Establishing Multi-tiered Behavior Support Frameworks to Achieve Positive School-wide Climate

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www.pbis.org

PURPOSE
Provide overview & booster on implementation of multi-tiered behavior frameworks (MTBF) to enhance leadership team implementation capacity when establishing positive school climates

Agenda
1:00 Describe core features of MTBF (George)
2:00 Describe MTBF practices & systems to maximize implementation fidelity (Tim)
3:00 Break
3:15 Describe MTBF data practices & systems to improve decision making & action planning (Rob)
4:30 Q&A & Discussions (All)
5:00 Adjourn

MTBF Core Features
PBIS, SWPBS, MTSS-B,...
IMPLEMENTATION
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION

MTBF is about....
Improving classroom & school climate
Integrating academic & behavior initiatives
Decreasing reactive management
Maximizing academic achievement

Biglan, Calvin, Mayer, Patterson, Reid, Walker

Preventing development of antisocial behavior & establishing positive school climates
Teaching important social skills
Modeling good behavior
Recognizing good behavior

Understanding mechanism (Function) matters!
Coercive Cycle

**KID**
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, truancy
- Violent/aggressive behavior
- Littering, graffiti, vandalism
- Substance use

**SCHOOL**
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative/invalid role models

Positive Reinforcement Cycle

**SCHOOL**
- 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**
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

What’s It Take to Shift from Negative to Positive School Climate???

GOAL (Big 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

PBIS (aka SWPBS, MTBF)

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions
“How far away is the wood, Dad?”

Considering Culture, Context, & Learning History

Potential for cultural exchange & conflict

Primary Prevention:
School-/Classroom-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

~80% of Students

~15%

~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

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

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

Core Features:
Targeted PBS (Tier 2)

Increased opportunity for positive reinforcement

Increased social skills instruction & practice

Increased adult supervision

Core Features:
Intensive PBS (Tier 3)

Continuous progress monitoring

Increased positive reinforcement & adult supervision

Comprehensive School Mental Health Supports

Wraparound Supports & Culture Driven Person Centered Planning

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Continuum of procedures for teaching SW & classroom-wide expected behavior

Procedures for ongoing data-based monitoring & evaluation

Procedures for encouraging expected behavior
SWPBS: Core Practice Features

SECONDARY PREVENTION
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & precorrection
- Increased opportunities for reinforcement
- Continuous progress monitoring

TERTIARY PREVENTION
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased precorrection, supervision, reinforcement

PRIMARY PREVENTION
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

ESTABLISHING CONTINUUM of SWPBS

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

State Dep't. of
Organizations?

Continuum of Support for ALL: "Theora"
- Intensive
- Targeted
- Universal

Continuum of Support for ALL: "Molcom"
- Intensive
- Targeted
- Universal

Label behavior…not people

Label behavior/practice…..not humans

Dec 7, 2007
Aligning & Braining Initiatives

Past initiatives have failed due to lack of integration & alignment of ALL systems

H. George Feb 2015

Factors Directly & Indirectly Contributing To Student Learning


Implementation Drivers

Basic MTBF Implementation Framework

General Implementation Process

Leadership Team

Political Support

School/District/State

Select evidence-based practice

Establish measurable outcome

Develop implementation plan/system

Arrange to implement with fidelity

Monitor implementation & progress

Implement deliberately & continuously

Evaluate: data, analyze, & decide

Technical Assistance

Visibility

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Starting Point....

• We cannot “make” students learn or behave
• We can create environments to increase the likelihood students learn and behave
• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

Essential Features at the School Level

• Teams of educators within the school (administrator)
• Data-based decision making
• Instructional Focus – Teach & Practice
• Acknowledge student mastery of social skills – Positive Feedback
• Readiness across Tiers (universals always a priority)
• Access to on-going Technical Assistance
Definition - Social Skills

Social skills are defined as "those behaviors which, within a given situation, predict important social outcomes" (Gresham, 1986, p. 5).

