


National PBIS Leadership Forum | September 28-29, 2017 | Chicago, IL

Office of Safe & Health Students
Office of Special Education Programs

Preconference Session
27 September 2017
9:00-4:30

**MTSS: Fundamentals,
Lessons Learned, & Implementation**


Rob Horner & George Sugai
University of Oregon University of Connecticut



PURPOSE


State & local implementation of MTSS is diverse in form, intensity, & fidelity. Many lessons have been learned about **CAPACITY DEVELOPMENT, SUSTAINABILITY, & SCALING** of MTSS. Purpose is to review what has been learned & how this information can be used to enhance future implementation efforts.

Tiers 2-3, Family Engagement, Scaling



PRECONFERENCE OUTCOMES

- Strategies for & examples of **ALIGNMENT, INTEGRATION, & SUSTAINABLE** implementation capacity.
- Increased effectiveness & efficiency of communications, management, & evaluation of **CROSS PROGRAM** initiatives.
- Opportunities to share & learn about successful **IMPLEMENTATION EFFORTS** within & across initiatives.
- Opportunities to engage project officers & technical assistance providers.



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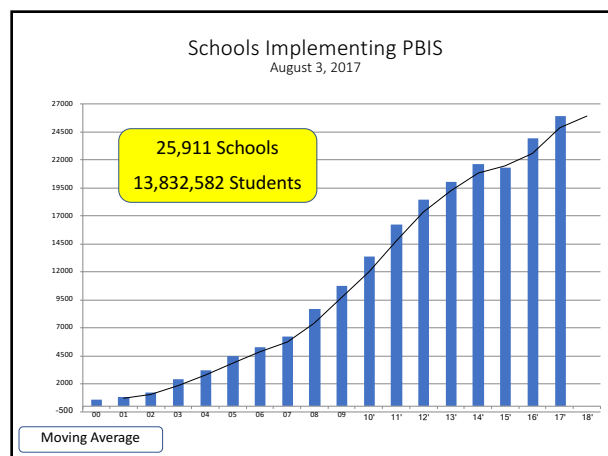
SCTG

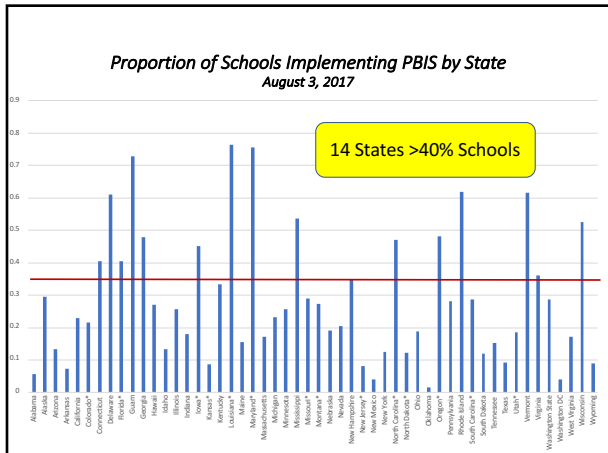
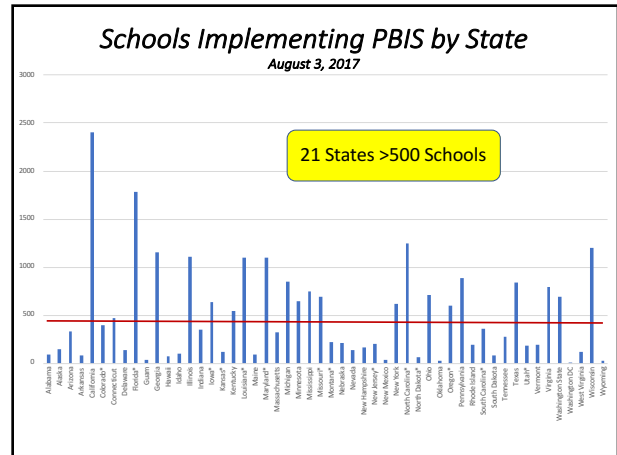


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PBIS Counts: Highlights

2016-17
August, 2017
Horner

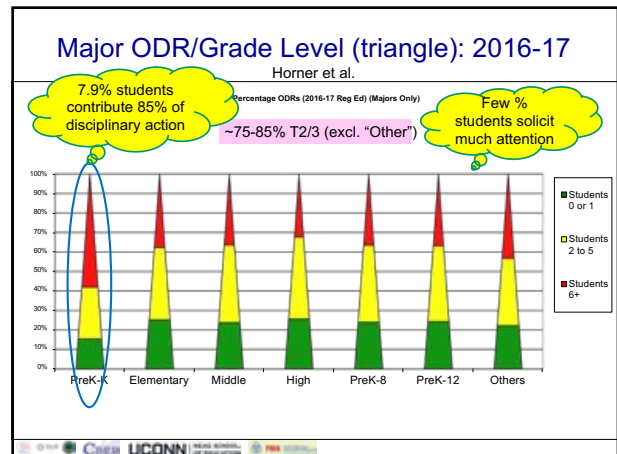
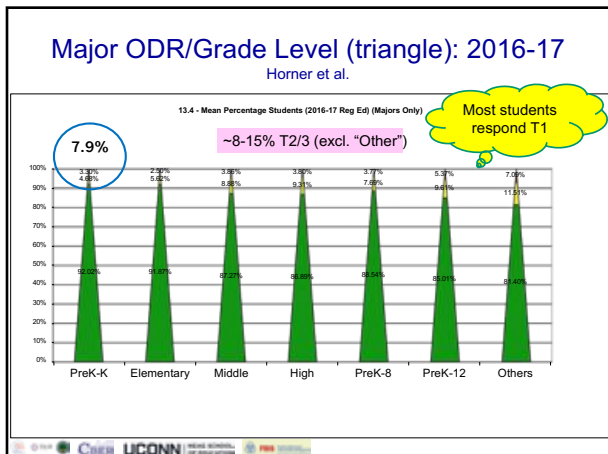




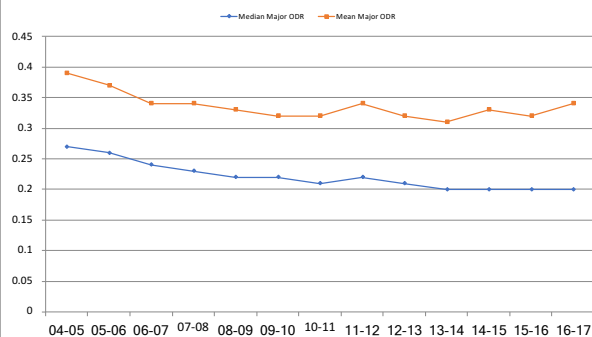
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SWIS Summary

