Role of Leadership in Quality Implementation of MTSS/PBIS

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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www.pbis.org  www.neswpbso.org
George.sugai@uconn.edu

Purpose
Review key features, practices, & systems of MTSS framework w/ attention toward leadership roles, functions, & influence. Positive behavioral interventions & supports (PBIS) will be emphasized as example of MTSS.

8:40-3:00

Why MTSS/PBIS?

"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

4 MAIN QUESTIONS
1. What is MTSS & PBIS & why?
2. What is role of leadership in high quality sustained implementation of MTSS & PBIS?
3. What are data, practices, & systems of MTSS & PBIS?
   Examples
3 Worries & Ineffective Responses to Problem Behavior

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

Implementation Challenge

"Mad, Bad, Sad, Can’t Add" Kutash & Duchnowski, 2013

MTSS Targets

- Special education & disabilities
- Academic achievement
- Prosocial behavior
- Positive school & classroom discipline & climate
- Mental health

"Every Student Succeeds Act: School Climate, SEL, PBIS"

CONTEXT: Sample of Initiatives prior to 2016

SCTG, AWARE, PREVENT, SPDG, Counseling, (re)IDEA

George’s Worries

- Ineffective academic instruction
- Exclusionary & seclusionary acts
- Traumatic events
- Discriminatory behavior
- Antisocial bullying & violent behavior

Every Student Succeeds Act: School Climate, SEL, PBIS

"Mad, Bad, Sad, Can’t Add" Kutash & Duchnowski, 2013

How do we…?

- Prevent occurrence of bullying behavior?
- Help parents learn to defuse escalations?
- Support children who cry easily?
- Educate students who experience traumatic events?
- Increase attendance in disadvantaged schools?
- Reduce incidence & prevalence of HIV/AIDS in S. African schools?
- Teach association of sounds w/ meaning?
- Increase attendance in disadvantaged schools?
School leadership & contributing factors on student learning.

Osage County
Interlocal Cooperative
Project AWARE
2015-2016

Project Leadership
Advisory Committee
Site Coaches
Site Facilitators

General Leadership Comments

Why + Who + How + What = ?

Physical & Occupational Therapy
Child, Family, & Community Health
Special Education
Juvenile Justice
Mental Health
Nursing

Evidence-Based Practices
Social Skills Instruction
Trauma Informed Practices
Family Resource Center
Check & Connect
Token Economy
Responsive Classroom
Check In
Check Out
Incredible Years
Positive Reinforcement
Behavioral Contracting
Prevent Teach Reinforce

Check In Check Out

Traditional Years

Federal Government
Business
Unions
Personnel Preparation

Decrease out-of-school suspensions of kids of color?
Prevent occurrences of bullying behavior?
Support children who cry easily?
Educate students who experience traumatic events?
Encourage value & use of scientific facts?
Reduce incidence & prevalence of HIV/AIDS in S. African schools?
Teach school-wide social skills?

Establishing goals & expectations (ES .35)

Planning, Coordinating, & evaluating teaching & curriculum (ES .42)

Ensuring orderly & supportive environment (ES .27)

Promoting & participating in teaching learning & development (ES .34)

Robinson (2007)

Administrative Leadership

Shared

Distributed

Implementations Levels

Implementation fidelity & outcomes affected by selection, integration & alignment of policies, data, practices, & systems

General Implementation Process

State

District

School

Grades

Staff

Principal

Superintendent

Team

Agreements

Data-based Action Plan: "Plan"

Evaluation: "Check"

Implementation: "Do"

All Staff, Students, Administrators

Nation

State/Territory

District

School

Classroom

Student

Capacity Development

"Process through which individuals, organizations, & societies obtain, strengthen, & maintain the capabilities to set & achieve their own development objectives over time" (United Nations Development Programme, 2009)

E.g., Principal’s Role

- Maintain standards regarding school innovations
- Make public statement of support for selected innovation
- Establish representative leadership team to lead implementation
- Provide team w/ time & resources
- Guide decision-making
- Model & reinforce implementation w/ fidelity
- Attend & participate in team meetings
- Recognize faculty & team for efforts
- Serve as community spokesperson
- Monitor & provide feedback on progress & impact

Adapted from Colvin & Sprick, 1999
Example: PBIS Implementation Logic & Framework

LeADeRShiP

Regional/State Leadership

School Behavior Team

SwPBS practices & systems
Policy, funding, leadership, priority agreements

School Staff

Data plan
Leadership
Team meeting schedule

Student Benefit

External Coaching Support

Team Support

Development of Continuum of Practices & Systems

1. Describe NEED & expected OUTCOME in measurable terms & w/ data
2. ALIGN existing & new practices w/ need & expected outcome
3. SELECT defensible & implementable practices & ELIMINATE or pause irrelevant
4. INTEGRATE practices around expected outcome
5. Organize SUPPORTING SYSTEMS to implement integrated practices with fidelity

Implementation Drivers & Capacity Development

www.pbis.org

Executive Functions
LEADERSHIP TEAMING
Implementation Functions

Stakeholder Support
Funding
Policy & Systems Alignment
Workforce Capacity

Training
Coaching
Evaluation & Performance Feedback
Behavioral Expertise

Local Implementation Demonstrations

Turnaround Pattern

School leaders needed to turn school around
Be instructional leader & organizational CEO
Hiring & retaining quality teaching force important
5+ years to turn school around to last
Instructional leader transfers 3-4 years

Center for Public Education

BIG IDEAS: Leadership emphasizes....

