MTSS/PBIS & Educational Excellence

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www.pbis.org www.neswpbis.org

TOPIC DABBLING

• School climate
• Prevention
• MTSS
• PBIS
• Tiered logic
• Social skills instruction
• Culture
Supporting Important Culturally Equitable Academic & Social Behavior Competence

**Big IDEA**

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Vincent, Randall, Cartledge, Tobin, & Swan-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab

Supporting Culturally Relevant Evidence-based Interventions

www.pbis.org
This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

- **PBIS Foundations**
- Classroom Applications
- Tier 2 Systems & Practices
- Tier 3 Systems & Practices
- Aligning Systems
- Juvenile Justice
- Mental Health Integration
- Equity
- Applied Evaluation
- Special Topics

Visit the Upcoming Events page at [www.pbis.org](http://www.pbis.org) for more information.
Northeast PBIS Network Leadership Forum

SAVE THE DATE
MAY 19-20, 2016
Mystic Marriott Hotel & Spa
625 North Road (Box 317)
Groton, CT 06340

Find us on the web, Twitter, and Facebook:
newpbn.org
@NortheastPBIS
Northeast PBIS Network

Content Strands:
• School-wide PBIS (Tier 1)
• Class-wide PBIS (Tier 1)
• Advanced Tiers (2 & 3)
• PBIS Implementation and Training
• Special Settings
• Academic Systems
• Special Topics

Featured Keynotes:
• Dr. Heather George, University of South Florida
• Dr. Steve Goodman, Minnesota’s Supported Behavior
  and Learning Support Initiative

Additional registration information will be available at newpbn.org.

Sponsored by the OSEP Center on Positive Behavioral Interventions
Analysis of Challenge

Rumination

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline
VIOLENCE PREVENTION

Positive predictable school-wide climate

High rates academic & social success

Positive adult role models

Positive active supervision & reinforcement

Multi-component, multi-year school = family = community effort

Negative School-Classroom Climate & Reactive Management

- Antisocial violent behavior
- Disengagement & withdrawal
- Dropout
- Academic failure
- Emotional & behavior disorders
- Exclusion

Coordinated Social Emotional & Learning (Greenberg et al., 2003)
Center for Study & Prevention of Violence (2006)
White House Conference on School Violence (2006)
Where is your classroom & school on the climate scale?

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>Positive Climate</th>
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<tbody>
<tr>
<td>• Academic failure</td>
<td>• Academic success</td>
</tr>
<tr>
<td>• Reactive management</td>
<td>• Positive expectations</td>
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<tr>
<td>• Exclusion</td>
<td>• Active supervision</td>
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<tr>
<td>• Reprimands</td>
<td>• Reteaching</td>
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<tr>
<td>• Non-compliance</td>
<td>• Many response opportunities</td>
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<tr>
<td>• Social withdrawal</td>
<td>• Welcoming environment</td>
</tr>
<tr>
<td>• Bullying</td>
<td>• Positive reinforcement</td>
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<tr>
<td>• Social withdrawal</td>
<td>• Teaching social skills</td>
</tr>
<tr>
<td>• Low rates praise</td>
<td>• Positive expectations</td>
</tr>
<tr>
<td>• Negative engagements</td>
<td>• Model expected behavior</td>
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PBIS goal to establish & maintain positive teaching & learning environment

Biglan, Colvin, Mayer, Patterson, Reid, Walker

Establish positive school climate

Maximizing academic success

Teaching important social skills

HOW?

Communicating positively

Supervising actively

Modeling good behavior

Recognizing good behavior
Applied Challenge: Academic & behavior success (failure) are linked!

Getting Tough

Teaching to Corner

"This is the worst class I've ever had."

Shifts accountability away from child

Triggers & reinforces antisocial behavior

Why "getting tough" not good response?

Creates environments of control

Weakens child-adult relationship

Weakens academic & social behavior
School Climate Self-Assessment – 5 min.

<table>
<thead>
<tr>
<th>Decision</th>
<th>Action</th>
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<tbody>
<tr>
<td>Yes ? No 1. Do &gt;80% of STUDENTS have socially appropriate interactions w/ PEERS daily?</td>
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<tr>
<td>Yes ? No 2. Do &gt;80% of STUDENTS have more POSITIVE than negative social interactions with their PEERS daily?</td>
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<tr>
<td>Yes ? No 3. Do &gt;80% of STAFF MODEL positive expected social behavior daily?</td>
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<td>Yes ? No 4. Do &gt;80% of students experience high levels of SUCCESSFUL ACADEMIC ENGAGEMENT every hour?</td>
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<td>Yes ? No 5. Are we using DATA to monitor the above?</td>
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<tr>
<td>Yes ? No 6. Is our TEAM monitoring &amp; coordinating implementation of above?</td>
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“Train & Hope”

“Drive-by-Training” “Spray & Pray” etc.

WAIT for New Problem

REACT to Problem Behavior

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

Expect,. But HOPE for Implementation
Enough Rumination

MTSS/PBIS: Addressing the Challenge
MTSS aka PBIS, SWPBS, MTSS-B, MTBF, RtI-B…

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

PBIS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

ALL students
Improving classroom & school climate

Decreasing reactive management

Integrating academic & behavior initiatives

Maximizing academic achievement

Improving support for students w/ EBD

PBIS is about

Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Decide with Data

Screen Universally

Monitor Progress Continuously

PBIS & MTSS Share Functions

Use Team to Coordinate Implementation

Develop Local Expertise & Implementation Fluency
Prevention Logic for All

Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
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<tr>
<td>Decrease development of new problem behaviors</td>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
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Biglan, 1995; Mayer, 1995; Walker et al., 1996

GOAL: “Capacity Development”