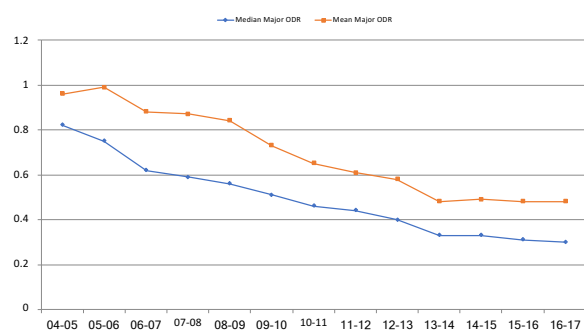
August 2017
For 2016-17 Academic Year
Horner



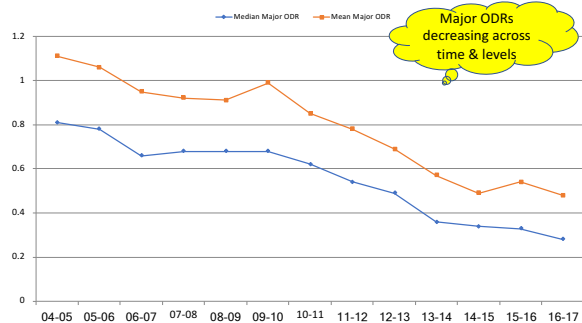
Elementary - Median & Mean Major ODR



Middle Schools - Median & Mean Major ODR



High School - Median & Mean Major ODR



Tentative ODR Findings

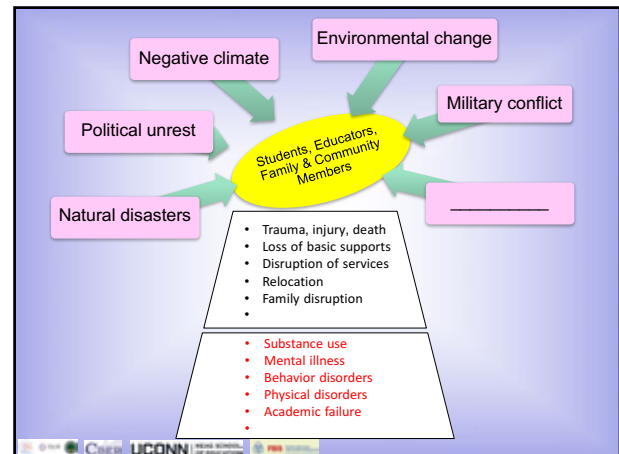
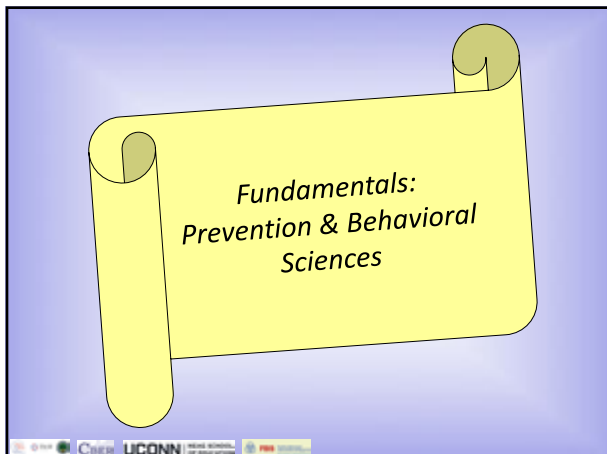
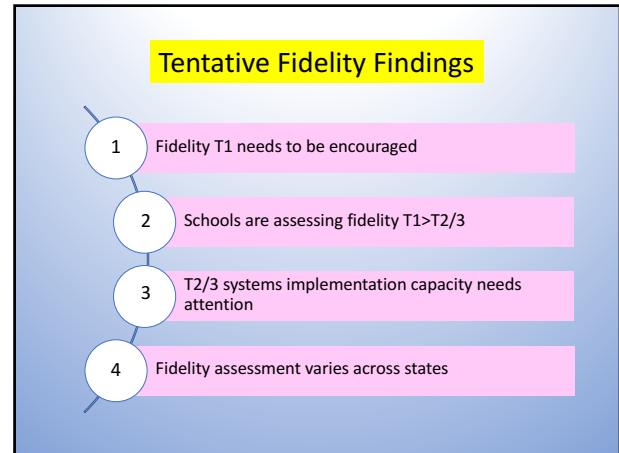
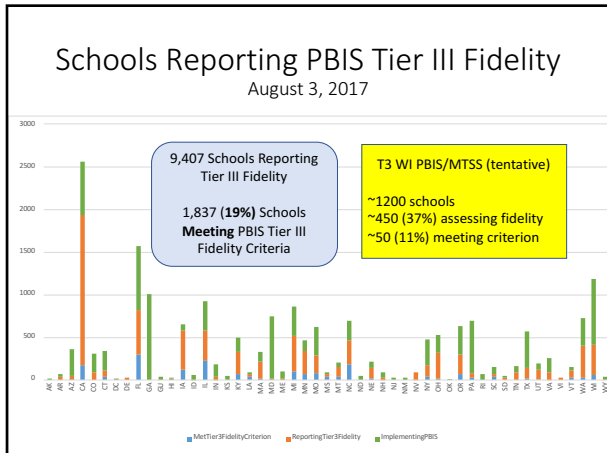
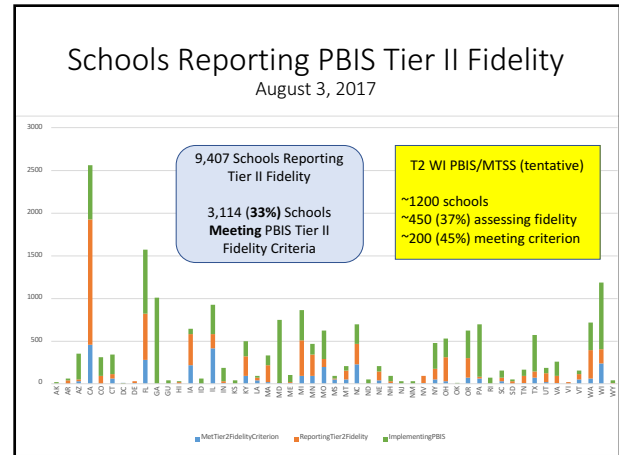
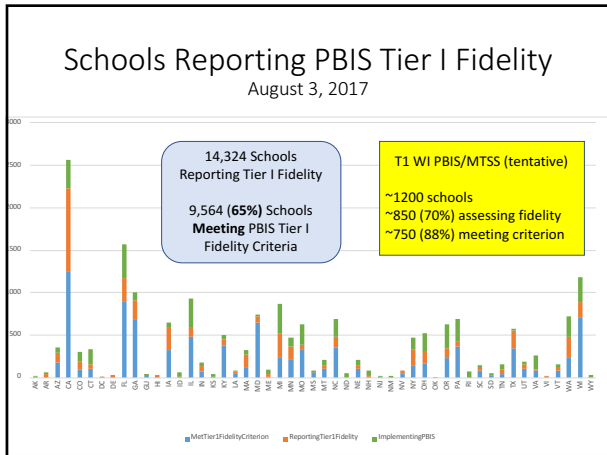
- 1 SWIS & US schools are similar
- 2 Tiered logic can be documented. Focus on sustainability
- 3 T2/3 require high intensity effort
- 4 Supports for behavior for young children need attention
- 5 PBIS impact on major ODR can be documented

