The Massachusetts Tiered System of Supports (MTSS)

PBIS Academy Informational Webinar 7/25/14

Agenda

Welcome

Overview of Massachusetts Tiered System of Supports
  Professional Development FY2015
  Positive Behavior Interventions and Supports (PBIS) Academy
  Universal Design for Learning (UDL) Academy
  Tiered Academic System of Supports Academy

Overview of PBIS Academy
  Summary of PBIS
  Scope and sequence of trainings
  Required participants
  Data Systems

Questions

State Personnel Development Grant (SPDG)

 makeover

US DOE Office of Special Education Programs (OSEP)
  funded Grant

SY 2012-2013- SY 2016-2017

The Partnership Project (TPP) is a five-year initiative to
develop model sites in each of the six regions across
the Commonwealth that will demonstrate the
implementation of evidence-based practices within a
tiered system of supports.

ESE menu of professional development in content
areas that include:

  Universal Design for Learning (UDL)
  Positive Behavioral Interventions and
  Supports (PBIS)
  Developing District-level Structures and Supports
  Academic Content Areas
    Literacy
    Mathematics
  Post Secondary Planning
  Family and Community Engagement
  Early Education

Positive Behavioral Interventions and Supports (PBIS) Academy

makeover

ESE has entered into a multiyear contract with the
University of Connecticut/PBIS Center to design and deliver
a statewide initiative in Massachusetts to train and coach
district and school personnel in the creation and
implementation of School-Wide Positive Behavior Supports
(SWPBS).

This initiative, the PBIS Academy, includes full day trainings
and on-site technical assistance and consultation over
multiple years.

The PBIS Academy includes trainings that are appropriate
for teams with various levels of knowledge and/or stages of
implementation of PBIS.

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  Early Education

Massachusetts Department of Elementary and Secondary Education
Massachusetts Tiered System of Supports: PBIS Academy Webinar

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
July 25, 2014
www.pbis.org  www.cber.org

Training/Coaching
• Ann Marie Dubuque
• Martha Wally

Evaluation
• Susannah Everett

Coordination
• Jen Freeman
• Brandi Simonsen

www.pbis.org  www.cber.org

PURPOSE
Overview of readiness, training, implementation, & outcomes of Massachusetts Tiered Supports System PBIS Academy

PBIS (aka SWPBS) is
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

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
SWPBS is about establishing capacity for:

- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students with EBD
- Maximizing academic achievement

**SWPBS emphasis**

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

**General Phases, Activities, & Outcomes of Implementation**

**Phase 1: Exploration & Adoption**

- Document SC DISTRICT priority
- Document SC PRINCIPAL priority
- Document SC STAFF priority
- See Readiness Checklist

**Phase 2: Initial Implementation**

- Establish school behavior leadership team
- Establish school behavior coach
- Secure staff agreement
- Participate training for SW & CW
- Develop/Implement action plan, including data system

**Phase 3: Full Implementation**

- Develop/Implement action plan for SW implementation
- Monitor implementation fidelity & student progress
- Develop/Implement action plan for specialized behavior support

**LEADERSHIP TEAM** (Coordination)

- Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations

**Funding**
- **Visibility**
- **Political Support**
- **Policy**

**Expected Outcomes**

**STAFF**

- All Staff engage in:
  - Teaching, prompting, acknowledgement of positive behavior
  - Precorrective active supervision
  - Consistent & predictable processing of rule violations
  - Greater positive than negative contacts & interactions

**STUDENTS**

- Learn SW & CW behavioral expectations
- Increase positive social & self-management skills
- Increase positive peer-peer & peer-adult contacts
- Increase academic engagement & attendance
- Decrease problem behavior discipline referrals, & suspensions

**PHYSICAL & SOCIAL CLIMATE** perceived as:

- Safer
- More predictable
- More positive
- More responsive

**General Implementation Process**

- Team
  - Agreements
  - Data-based Action Plan "Plan"
  - Implementation "Do"
  - Evaluation "Check"

- State District School Students Staff Principal Superintendents
- All Staff, Students, Administrators
**SWPBS: Core Practice Features**

**SECONDARY PREVENTION**
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & pre-correction
- Increased opportunities for reinforcement
- Continuous progress monitoring

**TERtiary PREvention**
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased pre-correction, supervision, reinforcement

**PRIMARY PREvention**
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

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**Leadership Team & Coaches Meetings**

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
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<tbody>
<tr>
<td><strong>YEAR 1</strong></td>
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<tr>
<td>6 days Team Training</td>
<td>Minimum membership: administrator, grade</td>
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<td>level representatives, support staff</td>
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<tr>
<td>3 ½-day Coaches Meetings</td>
<td>2 Coaches</td>
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<tr>
<td>1 ½-day SWIS Training</td>
<td>Admin, Coach, Data Entry</td>
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<td><strong>YEAR 2</strong></td>
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<td>3 days Team Training</td>
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<td>2 ½-day Coaches Meetings</td>
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<tr>
<td>1 ½-day CICO-SWIS Training</td>
<td>Tier 2/3 Coordinator, Data Entry</td>
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<td><strong>YEAR 3</strong></td>
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<td>3 days Team Training</td>
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<tr>
<td>2 ½-day Coaches Meetings</td>
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<tr>
<td>3 days Specialized Behavior Team Training</td>
<td>Tier 2/3 Specialists, Data Entry</td>
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**Basic MTBF Implementation Framework**

**Next Steps**

⭐ **Cohort 1a**
- Email of Intent sent no later than 12:00 pm on Tuesday, July 29th: mtss@doe.mass.edu
- Principals and coaches webinar Friday, August 1
- Registration information will be sent upon receipt of Email of Intent.

⭐ **Two cohorts SY 2014-2015:**
- Cohort 1a – August 19 and 20 – Days 1 & 2
- Cohort 1b – September 30 and October 1 – Days 1 & 2
- Days 1 and 2 – Centrally Located
- Days 3 – 6 – Locations TBD
- regionally based in either the east or west
- Team leaders will be able to select cohort 1 or 2 based upon availability

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**Thank you!**

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⭐ Mary-Ellen Efferen – mefferen@doe.mass.edu
⭐ Madeline Levine – mlevine@doe.mass.edu