Integrated Multi-Tiered Systems of Support

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Handouts: http://www.pbis.org

My Background

Your Background

- Roles

- Levels

- Experience implementing MTSS
  - PBIS
  - RTI
  - SEL
  - Restorative Practices

Getting going...

- Turn to a neighbor
  - What is something you already know about MTSS?
  - What do you want to get out of this session?
Goals for this Session
1. Define MTSS
2. Describe the value of alignment and integration
3. Show how different approaches complement each other
4. Provide a set of key steps of how to integrate these approaches in schools
5. Questions and answers

Handouts:
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What is **MTSS**?

**Multi-Tiered Systems of Support**
CONTINUUM OF MULTI-TIERED SYSTEMS OF SUPPORT

Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Targeted Interventions: Specialized Group Systems for Students with At-Risk Behavior

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behavior

An example POP QUIZ:
Who has the most influence over students in middle and high school?

a) Parents
b) Teachers
c) Congress
d) Peers
Who do you want to have influence over your students?

What is MTSS?

Multi-Tiered Systems

Many schools, particularly those in high-poverty districts, operate in a crisis management mode. Often our students display anger, frustration, and hurt in ways that feel (and often are) “defiant” or “disrespectful” to educators...

There's no magic bullet...the effectiveness of responses hinges not solely on individuals, but also on whether school cultures:

- Facilitate relationships between students and educators
- Have open communication
- Promote cultural awareness
- Offer professional development to help teachers manage stress
- Provide opportunities for school-family collaboration

Dana Ashley, American Educator (2015)
In other words, we cannot place systemic responses on the shoulders of individual educators.

What is **MTSS**?

**Multi-Tiered Systems of Support**

There are far more initiatives, programs, and practices than we can possibly implement well, or even at all.

Can we **align** or **integrate** our initiatives to make them more, feasible, effective, and durable?

(Latham, 1988)
What are we talking about when we talk about **alignment**?
- Parallel play

What are we talking about when we talk about **integration**?
- Parallel play
- Full integration
“But these approaches are philosophically opposed to each other!”

When we enter a discussion based on philosophy…

- There are differences that are genuine and potentially incompatible.

When do our perspectives become dogma?

- **Premise:** The research of my philosophy supports instructional practice X.
- **Premise:** Your philosophy differs from mine.
- **Illogical Conclusions:**
  a) Your philosophy does not support that practice.
  b) Your philosophy opposes that practice.
  c) Your philosophy is wrong and mean-spirited.

Butterfield, Slocum, & Nelson (1992)
Dixon & Carnine (1994)
When we enter a discussion based on philosophy and ideology…

- There must be a group that is wrong and a group that is right.

- And more often than not, students are the ones who lose.

  Butterfield, Slocum, & Nelson (1992)
  Dixon & Carnine (1994)

But…

- If we focus on common practices instead of philosophies…
  - Both groups can be right about many things
  - We can find more commonalities than differences
  - The walls can start to come down!

“There can be no peace until they renounce their Rabbit God and accept our Duck God.”
Blended families…

Steps for Aligning and Integrating Initiatives

1. Identify shared, valued OUTCOMES (and measures)
2. Pick the PRACTICES that are most likely to achieve those outcomes
3. Implement the practices within SYSTEMS that maximize fidelity

Is there a link between academics and behavior?

yes.
Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)

Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

MEAP – Grade 4 Reading Assessment

29 Elementary schools in Michigan
(reading and behavior support)

(Goodman, 2005)
Can PBIS lead to improved reading performance?

Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

2. Response to Intervention Theory
   - Repeated academic failure leads to a pattern of problem behavior
     (Patterson, 1982; McIntosh et al., 2008)

Coercive Cycle of Teacher-Student Interactions (McIntosh et al., 2008)

Teacher presents student with grade level academic task

Student presents problem behavior

Student escapes academic task

Teacher removes academic task or removes student

Student's academic skills do not improve
Can we alter the academic to behavior challenges pathway? (McIntosh, Sadler, & Brown, 2012)

- Research questions:
  1. Do pre-reading scores at the start of kindergarten predict problem behavior in 5th grade?
  2. Does response to academic instruction change this risk?