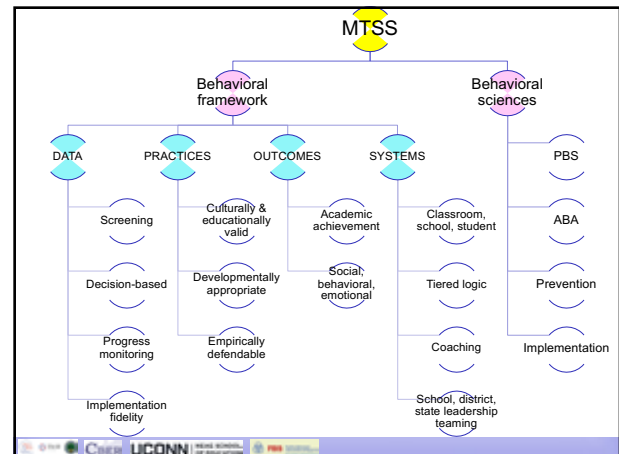
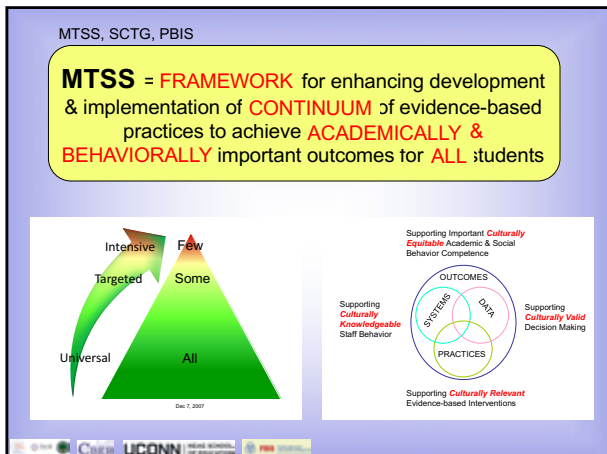
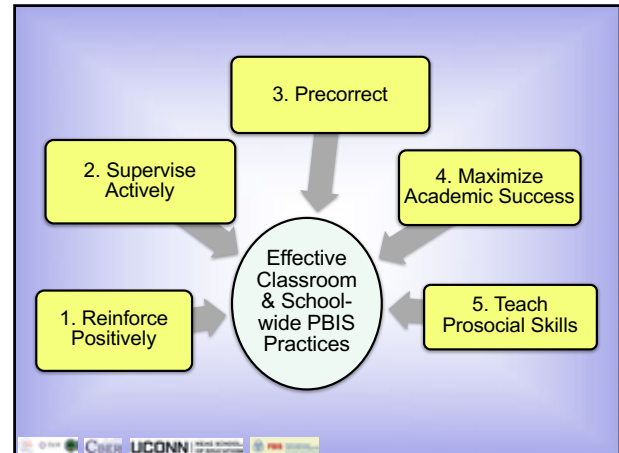
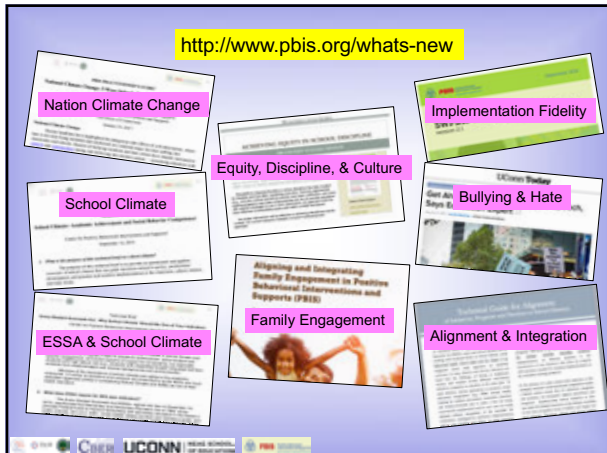
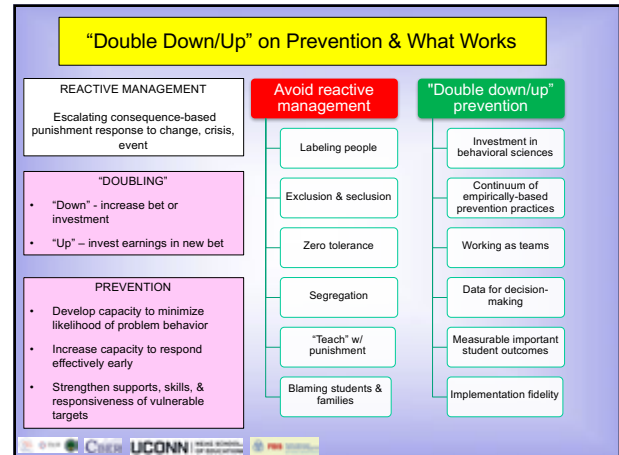
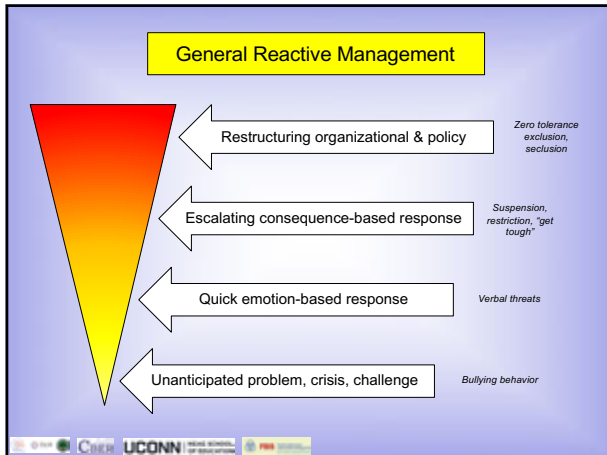
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PBIS Fidelity

August, 2017
2016-17







TOPICS- Rob

- Moving T1 - T2 - T3
- Family Engagement
- Scaling

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1:15 – 4:30

SEA - SCTG

Bryan Williams & George Sugai
US DoE – OSBS University of Connecticut

PURPOSE

SEA SCTG grantee participants will have opportunity to enhance their (a) common understanding of SEA-SCTG grant purpose, expectation, & outcomes & (b) individual analysis & planning with respect to development of implementation capacity.

