MTSS: School Climate, Culture, Behavior, & Academic Achievement

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6 March 2015

www.pbis.org www.neswpbs.org

PURPOSE

Review of fundamentals for enhancing MTSS academic & behavior links: SWPBS + School Climate + Discipline + Achievement

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Presentations

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Today’s Topics

- Why SWPBS/PBIS (MTSS-B)?
- Positive school climate
- Multi-Tiered Systems of Support
- Evidence-based practices
- Data for decision making
- Implementation capacity
- Teaching social skills directly
- Culture & context
- What next?
PBIS is about:

- Improving classroom & school climate
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Maximizing academic achievement
- Improving support for students w/ EBD

Factors Directly & Indirectly Contributing To Student Learning

- MTSS
- School Leadership; Priorities and Practices
- Teachers
- Student Learning
- Student/Family Background
- District Leadership; Priorities and Practices
- Leaders' Professional Development Experiences
- Other Stakeholders
- Classroom Conditions

Positive School Climate?

- Did you feel it...did you see it?

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

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

Positive School Climate?

- Did you feel it...did you see it?

Coercive Cycle

- High rates academic & social success
- Positive supervision & reinforcement
- Positive social skills instruction

VIOLENCE PREVENTION

- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)
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

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

What's It Take to Shift from Negative to Positive School Climate??

GOAL (Big Outcome)

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

Multi-Tiered Systems of Support

Why is negative school climate undesirable?

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

Establish positive school climate

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

Biglan, Colvin, Mayer, Patterson, Reid, Walker

Establish positive school climate

Communicating positively
Supervising actively
How?
PBIS (aka SWPBS) is MTBF

Framework for enhancing adoption & implementation of evidence-based interventions to achieve academically & behaviorally important outcomes for all students.

PBIS Implementation with Fidelity

Continuous Progress Monitoring

Continuum of Evidence-Based Interventions

Universal Screening

Core Features: MTSS/MTBF

Content Expertise & Fluency

Data-Based Decision Making & Problem Solving

Team-Based Implementation

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

Continuum of Support for All

Intensive

Few

Targeted

Some

Universal

All

Core Features: MTSS/MTBF

Universal Screening

Content Expertise & Fluency

Data-Based Decision Making & Problem Solving

Team-Based Implementation

Behavior Support

Intensive

Targeted

Universal

Label behavior…not people

Continuum of Support for ALL: “Molcom”

Dec 7, 2007

Universal

Targeted

Intensive

Behavior Support

Self-assess

Attendance

Pro-social

Incl. play

Indiv. play

Technology

Writing

Spanish

Decoding

Comprehension-Social skills

Technology

Reading

Math

Science

Label behavior…..not kids
Continuum of Support for ALL: “________”

Evidence-based practices
Reinforcing academic & behavior success

SWPBS emphasis
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Evidence-based practices
Reinforcing academic & behavior success

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

Increased precorrection
Team & data driven
Behavior expertise
Increased social skills instruction & practice
Increased opportunity for positive reinforcement
Increased adult supervision

CORE FEATURES: Targeted PBS (Tier 2)
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

ALL ~80% of Students
SOME ~15%
FEW ~5%
Data for decision making

Are you willing to bet your next month’s salary on that decision?

<table>
<thead>
<tr>
<th>Implementation Fidelity</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefit</td>
</tr>
<tr>
<td>Reduced Probability of Student Benefit</td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
</tr>
<tr>
<td>Low Probability for Student Benefit</td>
<td></td>
</tr>
</tbody>
</table>

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

RCT & Group Design PBIS Studies
- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, and emotional
- Improvements in academic achievement
- Enhanced perception of organizational health & peer rejection
- Reductions in teacher reported bullying behavior
- Improved school climate

Fixsen & Blase, 2009

# Ref by Students

How long would it take to answer big 5 SW discipline questions in your school?

1. How many?
2. What?
3. Where?
4. When?
5. Who?

(7 min.)

Implementation Capacity

Systems supporting educator practice

Aligning & Braining Initiatives

Past initiatives have failed due to lack of integration & alignment of ALL systems

"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

Quality Leadership

Common Language

Common Vision/Values

Common Experience

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

Implementation Drivers

LEADERSHIP TEAM

Coordination, Readiness, Priority

Funding

Visibility & Dissemination

Political Support

Policy & Systems Alignment

Personnel Selection

Professional Development

Coaching & Technical Assistance

Evaluation & Performance Feedback

Content Expertise

Local Implementation Demonstrations

General Implementation Process

Team

Agreements

Data-based Action Plan "Plan"

Evaluation "Check"

Implementation "Do"

State

District

School

Students

Staff

Principal, Superintendent

At Staff, Students, Administrators
Effective leaders engage in actions or behaviors & establish working conditions that...

