substance use

SCHOOL: Negative School Climate

- Reactive management
- Exclusively disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

Coercive Cycle

SHAPED INTERACTIONS between KID, SCHOOL & PBIS

- Individual & Group level construct

- Sets NORMS of (un)acceptable school behavior

- Among students, teachers, & administrators

- Shared, beliefs, values & attitudes

- School climate

- Closed system
SCHOOL:
Positive School Climate
• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Safe learning environment
• Academic & social engagement

KID:
Positive School Climate
• Compliance & cooperation
• Respect & responsibility
• Positive peer & adult interactions
• Engagement & participation
• Attendance & punctuality
• Anger & conflict management
• Safe & clean environment
• Healthy food & substance use
• Self-management behavior

Positive Reinforcement Cycle

What’s It Take to Shift from Negative to Positive School Climate? 

Establish positive school climate
Maximizing academic success
Teaching important social skills
Communicating positively
Supervising actively
Modeling good behavior
Recognizing good behavior

SW & Classroom-wide PBIS

School-wide Positive Behavioral Interventions and Supports (SWPBIS):
Getting Started Workbook

Positive School Climate
• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Safe learning environment
• Academic & social engagement
GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team
Agreements
Data-based Action Plan
Evaluation
Implementation

Team-leed Process
Family
Non-Teaching
Specialized Support
Administrator
Representation
Student
Teaching
Community
Start with Team that “Works.”

WORKING SMARTER

Initiative, Project, Committee | Purpose | Outcome | Target Group | Staff Involved | SIP/SID/etc
---|---|---|---|---|---
Attendance Committee | Improve attendance | Increase % of students attending daily | Eric, Ellen, Marlee | Goal #2
Character Education | Improve character | Increase character | Eric, Ellen, Marlee | Goal #2
Safety Committee | Improve safety | Predictable response to threats/crisis | Dangerous students | Goal #3
School Spirit Committee | Improve morale | Increase morale | All students | Goal #3
Discipline Committee | Improve behavior | Decrease office referrals | Bullies, antisocial students, repeat offenders | Goal #3
DARE Committee | Prevent drug use | High-at-risk drug users | Has not met | Goal #3
EBS Work Group | Implement 3-tier model | Decrease office referrals, increase attendance, enhance academic engagement, improve grades | All students | Goal #2, Goal #3

ESTABLISHING CONTINUUM of SWPBS

PRIMARY PREVENTION
- Teach & encourage positive SW expectations
- Proactive SW discipline
- Effective instruction
- Family resource

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

TERTIARY PREVENTION
- Function-based support
- Wraparound/PCP
- Special designed instruction

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Are outcomes measurable?

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Please note that the image contains diagrams and tables that are not fully transcribed due to the limitations of the text-based format. For a complete understanding, please refer to the original document.
School-wide Teaching Matrix

EXAMPLE: School-wide Continuum

Audit
1. Identify existing practices by tier
2. Specify outcome for each effort
3. Evaluate implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on outcomes
5. Establish decision rules (RtI)

School-Wide & Classroom PBIS (Tier 1)

Leadership team
 Behavior purpose statement

Set of positive expectations & behaviors
 Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Procedures for on-going data-based monitoring & evaluation

Homework

Classroom, School, Home, Work, Community Continuum of PRACTICES

Evidence-based
Aligned
Integrated
Culturally relevant
Culturally relevant
Implementable w/ fidelity

BIG IDEAS

Align & integrate classroom & school-wide PBIS practices & systems

Teach social behavior like academic skills

Integrate high quality evidence-based behavior management practices into every academic & behavior opportunity

Teaching how to determine hypotenuse of triangle

PBIS & Social Skills Instruction
RAH – at Adams City High School
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time, attend regularly, follow class rules.</td>
<td>Keep location neat, keep to the right, appropriate lang., monitor status, direct others to pass.</td>
<td>Put trash in can, push to your class, be courteous to all staff and students.</td>
<td>Keep your area clean, put trash in can, be mindful of others’ personal space, think ahead.</td>
</tr>
<tr>
<td>Achievements</td>
<td>Do your best on assignments and presentations, take notes, ask questions.</td>
<td>Keep your desk neat, monitor time, go to class.</td>
<td>Do a good example, be considerate of others’ belongings.</td>
<td>Be a good example, leave the room better than you found it.</td>
</tr>
<tr>
<td>Home</td>
<td>Be on time, tell the truth.</td>
<td>Be considerate of your classmates’ personal space. Keep your area clean, maintain personal boundaries.</td>
<td>Be a good example, leave the room better than you found it.</td>
<td></td>
</tr>
</tbody>
</table>