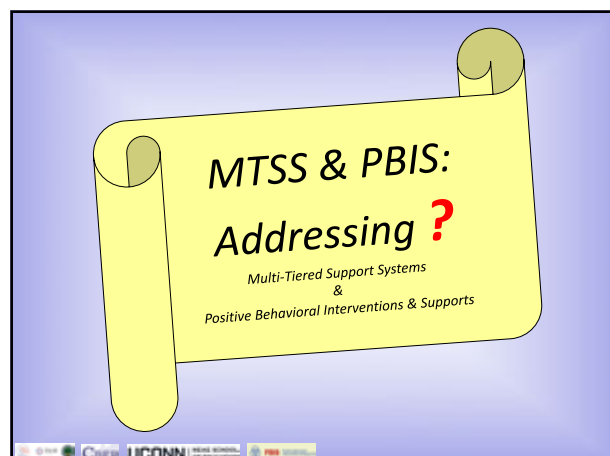
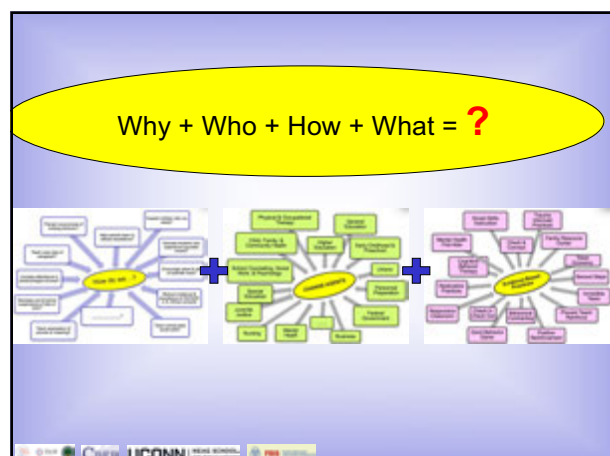
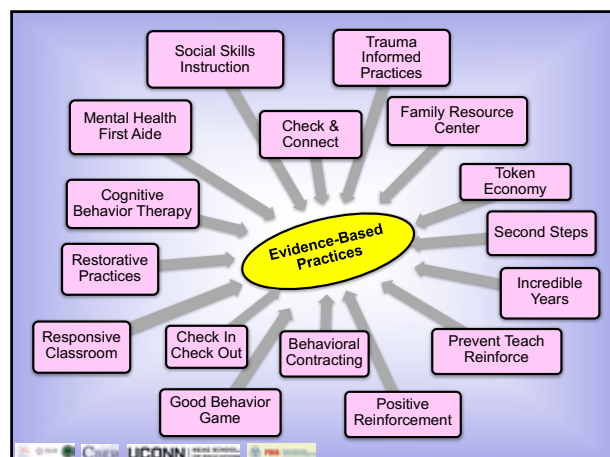
PRECONFERENCE OUTCOMES

