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

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
August 5 2014
www.pbis.org  www.cber.org

PURPOSE

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

What is positive school climate?
Did you feel it or did you see it!!

Effective Organizations

MTSS & School Climate

Common Language
Common Experience
Common Vision/Values
Quality Leadership

GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & prosocial behaviors are promoted

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

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

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

Positive School Climate
• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Academic & social engagement

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

How to jumpstart change?

Positive Reinforcement Cycle

Coercive Cycle

Positive Reinforcement Cycle

General Phases, Activities, & Outcomes of Implementation

Phase 1 Exploration & Adoption
* Document SC DISTRICT priority
* Document SC PRINCIPAL priority
* Document SC STAFF priority
See Readiness Checklist

Phase 2 Initial Implementation
* Establish school behavior leadership team
* Establish school behavior coach
* Secure staff agreement
* Participate training for SW & CW
* Develop/implement action plan for SW implementation

Phase 3 Full Implementation
* Develop/implement action plan for CW implementation
* Monitor implementation fidelity & student progress
* Develop/implement action plan for specialized behavior support

Expected Outcomes

Positive Reinforcement Cycle

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

A bit of review

Expected Outcomes

ALL STAFF engage in...
• Teaching, prompting, acknowledgement of positive behavior
• Consistent & predictable processing of cue relations
• Simpler positive/negative contact & interactions

STUDENTS...
• Learn SW & CW behavioral expectations
• Develop positive social skills & self-management
• Increase positive peer & peer adult contacts
• Increase academic engagement & attendance
• Decrease problem behavior disciplinary referrals & suspensions

PHYSICAL & SOCIAL CLIMATE perceived as...
• Safe
• More predictable
• More positive
• More orderly

SC = School Climate
SW = School-Wide
CW = Classroom-Wide
SWPBS: Core Practice Features

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

IMPLEMENTATION W/ FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
MTSS/RI
CONTENT EXPERTISE & FLUENCY
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

PBIS (aka SWPBS, MTBF)
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

Continuum of Support for All

Universal
All
Some
Few
Intensive

Remember MTSS is a…..!
Conceptually & data-linked along
Prevention continuum to maximize
Carefully selected evidence-based practices that are
Academic & behavior success of
High fidelity, sustained implementation of
LOGIC:
1. not strategy, intervention, curriculum &
2. is dependent on
All students

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
**Integrated Elements**

Supporting Social Competence & Academic Achievement
- **OUTCOMES**
  - Supporting Staff Behavior
  - Supporting Student Behavior
- **SYSTEMS**
- **DATA**
- **PRACTICES**
  - Supporting Decision Making

---

**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).

---

**George’s Theory of Action**

Behavior & environment are functional related
- Behavior is learned
- Biology is important
- Behavior is lawful, therefore understandable & influence-able
- Adjust environment to influence & teach behavior

---

**School Reform Problem Context**

... School violence
... Under-achievement
... Suspension & expulsions
... Disability
... Disproportionality & Equity
... Delinquency
... School completion & dropping out
... Bullying
... Restraint & seclusion
Active, participatory leadership?
4-5 years!

Factors Directly & Indirectly Contributing To Student Learning

Basic MTSS Implementation Framework for "IT"
Data for decision making?
Defendable actions

### Data-based Decision Making

Data used to:

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

<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></td>
<td>Reduced Probability of Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
</tr>
<tr>
<td></td>
<td>Low Probability for Student Benefit</td>
</tr>
</tbody>
</table>

---

**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)
**Stages of Implementation**

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

2 – 4 Years

---

**Teaching calculating hypotenuse of triangle**

- “Watch me… if A = 3 & B = 4, then C² = 5, & C = 5…”
- “Work w/ your partner & calculate hypotenuse of triangle for these 3 examples….”
- “I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle…”
- “Work w/ another partner & do these 4 examples….”

---

**Teaching social behavior explicitly?**

Like academic behavior

---

**Where are you in implementation process?**

Adapted from Fixsen & Blase, 2005

- **Exploration & Adoption**
  - We think we know what we need, so we ordered 3 month free trial (evidence-based)
- **Installation**
  - Let’s make sure we’re ready to implement (capacity infrastructure)
- **Initial Implementation**
  - Let’s give it a try & evaluate (demonstration)
- **Full Implementation**
  - That worked, let’s do it for real (investment)
- **Sustainability & Continuous Regeneration**
  - Let’s make it our way of doing business (institutionalized use)
Teaching social behaviors like academic skills

- "You got it. Tomorrow let's figure out how to handle cyber-teasing."
- "If someone won't stop teasing your friend, you should look cool & walk away w/ your friend..."
- "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 a hallway. "At school dance."
- "Watch. This is how I would do it at a concert."

Considering Culture & Context?
Learning history

Culture =

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

Flexible, dynamic, & changed/shape over time & across generations & setting.
Collection of learned behaviors, maintained by similar social & environmental contingencies

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

Policy makers
Antecedent
Administrator
Behavior
Antecedent
Educator
Behavior
Antecedent
Student
Consequence
Behavior
Educator
Behavior
Administrator
Consequence

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

CONSIDERATIONS!
CONCLUSION

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Valid Decision Making
Supporting Culturally Knowledgeable Staff Behavior
SWPBS emphasis

BASIC PBIS LOGIC

Cultural/Context Considerations

SYSTEMS

DATA

PRACTICES

Training + Coaching + Evaluation

Maximum Student Outcomes

Implementation Fidelity

Improve "Fit"

Start w/ effective, efficient, & relevant, doable

Prepare & support implementations

Improve "Fit"

Start w/ effective, efficient, & relevant, doable

Prepare & support implementations