Establishing Common Working Understanding of MTSS in Bourne: Vision, Language, Experience

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PURPOSE
To establish a common understanding, language, & procedures for implementing MTSS-PBIS in Bourne classrooms & schools:
- Presentation & discussion
- Small group working activities & discussions

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TODAY’S EXPECTED OUTCOMES
“What is MTSS-PBIS?”

- Describe MTSS-PBIS features, practices, & systems.
- Name district-wide social & behavioral norms, & classroom & non-classroom examples.
- Describe core practices for teaching social & behavioral norms in classroom & non-classroom contexts.
- Describe essential school-wide & classroom behavior management practices that support establishment & maintenance of positive school & classroom climate & culture.
- Describe & practice strategies for embedding effective PBIS practices into typical instructional activities & student-adult interactions.

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Today’s expected outcomes are aligned with BPS district initiatives & expectations

http://www.bourneps.org/Content2/84

www.neswpbs.org
www.pbis.org
Additional effective strategies for promoting positive school & classroom climate

Additional areas identified by Bourne Public Schools for professional development include:

- Practicing social skills responsibly
- Being responsible and safe bystander
- Responsibly & safely assessing problem situations
- Using social media respectfully and responsibly
- Communicating respectfully and responsibly
- Being respectful of diversity

PBIS Skills (Student Outcomes)

PBIS Skills (Educator Outcomes)

Why Invest in Schools?

Schools 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)
Findings from couple of recent reports from US Dept of Ed:

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

FBI Data on Reported Hate Crime Incidents
November 2017

- 5,850 to 6,121 increase (4.6%) total hate crime incidents (6.4% 2014)
- 19% rise anti-Muslim
- 1/6 sexual orientation bias
- Offenders: 46% white, 25% black

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
Post 2016??

2007-2015
Decreases in rates of reported frequent bullying & increases in telling adult
Post 2016??

Guiding Principles

• School Climate
• Risk & Protective Factors
• Prevention
• PBIS/MTSS
• Continua of Support

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

Number of students ages 12 through 18 who had been bullied at school during the school year, percent of students ages 12 through 18 who had been bullied at school during the school year, 1997 through 2009, and ranges between 2011 and 2013.

- In 1997, 87.7 percent of students ages 12 through 14 reported that they had been bullied at school during the school year. The percentage was 7.7 percent.
- In 2003, 81.7 percent of students ages 12 through 14 reported that they had been bullied at school during the school year. The percentage was 8.7 percent.
- In 2007, 75.7 percent of students ages 12 through 14 reported that they had been bullied at school during the school year. The percentage was 6.7 percent.
- In 2009, 69.7 percent of students ages 12 through 14 reported that they had been bullied at school during the school year. The percentage was 5.7 percent.

School Climate

INDIVIDUAL & GROUP level construct

Verbally reported
SHAREBeliefs, values, & attitudes

INTERACTIONS experienced between & among students, teachers, & administrators

Socially validated NORMs of (un)acceptable school behavior

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.

Average rating _______
Rating range (low to high) _______

Develop bar graph showing distribution of scores across rating option.

24
Positive Behavioral Interventions & Supports

Aka MTSS

All students

PBIS

Framework

Empirically validated practices

Academic & behavior outcomes

Continuum

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

PBIS

Aka MTSS

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

Tiered Prevention Continuum Logic

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

PREVENTION OBJECTIVES

Decrease development of new problem behaviors

Prevent worsening & reduce intensity of existing problem behaviors

Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives

Prevention Actions

Behavior

1 Eliminate triggers & maintainers of problem behaviors

2 Add triggers & maintainers of prosocial behavior

3 Teach (practice, monitor, acknowledge) prosocial behavior

INCIDENCE

PREVALENCE

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) ed?!

Teased

Difficult work

Walk

Ignore

Try

Entertained?!

Teasing stops?!

Work removed?!

CUE

HABIT

REWARD

• Remove competing cue

• Add desired cue

• Remove reward for old habit

• Add reward for new habit

Establishing/Replacing Habit

Charles Duhigg, 2014

All three elements are considered in SSI ...

...& addressing challenging behavior

Antecedent & Consequence Behaviors

✓
Continuum of Support for ALL

Universal

Intensive

Targeted

Few

Some

All

Dec 7, 2007

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for ALL:

“Molcom”

Problem Solving

Anger Management

Social Skills

Independent Play

Peer Interactions

Attendance

Adult Relationship

Technology

Reading Comprehension

Writing

Spanish

Basketball

Continuum of Support for ALL:

“Theora”

Intensive

Targeted

Science

Writing

Decoding

Comprehension

Social Skill

Homework

Basketball

Label behavior…not people

Continuum of Support for ALL:

“________”

Individual & collective learning histories (cultural norms & experiences)

http://www.pbis.org/newevents

https://storyboardfilmsmn.wistia.com/medias/m0jzj58ljz

Saint Paul Public Schools

A World of Opportunities

PBIS: A framework for all schools

Dec 7, 2007
“Doing it correctly?  

