"Climate Warming: MTSS, PBIS, & ESSA"

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PURPOSE
To describe how MTSS & PBIS are important to goals of ESSA & achievement of all learners

- ESSA
- School Climate
- MTSS & PBIS
- Teaching Social Skills
- Culture

John B. King, Jr.
U. S. Secretary of Education

• Academic Achievement
• MTSS
• Equity
• School-to-Prison Pipeline
• Data for Decision Making
• Disabilities
• Evidence-based Practices
• School Reform
• School Climate

Positive Classroom & School Climate
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 discipline 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

**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

**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

Where is your classroom & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment
Establish positive school climate

Maximizing academic success

Teaching important social skills

Recognizing good behavior

Modeling good behavior

How staff rated the current school climate at John Gray

School Climate Survey Suite
Administration Manual

Maximize academic success

Teach important social skills

Recognize good behavior

Model good behavior

HOMEWORK: Every...
Morning
Transition
Day
Interaction
Correction

Biglan, Colvin, Mayer, Patterson, Red, Walker

Biglan, Colvin, Mayer, Patterson, Red, Walker

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

MTSS/PBIS Basics

Common Language

Common Experience

Common Vision/Values

Quality Leadership

www.pbisapps.org
PBIS aka MTSS, RtI, SWPBS, MTSS-B, MTBF, RtI-B…

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

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

MTSS, CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Implement w/ FIDELITY

Decide with DATA

SCREEN Universally

MONITOR PROGRESS Continuously

Use TEAM to Coordinate & Lead Implementation

PBIS & MTSS Share Functions

Develop CONTINUUM of Evidence-based Practices & Systems

Develop LOCAL EXPERTISE & Implementation Fluency

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Schools Using PBIS
August 2016
> Tier 1
23,363 schools
“Bet your next month’s salary!”
- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

Prevent with Multi-Tiered Logic

Continuum of Support for All

Universal
All

Intensive
Few

Targeted
Some

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

Universal

Intensive

Targeted

“Thera”

“Molcom”

Label behavior…not people

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

Continuum Logic & Key PBIS Working Elements

Outcomes Data Practices Systems

INCREASED EFFORT
Responsive-to-Treatment

Teach Social Skills for Generalized Responding

Major Behavior Aug-Dec 2015

Teaching how to determine hypotenuse of triangle

Teaching how to determine hypotenuse of triangle
Punishment teaches
- Punishment signals error.
- Punishment does not teach SS.
Teach “1 hour every Monday”
- SS are needed all day.
- SS are prompted & practiced all day.
Not my responsibility
- SS are needed to learn.
- SS are needed to teach.
Bad behavior is trait
- SS (good/bad) learned & taught.
- Teaching SS should be formal.

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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 ...

Social Skills Misrules

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

CUE
- CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)!
HABIT
- TV remote
- Teased
- Difficult work
REWARD
- Walk
- Ignore
- Try
- Entertainment
- Work removed?

Basic Behavior Teaching Processes

1. Assess current skill
2. Teach for acquisition & fluency
3. Precorrect for use in required settings
4. Actively supervise, shape & reinforce
5. Train for generalization

Teaching Matrix

1. Social Skill
2. Natural Context
3. Behavior Example

Classroom Management Practices & Systems
Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

Classroom Practices & Systems Self-Assessment

Classroom Practices & Systems Decision Making

Implement w/ Cultural & Contextual Fidelity
**“Don’t Throw Stones!”**

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>Effective</th>
<th>Not Effective</th>
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<tr>
<td>PRACTICE</td>
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<tr>
<td>Effective</td>
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<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
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</tr>
</tbody>
</table>

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**Culture & Context**

- **Community**
- **Student**
- **Teacher**
- **Family**
- **Administrator**

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**Culture:**

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

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**Acting Respectfully & Responsibly**

**SAMPLE QUESTIONS**

**STOP & STEP BACK**
- Am I calm?
- Is student calm?

**CHECK**
- Do I have positive relationship w/ student?
- Have I considered cultural context?
- Have I considered individual learning history?
- Can I act by myself?
- Can I do school procedure?
- Is positive outcome likely?

**ACT**
- Am I following procedure?
- Am I calm & professional?
- Am I implementing in contextually responsive & appropriate manner?

**CHECK**
- Am I calm & responsive?
- Is student calm & responsive?
- Is outcome possible likely?
Concluding Comments

- Implement PBIS/MTSS for all
- Align, eliminate, & integrate
- Avoid reactive management
- Model what you expect
- Acknowledge equitably
- Give priority to evidence-based practices
- Be explicit & deliberate & keep it simple

Maximize academic success
Teach important social skills
Recognize good behavior
Model good behavior
Supervise actively
Communicate positively
Stop, think, act

HOMEWORK: Every…
Morning
Transition
Day
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Correction

Upcoming Events

Northeast SWPBS Conf.  May 19-20, 2016  Mystic, CT
New England PBIS Conf.  Mar 9-10, 2016  Norwood, MA
APBS Conf.  Mar 1-4, 2017  Denver
PBIS Leadership Forum  Sep 28-29, 2017  Chicago, IL

Biglan, Cohin, Mayer, Patterson, Reid, Walker