MTSS: Positive Behavior Support, School Climate, & Academic Achievement

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PURPOSE
Discuss how school climate relates to SWPBS & academic achievement

Implementation Challenge
“Do what!”

PBIS Conceptual Logic
“Theoretically defendable!”

Effective, Efficient, & Relevant School Culture & Climate

“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

School Reform Problem Context

School violence
Suspension & expulsions
Disability
Disproportionality & Equity
School completion & dropping out
Bullying
Restraint & exclusion

School Climate
Under-achievement
Substance use
Delinquency
### School Climate

"Can you see it!"

### George’s (PBIS) Theory of Action

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

**Behavior Analysis**

- **Biology is important**

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

### Logic Model & Theory of Action

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

- **ADULT BEHAVIOR**
  - Office referral
  - In school detention
  - Out of school suspension
  - Probation & incarceration
  - Restraint & seclusion
  - Mental health referral

- **OUTCOMES**
  - Disproportionality
  - Dropping out
  - School failure
  - Mental illness
  - School-to-prison pipeline
  - Achievement gap
  - Unemployment
  - Delinquency

### School Reform Players

- Physical & Occupational Therapy
- General Education
- Higher Education
- Early Childhood & Preschool
- Unions
- Personnel Preparation
- Federal Government
- Special Education
- Juvenile Justice
- Mental Health
- Nursing
- ETC.
- Business

### School Reform Problem Context

- School violence
- Under-achievement
- Suspension & expulsions
- Disability
- Disproportionality & Equity
- Delinquency
- Substance use
- School completion & dropping out
- Bullying
- Restraint & seclusion

### NOT Equal

- School Climate
- Substance use
- Delinquency
- School completion & dropping out

### Logic Model & Theory of Action

- **School Reform**
  - Professional learning
  - Conflict & anger management
  - Asking for feedback & providing feedback
  - Positive relationship
  - Self-management skills

- **Student Behavior**
  - Attendance
  - Self-regulation
  - Attendance
  - On-task behavior
  - Outcomes

- **Student Outcomes**
  - Higher achievement
  - Attendance
  - On-task behavior
  - Outcomes

- **School Climate**
  - Positive Relationships
  - Conflict & anger management
  - Asking for feedback & providing feedback
  - Positive relationship
  - Self-management skills

- **Prevention/Intervention**
  - Positive Relationships
  - Conflict & anger management
  - Asking for feedback & providing feedback
  - Positive relationship
  - Self-management skills

### Disproportionality

- School Reform
- Professional learning
- Conflict & anger management
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- School Climate
- Positive Relationships
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- PREVENTION/INTERVENTION

### Disproportionality

- School Reform
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### PREVENTION/INTERVENTION
VIOLENCE PREVENTION

Positive predictable school-wide climate

- Multi-component, multi-year school-family-community effort
- Positive adult role models
- Positive active supervision & reinforcement

Formal social skills instruction

School Climate academic & social success

KID (-) School Climate
- Non-compliance & non-cooperation
- Disrespect
- Low academic achievement
- Teasing, harassment & intimidation
- Disengagement & withdrawal
- Nonattendance, truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

SCHOOL (-) 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

Why is negative school climate undesirable?

- Shifts responsibility for change
- Triggers antisocial behavior
- Environments of control

- Why is negative school climate undesirable?
- Weakens academic & social development
- Damages relationship

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

Establishing positive school climate

- Communicating positively
- Supervising actively
- Modeling good behavior
- Teaching important social skills

Maximizing academic success

- HOW?

Biglan, Colvin, May, Patterson, Reid, Walker
What is MTSS?  
PBIS, MTBF, RtI  
“Prevention Logic!”

PBIS simplified

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

Leadership Team

Continuous Progress Monitoring

Tiered Continuum of Evidence Based Practices

practices, data-driven decision making systems, professional development opportunities, school leadership, supportive SEA & LEA policies & evidence-based instructional practices

Universal Screening

Implementation Fidelity

Data-driven Decision Making

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, and Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

TERTIARY PREVENTION
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased precaution, supervision, reinforcement

SECONDARY PREVENTION
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & precaution
- Increased opportunities for reinforcement
- Continuous progress monitoring

PRIMARY PREVENTION
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-driven decision making

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~80% of Students

~15%
Data Decision Making

“Informed actions!”

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

Horner, 2014
<table>
<thead>
<tr>
<th>Implementatio n Fidelity</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td></td>
<td>Effective</td>
</tr>
<tr>
<td>Effective</td>
<td><strong>Maximum Student Benefit</strong></td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
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Frosen & Blake, 2008

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### RCT & Group Design PBIS Studies


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### Potential for cultural exchange & conflict

- 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

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### Culture & Context

"Learning history"

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### Culturally Equitable Academic & Social Behavior Expectations

- Culturally Knowledgeable Staff
- Culturally Relevant & Effective Instruction
- Culturally Valid Information for Decisions

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### Data

- 2014
Blueprint for Implementation Capacity

“Working Smarter”

MTBF Implementation Capacity

“Train & Hope”

Basic MTBF Implementation Logic

General Implementation Process

Basic Capacity Building “Logic”