3 Questions

1. Why MTSS?
2. How do PBIS, MTSS, & RtI relate?
3. How can we enhance MTSS implementation in secondary settings?

EXAMPLE TOPICS
- School climate
- Social skills
- Culture

Primary & Secondary School Challenges

- Selection of evidence-based practices
- Use of data for decision making
- Classroom behavior management & discipline
- Differentiated instruction & support
- Implementation fidelity
- Targeted & intensive behavior support
- School mental health
Primary v. Secondary School

- Core curriculum v. course choice
- Mandatory attendance v. dropout
- Principal as instructional leader v. dean of students
- Children v. young adults
- Individual v. collaboration learning
- Grade promotion v. postsec. & career
- Interactive v. lecture
- Small v. large enrollment

PBIS in High Schools

- Mostly Tier 1 (Malloy 2013)
- Fidelity implementation takes longer & more personnel (Flannery, Frank, Kato, Doren, & Fenning, 2013)
- More student active participation
- Positive effects on behavior & attendance (Freeman, 2013)
- Attendance & behavior related to dropout risk, but impact of PBIS unclear (Freeman, 2013)
- Relationship between dropout & PBIS better w/ fidelity but requires more time & intensity (Freeman, 2013)

College & Career Readiness (CCR)

- Mindset
  - Self-management
- Learning process
  - Core strategies, study skills
- Social skills
  - Interpersonal
- Critical thinking
  - Problem formation, research, interpretation, communication, & decision making
- Transition
  - Postsecondary & career

Fundamentals: Why MTSS, RtI, PBIS?

MTSS/PBIS aka SWPBS, MTSS-B, MTBF, RtI-B...

Framework for enhancing adoption & implementation of

- Continuum of evidence-based interventions to achieve
- Academically & behaviorally important outcomes for
- All students

MTSS

PBIS

RtI-B

MTBF

SWPBS

RtI

MTSS-B
IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-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%

Universal
Targeted
Intensive
Few
Some
All

Dec 7, 2007

Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making
Supporting Culturally Relevant Evidence-based Interventions

MTSS/CSSS: Core Features
Outcomes
Practices
Systems
Data

SWPBS: Core Practice Features
Precision
Engagement
Feedback
Practice
Teambuilding
Positive School Climate

Did you feel that!

MTSS/CSSS: Core Features

Outcomes  Practices  Data

TEAM

Administration
Counseling
General Education
Instruction & Curriculum
Nursing
Occupational Therapy
Physical Therapy
Psychology
Resource Officers
Social Work
Special Education
Mental Health

Implementation Drivers

PBIS Implementation Blueprint (2015 rev, pbis.org)

Leadership Team
Coordination, Readiness, Priority

Funding
Visibility & Dissemination
Political Support
Policy & Systems Alignment
Personal Selection

Professional Development
Coaching & Technical Assistance
Evaluation & Performance Feedback
Content Expertise

Local Implementation Demonstrations

Positive School Climate

• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment, & intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, & truancy
• Academic failure
• Violent/aggressive behavior
• Littering, graffiti, & vandalism
• Substance use

KID (-) School Climate

SCHOOL (-) School climate

• Reactive management
• Exclusionary disciplinary practices
• Informal social skills instruction
• Poor implementation fidelity of effective practices
• Inefficient organization support
• Poor leadership development
• Non-data-driven decision making
• Inefficient, ineffective instruction
• Negative adult role models

Coercive Cycle

Shifts accountability away from school

Reactive management
Classroom & school exclusion
Restraint & seclusion
Disciplinary disproportionality

Why is negative school climate undesirable?

Creates environments of control

Biglan, Dishion, Mayer, Patterson, Reid, Severson, Walker

Triggers & reactions to antisocial behavior

Why is negative school climate undesirable?

Weakens academic & social behavior development

High rates of academic & social success

Positive school climate

Positive adult role models

Positive supervision & reinforcement

VIOLENCE PREVENTION

Coordinated Social Emotional & Learning (Greenberg et al., 2003)
Center for Study & Prevention of Violence (2006)
White House Conference on School Violence (2006)

KID (-) School Climate

SCHOOL (-) School climate

Reac>ve management

Classroom & school exclusion

Restraint & seclusion

Disciplinary disproportionality

Why is negative school climate undesirable?
Teaching social skills explicitly

Establishing stimulus control...like academic skills

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.

“Power of Habits”
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)

Generic Teaching Approach

Define simply | Model w/ range examples | Practice in natural setting | Supervise, acknowledge, retouch | Adjust based on progress

Establishing/Replacing Habit
Charles Duhigg (2014)

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove competing cue</td>
<td>Teach acceptable alternative</td>
<td>Remove reward for old habit</td>
</tr>
<tr>
<td>Add desired cue</td>
<td>Teach desired alternative</td>
<td>Add reward for new habit</td>
</tr>
</tbody>
</table>

All three elements are addressed in SSI
Teaching calculating hypotenuse of triangle

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

“C² = A² + B² 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 C² = 25, & C = 5…”

“Work w/ your partner & calculate hypotenuse of triangle for these 3 examples…..”

“Teaching by

“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!”

“Teaching by

Consider culture & context

Where’d you learn that?

Potential for cultural exchange & conflict

Culture =

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

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Sugai, O’Keeffe, & Fallon 2012
References


1. Recommendations: PBIS in Secondary Schools

- Encourage active administrator participation & leadership
- Actively involve students, i.e., student panel
- Integrate & align common-outcome initiatives, e.g., CCR
- Integrate leadership teaming into organizational structure
- Integrate social skills instruction & practice into daily routines

2. Recommendations: PBIS in Secondary Schools

- Deliberately organize small & effective practices into continuum of support
- Arrange supports to maximize implementation fidelity
- Carefully consider & embed developmental & culturally appropriate language & routines
- Provide opportunities to inform & involve students, family, community, postsecondary, & career
- Give all students access to full continuum of positive behavior practices & systems

Upcoming Events

www.pbis.org