Three Questions

1. Why is MTSS/PBIS important?
2. What are core features of PBIS
3. What is required to implement PBIS with fidelity?

Why MTSS/PBIS?

Action Steps - Homework

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School Climate Transformation Grant (SCTG)
- 12 SEA sites
- 71 LEA sites (23 states)

National Youth Forum
- 10 large cities
- 22 dist.

Project Prevent
- 20 SEA sites
- 100 LEA sites
- 9 also SCTG sites

Aware Grant
- 20 SEA sites
- 100 LEA sites
- 9 also SCTG sites


Nov 1985 Kappan

"This is the worst class I've ever had."

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: 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

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

ALL

MTSS: Continuum of School-Wide Instructional & Positive Behavior Support

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

DATA-BASED DECISION MAKING & PROBLEM SOLVING

UNIVERSAL SCREENING

CONTINUOUS PROGRESS MONITORING

IMPLEMENTATION W/ FIDELITY

CORE FEATURES MTSS/PBIS

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
**Universal**

**Targeted**

**Intensive**

**Few**

**Some**

**All**

Dec 7, 2007

---

**SWPBS: Core Practice Features**

**SECONDARY PREVENTION**
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & precorrection
- Increased opportunities for reinforcement
- Continuous progress monitoring

**TERTIARY PREVENTION**
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased precorrection, supervision, reinforcement

**PRIMARY PREVENTION**
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

---

**PBIS emphasis**

Supporting Important *Culturally Equitable* Academic & Social Behavior Competence

Supporting *Culturally Relevant* Evidence-based Interventions

---

**Positive School Climate**

*Did you feel that!*

---

**VIOLENCE PREVENTION**

- High rates academic & social success
- Positive adult role models
- Positive Staff supervision & reinforcement

---

**Establish positive school climate**

- Maximizing academic success
- Teaching important social skills
- Communicating positively
- Supervising actively
- Modeling good behavior
- Recognizing good behavior

**Biglan, Calvin, Hoagwood, Mayer, Patterson, Reid, Walker**
GOAL: “Big Outcome”

Common Vision/Values

Common Language

Effective Organizations & Positive Classroom & School Climates

Common Experience

Common Vision/Values

Quality Leadership

Teaching social skills explicitly

Works for me!

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

CUE

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

HABIT

REWARD

TV remote

Walk

D

Entertained?!?

Teased

Ignore

Teasing stops?!?

Difficult work

Try

Work removed?!?

“Power of Habits”

Charles Duhigg, 2012

CUE

HABIT

REWARD

• Remove competing cue
• Add desired cue

• Teach acceptable alternative
• Teach desired alternative

• Remove reward for old habit
• Add reward for new habit

Establishing/Replacing Habit
Charles Duhigg (2014)

All three elements are addressed in SSI
Generic Teaching Approach

**DEFINE**
- Simply

**MODEL**
- With range examples

**PRACTICE**
- In natural setting

**Supervise, ACKNOWLEDGE, reteach**

**ADJUST for Efficiency**

**MONITOR & ACKNOWLEDGE Continuously**

---

**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 point..."

"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 social behaviors like academic skills**

"You got it. Tomorrow let's figure out how to handle cyber-teasing."

"That was great. What would that look like if you were stuck on the bus? In the classroom?"

"Tell me how you would do it if you were in hallway. "At school dance.""

"If someone won't stop teasing your friend, you should look cool & walk away w/ your friend..."

"Watch. This is how I would do it at a concert.""

---

**School-wide Positive Behavior Support**

**Getting Started Workbook**

CENTER: Center or NID: Behavioral Intervention and Supports

Behavior of Concern: Covenanted

May 13, 2014

IDEA Work: Node in your field

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**Emphasizing & Teaching Positive Expectations**

**Teaching Matrix**

**SETTING**

- All Settings
- Hallways
- Playgrounds
- Cafeteria
- Library/Computers Lab
- Assembly
- Bus

**Expectations**

**Respect Ourselves**
- Manage self
- Behave predictably

**Respect Others**
- Respect rules
- Communicate with others
- Ask for help
- Share equipment
- Practice good table manners
- Use normal volume
- Walk to right
- Play safe
- Include others
- Share equipment
- Practice good table manners
- Whisper
- Return books
- Listen/watch
- Use appropriate applause
- Use a quiet voice
- Stay in your seat

**Respect Property**
- Recycle
- Clean up after self
- Pick up litter
- Maintain physical space
- Use equipment properly
- Put litter in garbage can
- Replace trays & utensils
- Clean up eating area
- Push in chairs
- Treat books carefully
- Pick up & treat chairs appropriately
- Sit appropriately

---

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
Expectations & behavioral skills are taught & recognized in natural context

Consider culture & context
Where’d you learn that?

Potential for cultural exchange & conflict

Concluding Comments
Big Ideas & Homework

Team
Agreements
Data-based Action Plan "Plan"
Evaluation "Check"
Implementation "Do"

General Implementation Process

Student
Community
Teacher
Family
Administrator

State/Country
District
School
Students
Staff
Principal, Superintendent

All Staff, Students, Administrators

= Coaching
RCT & Group Design PBIS Studies

**Wagering next month’s salary!!**

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, & emotional regulation
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

**Common Language**

Effective Organizations & Positive Classroom & School Climates

**GOAL: “Big Outcome”**

- Common Experience
- Common Vision/Values
- Quality Leadership

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**Upcoming Events**

- APBS Conf.: Mar 19-20, 2016
- Northeast SWPBS Conf.: May 19-20, 2016

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**PBIS Forum**

- Oct 22-23, 2015

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**SMH Conference**

- Nov 5-7, 2015

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**Rosemont, IL**

- New Orleans, LA
- Norwood, MA
- San Francisco, CA
- Mystic, CT