Multi-Tiered Systems of Support (HI CSSS): Alignment & Integration

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www.pbis.org  www.neswpbs.org  www.cber.org

PURPOSE
To discuss how (a) MTSS, PBIS, RTI & MTBF relate to one another; (b) DoE, DoJ, & DHHS relate to one another…. & (c) what they all have to do with HI CSSS

www.pbis.org
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www.cber.org

HAWAI‘I

“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”

“Success is the natural consequence of consistently applying the basic fundamentals.”
Jim Rohn

“Well, the truth is, there are simple answers; they just are not easy ones.”
BIG IDEAS

- Stick w/ fundamentals
- Organize by function
- Do less better & longer
- Invest smallest most effective
- Decide w/ data
- Reinforce success

Action Steps - Homework

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Why?

School Discipline Challenge: Academic & behavior success (failure) are linked!

Teaching to Corner

"This is the worst class I've ever had."

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline


- 12 SEA sites
- 71 LEA sites (23 states)

- 10 large cities

- 22 dist.

- 20 SEA sites
- 100 LEA sites
- 9 also SCTG sites
CSSS + MTSS + RtI + MTBF + PBIS + SWPBS + MTSS%B

School Reform Problem Context

School violence

Under achievement

Suspension & expulsions

Disproportionality & Equity

Societal norms

School completion & dropping out

Bullying

Restraint & exclusion

Disproportionality & Equity

SUBSTANTIVE CONTENT

STUDENT BEHAVIOR

• Aggression
• Bullying behavior
• Non-compliance
• Insubordination
• Social withdrawal
• Truancy
• Law/norm violations
• Substance use
• Weapon possession
• Harassment
• Self-injury

ADULT BEHAVIOR

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

OUTCOMES

• Disproportionality
• Dropping out
• School failure
• Mental illness
• School-to-prison pipeline
• Achievement gap

CONTEXT CONDITIONS

• Hunger
• Chronic illness
• Disability
• Race
• Gender
• Violence & trauma exposure
• Unemployment
• Gangs
• Substance use
• Mental illness

PROACTIVE PROTECTIONS

• Physical health
• Mental health
• Literacy development
• Algebra readiness
• Safe neighborhoods

POSITIVE SCHOOL CLIMATE

Did you feel that!
Understanding mechanism (Function) matters!

**Coercive Cycle**

**KID**
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Academic failure
- 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 adult 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
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

**KID**
- Compliance & cooperation
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What’s It Take to Shift from Negative to Positive School Climate??

**Biglan, Dishion, Mayer, Patterson, Reid, Severson, Walker**

- Establish positive school climate
- Maximizing academic success
- Teaching important social skills
- Modeling good behavior
- Recognizing good behavior
- Communicating positively
- Supervising actively
### School Climate Self-Assessment - homework

<table>
<thead>
<tr>
<th>Question</th>
<th>SWPBS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do &gt;80% of students engage in socially appropriate interactions w/ peers daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do &gt;80% of staff have more positive than negative social interactions with their students daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do &gt;80% of staff model positive expected social behavior daily?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
<td></td>
</tr>
</tbody>
</table>

### 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*

### MTSS aka PBIS, SWPBS, MTSS-B, MTBF, RtI-B...

**Framework for enhancing adoption & implementation of**

- **Continuum of evidence-based interventions to achieve**
  - Academically & behaviorally important outcomes for
  - All students

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**MTSS Emphasis**

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions
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

Universal
All

Dec 7, 2007

Behavior Support

Intensive
Targeted

Universal

Dec 7, 2007

Continuum of Support for ALL:
“Molcom”

Label behavior...not kids

Universal

SWPBS: Core Practice Features

Dec 7, 2007

Dec 7, 2007
**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

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**MTSS/CSSS: Core Features**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Practices</th>
<th>Systems</th>
<th>Data</th>
</tr>
</thead>
</table>

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**Teaching social skills explicitly**

*Establishing stimulus control...like academic skills*

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**Social Skills Misrules**

- Punishment teaches
  - Punishment signals error.
  - Punishment does not teach SS.
- Teach “1 hour every Monday”
  - SS are needed all day.
  - SS are prompted & practiced all day.
- Not my responsibility
  - SS are needed to learn.
  - SS are needed to teach.
- Bad behavior is trait
  - SS (good/bad) learned & taught.
  - Teaching SS should be formal.

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**“Power of Habits”**

Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge: Replacing current behavior (strong habit) with new behavior (weak habit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV remote</td>
<td>Walk</td>
<td>Entertained?!</td>
</tr>
<tr>
<td>Teased</td>
<td>Ignore</td>
<td>Teasing stops?!</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Try</td>
<td>Work removed?!</td>
</tr>
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Establishing/Replacing Habit
Charles Duhigg (2014)

CUE
• Remove competing cue
• Add desired cue

HABIT
• Teach acceptable alternative
• Teach desired alternative

REWARD
• Remove reward for old habit
• Add reward for new habit

All three elements are addressed in SSI!

Teaching calculating hypotenuse of triangle

“Work w/ another partner & do these 4 examples.....”

“I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle...”

“Watch me... If A = 3 & B = 4, then C² = 25, & C = 5...”

“Work w/ your partner & calculate hypotenuse of triangle for these 3 examples......”

“Teaching by Emphasizing & Teaching Positive Expectations”

“Teaching by ‘I hate this f___ing school & you’re a dumbf____!’”

“That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again.....starting now!”

Teaching social behaviors like academic skills

“You got it. Tomorrow let’s figure out how to handle cyber-teasing.”

“That was great. What would that look like if you were stuck on the bus? In the classroom...”

“Tell me how you would do it if you were in hallway.” “At school dance.”

“If someone won’t stop teasing your friend, you should look cool & walk away w/ your friend...”

“Watch. This is how I would do it at a concert.”

Emphasizing & Teaching Positive Expectations

“Respect others. Manage stress. Solve problems responsibly.”

“Report others. Share positive. Support each other.”
1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

Social Skills Self-assessment - 7 minutes

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<td></td>
<td></td>
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<td>Yes ? No 2. Do we have plan for teaching schoolwide social skill expectations? Yes +?+++ No+</td>
<td></td>
<td></td>
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<tr>
<td>Yes ? No 3. Do we teach schoolwide social skill expectations in our classrooms? Yes +?+++ No+</td>
<td></td>
<td></td>
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<td>Yes ? No 4. Do we teach schoolwide social skill expectations throughout the day? Yes +?+++ No+</td>
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Implementation Drivers - PBIS Implementation Blueprint (2015, pbis.org)

Expectations & behavioral skills are taught & recognized in natural context.
Basic “Logic”

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“Smallest, most effective, durable, efficient, & relevant

Pat Williams.

CTE UCONN UConn School of Education