Multi-Tiered Systems of Support -
Systems Approach to Addressing Social & Behavioral Needs of All Students & Behavioral Needs of All Students

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www.pbis.org   www.neswpbis.org   www.cbbar.org

Theory of Change & Priority


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

Positive, doable, effective PRACTICES exist to maximize academic/behavioral success

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

BIG IDEAS ✓

School Climate & Discipline

Multi-tiered Systems Support

Continuum of outcomes, data, practices, & systems.

Climate affects teaching & learning affects climate

Academic Success → Behavior Success

Classroom & School Climate

Positive, doable, effective PRACTICES exist to maximize academic/behavioral success

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

BIG IDEAS ✓

National Climate Change & need to “double-down” on Prevention.

SPLC, 12 Jan 2017

https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

In the first days after the 2016 presidential election, the Southern Poverty Law Center's Truancy Exchange project administered an online survey to K-12 educators from across the country. Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and educators. Ninety percent of educators report that school climate has been negatively affected, and most of those believe it will have a long-term impact.

Responses from 10,000 educators:

- 9/10 saw negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.

The SPLC reported 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.

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- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.
Southern Poverty Law Center, 12 Jan 2017
https://www.splcenter.org/hate-map

HATE MAP NATIONAL NUMBERS

14% Hate group increase since 2015

998 # of anti-government "patriot" groups in 2015

42% Anti-Muslim hate group increase since 2015

# of KKK groups in 2015

SPLC, 12 Jan 2017

Anti-Muslim hate group increase

21%

Southern Poverty Law Center, 15 Feb 2017
https://www.splcenter.org/hate-map

http://www.pbis.org/whats-new

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

✓ Student
Teacher
Administrator
Family
Community

Potential for cultural exchange & conflict

Culture, Context, & Learning History
Culture = Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

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

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

Sugai, O'Keeffe, & Fallon 2012

What is PBIS (MTSS)?

2. Student Fit

Need (+/-)

Priority

1. Empirical Support

- Functional Relationship
- Meaningful Effect Size
- Replication
- Context

Practice Selection

"Bet your next month's salary!"

3. Context-Environment Fit

- Language
- Developmental
- Educational
- Cultural

MTSS

PBIS

RtI

SWPBS

RtI-A

RtI-B

ISF

EBS

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.
PBIS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B… for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students

PBIS & MTSS Share Functions

Implement w/ Fidelity
Develop Continuum of Evidence-based Practices & Systems

Develop Local Expertise & Implementation Fluency

Screen Universally
Use Team to Coordinate Implementation

Monitor Progress Continuously

Decide with Data

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL ~80% of Students

SOME

FTM

STL

SRL

SML

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012

Doing Business

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Improving classroom & school climate

Decreasing reactive management

Maximizing academic achievement

Integrating academic & behavior initiatives

Improving support for students w/ EBD

Supporting Culturally Relevant

Doing Business

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~80% of Students

PBIS is about
Continuum of Support for All:
“Molcom”

Supports for all students w/ disabilities are multi-tiered

Continuum of Support for ALL:
“George”

Label behaviors...not people

Continuum of Support “Theora”

Label behavior...not people

Continuum Logic & Key PBIS Working Elements

INCREASED EFFORT

Outcomes

Data

Practices

Systems

Intensity
Frequency
Duration
Specialization
Differentiation
Teaming
Responsive-to-Treatment
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.

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

ACADEMIC-BEHAVIOR ASSOCIATION

Schools Using PBIS
August 2016
Tier 1

23,363 schools

Schools Implementing PBIS by State
2015-16

21 states >500 schools
8 states >1000 schools

Schools Implementing PBIS by State
2015-16

21 states >500 schools Implementing PBIS

Proportion Schools Implementing PBIS by State
2015-16

13 States >40% Implementing PBIS

PBIS Tier I Fidelity by State 2015-16

62% (8,328/13,414) Tier I Criterion

PBIS Tier II Fidelity by State 2015-16

35% (2,402/6,827) Met Tier II Criterion
PBIS Tier III Fidelity by State 2015-16

School Climate & PBIS

Coercive Cycle

- Kod: Negative School Climate
  - Non-compliance & non-cooperation
  - Disrespect
  - Teasing, harassment, & intimidation
  - Disengagement & withdrawal
  - Nonattendance, truancy, & truancy
  - Violent/aggressive behavior
  - Littering, graffiti, & vandalism
  - Substance use

- School: Negatative 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?

- Devalues child-adult relationship
- Weakens academic & social behavior development
- Creates environments of control
- Triggers & reinforces antisocial behavior
- Shifts accountability away from school

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?