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

Skinner, 1953, Science of Human 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 School Wide Instructional & Positive Behavior Support

All Students

Some Students

Few Students

Tertiary Prevention (Tier 3)
- Most individualized
- Most differentiated
- Most specialized

Secondary Prevention (Tier 2)
- Group implemented
- More differentiated
- More specialized

Primary Prevention (Tier 1)
- All students
- All staff
- All settings
Label behavior...not people

Supports for all students w/ disabilities are multi-tiered
Continuum of Support for ALL:
“________”

Dec 7, 2007

Universal

Targeted

Intensive

Major Behavior Aug-Dec 2015

- 0.94%
- 6.42%
- 9.81%
- 82.83%
~80% of Students

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION

• Function Based Support
• Wraparound
• Person Centered Planning

SECONDARY PREVENTION

• Check In/Out
• Targeted Social Skills Instruction
• Peer Based Supports
• Social Skills Club

PRIMARY PREVENTION

• Teach Social Expectations
• Proactive SW Discipline
• Positive Reinforcement
• Effective Instruction
• Parent Engagement

ACTIVITY ESTABLISHING CONTINUUM of SWPBS – 12 minutes

Practice Investments

1. What practices for all students, staff, & settings (T1)?
   - Implementation fidelity: HIGH, MEDIUM, LOW, ??
2. What practices for groups of students (T2)?
   - HIGH, MEDIUM, LOW, ??
3. What practices for individual students (T3)?
   - HIGH, MEDIUM, LOW, ??
SCHOOL-WIDE
1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

CLASSROOM
1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positively stated expectations posted, taught, reviewed, prompted, & supervised.
4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior

EVIDENCE-BASED INTERVENTION PRACTICES
1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Pre-corrections & reminders
4. Positive reinforcement

NONCLASSROOM
1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Pre-corrections & reminders
4. Positive reinforcement

FAMILY ENGAGEMENT
1. Continuum of positive behavior support for all families
2. Frequent, regular, positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources
RCT & Group Design PBIS Studies


“Bet your next month’s salary!!”

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

Leadership team

- School-Wide PBS (Tier 1)
  - Set of positive expectations & behaviors
  - Procedures for teaching SW & classroom-wide expected behavior
  - Procedures for encouraging expected behavior
  - Continuum of procedures for discouraging rule violations
  - Continuum of procedures for encouraging expected behavior
  - Procedures for on-going data-based monitoring & evaluation

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

How do we teach “respect?” ....or any other social skill

www.neswpbs.org
“Teaching by Threatening”

“I hate this f____ing school & you’re a dumbf______!”

“That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again….starting now!”

Punishment teaches
- Punishment signals error.
- Punishment does not teach SS.

Teach “1 hour every Monday”
- SS are needed all day.
- SS are prompted & practiced all day.

Not my responsibility
- SS are needed to learn.
- SS are needed to teach.

Bad behavior is trait
- SS (good/bad) learned & taught.
- Teaching SS should be formal.

Social Skills Misrules
“Power of Habits”
….or Challenging Behavior
Charles Duhigg, 2012

CUE → HABIT → REWARD

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

Dessert satisfied
Eat TV remote Entertained?! Walk
Ignore
Teased
Teasing stops?! Difficult work Work removed?!

CUE
• Remove competing cue
• Add desired cue

HABIT
• Teach acceptable alternative
• Teach desired alternative

REWARD
• Remove reward for old habit
• Add reward for new habit

All three elements are considered in SSI 
…& addressing challenging behavior
## Promoting Social Skills Self-Assessment – 7 min.

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
<th>Action</th>
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<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Teaching social skills is formal component of our school culture?</td>
<td></td>
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<tr>
<td>Yes ? No</td>
<td>2. Teaching social skills is INTEGRATED into DAILY classroom &amp; non-classroom activities?</td>
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<tr>
<td>Yes ? No</td>
<td>3. Most (&gt;80%) staff members MODEL expected social skills daily?</td>
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<tr>
<td>Yes ? No</td>
<td>4. Most (&gt;80%) of staff members actively &amp; daily supervise &amp; reinforce social skill displays?</td>
<td></td>
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<tr>
<td>Yes ? No</td>
<td>5. 8 out of 10 students can state 3-5 school-wide expectations &amp; give setting specific example?</td>
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<tr>
<td>Yes ? No</td>
<td>6. Is our TEAM using data to monitor &amp; coordinate implementation of above?</td>
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<tr>
<td>&quot;Don’t Throw Stones!&quot;</td>
<td>IMPLEMENTATION</td>
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<td></td>
<td>Effective</td>
<td>Not Effective</td>
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<tr>
<td>PRACTICE</td>
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<tr>
<td>Effective</td>
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<tr>
<td>Not Effective</td>
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**Maximum Student Benefits**

**Culture =**

**Group of individuals**

**Overt/verbal behavior**

**Shared learning history**

**Differentiates 1 group from others**

**Predicting future behavior**

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies.

Sugai, O’Keeffe, & Fallon 2012
"Arrange environment to be conducive to teaching & learning" (N. Haring, 2012)

Student Benefit = EBP + Culturally Responsive Implementation Fidelity + Local Implementation Capacity

Focus on behavioral & prevention sciences

Implementation framework required for implementation capacity development

Implementation Practices & Systems: BIG IDEAS!
“MTSS Logic Model”

**INPUTS**
- Team
- Local Capacity
- Data
- Fidelity
- Culture & Context

**OUTPUTS**

**OUTCOMES**

**IMPACT**
- Academic & Behavior Success

**Supporting Important Culturally Equitable Academic & Social Behavior Competence**

**Big IDEA**

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swan-Bradway (2011; Sugai, O’Keeffe, & Fallon, 2012ab)