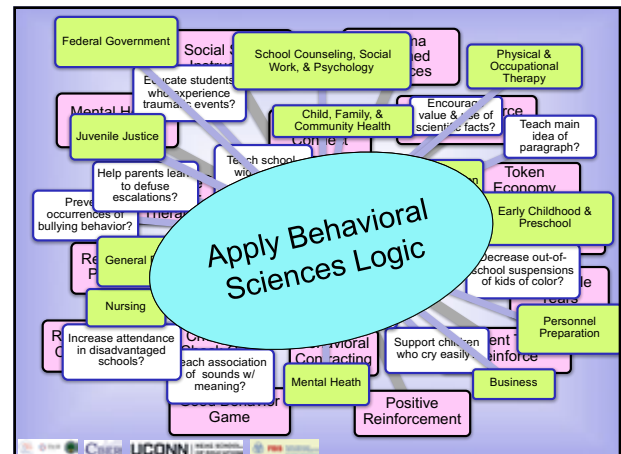
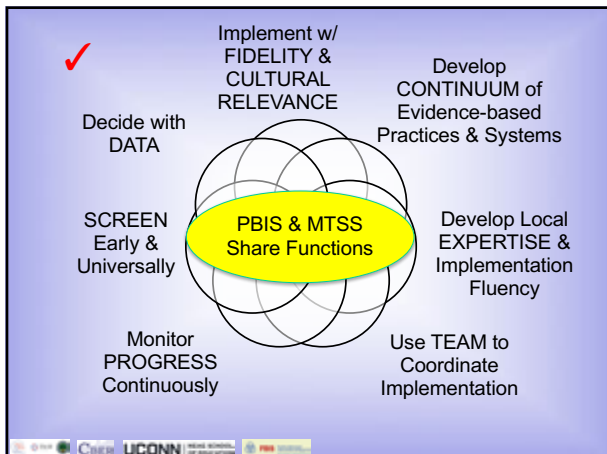
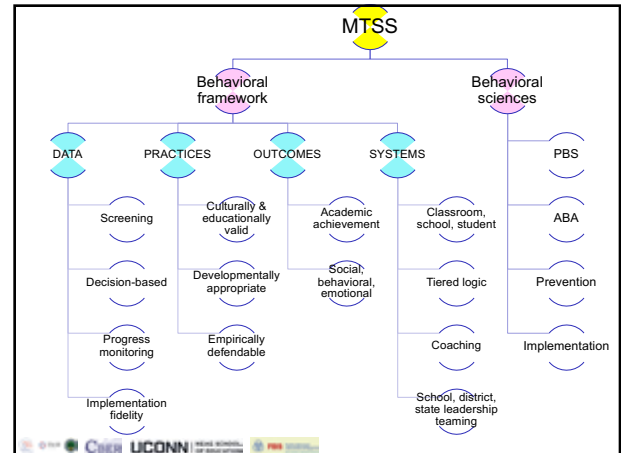
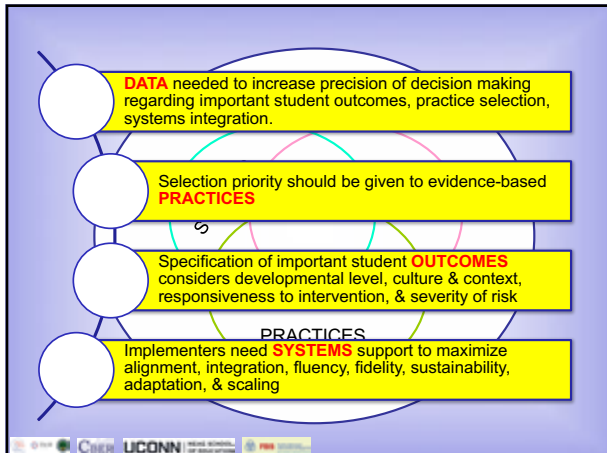
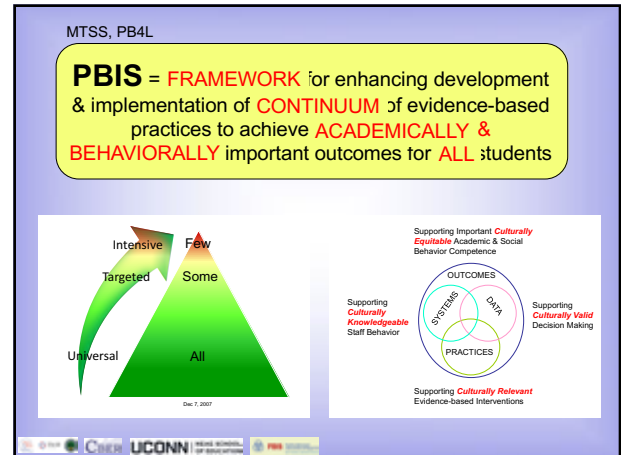
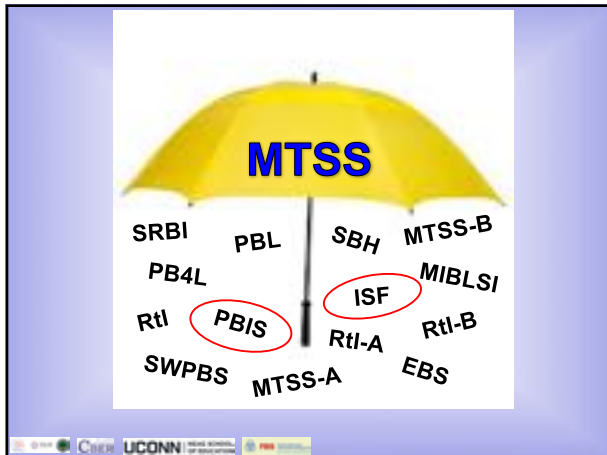
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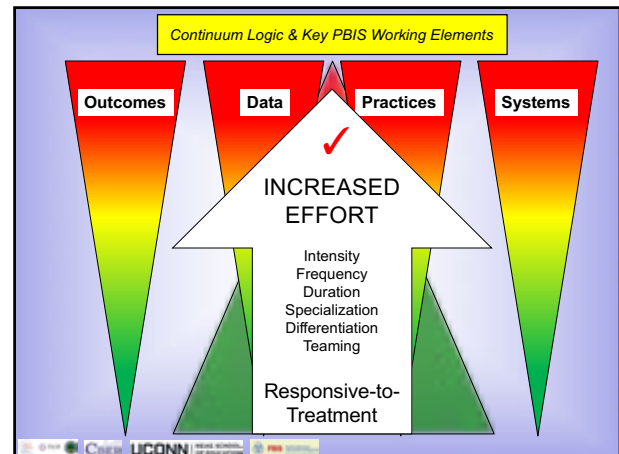
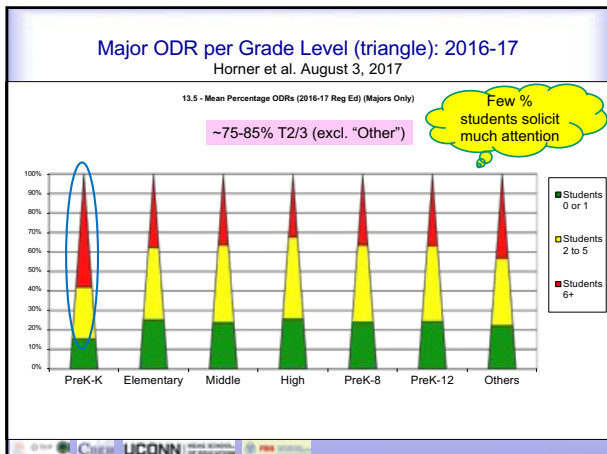
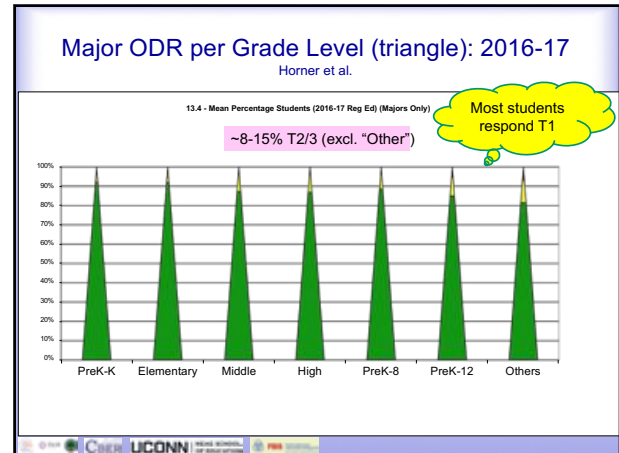
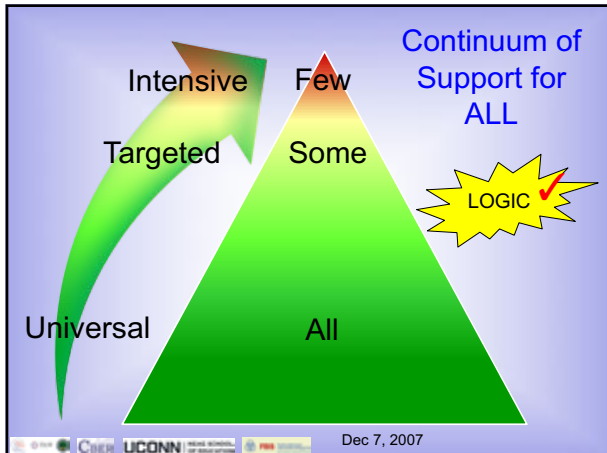
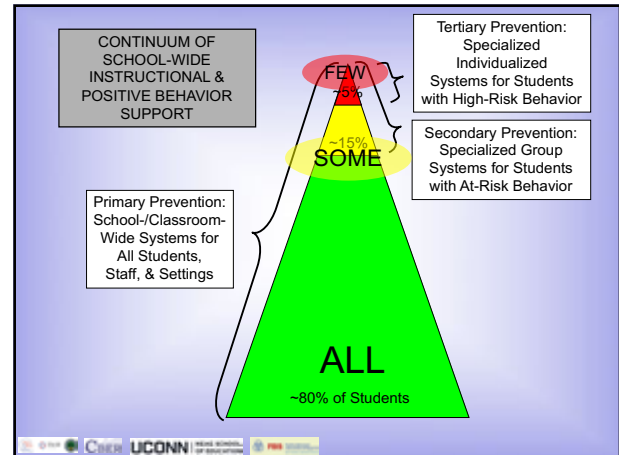
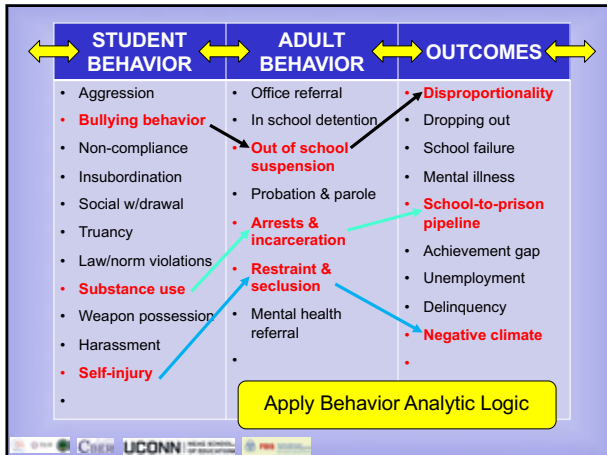
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SCTG