- PBIS goal to establish & maintain positive teaching & learning environment

Positive Reinforcement Cycle

**SCHOOL: Positive School Climate**

- Positive School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

**KID: Positive School Climate**

- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

Coercive Cycle

**SCHOOL**

- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Non-compliance
- Social withdrawal
- Low rates praise
- Negative engagements
- Bullying
- Negative expectations

**KID**

- Peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

Positive Reinforcement Cycle

**SCHOOL**

- Positive School Climate
- Academic success
- Positive engagements
- Active supervision
- Reteaching
- Many response opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

**KID**

- Positive School Climate
- Academic success
- Positive engagements
- Active supervision
- Reteaching
- Many response opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

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>

- Inappropriate language/gestures
- Rough physical play
- Academic failure
- Teasing, intimidation, harassment
- Tardy
- Unexcused absent
- Inappropriate seeking assistance

- Appropriate language
- Respectful language
- Appropriate play
- Academic success
- Punctual
- Attendance
- Appropriate seeking assistance
Establish positive school climate

Maximizing academic success

Teaching important social skills

Recognizing good behavior

Modeling good behavior

Supervising actively

Communicating positively

HOW?

School-wide Positive Behavioral Interventions and Supports (SWPBS):

Getting Started Workbook

www.pbisapps.org

School Climate Survey Suite

Administration Manual

www.neswpbs.org

SWPBS Practices & Systems
School-Wide & Classroom PBIS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Team-led Process

Emphasizing & Teaching Positive Expectations

GENERAL IMPLEMENTATION PROCESS: “Getting Started”

Team

Agreements

Data-based Action Plan

Evaluation

Implementation

Welcome Hugs

Welcome to Westwood!

It’s The Westwood Way

Be Safe, Be Your Best, Be A Positive Learner

Magnets

Westwood Elementary
500 Ridgewood Road
Clayton, IN 47630
Phone: (317) 253-1590
Fax: (317) 259-0390
Office Hours: 7:30-4:00
http://ilc.edu.org/westwood.html
Teaching how to determine 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/instruction mis-rule!!"

"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!"
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.

Social Skills Misrules

Social Skill Teaching & Learning Phases
White & Haring, 1980

Acquisition
• New skill w/ accuracy
• Show, model, explain w/ feedback

Fluency
• Speed & consistency
• Practice w/ feedback

Maintenance
• Sustained accuracy & fluency
• Practice w/ less feedback

Generalization
• Use in new context
• Teach, practice in variety of conditions

Adaptation
• Modify & fit behavior in new context
• Teach variations w/ feedback

Basic Behavior Teaching Processes

Teaching Matrix

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

Douglas County S.D., CO 4-08
Expectations & behavioral skills are taught & recognized in natural context.

E’ Ola Pono - to live the proper way

School Behavioral Standards

<table>
<thead>
<tr>
<th>Setting</th>
<th>Common Area</th>
<th>Be Safe</th>
<th>Have Ownership</th>
<th>Allow Learning</th>
<th>Show Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walkways</td>
<td>Keep all hands in front of your body.</td>
<td>Remain in designated areas</td>
<td>Take responsibility for your belongings</td>
<td>Stay seated unless otherwise directed</td>
<td>Follow school rules</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>Play with your friends, not strangers.</td>
<td>Practice healthy behaviors/universal precautions</td>
<td>Take turns</td>
<td>Follow rules and procedures</td>
<td>Use the buddy system</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Keep your hands to yourself.</td>
<td>Use appropriate voice and actions</td>
<td>Share food</td>
<td>Wear appropriate footwear and clothing</td>
<td>Stay with your chaperone/group</td>
</tr>
<tr>
<td>Restrooms</td>
<td>Wash hands after using the restroom.</td>
<td>Groom yourself</td>
<td>Clean hands</td>
<td>Be careful when approaching or leaving the stage area</td>
<td>Use the buddy system</td>
</tr>
<tr>
<td>Assembly</td>
<td>Be seated</td>
<td>Stay seated</td>
<td>Keep hands to yourself</td>
<td>Use the buddy system</td>
<td>Use the buddy system</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Be seated</td>
<td>Remain seated</td>
<td>Follow traffic rules</td>
<td>Use the buddy system</td>
<td>Use the buddy system</td>
</tr>
</tbody>
</table>

Eddie's Expected Behaviors at Home

Eddie

<table>
<thead>
<tr>
<th>Expected Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act responsibly</td>
</tr>
<tr>
<td>Be safe</td>
</tr>
<tr>
<td>Take a quiet voice</td>
</tr>
</tbody>
</table>

Noah

Noah's Expected Behaviors

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Act responsibly</td>
</tr>
<tr>
<td>Be safe</td>
</tr>
<tr>
<td>Take a quiet voice</td>
</tr>
</tbody>
</table>
**EXPECTATIONS**

