Multi-Tiered Systems of Support: Integrated Implementation for Academic & Behavior Success

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www.pbis.org
www.neswpbis.org
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9:30 -10:45
11:00 - 12:15

PURPOSE
Provide overview of Multi-Tiered Systems of Support (MTSS) as framework for prioritizing & aligning implementation & organizational systems, initiatives, practices, & outcomes. Academic & social behavior success relations emphasized.

• School climate
• MTSS/PBIS
• Implementation systems of effective practices

IES Newsflash
28 Sep 2016

Key findings include…
• "The PD had a positive impact on teacher knowledge."
• "The PD had a positive impact on some aspects of instruction."
• "The PD did not have a positive impact on student achievement."

GOAL: Effective School, Family, Community Organizations

Effective Organizations

Common Language
Common Experience
Common Vision/Values

Quality Leadership

Intensive
Targeted
Few
Some
Universal
All

Continuum of Support for All

Dec 7, 2007
Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

- **Doing Business**
  - Supporting **Culturally Knowledgeable** Staff Behavior
  - Supporting **Culturally Valid** Decision Making

**GUIDING PRINCIPLES**
- Team-based Problem Solving
- Local Data
- Continuum of Supports
- Evidence-based Practices
- Local Implementation Capacity
- Administrator Support & Participation
- Supporting Policies & Procedures

National Climate Change & need to “double-down” on Prevention.

What is PBIS (MTSS)?

http://www.pbis.org/whats-new

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O'Keeffe, & Fallon, 2012ab

Supporting Culturally Relevant Evidence-based Interventions

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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.

PBIS is about improving classroom & school climate, decreasing reactive management, improving support for students w/ EBD, integrating academic & behavior initiatives.

Maximizing academic achievement.

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

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

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

Primary prevention: System-wide, classroom-wide, and individualized interventions.

MTSS = PBIS, RtI, SRBI.

Primary Prevention: System-wide, classroom-wide, and individualized interventions.

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%

All

Some

Few

Continuum of school-wide instructional & positive behavior support.
Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015

After 3 years, pilot schools have:
- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.

CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model
A first grade classroom after 3+ years of CT’s K-3 Reading Model

Integrated MTSS

Academic Systems
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity
- Targeted Group Interventions
  - Group students (grade)
  - High efficiency
  - Rapid response

Behavioral Systems
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- Targeted Group Interventions
  - Group students (grade)
  - High efficiency
  - Rapid response

Universal Interventions
- All students
- Preventive, proactive

MTSS Alignment & Integration w/ School Climate

SCHOOL CLIMATE
- Individual & group level construct
- Refers to shared beliefs, values, & attitudes
- Shapes interactions between & among students, teachers, & administrators &
- Sets parameters of acceptable behavior & norms for school

Coercive Cycle

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

SCHOOL: Negative School Climate
- 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

Why is negative school climate undesirable?
- Creates environments of control
- Triggers & reinforces antisocial behavior
- Shifts accountability away from school
- Devalues child-adult relationship
- Weakens academic & social behavior development

Positive Reinforcement Cycle

SCHOOL: Positive School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgment
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

KID: Positive School Climate
- 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

What’s It Take to Shift from Negative to Positive School Climate?
- Easy to say...requires sustained priority to do.

Positive Student Behavior
- Academic success
- Positive engagements
- Active supervision
- Reteaching
- Many response opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

Where is your classroom & school on the climate scale?

Coercive Cycle

PBIS goal to establish & maintain positive teaching & learning environment
Establishing a Positive School Climate

Maximizing Academic Success

Teaching Important Social Skills

Recognizing Good Behavior

Modeling Good Behavior

Supervising Actively

Communicating Positively

Establishing Positive School Climate

Biglan, Colvin, Mayer, Patterson, Reid, Walker

School-Wide PBS (Tier 1)

Continuum of Procedures for Teaching SW & Classroom-Wide Expected Behavior

Procedures for Teaching Expected Behavior

Procedures for On-Going Data-Based Monitoring & Evaluation

School-Wide PBS Statement

Leadership Team

Set of Positive Expectations & Behaviors

Continuum of Procedures for Discouraging Rule Violations

Continuum of Procedures for Encouraging Expected Behavior

www.pbisapps.org

www.neswpbs.org

HOW?

