MTSS, Sustainability, & Implementation Capacity Development

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PURPOSE
Share what we’re learning about capacity development for implementation fidelity & sustainability in context of MTSS, school climate, & PBIS

Team Assessment of Implementation Status

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“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”

Coach John Wooden’s Greatest Secret
Pat Williams, 2014.

“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.”

Ronald Reagan in Coach John Wooden’s Greatest Secret
Pat Williams, 2014.

COERCIVE CYCLE
“Scream until your...!”

KID
(-) School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Academic failure
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

SCHOOL
(-) School climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Insufficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Insufficient, ineffective instruction
- Negative adult role models

Why is negative school climate undesirable?

Devalues child-adult relationship
Weakens academic & social behavior development

Shifts accountability away from school
Triggers & reinforces antisocial behavior
Creates environments of control

What’s it take to shift from Negative to Positive School Climate?
“Easy to say... difficult to do?”

Positive Reinforcement Cycle

SCHOOL
(+) 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
(+) School climate
- Compliance & cooperation
- Respect & responsibility
- Positive peers & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

Positive Student Behavior
Coercive Cycle
Negative School Behavior
Positive School Behavior
Positive Student Behavior
"Power of Habits"  
Charles Duhigg, 2012

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

1. Do >80% of students engage in socially appropriate interactions w/PEERS daily?
   - Yes
   - No

2. Do >80% of STAFF have more POSITIVE than negative social interactions with their students daily?
   - Yes
   - No

3. Do >80% of STAFF MODEL positive expected social behavior daily?
   - Yes
   - No

4. Do >80% of students experience high levels of SUCCESSFUL ACADEMIC ENGAGEMENT every hour?
   - Yes
   - No

5. Are we using DATA to monitor the above?
   - Yes
   - No

6. Is our TEAM monitoring & coordinating implementation of above?
   - Yes
   - No

Quick School Climate Self-Assessment

Implementation Capacity Development

"Have you ever wonder why certain government institutions perform better than others?"  
UNDP 2009 p. 30

Competent & motivated staff
Competitive & meritocratic recruitment process
Visionary & inspiring leadership
Shared sense of purpose & positive attitude
Effective communication strategies & feedback mechanism
Use of state-of-the-art technology
Effective learning & training system

Capacity Development Points  
UNDP 2009

INDIVIDUAL
- Knowledge
- Skills
- Experience

ORGANIZATION
- Vision
- Language
- Experiences
- Leadership

ENVIRONMENT
- Policy
- Laws
- Leadership
GOAL: “Capacity Development Outcome”

“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

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

MTSS Functions

Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Decide with Data

Screen Universally

MTSS Functions

Monitor Progress Continuously

Use Team to Coordinate Implementation

Tertiary Prevention

Secondary Prevention

Primary Prevention

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

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

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

MTSS = PBIS, Rii, SRBI

Continuum Logic

TERTIARY PREVENTION (Tier 3)

SECONDARY PREVENTION (Tier 2)

PRIMARY PREVENTION (Tier 1)

- Most individualized
- Most differentiated
- Most specialized

- Group implemented
- More differentiated
- More specialized

- All students
- All staff
- All settings

ALL

~80% of Students

SOME

FEW

SECONDARY PREVENTION (Tier 2)

- Group implemented
- More differentiated
- More specialized

- All students
- All staff
- All settings

ALL

~80% of Students

SOME

FEW
Continuum Logic

- Intensity linked to RESPONSIVENESS TO INTERVENTION
- Application & ALIGNMENT within & across organization
- Function rather than label, position, title
- Integrated & cumulative ACADEMIC & BEHAVIOR supports
- ALL students, staff, & families across all settings

Continuum of Support for All

Universal

- All

- Some

- Few

- Intensive

Universal

- Targeted

- Universal

Theora

- Math
- Science
- Spanish
- Writing
- Comprehension
- Decoding
- Soc studies
- Technology
- Basketball
- Spanish
- Label behavior...not people

Continuum of Support for ALL: “Molcom”

- Problem solving
- Technology
- Independent play
- Adult relationships
- Self-regulation
- Homework
- Peer interactions
- Label behavior...not kids

Continuum of Support for ALL: “Mr. Kamiya’s 6th Grade”

- Adult mentor
- Individual behavior contract
- Good Behavior Game
- Conflict resolution
- Peer mentoring
- Think Time
- Morning meeting
- Label practices...not people

Universal

- Targeted

- Universal

- Intensive

- Targeted

- Universal

- Intensive

- Targeted

- Universal
2. Student Fit
- Need (+/-)
- Priority

3. Context-Environment Fit
- Language
- Developmental
- Educational
- Cultural

### Selection, Alignment, & Integration Process
1. Identify measurable needs & expected outcomes
2. Identify existing & new practices that align or need expected outcomes
3. Prioritize defensible & implementable practices
4. Integrate practices around expected outcomes
5. Organize supporting systems to implement integrated practices with fidelity

### SWPBS: Core Practice Features

### Alignment & Integration

#### Student Outcomes
- Evidence-based Practices
- Implementation Systems
- Data Decisions

#### TEAM Administration
- Counseling
- General Education
- Instruction & Curriculum
- Nursing
- Occupational Therapy
- Physical Therapy
- Psychology
- Resource Officers
- Social Work
- Special Education
- Mental Health

#### Efficient use of finite resources
- "If +1 then -2"

#### Continuum Logic
- Student benefit
- Continuous & dynamic process
- Probability of biggest effect
MTSS Emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Potential for cultural exchange & conflict

Student
Community
Family
Teacher
Administrator

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"The way to achieve dauntingly high goals is through a relentless focus on achieving optimal performance in a lot of seemingly little things. Those little things accumulate over time & make a big difference."

Upcoming Events

- SMH Conference: Nov 5-7, 2015, New Orleans, LA
- New England PBIS: Nov 19-20, 2015, Norwood, MA
- APBS Conf.: Mar 23-26, 2016, San Francisco, CA
- Northeast SWPBS Lead. Forum: May 19-20, 2016, Mystic, CT

*Problem solving, Cooperative play, Adult relationships, Anger management, Attendance, Peer interactions, Independent play, Label*behavior…..not*kids*, Self-regulation, Homework, Technology

Common% Vision/Values% Common% Language% Common% Experience% Quality Leadership Effective'Organizations' Classroom School District State

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