Multi-Tiered Support Systems: Features

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PURPOSE
Overview of rationale & fundamental practices & systems of multi-tiered systems of support (MTSS) & positive behavioral interventions & supports (PBIS).
Topics: MTSS, PBIS, school climate & culture, school discipline, teaching social skills.

PBS – Respect & Responsibility

OTHERS
• Use cells & converse @ break
• Work as team collaboratively

SELF
• Hydrate & stretch
• Check yourself
• Be safe

ENVIRONMENT
• Pre-cycle & recycle
• Keep track of personal stuff

TOPIC'S EXPECTED OUTCOMES
"What is MTSS-PBIS?"

- Describe MTSS-PBIS features, practices, & systems.
- Describe how MTSS-PBIS, school climate, & academic achievement are related.
- Describe how teaching social skills & academics are related.
- Describe & practice strategies for embedding effective PBIS practices into typical instructional activities & student-adult interactions.

Why Invest in Schools?
Keeps me up at night!

SUBJECTIVE non-data-based decision making

EVENTS & IMAGES OF VIOLENT & DISRESPECTFUL behavior

IMPLEMENTATION IN-FIDELITY of evidence-based practices

NEGATIVE classroom & school CLIMATE & CULTURE

Increasing economic, social, & political GAPS & POLARIZATION

Harassment, discrimination, & BULLYING behavior

Degradation of SCIENTIFIC knowledge, methods, & decision making

Prioritization of INEFFECTIVE practices

Schools are one of our most structured, predictable, continuous social support systems

Academic success

Social, emotional, & behavioral success

Caring, professional adults

Positive classroom & school climate

12+ yrs., 180 days/yr., 6 hrs./day

Specialized supports

Neighborhood availability

Schools & Classrooms as 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)

Systems Outcomes

Common VISION & objectives

Common LANGUAGE

Common EXPERIENCES & ROUTINES

Quality LEADERSHIP & coaching

Data Point

Students’ Relationships in School and Feelings About Personal Safety at School

Perceptions of school safety & neighborhood crime of 12-18 year olds.

USDoE NCES March 2018

Regardless of perceptions of crime, 95% students reported feeling safe at school.
More likely to report feeling safe at school if access to adult or student

2007-2015 Decreases in rates of reported bullying & hate-related words

FBI Data on Reported Hate Crime Incidents November 2017

- 5650 to 6121 increase (4.6%) total hate crime incidents (8.4% 2014)
- 19% rise anti-Muslim hate
- 19% rise race/ethnic hate
- 3% sexual orientation bias
- 5% sexual orientation bias
- Offenders: 46% white, 25% black
PBIS Working Elements

Supporting Empirically validated practices
Academic & behavior outcomes
All students

FRAMEWORK LOGIC
Behavioral science-based practices & systems for shaping student & ADULT behavior

Prevention Logic for All
Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Ability of students to respond to interventions

Prevention Actions
1. Eliminate triggers & maintainers of problem behaviors
2. Add triggers & maintainers of prosocial behaviors
3. Teach (practice, monitor, acknowledge) prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

“Power of Habits”
....or Challenging Behavior
Charles Duhigg, 2012

CUE ➔ HABIT ➔ REWARD

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

TV remote ➔ Walk ➔ Entertained?
Teased ➔ Ignore ➔ Teasing stops?
Difficult work ➔ Try ➔ Work removed?
Establishing/Replacing Habit
Charles Duhigg, 2014

- CUE: Remove competing cue, Add desired cue
- HABIT: Teach acceptable alternative, Teach desired alternative
- REWARD: Remove reward for old habit, Add reward for new habit

All three elements are considered in SSI...& addressing challenging behavior

Tiered Prevention Continuum Logic

Primary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Tertiary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Continuum of Support for ALL
Universal
Targeted
Intensive

Continuum of Support “Theora”
Universal
Targeted
Intensive

Continuum of Support for ALL: “Molcom”
Universal
Targeted
Intensive

Continuum of Support for ALL: “Patois”
Universal
Targeted
Intensive

Continuum of Support for ALL: “George”
Universal
Targeted
Intensive

Label behavior...not people

Label behavior...not “partners”

Supports for all students w/ disabilities are multi-tiered

Support behavior...not people
After 3 years, pilot schools have
• More than doubled # students meeting grade literacy level goals.
• More than halved # students at significant risk for reading failure.