![ODRs by K DIBELS ISF Score](image)

Risk for Problem Behavior Grade 5: Response to Intervention in Grade K

- Conditional Probabilities for 2+ ODRs
Risk for Problem Behavior Grade 5: Response to Intervention in Grade K

What do we want students to learn by the time they leave school?
- Academic skills…
- Social competence…

ACEs are ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include:

- **ABUSE**
  - Physical
  - Emotional
  - Sexual

- **NEGLECT**
  - Physical
  - Emotional
  - Mother treated violently

- **HOUSEHOLD DYSFUNCTION**
  - Mental Illness
  - Incarceration Relative
  - Divorce
  - Substance Abuse

rwjf.org, www.cdc.gov/ace/prevalence
Of 17,000 ACE study participants:

- 26% have experienced 1 ACE
- 16% have experienced 2 ACEs
- 9.5% have experienced 3 ACEs
- 12.4% have experienced 4+ ACEs
- 36% have experienced 0 ACEs
- 64% have at least 1 ACE

Integrating initiatives example: Trauma-informed Care

A possible solution:

- Create a stand-alone program that requires extensive mental health training and becomes one more thing teachers are asked to do

A Better Solution:

- Create safe, predictable, and positive learning environments for all students, regardless of need
- Give students skills to identify and self-regulate their emotions
- Provide more support to students who need more
1. Identify shared, valued OUTCOMES (and measures)

2. Pick the PRACTICES that are most likely to achieve those outcomes

**“SAFE” SEL Programs** (Durlak et al., 2011)

- SEL programs that are SAFE
  - **Sequenced** step-by-step training
  - **Active** learning
  - **Focused** on skill development
  - **Explicit** learning goals

...are more effective in improving social-emotional and academic outcomes
Shared Core Features across Initiatives

- Focus on evidence-based practices
- Focus on prevention
- Build a safe, positive school environment
- Emphasis on instruction
- Instruction is S.A.F.E.
- Teach students skills/competencies for self-regulation beyond school
- Build positive student-teacher relationships
- Overarching goals of promoting social-emotional and academic success

Disproportionality in School Discipline (Losen et al., 2015)

A 5-point Intervention to Enhance Equity in School Discipline

Improved Mental Health

Significantly Improved Mental Health

Integrating PBIS and SEL

(Cook et al., 2015)

An Integrated Approach to Universal Prevention, Independent and Combined Effects of PBIS and SEL on Youths' Mental Health

Clayton R. Cook, Megan Frye,
Ted Simons, and Aaron R. Lyon

University of Washington, Seattle

Yongxin Zhang
University of Washington, Seattle

Improved Mental Health

http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap

http://www.pbis.org/school/equity-pbis
5-point Intervention Approach

1. Use engaging academic instruction to reduce the opportunity (achievement) gap
2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive
3. Collect, use, and report disaggregated discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach steps to neutralize implicit bias

http://www.pbis.org/school/equity-pbis

What do we mean by engaging academic instruction?

- Use explicit instruction
- Build and prime background knowledge
- Increase opportunities to respond
- Provide performance feedback

(Chaparro et al., 2015; Hattie, 2009)

Integrated MTSS and the Opportunity Gap

Integrated MTSS Successes

- California
  - Lane & Menzies (2003)
- Florida
  - Kincaid & Batsche (2016)
- Michigan
- Ohio
- Oregon
  - Chaparro et al. (2016), Sadler & Sugai (2008)
Wise Feedback
(Yeager et al., 2014)

- 3 parts
  - Critical feedback
  - Communicate high standards
    - Not just “do better”
  - Provide resources (time and feedback)

Think…
OWL

BAD OWL
- Overpraise mediocre work
- Withhold constructive feedback
- Low expectations

