MTSS, RtI, PBIS: Culture, Context, & Science

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Purpose
Successful & durable implementation of PBIS is linked to consideration of culture, context, & implementation efficiency. Discussion topics will include MTSS, behavioral science, & school & classroom climate & culture.

www.pbis.org

Wisconsin's Framework for Equitable Multi-Level Systems of Support

July 2017 WDPI DLS

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

Implementation Challenge

Special education & disabilities
Academic achievement
MTSS Targets
Prosocial behavior
Positive school & classroom discipline & climate
Mental health

Bullying, behavior disorders, violence, self-injury, withdrawal, depression, etc.
Abuse, loss, accidents, science, medical, family, financial, etc.
MTSS/PBIS Logic

General & Special Education & Mental Health
District, State, Provincial, Territorial Leadership

Teach association of sounds w/ meaning?
Decrease out-of-school suspensions of kids of color?
Increase attendance in disadvantaged schools?
Teach main idea of paragraph?
Prevent occurrences of bullying behavior?
Help parents learn to defuse escalations?
Educate students who experience traumatic events?
Encourage value & use of scientific facts?
Reduce incidence & prevalence of HIV/AIDS in S. African schools?
Teach school-wide social skills?

Evidence-Based Practices

Social Skills Instruction
Trauma Informed Practices
Family Resource Center
Check & Connect
Token Economy
Second Steps
Incredible Years
Restorative Practices
Responsive Classroom
Check In Check Out
Behavioral Contracting
Prevent Teach Reinforce
Good Behavior Game
Positive Reinforcement

Why + Who + How + What = ?

MTSS & PBIS: Addressing?
Multi-Tiered Support Systems & Positive Behavioral Interventions & Supports

Good Behavior Game
Check In
Check Out
Responsive Classroom
Restorative Practices
Social Skills Instruction
Cognitive Behavior Therapy
Mental Health First Aid
Trauma Informed Practices
Family Resource Center
Token Economy
Second Steps
Incredible Years
Check In Check Out
Behavioral Contracting
Prevent Teach Reinforce
Good Behavior Game
Positive Reinforcement

Physical & Occupational Therapy
School Counseling, Social Work, & Psychology
Special Education
Juvenile Justice
Nursing
Mental Health

Mental Health Nursing
Child, Family, & Community Health
Juvenile Justice
Early Childhood & Pre-school
Higher Education
Unions
Comparative Federal Government
Business

MTSS/PBIS Logic

Academic
Emotional
Behavioral
General & Special Education & Mental Health
District, State, Provincial, Territorial Leadership

How do we…?

Social Skills Instruction
Trauma Informed Practices
Family Resource Center
Check & Connect
Token Economy
Second Steps
Incredible Years
Restorative Practices
Responsive Classroom
Check In Check Out
Behavioral Contracting
Prevent Teach Reinforce
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Positive Reinforcement

MTSS & PBIS: Addressing?
Multi-Tiered Support Systems & Positive Behavioral Interventions & Supports
Supporting Important Culturally Equitable Academic & Social Behavior Competence

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

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

PBIS Conceptual Foundations

Behaviorism

ABA

Applied Behavioral Technology

Social Validity

All Students

MTSS-A&B

PBIS

MTSS

Screen Early & Universally

Monitor PROGRESS Continuously

Use TEAM to Coordinate Implementation

Development of Local EXPERTISE & Implementation Fluency

DEVELOP CONTINUUM of Evidence-based Practices & Systems

Decide with DATA

Implement w/ FIDELITY & CULTURAL RELEVANCE

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Universal

Targeted

Some

Few
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

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

Defendable Theory of Action

Confirmable  
Reproducible

Comprehensive  
Parsimonious

Alberto & Troutman; Carone & Engelman; Cooper; Heward; Horner; Skinner; Vargas; Wolery; Baily; & Sugai

Biology is important 

Behavior is learned  

Behavior is lawful, therefore understandable & influence-able 

Adjust environment to influence & teach behavior
“Power of Habits”
....or Challenging Behavior
Charles Duhigg, 2012

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

TV remote
Teased
Difficult work

Walk
Ignore
Try

Entertained?!
Teasing stops?!
Work removed?!

CUE
HABIT
REWARD

Establishing/Replacing Habit
Charles Duhigg, 2014

Function-based Approach

CHALLENGE:

Remove competing cue
Add desired cue

Teach
Teach desired alternative

Remove reward for old habit
Add reward for new habit

All three elements are considered in SSI
...& addressing challenging behavior

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

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

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

Continuum of Support for "Theora"

Intensity

Universal
Targeted
Intensive

Support for ALL

Some
Few

Logo
Intensive
Targeted
Universal

Supports for all students with disabilities are multi-tiered.

