The Evolution of Positive Behavioral Interventions and Supports (PBIS) to a Multi-Tiered System of Supports (MTSS)
The Evolution of Positive Behavioral Interventions and Supports (PBIS) to a Multi-Tiered System of Supports (MTSS)

Narrower Focus

- Universal
- Targeted
- Intensive

Integrated Continuum of Support for ALL

Dec 7, 2007

Broader Focus

Matching Instruction to Need for Improved Student Outcomes

FEW
1-8% of Students Require Intensive Intervention

SOME
5 to 10% of Students Require Supplemental Targeted Intervention

ALL
80 to 90% of Students Meet Performance Indicators

All Staff Preventative and Proactive

Matching Instruction to Need for Improved Student Outcomes

Coaching
Focus Questions:

What opportunities can we capitalize on?
What gaps must we address?
What is MTSS?

MTSS is a framework for all students that coordinates and aligns district-level resources to address each individual student's academic and behavioral needs using research-based instruction and interventions that vary in intensity.
An MTSS framework includes:

- **Screening of all students** using valid and reliable measures,
- **Tiers of evidence-based instruction and intervention** that vary in intensity,
- **Collaborative teams** that review data, problem solve, and intervene,
- **Frequent progress monitoring** using valid and reliable measures, and
- **System to ensure that interventions are evidence-based and implemented with fidelity.**
MTSS Framework: A Prevention Model

Tier I = All means all.

Tier II = Some means with some others.

Tier III = Few means
Whole School, Whole Community, Whole Child

- Community Involvement
- Employee Wellness
- Physical Environment
- Social & Emotional Climate
- Health Services
- Counseling, Psychological, & Social Services
- Nutrition Environment & Services
- Physical Education & Physical Activity
- Health Education
- Family Engagement

Coordinating Policy, Process, & Practice
Improving Learning and Improving Health
Healthy
Safe
Supported
Challenged
Engaged

Maryland State Department of Education
Preparing World Class Students
WHY?

Kindergarten Readiness

College and Career Readiness

EXCEPTION

Standards for Learning
  Academic
  Social
  Emotional

ACHIEVEMENT GAP

SUPPORT SYSTEM GAP

REALITY

All Students Birth to 21

Varied Skills & Abilities
  Academic
  Social
  Emotional

MTSS Maryland Webinar
March 19, 2015
DOSFSS will support and strengthen Tier I
DOSFSS will expand and develop Tier II and III
DOSFSS will engage other Divisions and Partner Agencies

How?

Sustain
Align
Scale Up

MTSS Maryland Webinar
March 19, 2015
What?

Tier 3: Intensive
- Individual social skills instruction

Tier 2: Selected
- Targeted social skills instruction
- Group counseling/support groups
- Coordinated referral process/progress monitoring

Tier 1: Universal
- SEL curriculum
- School climate assessment
- Mental Health screening
- Prevention/Wellness promotion

Social Emotional Learning (SEL)
- Crisis counseling
- Individual support teams/plans

Mental Health
- Wraparound services
- Individual planning

Positive Behavioral Interventions and Support (PBIS)
- Check-in/check-out
- Social/academic instructional groups
- School-wide behavior expectations
- Positive behaviors acknowledgment
- Data planning

Adapted from Illinois SS/HS State Group
Developed 2010-2011: in collaboration with the RENEW Oversight Team, the Behavior Support Team, the Administration Team and with the help of West faculty and staff.
Current Tiered Models Thriving in Maryland

**Social/Emotional**
- Social Emotional Foundations of Early Learning (SEFEL)*
- School Based Mental Health Services
- Positive Behavior Interventions and Supports (PBIS)
- Project for Advancing Wellness and Resilience in Education (AWARE)
- Maryland’s Safe and Supportive Schools (MDS3)

**Educational**
- Schoolwide Integrated Framework for Transformation (SWIFT)**
- Universal Designs for Learning (UDL)
- Response to Intervention (RtI)

SEFEL/PBIS Forum: May 21, 2015
Defining Maryland’s Early MTSS

Three Tiered Prevention Model’s designed to support children birth through age 8
5 Key Components to an Early MTSS

Strong System Support
Continuous Assessment
Responsive Learning Environments
Collaboration
Professional Development (Coaching)
1. Strong System Support

- Functioning leadership team
- Staff commitment
- Supportive systems

  - For Example:
    - Home Visiting
    - Early Childhood Mental Health Consultation
    - Pediatricians/Behavioral Health Integration
2. Partnership and Collaboration

