School Climate – Implementation – MTSS – Alignment & Integration

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Relationship is goal/outcome
EBP exist to enable relationships
Organization has responsibility to implement EBP with fidelity
Some thoughts...

GOAL: “Capacity Development”

Effective Organizations

Common Language

Common Experience

Common Vision/Values

Quality Leadership

SCHOOL

Disproportionality & School-Prison Pipeline

School Climate & Discipline

Now is the Time

The Summer Capacity and Selection Event/Conference

KID

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 peer & adult interactions
• Engagement & participation
• Attendance & punctuality
• Anger & conflict management
• Safe & clean environment
• Healthy food & substance use
• Self-management behavior

COERCIVE CYCLE
“Scream until you….!”

SCHOOL
(- 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
What’s It Take to Shift from Negative to Positive School Climate? “Easy to say...difficult to do?”

**Coercive Cycle**
- Positive Student Behavior
- Positive Reinforcement
- Positive School Climate

**Positive School Behavior**
- Positive Reinforcement Cycle
- Positive Student Behavior

**HOW?**
- Establish positive school climate
- Maximizing academic success
- Teaching important social skills
- Modeling good behavior
- Recognizing good behavior

**IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Implementation Fidelity</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Not Effective</td>
</tr>
<tr>
<td><strong>Effective</strong></td>
<td><strong>Maximum Student Benefit</strong></td>
</tr>
<tr>
<td><strong>Not Effective</strong></td>
<td>Low Probability for Student Benefit</td>
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</tbody>
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**State/District Dept. of**

**PRACTICE**

- Effective
- Reduced Probability of Student Benefit
- Low Probability for Student Benefit

**Not Effective**

**Implementation & Outcome Success??**

**MTSS**
aka - PBIS, MTSS-B, RtI-A, MTSS-A, RtI-B, MTBF, SRBI

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

[References: Biglan, Covin, Haagwood, Mayer, Patterson, Reid, Walker; Fixsen & Blasé (2009); Biglan, Fixsen, Blasé, et al. NIRN]
Implement w/ Fidelity
Develop Continuum of Evidence-based Practices & Systems
Develop Local Expertise & Implementation Fluency
Use Team to Coordinate Implementation

MTSS Functions

Screen Universally

Monthly Progress Continuously

MTSS = PBIS, RII, SRBI

Prevention & Continuum Logic

Public Health Approach
Center for Disease Control

PRIMARY PREVENTION (Tier 1)
- All students
- All staff
- All settings

SECONDARY PREVENTION (Tier 2)
- Group implemented
- More differentiated
- More specialized

TERTIARY PREVENTION (Tier 3)
- Most individualized
- Most differentiated
- Most specialized

Continuum Logic

HOMEWORK

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 SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

Homework

Universal%

Targeted%

Intensive%

Con*nuum%of%

Support%for%ALL:%

“Mr. Kamiya’s 6th Grade”

Core Classroom & Behavior Management Practices

Big 7 CBMs

Maximize OPPORTUNITIES to respond
Handle MINOR behavior errors quickly & discreetly
Implement BEHAVIOR SUPPORT PLAN for UNRESPONSIVE behavior errors
Provide high levels of academic success

Establish & acknowledge safe & predictable environment

Simonsen, Myers, Freeman, Lane, Scott, et al.
TABLE OF CONTENTS

Chapter 3

1. Empirical Support
   • Functional Relationship
   • Meaningful Effect Size
   • Replication
   • Context

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

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

Potential for cultural exchange & conflict

Selection, Alignment, & Integration Process

1. Identify measurable NEED & expected OUTCOME
2. Identify existing & new practices that ALIGN w/ need & expected outcome
3. PRIORITIZE defensible & implementable practices
4. INTEGRATE practices around expected outcome
5. Organize SUPPORTING SYSTEMS to implement integrated practices with fidelity

RCT & Group Design PBIS Studies

"Waging next month’s safety!!"
• Reduced major disciplinary infractions
• Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
• Improvements in academic achievement
• Enhanced perception of organizational health & school climate
• Reductions in teacher reported bullying behavior & peer rejection
• Improved school climate

www.pbis.org/schools-school-mental-health/interconnected-systems