<table>
<thead>
<tr>
<th>TYPICAL HOME ROUTINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
</tr>
<tr>
<td>Respect</td>
</tr>
<tr>
<td>Responsibility</td>
</tr>
<tr>
<td>Safety</td>
</tr>
</tbody>
</table>

**Home Example**

<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mealtime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedtime</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**High School Home Example**

<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fill gas tank</td>
<td>Honor diversity</td>
<td>Finish homework before e-games</td>
</tr>
<tr>
<td></td>
<td>Turn stove off</td>
<td>Tell when expected home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designate driver</td>
<td>Eat dinner with family</td>
<td></td>
</tr>
</tbody>
</table>

**Linking SWPBS to Classrooms**
### Classroom Continuum

- **Behavioral Contracting**
  - Check-In
  - Check-Out

- **Good Behavior**
  - Game

- **Classroom Teaching Matrix**
  - Small Group
  - Skills Practice

- **Continuous Active Supervision**
  - Frequent Positive Active Engagement

- **Effective Instruction**

### Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Compute Lab</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Expectations

1. **Social Skill**
   - Compliment others’ ideas
   - Listen and make eye contact
   - Keep materials organized

2. **Natural Contexts**
   - Describe how students should behave in various settings:
     - Hallways
     - Playgrounds
     - Cafeteria
     - Library/Computer Lab
     - Assembly
     - Bus

3. **Behavior Examples**
   - Provide specific examples of expected behaviors:
     - Routines
     - Rules
     - Expectations

### Classroom Routines

<table>
<thead>
<tr>
<th>Group work</th>
<th>Desk work</th>
<th>Quizzes and tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready to Learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**EXAMPLE**

**Teachable Expectations (Classroom)**

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>ENTRY PROCEDURE</th>
<th>INDEPENDENT WORK</th>
<th>TURNING IN WORKING/EXITING THE ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matana, Tribal Values</td>
<td>قبل الذهاب إلى الصف</td>
<td>أداء الأعمال المستقلة</td>
<td>إعداد المواد والخروج من الصف</td>
</tr>
<tr>
<td>Kamantakiiq</td>
<td>ترتيب الأشياء والعناصر</td>
<td>قبول المسؤولية</td>
<td>إعداد الأعمال والخروج من الصف</td>
</tr>
<tr>
<td>Iñupiaq, Inupiaq</td>
<td>ترتيب الأشياء والعناصر</td>
<td>قبول المسؤولية</td>
<td>إعداد الأعمال والخروج من الصف</td>
</tr>
<tr>
<td>Savoqigiyulliq</td>
<td>ترتيب الأشياء والعناصر</td>
<td>قبول المسؤولية</td>
<td>إعداد الأعمال والخروج من الصف</td>
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</tbody>
</table>

**IMPLEMENTATION**

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

**BIG IDEAS**

- Schools = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
- Positive, doable, effective **PRACTICES** exist to maximize academic/behavioral success
- Implementation **SYSTEMS** needed for students to experience & benefit from effective practices

---

The Nurture Effect
How the Science of Human Behavior Can Improve Our Lives & Our World
2015

**High School Example**

<table>
<thead>
<tr>
<th>Expecting &amp; Exiting Classroom</th>
<th>Teaching Strategy</th>
<th>Framework</th>
<th>Reporting</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>- Have materials</td>
<td>- Note-taking style</td>
<td>- Completed assignments</td>
<td>- Have work ready</td>
</tr>
<tr>
<td>Lab</td>
<td>- Hands on activity</td>
<td>- Group vs. solo</td>
<td>- Eureka moment</td>
<td>- Have work ready</td>
</tr>
<tr>
<td>Others</td>
<td>- Inside voice</td>
<td>- Encourage questioning</td>
<td>- Treat peers</td>
<td>- Use own supplies</td>
</tr>
<tr>
<td>Engage &amp; Learning</td>
<td>- Go directly to desk &amp; get ready</td>
<td>- Use materials</td>
<td>- Try again later</td>
<td>- Use own supplies</td>
</tr>
</tbody>
</table>

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Climate affects teaching & learning affects climate

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Continuum of outcomes, data, practices, & systems
GOAL: Effective School, Family, Community Organizations

Common Vision/Values
Common Language
Common Experience
Quality Leadership

Effective Organizations

Upcoming Events

Northeast PBIS
May 18-19
Mystic, CT

PBIS Forum
Sep 27-29
Chicago, IL

New England PBIS
Nov 14-15
Norwood, MA

RobH@uoregon.edu
LewisT@missouri.edu
George.sugar@uconn.edu
www.pbis.org
www.neswpbis.org