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Major ODR per Grade Level (triangle): 2016-17
Horner et al.

12.6% ~8-15% T2/3 (excl. “Other”)
Major ODR per Grade Level (triangle): 2016-17

Horner et al.

12-14% students with major ODR

~75-85% T2/3 (excl. “Other”)

Few % students occasion much attention

Individual & collective learning histories (cultural norms & experiences)

Teaching Social Skills: Modeling, Prompting, Practicing, & Recognizing

Teaching how to determine hypotenuse of triangle
“Teaching by Getting Tough”

“I hate this f___ing school & you’re a dumbf____!”

“That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again….starting now!”

**Emphasizing & Teaching Positive Expectations**

**RAH – at Adams City High School**
*(Respect – Achievement – Honor)*

<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Hallway/Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Do on time, attend regularly, follow class rules</td>
<td>Keep location neat, keep the right, use appropriate lang., maintain some level of control of others’ personal space, think safe</td>
<td>Put trash in cans, push in your chair, be a good example to other students, keep the room better than you found it</td>
<td>Keep space clean, put trash in cans, be mindful of others’ personal space, think safe</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Do your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings, maintain some level of control of others’ personal space</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, keep the room better than you found it</td>
</tr>
<tr>
<td><strong>Honor</strong></td>
<td>Do your own work, tell the truth</td>
<td>Be considerate of yours and others’ personal space</td>
<td>Keep your work place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>

**PBS – Respect & Responsibility**

- **OTHERS**
  - Use cells & converse @ breaks
  - Work as team collaboratively

- **SELF**
  - Hydrate & stretch
  - Check yourself
  - Be safe

- **ENVIRONMENT**
  - Pre-cycle & recycle
  - Keep track of personal stuff
Expectations & behavioral skills are taught & recognized in natural context.

- **Noopera**
  - Expected behaviors at home:
    - Act responsibly
    - Safety
    - Put things away
    - Wash hands
    - Keep my hands and feet to myself
    - Sleep in bed
    - Eat my food
    - Turn off the tap

- **Noah**
  - Expected behaviors:
    - Act responsibly
    - Safety
    - Put things away
    - Wash hands
    - Keep my hands and feet to myself
    - Sleep in bed
    - Eat my food
    - Turn off the tap

- **Eddie**
  - Expected behaviors at home:
    - Act responsibly
    - Safety
    - Put things away
    - Wash hands
    - Keep my hands and feet to myself
    - Sleep in bed
    - Eat my food
    - Turn off the tap

- **Hugh**
  - Expected behaviors at mealtimes:
    - Act responsibly
    - Safety
    - Put things away
    - Wash hands
    - Keep my hands and feet to myself
    - Sleep in bed
    - Eat my food
    - Turn off the tap

- **Mathew**
  - Expected behaviors at home:
    - Act responsibly
    - Safety
    - Put things away
    - Wash hands
    - Keep my hands and feet to myself
    - Sleep in bed
    - Eat my food
    - Turn off the tap
**E’ Ola Pono** - to live the proper way

<table>
<thead>
<tr>
<th>School Behavioral Standards</th>
<th>All Settings</th>
<th>Walkways</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Restrooms</th>
<th>Arrival/Dismissal</th>
<th>Assembly</th>
<th>Field Trips</th>
</tr>
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<tbody>
<tr>
<td>Kukana</td>
<td>Do Responsible</td>
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<td>Ho`o</td>
<td>Do Respectful</td>
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<td>Laka</td>
<td>Do Cooperative</td>
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<td>Malama</td>
<td>Do Safe</td>
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King Kaumuali‘i on Kauai

American School of Valencia, Spain 2017

Cayman Islands 2016

Jamaica 2016

Maxfield Park Primary School, Jamaica

King Kaumuali‘i on Kauai

Welcome to Westwood

Be Kind
Be a Positive Learner
Be Your Best
It’s the Westwood Way

Maxfield Park Primary School, Jamaica

March 2017

Cayman Islands 2016

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Be a Positive Learner
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It’s the Westwood Way

Maxfield Park Primary School, Jamaica

March 2017
**ACADEMIC VALUES**

- Respect others
- Respect property
- Respect self
- Respect
- Responsibility
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**Typical Contexts/ Routines**

