Core MTSS & PBIS System Features: Avoiding Misrules

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Overview
Continuation of systems session
Review why, what, how, & where of promoting integrated approach to developing student social competence.
Focus on selection & implementation of evidence-based social skills instructional practices that support establishing & transforming of effective & positive classroom & school-wide outcomes.
Topics include direct teaching of social skills, active supervision and promotion of social skills in classroom & non-classroom settings, encouraging long-term social skills use & self-management, & data-based decision making of social skill effectiveness, efficiency, & relevance.
Emphasis on Multi-tiered systems framework

PBS – Respect & Responsibility
“Prompting Self-Managed Behavior”

- OTHERS
  - Use cells & converse @ breaks
  - Actively listen
  - Positively acknowledge others

- SELF
  - Hydrate, stretch, & stand
  - Check your progress
  - Be safe

- ENVIRONMENT
  - Pre-cycle & recycle
  - Check environment
  - Keep track of personal stuff

Positive Behavioral Interventions & Supports 1996-2018
What is PBIS (MTSS) & why is PBIS important?
What are “core features” of PBIS practice & systems implementation?
How does culture, context, competence, & fidelity affect PBIS implementation?
What can each of us commit to doing to support PBIS implementation?

Why Invest in Schools, Classrooms, & School Climate?
1. Organize practices, systems, & data for efficient IMPLEMENTATION

2. Actively, positively, directly, purposefully ENGAGE student

3. Establish respectful, responsible, safe RELATIONSHIP

4. Implement w/ FIDELITY aligned evidence-based PRACTICE

5. Enhance academic & social COMPETENCE

RISK FACTORS
Disability, trauma, learning history, family status, etc.

PROTECTIVE FACTORS
Academic success, adult engagement & relationships, positive safe climate, etc.

Why + Who + How + What = ?

Why + Who + How + What = ?

Why + Who + How + What = ?

On the flip side...
Contextual Fit: Culture & Learning History

Culture & Learning History
- Diversity
- Individuality
- Equity
- Disproportionality
- Race
- Gender Identity
- Equality
- Individual
- Family
- Classroom
- School
- Neighborhood

Four behaviors for every ODR data point

1. Kid engages in norm-violating behavior
2. School establishes policy for norm-violating behavior
3. Educator completes discipline referral
4. Administrator processes incident

HOMEWORK: “Learning History Map”

1. Indicate 10 key life event/influences (you, students, parents, staff, etc)
2. Summarize in 4 descriptors
3. Describe how learning history affects how you describe & act on what you experience

Individual Learning History & Context

Your Name

Rosemarie Allen, Asst. Prof. Metropolitan State University of Denver

Individual & collective learning histories (cultural norms & experiences)
References


Implementation Systems Framework

“George’s” Implementation Logic Model
Where are you in this chain of influence?

Schools as Effective Organizations

“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)

School Climate

Common VISION & objectives
Common LANGUAGE
Common EXPERIENCES & ROUTINES
Quality LEADERSHIP & coaching

Policy makers, professional associations, researchers
Supervisors, administrators, managers
Personnel preparers, consultants, trainers, vendors
Direct service & support providers
Individuals w/ disabilities & their peers & families

“Don’t Throw Stones!”

Effectiveness of Practice

Maximum Student Benefits

Effective
Not Effective

Effective

Not Effective

Implementation Phases

Why It
Get ready for it
Try it
Go for it
Spread it

Exploration
- Establish search teams, define & measure need & solution based practice, secure agreement & priority
- 1-4 months

Inspection
- Develop implementation team, evaluation system, & PD plan, & ready staff
- 3-12 months

Initial
- Test, teach, measure real scale implementation & adjust as needed
- 5-10 months

Full
- Implement across organization & measure implementation
- 6-12 months

Sustained, adapted, & scaled
- Synchronize & adapt for durability, flexibility
- 18-24 months
Stakeholder Support
Workforce Capacity
Policy & Systems Alignment
Funding

LEADERSHIP TEAMING

Training
Coaching
Evaluation & Performance Feedback
Behavioral Expertise

Local Implementation Demonstrations

www.pbis.org

School Team
• SWPBS data, systems
• Policy, funding, leadership, priority, agreement

District Behavior Team
• 2 yr. action plan
• Data plan
• Leadership
• Team meeting schedule

School Behavior Team
• SWPBS
• CWPBS
• Small group
• Individual student

School Staff
• Academic
• Expectations & routines
• Social skills
• Self-management

Student Benefit
Internal Coaching Support
External Coaching Support

Research-based Sustainability Drivers

School
• Team
• Data collection use
• Data collection sharing with staff
• Classroom PBIS

District
• Internal training systems
• Internal coaching systems
• Internal peer community of practices
• School implementation examples

State
• State team
• Centralized training systems and curriculum
• Implementation Blueprint Self-Assessment

Example: PBIS Implementation Logic & Framework

Multi-Tiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)

“The Triangle”
MTSS is....

MTSS

“Integration of a number of multiple-tiered systems into one coherent, strategically combined system meant to address multiple domains or content areas in education”

Integrate Initiatives around Important Shared Outcomes

Align, Integrate, & Sequence Evidence-based Practices & Systems w/in Continuum

Develop Local Content Expertise

Coordinate Implementation w/ Team

Continuously Monitor Student Progress & Implementation Fidelity

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Tiered Prevention Continuum Logic

Primary Prevention: School-Response 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

Universal

All

About 1996

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About 1996
Supports for all students w/ disabilities are multi-tiered.

What level of support is indicated?

- Tier 3 practices are individualized
- Tier 2 practices components shared across students w/ common needs
- Practices across tiers are aligned & share features, but vary by intensity, duration, frequency, location, immediacy, and responsiveness.