Leadership is a shared & distributed set of implementation functions & responsibilities modeled, taught, & reinforced by individuals & teams

End goal is student benefit & development of expert & high fidelity implementation capacity

End goal related to effective, efficient, & relevant selection, alignment, integration, & implementation of evidence-based practices

Data are selected and collected to answer actionable decisions

PBIS Change Theory
Cognitivism  Humanism  Psychoeducationalism  Behaviorism  Biophysicalism

Competing Stimulus Conditions & (Meta)Contingencies

- Reactive
- Low fidelity
- Non-empirical
- Neg. Reinf.
- Train & Hope
- Individual
- Eclectic

Behavioral Sciences

Preventive
High fidelity
Empirical
Pos. Rein.
Fluency Training
Organizations

- Poor
- OUTCOMES
- Better

Cognitive Theory of Action

Defendable
- Confirable
- Repeatable
- Parsimonious
- Actionable

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

Alberto & Troutman; Cooper; Heward & Henson; Evans; Johnston & Perry; McEvoy; 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

- Behavior is learned
- Setting Events & Conditions
- Antecedents
- Behaviors
- Consequences

Alberto & Troutman; Cooper; Heward & Henson; Evans; Johnston & Perry; McEvoy; Sidman

10/24/17
"Power of Habits" 
.....or Challenging Behavior
Charles Duhigg, 2012

**CUE**

- TV remote
- Teased
- Difficult work

**HABIT**

- Walk
- Ignore
- Try

**REWARD**

- Entertained?
- Teasing stops?
- Work removed?

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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

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

**Prevention Objectives**

- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

**Prevention Actions**

- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

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Prevention Objectives vs. Prevention Actions
BIGLAN, 1995; MAYER, 1995; WALKER ET AL., 1996

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STUDENT BEHAVIOR

- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- 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
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OUTCOMES

- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate

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The Nurture Effect
How the Science of Human Behavior Can Improve Our Lives and Our World
ANTHONY MAGER & STEPHEN ROYAL PAI

2015
STUDENT BEHAVIOR
- Aggression
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Apply Behavior Analytic Logic

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

Tiered LOGIC

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

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

Universal

All

Few

Some

ALL

Universal

All

Intensive

Targeted

Some

Few

Support for ALL

CONTINUUM OF SUPPORT for ALL: “Theora”

Supports for all students w/ disabilities are multi-tiered

CONTINUUM OF SUPPORT for ALL: “Molcom”
Universal Targeted Intensive
Continuum of Support for ALL
EXAMPLE: School-wide Continuum
EXAMPLE: Classroom Continuum
ADDRESSING ?
DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.
Selection priority should be given to evidence-based PRACTICES
Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, & severity of risk
IMPLEMENTED PRACTICES
Implementers need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling

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

Continuum Logic & Key PBIS Working Elements
INCREASED EFFORT
Intensity Frequency Duration Specialization Differentiation Teaming Responsive-to-Treatment

Vincent, Randall, Cartledge, Stain, & Ssbi-Berkeley (2011).
Sugai, O’Keeffe, & Fallon, 2012ab
**CT's K-3 Reading Model**

Circa 1996

- **Universal Interventions**
  - Preventive, proactive
  - All students

- **Targeted Group Interventions**
  - Rapid response
  - High efficiency

- **Intensive, Individual Interventions**
  - Some students (at high intensity)

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**Integrated MTSS**

- **Universal Interventions**
  - Preventive, proactive
  - All students

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency

- **Intensive, Individual Interventions**
  - Some students (at-risk)
  - High efficiency

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**A first grade classroom**

**Before CT's K-3 Reading Model**

**After 3 years**

- More than doubled # of students meeting grade literacy level goals.
- More than halved # of students at significant risk for reading failure.

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**A first grade classroom**

**After 3 years of CT's K-3 Reading Model**

- On track for reading success
- At significant risk for reading failure

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**Context**

**PBIS Implementation Data**

- Horner, 2014

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**Academic-Behavior Association**

10/24/17

**HYPOTHESIS**

- Effective intervention?
- Accurate implementation?
- Improved definitions?
- Improved procedures?
- Change in students?

**Reading by Year**

**Math by Year**

**Cohort 1 & 2 Baseline to Implementation**

% Students w/ Maj ODRs

**Average Fidelity Assessment Scores Cohort 1 & 2**

- Spring 2011
- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014
- Fall 2014
- Spring 2015
- Fall 2015
- Spring 2016
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

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**Continuum Logic & Key PBIS Working Elements**

- **Outcomes**
  - Increased Effort
    - Intensity
    - Frequency
    - Duration
    - Specialization
    - Differentiation
    - Teaming

- **Data**
- **Practices**
- **Systems**

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**Tentative Findings**

1. SWIS & US schools are similar
2. Tiered logic can be documented. Focus on sustainability
3. T2/3 require high intensity effort
4. Supports for behavior for young children need attention
5. PBIS impact on major ODR can be documented

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<thead>
<tr>
<th>“Doing it correctly?”</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective</strong></td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td><strong>Not Effective</strong></td>
<td>Not Effective</td>
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**Fixsen & Blase, 2009**