<table>
<thead>
<tr>
<th>All Times</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use inside voice</td>
<td>Keep hands to self</td>
<td>Use inside voice</td>
<td>Keep hands to self</td>
</tr>
<tr>
<td>Lesson Introduction</td>
<td>Eyes on speaker</td>
<td>Recycle paper, return supplies</td>
<td>Do your best, have plan</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work, turn in e-folder before due date</td>
<td>Return supplies, maintain your e-folder</td>
<td>Keep to-do list, calendar current</td>
</tr>
<tr>
<td>Transition</td>
<td>Use inside voice, keep hands to self</td>
<td>Pull out materials 1st</td>
<td>Have plan, go directly, be punctual</td>
</tr>
<tr>
<td>“I Need Assistance”</td>
<td>Raise hand or show “Assistance Card”</td>
<td>Have materials ready</td>
<td>Have plan, ask if unclear</td>
</tr>
<tr>
<td>Teacher Lecture</td>
<td>Eyes on speaker, keep hands to self</td>
<td>Use materials as intended</td>
<td>Have plan, ask if unclear</td>
</tr>
<tr>
<td>Independent &amp; Lab Work</td>
<td>Use inside voice, keep hands to self</td>
<td>Use materials as intended</td>
<td>Use time as planned, ask if needed</td>
</tr>
</tbody>
</table>

**Classroom Routines**

- Respect
- Responsibility
- Ready to Learn
- Respect

**Classroom Expectations**

- Respect
- Responsibility
- Ready to Learn

**Teachable Expectations**

- Respect
- Responsibility
- Cooperation

**Classroom Wide Expectations**

- Respect Others
- Respect Property
- Respect Self

**Classroom Procedures**

- Entry
- Lecture
- Independent Work
- Turning In Work

**Teachable Expectations (Classroom)**

- Respect
- Responsibility
- Cooperation

**Classroom Expectations**

- Respect
- Responsibility
- Ready to Learn

**Classroom Wide Expectations**

- Respect Others
- Respect Property
- Respect Self

**Classroom Procedures**

- Entry
- Lecture
- Independent Work
- Turning In Work
Typical Classroom Settings/Routines

1. **Classroom**
   - Enter & Exit
   - Teacher
   - Lecture
   - Homework
   - Requesting Assistance
   - Independent Study

2. **Homework**
   - Come Prepared
   - Have materials
   - Note-taking app
   - Completed before class
   - Have question ready
   - Have work ready

3. **Act Responsibly**
   - Hands to self
   - Eyes on speaker
   - Schedule time
   - Raise hand
   - Converse later

4. **Respect Others**
   - Inside voice
   - Appropriate questioning
   - Own work
   - Try again later

5. **Engage in Learning**
   - Get supplies & get ready
   - Take notes
   - Specify task
   - Try 1 more time
   - Specify outcome

School-wide Expectations

1. **Expectations**
   - Morning
   - Homework
   - Playtime
   - Mealtime
   - Bedtime

   - Respect
     - Say "good morning"
     - Try your best
     - Use your words
     - Say "thank you"
     - Say "good night"

   - Responsibility
     - Put clothes in washer
     - Put backpack & homework by backdoor
     - Put toys away
     - Wash hands
     - Brush teeth

   - Safety
     - Return food to refrigerator
     - Put homework in backpack
     - Put toys in room when done
     - Keep chair legs on floor
     - Put toys on shelf

Home Example

- **Tooborac Public School, BC**

High School Example

- **Typical Classroom Settings/Routines**
  - a. 
  - b. 
  - c. 
  - d. 
  - e. 

- **School-wide Expectations**
  - 1. 
  - 2. 
  - 3. 
  - 4. 

- **Expectations**
  - Morning
  - Homework
  - Playtime
  - Mealtime
  - Bedtime

  - Respect
    - Say "good morning"
    - Try your best
    - Use your words
    - Say "thank you"
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  - Safety
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Home Example

<table>
<thead>
<tr>
<th>Linking Positive Behavior at School &amp; Home</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>*</td>
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</tr>
<tr>
<td>After School</td>
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<tr>
<td>Mealtime</td>
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<tr>
<td>Bedtime</td>
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SW & Home