MTSS for All Students: Maximizing Academic & Behavior Success

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www.neswpbis.org
www.cber.org

TOPIC DABBLING
- School & classroom climate
- Prevention
- MTSS
- PBIS
- Tiered logic
- Social skills instruction
- Culture
“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, "Success is the natural consequence of consistently applying the basic fundamentals.”

Jim Rohn


“Well, the truth is, there are simple answers; they just are not easy ones.”

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
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

[Image of a website with the URL www.neswpbs.org]
Analysis of Challenge
Rumination
Negative School-Classroom Climate & Reactive Management

- Verbal reprimands
- Corporal (physical) punishment
- Restraint
- Seclusion & exclusion
- Humiliation
- Excessive restitution

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

The School Climate and Discipline Guidance Package

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline
VIOLENCE PREVENTION

Positive predictable school-wide climate

Positive adult role models

Positive active supervision & reinforcement

High rates academic & social success

Positive academic instruction

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

Where is your classroom & school on the climate scale?

Negative Climate | Positive Climate
--- | ---

Academic failure | Academic success
Reactive management | Positive expectations
Exclusion | Active supervision
Reprimands | Reteaching
Noncompliance | Many response opportunities
Social isolation | Welcoming environment
Disengagement | Positive relationships
Negative expectations | Teaching social skills

PBIS goal to establish & maintain positive teaching & learning environment

Coercive Cycle

Reinforcing Cycle

Coordinated Social Emotional & Learning (Greenberg et al., 2003)
Center for Study & Prevention of Violence (2006)
White House Conference on School Violence (2006)

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Where is your classroom & school on the climate scale?
Establish positive school climate

Maximizing academic success

Teaching important social skills

Communicating positively

Modeling good behavior

Recognizing good behavior

Supervising actively

Getting Tough

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

Teaching to Corner

"This is the worst class I've ever had."
Triggers & reinforces antisocial behavior

Creates environments of control

Shifts accountability away from child

Weakens child-adult relationship

Why “getting tough” not good response?

Creates environments of control

Weakens academic & social behavior

School Climate Self-Assessment – 5 min.

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

WAIT for New Problem

REACT to Problem Behavior

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

Enough Rumination
MTSS: 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
What is PBIS?

PBIS is

Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for ALL students
PBIS is about improving classroom & school climate, decreasing reactive management, maximizing academic achievement, and integrating academic & behavior initiatives.

Support for students with EBD.

Implement w/ Fidelity

Decide with Data

Screen Universally

Monitor Progress Continuously

Develop Continuum of Evidence-based Practices & Systems

Develop Local Expertise & Implementation Fluency

Use Team to Coordinate Implementation

Share Functions
Mismatch between problem & intervention

Primary (Prevention: School/M Classroom M 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)

<table>
<thead>
<tr>
<th>TERTIARY PREVENTION (Tier 3)</th>
<th>SECONDARY PREVENTION (Tier 2)</th>
<th>PRIMARY PREVENTION (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Most individualized</td>
<td>• Group implemented</td>
<td>• All students</td>
</tr>
<tr>
<td>• Most differentiated</td>
<td>• More differentiated</td>
<td>• All staff</td>
</tr>
<tr>
<td>• Most specialized</td>
<td>• More specialized</td>
<td>• All settings</td>
</tr>
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</table>

~80% of Students (All)

~15% (Some)

FEW (~5%)
Universal

Targeted

Intensive

Continuum of Support
"Theora"

Math
Science
Writing
Spanish
Decoding
Soc skills
Soc Studies
Technology
Basketball

Universal

Targeted

Intensive

Continuum of Support for ALL: "Molcom"

Supports for all students w/ disabilities are multi-tiered

Label behavior…not people
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

• Targeted social skill instruction
• Peer based supports
• Social skills club

PRIMARY PREVENTION

• Teach SW 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, ?

~80% of Students
“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**

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**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><strong>Incidence</strong></td>
<td><strong>Prevalence</strong></td>
</tr>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
</tr>
<tr>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
<tr>
<td>Teach, monitor, &amp; acknowledge prosocial behavior</td>
<td></td>
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Biglan, 1995; Mayer, 1995; Walker et al., 1996
School-wide Positive Behavioral Interventions and Supports (SWPBIS):

**Getting Started Workbook**

[www.neswpbs.org](http://www.neswpbs.org)

Leadership team

- Procedure for on-going data-based monitoring & evaluation
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations

School-Wide PBS (Tier 1)

- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
How do we teach “respect?” ... or any other social skill

Social Skills Misrules

- Punishment teaches
- Punishment signals error.
- Punishment does not teach SS.
- SS are needed all day.
- SS are prompted & practiced all day.
- SS are needed to learn.
- SS are needed to teach.
- SS (good/bad) learned & taught.
- Teaching SS should be formal.

Punishment teaches

“Teach “1 hour every Monday”

Not my responsibility

Bad behavior is trait
"Power of Habits"
….or Challenging Behavior
Charles Duhigg, 2012

CUE
- Dessert
- TV remote
- Teased
- Difficult work

HABIT
- Eat
- Sit & watch
- Hit
- Destroy work

REWARD
- Satisfied
- Entertained
- Teasing stops
- Work removed

Establishing/Replacing Habit
Charles Duhigg, 2014

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
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<td>1. TEACHING social skills is formal component of our school culture?</td>
<td></td>
</tr>
<tr>
<td>Yes  ?  No</td>
<td>2. Teaching social skills is INTEGRATED into DAILY classroom &amp; non-classroom activities?</td>
<td></td>
</tr>
<tr>
<td>Yes  ?  No</td>
<td>3. Most (&gt;80%) staff members MODEL expected social skills daily?</td>
<td></td>
</tr>
<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>
</tr>
<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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**Implementation Features**
"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" (Cook & Cook, 2013)

"EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences." (American Psychological Association, 2000)

"When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations." (National Institute of Justice)

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"Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out alternative explanations for the documented change." (National Institute of Justice)

"Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences)." (HHS SAMHSA, 2009)

"An approach in which current, high quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions." (ASHA, www.asha.org)

"Process in which the practitioner combines well researched interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services." (Socialworkpolicy.org, 2015)

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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.

Culture & Context

Student, Teacher, Community, Family, Administrator.
Positive Behavioral Interventions and Supports Implementation Blueprint:
Part 1 - Foundational and Supporting Information
Part 2 - Self-Assessment & Action Planning

LEADERSHIP TEAM

Evaluation & Performance Feedback
Content Expertise

Local Implementation Demonstrations

Professional Development
Coaching & Technical Assistance

Funding
Visibility & Dissemination
Political Support
Policy & Systems Alignment
Personnel Readiness

NIRN.org
Scalingup.org
Fixsen & Blase

www.pbis.org
### MTSS Implementation Self-Assessment – 5 min.

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<td></td>
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<tr>
<td>Yes ? No</td>
<td>2. Our practices are organized &amp; implemented efficiently in CONTINUUM of SUPPORT?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. We have measures of STUDENT PROGRESS &amp; IMPLEMENTATION FIDELITY?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Our team has sustainable IMPLEMENTATION CAPACITY?</td>
<td></td>
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### Implementation Practices & Systems: *BIG IDEAS!*

- "*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
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

Vincent, Randall, Cartledge, Tobin, & Swan-Bradway. 2011; Sugai, O’Keeffe, & Fallon, 2012ab
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 for more information.