- Family partnership
- Early childhood community based partners
- Transition (including k-3 transition)
3. Well-Designed Professional Development

- Identification of staff and administrator need
- Training and Coaching
- Provision of professional development supports
- Assessment of learning and implementation
4. Provision of High Quality and Responsive Learning Environments

- Confidence and Competence:
  - Social and emotional—including accurately identifying and referring for mental health
  - Early learning literacy
  - Early learning numeracy
5. Comprehensive Assessment System

- Effective problem solving process
- Data based decision making
- Promotes ongoing improvement

SEFEL/PBIS Forum: May 21, 2015
What is SEL?

**Self-Awareness**
- Recognize one’s own feelings, interests, strengths, and limitations.

**Self-Management**
- Regulate emotions and manage daily stressors.

**Social Awareness**
- Take perspective of others and appreciate similarities and differences.

**Relationship Skills**
- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships.

**Responsible Decision Making**
- Make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.
Why Is SEL Important?

Increases Students’ Capacity to Learn

- Social-Emotional Skills
- Positive Attitudes
- Prosocial Behaviors
- Academic Achievement
- Attendance
- Cognitive Skills

- Conduct Problems
- Emotional Distress
- Disengagement
Integrating SEL Throughout the Learning Process

State and District Initiatives
- MTSS Learning Community
- Enhancing Professional Learning
- Coordinating the student services model

School
- Coordinated Student Services Team
- Data Collection & Analysis System
- Internal Coaches

Teacher Processes
- Teaching Practices
- Teacher Social-Emotional Capacities

Student Outcomes
- Student Learning
- Social, Emotional, and Academic Skills
SEFEL: Early MTSS for SEL

Supporting kids from birth through age 8
One goal of the MTSS model is to **align and integrate** collaborative efforts at the state and local level.
SEFEL and PBIS: Supporting Kids as They Grow

A common goal:
Increase Positive Outcomes for children (and families)
Multi-Tiered System of Support (MTSS)
PBIS (and SEFEL) Implementation Framework

- We organize our resources
  - Multi-Tier Mapping, Gap Analysis

- So kids get help early
  - Actions based on outcomes (data!), not procedures

- We do stuff that’s likely to work
  - Evidence-Based interventions

- We provide supports to staff to do it right
  - Fidelity: Benchmarks of Quality

- And make sure they’re successful
  - Coaching and Support
  - Progress monitoring and performance feedback
  - Problem-Solving process
  - Increasing levels of intensity
<table>
<thead>
<tr>
<th>Program / Classroom/Child</th>
<th>Focused Interventions</th>
<th>School-wide</th>
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<tbody>
<tr>
<td>Infants &amp; Toddlers</td>
<td>Training Modules</td>
<td>Tier I &amp; Tier II CICO</td>
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<td>Pre-School Leadership</td>
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<td>Tier I &amp; II TOT</td>
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<td>BOQ</td>
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<td>Well developed across all Tiers</td>
<td>Family Engagement</td>
<td>Tier II and III</td>
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<td>CSEFEL</td>
<td>Outside Agency Connections</td>
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Lessons learned about implementation

- Don’t stop what is already working
- Look for the smallest changes that will result in the greatest change
- Don’t add something new until you’ve identified what it will replace
- Collect and use data for decision making
- Adapt it to ‘fit’ your setting
- Establish policy/procedural clarity prior to implementation
- A user friendly website supports dissemination of materials
Brainstorming:

1. 3-Tiered Models
2. Partners or Collaborators
3. Professional Development
4. Key Components
5. Assessment Systems
<table>
<thead>
<tr>
<th>Key Component</th>
<th>SEFEL</th>
<th>PBIS</th>
<th>MTSS</th>
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<tbody>
<tr>
<td>1. Strong System Support</td>
<td>State Leadership</td>
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<td>3. Well-Designed Professional Development</td>
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<td>New Team Training</td>
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<td>Benchmarks of Quality</td>
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<td>CICO</td>
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<td>4. Provision of High Quality and Responsive</td>
<td>Supportive Learning</td>
<td>Specific praise</td>
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<td>Learning Environments</td>
<td>Positive Relationship</td>
<td>Acknowledgment system</td>
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<td>Building</td>
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<td>Individualized interventions</td>
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<td>Progress monitoring and performance feedback</td>
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<td>5. Comprehensive Assessment System</td>
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