



Welcome to the Multi-tier System of Supports (MTSS) for Behavior Module

This module will introduce the key elements of Multi-tier System of Supports for behavior and share information about how districts can get started implementing the change process in schools.

Purpose of Module:

- Introduce major elements of MTSS for Behavior
- Describe how district planning is used to launch MTSS for Behavior
- Outline the major steps for getting started implementing MTSS for Behavior at the district level

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Section 1: Multi-tier System of Supports for Behavior Overview

Multi-tier System of Supports for behavior is a set of strategies for preventing problem behavior that utilizes evidence-based research in applied behavior analysis and the field of systems change. The study of behavior has a long and rich history documented in numerous journals dedicated to research related to the efficacy of behavioral interventions for decreasing student problem behaviors. At the individual student level, research supports the fact that teaching students the social skills that are intended to replace problem behavior with more appropriate responses is one of the most effective interventions used in schools today. Although initially, most research in applied behavior analysis was conducted with students in special education, behavioral researchers are now applying the science of behavior with different populations of both children and adults to demonstrate the effectiveness of behavioral interventions. Students with and without disabilities can benefit from these research-based behavioral interventions.

Visit http://www.apbs.org/new_apbs/pbsInfo.aspx for the research literature on applied behavior analysis and positive behavior support.

Research on school-wide discipline as an approach for changing student behavior is also well established and is not new to the educational field. The American Heritage dictionary defines discipline as “training to produce a specific character or pattern of behavior” (pp.395). Studies of school-wide discipline have shown that the implementation of punishment, when it is used inconsistently and in the absence of other positive teaching strategies, is ineffective and can actually lead to increases in problem behaviors, such as vandalism. Effective school discipline includes teaching students social skills that are expected in classrooms and nonclassroom settings, reinforcing students’ appropriate behaviors, and responding consistently to problem behaviors when they do occur.

For examples of punishment research, please see Appendix A.

For research on school-wide discipline, please refer to Appendix B.

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Walker and his colleagues proposed in 1996 that the public health model that focuses efforts at three levels of prevention be applied to the prevention of behavior in schools. Several years later, Response to Intervention or Response to Instruction (RtI), another term used for multi-tier system of supports, began to promote a three-tiered approach for both academics and behavior. At Tier 1 or Primary Prevention, all students receive social and academic interventions that are intended to ensure student success. Data-based, decision-making systems are employed by school teams to provide ongoing progress monitoring and to intervene early with any academic and social difficulties a student may experience. Tier 2 or Secondary Prevention is intended to identify and support students who have learning, behavior, or life histories that put them at risk of engaging in more serious problem behavior. Tier 3 or Tertiary Prevention focuses on individualized and intensive PBS plans designed for a smaller number of students who need more support than interventions implemented at primary and secondary prevention levels.

The Kansas State Department of Education (KSDE) has adopted this three-tiered prevention model for both academics and behavior. The KSDE model is now referred to as the Kansas Multi-tier System of Supports (MTSS). The graphic below provides a visual summary of the MTSS model:

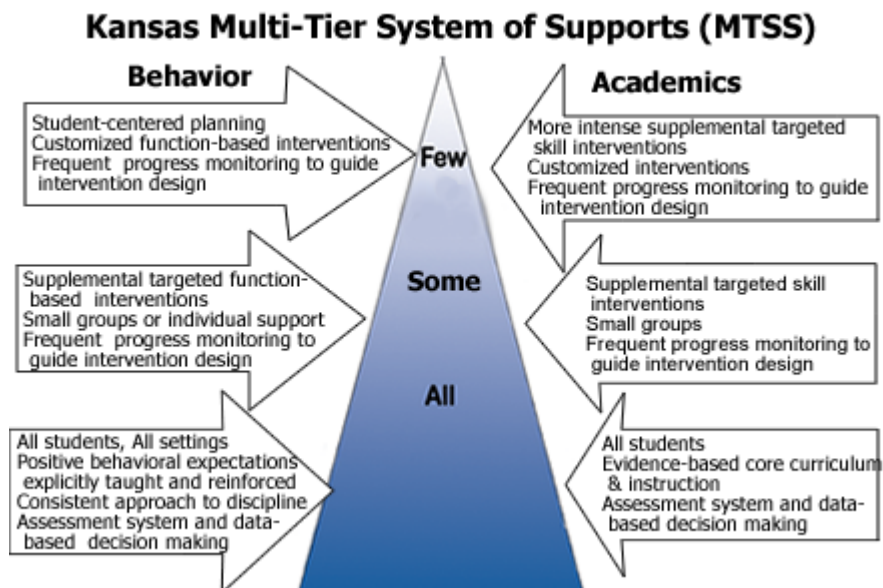


In the MTSS model, the three tiers are described in the words “All, Some, Few” and the inner triangle represents both academics as well as behavior. Instruction and curriculum are designed using evidence-based practices and continuous progress monitoring to inform the use of curriculum and teaching strategies. The outer circles show the importance of professional development as a way in which to support school staff in implementing MTSS. Continuous professional development systems are intended to establish best practice and a vision for improving instruction using data for decision making. The term leadership emphasizes the importance of encouraging champions of MTSS at state, district, and school levels for MTSS implementation to be successful. Administrators and school staff provide leadership by working together to implement MTSS with the goal being to create an empowering culture for students, school staff, families, and administration.

The next KSDE model below provides more detail about the triangle in the middle of the first KSDE visual by describing the types of strategies that are implemented at each tier. The model is organized to show MTSS behavioral prevention on the left side of the model and academic prevention on the right side.

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The reference to all means that every student in the school receives Tier 1 interventions. MTSS for behavior interventions focus on prevention of problem behavior, early intervention for students at risk, and intensive and individualized support plans for a small number of students. The triangle is organized to show that in many schools students with one ODR (or students with no office discipline referrals (ODRs) at all) represent approximately 80% of the student body. Students with two to five ODRs (approximately 15% of students in the school) may need Tier 2 or secondary prevention supports while a small percentage of students (5% or fewer) are in need of Tier 3 supports to be successful in school. Consider designing a prevention-based triangle for behavior in each school within your district using the following definition

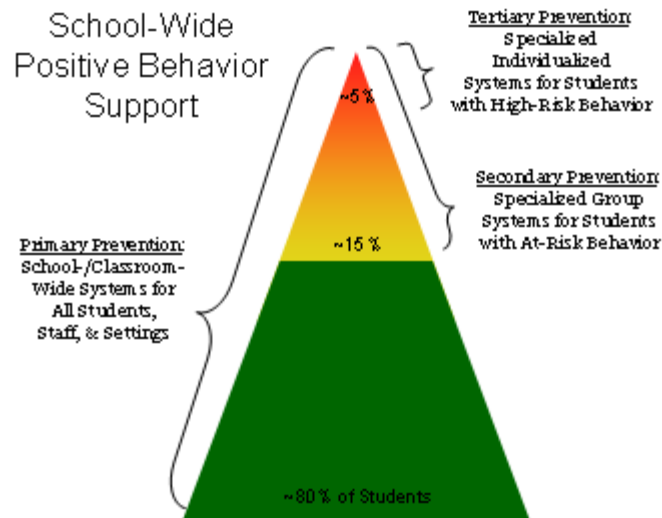
- 0-1 ODRs -----Tier 1
- 2-5 ODRs ----- Tier 2
- 6 or more ODRs ----- Tier 3

Would every school in your district show a pattern with 80% of students receiving zero to one ODR, 15% of students receiving two or more ODRs, and approximately 5% of students receiving five or more ODRs?

Each school's ODR patterns are influenced by many factors. Research now suggests that although many schools do show this distribution pattern, that schools do not necessarily have 80% of students with zero to one ODRs, 15% of students with two to five ODRs and 5% of students receiving six or more ODRs. These differences in ODR patterns can be related to socioeconomic factors within the community, school size, and age of students.

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The goal of MTSS for behavior is to provide schools with tools, systems, and practices that can be used to increase the number of students at the bottom of the prevention triangle receiving very few ODRs. In many MTSS for behavior efforts, the triangle is organized by colors with green representing Tier 1, yellow representing Tier 2, and red representing the Tier 3 support system. In the triangle above, however, the types of strategies at Tiers 2 and 3 appear blended. This is because there are no “green, yellow or red” students. MTSS for behavior is a process that allows schools to teach all students social skills while providing additional supports in whatever way is needed for students who do not respond to social skills instruction. Schools also increase consistency in response to problem behavior and create systems for increasing reinforcement for positive social behaviors observed in the school. Some students need additional supports to be successful beyond these Tier 1 interventions. Schools provide students with individualized supports to be successful and these supports fall along a continuum of intensity.

Multiple Terms for MTSS for Behavior

You will see a number of terms and acronyms that refer to MTSS for behavior in research publications, on websites, and in other public forums. These acronyms include: effective behavior support (EBS), program-wide positive behavior support (in early childhood settings), positive behavioral interventions and supports (PBIS), Positive Behavior Support (PBS), and School-wide Positive Behavior Support (SWPBS). In addition, you will see different terms for the same interventions at each tier of the triangle. The reason for so many variations in titles is organizations, districts, and schools across the United States are now implementing MTSS, and different implementers call their implementation efforts by various titles. In this module, you will learn how to identify what MTSS for behavior looks like no matter what terms are used to describe it.

Please refer to Appendix C for a list of statewide implementation efforts in MTSS for Behavior.

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This module will describe how districts can provide support for MTSS for behavior implementation in ways that will increase effectiveness and sustainability over time. The Overview Links section provides more information about details related to MTSS for behavior. This overview section included summaries, videos, references, and examples of implementation efforts that are available online.

Overview Resources

To learn more about the Three Tier Prevention Model for Behavior, refer to Appendix D.

Reading Appendix E will provide you with introductions to MTSS for behavior from a variety of perspectives including administrators, school personnel, and family and community members.

For video introductions to MTSS for behavior, visit http://pbis.org/swpbs_videos/default.aspx

To review the Frequently Asked Questions associated with this module, please see Appendix F.

Visit the MTSS Resource Library at http://pbskansas.org/swpbs/mtss_resource.html for more information.

Is MTSS an Evidence-based Practice? Download the document from <http://www.apbs.org/files/101007evidencebase4pbs.pdf> to learn more.



Section 2: Getting Started with District-wide Planning for MTSS for Behavior

Why is a District-wide Model for MTSS for Behavior Important?

MTSS for behavior is most effective when implemented at a district-wide level. District Leadership is essential for ensuring sustainable implementation of MTSS for behavior. School teams need support from the district to be able to implement MTSS for behavior on a long-term basis. There are many reasons why district-wide planning is essential.

For example, access to data for decision making requires the district to consider the types of office discipline referral (ODR) software programs/systems that are available because school teams will need to review student data at each of the three prevention tiers.

A district's policies and procedures can make it more difficult for schools to implement MTSS for behavior. For instance, new tardy interventions or referral processes that are being implemented by a school team may not follow the current district policy for addressing tardies. Without district support, the school's efforts may not be implemented because of the conflict with district policy.

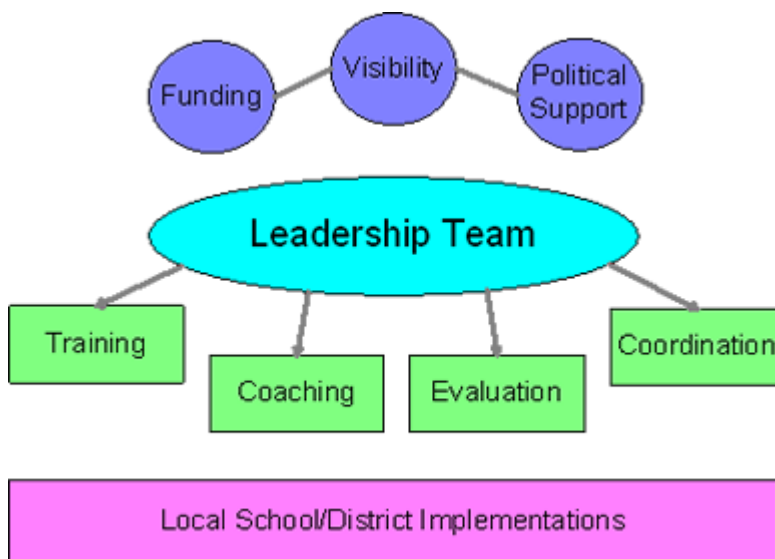
A district team that addresses ongoing training and technical assistance for school teams implementing MTSS for behavior will increase the likelihood that those schools will implement effective interventions over time despite school staff or administrator turn-over.

The use of professional development funds and district and school in-service time can help school teams create opportunities for team-based collaboration. These are only a few examples of why district leadership is so important for MTSS for behavior.

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What Steps Are Needed to Establish MTSS for Behavior?



