What Does MTSS/PBIS have to do w/ School Climate?

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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www.pbis.org  www.neswpbs.org
George.sugai@uconn.edu

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.

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.

TODAY’S EXPECTED OUTCOMES

PBS – Respect & Responsibility

- Use cell & converse @
- Work as team collaboratively

SELF
- Hydrate & stretch
- Check yourself
- Be safe

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

Why Invest in Schools?
Subjects: Relationships in School and Feelings About Personal Safety at School

This report investigates the relationship between students' feelings of safety and their perceptions about the safety of others in their school. The 2015 National Representative Sample Survey was used to gather data from students across the United States. The survey included questions about their school environment, peer relationships, and how safe they feel in their school.

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

Regardless of perceptions of crime, 95% students reported feeling safe at school.

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

Academic success
Social, emotional, & behavioral success

Positive classroom & school climate
Caring, professional adults

Increasing economic, social, & political GAPS & POLARIZATION
Harassment, discrimination, & BULLYING behavior
Events & images of VIOLENT & DISRESPECTFUL behavior
Degradation of SCIENTIFIC knowledge, methods, & decision making
IMPLEMENTATION INFIN-EDIBILITY of evidence-based practices
NEGATIVE classroom & school CLIMATE & CULTURE

Prioritization of NON-DATA-BASED decision making

SUBJECTIVE non-data-based decision making

6/10/18

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)

Schools & Classrooms as Effective Organizations

Common VISION & objectives
Common LANGUAGE
Common EXPERIENCES & ROUTINES
Quality LEADERSHIP & coaching

Systems Outcomes

Findings from couple of recent reports from US Dept of Ed

- Bullying
- Student-educator relationship
- School climate & safety

(DataPoint U.S. Department of Education)
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 Post 2016??
School Climate

Verbally reported SHARED BELIEFS, values, & attitudes

INTERACTIONS experienced between & among students, teachers, & administrators

INDIVIDUAL & GROUP level construct

Socially validated NORMS of (un)acceptable school behavior

How staff rated the current school climate at John Gray

Informal School Climate Rating of Your School
5 minutes in same school groups

Consider your last full school day, both classroom & nonclassroom.
Rate (circle #) your overall perception/experience of the social, emotional, behavioral climate on a 10-point scale from 0 (highly negative) to 10 (highly positive).
List factors, observations, experiences, etc. that shaped your rating.
Calculate an average rating with other staff members in your school.
Discuss your rating with other staff members from your school.

Implementation Challenge: Risk & Protective Factors
**Risk Factors Vs Protective Factors**

- Mental Illness
- Disability
- Substance Use
- Antisocial behavior

**Enhancers**
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

**Implementation Challenge**

**EFFECTIVE RESPONSE**
- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision making
- Continuous coached professional development
- High fidelity implementation

**INEFFECTIVE RESPONSE**
- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Non-evidence-based practices
- Subjective decision making
- Low quality implementation of evidence-based practices

**FRAMEWORK LOGIC**

PBIS
Aka MTSS

Empirically validated practices
Academic & behavior outcomes

Continuum

Framework

All students
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

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

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

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“Power of Habits”

...or Challenging Behavior

Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV remote</td>
<td>Walk</td>
<td>Entertained?!</td>
</tr>
<tr>
<td>Teased</td>
<td>Ignore</td>
<td>Teasing stops?!</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Try</td>
<td>Work removed?!</td>
</tr>
</tbody>
</table>

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

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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 ...& addressing challenging behavior

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Tiered Prevention Continuum Logic

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

**ALL**

Fire Extinguisher

SOME

FEW
Supports for all students w/ disabilities are multi-tiered:

- Universal
- Targeted
- Intensive
  - Few
  - Some
  - All

Continuum of Support for ALL:

- Universal
- Targeted
- Intensive
  - Few
  - Some
  - All

Label behavior…not people:

Continuum of Support “Theora”:

- Science
- Social Studies
- Comprehension
- Math
- Social Skills
- Reading
- Technology

Label behavior…not “partners”:

Continuum of Support “George”:

- Statistics
- Teaching
- Technology
- Pottery
- Tennis
- Lawn Mowing
- Bicycling

% of Students V. % of Contributions (Horner, 2011):

- 16% of students engage in 79% of challenging behavior

2979 ES  889 MS  390 HS
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.

CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model
A first grade classroom after 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016

Individual & collective learning histories (cultural norms & experiences)

Student
Community
Teacher
Family
Administrator

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

• BPS Values
• Teaching Matrices
• Teaching from Matrix
School-Wide & Classroom PBIS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Teaching how to determine hypotenuse of triangle

"Work w/ another partner & do these 4 examples…"

"C^2 = A^2 + B^2" where C is side opposite right angle…"

"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle…"

"Watch me…If A = 3 & B = 4, then C^2 = 25, & C = 5…"

"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples…"

Emphasizing & Teaching Positive Expectations

Welcome Rugs

It's the Right Way

Welcome to Westwood

It's the Westwood Way

Teaching Matrix

Expectations

Related Expectations

Respect

Achieve

Be a Positive Learner

Be Your Best

Settngs

Goals

Related

Expectations

Respect

Achieve

Be a Positive Learner

Be Your Best

4. Positive Feedback

3. Behavioral examples

2. Non-punishment

1. Expanded expectations

Magnet
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

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

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep location neat, keep to the right, use appropriate lang., maintain eye-level, direct others to pass</td>
<td>Put trash in bins, push to your desk, be courteous to all staff and students</td>
<td>Keep area clean, put trash in cans, be mindful of others’ personal space, flush stalls</td>
</tr>
<tr>
<td>Achievements</td>
<td>All your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings, monitor time to get to class</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
</tr>
<tr>
<td>Honor</td>
<td>Act your best, tell the truth</td>
<td>Be considerate of your and others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>

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Welcome to Westwood
(Respect, Achievement, Honor)

- Be Safe
- It’s the Westwood Way

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Maxfield Park Primary School, Jamaica
March 2017

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Maxfield Park Primary School, Jamaica
March 2017

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RAH Classroom Hallway/ Commons Cafeteria Bathroom
Respect Be on time; attend regularly; follow class rules Keep location neat, keep to the right, use appropriate lang., maintain eye-level, direct others to pass Put trash in bins, push to your desk, be courteous to all staff and students Keep area clean, put trash in cans, be mindful of others’ personal space, flush stalls
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American School of Valencia, Spain 2017

School Climate & School-wide: Essentials

• School Climate
• Active Supervision

Aug 2017

RCT & Group Design PBIS Studies


Aug 2017

American Creativity Academy, Kuwait, 26 Mar 2018

ACA Peace (islamic) Values – Traits – Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Value</th>
<th>Trait</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity</td>
<td>Inquisitive</td>
<td>Open-minded</td>
<td>Curious about new ideas</td>
</tr>
<tr>
<td>Kindness</td>
<td>Almsgiving</td>
<td>Empathetic</td>
<td>Helpful to others</td>
</tr>
<tr>
<td>Respect</td>
<td>Respectful</td>
<td>Polite</td>
<td>Courtesy to others</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Dutiful</td>
<td>Trustworthy</td>
<td>Reliable in keeping promises</td>
</tr>
<tr>
<td>Honesty</td>
<td>Truthful</td>
<td>Trustworthy</td>
<td>Honest in all dealings</td>
</tr>
</tbody>
</table>

American Creativity Academy, Kuwait, 26 Mar 2018

• School Climate
• Active Supervision

Aug 2017

RCT & Group Design PBIS Studies


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PBIS-related Resources

http://www.pbis.org/whats-new

Nation Climate Change
Equity, Discipline, & Culture
Implementation Fidelity
Family Engagement
Alignment & Integration

NEPBS Forum
Nov 15-16
Norwood, MA

PBIS Forum
October 4-5
Chicago, IL

NEPBS Forum
May 16-17, 2019
Mystic, CT

OSEP Technical Assistance Center on PBIS    |    2018 PBIS Leadership Forum    |    Chicago, IL

PBIS Forum
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George.sugai@uconn.edu
www.pbis.org
www.neswpbis.org