

2019 CO-MTSS Summit

Enhancing MTSS Implementation: Preventing Misrules & Maximizing Student & School Benefit

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1 August 2019
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Highlight the essential implementation features of PBIS & MTSS that are associated with maximum student & school benefit.

Topics:

- Review of defining PBIS & MTSS features
- Prevention strategies for common implementation misrules or mistakes
- Integration of PBIS & MTSS with efforts to improve school climate & culture & academic, social, emotional & behavioral learning
- Roles & responsibilities of PBIS leaders
- Enhancement of student engagement

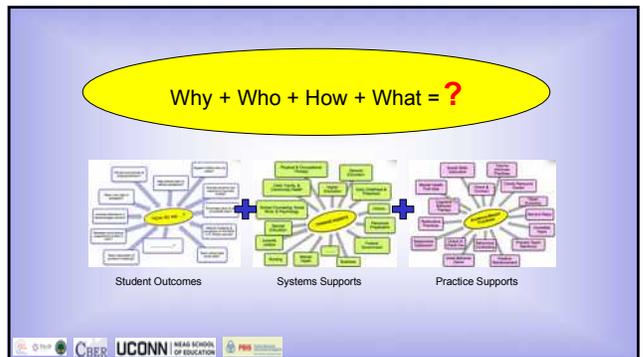
Follow-up Q&A & discussion session

1997-2018
2018-2024
Heather George
Tim Lewis
Kent McIntosh
Brandi Simonsen

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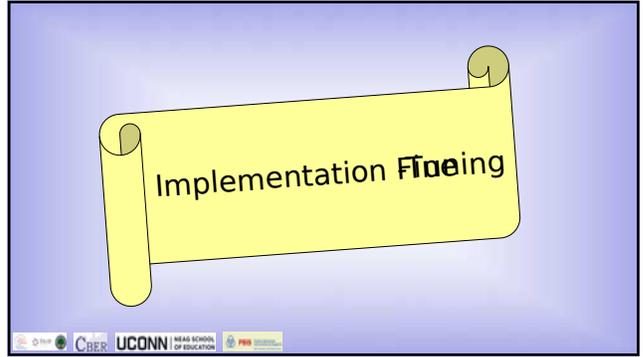
Presentations

Implementation Challenge



Implementation Fidelity		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	Maximum Student Benefits	
	Not Effective		

Fixsen & Blase, 2009



Our Logic

To improve learning, improve teaching environment,

- Academic & social behavior are learned & teachable
- Theory of learning & teaching required

Successful teaching environments must be effective, responsive, efficient, relevant, & durable

- Decide w/ **data**
- Focus on student **outcome & benefit**
- Select evidence-based **practices**
- Implement w/ **competent systems**

DATA POINT

U.S. DEPARTMENT OF EDUCATION
NCEES 2018-098 MARCH 2018

Students' Relationships in School and Feelings About Personal Safety at School

This report investigates the relationships between students' feelings of safety in school and their perceptions about the level of crime in their home neighborhoods and school neighborhoods who agree or strongly agree they have supportive relationships with adults and students in school, by whether they feel safe in school. School year 2014-15.

2015 Nationally Representative Sample Survey

The data used in this report are from the 2015 National Longitudinal Study of Adolescent and Young Adult Health (Add Health), a nationally representative, longitudinal survey of students ages 12-18 year olds.

USDOE NCEES March 2018

Analysis for this report is restricted to the SCES respondents who were enrolled in grades 6 through 12 and who did not receive any part of their education through homeschooling during the school year.

Regardless of their perceptions of the level of crime in their home neighborhoods and school neighborhoods, at least 95 percent of students agreed that they felt safe at school for all school.

Regardless of perceptions of crime, 95% students reported feeling safe at school.