The figure above describes the district leadership team model and all of the major activities and responsibilities by category. The first step for a district interested in implementing MTSS for behavior is to create a district leadership team. The district leadership team will start MTSS for behavior by conducting a self-assessment. The strengths and needs of the district and each of the schools are evaluated, since the leadership team will be building an action plan based on what is already in place. Current academic and behavioral evaluation data are reviewed. Professional development efforts, resources for supporting students with individualized behavioral needs, and resources available to support MTSS for behavior are evaluated. This information is then used to design a three-year action plan.

MTSS for behavior does not follow a cookbook approach, nor is it a “package” that can be replicated in exactly the same manner across schools. Instead, MTSS for both behavior and academics involves building on the effective elements that are already in place within a district and its schools, using evidence-based practices and knowledge of systems change.

The Leadership Team Checklist is a tool used by many teams to implement MTSS for behavior. The Checklist provides a structured guide for defining the major elements in the model, and is used to conduct the district self-assessment. Download the Leadership Team Checklist from <http://www.pbskansas.org/swpbs/module/files/leadershipteamselfassess.pdf>.

The district-level Leadership Team Checklist addresses important elements of the implementation process, including who should attend district meetings, how often district team meetings will occur, how MTSS for behavior will be coordinated at the district level, what funding will be available, and how many schools should start implementing MTSS for behavior during the first year. Other important elements focus on establishing clear visibility for MTSS for behavior efforts in the district and community, building political support, and creating ongoing professional development and training opportunities. Visit www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc to obtain a

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copy of the OSEP Center on Positive Behavioral Interventions and Supports Blueprint for Implementation for detailed information about each element of the MTSS for Behavior process

How Does a District Build Capacity for MTSS for Behavior?

In many districts, a coach is identified within each school to facilitate regular school planning team meetings. These coaches form an important communication link with the district coordinator and are facilitators of the MTSS for behavior process. This does not mean that one person in the school is responsible for MTSS for behavior implementation. Instead, the coach is part of a communication network. Coaches can be any type of school professionals. Teachers, counselors, school psychologists, and social workers have served as coaches in different schools. Coaches in each school often meet as a group on a regular basis with the district coordinator. This small coach group spends time discussing problems together, sharing ideas for implementation, and summarizing data for the district evaluation process.

Evaluation is an important part of MTSS for behavior. It is important to collect information from each school about the implementation process for district level evaluation. The district coordinator works with coaches to gather and summarize these data to enable ongoing decision-making at both the district and individual school levels. Schools use the data to focus on student behavior priorities that still need to be addressed. The district coordinator uses the data to support all schools implementing MTSS for behavior, and works with the district team to improve training and evaluate progress. The data collected allows the district coordinator to assess where each school is in the MTSS for behavior implementation process.

In larger districts, external coaches are added to the MTSS for behavior infrastructure to make sure that all school teams receive support. External coaches are district personnel or school staff members that can visit more than one school and support the implementation process. Between the District Coordinator and External Coaches, the following activities should be completed:

1. An External Coach or District Coordinator actively attends school team meetings;
2. Coaches internal to the school meet with other Internal Coaches. These meetings are facilitated by either the District Coordinator or External Coaches on a regular basis. The purpose of these meetings is to solve problems, summarize data and ensure that MTSS for behavior implementation efforts are effective;
3. The External Coaches and District Coordinators attend MTSS for behavior trainings and work with trainers to adapt the MTSS for behavior curriculum, so that it can be used in a way that best fits the district's in-service training and professional development systems. In addition, they provide ongoing technical assistance and training, as needed, for schools; and
4. The Internal Coaches, External Coaches and the District Coordinator ensure that data are collected and reported on a regular basis so that school-level decision making and district-level decision making occurs.

Most experts in MTSS for behavior across the United States report that a half-time position (50% time, or 20 hours a week) is necessary for a District Coordinator or External Coach to

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support approximately five schools; e.g. attend regular school team meetings and support data-based decision making. This investment is an important consideration in the implementation process. The goal is to decrease costs for external trainers and consultants and to increase the time spent by district and school personnel in the MTSS for behavior process.

To see examples of district systems for MTSS for Behavior in Kansas, please visit Appendix H.

Training systems for MTSS for behavior developed in each district are different based on the number of schools implementing and the number of external coaches needed to support school teams. Districts identify personnel who are already providing support to schools related to behavior and assess how these individuals will become more involved in training at each of the three prevention tiers. Professionals who are identified to lead training for schools at the first tier are often different from those leading training related to Tiers 2 and 3.

Tier 1 District Trainers

The district trainer for Tier 1 provides ongoing in-service training in primary prevention, leads technical assistance for new school teams, and supports new coaches and new school team members who have become part of MTSS for behavior in schools already involved in the implementation process.

Tier 2 District Trainers

Supporting the implementation of Tiers 2 and 3 requires more knowledge and expertise related to the principles of behavior. Professionals leading district training in the Student Improvement Team are often involved in training for tiers two and three of MTSS for behavior.

District trainers at the tertiary level are responsible for supporting student improvement teams (SIT), providing district in-service training on individualized intervention strategies, and facilitating highly intensive or complex behavioral planning processes for students with chronic and/or severe problem behaviors.

For an example of a district-level training plan for MTSS for Behavior, visit www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc.

Should MTSS for Behavior be Mandatory?

Many districts implementing MTSS for behavior invite schools to participate in training opportunities rather than making it mandatory. Michael Fullan (1993) stated it succinctly: “You can’t mandate what matters... the more complex a change effort is, the less likely you can force individuals to become involved in the process” (pp. 21).

This does not mean that districts should not have high expectations for all schools; instead, the challenge is to create a sense of moral purpose and vision for everyone within the district--a vision that emphasizes data-based decision making and school improvement. A key to successful implementation of MTSS for behavior is to give school teams the chance to identify and work on school improvement in ways that work best for each school’s unique culture and climate, and to create incentives for school faculty to participate.

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To view the Frequently Asked Questions about MTSS for Behavior, please refer to Appendix F.

To obtain a copy of the OSEP Center on Positive Behavioral Interventions and Supports Blueprint for Implementation, visit

www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc

Refer to Appendix I for references related to district-wide planning.

For references related to educational change, please see Appendix J.

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Section 3: Forming a District MTSS for Behavior Leadership Team

Who is Involved in the District MTSS for Behavior Team?

Implementation of MTSS for behavior starts with the formation of a district leadership team. The role of the district planning team is to create the support system for implementation. Planning teams meet on a regular basis and members are intended to represent key stakeholders from the following areas:

Instruction and Curriculum,
Safe and Drug Free Schools,
Special Education,
School Psychology and Counseling,
Title Programs or Other Related Federal/State Initiatives,
Student Health,
School-Wide Discipline,
Dropout Prevention,
Character Education,
Alternative Programming,
Data or Information Management, and
Multiculturalism and Affirmative Action.

In addition, strong district leadership teams include members who may represent:

Paraprofessionals,
Students,
Family Members,
Community Members,
Mental Health and Human Services, and
Bus Drivers/Transportation.

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Effective planning teams are organized in different ways depending upon the unique school contexts in each district. Some district teams choose to have one or two larger events each year with a broader representation of individuals, but schedule planning meetings in between these events with a smaller number of individuals forming a working group. Other district teams choose to schedule meetings with family, community, and student representation at every meeting.

Integrating Behavior and Academic MTSS

District planning teams implementing MTSS for behavior and academics often consider efficient strategies for communication and planning. Some districts choose to create two separate leadership teams: one focused on action planning for academics and another focused on student behavior. If there are two separate teams, it is important that both teams meet together on a regular basis, and that a system of communication is established. The integration of MTSS becomes increasingly important at Tiers 2 and 3 for district planning and school team training.

The ways in which the district begins implementing MTSS may help decide how district teams will be meeting across academic and behavioral teams. School team training provided by the district for academics and behavior can be linked, with school teams participating in trainings where some events are scheduled that integrate academic and behavioral information, while other separate events are also scheduled that are dedicated exclusively to academic training and behavior support training.

Time for planning is needed for school teams to be able to focus on the details of implementing academic and behavioral interventions; however, it is also important for district teams to think carefully about how to structure opportunities that show how MTSS can be integrated. There are districts in Kansas that have naturally started implementing MTSS for academics first, and then began MTSS for behavior training later. Other districts have started with MTSS for behavior and moved to MTSS for academics.

In addition, there are districts in Kansas that have allowed each school to choose how to begin implementing MTSS. In these districts, schools are given the choice of either: 1) starting with MTSS for academics; 2) starting with MTSS for behavior, or 3) implementing both simultaneously. Districts that have made these three options available have enabled and empowered each school team and their faculty members to decide how to proceed. Districts that are integrating training for academics and behavior will naturally need to meet together more often than districts that have created two separate sets of MTSS trainings for academics and behavior.

The district MTSS team for both academics and behavior should establish a regular meeting process that is built into the district calendar and posted in advance. Each district should also create a meeting schedule that works best, given the size and organization of the district. Some MTSS for behavior teams meet on a quarterly basis while other MTSS for behavior teams decide to meet monthly and also schedule a joint MTSS academic and behavior meeting quarterly. The key is to schedule these district meetings well in advance, use meeting minutes

to record actions and agreements, create a vision and mission statement, and start working on a self-assessment and district action plan.

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Section 4: Strategies for Introducing MTSS for Behavior to Schools & Building Consensus

Why is it Important to Build Consensus for Implementing MTSS for Behavior?

The best way to start the MTSS for behavior process is to build awareness among all individuals within the district, and to invite schools to participate in the training. An important part of the self-assessment process is to evaluate how much school administrators and staff members currently know about MTSS for behavior. Mandating a particular school improvement effort can create difficulties for a district. There is a long history of school reform efforts that have been forced on schools; experience teaches us that school personnel have a tendency to believe that “if we wait long enough, some other new idea will come along anyway”.

Implementing MTSS for behavior is different process because it is a fully consensus-based approach. Many leaders of MTSS for behavior efforts recommend that school teams obtain a full faculty vote before proceeding with MTSS for behavior. If 80% or more of school staff members are in favor of MTSS for behavior, then there will be a much higher likelihood that subsequent training and implementation efforts will be effective. If, however, most faculty members are not in favor of implementing MTSS for behavior, no amount of training and support will succeed. Instead, the first step for a school in this situation is to work on building a common vision, sharing staff members’ experiences with and expectations for students with problem behavior, and developing a sense of moral purpose among staff members.

Districts interested in starting MTSS for behavior can begin by providing opportunities for different stakeholders to learn more about the MTSS for behavior implementation process. Again, the choice of how to move forward is different for each district based on its unique characteristics and culture. Some districts begin by providing introductory information about MTSS for behavior to administrators to better ascertain their interest levels.

In some districts, small teams of administrators and school staff have visited other districts that have already started implementing MTSS for behavior and have demonstration schools (schools that have been implementing MTSS for behavior effectively). This allows the district

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administrators to see what implementation actually looks like and to ask questions about the process. In other situations, local or regional conferences may be scheduled enabling larger groups from the district to learn more about MTSS for behavior. Local or national leaders may also be brought to the district to present on MTSS for behavior and talk with the district leadership team about how to proceed forward, given the unique characteristics of the district. However, this is just one step in building district awareness. Administrators and school staff need time to discuss and reflect upon MTSS for behavior and what it will mean for their schools.

Once the school administrators within the district have decided to move forward with MTSS for behavior, the next step is to schedule time with school faculty. If the faculty have not yet been introduced to MTSS for behavior, administrators will need to create a plan for building more awareness (introductory information, PowerPoint presentations, videotaped examples from other schools successfully implementing MTSS for behavior, planned visits to other schools, etc.). If school personnel are interested in learning more about MTSS for behavior, a school MTSS for behavior planning team is formed.

Although it is possible for districts or schools to engage in a self-learning process about MTSS for behavior, it is important to obtain guidance about how to proceed in ways that will increase sustainability and full implementation. District teams can consult directly with professionals who have experience facilitating district-wide MTSS for behavior and hire professionals to guide teams on an ongoing basis. Nothing is more frustrating than starting an effort and getting “stuck” and not knowing how to find solutions to implementation problems. In some cases, a school team may have independently attempted to implement MTSS for behavior without assistance. The team may be stating that “they tried MTSS for behavior and it didn’t work”. Consultants can help provide guidance in these situations by sharing examples of successful implementation from other schools, providing tools with detailed implementation steps, and offering problem-solving assistance in areas where a team may be struggling.

What is the Purpose of a School Planning Team?

Each school implementing MTSS for behavior forms a planning team that represents the entire school. Examples of possible school team members include administrators, general and special educators, teachers from different grade levels, school psychologists, social workers, counselors, students, parents, and community members. The team meets on a regular basis throughout the year. In addition, time is often set aside for team meetings during inservice days and professional development days. These dates are planned in advance and documented in the school calendar.

