Overview of MTSS & Q&A

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
7 November 2017

www.pbis.org  www.neswpbs.org
George.sugai@uconn.edu
PURPOSE
Discuss critical features & implementation strategies for multi-tiered systems of support (MTSS) in context of Hawai’i.

3 MAIN QUESTIONS

1. What is MTSS & why important?
2. What are critical implementation principles features of MTSS?
3. What guidelines to enhance high fidelity implementation of MTSS?
Why Now More than Ever?

Risk v. Protective Factors

- Events & images of VIOLENT & DISRESPECTFUL behavior
- Harassment, discrimination, & BULLYING behavior
- Degradation & devaluing of SCIENTIFIC knowledge, methods, & decision making
- Reactive "TRAIN-N-HOPE" approaches to professional development
- GET TOUCH approaches to behavior support
- Undervaluing & low prioritization of effective EDUCATION
- Increasing economic, social, & political GAPS & POLARIZATION
- WAIT-N-SEE approach to responding

My frequent, pervasive worries & challenges
School violence
Achievement Gap
Autism SD
Suspension & expulsions
Disability
Restraint & seclusion
Disproportionality & Equity
School Climate
Trauma
Substance use
Delinquency
School completion & dropping out
Anxiety
Bullying

NOT Equal

PROBLEM CONTEXT

STUDENT BEHAVIOR
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social w/drawal
- 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
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate

OUTCOMES

Apply Behavior Analytic Logic
http://www.pbis.org/whats-new

Nation Climate Change
Equity, Discipline, & Culture
School Climate
Bullying & Hate
ESSA & School Climate
Family Engagement
Alignment & Integration

3 Worries & Ineffective Responses to Problem Behavior

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

- Common vision & objectives
- Common language
- Common experiences & routines
- Quality leadership & coaching
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 disciplinary 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

<table>
<thead>
<tr>
<th>SCHOOL: Positive School Climate</th>
<th>KID: Positive School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Positive &gt; negative contacts</td>
<td>• Compliance &amp; cooperation</td>
</tr>
<tr>
<td>• Predictable, consistent, &amp;</td>
<td>• Respect &amp; responsibility</td>
</tr>
<tr>
<td>equitable treatment</td>
<td>• Positive peer &amp; adult</td>
</tr>
<tr>
<td>• Challenging academic success</td>
<td>interactions</td>
</tr>
<tr>
<td>• Adults modeling expected</td>
<td>• Engagement &amp; participation</td>
</tr>
<tr>
<td>behavior</td>
<td>• Attendance &amp; punctuality</td>
</tr>
<tr>
<td>• Recognition &amp;</td>
<td>• Anger &amp; conflict</td>
</tr>
<tr>
<td>acknowledgement</td>
<td>management</td>
</tr>
<tr>
<td>• Opportunity to learn</td>
<td>• Safe &amp; clean environment</td>
</tr>
<tr>
<td>• Safe learning environment</td>
<td>• Healthy food &amp; substance</td>
</tr>
<tr>
<td>• Academic &amp; social</td>
<td>use</td>
</tr>
<tr>
<td>engagement</td>
<td>• Self-management behavior</td>
</tr>
</tbody>
</table>

---

### What’s It Take to Shift from Negative to Positive School Climate?

*Easy to say….requires sustained priority to do.*

---
Where is your classroom & school on the climate scale?

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic failure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Academic success</td>
</tr>
<tr>
<td>Reactive management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Positive engagements</td>
</tr>
<tr>
<td>Exclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Active supervision</td>
</tr>
<tr>
<td>Reprimands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reteach</td>
</tr>
<tr>
<td>Non-compliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Many positive opportunities</td>
</tr>
<tr>
<td>Staff withdrawal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Welcome from parent</td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Positive reinforcement</td>
</tr>
<tr>
<td>Negative expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teaching social skills</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Positive expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Model expected behavior</td>
</tr>
</tbody>
</table>

PBIS goal to establish & maintain positive teaching & learning environment

Quick Climate Scale for ____________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student Behavior</td>
</tr>
<tr>
<td>Staff Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staff Behavior</td>
</tr>
</tbody>
</table>

