Fine Tuning MTSS & Climate in Bourne: Vision, Language, Experience

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
2 November 2018
www.pbis.org  www.neswpbs.org
George.sugai@uconn.edu

8:45 Fine Tuning
10:30 Break
10:45 Culture & Problem Solving
11:30 Lunch
12:15 Group Activities

Schools as Effective Organizations

“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)

Systems Outcomes

Common VISION & objectives
Common LANGUAGE
Common EXPERIENCES & ROUTINES
Quality LEADERSHIP & coaching

PBS – Respect & Responsibility
“Prompting Self-Managed Behavior”

ORS: Use cells & converse @ breaks
Work collaboratively as team
Check progress on expected outcomes

SELF: Hydrate, stretch, & stand
Check yourself
Be safe

ENVIRONMENT: Pre-cycle & recycle
Check environment
Keep track of personal stuff

1

Establishing Meeting Norms
5 minutes with neighbor

www.neswpbs.org
www.pbis.org

www.pbis.org
www.neswpbs.org

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
2 November 2018
www.pbis.org  www.neswpbs.org
George.sugai@uconn.edu

8:45 Fine Tuning
10:30 Break
10:45 Culture & Problem Solving
11:30 Lunch
12:15 Group Activities

Schools as Effective Organizations

“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)

Systems Outcomes

Common VISION & objectives
Common LANGUAGE
Common EXPERIENCES & ROUTINES
Quality LEADERSHIP & coaching

PBS – Respect & Responsibility
“Prompting Self-Managed Behavior”

ORS: Use cells & converse @ breaks
Work collaboratively as team
Check progress on expected outcomes

SELF: Hydrate, stretch, & stand
Check yourself
Be safe

ENVIRONMENT: Pre-cycle & recycle
Check environment
Keep track of personal stuff

1
Early, & Universally Use Data to Make Screen Regularly, classroom (_____)? [1 = very negative 10 = very positive]

Considering last 3 days with students, how would you rate overall climate of your school (_____) & reflect 3 BPS values.

Name one strategy you have used for informing students that we appreciate their use of behaviors that interventions for all students.

MTSS-PBIS is not intervention for students. It is __________________ for organizing the delivery of PBIS?

Why is BPS focused on MTSS: school & classroom climate, social-emotional-behavior development, &

Schools are one of our most structured, predictable, continuous social support systems