FIGURE 1. Percentage of students ages 12 through 18 who agree or strongly agree with statements about crime and feeling safe in school, by school location, school year 2014-15

NOTE: Data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. Counts were drawn from the Common Core of Data by the Three State Survey data for 2014-2015. For more information on data collection see <http://nces.ed.gov/ipeds/datacenter/ipedsdatacenter/>. School location data were not available for approximately 34 percent of respondents who were excluded from the analysis. Tables use percentages and bar chart uses percentages of total sample (N=10,000). U.S. Department of Justice, Bureau of Justice Statistics, Serious Crime Supplement to the National Crime Victimization Survey, 2015.

FIGURE 2. Percentage of students ages 12 through 18 indicating a lot of crime in their home neighborhoods and/or school neighborhoods who agree or strongly agree they have supportive relationships with adults and students in school, by whether they feel safe in school, school year 2014-15

Agrees a lot of crime in home neighborhood

Agrees a lot of crime in school neighborhood

More likely to report feeling safe at school if access to adult or student

- Among students who agreed there was a lot of crime in their home neighborhoods, those who agreed that they felt safe at school also agreed that there was a teacher or adult at school who really cared about them (92.5 percent) and really listened when they had something to say (95.4 percent) at higher rates than students who did not feel safe at school (81.1 percent).
- Among students who agreed there was a lot of crime in their school neighborhoods, those who also agreed that they felt safe at school more often agreed that there was a teacher or adult at school who really cared about them (93.6 percent) and really listened when they had something to say (97.1 percent).

Endnote
School location data was available for 3.6 percent of the sample who were excluded from the analysis.

DATA POINT

U.S. DEPARTMENT OF EDUCATION
NCES 2014-095 MARCH 2016

Changes in Bullying Victimization and Hate-Related Words at School Since 2007

2015 Nationally Representative Sample Survey

Perceptions of bullying victimization & hate-related words of 12-18 year olds.

USDE NCES March 2016

Analysis is restricted to the SCS respondents in each year who were enrolled in grades 8 through 12, and did not receive any part of their education through homeschooling during the school year.

2007-2015 Decreases in rates of reported bullying & hate-related words

20% in 2015 Post 2016??

FIGURE 1: Percentage of students ages 12 through 18 who reported being bullied or called a hate-related word at school, by year: School years 2006-07 through 2014-15

School Year	Bullied at school	Called a hate-related word
2007	34.1	6.7
2008	29.9	6.7
2009	27.9	6.6
2010	27.8	6.6
2011	21.8	6.6
2012	20.8	6.6
2013	19.2	6.6
2014	17.2	6.6

NOTE: "Bulled" includes students being made fun of, called names, or teased; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or held; or being prevented from doing things they do not want to do, being excluded from activities or events, and harassment, gestures or actions. "Hate-related words" includes the school building, other students, school staff, a group or group of students. Hate-related percentages are available only if at least 10 students reported being bullied or called a hate-related word at school.

In addition to the decrease in the overall percentage of students reporting they had been bullied, between 2007 and 2015, the percentage of bullied students who reported that they had been bullied most frequently (almost every day) also decreased.

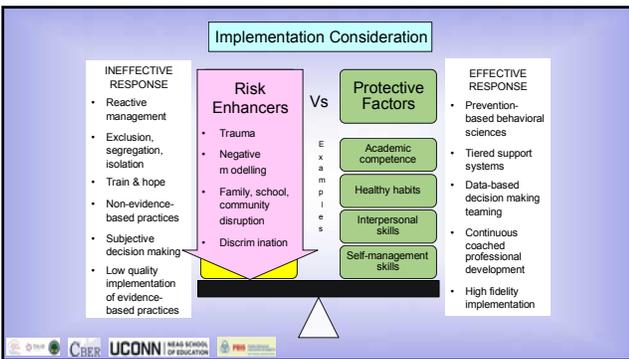
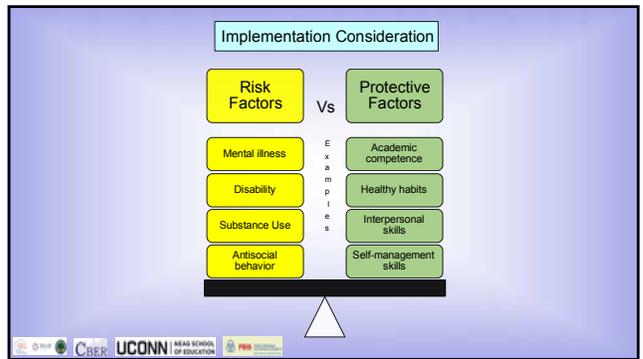
2007-2015 Decreases in rates of reported frequent bullying & increases in telling adult

Post 2016??