GOOD OWL
- Offer critical feedback
- With high expectations
- Ladder statement
Common PBIS Activity:
School-wide Expectations Matrix
- Clarify what is expected for students
- Create consistency among staff
- Reduce miscommunication
- Make hidden curriculum visible
- Focus on prosocial behavior

Rules Gallery Walk

1. Students walk around the school and document (e.g., photograph) any “rules”
2. Post rules on the walls of the gym with a set of questions on flipchart paper:
   - Is the rule positively stated?
   - What is the purpose of the rule?
   - What is the underlying value that this rule promotes?
   - Is this rule necessary?
   - Does this rule fit within any of our school-wide expectations (if they exist)?
3. Use results to revise expectations and rules
Culturally Responsive Adaptation: Personal Matrix

- Aka “behavior dictionary”
- Tool to assist in “code-switching”
- The tweak:
  - Take school expectations and...
    - Add differences at home
    - Add differences in community

<table>
<thead>
<tr>
<th>Expectation</th>
<th>At SCHOOL it looks like...</th>
<th>At HOME it looks like...</th>
<th>In my NEIGHBORHOOD it looks like...</th>
</tr>
</thead>
</table>
| Be Safe           | • Keep hands and feet to self  
                    • Tell an adult if there is a problem  
                    • Protect your friends and family  
                    • Don’t talk back  
                    • Stick up for your friends  
                    • Don’t back down  
                    • Look the other way |                           |                                      |
| Be Respectful     | • Treat others how you want to be treated  
                    • Include others  
                    • Listen to adults  
                    • Do exactly what adults tell you to do  
                    • Don’t stand out  
                    • Don’t bring shame  
                    • Text back within 30 seconds  
                    • Be nice to friends’ parents  
                    • Share food |                           |                                      |
| Be Responsible    | • Do my own work  
                    • Personal best  
                    • Follow directions  
                    • Clean up messes  
                    • Help your family out first  
                    • Own your mistakes  
                    • Share credit for successes  
                    • Have each other’s backs  
                    • Own your mistakes  
                    • Check in about what to do |                           |                                      |
Interpreting the Personal Matrix
- Assess differences between school and other settings and ask:
  1. Are the “different” school rules necessary for positive student development?
    - NO: Change the rules to align more with home and neighborhood
    - YES: Acknowledge explicitly and provide additional teaching, practice, and acknowledgment

What is the strongest predictor of disproportionality in school discipline?
- The school principal’s endorsement of exclusionary discipline and zero tolerance policies.
  - Skiba et al., 2014

Two-step Neutralizing Routine for Administrators:
- When you have to handle unwanted behavior, stop and tell yourself:
  1. Don’t just do something, stand there!
    - Be sure you are ready to act in line with values
    - Get information from student and staff
    - Assess student-teacher relationship
  2. Whenever possible, use an agreed-upon instructional response
    - Teaches missing skills
    - Connects student to school and staff

The Restorative Chat
- Alton School District, Alton, IL
  1. Tell me what happened.
  2. What you were thinking at the time?
  3. What do you think about it now?
  4. Who did this affect?
  5. What do you need to do about it?
  6. How can we make sure this doesn’t happen again?
  7. What can I do to help you?
So...what is this?

- A restorative approach?
- A behavioral approach?
- An SEL approach?
- A trauma-informed approach?

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Steps for Aligning and Integrating Initiatives

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<tr>
<th>IMPLEMENTATION</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence Based</td>
<td>Maximum Student Benefit</td>
<td>Reduced Probability of Student Benefit</td>
</tr>
<tr>
<td>Not Evidence Based</td>
<td>Low Probability for Student Benefit</td>
<td>Low Probability for Student Benefit</td>
</tr>
</tbody>
</table>

(Durlak et al., 2011; Fixsen & Blase, 2009; Flannery et al., 2014)

U.S. Schools using PBIS
August, 2016

23,363 schools
11,762,345 students
Blended families...

Will there be challenges down the road?

My advice for you?

- Focus on the TV!
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