PBL: 
*Making Schools and Classrooms More Positive, Effective, and Equitable*

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Handouts: [http://www.pbis.org](http://www.pbis.org)

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**Goals for this Session**

1. Define MTSS
2. Describe the value of alignment and integration
3. Show how different approaches complement each other
4. Provide a set of key steps of how to integrate these approaches in schools
5. Share 5 big ideas for approaching student behaviour from a systems level

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**What is MTSS?**

**Multi-Tiered Systems of Support**

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**Acknowledgments**

- Land and Indigenous caretakers
- Conference planners and volunteers
- Participants

Handouts: [http://www.pbis.org](http://www.pbis.org)
Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Targeted Interventions: Specialized Group Systems for Students with At-Risk Behaviour

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behaviour

CONTINUUM OF MULTI-TIERED SYSTEMS OF SUPPORT

POP QUIZ:
Who has the most influence over students in secondary school?

a) Teachers
b) Parents
c) Parliament
d) Peers

Who do you want to have influence over your students?

MTSS in the real world...
What is MTSS?

Multi-Tiered Systems

Many schools, particularly those in high-poverty districts, operate in a crisis management mode. Often our students display anger, frustration, and hurt in ways that feel (and often are) “defiant” or “disrespectful” to educators...


There's no magic bullet...the effectiveness of responses hinges not solely on individuals, but also on whether school cultures:

- Facilitate relationships between students and educators
- Have open communication
- Provide opportunities for school-family collaboration
- Promote cultural awareness
- Offer professional development to help teachers manage stress

In other words, we cannot place systemic responses on the shoulders of individual educators.

Big Idea #1

We need to work together.

So, how can we work together to make things better?

Features of MTSS (McIntosh & Goodman, 2016)

Academic RTI

- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as SPED eligibility determination approach

PBL

- Scientifically-based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

- Specific social behaviour assessments and interventions
- Use of free materials that are adapted to fit the school's context
- Use of indirect assessment of behaviour
- Continuous assessment of social behaviour with existing data sources
- Focus on school-wide teaming
- Described in IDEA as school-wide prevention and individual intervention approach
Big Idea #2

We need systems that make our jobs easier.

What is MTSS?

Multi-Tiered Systems of Support

Common perception

TRAINING IMPLEMENTATION

There are far more initiatives, programs, and practices than we can possibly implement well, or even at all.
Can we **align** or **integrate** our initiatives to make them more, feasible, effective, and durable?

### Features of MTSS (McIntosh & Goodman, 2016)

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#### PBL
- Scientifically-based interventions
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#### What are we talking about when we talk about **alignment**?
- Parallel play
What are we talking about when we talk about integration?

- Parallel play
- Full integration

“But these approaches are philosophically opposed to each other!”

When we enter a discussion based on philosophy…

- There are differences that are genuine and potentially incompatible.

When do our perspectives become dogma?

- **Premise:** The research of my philosophy supports instructional practice X.
- **Premise:** Your philosophy differs from mine.
- **Illogical Conclusions:**
  a) Your philosophy does not support that practice.
  b) Your philosophy opposes that practice.
  c) Your philosophy is wrong and mean-spirited.

Dixon & Carnine (1994)
When we enter a discussion based on philosophy and ideology…

- There must be a group that is **wrong** and a group that is **right**.
- And more often than not, students are the ones who lose.

Dixon & Carnine (1994)

But…

- If we focus on common **practices** instead of **philosophies**…
  - Both groups can be right about many things
  - We can find more commonalities than differences
  - The walls can start to come down!

Steps for Aligning and Integrating Initiatives

1. Identify shared, valued **OUTCOMES** (and measures)
2. Pick the **PRACTICES** that are most likely to achieve those outcomes
3. Implement the practices within **SYSTEMS** that maximize fidelity
Is there a link between academics and behaviour?

**yes.**

**Two Causes, Two Solutions**

1. "Chaotic Classroom" Theory
   - Access to instruction (Levy & Chard, 2001)

<table>
<thead>
<tr>
<th>Two Causes, Two Solutions</th>
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<tbody>
<tr>
<td><strong>MEAP – Grade 4 Reading Assessment</strong></td>
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<tr>
<td>29 Elementary schools in Michigan (reading and behaviour support)</td>
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<tr>
<td><strong>Over 55% of major ODRs from classroom</strong></td>
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<tr>
<td>Probability of scoring <strong>below 75% proficient:</strong></td>
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<td>.78</td>
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(Goodman, 2005)
Can PBL lead to improved reading performance?


BC Elementary School Example: Office Discipline Referrals

Student Satisfaction Survey: Grade 4

At school, are you bullied, teased or picked on?
Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

2. Response to Intervention Theory
   - Repeated academic failure leads to a pattern of problem behaviour (Patterson, 1982; McIntosh et al., 2008)
ODRs by K DIBELS ISF Score

Risk for Problem Behaviour Grade 5: Response to Intervention in Grade K

Fall Kindergarten ISF

Winter Kindergarten ISF

Conditional Probabilities for 2+ ODRs
WHAT ARE THEY?