FIGURE 2: Among students ages 12 through 18 who reported being bullied at school, percentage reporting being bullied almost every day and percentage telling an adult about being bullied: School years 2006-07 through 2014-15

School Year	Bullied almost every day	Told adult
2007	58.1	4.1
2008	56.3	4.1
2009	56.1	4.1
2010	56.8	4.1
2011	56.8	4.1
2012	56.8	4.1
2013	56.8	4.1
2014	56.8	4.1

NOTE: "Bulled" includes students being made fun of, called names, or teased; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or held; or being prevented from doing things they do not want to do, being excluded from activities or events, and harassment, gestures or actions. "Told adult" includes the school building, other students, school staff, a group or group of students. Hate-related percentages are available only if at least 10 students reported being bullied or called a hate-related word at school.



MTSS Core Features & Working Principles

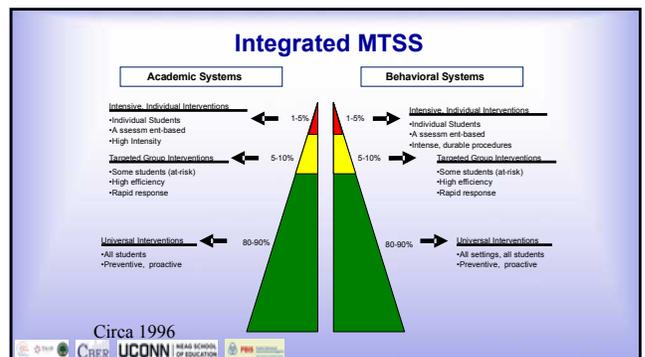
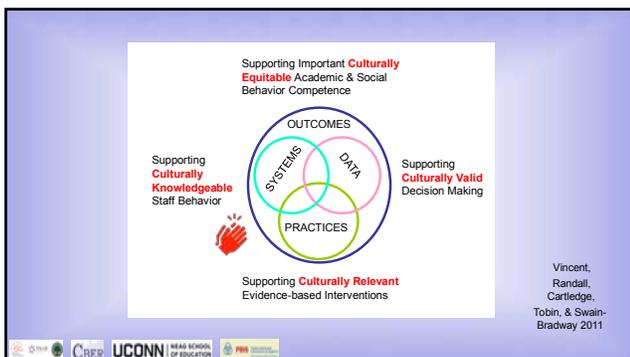
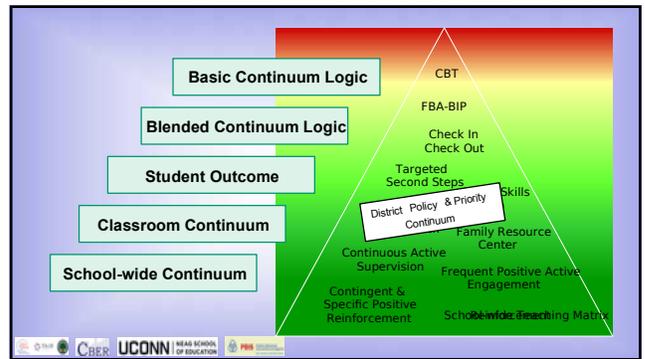
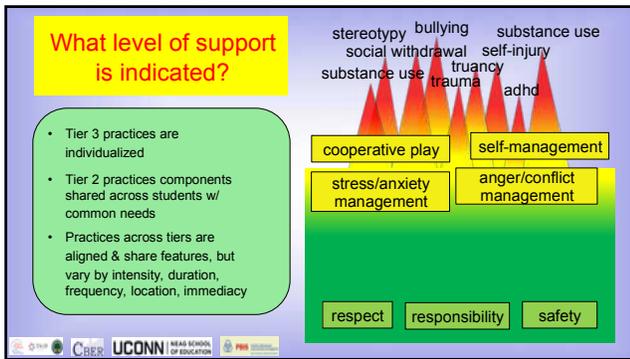
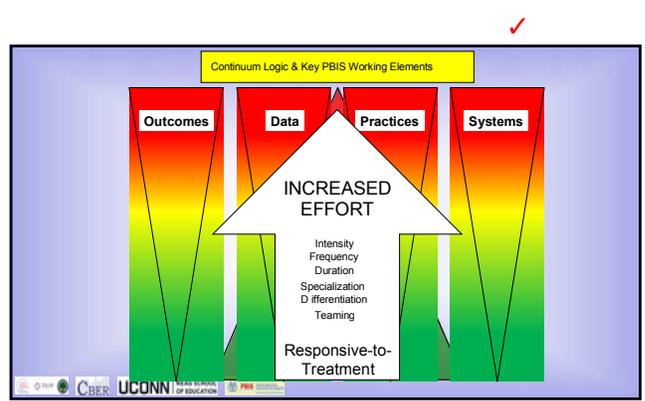
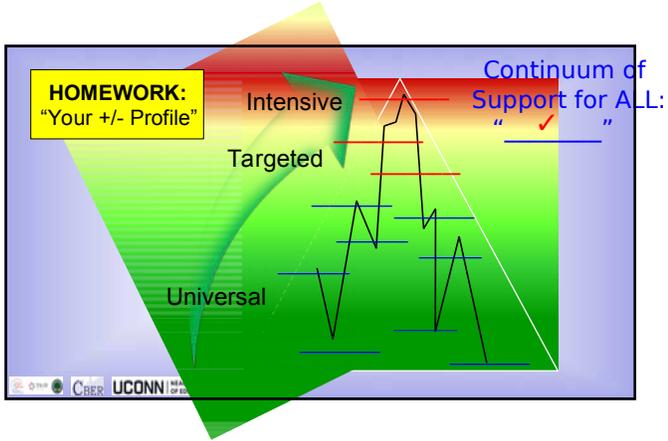
MTSS is...