Implementation Challenge







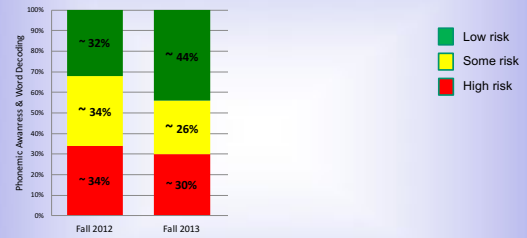
CK3LI Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools:
Change in 1st Grade Risk Status from 2012 - 2015



CTDEP CDEP UCONN STATE SCHOOL OF EDUCATION PBS

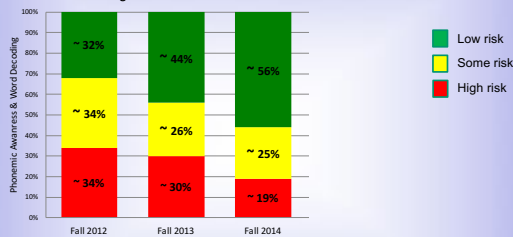
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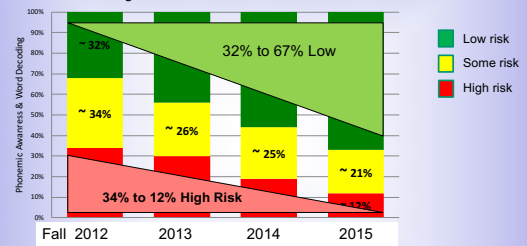


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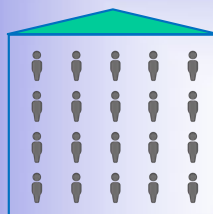


After 3 years, pilot schools have

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

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CT's K-3 Reading Model [Works](#)