The purpose of the school team is to gather information and bring it back to the school staff. The more everyone knows about MTSS for behavior before starting the process, the better off the school will be, once implementation begins. School teams often begin the planning process by gathering information about staff perceptions of student behavior, as well as the extent to which staff believe that systems, processes and supports are in place (or not in place) to address problem behavior effectively. This initial step provides a strong platform for further discussion with faculty. The interventions and implementation strategies that are chosen are based on faculty consensus. This means that schools implementing MTSS for behavior effectively have

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set aside time in staff meetings and in-services throughout the year, so that everyone is involved in identifying MTSS for behavior interventions.

In high schools, the school team spends more time working with faculty to identify how students will become involved in leading the MTSS for behavior effort. Many high school teams in Kansas that have started implementing MTSS for behavior did so by bringing students along during initial visits to other schools implementing MTSS for behavior. Student involvement and leadership is important, especially for older high school students. In fact, student leadership (and subsequent student buy-in) is a key factor in the implementation success of MTSS for behavior in high schools.

What Happens if Schools Choose Not to Participate in MTSS for Behavior?

Schools that do not have consensus for moving forward with MTSS for behavior are still responsible for school improvement efforts. However, the school staff members may need to become involved in a consensus-building process to help build a common vision and develop a sense of moral purpose. Michael Fullan (2005) recommends that any school improvement effort begin with a focus on moral purpose because.....

“...adaptive challenges require the deep participation of the people with the problem; that is why it is more complex and why it requires more sophisticated leadership.” (pp.53).

Many schools and organizations will create a vision and mission statement but then abandon initial consensus-building activities and never refer to them again. Organizations that create ways to connect all decision making directly to a sense of moral purpose (e.g. the vision and mission held by a group) have a better chance of really creating systems change. This, in turn, can be an important first step in building consensus. Fullan goes on to say that....

“...sustainability is very much a matter of changes in culture: powerful strategies that enable people to question and alter certain values and beliefs as they create new forms of learning within and between schools, and across levels of the system.” (pp.60)

Case Example

One school administrator, who is part of a school team implementing MTSS for behavior, was initially told by her district administrators that they were mandating that her school implement MTSS for behavior. The school principal did not mention this mandate to her school staff. Instead, she brought the problems experienced—increases in ODRs, suspensions, and expulsion rates—to her staff and challenged them to find an answer that would be effective. She asked that a school planning team be formed, and provided recommendations about different school improvement efforts that would be given to the faculty for a consensus-based vote. Although the process took some time and several different approaches were investigated, the school team and faculty agreed that MTSS for behavior was the best way to move forward because it was not a “canned” or “cookbook” approach. This consensus-based strategy was very successful and allowed the school to get ready to implement MTSS for behavior in their own way.

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For introductory information for school staff, please refer to Appendix E.

For video introductions to MTSS for behavior that can be shared with administrators, school staff and the community, visit http://pbis.org/swpbs_videos/default.aspx

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Section 5: Data-based Decision Making in MTSS for Behavior

What is Data-based Decision Making for MTSS for Behavior?

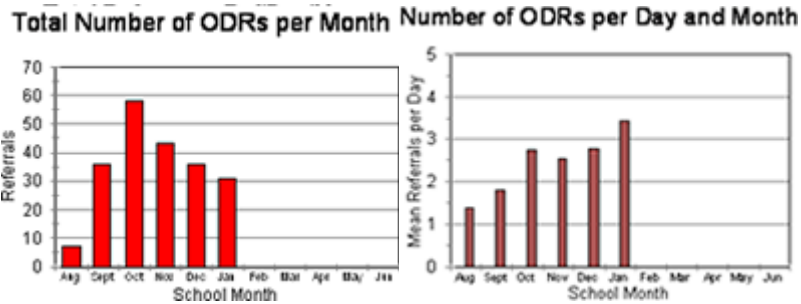
Easy to access visual graphs of office discipline referral (ODR) data are needed at the local school level for MTSS for behavior implementation efforts. Many of the district programs that analyze ODR data were created for state and national reporting purposes. These programs are usually not set up for local school-based decision making and may need to be adapted.

An important first step for the district leadership team is to evaluate the current ODR software systems. To implement MTSS for behavior, there are some requirements that any current software system should be able to meet. First, school teams must be able to access visual graphs easily and efficiently throughout the school day. School teams will be meeting on a regular basis and will be presenting data to faculty at staff meetings and in-services. If the process for obtaining visual graphs of ODRs is too time-intensive, then data-based decision making will not occur. In addition, student improvement teams should also be able to access data for individual students referred for academic and behavioral concerns.

Teams should be able to obtain more than simple overall counts of ODRs each month. Instead, a more useful graph is based on average referrals per day per month. By viewing ODRs by average referrals per day per month, school teams can easily see patterns that may not be visible in a simple overall all-monthly count. For instance, an overall count in December may be lower due to fewer school days when compared to a month such as October. The rates of average referrals per day may actually be higher in December; however, this will not be readily apparent in a total monthly ODR count because of fewer days in the month. To demonstrate this concept, look at the following graphs showing the same data but graphed either by total ODRs each month or average referrals per day per month.

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School teams should also be able to access the number of ODRs by location (classroom, cafeteria, hallway, etc.), by time of day, by type of problem behavior, and by individual student. Together, with average referrals per day per month, these graphs become “the Big Five”. Each school can then create its own individual school behavior triangle.

In addition, schools will need to be able to access “the Big Five” for individual student reports. These graphs are used within the student improvement team process to assist in problem-solving at Tiers 2 and 3, when individualized plans are needed for students with chronic or persistent problem behavior.

Please see Appendix K for a checklist summary that can be used to evaluate your ODR system.

What Kinds of Software Programs are Available for MTSS for Behavior?

Some districts decide to modify their existing software programs to be able to access visual graphs for local school decision making. The district team will need to assess the adequacy of the current system and investigate further to see whether the current system can provide the “Big Five” for individual schools. It can be helpful to invite district information technology specialists and professionals responsible for evaluation to join the district MTSS for behavior leadership team to assist with this issue.

Districts without access to this type of reporting process can consider using the School-wide Information System (SWIS). SWIS is an ODR software program that was created specifically for school-wide positive behavior support efforts (see www.swis.org).

This software program is an effective tool for schools implementing MTSS for behavior. The fees charged are only used to maintain the system. The SWIS program costs \$250 per year for each school that chooses to use the program. Schools must show that the MTSS for behavior planning team and faculty have worked together to become “ready” to use the software program before they can gain access. This increases the accuracy and consistency of the data, even before data are actually collected. Often, school teams are given time during MTSS for behavior trainings to learn more about and work on these readiness requirements. There are certified SWIS Facilitators who evaluate school readiness and provide a 2½ hour training for three or more school faculty, who will learn to use the program.

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The license for access to the SWIS program is signed by the administrator of the school and by a SWIS Facilitator. This means that ownership and access to the school data system is with the school administrator, not at the district level. Districts implementing MTSS for behavior often send their own professionals to the SWIS Facilitator certification training. Some districts also support their schools by paying the annual \$250 fee. Larger districts can receive discounts on these annual fees when a higher number of schools will be utilizing the program.

SWIS data can also be summarized for district reporting purposes. Annual SWIS reports are available with an additional statistic: office discipline referrals per 100 students. These data allow districts to make comparisons across schools of different sizes. The district team can then work with all school administrators to create a district evaluation plan for reporting SWIS data.

The state of Kansas has been providing SWIS Facilitator certification training at no cost to districts interested in sending professionals through the SWIS Facilitator training. Please check to see if any upcoming Kansas SWIS Facilitator trainings are advertised on the Training Calendar located at <http://www.pbskansas.org/swpbs/schoolwide/calendar.html>. In addition, there are already a number of SWIS Facilitators in Kansas who can be contacted to provide training and support.

Districts that choose to use their own ODR program will need to create goals related to the modification of their software program, as well as to training school staff who will be using the school's software system. District teams who decide to create an individualized software program are encouraged to show technology specialists the SWIS program and to utilize similar training strategies to improve the reporting process, so that schools are able to view and use accurate summaries of ODR data, and make better data-based decisions.

Does Kan-Dis Provide Data for Local School Decision Making?

The Kan-Dis system does not currently provide visual graphs for data-based decision making. KSDE is in the process of assessing whether modifications can be made to Kan-Dis so that, in the future, the state could provide free access to local data-based decision-making systems to support MTSS for behavior implementation efforts. Any progress will be posted at www.pbskansas.org/swpbs/schoolwide/.



Section 6: Building District Capacity for Secondary and Tertiary Support

Establishing Individualized Planning Systems for Students

Students who do not respond to Tier 1, or Primary Prevention, need additional individualized supports to be successful. The blending of MTSS for academics and behavior becomes a much more integrated task, when students are identified as needing more individualized support. Some students are failing academically because problem behaviors interfere with their ability to learn. There are also students who engage in problem behavior in order to escape from academic tasks. In either scenario, the need for academic and behavioral support is often linked, when students are in need of individualized supports.

Many schools decide to organize MTSS for behavior around two planning teams. One team is responsible for school-wide planning. Visual graphs are used to organize information to share with the entire faculty. The school-wide planning team works with faculty to design, implement, and evaluate Tier 1 interventions.

The second team that is part of the MTSS for behavior effort is commonly referred to as the student improvement team (SIT). In MTSS for behavior, the SIT team includes a group of school professionals who meet regularly and oversee the progress of all students. When the SIT team decides a full team meeting is needed, an individualized team forms around that student, often including teachers, a counselor, the school psychologist, family member, and/or other community members.

If a school does not have a SIT team, a behavior support planning team will be needed as part of MTSS for behavior effort to support students in need of individualized behavioral supports. This SIT/behavior team reviews ODR data on a regular basis and automatically refers students with a designated number of ODRs. In most cases, teams decide to automatically refer a student with two or more ODRs. If the SIT team is integrated, automatic referrals are also defined for academic supports. In some cases, behavioral interventions are implemented to

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improve academic achievement, while in other cases behavioral interventions are needed to increase/improve a student's social behavior.

Several members of the SIT team are responsible for monitoring all students referred to the team, and for summarizing data on all interventions that are implemented. The summarized data for every student at Tier 2 and 3 are brought to the SIT team. Decisions are made to continue with interventions, fade out interventions, or modify and/or increase the intensity of interventions for students needing support.

Summary of Tier 2 Intervention Planning Systems

Tier 2 interventions are created by the school team with direct feedback and involvement from the entire school faculty. These interventions are intended to support groups of students who are not responding successfully to the school's social skill expectations with Tier 1 (Primary Prevention) interventions alone. Students needing Tier 2 support may be receiving between two to five ODRs during the year. A very common Tier 2 intervention that is already used in many schools is called the Check in/Check out system. This intervention is also referred to as the Behavior Education Program (BEP) or the "Check and Connect" system.

The Check In/Check Out system can be used with multiple students, and is implemented during each class period. The student receives feedback on his or her behavior, which is documented on the student's Check in/Check out sheet. The student gains points for following a clear list of positive social behaviors, which are closely related to the school's behavioral expectations but individualized for the specific teacher's classroom expectations, for example. The student checks out with an adult at the end of the day and brings the Check in/Check out sheet home for his/her parents to sign. Students are able to earn access to positive activities or items that were agreed upon at the beginning of the process. The purpose of this targeted group intervention is to provide selected students with a higher level of structure and more frequent positive feedback to ensure his/her academic and/or social success. Visit <http://www.ed.utah.edu/users/leanne.hawken/BEPDVD.htm> for more information about training materials used by some Kansas schools to implement the Check in/Check out system (also referred to as the Behavior Education Program).

There are a number of different types of Tier 2 interventions to choose from; these interventions can focus on either academic or behavioral improvement issues. Other examples of targeted group interventions include social skills instruction, newcomer's clubs (intended to introduce new students to the school-wide expectations for social behavior upon entering school at any time during the year), and peer and/or adult mentoring. The essential features of targeted group interventions at Tier 2 are that:

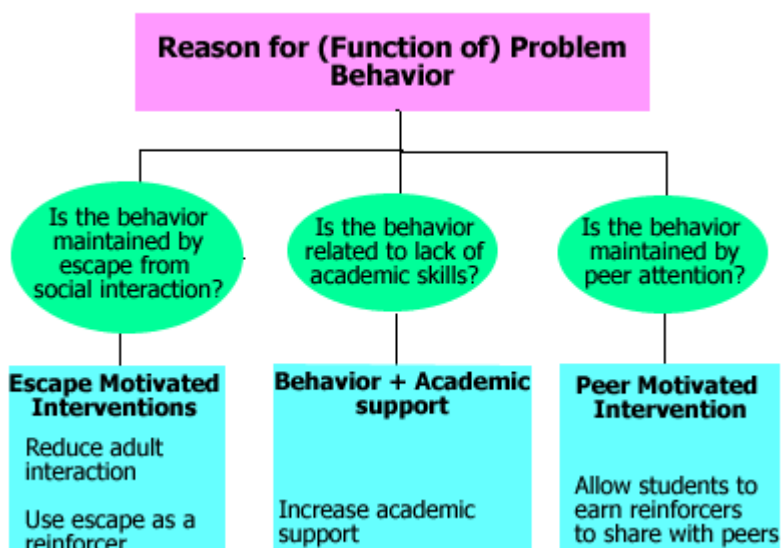
- The student wants to be involved,
- The interventions are available throughout the day,
- All faculty members are aware and participate in the interventions,
- The referral process is rapid (e.g. within 48 hours),
- The interventions are considered low effort for teachers to implement, and

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The interventions are based on an assessment of the function that is maintaining the problem behavior.

