

Keeping Silos but Baking Better Bread: Integrating MTSS Efforts to Transform Practices

Hank Bohanon

hbohano@luc.edu

<http://www.hankbohanon.net>

<https://twitter.com/hbohano>

<https://www.facebook.com/hank.bohanon>

Rtl..Not Just for Breakfast..



PowerPoint's

Enduring Understanding:

- Make school improvement goals cogent
- Align practices with goals
- Align professional roles with practices

Essential Questions

- How do you create a mission and vision for school improvement that connects with MTSS?
- How do you organize your practices around your school vision and mission?

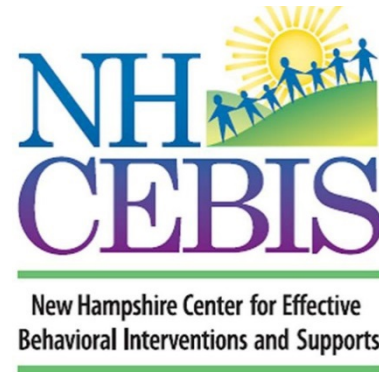
Essential Questions

- How do you organize your personnel around your practices and not their professional roles alone?

Thank you!



Institute on Disability/UCED



Stands

- PBIS in Early Childhood
- Culture, Climate, and MTSS/PBIS in Elementary Schools
- PBIS in Middle and High School
- Transform Practices and Strengthen Partnerships
- Youth MOVE the World

Thank you!

- “Systematic Analysis and Model Development for High School Positive Behavior Support” Institute for Education Science, U.S. Department of Education, Submitted with the University of Oregon. Awarded 2007.
(Q215S07001)
- “Character Education: Application of Positive Behavior Supports” to U.S. Department of Education, Safe and Drug Free Schools. Awarded 2007.
(R324A070157)

Making School Improvement Goals Cogent

Building the plane video

Integration of Efforts

MTSS

Silos are OK, let's make some bread



MTSS: 4 Domains of School Climate

Safety



- Behavioral Expectations
- Health & Wellness Expectations
- Sense of Physical Security
- Sense of Social-Emotional Security

Physical Environment



- School Connectedness & Community Engagement
- Physical Surrounding

Teaching and Learning



- Support for Learning
- Social Skills Development
- Student Engagement & Self-Direction

Interpersonal Relationships



- Respect for Diversity
- Social Supports for Students
- Leadership
- Professional Relationships

(Vermont Agency of Education, Accessed July 27, 2016)

Implementation

- Exploration and adoption – *buy in, urgency*
- Program installation – *team, roles*
- Initial implementation – *piloting, examples*
- Full operation – *changing staff roles (some/all)*
- Innovation – *use credibility, codifying roles*
- Sustainability – *new leaders, share with all*

(Kotter, 1995; Blasé, Fixsen, Sims, & Ward, 2015)

Activity

- While music plays, walk around
- When music stops, find partner
- Discussion
 - When did you see examples or non-examples of implementation practices?

Three Years



Treatment Schools (N=3)

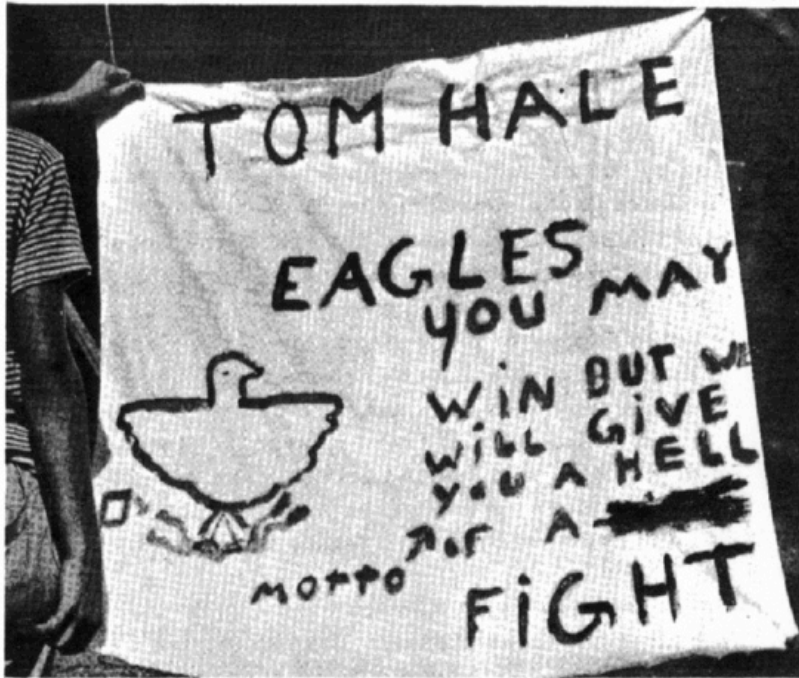
Control Schools (N=3)

