"Operationalizing & Integrating MTSS & Prevention & Behavioral Sciences"

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PURPOSE
Discuss how multi-tiered systems of support (MTSS) are grounded in &
defined by prevention & behavioral sciences. Implementation guiding
principles, components, procedural requirements, classroom & school
design.

- Why
- MTSS ~ PBIS Lessons
- Guidelines

SPLC, 12 Jan 2017

In the first days after the 2016 presidential election, the Southern Poverty Law Center's Teaching Tolerance project administered an online survey to K-12 educators from across the country. Over 1,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicates that the results of the election are having a profoundly negative impact on schools and students. Ninety percent of educators report that school climate has been negatively affected, and most of them believe it will have a long-lasting impact. A full 80 percent describe heightened anxiety and concern, the part of students worried about the impact of the election on themselves and their families.

THE NUMBER OF PEOPLE WHO MENTIONED...

- "WANT"... 34
- "CONFEDERATE FLAGS... 31
- "THE G.O.P... 40
- "BUILD THE WALL... 476
- "DEPORTATION... 672
- "NAZI... 510
- "THE N-WORD... 117
- "PUSSY... 118
- "LYING... 7
- "MOOSE... 4
- "AFRICA... (sent back) 89
- "NEVER (return to...) 20

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"Presentations"

Why?
Responses from 10,000 educators:

• 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
• 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
• 4/10 heard derogatory language to these groups.
• 5/10 said students were targeting each other based on which candidate they supported.
• 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
• 2500 specific incident descriptions of bigotry & harassment related to election rhetoric incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
• 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.
Schools must double-down w/prevention efforts….now.

- Schools represent excellent opportunity to support all students.
- Evidence-based practices & systems exist.
- Academics & behavior successes are prevention.
- Positive classroom & school climates must be established for all.
- MTSS is useful implementation framework.
- PBIS provides practices & systems.
- Decisions are guided by data.

Minimum Practices

- Maximize engagement resulting academic success.
- Teach, practice, prompt, model, & reinforce behavioral expectations classroom & school-wide.
- Use data to screen progress, identify risk, & check implementation fidelity.
- Actively supervise across all settings.
- Maximize opportunities for & rates of positive engagements.
- Consider context, learning history, & culture when making action decisions.

Multi-Tiered Support Systems Framework

- MTSS aka PBIS, RII, SWPBS, MTSS-B, MTBF, RII-B…
- Framework for enhancing adoption & implementation of
- Continuum of evidence-based interventions to achieve
- Academically & behaviorally important outcomes for
- All students
Multi-Tiered Systems of Support (MTSS)

- PBIS
- SWPBS
- RtI - LD
- RtI-A
- RtI-B
- EBS

RtI- LD

Implement with FIDELITY

Decide with DATA

SCREEN Universally

MONITOR PROGRESS Continuously

Develop CONTINUUM of Evidence-based Practices & Systems

Develop LOCAL EXPERTISE & Implementation Fluency

Use TEAM to Coordinate & Lead Implementation

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

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

Universal

~80% of Students

All

Few

Some

Few

Some

All

Targeted

Dec 7, 2007

Continuum of Support for All

Dec 7, 2007
Increasing Precision of MTSS with Behavioral & Prevention Sciences

How MTSS?

Establish & retain effective teaching workforce
Ensure effective early childhood & preschool experiences
Integrate academic & behavior supports?
Support ALL students
Reduce reactive management of problem behaviors?
Improve sustainability of effective practice use?
Increase % of students reading fluently by grade 3?
Improve school climate & discipline?

Working Guidelines

1. Behavioral Science (Change Theory)
2. Prevention
3. Decision & Outcome Based Data Systems
4. Evidence-based Practice Bias
5. Implementation Logic

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).

Important to defend or justify hypotheses, outcome interpretations, practice & systems decisions, etc.

+ Parsimonious
+ Comprehensive
+ Repeatable
+ Confirmable

Theory of Change Example: Leadership & Student Learning

1. Behavioral Sciences

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

Applied Behavior Analysis

Adjust environment to influence & teach behavior

<table>
<thead>
<tr>
<th>Setting Conditions</th>
<th>Antecedents</th>
<th>Behaviors</th>
<th>Consequences</th>
</tr>
</thead>
</table>

System Change is Like “Power of Habits”

....or Challenging Behavior

Charles Duhigg, 2013

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

TV remote → Walk → Entertained?!
Teased → Ignore → Teasing stops?!
Difficult work → Try → Work removed?!

PBIS Conceptual Foundations

Behaviorism
ABA
PBS
PBIS

Laws of Behavior
Applied Behavioral Technology
Social Validity
All Students

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

2. Prevention

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

Prevention as explicit & precise actions

ANTECEDENTS
- Add Prompts & Triggers
- Remove Prompts & Triggers

BEHAVIOR
- Strengthen Social Skills
- Weaken Problem Behavior

CONSEQUENCES
- Add Maintainers
- Remove Maintainers

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

Prevention Objectives
- Prevention as explicit & precise actions
1. Empirical studies of the same practice and community setting have been conducted by several investigative teams. EBPs are practices that are supported by multiple, high-quality research evidence is the integration of the best available research with patient characteristics, culture, & client preferences.

