MTSS: Connecting School Climate, Behavior Support, Disability and Academic Success

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PURPOSE

Review of fundamentals for enhancing MTSS links: SWPBS + School Climate + Discipline + Academic Success

THEORY OF ACTION

"Roadmap of Causal Pathway"

X
Data-based Question

"Addressing X with Y has high probability of producing Z"

Y
Evidence-based Strategy

Z
Desired Outcomes

How much are you willing to bet on your decision?

"To achieve X, we should do Y"

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

Sound theory

Basic tool kit
**THEORY OF ACTION**

"Behavior Example"

X "Reduce use of reactive management"

"To achieve X, we should do Y"

Y "Teach & acknowledge 3-5 Behavioral Expectations"

Z "Positive School Climate"

"Addressing X with Y has high probability of producing Z"

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**George’s (PBIS) Theory of Action**

Behavior & environment are functional related

Behavior is learned

Biology is important

Enforce environment to influence & teach behavior

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**What is positive school climate?**

*Did you feel it or did you see it!!*

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**Coercive Cycle**

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

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**SCHOOL (-) 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

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**Positive Reinforcement Cycle**

**SCHOOL (+) School Climate**
- 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

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**KID (+) 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
Why is negative school climate undesirable?

- Shifts accountability away from school
- Triggers & reinforces antisocial behavior
- Creates environments of control
- Devalues child-adult relationship
- Weakens academic & social behavior development

What's it take to shift from Negative to Positive School Climate???

- Coercive Cycle
  - Negative Student Behavior
  - Positive School Behavior
- Positive Reinforcement Cycle
  - Positive Student Behavior
  - Positive School Behavior

Establish positive school climate

- Maximizing academic success
- Teaching important social skills
- Communicating positively
- Supervising actively
- Modeling good behavior
- Recognizing good behavior

GOAL (Big Outcome)

POSITIVE SCHOOL-WIDE CLIMATE FOR ALL (Students, Family, School, Community)

- Quality Leadership
- Common Vision/Values
- Common Language
- Common Experience

PBIS (aka SWPBS, MTBF)

Framework for enhancing adoption & implementation of

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

Multi-tiered Systems of Support?

Planning success for all students
IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
UNIVERSAL SCREENING
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION
CORE FEATURES MTSS/PBIS

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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 Support for ALL:
“Molcom”

Dec 7, 2007

Dec 7, 2007

Universal
Targeted
Intensive
Few
Some
All
**CORE FEATURES: School-Wide PBS (Tier 1)**
- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations

**CORE FEATURES: Targeted PBS (Tier 2)**
- Increased pre-correction
- Continuous progress monitoring
- Increased opportunity for positive reinforcement

**CORE FEATURES: Intensive PBS (Tier 3)**
- Multi-disciplinary Team & data driven
- Behavioral expertise
- Functional Based Behavior Support Planning
- Wraparound Supports & Culture Driven Person Centered Planning
- Comprehensive School Mental Health Supports
- Continuous progress monitoring, positive reinforcement & adult supervision

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**ESTABLISHING CONTINUUM of SWPBS**
- **TERTIARY PREVENTION**
- **SECONDARY PREVENTION**
- **PRIMARY PREVENTION**

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**SWPBS: Core Practice Features**

**SECONDARY PREVENTION**
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & pre-correction
- 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 pre-correction, 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

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**Data for decision making?**

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**Defendable actions**
2014

RCT & Group Design PBIS Studies


LEADERSHIP*TEAM*
Coordination, Readiness, Priority
Funding, Visibility, Dissemination
Political Support, Systems Alignment

Professional Development, Coaching, Technical Assistance
Evaluation & Performance Feedback, Content Expertise

Local Implementation Demonstrations

Implementation Drivers

General Implementation Process

Team
Agreements
Data-based Action Plan “Plan”
Evaluation “Check”
Implementation “Do”

All Staff, Students, Administrators

Basic MTBF Implementation Framework

Regional/Team Leadership
Internal Coaching Support
External Coaching Support
School Behavior Team
School Staff

Student Benefits
- Academics
- Expectations & rules
- Social skills
- Self-management

Factors Directly & Indirectly Contributing To Student Learning


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

2 – 4 Years

Teaching social behavior explicitly?

Like academic behavior

Fixsen, Nacson, Blase, Friedman, & Wallace, 2005
Teaching Academics & Behaviors

- **DEFINE** Simply
- **MODEL**
- **PRACTICE** In Setting
- **MONITOR & ACKNOWLEDGE** Continuously
- **ADJUST for Efficiency**

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Considering Culture & Context?

**Learning history**

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**Culture =**

- Group of individuals
- Overt/verbal behavior
- Collection of learned behaviors, maintained by similar social & environmental contingencies
- Differentiates 1 group from another
- Predicting future behavior

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1. **School** establishes policy for norm-violating behavior
2. **Kid** caught engaging in norm-violating behavior
3. **Educator** opts to complete discipline referral
4. **Administrator** opts to formalize incident

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**Individual Learning History & Context**

1. Identify 4-5 key life events/influences (you, students, parents, staff, etc.)
2. Identify 4-5 descriptors
3. Describe how learning history affects how you describe & act on what you experience

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**Kid Benefit**

Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Supporting Culturally Knowledgeable Staff Behavior

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**Supporting Important Culturally Equitable Academic & Social Behavior Competence**

**Supporting Culturally Valid Decision Making**

**Supporting Culturally Relevant Evidence-based Interventions**

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Sugai, O'Keeffe, & Fallon 2012

Vincent, Randall, Carlgitke, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012
Table 3. SWPBS Examples & Suggestions for Enhancing Cultural & Contextual Relevance

Fallon, O’Keeffe, & Sugai 2012

CONCLUSION

SWPBS emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Vincent, Randall, Carlingen, Mait, & Brooks-Adams (2011); Sugai, O’Keeffe, & Felder, 2008

BASIC PBIS LOGIC

Cultural/Context Considerations

Systems

Data

Practices

Implementation Fidelity

Maximum Student Outcomes

Start w/ effective, efficient, & relevant, doable

Prepare & support implementation

Training + Coaching + Evaluation

Improve “Fit”