Continuum of Support for ALL: “Molcom”

% of Students V. % of Contributions (Horner, 2011)

2979 ES  889 MS  390 HS

INCREASED EFFORT

Intensity
Frequency
Duration
Specialization
Differentiation
Teaming
Responsive-to-Treatment

Continuum Logic & Key PBIS Working Elements

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Mike Coyne et al., April 2016

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.
Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High intensity
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Academic-Behavior Association


EXAMPLE: School-wide Continuum

EXAMPLE: Classroom 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)
GUIDING PRINCIPLES

1. OUTCOME-ALIGNED...“Kid benefit”
2. EVIDENCE-BASED...“Bet next month’s salary”
3. INTEGRATED...“Smallest practice w/ biggest effect”
4. CULTURALLY & CONTEXTUALLY RELEVANT...“Why did I do that”
5. PARSIMONIOUS...“Add 1, Stop 2”
6. IMPLEMENTABLE W/ FIDELITY... “Doable every day”
7. MULTI-TIERED...“All for one, one for all”

Culture, Context, & Learning History

Culture = ✓

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Predicting future behavior
- Differentiates 1 group from others
- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Collection of learned behaviors, maintained by similar social & environmental contingencies

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Potential for cultural exchange & conflict

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Culture & Learning History

- Sugai, O'Keeffe, & Fallon 2012
1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.
4. Are my actions equitable?
5. Do I have shared experience w/ individuals who are diverse?
6. Do I act w/ team?
7. Do I use data to guide my actions?
8. Do I stop & check before I act?
9. Are my actions effective?
10. How does my learning history affect my actions?

**How does my learning history affect my actions?**

- Do I have shared experience w/ individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act w/ team?
- Do I use data to guide my actions?

**Individual Learning History & Context**

**PRACTICE**

- Effective
- Not Effective

**IMPLEMENTATION ✓**

**Effective**

- Maximum Student Benefits

**Not Effective**

**Aug 2017**

**RCT & Group Design PBIS Studies**


**McIntosh et al., 2016**

**Fixen & Blase, 2009**
• 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
• 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
• 4/10 heard derogatory language to these groups.
• 5/10 said students were targeting each other based on which candidate they supported.
• 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
• 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
• 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.
School Climate & PBIS

http://www.pbis.org/whats-new

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Actively Supervise

School Climate

- INDIVIDUAL & GROUP level construct
- Sets NORMS of (un)acceptable school behavior

Equity, Discipline, & Culture

- SHARED BELIEFS, values, & attitudes
- SHAPED INTERACTIONS between & among students, teachers, & administrators

Implementation Fidelity

- Family Engagement

Bullying & Hate

- Alignment & Integration

ESSA & School Climate

- Nation Climate Change

Behavior Management

- Positive Reinforcement
- Active Supervision
- Maximize Academic Success
- Actively Supervise

Effective Classroom Behavior Management
What’s It Take to Shift from Negative to Positive School Climate?

Easy to say…requires sustained priority to do.

Coercive Cycle

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

SCHOOL: Negative School climate
- Reactive management
- Exclusionary 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 role models

Positive Reinforcement Cycle

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

Where is your classroom & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment

JGHS – 2016 HS

JGHS – 2016 HS
### Quick Climate Scale for ______________

**Negative Climate**
- Inappropriate language/gestures
- Rough physical play
- Academic failure
- Feeding, intimidation, harassment
- Unexcused absent
- Inappropriate seeking assistance

**Positive Climate**
- Appropriate language
- Respectful language
- Appropriate play
- Academic success
- Appropriate problem solving
- Punctual
- Attendance
- Appropriate seeking assistance

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<th>Positive Climate</th>
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<td>Unexcused absent</td>
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<td>Inappropriate seeking assistance</td>
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- Verbal reprimands
- Behavior corrections
- Detention
- Low rates student contact
- Reactive management
- Low opportunities to respond
- Low academic engagement

- Specific verbal praises
- Positive initiations
- Positive active supervision
- High student engagement
- Many opportunities to respond
- Positive active supervision
- High academic engagement
School Climate Survey Suite
Administration Manual

Citation for this Publication

Biglan, Colvin, Mayer, Patterson, Reid, Walker

Establish positive school climate

Maximizing academic success

Teaching important social skills

Supervising actively

HOW?

Communicating positively

Modeling good behavior

Recognizing good behavior

HOW?

Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

BEHAVIORAL SCIENCES serve as useful theory of action/change

Positive, doable, effective PRACTICES exist to maximize academic/behavioral success

Implementation SYSTEMS needed for students to experience & benefit from effective practices

DECISION-based DATA systems to inform actions

Consideration of CULTURE needed to guide decisions & actions

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