Expectations & behavioral skills are taught & recognized in natural context

Douglas County S.D., CO 4-08

Using Your B.U.S. Behavior

- Share seat
- Keep track of your belongings
- Be a good example
- Leave the room better than you found it

Nopera

Nopera’s expected behaviors at home

- Act responsibly
- Use appropriate language
- Follow rules
- Share space
- Be kind
- Use technology responsibly
**Typical Classroom Settings/Routines**

<table>
<thead>
<tr>
<th>School-Wide Expectations</th>
<th>Typical Classroom Settings/Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
</tr>
</tbody>
</table>

**School-wide Expectations**

1. • • • • • • • • • • •
2. • • • • • • • • • • •
3. • • • • • • • • • • •
4. • • • • • • • • • • •

**SW & Home EXPECTATIONS**

**Typical Home Routines**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Say “good morning”</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say “thank you”</td>
<td>Say “good night”</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by backdoor</td>
<td>Put toys away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
</tr>
<tr>
<td>Safety</td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
</tr>
</tbody>
</table>

**Home Example**

**Linking Positive Behavior at School & Home**

- Be Safe
- Be Respectful
- Be Ready to Learn

<table>
<thead>
<tr>
<th>Time</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>After School</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Mealtime</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Bedtime</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

**High School Home Example**

- Safety
- Respect
- Responsibility

<table>
<thead>
<tr>
<th>Time</th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Driving</td>
<td>• Fill gas tank</td>
<td>• Tell when expected home</td>
<td>• Finish homework before e-games</td>
</tr>
<tr>
<td>Mealtime</td>
<td>• Turn stove off</td>
<td>• Eat dinner with family</td>
<td>•</td>
</tr>
<tr>
<td>With Friends</td>
<td>• Designate driver</td>
<td>• Be supportive bystander</td>
<td>•</td>
</tr>
</tbody>
</table>
Supporting SW Expectations w/ Effective Classroom Behavior Practices

PBIS emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

EXAMPLE:

Classroom Continuum

How did we get here?

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Effective Instruction

Good Behavior Game

Small Group Skills Practice

Frequent Positive Active Engagement

Contingent & Specific Positive Reinforcement

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Contingent & Specific Positive Reinforcement

How did we get here?

Effective Classroom Behavior Management

1. Positive Reinforcement

2. Active Supervision

3. Precorrect

4. Maximize Academic Success

5. Teach Behavior like Academic

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

www.pbis.org

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

www.pbis.org

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

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Readiness

BASICS
• MTSS/PBIS
• Prevention
• Behavioral sciences
• School climate

SCHOOL
• Principal participation
• Priority
• Implementation team
• Administration support
• Communication
• School climate
• 80% staff agreement

SCHOOL & CLASSROOM
• Positive climate
• Tiered support
• T3S coaches & mentors
• Implementation team
• Data-based decision making
• Active administrator support

EXTINCT
• People
• Continuum
• Environment-based practices
• Community/multidisciplinary role
• Data-based decision making
• Behavior
• Implementation fidelity

Outcomes

STUDENTS
• Avoid misconceptions
• Social skills
• General
• Targeted
• Motor & cognitive behavioral
• Attendance

DISTRICT
• Priority
• Continuum
• Evidence-based practices
• Superintendent participation
• Coaching & coordination role
• Data-based decision making
• Student implementation fidelity

SCHOOL & CLASSROOM
• Positive climate
• Tiered support
• T3S coaches & mentors
• Implementation team
• Data-based decision making
• Active administrator support

Implementation

T1 PRACTICES
• Establish readiness requirements
• Specify SW/CW social & behavior skills
• Develop & implement social & behavioral teaching procedures
• Develop & implement reinforcer development procedures
• Develop & implement social & behavioral teaching procedures
• Develop & implement social & behavioral teaching procedures
• Develop & implement social & behavioral teaching procedures
• Develop & implement social & behavioral teaching procedures

T1 SYSTEMS
• Tiered Fidelity Inventory
• Bi-weekly team meetings
• District coach/coordinator
• Staff implementation preparation & training schedule
• Monthly outcome data reporting
• Administrator walkthroughs

Upcoming Events

PBIS Forum
Sep 27-29, 2017
Chicago, IL

New England PBIS
Nov 14-15, 2017
Norwood, MA

Association PBS
March 28-31, 2018
San Diego, CA

Northeast PBIS
May 17-18, 2018
Mystic, CT