a) social skills are simply one facet of an overall construct of social competence – if taught in isolation you will never reach the larger objective of improved social functioning, b) they are linked to the environment in which they occur, and c) targeted skills should reflect the larger school set of behavioral expectations.
Positive Specific Performance Feedback

• Contingent
• Include language of rule/expectation
• Age and context appropriate

PBIS TECHNICAL BRIEF ON CLASSROOM PBIS STRATEGIES


Systems

"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling
Business Expert

Focus of All Training & Technical Assistance

• State
  – District/School Capacity
• District
  – School Team Capacity
• School
  – Staff fluency
  – Policy
Key To Success

**Build parallel systemic processes**

- Provide school teams with a **process** to address the presenting challenge (e.g., problem behavior, drop out, learning to read)
- Develop a parallel **process** for districts/states to support school implementation and continue to expand with integrity *(Blue Prints)*

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**Research Findings on Building Capacity**

*(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)*

- Best evidence documents what **doesn’t** work:
  - Information dissemination alone
  - Training by itself

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**Meaningful PD Outcomes**

- **Staff Development**
  - Change in Teacher Practice
  - Change in Student Outcomes
  - Change in Teacher Beliefs

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**Stages & Phases**

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

- **Acquisition**
- **Fluency**
- **Maintenance & Generalization**
Readiness for Tier 2

- SWPBS universal systems are consistently implemented with fidelity
  - School-wide
  - Non-Classroom
  - Classroom

Readiness for Tier 2

- SWPBS Universal System Outcomes
  - Data indicating 80% of students with 0-1 ODR or within national average for the school’s grade levels
  - Consistent use of school-wide data for making decisions as evidenced by monthly Big 5 Data Reports
  - System in place to collect classroom minor referrals

Baseline Behavior Data Spring

57 students with 9+ Referrals

- 15% Tier 3
  - Goal 5%
  - 6+ Referrals

- 16% Tier 2
  - Goal 15%
  - 2-5 Referrals

- 69% Tier 1
  - Goal 80%
  - 0-1 Referral

1712 referrals

Post Intensifying Tier 1 + Classrooms

16 Students with 9+ Referrals

- 7% Tier 3
  - Goal 5%
  - 6+ Referrals

- 10% Tier 2
  - Goal 15%
  - 2-5 Referrals

- 83% Tier 1
  - Goal 80%
  - 0-1 Referrals

516 Referrals

Myth or Fact?
Myth or Fact?

• We are always positive and no longer correct student misbehavior.

• OK to say “stop” - the challenge is to a) continue to teach appropriate behavior and b) put environmental supports in place to prevent the problem from occurring again

• Learning Errors

“Learning Errors”

How are you going to prevent it from happening again?

1. Minors addressed quickly and quietly/privately
2. School wide procedures for majors are followed
3. Upon “return,” debrief and plan to prevent
   1. What does student need?
   2. What can we do to help?

Learning Errors

Simple Error Correction (skill in repertoire?)

a) Signal an error has occurred (refer to rules, “We respect others in this room and that means not using put downs”)

b) Ask for an alternative appropriate response (“How can you show respect and still get your point across?”)

c) Provide an opportunity to practice the skill and provide verbal feedback (“That’s much better, thank you for showing respect towards others”)
Myth or Fact?

• “Universals” mean we implement SW-PBS exactly like all other schools.

• Essential features
• Reflect unique challenges
• Culturally responsive to reflect local community
• Intensity of implementation should match the intensity of challenges

Myth or Fact?

• By the third term, it is typically okay to stop teaching social expectations.

• Data Decision Rules
• Stages of learning
  – Acquisition
  – Fluency
  – Maintenance and Generalization
Myth or Fact?

• When looking at data, “see, it doesn’t work” is sometimes the obvious response

Myth or Fact?

• We have always done it that way, surely there is a good reason to keep it going!

OUTCOMES!!

Myth or Fact?

• SW-PBS simply will not work if you don’t use powerful “rewards.”

Key is sincere, positive instructional feedback to promote mastery and fluency

Myth or Fact?

• If you want success, you need to implement SW-PBS exactly like the Gold Award winning schools.