Coercive Cycle

Reinforcing Cycle

Cycle
### Quick Climate Scale for ____________

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language/gestures</td>
<td>Appropriate language</td>
</tr>
<tr>
<td>Rough physical play</td>
<td>Respectful language</td>
</tr>
<tr>
<td>Academic failure</td>
<td>Appropriate play</td>
</tr>
<tr>
<td>Teasing, intimidation, harassment</td>
<td>Academic success</td>
</tr>
<tr>
<td>Tardy</td>
<td>Appropriate problem solving</td>
</tr>
<tr>
<td>Unexcused absent</td>
<td>Punctual</td>
</tr>
<tr>
<td>In appropriate seeking assistance</td>
<td>Attendance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal reprimands</th>
<th>Specific verbal praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior corrections</td>
<td>Positive initiations</td>
</tr>
<tr>
<td>Detention</td>
<td>Positive active supervision</td>
</tr>
<tr>
<td>Low rates student contact</td>
<td>High student engagement</td>
</tr>
<tr>
<td>Reactive management</td>
<td>Many opportunities to respond</td>
</tr>
<tr>
<td>Low opportunities to respond</td>
<td>Precorrections</td>
</tr>
<tr>
<td>Low academic engagement</td>
<td>High academic engagement</td>
</tr>
</tbody>
</table>

**How staff rated the current school climate at John Gray**

![Bar chart showing school climate ratings](chart.png)
JGHS – 2016 HS

# staff scoring school climate
1 (negative) to 10 (positive)

Mar 2016 Avg = 5.9 (51)

Oct 2016 Avg = 5.4 (45)

Mar 2016 Avg = 5.9 (51)
CHHS – 2016 HS

Mar 2016 Avg = 4.8 (42)

CHHS – 2016 HS

Oct 2016 Avg = 7.1 (51)
School Climate Survey Suite
Administration Manual

Citation for this Publication

The Center is supported by a grant from the US Department of Education’s Office of Special Education Programs (OSEP) and is not intended to reflect the position of the US Department of Education. Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.
Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

Communicating positively

Supervising actively

How?

Biglan, Colvin, Mayer, Patterson, Reid, Walker

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
<td>Be on task. Give your best effort.</td>
<td>Have a plan.</td>
<td>Eat all your food. Select healthy foods.</td>
<td>Study, read, compute.</td>
<td>Watch for the stop.</td>
<td></td>
</tr>
</tbody>
</table>

1. Social Skill
2. Natural Contexts
3. Behavior Examples
GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & prosocial behaviors are promoted.

1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System
4. Evaluate & Act on Results

Cognitivism Humanism Psychoeducationalism Behaviorism Biophysicalism

Confirmable
Comprehensive
Parsimonious
Repeatable
Actionable

Alberto & Troutman; Carnine & Engelman, Cooper, Heward, & Heron; Evans; Johnston & Pennypacker; Kame‘enui; Sidman
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 by being Taught
  - Receiving positive feedback

Behavior & environment are functional related
Behavior is lawful, therefore understandable & influence-able
Adjust environment to influence & teach behavior

Biology is important

Setting Events & Conditions | Antecedents | Behaviors | Consequences
--- | --- | --- | ---

Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Baily, & Sugai
Multi-tiered Systems of Support (MTSS)
Conceptual Foundations

Behaviorism
ABA
PBS
MTSS (PBIS)

Laws of Behavior
Applied Behavioral Technology
Social Validity
All Students

PBIS – MTSS - RtI

PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students

FRAMEWORK LOGIC
Behavioral sciences-based practices & systems for shaping student & ADULT behavior
**Implement w/ Fidelity**

- Develop Continuum of Evidence-based Practices & Systems
- Develop Local Expertise & Implementation Fluency
- Use Team to Coordinate Implementation
- Monitor Progress Continuously
- Screen Universally
- Decide with Data

---

**Implementation Drivers & Capacity Development**

**www.pbis.org**

- Stakeholder Support
- Funding
- Policy & Systems Alignment
- Workforce Capacity

**Executive Functions**

- **LEADERSHIP TEAMING**
  - Implementation Functions
  - Training
  - Coaching
  - Evaluation & Performance Feedback
  - Behavioral Expertise

**Local Implementation Demonstrations**
Teaching & Learning Phases for All: Practices (students) & Systems & Organizations (adults)

- **Acquisition**
  - New skill must be contextually accurate
  - HOW: show, model, explain w/ feedback

- **Fluency**
  - New skill must be smooth & consistent
  - HOW: practice w/ feedback