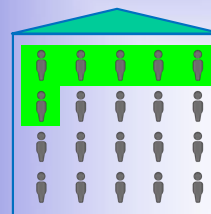


A first grade classroom
[before](#) CT's K-3
Reading Model

Mike Coyne et al., April 2016

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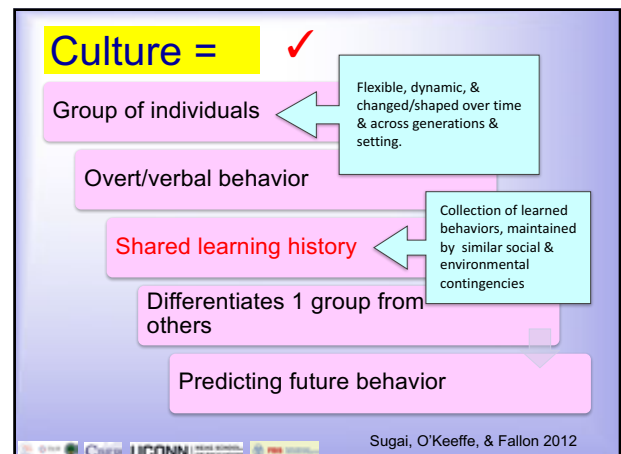
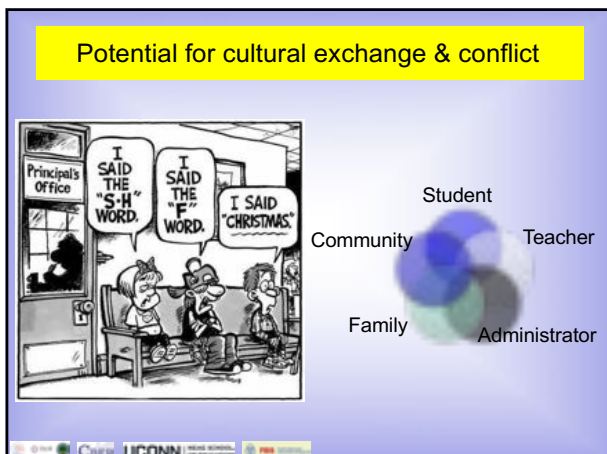
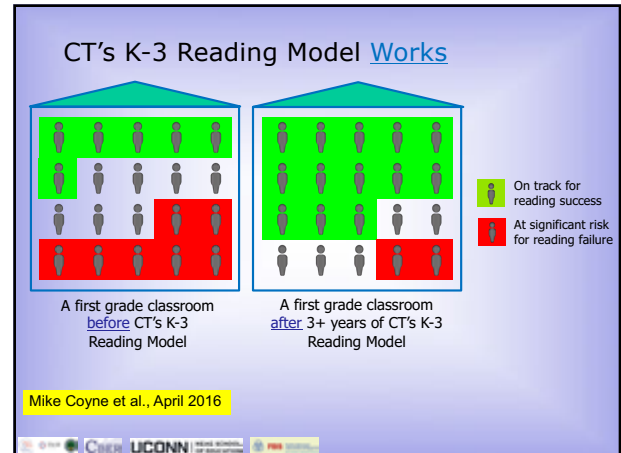
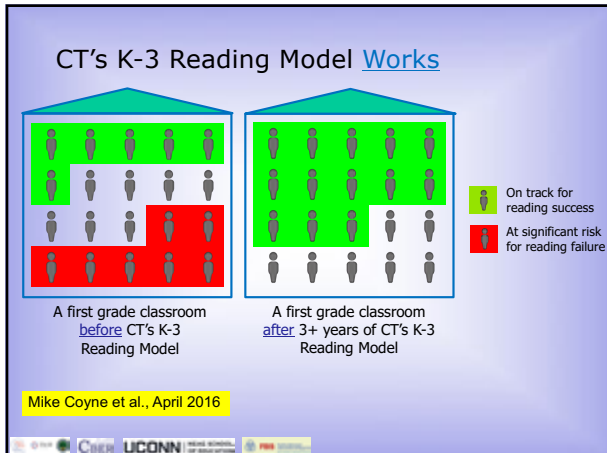
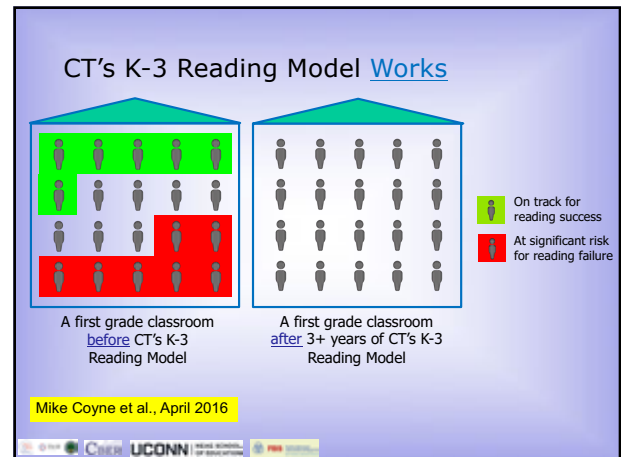
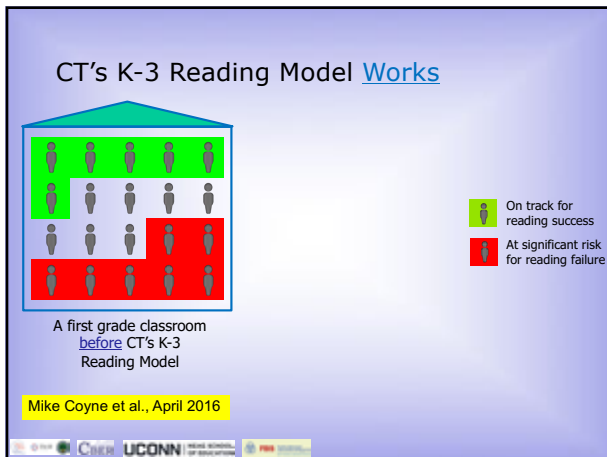
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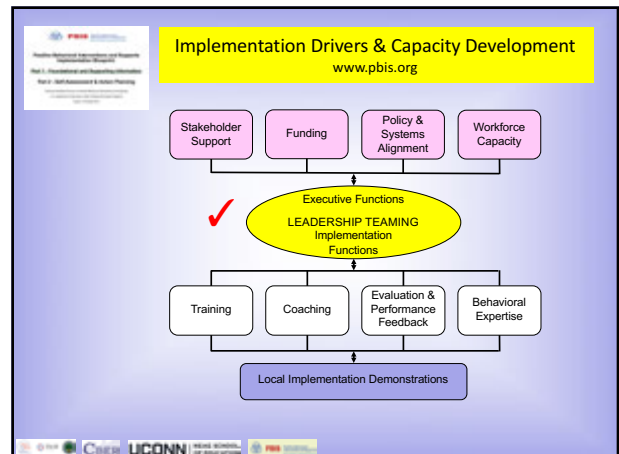
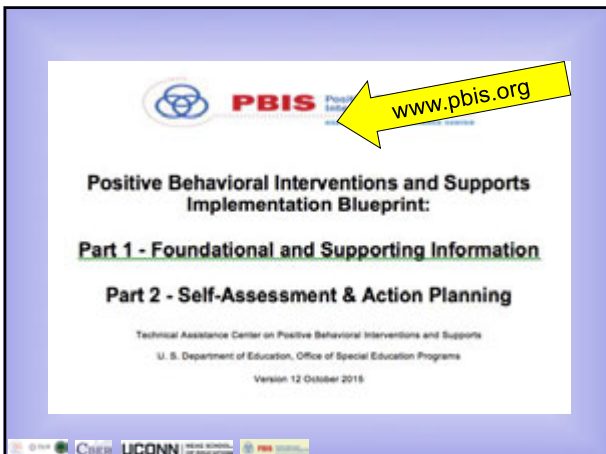
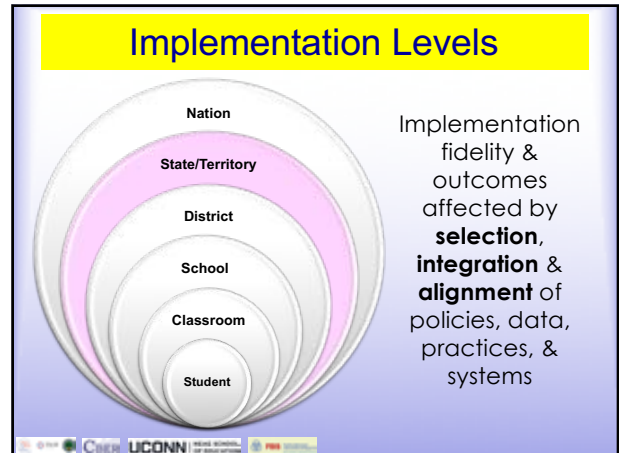
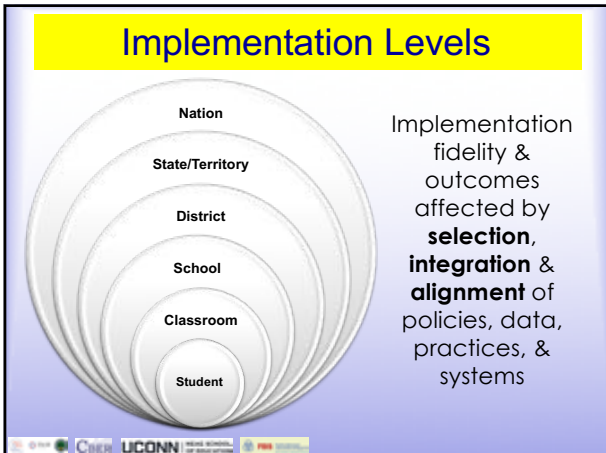
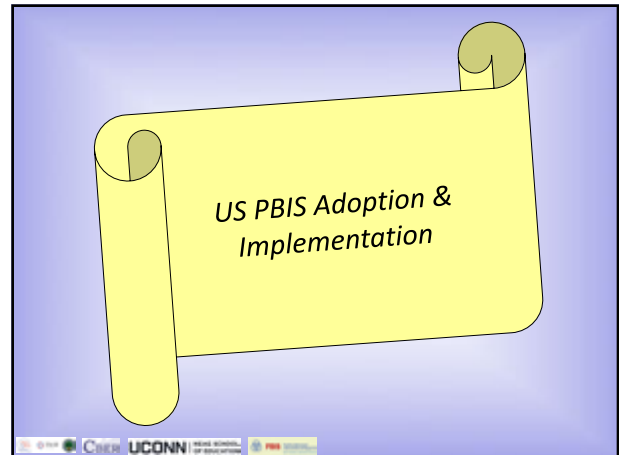
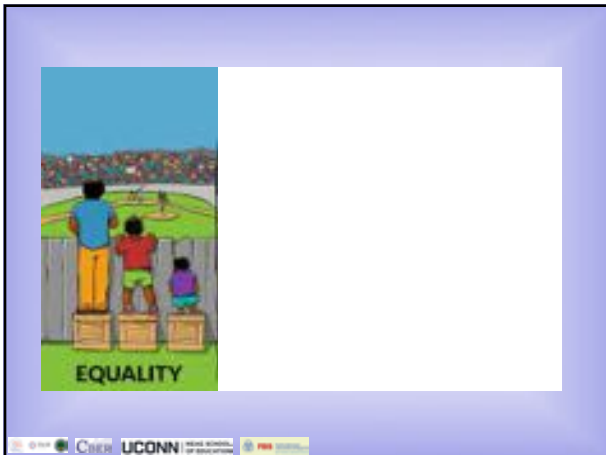