1. Why is BPS focused on MTSS: school & classroom climate, social-emotional-behavior development, & PBIS?

2. MTSS-PBIS is not intervention for students. It is for organizing the delivery of interventions for all students.

Integrate Initiatives around Important Shared Outcomes

Teach & Arrange Learning Environment for Success

Use Data to Make Big Decisions

Screen Regularly, Early, & Universally

Continuously Monitor Student Progress & Implementation Fidelity

All Variations of MTSS Share Functions

Align, Integrate, & Sequence Evidence-based Practices & Systems with Continuum

Develop Local Content Expertise

Coordinate Implementation w/ Team

Continuous Active Engagement

Frequent Formative Assessment

Targeted Accountable Actions

School-wide Continuum

Classroom Continuum

Student Outcome

Basic Continuum Logic

Blended Continuum Logic

FRASIP

Check In Check Out

MTSS

Targeted Accountable Actions

Screen Regularly, Early, & Universally

Teach & Arrange Learning Environment for Success

Use Data to Make Big Decisions

Screen Regularly, Early, & Universally

Integrate Initiatives around Important Shared Outcomes

Teach & Arrange Learning Environment for Success

Use Data to Make Big Decisions

Screen Regularly, Early, & Universally

Continuously Monitor Student Progress & Implementation Fidelity

All Variations of MTSS Share Functions

Align, Integrate, & Sequence Evidence-based Practices & Systems with Continuum

Develop Local Content Expertise

Coordinate Implementation w/ Team

Continuous Active Engagement

Frequent Formative Assessment

Targeted Accountable Actions

School-wide Continuum

Classroom Continuum

Student Outcome

Basic Continuum Logic

Blended Continuum Logic

FRASIP

Check In Check Out

MTSS

Targeted Accountable Actions

Screen Regularly, Early, & Universally

Teach & Arrange Learning Environment for Success

Use Data to Make Big Decisions

Screen Regularly, Early, & Universally

Integrate Initiatives around Important Shared Outcomes

Teach & Arrange Learning Environment for Success

Use Data to Make Big Decisions

Screen Regularly, Early, & Universally

Continuously Monitor Student Progress & Implementation Fidelity

All Variations of MTSS Share Functions

Align, Integrate, & Sequence Evidence-based Practices & Systems with Continuum

Develop Local Content Expertise

Coordinate Implementation w/ Team

Continuous Active Engagement

Frequent Formative Assessment

Targeted Accountable Actions

School-wide Continuum

Classroom Continuum

Student Outcome

Basic Continuum Logic

Blended Continuum Logic

FRASIP

Check In Check Out

MTSS
3. What are 3 BPS district-wide values? For your classroom, give one behavior example for each value.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Value</th>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide</td>
<td>Be Responsible</td>
<td>Check learning outcomes before starting activity.</td>
<td>Leave no trace during lab.</td>
<td>Wear goggles during lab.</td>
</tr>
<tr>
<td>Classroom</td>
<td>Be Respectful</td>
<td>Be on task.</td>
<td>Give your best effort.</td>
<td>Be prepared.</td>
</tr>
<tr>
<td>Hallway</td>
<td>Be Safe</td>
<td>Be kind.</td>
<td>Hands/feet to self.</td>
<td>Help/share with others.</td>
</tr>
</tbody>
</table>

4. Name one strategy you have used for informing students that we appreciate their use of behaviors that reflect 3 BPS values.

5. Considering last 3 days with students, how would you rate overall climate of your school (___) & classroom (___)?

   [1 = very negative, 10 = very positive]
Effective Classroom & School-wide PBIS Practices

1. Reinforce Positively
2. Supervise Actively
3. Precorrect
4. Maximize Academic Success
5. Teach Prosocial Skills

6. Name one strategy for establishing & strengthening your relationship with students.

Additional effective strategies for promoting positive school & classroom climate

http://www.pbis.org/newevents

https://storyboardfilm.sm.wistia.com/medias/m0jzj58ljz

Simonsen, Slaby, Freeman, Scott, et al.

Today’s expected outcomes are aligned with BPS district initiatives & expectations

http://www.bourneps.org/Content2/84

http://www.bourneps.org/Content2/084

Bourne Public Schools
Building Positive Schoolwide PBIS Practices

December 2018

Additional areas identified by Bourne Public Schools for professional development include:

• Promoting and modeling the use of respectful language
• Fostering an understanding of and respect for diversity and difference, including positive identity and expression
• Building relationships and connecting with families
• Constructively managing classroom behaviors
• Using positive behavioral intervention strategies
• Applying constructive disciplinary practices
• Teaching students skills including positive communication, anger management, and empathy for others
• Engaging students in school or classroom planning and decision-making
• Maintaining a safe and caring classroom for all students
PBIS Skills (Student Outcomes)
- Practicing social skills responsibly
- Being responsible & safe bystander
- Responsibly & safely assessing problem situations
- Using social media respectfully & responsibly
- Communicating respectfully & responsibly
- Being respectfully of diversity

PBIS Skills (Educator Outcomes)
- Setting & teaching clear expectations
- Establishing effective & safe learning environments for all students, especially with risk
- Corrective restorative consequences for rule violations & reteaching alternatives
- Teaching, prompting, modeling, & reinforcing expected behavior (PBS)
- Teaching & modeling constructive problem solving
- Modeling & using social media appropriately
- Supporting balance & association between academic & non-academic skills & interests

"POSITIVE GREETING AT DOOR"

“Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.”


PGD = INCREASE in academic engagement upon entering classroom
PGD = DECREASE in disruptive behavior upon entering classroom

Describe to neighbor 1 strategy that you use to provide warm welcome at door.

WHEN & WHERE: Every major transition…throughout year, especially, beginning of year, grading period, return from breaks, Mondays, etc.

EXAMPLES: Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus.