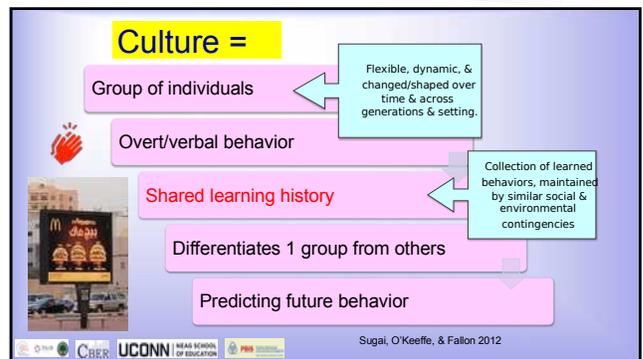
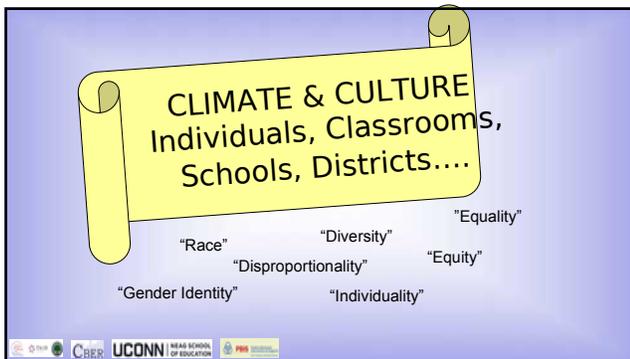
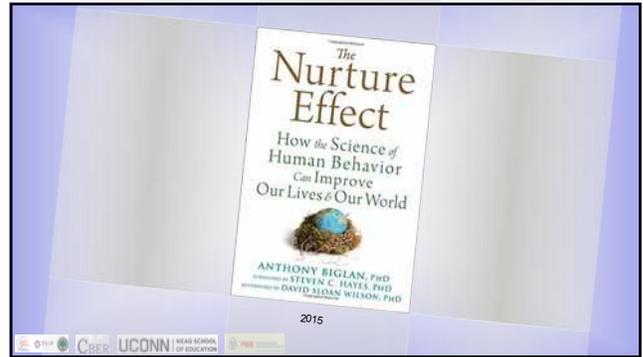
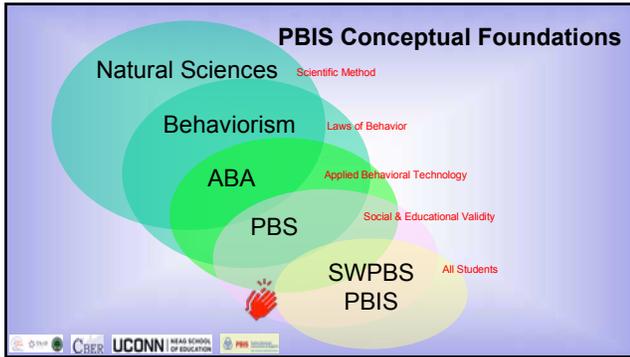
- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (FL MTSS, n.d., p.2).
- "Systemic integration of a number of multiple-tiered systems into one coherent, strategically combined system meant to address multiple domains or content areas in education" (Mitschess & Goodman, 2016, p. 5)
- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (FL MTSS, n.d., p.2).