• Essential features & outcomes
  • You create your unique path based on your DATA, your RESOURCES, and OUTCOMES that are important to you
Key To Success

*Build parallel systemic processes*

- Provide school teams with a **process** to address the presenting challenge (e.g., problem behavior, drop out, learning to read)
- Develop a parallel **process** for districts/states to support school implementation and continue to expand with integrity (*Blue Prints*)

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**Enhancing Decision Making**

*Defendable actions & decisions*

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**Enhancing Decision Systems**

*Collecting and Using Data for Decision-making*

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**Goals**

- Four Key Data Systems

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**Main Message**

- Providing the **right information**, in the **right format**, at the **right time** is among the single most effective ways of improving the problem solving effectiveness of school teams.
Decision-Systems for MTSS

- **Accountability System**
  - Used by district decision-makers to meet state and federal requirements.
  - Assess district improvement

- **Decision System**
  - Used by school teams to improve academic and behavior support in schools

- **Fidelity System**
  - Used to determine if selected interventions are being implemented as planned

- **Data Use Capacity**
  - Training in how to use data for decision-making and problem solving

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1. **Accountability System**

- Examples: ARIES, Synergy, Skyward, PowerSchool

- **Content**
  - Demographics
  - Grade progression
  - Standardized Assessment Data
  - Attendance

- **Uses**
  - Federal and state reporting
  - Assessment against district improvement plan

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2. **Multi-tiered Decision System**

- **Tier I Decision System**
  - Identifying that a problem exists
  - Defining a problem with the precision
  - Start with how often problem behaviors occur then use the data base to determine:
    - What behaviors are a barrier and how often are they performed?
    - Where are they most and least likely
    - Who is engaging in the behaviors
    - When the problem behaviors are most and least likely
    - Why do the behaviors keep occurring?
    - Disproportionality patterns

- **Ability to drill down for detailed data summary**

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Questions to Ask of the Data

What is happening?
What is typical?
What is possible?
What is needed?

**Example**

Do we have a problem?
What Behavior(s)

Questions:
1. Are most common behavior problems (a) Student-Student, or (b) Adult-Student related?
2. Are problem behaviors MAJOR or MINOR or BOTH?

Where?

Questions:
1. What location(s) are associated with the most ODRs?
2. Sort by "structured" settings and "non-structured" settings (Classroom & Gym vs. Commons, Cafeteria, Hall, Playground)
Who

Questions:
1. Are there many, a few, or one student associated with the problem?
2. Are there more students emerging?

When

Questions:
1. Are problem behaviors more likely at some times of the day?
2. What is happening during periods when problems are most likely?

Why?
Why?

Ethnicity

Risk Ratio = Risk Index / Risk Index
Risk Ratio of 1.25 or larger is cause for concern

Drill Down for Precision

Defiance

Physical Aggression

Defiance

Physical Aggression

Defiance

Physical Aggression

Defiance

Physical Aggression

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Physical Aggression

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Defiance

Physical Aggression
Effective decision-making requires:
- The right data
- In the right form
- At the right time

Tier II Decision System
- Identification
- Intervention Development
- Intervention Implementation and Adaptation

Tier II - Identification

Tier II Decision System

Tier II Decision System

Tier II Decision System
The Impact of Effective Data Systems

- Dr. Sarah Pinkelman, George Mason University.
3. Fidelity Measures

- Are the strategies that are selected actually being implemented?

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### 1.1 Team Composition

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Team Composition</td>
<td>Team organizational chart</td>
<td>0 = Not implemented</td>
</tr>
<tr>
<td></td>
<td>Tier I team meeting minutes</td>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td></td>
<td>Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</td>
<td>2 = Fully implemented</td>
</tr>
</tbody>
</table>

**Main Idea:** Teams need people with multiple skills and perspectives to implement PBIS well.

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### Total score (TFI)

- School metrics: TFI (Tiered Fidelity Inventory) - Demonstration School Challenge
- **School Name:** [School Name]

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### Sub-scale report

- **School Name:** [School Name]
- **Meeting:** 10/20/10
- **Score:** 80%
### Action Planning

