Improving Student Outcomes through MTSS/PBIS

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PURPOSE
Describe why, what, where, & how of multi-tiered systems of support (MTSS) & positive behavioral interventions and supports (PBISD) as frameworks for improving student academic & social behavior outcome.

Common Vision/Values
Common Language
Common Experience
Quality Leadership

"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

4 MAIN QUESTIONS
1. What is MTSS & PBIS & why?
2. What are data, practices, & systems of MTSS & PBIS?
3. What does school-wide & classroom-wide PBIS implementation look like?
4. How do school climate, culture, social emotional learning (SEL), & academic achievement relate to MTSS & PBIS?
Examples

3 Worries & Ineffective Responses to Problem Behavior

"Wait-n-See" approach
"Get Tough" reactive practices
"Train-n-Hope" training format

Why MTSS/PBIS?
**CONTEXT:** Sample of Initiatives prior to 2016

- SCTG, AWARE, PREVENT
- SPDG, Counseling, (re)IDEA

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**Definitions & Features**

**PBIS** aka MTSS, SWPBS, MTSS-B, MTBF, RII-B...

**Framework** for enhancing adoption & implementation of evidence-based interventions to achieve academically & behaviorally important outcomes for all students.

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**MTSS**

- SRBI
- PBL
- OTSS
- SBH
- MTSS-B
- MIBLSI
- ISF
- RII
- PBIS
- SWPBS
- MTSS-A
- EBS

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**Implement w/ Fidelity**

- Decide with Data
- Screen Universally
- Monitor Progress Continuously

**PBIS & MTSS Share Functions**

- Develop Continuum of Evidence-based Practices & Systems
- Develop Local Expertise & Implementation Fluency
- Use Team to Coordinate Implementation

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**Doing Business**

Supporting Important Culturally Equitable Academic & Social Behavior Competence

- Supporting Culturally Knowledgeable Staff Behavior
- Supporting Culturally Valid Decision Making
- Supporting Culturally Relevant Evidence-based Interventions

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Vincent, Randall; Cambridge, Supee; & Sawka-Bazey, 2011; Sugai, O’Keeffe, & Fallon, 2013ab
PBIS is about improving classroom & school climate, integrating academic & behavior initiatives, decreasing reactive management, and maximizing academic achievement for students with EBD. PBIS is about observing and developing effective strategies, establishing implementation systems, and evaluating and acting on results. PBIS Change Theory is based on the Theory of Action, which is defendable, parsimonious, comprehensive, confirmable, repeatable, and actionable. PBIS is a humanistic approach to improving behavior by adjusting the environment to influence and teach behavior. Science of behavior has taught us that students are not born with ‘bad behaviors,’ do not learn when presented aversive consequences, do learn better ways of behaving, are taught, and receive positive feedback.
“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>

**Establishing/Replacing Habit**
Charles Duhigg, 2014

- **CUE**
  - Remove competing cue
  - Add desired cue

- **HABIT**
  - Teach desired alternative

- **REWARD**
  - Remove reward for old habit
  - Add reward for new habit

Function-based Approach

All three elements are considered in SSI …& addressing challenging 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

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

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

**Problem Context**

- School violence
- Achievement Gap
- Suspension & expulsions
- Disability
- Delinquency
- Substance use
- School completion & dropping out
- Anxiety
- Bullying
- Disproportionality & Equity
- School Climate
- Trauma
- Autism
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law/norm violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

NOT Equal

**STUDENT BEHAVIOR**
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law/norm violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

**ADULT BEHAVIOR**
- Office referral
- In school detention
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral
- Mental illness
- School-to-prison pipeline
- Disproportionality
- Dropping out
- School failure
- Unemployment
- Delinquency

**OUTCOMES**
- Disproportionality
dropout
- School failure
- Mental illness
- School-to-prison pipeline
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline

Apply Behavior Analytic Logic
Mismatch between problem & intervention

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%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal

Targeted

Intensive

Few

Some

ALL

All

Some

Few

Continuum of Support for ALL

"Theora"

Label behavior...not people

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for ALL:
"Molcom”
Universal Targeted Intensive Continuum of Support for ALL: "________" __________

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

Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015

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

Integrated MTSS

Academic Systems

• Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High intensity

• Targeted Group Interventions
  - Some students at-risk
  - High efficiency
  - Rapid response

Behavioral Systems

• Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

• Targeted Group Interventions
  - Some students at-risk
  - High efficiency
  - Rapid response

Universal Interventions

• Preventive, proactive

Circa 1996
ACADEMIC-BEHAVIOR ASSOCIATION


Individual Learning History & Context
1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

Potentially for cultural exchange & conflict

Potential for cultural exchange & conflict

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

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

IMPLEMENTATION

<table>
<thead>
<tr>
<th>Doing it correctly?</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
<td></td>
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</tbody>
</table>

Your Name
HOW?

Establish positive school climate
Maximizing academic success
Teaching important social skills
Modeling good behavior
Recognizing good behavior

Samples of Definitions for "Evidence-based"

"An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions."
ASHA, www.asha.org

"Process in which the practitioner combines well-research interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services."
Socialworkpolicy.org, 2015

"Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams."
National Alliance on Mental Health, 2007

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes.
Cook & Cook, 2013

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.
American Psychological Association, 2006

"Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out, to the extent possible, competing explanations for effects achieved (e.g., population & contextual differences)."
HHS SAMHSA, 2009

Getting Started w/ PBIS Implementation

Question | Answer
--- | ---
1. PBIS is not an intervention. It’s a ______. | Framework
2. True or False: PBIS develops a continuum of practices. | True
3. What are 4 core operating elements of PBIS? | Outcomes, Data, Practices, Systems
4. Prevention is about (multiple choice)
   a. Reducing development of new problem behaviors
   b. Increasing consequences for rule violations
   c. Reducing intensity &/or frequency of existing problem behavior
   d. a & c | d. Incidence & Prevalence
General Steps for Getting Started

**Step 1:** Establish Leadership Team Membership
**Step 2:** Develop Brief Statement of Behavior Purpose
**Step 3:** Identify Positive School-Wide Behavioral Expectations
**Step 4:** Develop Procedures for Teaching School-Wide Behavioral Expectations
**Step 5:** Develop Procedures for Teaching Classroom-Wide Behavioral Expectations
**Step 6:** Develop Continuum of Procedures for Encouraging and Strengthening Student Use of School-Wide Behavioral Expectations
**Step 7:** Develop Continuum of Procedures for Discouraging Violations of School-Wide Behavioral Expectations
**Step 8:** Develop Data-based Procedures for Monitoring Implementation of SWPBIS (Primary Tier)
**Step 9:** Develop Systems to Support Staff
**Step 10:** Build Routines to Ensure On-Going Implementation

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**Team-led Process**

**Sample Behavior Statements**

**Ex. 1**

G. Ikuma School is a community of learners & teachers. We are here to learn, grow, & become good citizens.

**Ex. 2**

At Abrigato School, we treat each other with respect, take responsibility for our learning, & strive for safe and positive school for all!
Teaching how to determine hypotenuse of triangle

- “Work w/ another partner & do these 4 examples…”
- “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…..”

“Teaching

- “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!”

Social Skills Misrules

- 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.

Emphasizing & Teaching Positive Expectations

Welcome Rugs

Magnets