Positive Behavioral Interventions & Supports

Tiered Prevention Continuum Logic

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HOMEWORK: "Learning History Map"

Individual Learning History & Context

1. Indicate 10 key life events/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.

Your Name

What do behaviorists say about culture?

"No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their **historical & situational context** because **no two members of any group are socialized in exactly the same way**"
Hayes & Toarmino, 1995

"A culture evolves when practices... contribute to the success of the practicing group in solving its problems"
Skinner, 1981

Early Conclusion...

Nothing is inherently biased or culturally irrelevant about practices & systems of PBIS implementation.

However, we can improve kid outcomes by making those practices & systems **more reflective of norms, expectations, & learning histories** of kids & family, community & staff members

Sugai, O’Keeffe, & Fallon 2012

How does my learning history affect my actions?

- Do I have **shared experiences** w/ individuals who are **diverse**?
- Are my actions **equitable**?
- Do I **stop & check** before I act?
- Do I act w/ **team**?
- Do I use **data** to guide my actions?

McIntosh et al., 2016

References

- **Fallon, L. M., O’Keeffe, B. V., & Sugai, G.** (2012). Consideration of culture and context in School-wide Positive Behavior Support: A review of current literature. *Journal of Positive Behavior Interventions*, 14, 209-219. doi: 10.1177/1098300712442242
- **Sugai, G., O’Keeffe, B. V., & Fallon, L. M.** (2012). A contextual consideration of culture and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 14, 197-208. doi: 10.1177/1098300711426334
- **Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J. & Swain-Bradway, J.** (2011). Toward a conceptual integration of cultural responsiveness and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 13, 219-229.

Homework Assignment

Describe....

1. ONE historical event/experience that has shaped your professional DEVELOPMENT.
2. How that event INFLUENCES how you DESCRIBE your OBSERVATIONS of & SUPPORT of student/client actions/behaviors.

School Climate

"I can feel it!"

School Climate

La Salle et al.
www.pbisapps.org/resources/schoolclim ate

FineTuning Social Skills Instruction

Establishing Stimulus Control

“Power of Habits” ...or Challenging Behavior

Charles Duhigg, 2012

CUE	→	HABIT	→	REWARD
CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)				
TV remote	→	Walk	→	Entertained?!
Teased	→	Ignore	→	Teasing stops?!
Difficult work	→	Try	→	Work removed?!