(Bohanon & Wu, 2014)

Find the Common Problem

RATTLERS AND EAGLES: INTERGROUP RELATIONS

(STAGE 2)



One of the Eagle banners during the tournament.

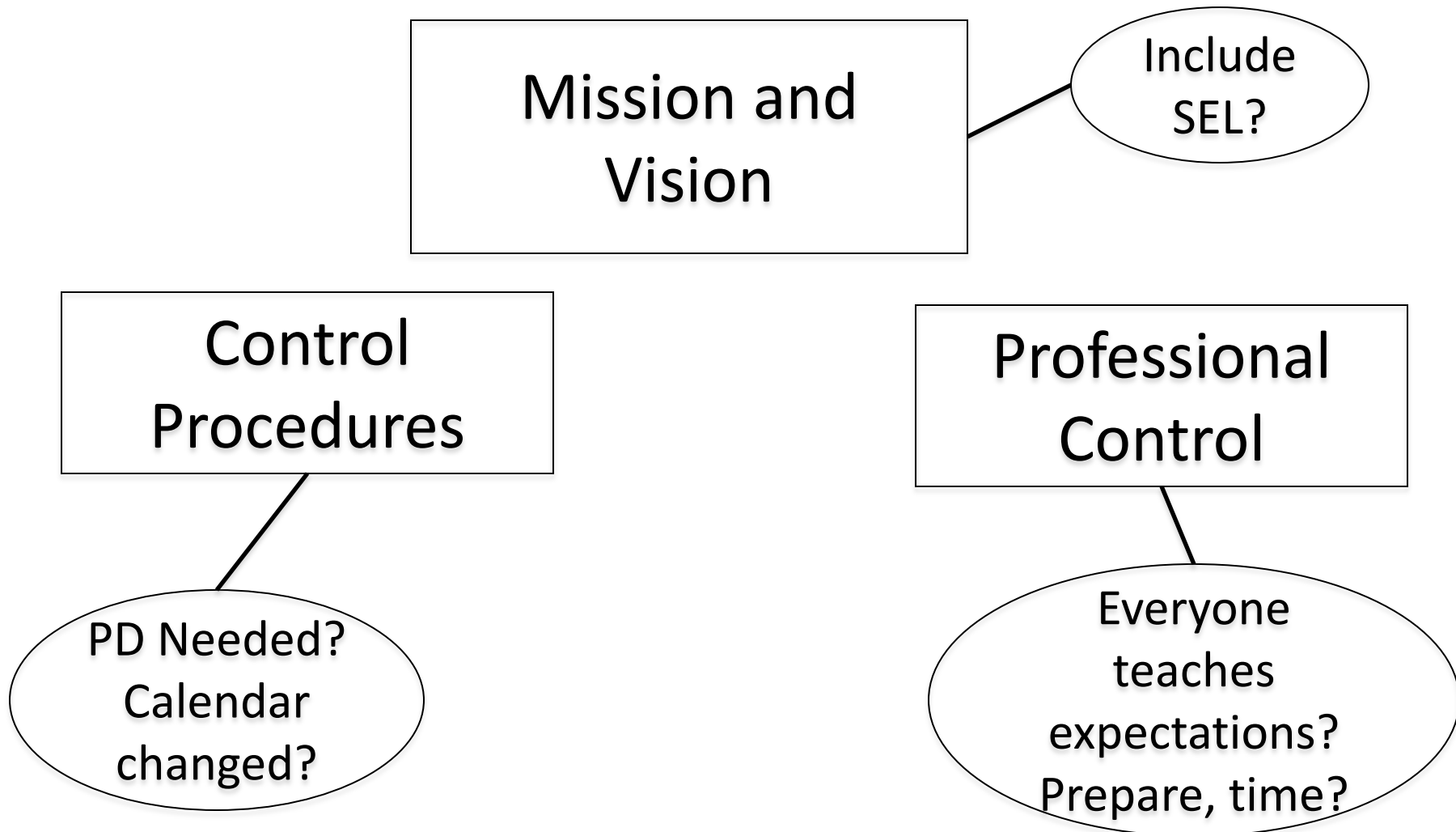
Image from <http://bit.ly/2aqNnKF>



Image from <http://bit.ly/2aMJY8n>

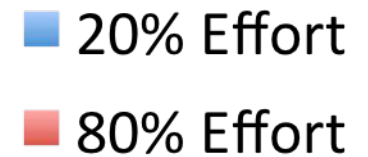
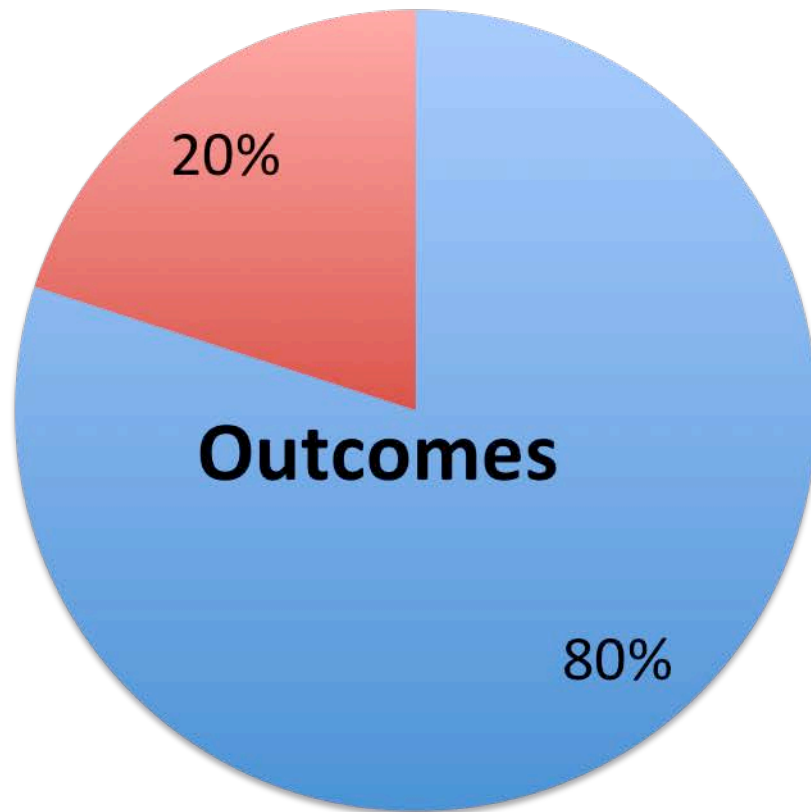
(Sherif, M., Harvey, O. J., White, B. J., Hood, W. R., & Sherif, C. W., 1961)

CSR's & School Improvement By Design



Aligning Practices with Goals

Pareto's 80/20 Rule



Alterable Variables



- Engagement and failure rates (Allen et al., 2013)



- 8th/9th attendance, 8th/9th GPA predict graduation (Burke, 2015)
- Reading assessment scores predict college readiness (Koon & Petscher, 2016)

Alterable Variables



<http://www.hillel.org/jewish/ask-big-questions>

Improvement in academic performance can reduce violence and improve school climate (Benbenishty, Astor, Roziner, & Wrabel, 2016)

Describe Your Closet



<https://lic.kr/p/aDLz2s>

Rate it on a scale from 1-10 before you buy
Would you buy it again?
Have you used it one year? (McKeon, 2014)

Northfield Middle/High School, VT



- Revised master schedule
- All students could participate in *Study Island* Program

You Gotta Love It!

- See the activity in your handout

Aligning Professional Roles with Practices

We have to align or we will not
work together!

- See Kangaroo video

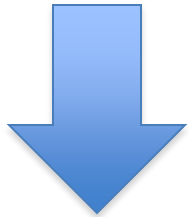
Question

- How many of you have turned to a non-psychologist friend at the first sign of a problem?