- Set clear goals
- Develop strength qualities of teachers
- Organize & operate school for success
- Emphasize behavioral implementation & prevention sciences
- Align strengths, talents, & capacities of workers w/ specific expectations & outcomes
- Monitor & measure effects of their actions, decisions, & policies w/ relevant data
- Reinforce effort, productivity, behavior, etc.

Adapted from Sugai, Horner, & Lewis, 2012

Teaching social skills explicitly
...like academic skills
**Emphasizing & Teaching Positive Expectations**

Are “Rewards” Dangerous?

“...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

- Cameron, 2002
  - Cameron & Pierce, 1994, 2002
  - Cameron, Banko & Pierce, 2001

Reinforcement Wisdom!

- “Knowing” or saying “know” does NOT mean “will do”
- Students “do more” when “doing works”...appropriate & inappropriate!
- Natural consequences are varied, unpredictable, undependable,...not always preventive

**Reinforcement Wisdom**

“Student does not need extrinsic reinforcement if he(she) is successful”

Skinner 1960

**Acknowledge & Recognize**
Consider culture & context
Where'd you learn that?

Individual Learning History & Context
1. What do you think of culture and context (you, students, parents, staff, etc.)?
2. Generation of discipline.
3. Describe how learning behavior affects how you describe & act on what you experience.

References

Culture = Group of individuals
- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Collection of learned behaviors, maintained by similar social & environmental contingencies
- Predicting future behavior

Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from

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

Concluding comments
Now what?
Organization
Leadership Team
Collect data, analyze, & decide
Establish measurable outcome
Implement deliberately & continuously
Monitor implementation & progress
Arrange to implement with fidelity

General next steps
1. Self-assessment, planning (OUTCOMES)
   - Strengths
   - Needs
   - Challenges
   - Priorities
2. Conduct resource mapping (PRACTICES)
   - What practices & systems in place?
   - What is level of implementation fidelity?
   - What can be enhanced, merged?
   - What can be continued, added, dropped?
3. Establish leadership teaming capacity & readiness (SYSTEMS)
   - Organizational features
   - Functions
4. Develop action plan (IMPLEMENTATION)
   - Leadership & coordination capacity
   - Policy, funding, visibility, political support
   - Training & coaching capacity
   - Evaluation
5. Monitor & adjust implementation (DATA)
   - Implementation fidelity
   - Progress monitoring

EXAMPLE
Establishing School Leadership Team: Self-Assessment & Planning
www.neswpbs.org

Initiative, Project, Committee
Purpose
Outcome
Target Group
SIP/SID/etc

Attendance Committee
Character Education
Safety Committee
School Spirit Committee
Discipline Committee
DARE Committee
EBS Work Group

Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
<td></td>
</tr>
<tr>
<td>Character Committee</td>
<td>Improve behavior</td>
<td>Improve behaviors</td>
<td>All students</td>
<td>Has met goal</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Improve response to threats</td>
<td>Dangerous students</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has met goal</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>Improve school drug use</td>
<td>High/at-risk drug users</td>
<td>Don</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, O. Evans</td>
<td>Goal #2, Goal #3</td>
</tr>
</tbody>
</table>

Resource Mapping ("Working Smarter")

Are outcomes measurable?
Are outcomes measurable?
EXAMPLE
“Team Implementation Checklist” (TIC)

Effective Behavior Support Team Implementation Checklists

<table>
<thead>
<tr>
<th>School</th>
<th>Date of Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>County</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTIONS: The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

EBS Team Members

Person(s) Completing Report

Self-Assessment
6. Team has completed EBS self-assessment.
7. Team summarizes student school discipline data.
8. Strengths, areas of immediate focus & action plan are identified.
10. Systemwide behavioral expectations are developed.
11. System in place to acknowledge and support schoolwide expectations.
12. Clear defined & consistent consequences are procedures for undesirable behaviors are developed.

Establish Team
1. Administrator’s support & active involvement.
2. Faculty/Staff support (at least 2 points, 100% faculty in training support, SW Expectations identified & involved.
3. Team established (nominations).
4. Team has regular meeting schedule, effective operating procedures.
5. Audit compiled for efficient integration of team with other team initiatives addressing behavior support.

Informaion System
15. Disciplinary data are gathered, summarized, reported.

Function-based Support
16. Personnels with behavioral expertise are identified & involved.
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.

On-going
1. EBS team meets at least monthly.
2. EBS team has given status reports to faculty at least monthly.
3. Activities for EBS action plan implemented.
4. Accuracy of implementation of EBS action plan assessed.
5. Effectiveness of EBS action plan implemented.
6. EBS data analyzed.

Commitment
Established
Team
SYSTEMS + DATA + PRACTICES = Basic PBIS Logic

Cultural/Context Considerations:
- Cultural/Context Considerations
- Prepare & support implementation
- Start w/ effective, efficient, & relevant, doable

Implementation Fidelity:
- Training + Coaching + Evaluation
- Improve "Fit"

Maximum Student Outcomes:
- Implement Fidelity
- Improve "Fit"

BASIC PBIS LOGIC

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