MTSS: Connecting School Climate, Behavior Support, & Academic Success

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
June 17, 2014

www.pbis.org  www.cber.org

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

Multi-tiered Systems of Support?
Planning success for all students

Shaping of MTSS

PBIS (aka SWPBS) is MTBF

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students
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

Remember MTSS is a.....!

Sound theory?

Basic tool kit

Theory of Action

“Roadmap” that (a) charts causal pathway between strategies needed to answer specific question & to achieve desired outcomes (i.e., “To address X, we must do Y.”) & (b) is based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”) (aka logic model).
What is positive school climate?
Did you feel it or did you see it!!
Coercive Cycle

KID: Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardiness, & 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

Positive Reinforcement Cycle

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

SCHOOL: Positive 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

How to jumpstart change?

Coercive Cycle

Positive Reinforcement Cycle

Evidence-based Practices?

What & How

Evidence-based Education Roadmap

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

ALL
~60% of Students

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

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

Core Features:
- School-Wide PBS (Tier 1)
  - Leadership Team
  - Behavior purpose statement
  - Set of positive expectations & behaviors

- Continuum of procedures for discouraging rule violations
- Continuum of procedures for encouraging expected behavior
- Procedures for teaching SW & classroom-wide expected behavior

Core Features:
- Targeted PBS (Tier 2)
  - Team & data driven
  - Behavior expertise
  - Increased social skills instruction & practice
  - Continuous progress monitoring
  - Increased opportunity for positive reinforcement
  - Increased adult supervision

Core Features:
- Intensive PBS (Tier 3)
  - Multi-disciplinary Team & data driven
  - Behavior expertise
  - Increased precorrection
  - Continuous progress monitoring, positive reinforcement & adult supervision
  - Functional Based Behavior Support Planning

- Comprehensive School Mental Health Supports
- Wraparound Supports & Culture Driven Person Centered Planning

Establishing Continuum of SWPBS

Tertiary Prevention

Secondary Prevention

Primary Prevention

Active, participatory leadership?

4-5 years!
Factors Directly & Indirectly Contributing To Student Learning


Basic MTTF Implementation Framework

Fixsen & Blase, 2009

Data-based Decision Making

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

Data used to.....

Data for decision making?
Defendable actions

## Implementation Fidelity

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
</tr>
</tbody>
</table>
Strategic long-term implementation investment?

Implementation phases & drivers

Effective Organizations

“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)

Common vision & objectives
Common language
Common experiences & routines
Quality leadership & coaching

Effective Social & Academic School Culture

GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & social, emotional, & behavioral expectations are taught & encouraged.

Common Language
Common Experience
CMHACY
Common Vision/Values

Stages of Implementation

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

2 – 4 Years

Adapted from Fixsen, Nacol, Blase, Friedman, & Wallace, 2005

Effective Organization

Leadership Team (Coordination)

- Funding
- Visibility
- Political Support
- Policy

Behavioral Expertise

Local School/District Implementation Demonstrations

Implementation Drivers

- LEADERSHIP TEAM (Coordination)
- Training
- Coaching
- Evaluation

Where are you in implementation process?

Adapted from Fixsen & Blase, 2005

- We think we know what we need, so we ordered 3 month free trial (evidence-based)
- Let’s make sure we’re ready to implement (capacity infrastructure)
- Let’s give it a try & evaluate (demonstration)
- That worked, let’s do it for real (investment)
- Let’s make it our way of doing business (institutionalized use)
Teaching social behavior explicitly?

Like academic behavior

Considering Culture & Context?

Learning history

Teaching Academics & Behaviors

DEFINE Simply

MODEL

PRACTICE In Setting

ADJUST for Efficiency

DEFINE Simply

MONITOR & ACKNOWLEDGE Continuously

Culture =

Group of individuals

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

Overt/verbal behavior

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

Shared learning history

Predicting future behavior

Differentiates 1 group from others

Sugai, O’Keeffe, & Fallon 2012

Potential for cultural exchange & conflict

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

ODR Data Point

4 considerations!
Simple messages travel faster, simpler designs reach the market faster, & the elimination of clutter allows faster decision making."


“Coach Wooden’s basic teaching theory was whole-part-whole: introduce the big concept, break it down into its constituent parts, then re-construct the whole with a new awareness & use...We broke it into three pedagogical demonstration & explanation/demonstration, & imitation/correction, & repetition.”


"Keep it simple"

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

MTSS & Kid Benefit

Training + Coaching + Evaluation

Cultural/Context Considerations

Implementation Fidelity

Prepare & support implementation

Start w/ effective, efficient, & relevant, & flexible

Maximum Student Outcomes

BASIC PBIS LOGIC

Start

Systems

Data

Practices
Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach 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