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When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.

Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change.

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes.

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences).

Practice Selection

1. Empirical Support
   • Functional Relationship
   • Meaningful Effect Size
   • Replication
   • Context
   2. Student Fit
      • Need (+/-)
      • Priority
   3. Context-Environment Fit
      • Language
      • Developmental
      • Educational
      • Cultural

Implementing PBIS

GOAL: Effective School, Family, Community Organizations

Common Language
Common Experience
Quality Leadership
Effective Organizations

Maximizing academic success
Teaching important social skills
Modeling good behavior
Recognizing good behavior

HOW?

Establish positive school climate
Communicating positively
Supervising actively

School-wide PBIS & Classroom Behavior Management

Classroom-Wide & School-Wide PBS (Tier 1)

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors
Continuum of procedures for encouraging expected behavior

Fixsen & Blase, 2009

Fixsen & Blase, 2009

FAHSA, www.asha.org

Socialworkpolicy.org, 2015

American Psychological Association, 2006

National Alliance on Mental Health, 2007

Cook & Cook, 2013

HHS SAMHSA, 2009

Fixsen, d. L., N. Blase, C. P., N. Friedman, G. N. Van Dyke, & K. A.简洁, 2009
Invest in Positive Relationship to Enhance Teaching & Learning

- Maintain “5 to 1” positives to negatives
- Use more specific than general positives
- Use developmentally, culturally, contextually appropriate positives
- Precorrect errors for success
- Actively & positively supervise
- Maximize time & opportunities for academic success

SW to CW PBIS….basics!

- SW Tier 1 implemented w/ fidelity
- SW & CW data-based decision making
- CW linked to SW expectations
- CW linked to expectations and common routines & settings
- Effectively aligned & delivered instructional practices & curricula
- Full-time application of basic behavior management practices
- SW based CW Tier 2/3 practices & supports

General Team Action Steps

1. Ensure that SW Tier 1 implemented w/ fidelity by >80% staff
2. Develop & implement plan for development of CW link to SW expectations
3. Review CW discipline data for priority targets
4. Based on review, develop & implement plan based on selection 1 or more classroom behavior management practices
5. Actively & daily supervise & reinforce implementation of CW-SW expectations & classroom behavior management practices

Basic PBIS Implementation Framework

- Regional/State leadership
- District Behavior Team
- School Behavior Team
- Student Benefit
- External Coaching Support
- Internal Coaching Support
- Team Support
- Site level Team

Culture =

Group of individuals

Overt/verbal behavior

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

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012
How does my learning history affect my actions?

- Are my actions equitable?
- Do I stop & check before I act?
- Do I act with a team?
- Do I use data to guide my actions?

Acting Respectfully & Responsibly

SAMPLE QUESTIONS

- STOP: TAKE 5 & STEP BACK
  - Am I calm?
  - Is student calm?

- CHECK
  - Do I have positive relationship w/ student?
  - Have I considered cultural context?
  - Have I considered individual learning history?
  - Can I act by myself?
  - Can I do school procedure?
  - Is positive outcome likely?

- ACT
  - Am I following procedure?
  - Am I calm & professional?

- CHECK
  - Am I calm & responsive?
  - Is student calm & responsive?
  - Is outcome positive likely?

McIntosh et al., 2016

Positive Behavioral Interventions and Supports Implementation Blueprints:
- Part 1 - Foundational and Supporting Information
- Part 2 - Self-Assessment & Action Planning

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www.pbs.org

www.pbis.org

NIRN.org

Scalingup.org

Fixsen & Blase

Upcoming Events

Northeast PBIS
- May 18-19
- Mystic, CT

APBS Conf.
- Mar 1-4
- Denver, CO

PBIS Forum
- Sep 27-29
- Chicago, IL

New England PBIS
- Nov 14-15
- Norwood, MA