EBP in psychology is the integration of research and clinical experience, ethics, client preferences, & values into the process of making clinical decisions. Causal evidence that documents a relationship between an activity, treatment, or intervention and its change may be attributed to the extent possible, alternative scientific methods to rule out, to the evidence depends on the use of measuring the direction & size of effect.

Decision & Outcome Based Data Systems

1. Describe question, need, concern?
2. Identify measure directly related to 1.
3. Develop & use sustainable data collection, analysis, & display schedule & procedures.
4. Develop & implement action planning procedures based on 3.

Decision Example: Why are sustainable school reform efforts difficult to establish & sustain?

School leaders needed to turn school around Be instructional leader & organizational CEO Hiring & retaining quality teaching force important 5+ years to turn school around to last Instructional leader transfers 3.4 years

Four Main Data Concerns

Student outcomes Practice selection & alignment Practice implementation Systems integration

1. Empirical Support
   • Functional Relationship
   • Effect Size
   • Replication
   • Context

2. Student Fit
   • Need (+/-)
   • Priority

3. Context-Environment Fit
   • Language
   • Developmental
   • Educational
   • Cultural

4. Evidence Based Practices

CRITERION: Are you willing to bet your next month’s salary on that intervention achieving that outcome?

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
Key findings include…

• "The PD had a positive impact on teacher knowledge."
• "The PD had a positive impact on some aspects of instruction."
• "The PD did not have a positive impact on student achievement."


Fassen & Blase, 2009

Example: PBIS Implementation Logic & Framework

Internal Coaching Support

External Coaching Support

Student Benefit

District Behavior Team

School Behavior Team

Example: PBIS Implementation Logic & Framework

Implementation & Learning Phases

- Exploration & Readiness - Acquisition
- Initial Implementation - Acquisition & Fluency
- Full Implementation - Fluency
- Sustained Implementation - Maintenance
- Scaled Implementation - Generalization & Maintenance

Fassen et al. & Liberty et al.
MTSS Example: CT Kindergarten to 3rd Grade Literacy Initiative “CK3LI”

Mike Coyne et al., April 2016

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
Tier 1: Practices & Systems

**TIER 1**
- **Primary, Universal, Core**
  - All students
  - All settings including classroom

**BEHAVIOR CONTINUUM/ CORE FEATURES**

<table>
<thead>
<tr>
<th>TIER</th>
<th>Description</th>
<th>Practices</th>
<th>School Systems</th>
<th>District Systems</th>
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</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Primary, Universal, Core</td>
<td>Universal screening</td>
<td>Continuous progress monitoring</td>
<td>School-wide leadership team</td>
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<td></td>
<td>Administrator participation</td>
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<td>Common &amp; individualized expectations</td>
<td></td>
<td>Performance data system</td>
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<td>Explicit teaching of behavioral expectations</td>
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**School-wide Systems**
- School-wide leadership team
- Administrator participation
- Performance data system
- Skills building activities
- Administrative support
- Continual focus on preventative needs

**District Systems**
- Continual focus on preventative needs
- Administrator support
- Continual focus on preventative needs
- Performance data system
- Skills building activities
- Administrative support
- Continual focus on preventative needs

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Tier 2: Practices & Systems

**TIER 2**
- **Secondary, Targeted, Supplemented**
  - Small group instruction
  - Aligned and aligned to Tier 1

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<td>Secondary, Targeted, Supplemented</td>
<td>Universal screening</td>
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Tier 3: Practices & Systems

**TIER 3**
- **Tertiary, Individualized, Interventional**
  - Aligned and aligned to Tiers 1 and 2

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**Implementation & Learning Phases, Expected Outcomes, & Capacity Development Focus**

- **Initial Implementation - Acquisition & Fluency**
- **Full Implementation - Fluency**
- **Sustained Implementation - Maintenance**
- **Scaled Implementation - Generalization & Maintenance**

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**Acting Respectfully & Responsibly**

**SAMPLE QUESTIONS**

**STOP: TAKE 5 & STEP BACK**

**Act**

**Check**

**Stop**

**Act**

**Chech**

**Act**

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**Upcoming Events**

- **Northeast SWPBS Conf.**
  - May 19-20, 2016
  - Mystic, CT

- **New England PBIS Conf.**
  - Mar 9-10, 2016
  - Norwood, MA

- **PBIS Leadership Forum**
  - Sep 28-29, 2017
  - Chicago, IL
Universal* Targeted* Intensive*
Continuum of Support for ALL:
"Molcom"

Dec 7, 2007
Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play
Label*behavior…..not*kids*
Self-regulation
Homework
Technology

Common% Vision/Values%
Common% Language%
Common% Experience%
Quality Leadership
Effective Organizations
Classroom
School
District
State

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