Individual & collective learning histories (cultural norms & experiences)

Four behaviors for every ODR data point

Kid engages in norm-violating behavior
Educator completes discipline referral
Administrator processes incident

School establishes policy for norm violating behavior
Culture = Group of individuals
Overt/verbal behavior
Shared learning history
Differentiates 1 group from others
Predicting future behavior

School Climate

Vertically reported: SHARED BELIEFS, values, & attitudes
EXPERIENCED INTERACTIONS between & among students, teachers, & administrators

INDIVIDUAL GROUP level: context

Socially validated NORMS of (un)acceptable school behavior

Collecton of learned behaviors, maintained by similar social & environmental contingencies

Flexible, dynamic, & changed/shifted over time & across generations & settings.

References

Southern Poverty Law Center
https://www.splcenter.org/
5 Minute Activity

Describe to neighbor….
1. ONE historical event/experience that has shaped your professional DEVELOPMENT.
2. How that event INFLUENCES your OBSERVATIONS of & SUPPORT of student/client actions/behaviors.

School-wide PBIS: Meeting Basics
6 February 2018 GSugai

Purpose: Revisit structures, procedures, & guidelines for conducting productive, efficient, & relevant meetings

PBIS Working Elements

MTSS Logic

Basic Meeting Structure

Team Meetings

Team Implemented Problem Solving (TIPS)
Solving problems & resolving conflicts
Achieving agreements & making decisions
Specifying measurable outcomes
Setting/modifying agenda & minutes
Establishing roles/responsibilities
Providing opportunities for participation & contributions

Agreements & Routines

Getting Started
Review meeting elements, routines, & problem solving w/ team
1. Assign meeting management & problem solving to 1-2 individuals
2. Practice during scheduled meeting
3. Debrief during last 5 minutes of meeting

School-wide PBIS: Revisiting Problem Solving
8 February 2018 Gsugai
Purpose: Revisit procedures & guidelines for problem solving in school-wide PBIS
1. Describe challenge
2. Develop explanatory hypothesis
3. Develop hypothesis-based solution
4. Develop implementation plan
5. Implement & monitor outcome

Problem Solving Steps

General Problem Solving Guidelines
Problem solve w/ team
- Include most affected by problem
- Include implementers of solution
- Practice meeting routines & responsibilities

Analyze problems in context
- Make observable
- Sorting & players
- Triggers & Maintainers

Match solution to hypothesis
- Function of problem
- Preventive
- Positive
- Data for progress monitoring
- Evidence-based

Other
- Adjust solution to be implementable
- Arrange & assess for high implementation fidelity & durability

Observable, measurable, data-based
Triggers, maintainers, function, outcomes
Based on analysis of function
Schedule, prompts, reinforcers

1. Describe challenge
2. Develop explanatory hypothesis
3. Develop hypothesis-based solution
4. Develop implementation plan
5. Implement & monitor outcome

Fidelity, responsiveness
**Problem Solving Practice**

1. Describe challenge
2. Develop explanatory hypothesis
3. Develop hypothesis-based solution
4. Develop implementation plan
5. Implement & monitor outcome

**School-wide PBIS: School/District Action Planning**

- Develop action steps for how meeting agreements, routines, & elements can be incorporated into school leadership team meetings.
- Develop action steps for how basic problem solving steps can be incorporated into school leadership team meetings.
- Develop action steps for self-assessment of outcomes, data, practices, & systems w/ in MTSS continuum.

**Action Planning**

<table>
<thead>
<tr>
<th>Active Date</th>
<th>Outcome</th>
<th>Person</th>
<th>Notes</th>
</tr>
</thead>
</table>

**School-wide PBIS: School/District Action Planning**

- 3 February 2018
- GSugai

**School-wide PBIS: School/District Action Planning**

- PBIS Forum: November 15-16, Norwood, MA
- PBIS Forum: October 4-5, Chicago, IL
- NEPBS: May 16-17, 2019, Mystic, CT

**APBS**

- February 20-23, 2019, Washington DC

**Save the date, February 28 – March 2, 2019 for the...**

**Expanding World of PBS: Science, Values, and Vision**

- Washington, DC
- Event website: [ PBS Conference Website ]
- APBS: [ APBS Conference Website ]

**Save the date, October 4-5, 2018 for the...**

**PBIS Celebration: Positive & Safe Learning Environment**

- Chicago, IL