Targeted interventions at Tier 2 are meant to provide support to students who engage in minor problem behaviors in ways that meet each student's needs without requiring full SIT team meetings. School teams often have some of these strategies in place but have never connected them to the SIT team. In addition, data may not have been collected and systematically reviewed by the SIT team. The goal of Tier 2 is to begin connecting targeted interventions to the SIT referral process and to make sure that there are different types of interventions that will respond effectively to the different reasons why students are engaging in problem behavior. The figure below shows how teams can begin to organize different types of interventions at Tier 2.



Function-based Supports for Students at Tiers 2 and 3

Each student referred to the SIT team is evaluated prior to identifying an intervention(s). Information is gathered about why the student is engaging in the problem behavior. Students often engage in problem behavior to achieve some social outcome. Sometimes a student engages in problem behavior to gain peer attention. Smaller children often scream or cry in order to obtain a toy or game that they want. Other students may engage in problem behavior to escape from someone or something they dislike. Once the function of a problem behavior is identified, interventions can be developed to either replace the problem behavior and/or to change the environment so that whatever is “triggering” problem behavior is removed or changed in some way. In some situations, there are internal or physiological factors contributing to problem behavior. Mental illness, physical discomfort, allergies, ear infections, and other issues can be associated with triggering problem behavior as well. The process involved in identifying why a student is engaging in problem behavior is referred to as a functional behavioral assessment (FBA).

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At Tier 2, this FBA process is meant to be very simple and efficient. A student SIT team meeting is not needed in order to support a student engaging in minor problem behavior. The key for all school teams is to “work smarter, not harder”. Therefore, the SIT team may decide to immediately refer the student to a targeted intervention instead of holding a more time-intensive SIT meeting for the student. Each student’s progress on targeted group interventions is summarized and data are monitored at every SIT meeting.

In addition to school-wide ODR data, the SWIS program (www.swis.org) now has a data collection system dedicated to graphing data on the Check in/Check out system for individual students.

For a demonstration of the data collection system for Check in Check out, visit www.swis.org and:

Go to the upper right hand side of the SWIS website to the “Demo/Log in” link
 Click on the demo link,
 Enter the username and password offered on the site (you may need to scroll down if you can’t see any password information), and
 Click on the word CICO at the very top of the page.

If a targeted intervention is not successful for a student, the SIT team will need to gather more FBA information. At Tier 2 or the Secondary Prevention level, an individualized plan for a student may include modifications to a targeted group intervention based on the function maintaining a student’s problem behavior. For example, the Check in/Check out system may need to be modified by the SIT team in order to add additional reinforcers, to change the adult supporting and coordinating the student’s Check in/Check out process, or to increase prompts for appropriate behavior.

The SIT team will make these modifications based on more detailed information that is gathered to understand why the initial targeted intervention was not successful. A SIT team member may need to observe the student, gather additional interview information for the team, and assess what activities, events, or items the student finds reinforcing. Direct observation data help provide evidence that the team has identified the function of the behavior and can help the team understand what types of modifications to the targeted intervention are likely to be successful. MTSS for behavior schools identify individuals within the SIT or school faculty who learn how to create effective measurement systems and who can assist with direct observation in classrooms and other school settings during specific times of the day.

Assessment-based intervention strategies that directly address the function maintaining a student’s problem behavior include a range of options, such as: 1) teaching the student to use new social skills as a replacement for problem behaviors, 2) rearranging the environment so that problem behaviors can be prevented and desirable behaviors can be encouraged, 3) identifying clear plans for responding to problem behavior, and 4) monitoring, evaluating, and reassessing this simple plan over time. These assessment-based interventions may be added to the targeted group intervention already in place for the student as additional interventions at Tier 2.

Summary of Tier 3 Intervention Planning Systems

Although there are not many students who are in need of Tier 3 interventions, the amount of time and resources needed to support these students are significant. A more intensive functional behavioral assessment (FBA) process may be needed for students at Tier 3 to confirm the function maintaining problem behavior. Other human service organizations may also need to become involved in the planning process at Tier 3, including juvenile justice, mental health, child welfare, and/or developmental disability services.

Wraparound or person-centered planning is recommended for students receiving more intensive individualized behavioral plans at Tier 3. Wraparound is a philosophy of care and a team-based planning process involving the student and his/her family that results in a unique set of individualized support services and interventions aimed at achieving positive outcomes for the student. Wraparound evolved as an approach for supporting students with emotional and behavioral disorders.

Another planning process, person-centered planning, was originally designed to support individuals with developmental disabilities by identifying preferred social, work, and recreational activities and lifestyles, and to improve the individual's quality of life. Both approaches can be used by teams to change the ways in which students receive supports, or to create new supports to better meet the unique needs of the student and his/her family. These planning approaches are not just used with students in special education. Wraparound and person-centered planning are effective processes for any student needing support at Tier 3.

A student's team at Tier 3, the Tertiary Prevention level, includes family members, school professionals, and community members. The team meets on a regular basis to plan, implement, and monitor the student's individualized plan of behavior support. Tier 3 behavior plans commonly include interventions across home, school, and community settings, and address student/family needs across multiple life domains. Wraparound and person-centered planning enhance the FBA process because of the rich amount of information gathered, often resulting in the identification of additional interventions that will improve academic and social outcomes for students who participate in the process. Facilitation of planning meetings that utilize both person-centered strategies and more complex FBA/intervention planning processes should be provided by a school professional with a more comprehensive knowledge of the principles of behavior.

District Tertiary Support Teams

Some districts have behavioral specialists available to provide support to students with more challenging behavior, while other districts do not. Districts that do not have many professionals with backgrounds in behavioral expertise often struggle to build capacity for conducting FBAs and developing individualized behavioral planning.

Districts with behavioral specialists will need to assess their current behavior support systems and create a plan for connecting MTSS for behavior efforts to those support systems. Districts without behavioral specialist positions will need to seek to develop partnerships with other

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organizations or create new positions within the district. Each district has unique challenges in building effective training and technical assistance systems across all schools for individualized student behavioral supports planning.

The goal of the district leadership team is to identify the best way in which to build a system for supporting the SIT or behavior teams. The district self-assessment includes a list of strengths and needs related to building behavioral expertise and a list of the possible ways in which limited resources can be used to build capacity. For instance, in many districts, there are school professionals in special education, school psychology, or other fields with a background in FBA. These individuals might be able to assist the district team in moving forward; however, the way in which these individuals do their jobs may need to be reviewed to allow them more time to participate in MTSS for behavior efforts. It is also important to seek out all of the behavioral support resources in the community. The district team will use this information to create three-year action planning goals for Tier 3, Tertiary Prevention capacity building.

A number of districts have adopted a district tertiary support team model. When the SIT teams or behavior teams have already tried targeted interventions and simple-to-moderate FBA and intervention planning, the team can refer the student to a district tertiary support team for assistance. The district tertiary support team includes one or more professionals with behavioral expertise who can both facilitate individualized planning meetings that include wraparound or person-centered planning. They can also assist the district in building capacity by providing technical assistance to schools implementing behavioral interventions at the Tier 2 and 3 levels. Individuals with behavioral expertise at the district tertiary support team level should be given strong consideration for assuming district trainer roles, and may be involved in the following types of activities:

- Facilitating Tier 3 individualized planning teams for students,
- Providing district in-service trainings on function-based problem solving to school staff,
- Training SIT teams in the process of implementing MTSS for behavior, and
- Mentoring other school professionals who will provide Tier 3 supports.

District leadership teams must include Tier 3, or Tertiary Prevention, action planning goals in the three-year action plan. It is important for district planning teams to start working on tertiary capacity-building objectives in the action plan immediately, since typically it takes a few years for a professional to develop behavioral expertise.

Some districts include members from a local cooperative, consultation groups, or university professionals on the district leadership team. Other district teams are actively building collaborative planning processes with professionals who can provide support to families and community members using Medicaid funds. Kansas Medicaid funding is available for eligible children and youth, up to the age of 21, to receive individualized, intensive behavioral support from trained facilitators at home and in the community (*please note that Medicaid billing reimbursement is not available during school hours*).

For instance, district teams meet with professionals from mental health, developmental disabilities, and child welfare agencies in the community to make sure they are aware of the Medicaid training and reimbursement system, and create interagency teams that focus on

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improving service integration by linking the individualized tertiary plans in school with the behavioral supports being provided in family and home settings.

In addition, school professionals seeking intensive Tier 3 training opportunities in MTSS for behavior can audit the Medicaid behavior support training program that is available to professionals who are participating in the billing and reimbursement system in Kansas. Districts are now sending professionals who will become part of the district tertiary support team to audit this free training program. Individuals participating in this intensive year-long training will learn about Tier 3 supports by working directly with students during the training. Information about this training program and the Medicaid reimbursement system is available at www.kipbs.org.

For helpful references for Tier 2 and Tier 3, please see Appendix L.

To access the Resource Library for Tier 2 and 3, visit <http://www.pbskansas.org/swpbs/tier2.html>

Visit <http://serc.gws.uky.edu/pbis/> for an introductory module on the principles of behavior entitled, *Understanding Behavior: An Interactive Tutorial*.



Section 7: MTSS for Behavior and Community Involvement

How is the Community Involved in MTSS for Behavior?

Districts and schools cannot solve issues related to student problem behavior alone. The active involvement of the community in MTSS for behavior is essential for successful implementation. School teams implementing MTSS for behavior actively seek out community members to serve on school planning teams. Districts invite professionals from mental health, child welfare, and developmental, disability services to become a part of the district leadership team. Interagency planning at the Tier 3 level is essential for students needing service coordination and individualized interventions in the home, school and community. The more community involvement that occurs in MTSS for behavior, the better districts and schools will be able to implement all three behavior prevention tiers.

Examples

A local shop owner, who owns a grocery store on the corner by the school, attends school planning team meetings to discuss problems with shoplifting and littering in his parking lot. Together, the school and the shop owner create a plan for interventions intended to prevent problem behaviors in this community setting.

A school planning team teaches the local librarian the school's social/behavioral expectations and the school creates banners with student input that the librarian can post in all of the major areas of the library. The librarian actively teaches these expectations.

School planning team members attend a community problem-solving meeting to address drug dealing and drug use in the local park. Together, the team creates a calendar of activities and events to be held in the park. This intervention changes the climate of the park and provides structured activities and higher supervision for students in the early evenings after school.

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The examples above are all real examples of community involvement in MTSS for behavior. In one urban setting in Kansas, a middle school held a community forum and asked community members to help support the MTSS for behavior effort. As a result, the school was given a number of items, including a refrigerator and a bicycle. These items were used as larger rewards for positive social behavior in a ticket system that included additional raffles twice a year. In Illinois, a car was donated to a local high school for the highest award in a raffle drawing for students who demonstrated the high school's behavioral expectations.

School planning teams have taught students to write grants for funds to improve the school grounds, and to bring more resources to the school for student reinforcement systems. Volunteers have agreed to provide academic mentoring from nursing homes and community colleges. Other volunteers have written form letters and sent them to companies, celebrities and sports clubs asking for free samples, signatures from famous people, and other items sent by mail.

As was previously noted, the more community involvement that occurs in MTSS for behavior efforts, the better districts and schools will be able to implement all three prevention tiers. The first step in building more community involvement in districts and schools is to conduct a self-assessment of the resources that are available within your community. Action planning efforts can take place at both the school or district level.

To download a community self-assessment and action planning tool, please visit http://www.pbskansas.org/swpbs/module/files/community_mappingworksheetfinaldraft7-11-08ATHv5.pdf

To see the Freebies 2003 (Revised 2009) website, go to http://www.kipbs.org/new_kipbs/familyInfo/freebies/index.html

How Are Families Involved in MTSS for Behavior?

Family members are actively involved in many elements of MTSS for behavior. Family members serve on district leadership teams and school planning teams. In some districts and schools, the teams are careful to invite family members who do not work within the district so that different perspectives can be gained.

