Multi-Tiered Systems of Support: Opportunities & Challenges

APBS San Diego

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WWW: apb.org pbis.org scalingup.org cber.org

Purpose
Review history, describe defining MTSS features, and suggest how PBS & MTSS relate.

• Opportunities & Challenges
• Addressing the Challenges

Need
Students must have opportunities to interact with evidenced based practices
Practices must be implemented w/ contextually-based integrity
Implementers must have opportunity & capacity to engage student with effective practices
Systems & practices must be organized & implemented effectively to support implementers

Getting Excited about MTSS!

EDUCATION= general & special, ALL
CURRICULUM = academic, behavior, non-academic
INTERDISCIPLINARY = mh, jj, child welfare, educ, law, sw, pt, ot,...
ORGANIZATIONALLY = classroom, school, district, state
POLICY = ESEA, IDEA, OSHS, MH,OJJDP....
Et Cetera......
IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION

CONSIDERATIONS

**PROFESSIONAL DEVELOPMENT**
- Collaboration
- Technical Assistance
- Teaming
- Professional Learning Communities
- Conferences & Forums
- In-service Days

**IMPLEMENTATION**
- Phases
- Drivers
- Organizational Restructuring & Resource Mapping
- Sustainable Local Expertise & Technical Knowledge
- Culture & context

**SCIENCE**
- Evidence-based practices
- Evidence-based systems
- Implementation Fidelity
- Policy

**PROFESSIONAL PREPARATION**
- Leadership
- Pre-service preparation
- Specialized training

Features

Multi-tiered Systems of Support
- Whole school or organization,
- Data-driven,
- Prevention-based framework for
- Improving learning outcomes for
- All students through
- Layered continuum of
- Evidence-based practices & systems

Whole School
- All student, staff, families, community members
- All school related settings

Data Driven
- Decisions based on
- Collected through
  - Important questions
  - Measurable evidence
  - Universal screening
  - Continuous progress monitoring
Data-based Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

Prevention

Arrangement of teaching & learning environments

Development of new academic & behavior problems is reduced
Intensity, frequency, & complexity of existing academic & behavior behavior are decreased

Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives

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

Prevention Actions

Decrease development of new problem behaviors

Prevention Logic for All

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Target Student Type

Regular:
Optimal or Low Risk

Early Triangle (p. 201)
Walker, Knitzer, Reid, et al., CDC

Incidence
Prevalence

Prevent worsenning;
Reduce intensity

Add triggers & maintainers
of prosocial behavior

Teach, monitor, & acknowledge
prosocial behavior

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

“Early Triangle”

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

~80% of Students

F EW

SOME

ALL

Learning Outcomes

Academic & behavior competencies

Important for success
School, community, career, family, postsecondary, etc.

~15%
~5%

~80% of Students

~60% of Students

~15%
~5%

~80% of Students

~60% of Students

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~60% of Students

~15%
~5%
All students
Inclusion of every child & youth in school experience
To greatest extent appropriate & possible
Regardless of race, disability, gender, religion, SES, etc.

Layered
Accumulation of assessment & intervention practices
Functionally organized into continuum
Data-based decision rules
Measurable outcomes

Continuum
Sequencing or ordering of assessment & intervention practices
Related by data based decision rules
Universal (all or primary)
Targeted (group or secondary)
Indicated (individual or tertiary)

Evidenced-based
School-wide
Empirical verification
Replication
Intervention
RCT, quasi-experimental, single case design
Repeated verification
Effectiveness, efficacy, utility

Continuum of Support for ALL
Universal
Some
Targeted
Few
Intensive
All

ESTABLISHING CONTINUUM of SWPBS
TERTIARY PREVENTION
SECONDARY PREVENTION
PRIMARY PREVENTION

Dec 7, 2007
RCT & Group Design PBIS Studies


Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of school-wide positive behavioral interventions and supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. Archives of Pediatric and Adolescent Medicine, 166(2), 143-150.

Implementers’ support

Training, coaching, leadership, evaluation, expertise

Implementation fidelity

Systems

“Don’t Throw Stones!”

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
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Stages of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

2 – 4 Years

Where are you in implementation process?
Adapted from Fixsen & Blase, 2005

- **Exploration & Adoption**
  - We think we know what we need, so we ordered 3 month free trial (evidence-based)

- **Installation**
  - Let’s make sure we’re ready to implement (capacity infrastructure)

- **Initial Implementation**
  - Let’s give it a try & evaluate (demonstration)

- **Full Implementation**
  - That worked, let’s do it for real (investment)

- **Sustainability & Continuous Regeneration**
  - Let’s make it our way of doing business (institutionalized use)

Stages of Implementation
Steve Goodman

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Should we do it</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Getting it right</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
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<tr>
<td>Making it better</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
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<tr>
<td></td>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
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Implementation Phase Big Ideas

- Plan for sustainable local implementation capacity
- Monitor fidelity & progress continuously for decision making & continuous regeneration
- Establish implementation capacity at multiple levels
- Evaluate other & related initiatives & efforts

Guiding Principles
Screen universally

- Systematic & regular schedule
- Monitor progress continuously

All students

Schedule for regular & frequent review
- Current instructional conditions

All students

Link academic & behavior decisions

Student progress

Academic & behavior instruction

Responsiveness to Intervention

Academic Systems
- Intensive, Individual Interventions
  - Individual Students
  - High intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
- Universal Interventions
  - All students
  - Preventive, proactive

Behavioral Systems
- Intensive, Individual Interventions
  - Individual Students
  - High intensity
- Intense, durable procedures
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
- Universal Interventions
  - All settings, all students
  - Preventive, proactive

Tigard-Tualatin S.D., Circa 1996

Academic-Behavior Connection


“Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.”

Algozzine, Wang, & Violette (2011, p. 16).
Continuum of Support for ALL “District: Literacy”

Kevin H.S.

Schwinn H.S.

Jamia E.S.

Serron E.S.

M psi H.S.

Lynn M.S.

Bianchi M.S.

Trek E.S.

Universal

Targeted

Intensive

Align supports

GP #1: Invest in leadership


Collaboration, Technical Assistance, Professional Learning Communities, etc.

NEED: What is problem, question, etc.? 

OUTCOME: What does solution or outcome look like? 

ACTIVITY: What actions to achieve & implement outcome? 

DATA: What data need to be monitored to evaluate activity & outcome?
Actively & directly consider cultural context of implementation

CULTURE is extent to which group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific setting conditions.

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

SYSTEMS

DATA

PRACTICES

OUTCOMES

ORGANIZATION = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.