**ACEs are**

ADVERSE CHILDHOOD EXPERIENCES

rwjf.org, www.cdc.gov/ace/prevalence

The three types of ACEs include:

- **ABUSE**
  - Physical
  - Emotional
  - Sexual

- **NEGLECT**
  - Physical
  - Emotional

- **HOUSEHOLD DYSFUNCTION**
  - Mental Illness
  - Incarcerated Relative
  - Mother treated violently
  - Substance Abuse
  - Divorce

rwjf.org, www.cdc.gov/ace/prevalence

Of 17,000 ACE study participants:

- 26% have experienced 1 ACE
- 16% have 2 ACEs
- 9.5% have 3 ACEs
- 12.4% have 4+ ACEs
- 36% have experienced 0 ACEs
- 64% have at least 1 ACE

rwjf.org, www.cdc.gov/ace/prevalence

Possible Risk Outcomes:

**BEHAVIOR**

- Lack of physical activity
- Smoking
- Alcoholism
- Drug use
- Work/stress

**PHYSICAL & MENTAL HEALTH**

- Severe obesity
- Diabetes
- Depression
- Suicide attempts
- STDs

- Heart disease
- Cancer
- Stroke
- COPD
- Broken bones

rwjf.org, www.cdc.gov/ace/prevalence
Integrating initiatives example: Trauma-informed Care

A possible solution:
- Create a stand-alone program that requires extensive mental health training and becomes one more thing teachers are asked to do

A Better Solution:
- Create safe, predictable, and positive learning environments for all students, regardless of need
- Give students skills to identify and self-regulate their emotions
- Provide more support to students who need more

Steps for Aligning and Integrating Initiatives

1. Identify shared, valued OUTCOMES (and measures)
2. Pick the PRACTICES that are most likely to achieve those outcomes

SEL
PBL
“SAFE” SEL Programs (Durlak et al., 2011)

- SEL programs that are SAFE
  - **Sequenced** step-by-step training
  - **Active** learning
  - **Focused** on skill development
  - **Explicit** learning goals

...are more effective in improving social-emotional and academic outcomes

Shared Core Features across Initiatives

- Focus on evidence-based practices
- Focus on prevention
- Build a safe, positive school environment
- Emphasis on instruction
- Instruction is S.A.F.E.
- Teach students skills/competencies for self-regulation beyond school
- Build positive student-teacher relationships
- Overarching goals of promoting social-emotional and academic success

Integrating PBL and SEL (Cook et al., 2015)

An Integrated Approach to Universal Prevention: Independent and Combined Effects of PBIS and SEL on Youths’ Mental Health

- Improved Mental Health
- Significantly Improved Mental Health

Disproportionality in School Discipline (Losen et al., 2015)

http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap
A 5-point Intervention to Enhance Equity in School Discipline

1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behaviour framework** that is preventive, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
4. Develop **policies** with accountability for disciplinary equity
5. Teach steps to **neutralize implicit bias**

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Bernard Elementary
Chilliwack School District
Positive Behaviour Support Program

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http://www.pbis.org/school/equity-pbis

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http://www.pbis.org/school/equity-pbis

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http://www.pbis.org/school/equity-pbis
Define Expectations by Setting

- Transform broad school-wide expectations into specific, observable actions
- Clear examples of what is and what is not expected
- Take care in defining culturally responsive expectations

What is your **DRIVE LEFT** intervention?

- School-wide expectations
  - Regular schedule
  - Booster lessons
- Use of data to identify:
  - What to teach and when
- PBL Fidelity of Implementation tools

How is my driving?
No time to teach expectations?

www.pbisvideos.com
Big Idea #3

If we don’t teach expectations at the beginning of the year, we are going to be teaching them throughout the year.

How do we make sure that the behaviours we teach are learnt?

We look for it and acknowledge it when we see it.

Results of 40 Years of Research into Motivation

- Examinations of continued use of skills and ratings of personal interest

- Verbal rewards
  - Strong positive effects and very few detrimental effects

- Tangible rewards
  - Most studies show strong positive effects
  - Some detrimental effects in some circumstances
Lepper et al., 1973

- Preschool students were observed in a drawing activity of initial intrinsic interest
  - Three conditions
    - No reward
    - Expected reward
    - Unexpected reward
  - Students were observed again in same activity, measuring percent of time on task
  - Students who received the expected reward spent less time drawing in subsequent free time
  - Students who received the unexpected reward spent a little more time drawing than the others

Tangible rewards may increase intrinsic motivation when:

- Rewards are unexpected
- Rewards are given intermittently
- Rewards are given for activities with low inherent interest

Parent Acknowledgement Story

“Yes, made me proud since I had no idea he even did it. It’s those little things that make me think maybe we are doing something right. Makes parents not give up😊”
Intermediate Acknowledgment System

Staff Tree:
Staff members post positive notes to each other in the staff room
Steps for Aligning and Integrating Initiatives

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<td>Evidence Based</td>
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<tr>
<td>Not Evidence Based</td>
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(Durlak et al., 2011; Fixsen & Blase, 2009; Flannery et al., 2014)

U.S. Schools using PBIS
August, 2016

23,363 schools
11,762,345 students
PBL Growth in QLD
Chart 5.2 Participation in PBL training, by school setting (2011-2016)

Big Idea #5

Invest your time in what is most likely to work.

Big Ideas for Today

1. We need to work together.
2. We need systems that make our jobs easier.
3. If we don’t teach expectations at the beginning of the year, we are going to be teaching them throughout the year.
4. When we look for the behaviour we want to see, we will see it more often.
5. Invest your time in what is most likely to work.

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