MTSS: What Does It Have To Do With Behavior?

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Purpose
Describe how MTSS serves as framework for social & emotional learning & positive school climate, MTSS & PBIS, prevention, PBIS, school climate, teaching, positive school culture.

Context & Basics

John B. King, Jr.
U. S. Secretary of Education

- Academic Achievement
- MTSS
- Equity
- School-to-Prison Pipeline
- Data for Decision Making
- Disabilities
- Evidence-based Practices
- School Reform
- School Climate

School Discipline Challenge: Academic & behavior success (failure) are linked.
Teaching to Corner

“Teaching to Corner”

Nov 1985, Kappa

“This is the worst class I’ve ever had.”
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

PBIS aka MTSS, RII, SWPBS, MTSS-B, MTBF, RII-B...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

MTSS CONTINUUM OF SCHOOL WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-Classroom-Wide Systems for Students
Secondary Prevention: Specialized Group Systems for Students
Tertiary Prevention: Specialized Individualized Systems for Students

Supporting All Students, Staff, & Settings

ALL ~80% of Students

RCT & Group Design PBIS Studies


Oct 2015
Establish Positive Classroom & School Climate

PBIS goal to establish & maintain positive teaching & learning environment

School Climate Survey Suite
Administration Manual

www.pbisapps.org
**GOAL:** Effective Teaching & Learning Environments

"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*

**Common Language**

- Classroom
- School
- District
- State

**Common Experience**

- Quality Vision/Values
- Leadership

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**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

**Prevention Actions**

- Teach, monitor, & acknowledge prosocial behavior

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**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

- 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

- ~80% of Students
- Few
- Some
- All

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**Continuum of Support for All**

- Intensive
- Targeted
- Some
- Universal
- All

Dec 7, 2007
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

Teach Social Skills for Generalized Responding
**Social Skills Misrules**

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

- “I have a really hard time every Monday.”
- SS are needed all day.
- SS are needed and practiced all day.

- Bad behavior is trait:
  - SS is taught and learned.
  - Teaching SS should be formal.

**Establishing/Replacing Habit**

- 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

**“Power of Habits”**

- CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)
  - TV remote
  - Seated

- Sit & watch
  - Hit

- Destroy work
  - Work removed

**Social Skill Teaching & Learning Phases**

- Acquisition
  - New skill w/ accuracy
  - Show, model, explain w/ feedback

- Fluency
  - Speed & consistency
  - Practice w/ feedback

- Maintenance
  - Sustained accuracy & fluency
  - Practice w/ less feedback

- Generalization
  - Use in new context
  - Teach, practice in variety of conditions

- Adaptation
  - Modify & fit behavior in new context
  - Teach variations w/ feedback

**Basic Behavior Teaching Processes**

- Define simply
- Model & provide positive feedback & reinforcement
- Practice in range of natural settings
- Reinforce & reteach

- Fluency building & generalized responding

**Teaching Matrix**

- Setting
- All settings, hallways, places and main

- Social Skill
- Monitor & provide positive feedback & reinforcement

- Behavior Context
- Practice in range of natural settings

- Examples
- Reinforce & reteach
**Implement w/ Cultural & Contextual Fidelity**

**Culture & Context**

Culture = Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

**Concluding Comments**
Implement PBIS/MTSS for all
Align, eliminate, & integrate
Avoid reactive management
Model what you expect
Acknowledge equitably
Give priority to evidence-based practices
Be explicit & deliberate & keep it simple