Leadership Teaming: MTSS Implementation

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Positive school & classroom discipline & climate

Academic achievement

Special education & disabilities

Prosocial behavior

Bullying, behavior disorders, violence, self-injury, withdrawal, depression, etc.

Mental health

Abuse, loss, accidents, violence, medical, family, trauma, etc.

“Mad, Bad, Sad, Can’t Add” Kutash & Duchnowski, 2013

Implementation Challenge

MTSS/PBIS Logic

Academic

Emotional

Behavioral

Social

General & Special Education & Mental Health

District, State, Provincial, Territorial Leadership

MTSS Targets

Positive school & classroom discipline & climate

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“Mad, Bad, Sad, Can’t Add” Kutash & Duchnowski, 2013

How do we…?

Support children who cry easily?

Help parents learn to defuse escalations?

Teach main idea of paragraph?

Encourage value & use of scientific facts?

Reduce incidence & prevalence of HIV/AIDS in S. African schools?

Teach school-wide social skills?

Teach association of sounds w/ meaning?

Increase attendance in disadvantaged schools?

Decrease rate of school suspensions of kids of color?

Teach main idea of paragraph?

Prevent occurrence of bullying behavior?

Teach main idea of paragraph?
PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students.

MTSS

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STUDENT BEHAVIOR

- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law & order violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

OUTCOMES

- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate

ADULT BEHAVIOR

- Office referral
- In-school detention
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral

Capacity Development

"Process through which individuals, organizations, & societies obtain, strengthen, & maintain the capabilities to set & achieve their own development objectives over time."

(United Nations Development Programme, 2009)

OUTCOME

Student benefit

PRACTICES

Evidence-based practices

DATA

Practice implementation fidelity

SYSTEMS

Data-aligned, integrated, phased, & tiered implementation continuum

DRAFT

Implementation Levels

Implementation fidelity & outcomes affected by selection, integration & alignment of policies, data, practices, & systems.
Teaching & Learning Phases for All: Practices (students) & Systems & Organizations (adults)

- **Acquisition**
  - New skill must be contextually accurate
  - HOW: show, model, explain w/ feedback

- **Fluency**
  - New skill must be smooth & consistent
  - HOW: practice w/ feedback

- **Maintenance**
  - New skill must continue when training removed
  - HOW: practice w/ less feedback

- **Generalization**
  - New skill must be used in new similar situations
  - HOW: teach, practice in variety conditions

- **Adaptation**
  - New skill must be changed to fit new different situations
  - HOW: teach variations w/ feedback

Adapted from White & Haring, 1980

Example: PBIS Implementation Logic & Framework

Development of Continuum of Practices & Systems (MTSS)

1. **Describe NEED & OUTCOME in measurable terms & w/ data**
2. **ALIGN** existing & new practices w/ need & expected outcome
3. **SELECT** defendable & implementable
4. **INTEGRATE** practices around expected outcome
5. **Organize** SUPPORTING SYSTEMS to implement integrated practices w/ fidelity
GUIDING PRINCIPLES

1. OUTCOME-ALIGNED...“Kid benefit”
2. EVIDENCE-BASED...“Bet next month’s salary”
3. INTEGRATED...“Smallest practice w/ biggest effect”
4. CULTURALLY & CONTEXTUALLY RELEVANT...“Why did I do that”
5. PARSIMONIOUS...“Add 1, Stop 2”
6. IMPLEMENTABLE W/ FIDELITY...“Doable every day”
7. MULTI-TIERED...“All for one, one for all”

Planning, Coordinating, & evaluating teaching & curriculum (ES .42)
Promoting & participating in teaching learning & development (ES .84)
Strategic Resourcing (ES .34)
Establishing goals & expectations (ES .35)

LEADERSHIP DIMENSIONS

Ensuring orderly & supportive environment (ES .27)

School leaders needed to turn school around

Be instructional leader & organizational CEO
Hiring & retaining quality teaching force important
5+ years to turn school around to last
Instructional leader transfers 3-4 years

State & District Implementation Lessons

1. Administrative Leadership & Participation
2. Decision-based Data Systems: Student Progress & Fidelity
3. Team-based Implementation Capacity
4. Practice & Systems Expertise, esp., T2/3

SUMMARY

1. Team
2. Fidelity
3. Data
4. Classroom
Readiness  |  Outcomes  |  Implementation

**Basics**
- MTSS/PBIS
- Prevention
- Behavioral sciences
- School climate

**Schools**
- Principal participation
- Priority
- Implementation team
- Administrative support
- Reorganization
- Internally reported
- 80% staff agreement

**District**
- Priority
- Continuum
- Evidence-based practices
- Superintendent participation
- Coaching & coordination role
- Data-based decision making

**Students**
- Academic engagement
- Social skills
- General
- Targeted
- Mentors & support teams
- Attendance

**Schools & Classroom**
- Practice change
- Data management
- TEA monitors & students
- Professional development
- Executive behavior support
- School-wide systems
- Active administrative support

**T1 Practices**
- Establish readiness requirements
- Identify SW/CW social & behavioral
- Develop & implement social 
  behavioral teaching procedures
- Develop & implement 
  intervention procedures
- Develop & implement 
  supports for at-risk students
- Develop & implement school-wide 
  systems
- Evaluate & implement school-wide 
  systems

**T1 Systems**
- Parent fidelity inventory
- Data management meeting
- District coach/coordination
- Data implementation preparation 
  & tracking structures
- Monthly district data reporting 
  & data tracking

**Example: MTSS/PBIS District “T1 Map”**