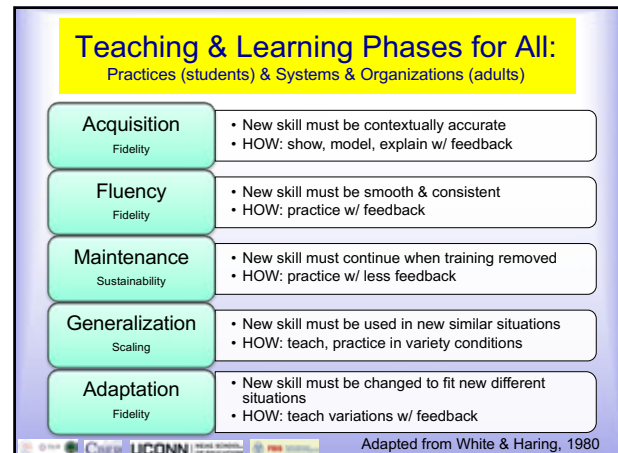
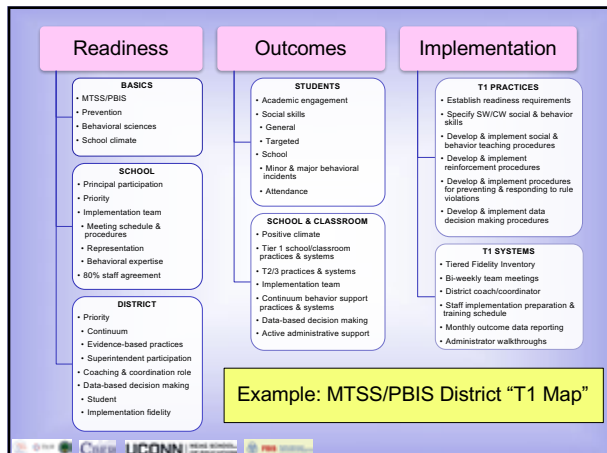
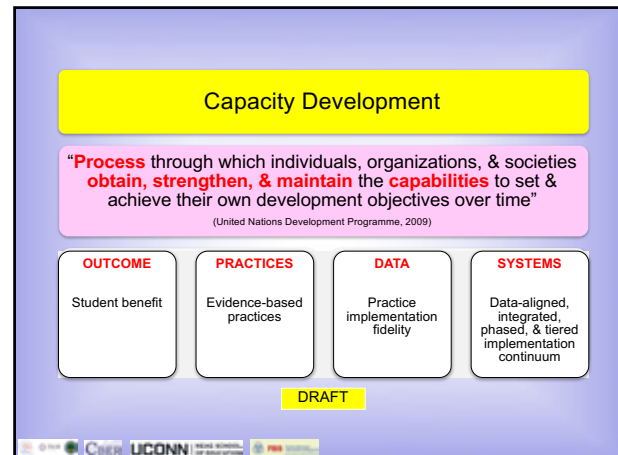
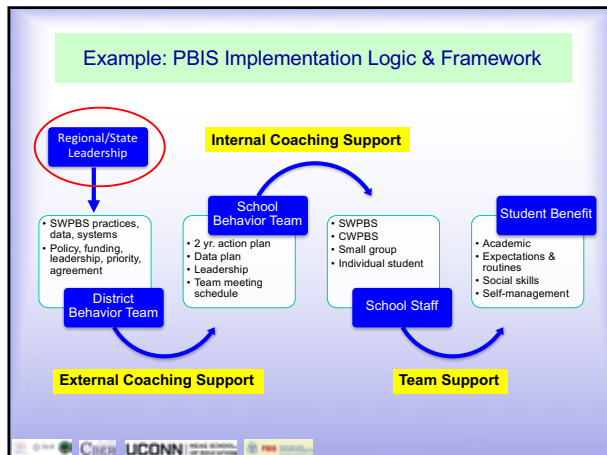
A first grade classroom
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Reading Model

Mike Coyne et al., April 2016

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Kent McIntosh
www.pbisapps.org

Four Tips for Sustaining PBIS

SUMMARY

- Keep a strong team.
- Use your fidelity of implementation data to improve your systems.
- Use your school discipline data.
- Implement PBIS in the classroom.

1. Team
2. Fidelity
3. Data
4. Classroom

