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

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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

Implementation

Core Features

MTSS/RtI

Content Expertise & Fluency

Team-Based Implementation

Continuum of Evidence-Based Interventions

Universal Screening

Data-Based Decision Making & Problem Solving

Continuous Progress Monitoring

Continuum of School-Wide Instructional & Positive Behavior Support

Response-to-Intervention

Multi-Tiered Systems of 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%

ALL

SOME

NO

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%
Remember MTSS is a.....!

**LOGIC...**
1. Not strategy, intervention, curriculum &
2. Is dependent on...

Carefully selected evidence-based practices that are conceptually & data-linked along the prevention continuum to maximize academic & behavior success of all students.

High fidelity, sustained implementation of carefully selected evidence-based practices that are conceptually & data-linked along the prevention continuum to maximize academic & behavior success of all students.

**What is positive school climate?**

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

**Effective Organizations**

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

**Positive Reinforcement Cycle**

**SCHOOL:** 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

- Compliant & responsible
- Positive peer & adult interactions
- Engagement & participation
- Participation & articulation
- Anger & conflict management
- Safe & clean environment
- Food & nutrition
- Self-management behavior

**Coercive Cycle**

**SCHOOL:** Negative School Climate

- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Ineffective organization support
- Poor leadership preparation
- Non-data based decision making
- Inefficient, ineffective instruction
- Negative adult role models

**KID:** Negative School Climate

- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, lateness, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use
How to jumpstart change?

Coercive Cycle

Positive Reinforcement Cycle

(-) student behavior

(+) student behavior

What's it gonna take to shift from… to…?

Positive School Climate?

Precise, explicit, & efficient implementation capacity

Investment in data evidence-based practices

Teaching behavior explicitly

Multi-tiered approach

Active participatory leadership

Sound theory

Strategic long term implementation investment

How to jumpstart change?

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 & Tim’s Theory of Action

Behavior Analytic Approach

Behavior is lawful, therefore understandable & influence-able

Behavior is learned

Behavior & environment are functional related

Adjust environment to influence & teach behavior

Setting Conditions

Antecedents

Behaviors

Consequences
CORE FEATURES
Targeted PBS (Tier 2)

- Increased precorrection
- Continuous progress monitoring
- Increased social skills instruction & practice
- Increased opportunity for positive reinforcement
- Increased adult supervision
- Behavior expertise

CORE FEATURES
Intensive PBS (Tier 3)

- Continuous progress monitoring, positive reinforcement & adult supervision
- Comprehensive School Mental Health Supports
- Wraparound Supports & Culture Driven Person Centered Planning
- Functional Based Behavior Support Planning

ESTABLISHING CONTINUUM of SWPBS

TERTIARY PREVENTION

SECONDARY PREVENTION

PRIMARY PREVENTION

Factors Directly & Indirectly Contributing To Student Learning

Factors
- Student/ Family Background
- District Leadership, Policies and Practices
- Leaders' Professional Development Experiences
- Classroom Conditions
- Teachers
- Student Learning

MTSS


Active, participatory leadership?
4-5 years!

Basic MTBF Implementation Framework

- Regional/State leadership
- Internal Coaching Support
- External Coaching Support
- Team Support

- SWPBS practices, data, systems
- Policy, funding, leadership
- Data plan
- Data management
- School Staff
- Student Benefit
- Data
- Expectations & outcomes
- Self-management

School Behavior Team

District Behavior Team

School Staff
## Data for decision making?

**Defendable actions**

## Data-based Decision Making

<table>
<thead>
<tr>
<th>Implementation Drivers</th>
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<tbody>
<tr>
<td>Funding</td>
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<tr>
<td>Training</td>
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<tr>
<td>Local School/District Implementation Demonstrations</td>
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</tbody>
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## Stages of Implementation

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

2 – 4 Years

## Strategic long-term implementation investment?

**Implementation phases & drivers**

<table>
<thead>
<tr>
<th>Implementation Fidelity</th>
<th>IMPLEMENTATION</th>
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<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>
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</table>

[Fixsen & Blase, 2009]

[Fixsen, Naoom, Blase, Friedman, & Wallace, 2005]
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)

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Teaching social behavior explicitly?
Like academic behavior

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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
- Shared learning history
- Differentiates 1 group from
- Predicting future behavior

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

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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

ODR Data Point

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Sugai, O’Keeffe, & Fallon 2012

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4 considerations!
**Conclusion**

**Systems, Practices, Data**

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

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

MTSS & Kid Benefit

**BASIC PBIS LOGIC**

Cultural/Context Considerations

Start w/ effective, efficient, & relevant, doable

Prep & support implementation

Training + Coaching + Evaluation

Implementation Fidelity

Improve “Fit”

Maximum Student Outcomes

Outcomes

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

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