<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Action</th>
<th>Who</th>
<th>What</th>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Teams Competition</td>
<td></td>
<td>Alan</td>
<td>Feb 16</td>
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<tr>
<td>1.5</td>
<td>Team Operating Procedures</td>
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<td>1.8</td>
<td>Behavioral Expectations</td>
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<td>1.9</td>
<td>Teaching Expectations</td>
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<td>1.1</td>
<td>Problem/Behavior Definitions</td>
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<td>2.3</td>
<td>Discipline Policies</td>
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<td>Professional Development</td>
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<td>2.8</td>
<td>Classroom Procedures</td>
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<td>2.9</td>
<td>Feedback and Acknowledgement</td>
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<td>2.11</td>
<td>Student/Family Community Environment</td>
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<td>2.12</td>
<td>Discipline Data</td>
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<td>Data-Based Decision Making</td>
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<td>2.14</td>
<td>Faculty Data</td>
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<td>2.17</td>
<td>Annual Evaluation</td>
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</tbody>
</table>

### 4. Using Data for Decision-Making

- **Meeting Foundations**
  - Team Roles
  - Public Meeting Minutes
  - Meeting protocol

- **Problem Solving**
  - Define problem with precision
  - Define goals
  - Build comprehensive support based on function
  - Establish action plan

- **Implementation**
  - Assess quality of implementation
  - Assess impact toward goal
  - Adapt based on implementation data

### Findings

- Teams can improve quickly
- Use of data is critical both for initial problem solving and on-going adaptation

### Item Report

#### School-Wide PBIS (SWPBIS): Tiered Fidelity Inventory

<table>
<thead>
<tr>
<th>Tier</th>
<th>Universal SWPBIS Core Features</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier III</td>
<td>Teams Resources Assessment Support plan Monitoring and adaptation</td>
<td></td>
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<tr>
<td>Tier II</td>
<td>Teams Interventions Evaluation</td>
<td></td>
</tr>
<tr>
<td>Tier I</td>
<td>Teams Implementation Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

#### Tier I: Universal SWPBIS Core Features

**Teams**

- 1. **Team Expectations:** Teams expect to achieve Tier I outcomes faster, with improved student outcomes, and reduce excessive behavior.
- 2. **Team Goal:** Goals focus on improving student outcomes, reducing behavioral issues, and increasing positive behavior.

**Implement & Solution with High Integrity**

- Identify Problem with Precision
- Implement Solution with High Integrity
- Monitor Impact of Solution and Compare against Goal
- Meet Quarterly Evaluation
- Identify Goal for Change
- Collect and Live Data
- Make Strategic Evaluation Decision
- monitor progress

**Did we implement with fidelity?**

- Monitor Implementation Plan with Continuity of Care
- Use data to make informed decisions
- What are we going to do to bring about desired change?

**Meeting Foundations**

- What, Who, Where, and Why?
- What next?
- Has the problem been solved?

**What do we want the problem to change?**

- Identify Goal for Change
- Collect and Live Data
- Meet Quarterly Evaluation
- Identify Problem with Precision

**Meeting Foundations**

- What, Who, Where, and Why?
- What next?
- Has the problem been solved?

**What do we want the problem to change?**

- Identify Goal for Change
- Collect and Live Data
- Meet Quarterly Evaluation
- Identify Problem with Precision

**Findings**

- Teams can improve quickly
- Use of data is critical both for initial problem solving and on-going adaptation
Summary

- Having the right data in the right form at the right time is among the single most efficient ways of improving the decision-making of a team.

- **Four Data Systems**
  - Accountability System
  - Decision System
  - Fidelity System
  - Data Use System

Concluding comments, Q&A, discussions

What next?

Upcoming Center Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>NESWPBIS</td>
<td>May 21-22 2015</td>
<td>Groton, MA</td>
</tr>
<tr>
<td>PBIS Leadership Conference</td>
<td>October 21-24 2015</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td>New England PBIS Forum</td>
<td>November 2015</td>
<td>Norwood, MA</td>
</tr>
</tbody>
</table>

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