School planning teams invite parents to complete school climate surveys and send information home to parents about the MTSS for behavior process in the form of newsletters. Other schools hold special events that share information with families about social skills that can be taught at home as well as in school.

Districts and schools implementing MTSS for behavior should be evaluating the level of awareness and involvement that family members demonstrate in the implementation process. Increases in family involvement on planning teams and as volunteers in MTSS for behavior implementation activities/events, family awareness of MTSS for behavior within the school and district, family satisfaction with the school's MTSS for behavior efforts, perceptions of school safety or school climate, and the number of family members participating in MTSS for behavior

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are all examples of ways in which districts and schools can evaluate outcomes and impacts of MTSS for behavior efforts. For an example of a family involvement self-assessment tool, please go to http://www.pbskansas.org/swpbs/module/files/family_checklist.doc.

In some schools, families volunteer at the beginning of the school year to assist in implementation efforts at all levels of MTSS for behavior. One school has a volunteer sign-up sheet for families to choose from, that has a description of MTSS activities (and other school needs). Examples of activities families can sign up for include:

- Academic mentoring for students,
- Assisting with community forum events to share information with the public about MTSS,
- Serving on the school planning team,
- Assisting with MTSS for behavior work groups, and
- Participating in events that are intended to be reinforcers for students.

There is also a “freebies” website available that family members or volunteers can access to get samples of form letters and addresses for obtaining many different types of “freebies” (celebrity signatures, professional sports souvenirs, etc.)

To see the Freebies 2003 (Revised 2009) website, go to http://www.kipbs.org/new_kipbs/familyInfo/freebies/index.html

Visit <http://www.pbskansas.org/> to see the statewide PBS-Kansas website

To access the Resource Library for Families and PBS, visit <http://www.pbskansas.org/swpbs/family.html>

How Can a District Build Visibility for MTSS for Behavior?

Part of the action plan that the district team develops must include information about how visibility of MTSS for behavior will be achieved in the district and schools. Districts post information about MTSS on the district website for family and community members to read, celebrate successes in schools, and also include new policies and procedures supporting implementation efforts. Effective district websites share progress, reinforce school successes, and provide evaluation summaries for the public. Schools also post MTSS for behavior information about MTSS for both academics and behavior on the individual school websites, as well. The following links are examples of school and district MTSS for behavior website pages.

Columbia Public Schools (Missouri)
<http://www.columbia.k12.mo.us/staffdev/cpspbs/index.htm>

Englewood Schools (Colorado)
http://englewood.k12.co.us/pbs/pbs_overview.html

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Hazelwood School District (Missouri)

<http://hsdportal.hazelwood.k12.mo.us/News/Pages/McNairElementarySchoolreinforcespositivebehaviorprogramwithcheer.staffrole-playingatassembly.aspx>

Linn Benton Lincoln Educational Service District (Oregon)

http://www.lblesd.k12.or.us/prog_serv/pbs/index.php

Minneapolis School District (Minnesota)

http://sss.mpls.k12.mn.us/PBS_Resources.html

Springfield Public Schools (Oregon)

<http://www.sps.lane.edu/pbs/index.html>

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Section 8: Cultural Competence and MTSS for Behavior

What is Cultural Competence?

Culture refers to an integrated pattern of human knowledge, beliefs and behavior that is passed down from one generation to the next. The family stories that each person shares with others contains information about that person's cultural values and beliefs. Because the influence of culture is so much a part of how we live our lives, it is often invisible to us. Lynch and Hanson (1997) state that:

"The influence of culture, language, ethnicity, and race is always easier to see in other people than in ourselves." (pp. 24).

An important first step is to become more self aware of one's own culture and the values, beliefs, and behaviors that reflect cultural perspectives:

"It is not possible to be truly sensitive to someone else's culture until one is sensitive to one's own culture and the impact that cultural customs, values, beliefs, and behaviors have on practice." (pp.55)

Cultural competence refers to one's ability to think, feel and act in ways that are respectful to others, and that acknowledges and builds on the ethnic and sociocultural linguistic diversity within a given setting. Cultural competence is defined as:

1. Self awareness of one's own culturally based behaviors, values, habits, and beliefs,
2. Knowledge and awareness of the characteristics of each culture within the school/district, and
3. Skills that enable and individuals to engage in successful interactions.

MTSS will only be effective when implementation efforts are culturally sensitive to the unique characteristics of school team members, students, families, and community members. School

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teams that are not sensitive to these cultural differences may experience more challenges in implementing MTSS for behavior. In some schools, students and their teachers have very similar cultural backgrounds. However, many districts and schools are experiencing changing patterns of cultural diversity within the school and community.

It is also important to remember that culture is not static. Culture is dynamic and very individualized. There is just as much diversity within a culture as there is across cultures. In addition, there are many other factors that influence people's values, beliefs, and behaviors. These include factors such as socioeconomic status, education, personal life experiences, age, personality, and occupations. To assume that an individual has a set of cultural characteristics just because he or she is from a certain ethnicity would be a mistake.

There are many interesting books and articles about cultural competence that highlight cultural characteristics of individuals from different ethnic groups. It is important for individuals to understand that this information is used to help sensitize individuals, not to stereotype. Each person is unique and has had past experiences that have helped shape his or her values, beliefs and behaviors. Creating ways to become more sensitive to each person's unique cultural background at a district, school and individual level will contribute to the effective implementation of MTSS for behavior.

Culture and Perceptions of Problem Behavior

Any professional in education can tell you that everyone has a very different perspective about problem behavior. Some teachers respond to a student's cursing only when it is directed at a peer or adult but will ignore an offensive word when he or she trips over a rock on the playground; however, another teacher immediately sends the student to the office for any type of offensive language.

For this reason, understanding patterns of office discipline referrals (ODRs) can be a great deal more complicated than it first appears. In fact, one of the most difficult processes in MTSS for behavior involves coming to consensus with faculty about what problem behaviors should be office-managed versus classroom-managed. An ODR system does not simply document the individual occurrence of student behavior. Instead, it reflects a complicated mixture of:

- School and district policies and procedures,
- Overall school cultural norms,
- Administrator decisions and leadership,
- Individual school professionals' cultural views of problem behaviors, and
- Student behavior, as perceived and reported by school professionals.

Schools with strong school-wide discipline systems have clear guidelines for teachers and school staff so that everyone knows when to send a student to the office. These schools have invested in in-service training, and schedule ongoing discussions in staff meetings to address:

- Definitions of major and minor problem behaviors,
- Clear systems and procedures for office- and classroom-managed behaviors,

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Effective classroom management strategies,
 Function-based problem-solving with students, and
 Prevention-focused interventions that reduce the occurrence of problem behavior.

The overall school culture should be predictable and fair for both students and adults. Schools with effective discipline systems review overall ODR patterns in conjunction with student ethnicity data on a regular basis, and share this information with school faculty in ways that are supportive and sensitive to cultural issues. For example, if an analysis of ODR patterns by student ethnicity suggests a significant over-representation of specific ethnic/cultural groups of students, then faculty and administrators may want to review closely how specific problem behaviors are being defined, as well as how some faculty may be choosing to make office referrals for these problems behaviors (while others are either ignoring or choosing to manage them in their classrooms).

How Can Districts and Schools Become More Culturally Competent

Cultural competence has relevance at all three levels of prevention. At Tier 1, part of the school planning team self-assessment process should include an evaluation of the ethnic cultures reflected within the school and the perceptions of teachers, students, and other school staff of how sensitive individuals are to differences in cultural viewpoints. It is important to make sure that there are individuals representing as many cultures as possible on the school wide planning team. Building cultural competence should make implementation of MTSS for behavior easier. For instance, school staff members who have been working on becoming more sensitive to cultural differences may find it easier to come to consensus when decisions must be made about what problem behaviors are considered major and minor offenses.

School faculty will also be better able to address issues related to the overrepresentation of students from certain ethnicities who are referred to special education, or who are receiving ODRs if they have already become aware of issues related to cultural differences. Tools are needed, however, to be able to evaluate ODR patterns on a regular basis. Software programs that provide visual graphs of ODR patterns should also be providing data on ethnicity patterns related to ODRs. The graphs in the following link are examples of an ethnicity reporting system available in the SWIS program mentioned earlier (www.swis.org).

For an example of how ODR patterns can be evaluated by student ethnicity, visit <http://www.pbskansas.org/swpbs/module/files/schoolethnicityreport.pdf>.

There are many different ways in which to build cultural competence at Tier 1. Some schools spend time organizing events throughout the year that highlight different cultures and the special events and activities that are associated with these cultures. District professional development activities, professional learning communities, and school in-services can be dedicated to discussing and learning about cultural competence.

Materials describing MTSS for behavior within districts and schools should be available in different languages. Survey tools and newsletters can be translated into other languages that are spoken within the school and community. Efforts to share information with family and

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community members will naturally include these considerations. Some schools have worked with community organizations to be able to provide access to individuals who can translate information into other languages during key events or during individual meetings that family members have with school professionals. School and district teams that have created strong community action plans in MTSS for behavior often have included these types of activities in the plan.

Lesson plans that focus on building student cultural competence have also been designed by school teams. These lesson plans become part of the social skills activities at Tier 1 within MTSS for behavior. Art competitions that highlight cultural diversity, and activities and events led by students are all examples of MTSS for behavior cultural sensitivity implementation efforts. Peer mentoring and supports for children who are new to the country can be additional helpful ways to support students in making progress in both academics and social behaviors.

Cultural Competence at Tier 2 and 3

Schools which are successfully implementing MTSS for behavior focus on creating a friendly cultural climate for families who are attending school improvement (SIT) or behavior support team meetings. Efforts to include family perspectives and opinions within the school's overall self-assessment and planning process strengthens implementation efforts, and provides families with a voice as new strategies are put in place at Tiers 2 and 3 within the school. These efforts are meant to ensure that families feel that schools are a welcoming place for their children and themselves.

Part of the planning process for MTSS for behavior at Tiers 2 and 3 should include a focus on cultural competence as it applies to the SIT or behavior support team process. It is common for parents to report that when they attended a meeting about their child's behavior, they felt intimidated by all of the professionals in the room. They may recall feeling uncomfortable asking questions or disagreeing with something said by one of the school staff. Cultural differences can be responsible for some of these issues.

For instance, team meetings often include groups of school professionals who all know each other. Sometimes a team will forget to do introductions because they assume everyone knows each other already. When school staff members do introduce themselves, the family member may not know what their position or title means. It is very easy to forget that the use of jargon, acronyms, or other terminology can be disorienting for those who are not familiar with the field of education. All of these issues can contribute to family or community members feeling like outsiders in the meeting.

Cultural differences among family members and school professionals can make these feelings of discomfort even more pronounced. For example, in some cultures, it is a sign of disrespect to question someone in authority. As a result, the parent attending a SIT meeting may not indicate that he or she does not agree with something that was said by the school professional. In other situations, a school professional may be asking a mother who is attending her child's meeting to make decisions about her child when, in her culture, the father makes all decisions as the "head of the family".

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Sometimes, the interventions being discussed may not be strategies that fit the values and beliefs of the student and family's culture. For instance, it is common for school professionals to encourage students to be self-determined and make decisions on their own. This can conflict with some family cultures that place a strong emphasis on family and group decision-making.

In another example, an educator may tell a middle school student who frequently gets into arguments that escalate into fighting to simply ignore the other student and just walk away. In some cultures, this would be an inadequate and inappropriate response to being shown disrespect by another person. For this student, teaching the student to walk away from an argument may contribute to a feeling of powerlessness.

Improving cultural competence at Tiers 2 and 3 will involve the same types of strategies discussed at Tier 1. Anonymous surveys of family members who have attended meetings can help schools understand how sensitive the teams in a school already are to cultural differences. The school may spend some time creating a protocol or set of guidelines that prompt team members to address cultural issues. Each student team that forms to support a student should spend time understanding the cultural background of the student and his/her family, and the extent to which language or terminologies used might be a barrier to an effective team process. Teams should spend time discussing the cultural views, values, and beliefs of each person participating in the meeting. Including a school professional on the student's team who is from the same culture can also be a helpful way to support a student and his or her family.

Another strategy used by some teams is to assign one person on the team to look for and identify situations that may be related to cultural differences. This person would be assigned to each team and their assigned task would be to intervene at times that look like further cultural discussions might be needed. Any time a family member looks confused, or a person makes a statement that may reflect a value or belief that may not be held by other team members, the assigned cultural "prompter" would interrupt the team and suggest that further dialogue is needed.

