Implementing MTSS: Preventing Misrules & Maximizing Student & School Benefit

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1997-2018
2018-2024
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Why + Who + How + What = ?
Student Outcomes
Systems Supports
Practice Supports

Implementation Challenge

10 too many priorities

Incentives
Leadership
Time
Competing priorities

Professional Development
Funding
Coaching

Follow-up Q&A & discussion session

Highlight: Georgia educational systems

Funding
Prerequisites for successful implementation

Improvement: PBIS & MTSS
top-level support, guidelines, and school leaders' support

Students & PBIS: web forum to explore initial climate & culture & supports, initial implementation & followup learned

pbis.gov

PBIS Coaching Network
Development Program
Professional Coaching

to oth er

PBIS & MTSS

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PBIS & MTSS
To improve learning, improve teaching environment,

- Academic & social behavior are learned & teachable
- Theory of learning & teaching required

Successful teaching environments must be effective, responsive, efficient, relevant, & durable

- Decide w/ data
- Focus on student outcomes & benefit
- Select evidence-based practices
- Implement w/ competent systems

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

Risk Factors
- Mental illness
- Disability
- Substance Use
- Antisocial behavior
- Disruptive behavior

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

Implementation Consideration

INEFFECTIVE RESPONSE
- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Non-evidence-based practices
- Subjective decision-making
- Low quality implementation of evidence-based practices

EFFECTIVE RESPONSE
- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision-making systems
- Continuous coaching and professional development
- High-quality implementation

MTSS Core Features & Working Principles
MTSS is...

Integration of a number of multi-tiered systems into one coherent, strategically coordinated system aiming to address multiple domains of student needs across the district, school, and classroom to meet the unique needs of all students. (MA Exec Office of Ed, 2016).

MTSS is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. (Batsche, 2015)

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. (CO Dept of Ed, 2016).

MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems and practices to foster student success. (Batsche et al., 2005).

MTSS is a Blueprint for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the unique needs of all students. (MA Exec Office of Ed, 2016).
HOMEWORK: “Your +/- Profile”

Universal

Targeted

Intensive

Continuum of Support for ALL:

OUTCOMES

Supporting Important Culturally Equitable Academic & Social Behavior Competency

PRACTICES

Supporting Culturally Valid Decision Making

Strengthening Culturally Relevant Evidence-based Interventions

What level of support is indicated?

Tier 3 practices are individualized

Tier 2 practices components shared across students with common needs

Practices across tiers are aligned & share features, but vary by intensity, duration, frequency, location, immediacy

Practices

Outcomes

Intensive, Individual Interventions

• Individual Students

• Assessment-based

• High intensity

• Durable procedures

Targeted Group Interventions

• Some students (at-risk)

• High efficiency

• Rapid response

Universal Interventions

• All students

• Preventive, proactive

• All settings, all students

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Basic Continuum Logic

Blended Continuum Logic

Student Outcome

Classroom Continuum

School-wide Continuum

Integrated MTSS

Circa 1996
PBIS Conceptual Foundations

Natural Sciences
Behaviorism

ABA
PBS
SWPBS

All Students

Laws of Behavior
Applied Behavioral Technology
Social & Educational Validity

Behaviorism

PBIS

ABA

PBS

SWPBS

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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

CLIMATE & CULTURE

Individuals, Classrooms, Schools, Districts....

"Race" "Diversity" "Equity"

"Disproportionality" "Individuality"

Diversity
Individuality
Equity
Disproportionality
Gender Identity
Race
Equality

Culture evolves when practices... contribute to the success of the practicing group in solving its problems

Hayes & Toarmino, 1995

Skinner, 1981

What do behaviorists say about culture?

"No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way"

Hayes & Toarmino, 1995

"A culture evolves when practices... contribute to the success of the practicing group in solving its problems"

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HOMEWORK: "Learning History Map"

Individual Learning History & Context

1. Individual Learning History & Context
2. Individual Learning History & Context
3. Individual Learning History & Context
4. Individual Learning History & Context
5. Individual Learning History & Context
6. Individual Learning History & Context
7. Individual Learning History & Context
8. Individual Learning History & Context
9. Individual Learning History & Context
10. Individual Learning History & Context

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Early Conclusion…

Nothing is inherently biased or culturally irrelevant about practices & systems of PBIS implementation. However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

References


How does my learning history affect my actions?

- Do I have shared experiences w/ individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act w/ team?
- Do I use data to guide my actions?

Homework Assignment

Describe…
1. ONE historical event/experience that has shaped your professional DEVELOPMENT.
2. How that event INFLUENCES how you DESCRIBE your OBSERVATIONS of & SUPPORT of student/client actions/behaviors.

School Climate

“I can feel it!”
“Power of Habits”
...or Challenging Behavior
Charles Duhigg, 2012

Establishing/Replacing Habit
Charles Duhigg, 2014

Prevention Logic for All
Redesign of teaching environments...not students

Power of Habits
...or Challenging Behavior
Charles Duhigg, 2012

Dessert
Satisfied
Eat
TV remote
Entertained
Sit & watch
Teased
Teasing stops
Hit
Difficult work
Work removed
Carrot
Walk
Ignore
Try

Prevention Objectives
Prevention Actions

All three elements are considered in SSI
...& addressing challenging behavior

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

Prevent increasing development of new problem behaviors

Biglan, 1986; Meyer, 1985; Walker et al., 1996
I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle.

Work w/ another partner & do these 4 examples...

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C^2 = A^2 + B^2
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Model

Monitor & Acknowledge Continuously

Practice In Setting

Teaching how to determine hypotenuse of triangle

Concluding Comments:

**Precorrect for Implementation Errors**

**POSITIVE GREETING AT DOOR**

- Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior.
- Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.

PGD = INCREASE in academic engagement upon entering classroom

- DECREASE in disruptive behavior upon entering classroom

HOMEWORK: “Positive Greeting at Door”

**GUIDING PRINCIPLES**

1. De-clutter… do a few things daily with & monitor continuously
2. Shorten/Practise line from policy to data to practice to outcome
3. Make decisions public & ‘Your Next Month’s Safety’
4. Problem solve w/ a peer system’s logic
5. Do no harm
6. Prompt, model; & acknowledge what you expect

**Examples:** Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus.
### BIG IDEAS

1. **Schools = excellent PREVENTION opportunity (5 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, viable, effective PRACTICES 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 & STUDENT BENEFIT needed to guide decisions & action

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**www.pbis.org**

- Nation Climate Change
- School Climate
- School Climate
- Implementation Fidelity
- Equity, Discipline, & Culture
- Family Engagement
- Bullying & Harassment
- PBIS & School climate
- Parent Engagement
- Alignment & Integration

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**PBIS-related Resources**

- **APBS**
  - March 11-14, 2020
  - Miami, FL
- **NEPBIS Forum**
  - May 2019
  - Mystic, CT
- **PBIS Forum**
  - October 3-4, 2019
  - Chicago, IL
- **NEPBS Forum**
  - November 14-15, 2019
  - Norwood, MA

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**THANK YOU FOR YOUR ATTENTION & THINGS YOU DO!**

www.pbis.org

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**PLEASE BE SAFE.**

Do not stand, sit, climb or lean on fences. If you fall, animals could eat you and that might make them sick. Thank you.