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.

PBIS Counts: Highlights
2016-17
August, 2017
Horner

DRAFT

Schools Implementing PBIS
August 3, 2017

25,911 Schools
13,832,582 Students
Proportion of Schools Implementing PBIS by State
August 3, 2017

DRAFT

SWIS Summary
August 2017
For 2016-17 Academic Year
Horner

Major ODR/Grade Level (triangle): 2016-17
Horner et al.
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

PBIS Fidelity
August, 2017
2016-17

DRAFT

www.pbisapps.org
www.pbis.org

SWPBIS Tiered Fidelity Inventory
version 2.1
Schools Reporting PBIS Tier I Fidelity
August 3, 2017

14,324 Schools Reporting Tier I Fidelity
9,564 (65%) Schools Meeting PBIS Tier I Fidelity Criteria

T1 WI PBIS/MTSS (tentative)
~1200 schools
~850 (70%) assessing fidelity
~750 (65%) meeting criterion

Schools Reporting PBIS Tier II Fidelity
August 3, 2017

9,407 Schools Reporting Tier II Fidelity
3,114 (33%) Schools Meeting PBIS Tier II Fidelity Criteria

T2 WI PBIS/MTSS (tentative)
~1200 schools
~450 (37%) assessing fidelity
~200 (16%) meeting criterion

Schools Reporting PBIS Tier III Fidelity
August 3, 2017

9,407 Schools Reporting Tier III Fidelity
1,837 (19%) Schools Meeting PBIS Tier III Fidelity Criteria

T3 WI PBIS/MTSS (tentative)
~1200 schools
~450 (37%) assessing fidelity
~50 (11%) meeting criterion

Tentative Fidelity Findings

1. Fidelity T1 needs to be encouraged
2. Schools are assessing fidelity T1-T2/3
3. T2/3 systems implementation capacity needs attention
4. Fidelity assessment varies across states

Fundamentals:
Prevention & Behavioral Sciences

- Natural disasters
- Political unrest
- Negative climate
- Environmental change
- Military conflict
- Student, Educator, Family, Community Members
  - Trauma, injury, death
  - Loss of basic supports
  - Disruption of services
  - Relocation
  - Family disruption
  - Substance use
  - Mental illness
  - Behavior disorders
  - Physical disorders
  - Academic failure
General Reactive Management

- Restructuring organizational & policy
- Escalating consequence-based response
- Quick emotion-based response
- Unanticipated problem, crisis, challenge

Quick emotion-based response
Escalating consequence-based response

Unanticipated problem, crisis, challenge

Avoid reactive management
Labeling people
Exclusion & seclusion
Zero tolerance
Segregation

“Double Down/Up” on Prevention & What Works

- REACTIVE MANAGEMENT: Escalating consequence-based punishment response to change, crisis, event
- DOUBLING:
  • "Down" - increase bet or investment
  • "Up" - invest earnings in new bet
- PREVENTION:
  • Develop capacity to minimize likelihood of problem behavior
  • Increase capacity to respond effectively early
  • Strengthen supports, skills, & responsiveness of vulnerable targets

MTSS, SCTG, PBIS

MTSS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students
TOPICS - Rob

Moving T1 - T2 - T3
Family Engagement
Scaling

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

- Strategies for & examples of ALIGNMENT, INTEGRATION, & SUSTAINABLE implementation capacity.
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- Opportunities to engage project officers & technical assistance providers.
9/27/17

Teach association of sounds w/ meaning?

Decrease out-of-school suspensions of kids of color?

Increase attendance in disadvantaged schools?

Teach main idea of paragraph?

Prevent occurrences of bullying behavior?

Help parents learn to defuse escalations?

Support children who cry easily?

Educate students who experience traumatic events?

Encourage value & use of scientific facts?

Reduce incidence & prevalence of substance use?

Teach school-wide social skills?

Mental Health

Nursing

Juvenile Justice

Special Education

School Counseling, Social Work, & Psychology

General Education

Higher Education

Early Childhood & Preschool

Unions

Personal Preparation

Federal Government

Business

Physical & Occupational Therapy

Social Skills Instruction

Trauma Informed Practices

Mental Health First Aid

Check & Connect

Cognitive Behavior Therapy

Responsive Classroom

Restorative Practices

Check & Connect

Family Resource Center

Token Economy

Second Steps

Incredible Years

Responsive Classroom

Restorative Practices

Social Skills Instruction

Cognitive Behavior Therapy

Mental Health First Aid

Check & Connect

Family Resource Center

Token Economy

Second Steps

Incredible Years

Good Behavior Game

Prevent Teach Reinforce

Positive Reinforcement

MTSS & PBIS: Addressing?

