How are CSSS, PBIS, MTSS, & RtI Related? Core Features & Examples

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EVERYONE A LEADER, EVERYONE A LEARNER

PURPOSE
Describe relationship of MTSS, RtI, & MTBF, & elaborate on essential elements of PBIS especially at Tier 1

Action Steps - Homework

<table>
<thead>
<tr>
<th>SWPBS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is 1 thing you learned about PBIS that you did not know before?</td>
<td></td>
</tr>
<tr>
<td>2. What 3 “big ideas” will you take back to your colleagues?</td>
<td></td>
</tr>
<tr>
<td>3. What is 1 practice you will do tomorrow that you have not done before?</td>
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</tr>
<tr>
<td>4. What is 1 practice you will consider not doing tomorrow?</td>
<td></td>
</tr>
<tr>
<td>5. What is 1 enhancement you can make in your teaching environment to increase likelihood of doing above?</td>
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Elon 2015

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline

Getting Tough

“This is the worst class I’ve ever had.”

Factors Directly & Indirectly Contributing To Student Learning

MTSS

Louis, Leatherwaite, Wahlstrom, & Anderson (2010)

School Leadership, Practices and Policies

Student/Family Background

School Condition

Direct

Indirect

Contributing To Student Learning

Leaders' Professional Development Experiences

Other Stakeholders

Classroom Conditions

Systems

Practices

Data

Outcomes

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

PBIS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All Students

SWPBS is about....

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Improving support for students w/ EBD

Maximizing academic achievement

Supporting Important Culturally Equitable Academic & Social Behavior Competence

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Supporting Culturally Valid Decision Making

Vincent, Randall, Carrel, Toates, & Sweat-Bradley (2011);
Suga, O'Keefe, & Fallin, 2012ab

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**Implementation with Fidelity**

- **CONTINUOUS PROGRESS MONITORING**
- **CONTENT EXPERTISE & FLUENCY**
- **CORE FEATURES**
  - PBIS (CSSS, RIS, MTSS, MTBF)
  - DATA-BASED DECISION MAKING & PROBLEM SOLVING
  - TEAM-BASED IMPLEMENTATION

**Universal Interventions**
- Preventive, proactive
- All students

**Intensive, Individual Interventions**
- Targeted Group Interventions
- High intensity
- Assessment-based
- Individual students
- Rapid response
- High efficiency
- Some students (at-risk)

**Academic Systems**
- Screen, Instructional & School-/Classroom-
- Primary Prevention: Everyone a leader, everyone a learner
- Continuous monitoring
- Continuum of problem solving
- Wide systems for school-wide progress
- All students, support

**Behavioral Systems**
- Responsiveness to intervention
- Intensive, individual interventions
- Assessment-based
- Narrow scope of students
- Rapid response
- Low efficiency
- Some students

**Tertiary Prevention**
- Specialized Group Interventions
- Universal Interventions
- At-risk students

**Academic-Behavior Connection**

"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.”

EVERYONE A LEADER, EVERYONE A LEARNER

ELI 2015

Universal
Targeted
Intensive
Continuum of Support for ALL

Universal
Targeted
Intensive
Continuum of Support “Theora”

Supports for all students w/ disabilities are multi-tiered

Behavior Support

Universal
Targeted
Intensive
Continuum of Support for ALL: “Molcom”

School-wide
Classroom
Non-classroom
Student

SWPBS Practices

• Smallest #
• Evidence-based
• Biggest, durable effect
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ELI 2015

“Power of Habits”
Charles Duhigg, 2012

“Don’t Throw Stones!”
Fixsen & Blase, 2009

Establishing/Replacing Habit
Charles Duhigg (2014)

Social Skills Self-assessment - 5 minutes

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<tr>
<th>Decision</th>
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<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do most (80%) of our staff agree that social skill expectations can be taught?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do we have plan for teaching school-wide social skill expectations?</td>
<td></td>
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<tr>
<td>Yes ? No</td>
<td>3. Do we teach school-wide social skill expectations in our classrooms?</td>
<td></td>
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<tr>
<td>Yes ? No</td>
<td>4. Do we teach school-wide social skill expectations throughout the day?</td>
<td></td>
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<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
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<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
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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

Action Steps - 5 min.

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Please 1 Minute

Upcoming Events

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<td>PBIS Forum</td>
<td>Oct 22-23, 2016</td>
</tr>
<tr>
<td>SMH Conference</td>
<td>Nov 5-7, 2015</td>
</tr>
<tr>
<td>APBS Conf.</td>
<td>Mar 23-26, 2016</td>
</tr>
<tr>
<td>Northeast SWPBS Conf.</td>
<td>May 19-20, 2016</td>
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