In addition to following these guidelines and assigning individuals to be cultural prompters at team meetings, many schools use positive behavior support strategies (PBS) to enhance cultural competence. PBS refers to a set of strategies used at Tiers 2 and 3 that focus first on identifying the reasons why a student engages in problem behavior. Information is also gathered to better understand the environmental settings associated with both academic and social success, and settings in which the student engages in problem behavior. PBS emphasizes the importance of team-based problem solving, since the interventions should be selected by the people who are responsible for implementation. Interventions are selected based upon group identification and consensus, led by a person with behavioral expertise. Data are then collected on student behavior to evaluate the effectiveness of these plans.

One of the ways in which PBS plans are evaluated is referred to as "contextual fit." Contextual fit refers to the extent to which family members, school staff members, and other individuals on the team feel that the PBS plan developed fits the values, beliefs, skills, and resources available to team members. Contextual fit is one way in which to evaluate the cultural fit of the PBS plan to the student and his or her team. Additional surveys are often used to evaluate student and parent satisfaction and the extent to which plans improve quality of life for the student and his or her family.

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For a power point presentation on cultural sensitivity, please visit
http://www.pbskansas.org/swpbs/module/files/Colorado_Community_Breakoutfinal.pdf

To see a list of references related to cultural competence, please refer to Appendix M.

To access the Resource Library on Cultural Competence, visit
<http://www.pbskansas.org/swpbs/cultural.html>

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Appendix A: Examples of Punishment Research

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Appendix B: Selected Research on School-wide Discipline

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Appendix C: State-wide PBS Team Websites

Arizona Behavioral Institute - <http://abi.ed.asu.edu/>

Colorado's PBS Website - <http://www.cde.state.co.us/pbs/>

Delaware's Positive Behavior Support Project - www.delawarepbs.org

Florida's PBS Project - <http://flpbs.fmhi.usf.edu/>

Illinois PBIS Network - <http://www.pbisillinois.org/>

Michigan Positive Behavior Support Network - <http://www.bridges4kids.org/PBS/index.htm>

Minnesota - <http://www.pacer.org/pbis/index.asp>

Missouri Positive Behavior Support Center on School-Wide Positive Behavior Support - <http://pbissmissouri.org/>

New Hampshire Center for Effective Behavioral Interventions and Supports - <http://www.nhcebis.seresc.net/>

New Jersey - http://www.njpbs.org/school_wide_pbs/index.htm

PBIS Maryland - <http://www.pbismaryland.org/>

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Appendix D: Learn more about the Three Tier Prevention Model for Behavior

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Appendix E: Introduction to Positive Behavior Support

Positive behavior support (PBS) involves a data-based assessment and decision-making process, empirically-validated (peer-reviewed, research-based) intervention strategies, systems change approaches that promote utilization and sustainability of interventions, and procedures for heightening responsiveness to consumers' preferences and community relevance. PBS is an intervention technology that uses educational, social, behavioral, biomedical and systems change methods, including environmental redesign, to prevent or minimize problem behavior from occurring. PBS is also a very practical approach for decreasing problem behaviors that is based primarily on an assessment of the function of the problem behavior(s) and the subsequent development of a multi-component "package" of function-based interventions and supports that, when implemented with fidelity and treatment integrity, can significantly improve quality of life for individuals of all ages and abilities.

PBS evolved within the field of developmental disabilities and emerged in the mid-1980s initially as an organized and concerted response to escalating concerns over the use of aversive procedures, with the desire to produce more meaningful and sustainable outcomes in complex community settings for individuals with disabilities. PBS has been influenced by several major sources, including the scientific and procedural foundations of applied behavior analysis (ABA), the normalization/inclusion movement, and person-centered planning values.

Elements of PBS can be found in other intervention approaches, however, its uniqueness can be found in the way in which the following critical features are integrated into a cohesive whole: (1) comprehensive and preferred lifestyle changes, (2) a long-term, lifespan perspective, (3) interventions that possess ecological validity (e.g., are feasible, relevant and effective in real-life settings and situations), (4) stakeholder participation and collaboration in developing and implementing person-centered intervention and support plans, (5) social validity, as a primary criterion of effective procedures and intended outcomes, (6) systems change, (7) multi-component interventions, (8) emphasis on prevention of problem behavior, (9) flexibility in scientific practices, and (10) multiple theoretical perspectives.

The PBS approach reflects a trend in the social sciences and field of education away from pathology-based approaches (e.g., focusing on intervening in order to "fix" the person with the

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problem) to a new, more positive model that stresses interventions that (a) eliminate or reduce environmental triggers that set the stage for problem behavior (prevent), (b) build personal competence by teaching alternative replacement behaviors that accomplish the same function for the individual as the problem behavior used to accomplish (teach), and (c) reward/acknowledge individuals when they choose to engage in acceptable, appropriate social-interpersonal behaviors in order to get/obtain what they want, or to escape/avoid/delay what they do not want (reinforce).



Appendix F: Frequently Asked Questions

Why Are There So Many Terms for MTSS for Behavior?

The reason for variations in the terms used for multi-tier system of supports (MTSS) is because MTSS for behavior is not a “cookbook” or canned approach that is replicated the same way in each state, district, or school. Instead, MTSS for behavior is a framework for implementing prevention-based strategies that emphasizes a systems approach. One of the most common terms for MTSS for behavior is positive behavior support or school-wide positive behavior support. For a full overview of MTSS, please visit <http://www.kansasmtss.org/overview.htm>

Nationally, the term response to intervention or response to instruction (RtI) is commonly used to describe the MTSS model for both academics and behavior. School-wide positive behavior support, effective behavior support, positive behavior support, and positive behavioral interventions and supports are all examples of terms you will see within this module.

What is PBS and how did it evolve Over Time?

Positive behavior support (PBS) is a set of strategies that are used to support a student in reaching important social, academic, and quality of life goals while decreasing the occurrence and future likelihood of problem behaviors. The initial PBS research studies focused on individual students with disabilities who engaged in severe problem behaviors. Over time, the research on PBS began to expand to different types of students who engaged in problem behavior including general education and special education students.

Problem behaviors often occur because a student is seeking a social outcome. By engaging in problem behavior, a student may be trying to get attention from peers or from an adult, or may be trying to escape from a nonpreferred task or activity. For example, in some cases, sending a student who misbehaves to the office may actually be the result that the student is seeking if he or she no longer wants to complete an in-class assignment. The student is more likely to misbehave in the future to escape from other nonpreferred tasks.

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A major emphasis of the PBS planning process is to teach students the appropriate communication and social skills needed to replace a problem behavior with more socially acceptable alternatives that will still meet the students' needs. One type of intervention involves teaching the student to ask for assistance on a difficult task or to request a break when s/he is feeling frustrated or upset.

PBS tools and processes are used not only to teach individuals how to communicate what they want and need, these tools and processes also are used to better understand how every day routines and environmental settings may contribute to problem behavior. Modifications to these routines and settings are made to prevent problem behavior while increasing positive social interactions among individuals within those settings.

At the individual student level, PBS strategies are used by a team of individuals who live with, work and support the student in seeking an improved and higher quality of life and academic success. There are many single subject research studies now demonstrating the effectiveness of PBS interventions with a wide variety of students. To see peer-reviewed research studies, books describing PBS, and school-wide positive behavior support implementation research, visit http://www.apbs.org/new_apbs/pbsInfo.aspx

What is School-wide PBS?

PBS implementation efforts are now used within a systems change model for entire schools and organizations. An important part of PBS has always been the emphasis placed on changing systems that may be related to an individual student's behavior. To really change a student's behavior, the individuals supporting the student must consider a variety of systems issues including the values and skills of the people who will be implementing the interventions, the way in which classrooms are managed and supervised, school policies and procedures, and the resources available for implementing interventions. School-wide positive behavior support is a process that helps school faculty work together to put interventions in place intended for all students within the school. A consistent approach by all faculty in teaching social skills and responding to problem behavior sets the stage for a positive and predictable school climate.

SWPBS includes: (a) investment in creating a culture within the whole school that will serve as a foundation for both social and academic success, (b) emphasis on prevention of problem behavior, (c) reliance on directly teaching appropriate skills to all students, as well as rearrangement of the events that trigger problem behavior and the issues that ensure problem behaviors will occur, (d) use of a three-tiered continuum of behavior support practices to facilitate prevention of problem behavior, and (e) active collection and use of data for decision-making.

SWPBS is based on a three-tiered model used in public health and community mental health settings. At *Tier 1 or Primary Prevention*, all students receive social and academic interventions that are intended to ensure student success. Data-based, decision-making systems are employed by school teams to provide ongoing progress monitoring and to intervene early with any academic and social difficulties a student may experience. *Tier 2 or Secondary Prevention* is intended to identify and support students who have learning, behavior, or life histories that put

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them at risk of engaging in more serious problem behavior. *Tier 3 or Tertiary Prevention* focuses on individualized and intensive PBS plans designed for a smaller number of students who need more support than interventions implemented at primary and secondary prevention levels.

Can a School Team Implement MTSS for Behavior Without Support from School Administrators?

The implementation of MTSS for behavior requires everyone in the school setting to change his or her behavior. The SWPBS planning team works closely with school faculty to identify the ways in which social skills will be taught and how all adults in the building will respond when problem behaviors occur. Because this is a team-based approach, administrators must be involved in the decision-making process and be an active member of the team. The ways in which office discipline referrals are managed both within classrooms and at the office are assessed to make sure student problem behavior is addressed consistently. As teams progress in the implementation process, school administrators may change budgets by reallocating resources, modify staff positions to reflect different job expectations, and work with district administration to improve the way in which individual students at Tiers 2 and 3 receive support. For these reasons, schools will not be able to implement SWPBS effectively without active administrator leadership and involvement.

Does Reinforcement mean we are Bribing Students to Behave Appropriately?

Many schools have developed “ticket” systems to reward students who are behaving well socially and academically, and some individuals object to this type of approach because they believe students will expect to be paid for their appropriate behavior. For these individuals, delivering tickets for good behavior is the same as bribing students to behave.

Reinforcement is a scientific term that simply means that behavior increases in the presence of certain tasks, activities, and people. MTSS for behavior is a set of strategies that uses the principles of behavior described in the research literature, including reinforcement, to change the school climate. There are many different ways in which the principle of reinforcement can be used. A ticket system is only example of an intervention approach.

Students who are actively engaged in academic learning tasks and experience a lot of success are intrinsically reinforced by the act of learning. These students are more likely to actively attend and participate in class when they experience high levels of academic success. As teachers or administrators, we tend to talk more to other peers or to students who provide us with a lot of positive feedback (eye contact, smiling, pleasant comments). The ways in which a school implements interventions based on reinforcement can be unique to each school culture and the key to successful MTSS for behavior implementation is the consensus-building approaches that are used to identify what types of strategies will be used.

Some schools have used innovative strategies to prompt teachers and administrators to reinforce students and these strategies do not involve tickets. For instance, in one school, the

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administrator provided an auditory cue for teachers through an intercom system. When teachers heard the cue, they delivered verbal reinforcement to students in their room who were engaging in positive social behaviors. This cue was a prompt that reminded the school faculty to deliver positive feedback to students.

The key to MTSS for behavior is to establish learning environments that include four positive statements for every demand or corrective statement given to a student. When the reinforcement ratio changes within a school setting, a positive climate is created which, in turn, naturally decreases the likelihood problem behaviors will be triggered.

However, changing the ratio of positive statements in school environments can be challenging. Ticket systems were created to be a prompt for adults to deliver positive feedback to students. Schools naturally include a high rate of directive statements that students are expected to follow. Students need to attend classes on time, bring their materials, be prepared, and answer questions in class. The ticket system provides adults with a cue to remember to deliver positive feedback in addition to the demands that are naturally part of the school environment.

Reinforcement Publication Citations

- Cameron, J. (2001). Negative effects of reward on intrinsic motivation—A limited phenomenon: Comment on Deci, Koestner, and Ryan (2001). *Review of Educational Research, 71(1)*, 29-42.
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How Can My School Get Started Implementing MTSS for Behavior?

Many schools interested in MTSS for behavior get started by learning more about how to prevent problem behavior. The best way to begin this process is to form a planning team that represents all of the key individuals within the school. Planning teams often include representatives from each grade level, general and special education teachers, counselors, administrators, school psychologists, family members, students, paraprofessionals, and/or anyone your school believes should be present. In high schools, students often take a more active leadership role in the MTSS for behavior process.

The role of the planning team is to gather information that will be brought back to the school faculty during inservices or staff meetings. Professional learning communities can be another format where information is shared systematically about MTSS for behavior. Reading materials, website links, and other resources can be organized and presented to the school faculty with an organized discussion about the information being learned.

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Some schools send teams to other schools to observe effective MTSS for behavior implementation. This provides the team with information about what the process really looks like and team members can bring questions prepared in advance by school faculty. Asking school personnel and administrators who have experience with MTSS for behavior about the process is a direct way to learn about the process. School administrators may invite a person with a background in MTSS for behavior to present to all school faculty, or a group of school representatives may be sent to local, regional, or national events to bring information back to share.

