**MTSS for "New Normal" - Notes**

**PBIS Mid-Atlantic Community Conversation Session with Dr. George Sugai**

**Presented live on May 12, 2020**

*Dr. George Sugai is a national expert in positive behavioral interventions and supports (PBIS) and before retiring, he served as the co-director of the National Center on Positive Behavioral Interventions and Supports. In 2019 he retired as the Endowed Chair and Professor with tenure in the School of Education at University of Connecticut. His research and practice interests include school-wide positive behavior support, behavioral disorders, applied behavior analysis, organizational management, and classroom and behavior management, and school discipline.*

**Directions**: As you watch and listen, you are welcome to use this worksheet to capture key ideas and messages. The prompts provided, follow along with Dr. Sugai’s presentation. Be on the lookout for the red hands or “high fives” on certain slides.

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[**MTSS: Proactively Shaping for “New Normal”**](https://youtu.be/ZwnyRvfzetw)

**Two Essential Outcome Considerations**

*If you remember nothing else….*

1. Continuum of support for \_\_\_\_\_\_\_\_.
2. Outcomes x \_\_\_\_\_\_\_\_\_\_\_\_ x Practices x \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**“New Normal?”**

“Our world of education, the world in which we live in, is going to be impacted.”

“I would suggest what we do BEFORE that first day is going to probably be more important than what we do during and after.”

Covid-19 → \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!!! → During → After

**Context for Action**

“Can’t turn on a broken light switch.”

What resonates as you think about:

|  |  |  |
| --- | --- | --- |
| **Baseline Phase** | **Phase Change** | **“New Normal” Phase** |
|  |  |  |

**Trauma-Informed Approach (www.Tolerance.org)**

“Need to pay attention to trauma-informed approaches and interventions, particularly in the context of the coronavirus challenges.”

What are some ways to create predictable routines and expectations for students?

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How can you establish and reinforce positive engagement and relationships with students?

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**Implementation Consideration**

“Those previous protective factors, (i.e. the “old normal”) will be insufficient for dealing with those risk factors and enhanced risk factors [COVID-19].”

|  |  |
| --- | --- |
| **Systems/Protective Factors In Place Already** | **Systems/Protective Factors that Need to be Implemented** |
|  |  |

**MTSS/PBIS is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

“All variations of MTSS share functions”

What steps have been taken to establish a MTSS at your school? Have you used any of the core features provided on the slide?

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**Continuum Logic & Key PBIS Working Elements**

As you move up through the tiers, outcomes, data, practices and systems must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

“We know that some kids are going to need more Tier 2 and Tier 3 supports. Tier 3 is not one intervention for all kids, who require Tier 3 supports. It’s *different* interventions for kids who require Tier 3 supports because their challenges are different.”

What are some examples of some interventions that can be offered at each Tier (following return to school after COVID-19) to ensure children are receiving the supports they need?

|  |  |  |
| --- | --- | --- |
| **Tier 1** | **Tier 2** | **Tier 3** |
|  |  |  |

**Teaming, Action Planning, Implementation**

Implementation Logic

“If we’re going to increase the likelihood of engagement to happen, we need to organize our systems so that engagements are possible.”

Consider your school’s level of progress on each of these components for effective implementation. Are you currently employing these steps/what are some areas for improvement?

1. Organize practices, systems, and data for implementation:
2. Actively/positively ENGAGE student:
3. Establish respectful, responsible, safe RELATIONSHIPS:
4. Implement with FIDELITY/evidence-based PRACTICES:
5. Enhance academic and social COMPETENCE:

**Implementation Fidelity** (Fixsen & Blase, 2009)

Are there any interventions used in your school that have high implementation fidelity and are validated? Are there any that are being used/discussed that have low validity or are not evidence-based?

|  |  |
| --- | --- |
| **Maximizing Student Benefit** | Implementation Fidelity |
| High | Low |
| Practice | Validated |  |  |
| Non-Validated |  |  |

**Scheduling Considerations for Action Planning**

*“Our continuum logic applies to our students as well as our educators and families.”*

|  |  |  |
| --- | --- | --- |
| **When?** | **With Whom?**  | **How Many?**  |
| * Now
* \_\_\_\_\_\_\_\_\_\_\_\_\_
* During
* After
 | * Students
* Educators
* \_\_\_\_\_\_\_\_\_\_\_\_\_
 | * \_\_\_\_\_\_\_\_\_
* Some
* Few
 |

**Action Planning - MTSS Planning Matrix – *See*** [***Template***](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2020/06/MTSS-Planning-Matrix-Template-2.docx) ***Document***

Some questions posed related to the planning matrix: “As a team, brainstorm what are you going to do for all kids *now?”* “How are you going to contact all families *now* to talk about the possibilities for coming back to school?” “What are you going to put into place for all educators *now*?”

|  |  |  |
| --- | --- | --- |
| SCHEDULE | TARGET Group | TIERS |
| Universal - ALL | Targeted - SOME | Intensive - FEW |
| **Now** | Students |  |  |  |
| Families |  |  |  |
| Educators |  |  |  |
| 1 Month Before | Students  |  |  |  |
| Families |  |  |  |
| Educators |  |  |  |
| 1 Week Before | Students |  |  |  |
| Families |  |  |  |
| Educators |  |  |  |

**Schools as Effective Organizations**

**“**Recalibrating our return to school so that we immediately establish a common vision about what the first week and first day of school will look like.”

|  |  |  |  |
| --- | --- | --- | --- |
| Common VISION & objectives | Common LANGUAGE | Common EXPERIENCES & ROUTINES | Quality LEADERSHIP & coaching |

What are some ways your school can alter systems outcomes (such as language, vision, routines, and coaching) for the return of students to ensure all children and staff’s needs are met and school climate remains positive?

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**Conclusion Main Points**

1. Continuum: All, Some, Few
2. Benefit to Student \_\_\_\_\_\_\_\_\_\_\_
3. Data-based \_\_\_\_\_\_\_\_\_\_\_\_ -making
4. Alignment of Evidence-based \_\_\_\_\_\_\_\_\_\_ to Outcome
5. Focus \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on Fidelity Implementation
6. \_\_\_\_\_\_: Students & Families & School Members

**Two Essential Considerations:** *If you remember nothing else…..*