- **Maintenance**
  - New skill must continue when training removed
  - HOW: practice w/ less feedback

- **Generalization**
  - New skill must be used in new similar situations
  - HOW: teach, practice in variety conditions

- **Adaptation**
  - New skill must be changed to fit new different situations
  - HOW: teach variations w/ feedback

Adapted from White & Haring, 1980

---

Tiered LOGIC

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

FEW
SOME
ALL
EXAMPLE: School-wide Continuum

CBT
FBA-BIP
Check In
Check Out
Targeted
Second Steps
Social Skills
Club
Family Resource
Center
Frequent Positive Active
Engagement
School-wide Teaching
Matrix

EXAMPLE: Classroom Continuum

FBA-BIP
Behavioral
Contracting
Check-In
Check-Out
Good Behavior
Game
Small Group Skills
Practice
Frequent Positive Active
Engagement
Contingent &
Specific Positive
Reinforcement

Effective Instruction
Continuous Active
Supervision
Classroom Teaching
Matrix
Peer
Mentoring

Major ODR per Grade Level (triangle): 2016-17
Horner et al.

13.4 - Mean Percentage Students (2016-17 Reg Ed) (Majors Only)

~8-15% T2/3 (excl. "Other")

Most students respond T1

12.6%

Pre-K - K
Elementary
Middle
High
Pre-K-8
Pre-K-12
Others

Mean Percentage Students (2016-17 Reg Ed) (Majors Only)

~8-15% T2/3 (excl. "Other")

Most students respond T1

12.6%

Pre-K - K
Elementary
Middle
High
Pre-K-8
Pre-K-12
Others

Mean Percentage ODRs (2016-17 Reg Ed) (Majors Only)

Students 0 or 1
Students 2 to 5
Students 6+

12.6% students = 84% major ODR

~75-85% T2/3 (excl. "Other")

Few % students occasion much attention
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
Continuum Logic & Key PBIS Working Elements

Outcomes  Data  Practices  Systems

INCREASED EFFORT

Intensity  Frequency  Duration  Specialization  Differentiation  Teaming  Responsive-to-Treatment

THE POWER OF HABIT

Charles Duhigg

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

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

CUE
- TV remote
- Teased
- Difficult work

HABIT
- Walk
- Ignore
- Try

REWARD
- Entertained?!?
- Teasing stops?!?
- Work removed?!?

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
Prevention Logic for All
Redesign of teaching environments…not students

Prevention Objectives
Decrease development of new problem behaviors

Prevention Actions
Prevent worsening & reduce intensity of existing problem behaviors
Eliminate triggers & maintainers of problem behaviors
Add triggers & maintainers of prosocial behavior
Teach (practice, monitor, acknowledge) prosocial behavior

EXAMPLE: Office Discipline Referrals

Biglan, 1995; Mayer, 1995; Walker et al., 1996
What do office discipline referrals measure?

Kid engages in norm-violating behavior

School establishes policy for norm violating behavior

Educator sees student & complete discipline referral

Administrator processes incident

Four players for every ODR data point
1. **School** establishes policy for norm violating behavior

2. Kid engages in norm-violating behavior

3. **Educator** sees student behavior & completes discipline referral

4. **Administrator** processes incident

**ODR Data Point**

---

**RCT & Group Design PBIS Studies**

"Bet your next month's salary!!"

- Reduced major disciplinary infractions & antisocial behavior.
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher & student reported bullying behavior, peer rejection, & substance abuse
- Improved school climate

---

Aug 2017
<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>EFFECTIVE</th>
<th>NOT EFFECTIVE</th>
</tr>
</thead>
<tbody>
<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

www.pbisapps.org
www.pbis.org
**BIG IDEAS**

1. Schools = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

2. **BEHAVIORAL SCIENCES** serve as useful theory of action/change

3. Positive, doable, effective **PRACTICE**s exist to maximize academic/behavioral success

4. Implementation **SYSTEMS** needed for students to experience & benefit from effective practices

5. **DECISION-based DATA** systems to inform actions

6. Consideration of **CULTURE** needed to guide decisions & actions

---

**Upcoming Events**

- **New England PBIS**  
  Nov 14-15, 2018  
  Norwood, MA

- **Association of PBS**  
  Mar 28-30, 2018  
  San Diego, CA

- **PBIS Forum**  
  Oct 3-5, 2018  
  Chicago, IL