If your school is interested in MTSS for behavior, a first step is to meet with district personnel to ask about how to get started with the district's support. Schools implementing MTSS for behavior without district support often are unable to achieve full implementation. District-level leadership helps ensure that policies and procedures support the school's efforts, provides additional supports for data based decision making, and builds a context for sustainability.

Please see Appendix G for an introduction to MTSS for behavior.

Visit www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc to obtain a copy of the OSEP Center on Positive Behavioral Interventions and Supports Blueprint for Implementation.

How Can My District Get Started Implementing MTSS for Behavior?

MTSS for behavior is best implemented as a district-wide model and the first step in getting started is to form a district leadership team. The district leadership team should include key stakeholders representing:

- Safe and Drug Free Schools,
- Instruction and Curriculum,
- Special Education,
- School Psychology and Counseling,
- Title or Other Related Initiatives,
- Student Health,
- School-Wide Discipline,
- Dropout Prevention,
- Character Education,
- Alternative Programming,
- Data or Information Management, and
- Multiculturalism and Affirmative Action.

In addition, effective district teams may include additional representation in a variety of ways such as:

- Family Members,
- Students,
- Mental Health Professionals,
- Child Welfare,
- Developmental Disability Professionals, and

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Regional Higher Education Professionals.

The role of the district leadership team is to build the capacity to support schools in implementing MTSS for behavior in a sustainable manner. The first step may involve asking a smaller workgroup to gather information to share with school administrators and the district leadership team. Some districts choose to hire a person with expertise to present on MTSS for behavior to school administrators as another first step. In other cases, the district team also includes presentations to all school faculty during an inservice training day with a time for discussion and action planning included to give individuals time to discuss MTSS.

Some districts send a team of administrators, professional development specialists, teachers, family members, and students to other schools implementing MTSS for behavior. This provides the team with information about what the process really looks like and team members can bring questions prepared in advance by school faculty. Asking school personnel and administrators who have experience with MTSS for behavior is a direct way to learn about the process. The district may also send a small team to local, regional, or national events and ask them to bring information back to systematically share what they have learned.

An important outcome in these first steps will be to make sure that all faculty are aware of the essential elements of MTSS for behavior. Many districts decide not to make MTSS for behavior mandatory. Instead, the district invites schools to participate in the training and technical assistance efforts. All schools are expected to provide plans for school improvement. How they choose to increase academic achievement and decrease problem behavior is their own choice as a school.

MTSS for behavior is a consensus-based approach which requires all school faculty to be actively involved. It will be easier to build consensus within a school if faculty members feel they are able to make a choice about how to proceed.

In addition, all districts have elements of MTSS for behavior already in place and the role of the district leadership team to conduct an assessment of the strengths and needs of the district. A three-year plan is then created that will provide a blueprint for the district to systematically build the capacity to support schools in implementing all three tiers of MTSS for behavior in an effective and sustainable manner.

Please read Appendix G for an introduction to MTSS for behavior.

Visit www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc to obtain a copy of the OSEP Center on Positive Behavioral Interventions and Supports Blueprint for Implementation.

For an example of a district action plan, please see Appendix C of the OSEP Center on Positive Behavioral Interventions and Supports Blueprint for Implementation, available for download from www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc.

What Kinds of Training are needed to implement MTSS for Behavior?

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It is important to find the right person or persons to provide training and technical assistance for MTSS for behavior. Furthermore, the training and support needed cannot be achieved by scheduling a one or two day workshop, or even several workshops. In fact, research suggests that the average workshop training is not an effective way to ensure systems change. Districts and schools implementing MTSS for behavior can seek out trainers who use different types of systems change approaches. The key is to make sure that the training provided includes the key features outlined in the OSEP Center on Positive Behavioral Interventions and Supports Blueprint for Implementation (www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc).

While the elements of Tier 1 implementation are fairly straightforward, school teams often have difficulties in implementing Tiers 2 and 3 without ongoing support from professionals with a strong background in positive behavior support and/or applied behavior analysis, and with systems change efforts such as school-wide positive behavior support.

Research in school-wide positive behavior support literature suggests that district teams may be more effective when a district coordinator is identified to oversee the implementation efforts across schools. The key to supporting MTSS for behavior at the district level is to establish a coaching system that will create a communication and support system for schools. In smaller districts, the district coordinator may attend each of the school team meetings on a regular basis to provide support and gather data. Larger districts need external coaches to assist the district coordinator in supporting school teams. The job of an external coach is to attend school team meetings, assist in problem solving, gather data, and share information about progress with the district coordinator.

The district coordinator and external coaches also meet with one person from each school who has been identified as an “internal coach.” The role of the internal coach is to facilitate meetings, meet with the district coordinator and/or external coaches, and to ensure data are being gathered and summarized. Another helpful strategy is to regularly schedule coaches meetings so internal coaches can share ideas, problem solve, and receive guidance as schools are implementing MTSS for behavior.

The MTSS for behavior infrastructure described above provides a network for communication and creates internal leadership within the school and district. School-wide positive behavior support is a systems approach that requires a number of different types of training within the school and district. These training experiences are summarized below:

School Team Training

MTSS for behavior training should be organized in ways that provide school planning teams the opportunity to learn, discuss issues, and create plans for bringing information to their faculty. Often two days are scheduled for school teams in the summer with additional follow-up training days in the fall and spring.

Coach Training

Training a smaller number of internal coaches to facilitate the school team process is one way to decrease the number of times the school team must meeting and therefore, decrease the number of substitutes needed throughout the year. Coaches can receive additional training and support that they then bring back to their school teams to share.

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Coach trainings are often scheduled right before or after the school team trainings and often include three or more training days.

District Trainers Preparation

The district coordinator, external coaches, and other personnel are identified within the district to become leaders in MTSS for behavior. The goal is identify trainers outside the district who will train district leaders so that within two years MTSS for behavior trainings are provided within the district without any outside expertise involved. It usually takes two to three years for district trainers to take over the training process.

There are two types of trainers needed for MTSS for behavior. One type professional provides training and technical assistance to school teams and coaches. Even if all the school teams are implementing within the district, administrator turnover, coaches, and school team's members are constantly changing. To ensure sustainability, the district must continue providing training to teams and coaches.

The second type of district trainer often specializes in tiers two and three. School psychologists, counselors, or other professionals are identified within the district as having expertise in individualized interventions for students. It is important for districts to invest in training individuals who will provide behavioral expertise within the district. This district trainer (or trainers) will be responsible for training student improvement teams, providing inservice trainings on tier three intervention processes, and will support the district's tier three system for supporting students with severe and chronic problem behaviors.

How Can My School/District Find Training?

Currently, a district-wide training model for implementing school-wide positive behavior support is available through the KU KIPBS group. To read more about the readiness requirements for this district-wide training, visit <http://pbskansas.org/swpbs/schoolwide/gettingStarted.html>.

There are also a number of consultants who implement MTSS for behavior although these professionals may use different types of terms to describe what they do (e.g. school-wide positive behavior support, school-wide discipline, or specific titles for training systems), and sometimes these approaches focus on only one of the three tiers of the triangle. When the district or school team seeks out a possible trainer, be sure to ask the person(s) to describe:

- The way in which training is provided to schools,
- How the training fits within the three-tier prevention model,
- How the district will be building capacity and sustainability,
- The types of data-based decision making systems that are expected,
- What systems change elements are included in this training,
- The trainer's experience and background in applied behavior analysis, positive behavior support, and broader systems change implementation, and
- Whether there are other districts/schools that can be contacted as a reference.

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Districts and schools implementing MTSS for behavior can seek out trainers who use different types of systems change approaches. The key is to make sure that the training provided includes the key features outlined in OSEP Center on Positive Behavioral Interventions and Supports Blueprint for Implementation (www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc). In addition, make sure in advance that the district will be able to use the trainer's curriculum after the consultant is no longer supporting the district or whether there are additional charges necessary to continue training within the district using that particular curriculum.

There are many different ways in which to implement MTSS for behavior. Implementation research studies indicate that there are essential features of effective implementation efforts that will increase the likelihood that systems change will be successful. The following link provides a research synthesis that can be helpful when evaluating whether a training approach for MTSS for behavior is designed for sustainability (<http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>).



Appendix G: Overview

Introduction

The Kansas Multi-tier System of Supports (MTSS) is a prevention-focused approach that includes three tiers of increasingly intensive interventions to ensure student social and academic success. This prevention-oriented service model was adopted from public health and community mental health and applied to educational settings.

This whole school approach means that at Tier 1 or Primary Prevention, all students receive social and academic interventions that are intended to ensure student success. Data-based, decision-making systems are employed by school teams to provide ongoing progress monitoring and to intervene early with any academic and social difficulties a student may experience. Tier 2 or Secondary Prevention is intended to identify and support students who have learning, behavior, or life histories that put them at risk of engaging in more serious problem behavior. Tier 3 or Tertiary Prevention focuses on individualized and intensive PBS plans designed for a smaller number of students who need more support than interventions implemented at primary and secondary prevention levels.

School-wide planning teams work closely with school staff using consensus-based strategies to design interventions at each tier. The MTSS Behavior Resource Site allows schools and districts interested in MTSS for behavior to find tools, materials, and resources efficiently. To access the site, visit <http://pbskansas.org/swpbs/resource.html>

There are two different types of resources on this website. First, there are buttons related to the major content organized within this website (www.pbskansas.org/swpbs/schoolwide/index.html). The second type of button takes you to other important websites that you can explore to learn more about MTSS for behavior or to assist with implementation efforts.

Variations of MTSS Terms

You will see MTSS for behavior referred to in a variety of ways depending upon which website you are visiting. Nationally, the term response to intervention or response to instruction (RtI) is

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commonly used to describe the MTSS model for both academics and behavior. Since each group implementing prevention-focused interventions are slightly different, it is important to look for definitions for the language used. For instance, it is common to hear RtI referred to as only academic in focus. Visit <http://www.kansasmtns.org/overview.htm> for the Kansas definition of MTSS.

In addition, school-wide positive behavior support, positive behavior support, positive behavioral interventions and supports are all examples of terms you will see within this website and in other websites that are connected to www.pbskansas.org/swpbs/schoolwide/index.html. There may be some other terms referred to as MTSS for behavior as well.

The reason for these variations are due to the fact MTSS for behavior is not a “cookbook” or canned approach that is replicated the same way in each state, district, or school. Instead, MTSS for behavior is a framework for implementing prevention-based strategies that emphasizes a systems approach. Because an essential part of MTSS is data based decision making and progress monitoring, states, districts and schools across the nation are now using tools that help to show the amount and fidelity of implementation that is taking place in schools.

How Does a School Get Started Implementing MTSS for Behavior?

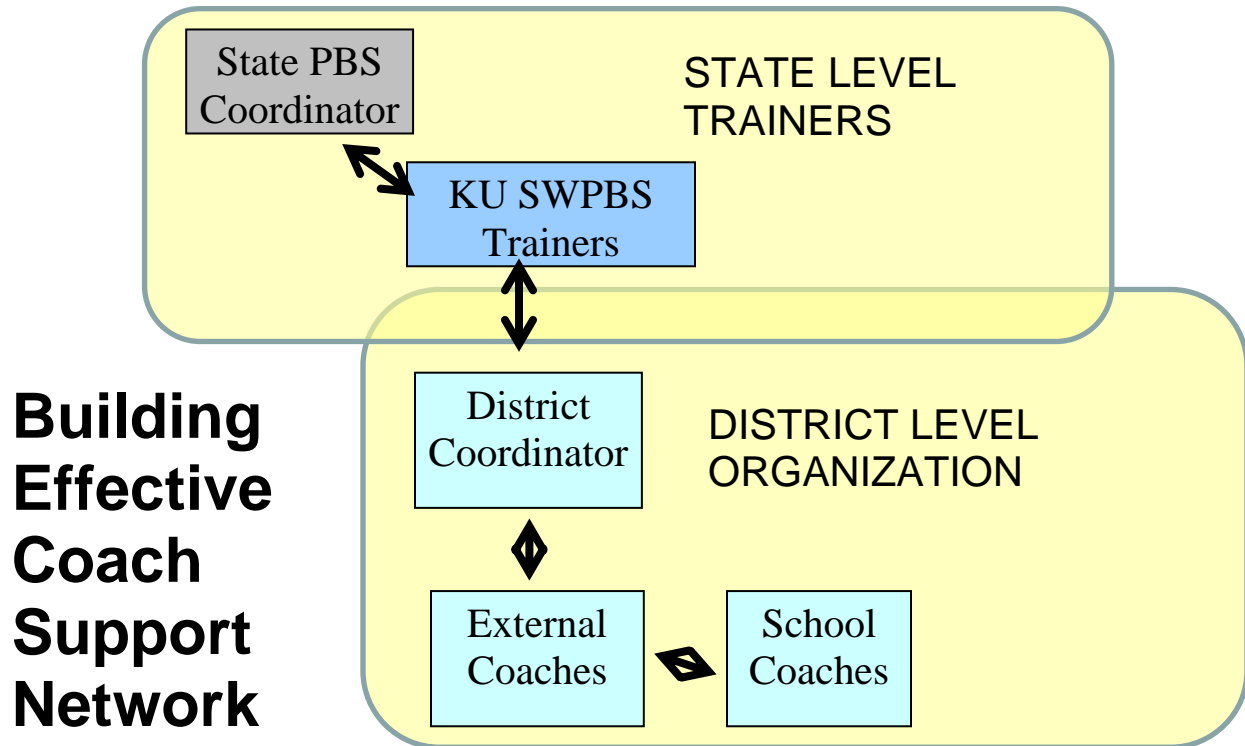
First, MTSS for behavior is much easier to implement when a district-wide model is used. This is true for a number of reasons. Access to data based decision making software programs that can organize office discipline referral data, budgets allocated for schools to implement MTSS interventions, and time available for inservice planning are all areas in which districts can provide schools support for MTSS. Sustainable implementation of MTSS requires districts to build capacity for training and technical assistance for a) school MTSS teams, b) student improvement teams, and c) for school professionals who will be facilitating intervention planning meetings for students with highly intense and chronic problem behaviors.