What is the continuum logic & key PBIS working elements?

- Outcomes
- Data
- Practices
- Systems

Effort:
- Intensity
- Frequency
- Duration
- Specialization
- Differentiation
- Teaming

Responsive-to-Treatment

What is the basic continuum logic?

- Basic Continuum Logic
- Blended Continuum Logic
- Student Outcome
- Classroom Continuum
- School-wide Continuum

HOMEWORK: "Your +/- Profile"

- Intensive Support
- Targeted Support
- Universal Support

Label behavior...not people

Molcom

Molcom
Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Intense, durable procedures

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

Universal Interventions
- All students
- Preventive, proactive

Integrated MTSS
- Academic Systems
- Behavioral Systems

Decision-Driven Data Systems

Schools Using PBIS
Center on PBIS
August 2019

U.S. Schools Using PBIS
August 2019
Team & Reporting to State

37,296 Schools Using PBIS
30% of All Schools
15,284,640 Students

Schools Reporting PBIS Tier I Fidelity
August 3, 2017

1,202 Schools Reporting Tier I Fidelity
3,000,000 Schools Meeting PBIS Tier I Fidelity Criteria
Risk Factors vs Protective Factors
- Self-management skills
- Interpersonal skills
- Healthy habits
- Academic competence
- Antisocial behavior
- Substance Use
- Disability
- Mental illness

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
  - Continuous professional development
  - High fidelity implementation of evidence-based practices

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

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

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

“Power of Habits”
- or Challenging Behavior

Establishing/Replacing Habit
- CUE
  - Remove competing cue
  - Teach acceptable alternative
  - Add reward for new habit
- HABIT
  - Teach desired alternative
- REWARD
  - Remove reward for old habit

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

Prevention as “beforehand” explicit & precise actions in setting where problem behavior predicted

ANTECEDENTS
- Add Discriminative Stimulus
- Remove Discriminative Stimulus

BEHAVIOR
- Increase Probability of Problem Behavior
- Decrease Probability of Problem Behavior

CONSEQUENCES
- Add Effective Reinforcers
- Remove Maintaining Reinforcers
Teaching how to determine hypotenuse of triangle

DEFINE Simply
MODEL
PRACTICE in Setting
ADJUST for Efficiency
MONITOR & ACKNOWLEDGE Continuously

Science of behavior has taught us that students...

Do NOT learn better ways of behaving by being Taught
Do NOT learn when presented aversive consequences
Are NOT born with "bad behaviors."

✓ Receiving positive feedback

Team-led Process

GENERAL IMPLEMENTATION PROCESS: "Getting Started"

Team
Agreements
Data-based Action Plan

Implementation
Evaluation

Emphasizing & Teaching Positive Expectations

"Posters don’t teach...they prompt teacher actions & student behaviors" (likelihood of reinforcement)
Teaching Matrix

SETTING

- Hallways
- Playground
- Cafeteria
- Library/Computer Lab
- Assembly
- Bus

Respect

- Ourselves
- Be on task.
- Give your best effort.
- Be prepared.
- Walk. Have a plan.
- Eat all your food.
- Select healthy foods.
- Study, read, compute.
- Sit in one spot.
- Watch for your stop.

Respect

- Others
- Be kind.
- Hands/feet to self.
- Help/share with others.
- Use normal voice 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.
- Wipe your feet.
- Sit appropriately.

Expectations

1. Social Skill
2. Natural Contexts
3. Behavior Examples
4. Positive Feedback

**GENERIC School-wide Example**

**CLASSROOM Routine**

- Respect
- Orderly
- Discipline
- No talking
- Clean
- Vanishes
-占地
- Classroom

**READY to Learn**

- Letter and note sign
- Anne
- Chair
- Read
- Study for all assessments
- Keep desk and chair
- Keep clothes
- Keep pens and pencils
- Keep desk and chair
- Class rules
- Sign in
- Keep in the hallway
- Box

**Home Example**

**High School Home Example**

- School-Wide PBS (Tier 1)
- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Procedures for encouraging expected behavior

- Continuum of procedures for discouraging rule violations

“Tangible are prompts for specific, explicit, authentic, contingent, meaningful teacher action.”

(associated with increase in expected student behavior)
Effective Classroom & School-wide PBIS Practices

1. Reinforce Positively
2. Supervise Actively
3. Precorrect
4. Maximize Academic Success
5. Teach Prosocial Skills

Simonsen, Myers, Freeman, Scott, et al.

“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
PGD = DECREASE in disruptive behavior upon entering classroom

HOMEWORK: “Positive Greeting at Door”

1. Personal Greeting & Interaction
   - Name, handshake, high-five, etc.
2. Precorrective Task
   - Tell me, show me, do for me, etc.
3. Positive Reinforcement
   - Specific verbal praise, gestures, authentic social, etc.

WHEN & WHERE: Every major transition throughout year, especially beginning of year, grading period, return from breaks, Mondays, etc.

EXAMPLES: Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus, etc.

Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

BEHAVIORAL SCIENCES serve as useful theory of action/change

PBIS-related Resources

www.pbis.org
1. Do no harm, embarrassment, or humiliation
2. Precorrect, pre-teach, & practice
3. Arrange environment for success
4. Actively & positively supervise & engage
5. Embed practice into naturally occurring routines & opportunities
6. Err on side of being positive
7. Contextually model expected behavior & language

E.g., “Positive Greeting at Door”

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**A CALL for ACTION**

1. Positive school climate
2. Ban assault-style weapons
3. School-based mental health
4. Reform reactive discipline practices
5. Universal background checks
6. Standardized threat assessment teams
7. Safety-related information exchange
8. Gun violence prevention efforts

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International Association on Positive Behavior Supports Conference
Miami, FL
March 11-14

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School & Community Violence

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10/18/19