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

Fixsen & Blase, 2009

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

- BPS Values
- Teaching Matrices
- Teaching from Matrix

Teaching how to determine hypotenuse of triangle

- ADJUST for Efficiency
- DEFINE Simply
- MONITOR & ACKNOWLEDGE Continuously
- PRACTICE In Setting
- MODEL

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

Respect others. Manage it. Take problems responsibility.
Expectations & behavioral skills are taught & recognized in natural context

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

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/Commmons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep locations neat; keep to the right; store appropriate belongings; allow others to pass</td>
<td>Put trash in cans; put trash in can; the hand of others’ personal space; flush toilet</td>
<td>Keep area clean; put trash in can; be considerate of others’ personal space; flush toilet</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best on all assignments and assessments; take notes; ask questions</td>
<td>Keep track of all belongings; maintain space to get into the classroom</td>
<td>Do a good example to other students; sit in a seat; leave the room better than you found it</td>
<td>Be a good example to other students; leave the room better than you found it</td>
</tr>
<tr>
<td>Honor</td>
<td>Keep your room tidy; keep the room</td>
<td>Be considerate of others’ personal space</td>
<td>Keep your own place at bay; maintain personal boundaries</td>
<td>Respect personal boundaries</td>
</tr>
</tbody>
</table>

American School of Valencia, Spain 2017

American Creativity Academy, Kuwait, 26 Mar 2018

Maxfield Park Primary School, Jamaica March 2017
Douglas County S.D., CO 4-08

TEACHING MATRIX

BPS EXPECTATION

Be Responsible
Be Respectful
Be Safe

School-wide
Classroom
Hallway

Report Danger to Driver

Rules within Routines Matrix

Routines

Rules

Entering Classroom

Seat Work

Small Group Activity

Leaving Classroom

Be Safe

Be Respectful

Be Responsible

Expectations

Classroom Routines

Group work

Desk work

Quizzes and tests

Arrival

Dismissal

Entering & Exiting Classroom

Teacher

Lecture

Homework

Requesting Assistance

Independent Study

Engage in Learning

Compliment others’ ideas

Listen and make eye contact

Work silently

Read quietly if finished ahead of others

Keep eyes on your own paper

Study with others

Keep phone off and in bag

Move out of the way quickly in the hallway

Let others sit with you on the bus

Hold doors for those with bags

High School Example

Home Example

Home Example

School-wide example of expected behavior for each value for school-wide and classroom (15 min)

Review structure & contents of school-specific matrix developed by BBMTSS PLCs (30 min)

Review of BPS District-Wide Values

60 minutes – same school groups & facilitator-led

• Review 3 BPS district-wide values (1st row of matrix) (10 min.)

• Describe example of expected behavior for each value for school-wide and classroom (15 min)

• Review structure & contents of school-specific matrix developed by BBMTSS PLCs (30 min)
Linking Positive Behavior at School & Home

**School**
- Honor diversity
- Finish homework before e-games

**Driving**
- Fill gas tank
- Tell when expected home

**Mealtine**
- Turn stove off
- Eat dinner with family

**With Friends**
- Designate driver
- Be supportive bystander

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### High School Home Example

<table>
<thead>
<tr>
<th>BPS Value</th>
<th>School</th>
<th>Driving</th>
<th>Mealtine</th>
<th>With Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Honor diversity</td>
<td>Finish homework before e-games</td>
<td>Eating dinner with family</td>
<td>Be supportive bystander</td>
</tr>
<tr>
<td>Respect</td>
<td>Honor diversity</td>
<td>Tell when expected home</td>
<td>Eat dinner with family</td>
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### Teaching School-wide BPS Values & Expected Behaviors

60 minutes – same school groups – facilitator-led

1. Review 3 BPS district-wide values (1st row of matrix) (10 min.)
2. Describe example of expected behavior for each value for school-wide and classroom (15 min)
3. Review structure & contents of school-specific matrix developed by BBMTSS PLCs (30 min)

### School Climate & School-wide & Classroom Behavior Management: Essentials

- School Climate
- Active Supervision

### Effective Classroom Behavior Management

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Teach Behavior like Academic

### Strategies for Embedding Essential Behavior Classroom Management Practices

30 minutes – same school groups – facilitator-led

- Review list of essential behavior and classroom management practices.
- Brainstorm how practice would be embedded within each context.
- Share examples & consolidate into school-wide lesson plan

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**Establish positive school climate**

- Communicating positively
- Supervising actively
- Modeling good behavior
- Recognizing good behavior

Maximizing academic success

Teaching important social skills
This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation. Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.