Establishing/Replacing Habit

Charles Duhigg, 2014

CUE • Remove competing cue • Add desired cue	HABIT • Teach acceptable alternative • Teach desired alternative	REWARD • Remove reward for old habit • Add reward for new habit
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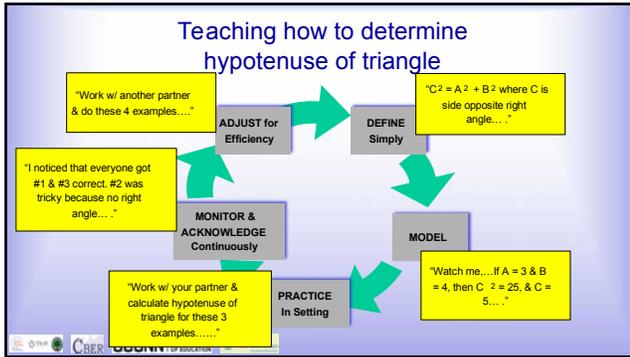
All three elements are considered in SSI
...& addressing challenging behavior

Prevention Logic for All

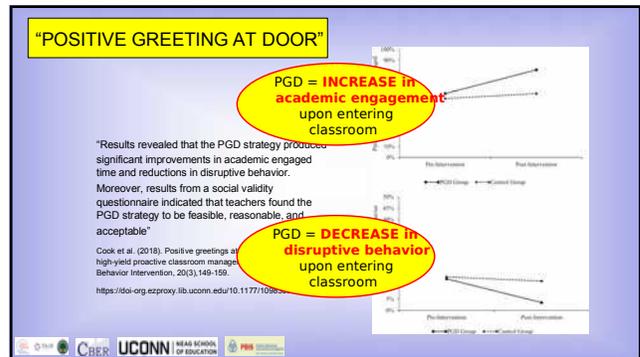
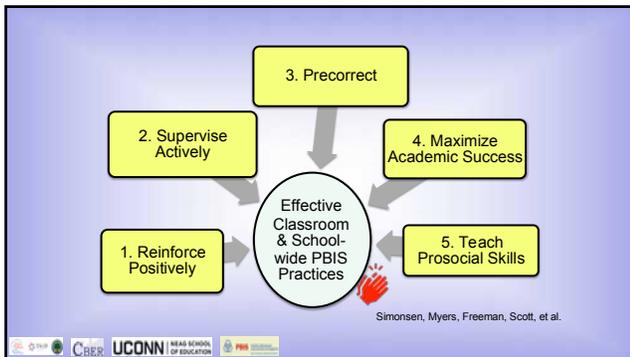
Redesign of teaching environments...not students

Prevention Objectives		Prevention Actions		
Decrease development of new problem behaviors	Prevent worsening & reduce intensity of existing problem behaviors	Eliminate triggers & maintainers of problem behaviors	Add triggers & maintainers of prosocial behavior	Teach (practice, monitor, acknowledge) prosocial behavior
INCIDENCE	PREVALENCE	ANTECEDENT & CONSEQUENCE		BEHAVIOR

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



Concluding Comments:
 Precorrect for Implementation Errors



HOMework: "Positive Greeting at Door"

1. Personal Greeting & Interaction Name, fistbump, high-5, etc.	+	2. Precorrective Task Tell me, show me, do for me, etc.	+	3. Positive Reinforcement Specific verbal praise, gesture, authentic social, etc.
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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.

- ### GUIDING PRINCIPLES
1. Declutter....do a few things really well & monitor continuously
 2. Shorten/straighten line from policy to system to data to practice to outcome
 3. Make decisions based on data & "your next month's salary"
 4. Problem solve w/in a tiered systems logic
 5. Do no harm
 6. Prompt, model, & acknowledge what you expect

BIG IDEAS

- 1 Schools = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
- 2 **BEHAVIORAL SCIENCES** serve as useful theory of action/change
- 3 Positive, doable, effective **PRACTICES** exist to maximize academic/behavioral success
- 4 Implementation **SYSTEMS** needed for students to experience & benefit from effective practices
- 5 **DECISION**-based **DATA** systems to inform actions
- 6 Consideration of **CULTURE & STUDENT BENEFIT** needed to guide decisions & actions

PBIS-related Resources

www.pbis.org

THANK YOU FOR YOUR ATTENTION & THINGS YOU DO!

www.pbis.org
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