Multi-Tiered Support Systems

Positive Behavioral Interventions & Supports
Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making

PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students

DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.
Selection priority should be given to evidence-based PRACTICES
Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, & severity of risk
Implementers need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling

Implement w/ FIDELITY & CULTURAL RELEVANCE
Decide with DATA
SCREEN Early & Universally
Monitor PROGRESS Continuously
Use TEAM to Coordinate Implementation

MTSS
SRBI PBL SBH MTSS-B MIBLSI PBL4L Rti Rti-A Rti-B SWPBS MTSS-A EBS

MTSS, PBIS
Behavioral framework
Behavioral sciences

DATA
Screening
Decision-based
Progress monitoring
Evaluation of implementation fidelity

PRACTICES
Early:
Academic achievement
Social-emotional behaviors

OUTCOMES
Academically and educationally valid
Developmentally appropriate
Empirically defendable

SYSTEMS
Classroom, school, student
Coaching
School, district, state leadership
teaching

PBIS
PBS
ABA
Prevention
Implementation

MTSS, PBAL

School Counseling, Social Work, & Psychology
Child, Family, & Community Health
Juvenile Justice
Mental Health
Educational & Occupational Therapy
Teaching & Learning
School-Related Careers
Business

Positive Reinforcement
Screening
Game

Social Emotional Learning
Mental Health
Child, Family, & Community Health
Social Work
Physical & Occupational Therapy
Child, Family, & Community Health
Educational & Occupational Therapy
Teaching & Learning
School-Related Careers
Business

PBIS & MTSS Share Functions

Apply Behavioral Sciences Logic
STUDENT BEHAVIOR
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law enforcement violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

ADULT BEHAVIOR
- Office referral
- In school detention
- Out of school suspension
- Probation, parole
- Arrestd & incarceration
- Restraint & seclusion
- Mental health referral

OUTCOMES
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Delinquency
- Negative climate

Apply Behavior Analytic Logic

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

FEW

SOME

ALL

~80% of Students

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

Major ODR per Grade Level (triangle): 2016-17
Horner et al.

0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

PreK - K
Elementary
Middle
High
PreK - 8
PreK - 12
Others

~8-15% T2/3 (excl. "Other")

Most students respond T1

~75-85% T2/3 (excl. "Other")

Few % students solicit much attention

Continuum Logic & Key PBIS Working Elements

OUTCOMES

INTENSITY, FREQUENCY, DURATION

RESPONSIVE-TO-TREATMENT

增 加 努 力

INCREASED EFFORT

Intensity
Frequency
Duration
Specialization
Differentiation
Teaming
Early Literacy Achievement in Pilot Schools:
Change in 1st Grade Risk Status from 2012 - 2015

Before CT’s K-3 Reading Model

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

CT’s K-3 Reading Model  Works

A first grade classroom
before CT’s K-3 Reading Model

Mike Coyne et al., April 2016

Mike Coyne et al., April 2016
CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

A first grade classroom after 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016

Potential for cultural exchange & conflict

Culture =

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Sugai, O’Keeffe, & Fallon 2012
Implementation Levels

- Nation
- State/Territory
- District
- School
- Classroom
- Student

Implementation fidelity & outcomes affected by selection, integration & alignment of policies, data, practices, & systems

US PBIS Adoption & Implementation

Implementation Levels

- Nation
- State/Territory
- District
- School
- Classroom
- Student

Implementation fidelity & outcomes affected by selection, integration & alignment of policies, data, practices, & systems

Positive Behavioral Interventions and Supports Implementation Blueprint:
Part 1 - Foundational and Supporting Information
Part 2 - Self-Assessment & Action Planning

Technical Assistance Center on Positive Behavioral Interventions and Supports
U.S. Department of Education, Office of Special Education Programs
Version 12 October 2012
Example: PBIS Implementation Logic & Framework

Capacity Development

"Process through which individuals, organizations, & societies obtain, strengthen, & maintain the capabilities to set & achieve their own development objectives over time" (United Nations Development Programme, 2009)

OUTCOME
Student benefit

PRACTICES
Evidence-based practices

DATA
Practice implementation fidelity

SYSTEMS
Data-aligned, integrated, phased, & tiered implementation continuum

Teaching & Learning Phases for All:
Practices (students) & Systems & Organizations (adults)

Acquisition
Fluency
Maintenance
Generalization
Adaptation

Fidelity
Fidelity
Fidelity
Fidelity
Fidelity

New skill must be contextually accurate
New skill must be smooth & consistent
New skill must continue when training removed
New skill must be used in new similar situations
New skill must be changed to fit new different situations

HOW: show, model, explain w/ feedback
HOW: practice w/ feedback
HOW: practice w/ less feedback
HOW: teach, practice in variety conditions
HOW: teach variations w/ feedback

Example: MTSS/PBIS District "T1 Map"

Teaching & Learning Phases for All:
Practices (students) & Systems & Organizations (adults)

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HOW: show, model, explain w/ feedback
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HOW: teach, practice in variety conditions
HOW: teach variations w/ feedback

Adapted from White & Haring, 1980

Development of Continuum of Practices & Systems (MTSS)

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

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 into the classroom.

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

Example: MTSS/PBIS District "T1 Map"