For a description of the critical features of MTSS for Behavior at the school, district, and state level, visit www.pbis.org/common/pbisresources/publications/Blueprint_draft_v3_9_13_04.doc to obtain a copy of the OSEP Center on Positive Behavioral Interventions and Supports Blueprint for Implementation.



Appendix H: District Organizational PBS Systems

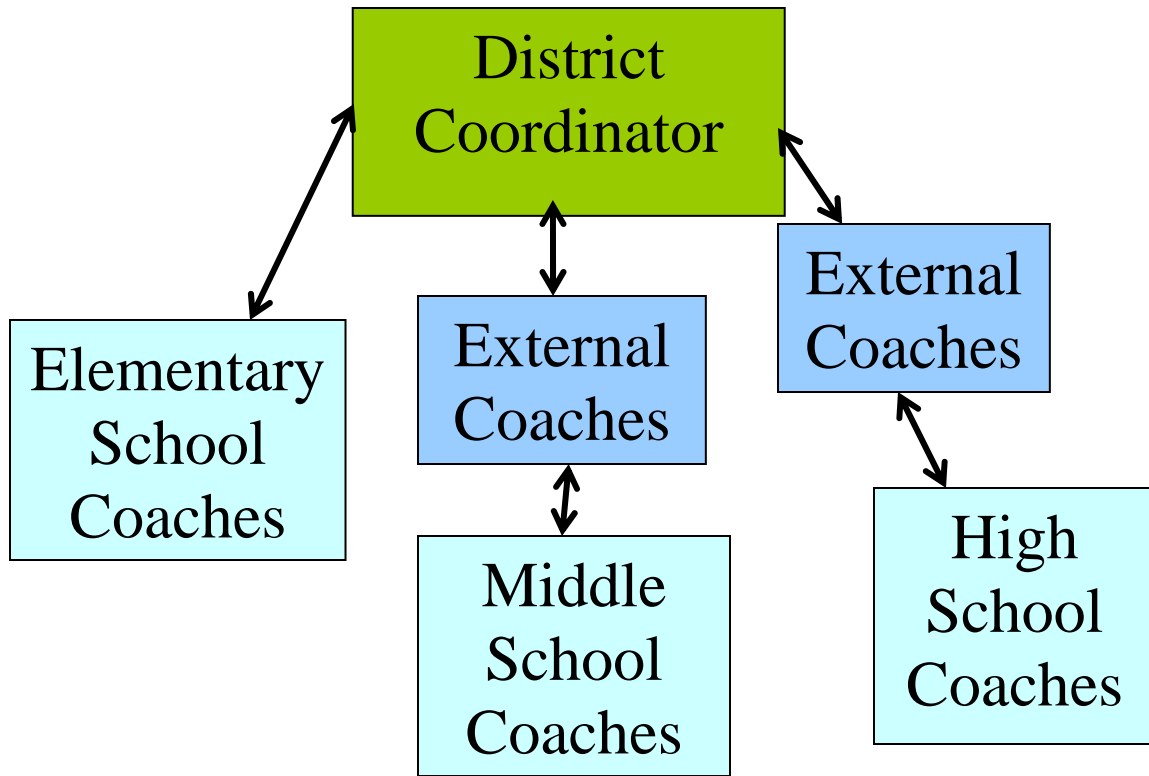
SWPBS SUPPORT NETWORK AND DATA COLLECTION



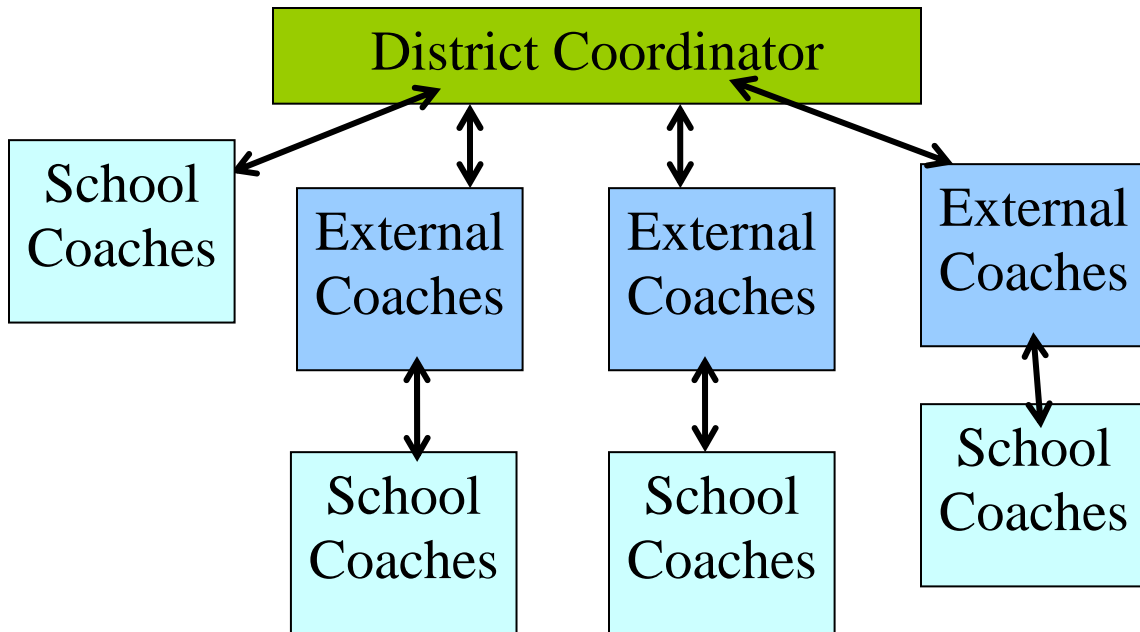
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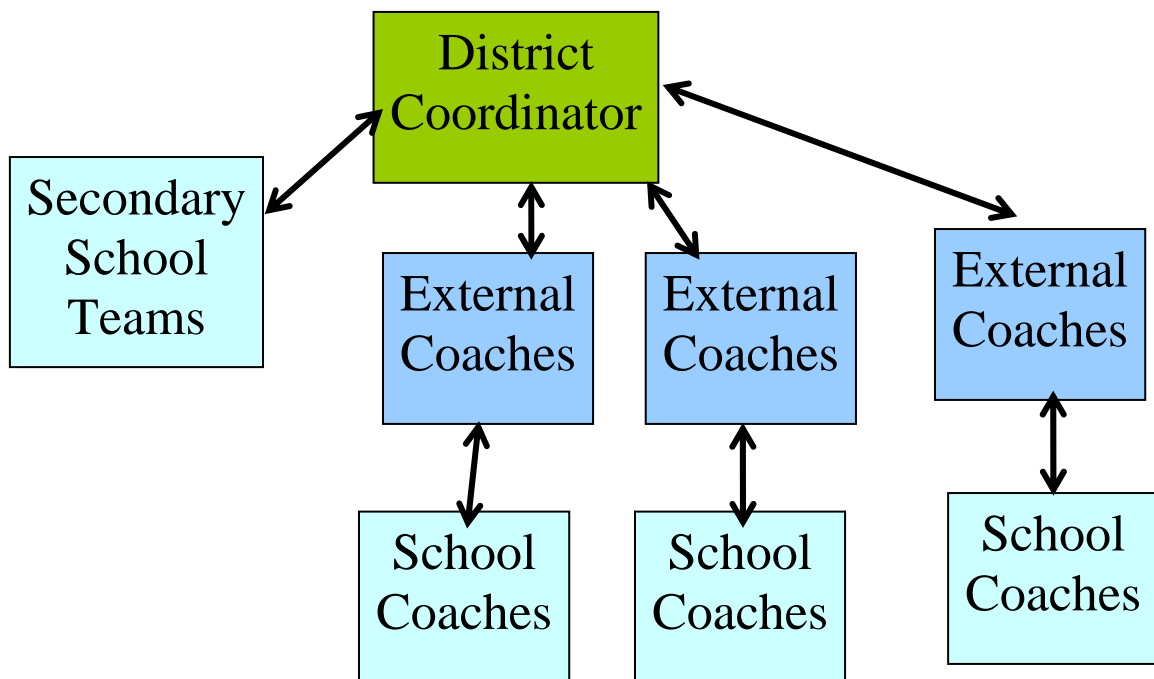
DISTRICT ORGANIZATION: El Dorado



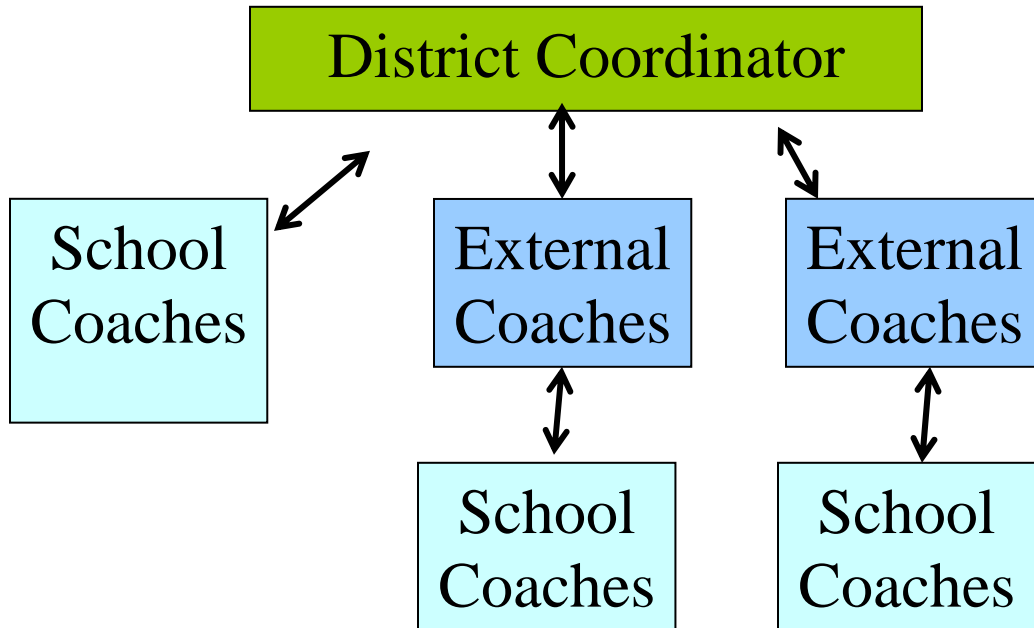
SWPBS DISTRICT ORGANIZATION: Shawnee Mission



SALINA SWPBS DISTRICT ORGANIZATION



SWPBS DISTRICT ORGANIZATION: Topeka



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Appendix K: Office Discipline Referral Checklist

District and school teams should review the following list to determine what areas need to be improved.

- District ODR system provides summaries of office referral data that are available continuously for schools
- Referrals are entered by staff within 24 hours
- Referral forms include all of the information needed for decision making
- Behavioral definitions are clear and mutually exclusive
- Discipline system establishes clear distinction between administrator-managed versus staff-managed rule violations
- School planning team members easily print graphs for meetings (for example, average referrals per day per month, location, type of problem behavior, students with overall number of ODRs, time of day)
- Person is designated to print graphs for school planning meetings
- Behavior Support Team can easily print graphs of individual student ODRs (for example, problem behavior per month, types of problem behaviors, number of referrals, referral details)
- Person is designated to print graphs for Behavior Support Team and Action Team(s)
- Faculty receive summaries of ODR information on a regular basis (quarterly at staff meetings or in-services)

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