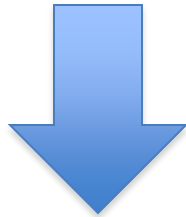
In General - Professions and MTSS

RtI



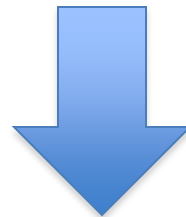
School
Psychology

PBIS



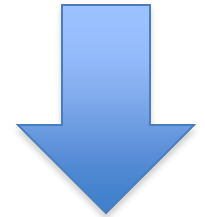
Special
Education

SEL



Psychology,
Social Work

SBMH



Psychiatry,
Social Work

Designing School-Wide Systems for Student Success

A Response to Intervention Model

MTSS/SIP Teams

Few: Leadership Team



1-5%

Some: Subcommittees.
Prepare for leadership team



5-10%

All: Responsible for
MTSS/SIP



80-90%

Examples

1-5%



From Problem-solving room
coordinator to data
chair. Department reps

5-10%

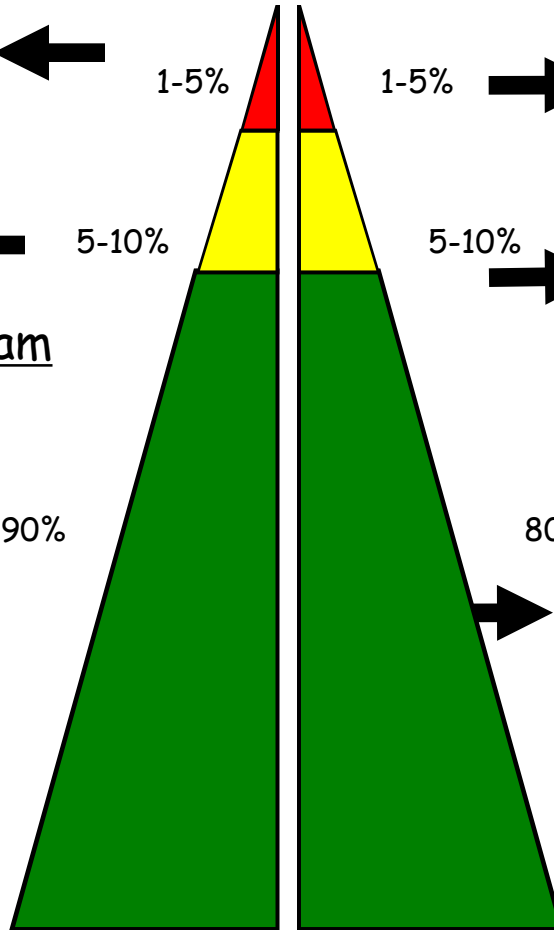


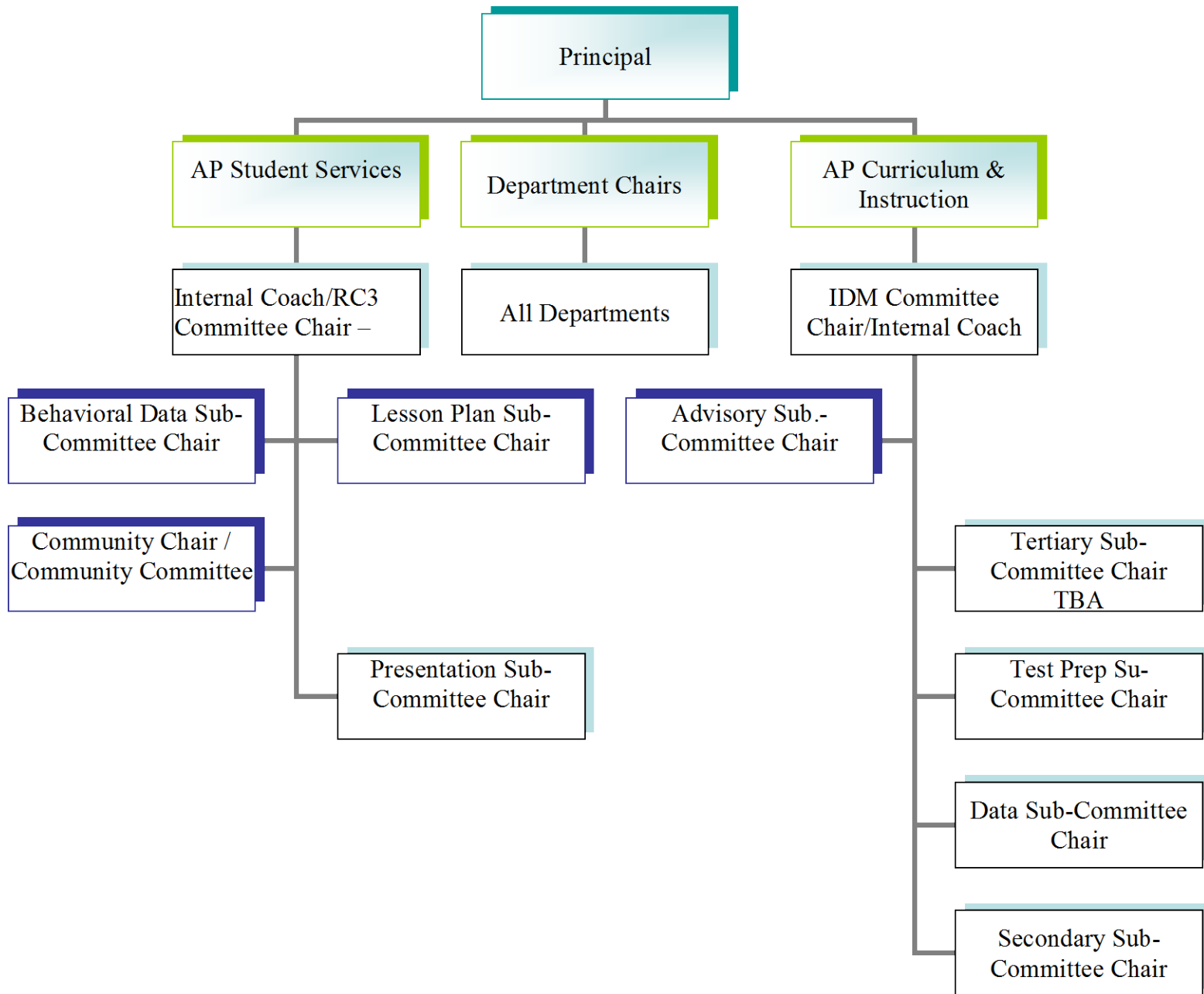
Clusters/divisions,
grade levels
review data.
Shadow chairs

80-90%



All staff teach
expectations
Job descriptions
reflect MTSS/SIP





Northfield Middle/High School, VT

Graduation Year	Year	Grade Level	% Proficient in Math	% Change between years	% Proficient in Reading	% Change between years
2021	Fall 2014	8 th grade	31		53	
	Fall 2015	9 th grade	62	+31	67	+14

(Bohanon, Gilman, Parker, Amell, & Sortino, Accepted)

Final Activity

- See handout: Leadership Team Question Reflections

References

- Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher–student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system—secondary. *School Psychology Review, 42*(1), 76–98.
- Blase, K. A., Fixsen, D.L., Sims, B.J., Ward, C.S. (2015). Implementation science – changing hearts, minds, behavior, and systems to improve educational outcomes. Paper presented at the Wing Institute’s Ninth Annual Summit on Evidence-Based Education, Berkeley, CA. <http://nirn.fpg.unc.edu/resources/implementation-science-changing-hearts-minds-behavior-and-systems-to-improve>
- Bohanon, H., Gilman, C., Parker, B., Amell, C., & Sortino, G. (Accepted). Using school improvement and implementation science to integrate multi-tiered systems of support in secondary schools. *Australasia Journal of Special Education*.

References

- Bohanon, H. & Wu, M. (2014). Developing buy-in for positive behavior support in secondary settings. *Preventing School Failure, 58* (4), 1–7. doi: 10.1080/1045988X.2013.798774 http://ecommons.luc.edu/education_facpubs/17/
- Benbenishty, R., Astor, R. A., Roziner, I., & Wrabel, S. L. (2016). Testing the Causal Links Between School Climate, School Violence, and School Academic Performance: A Cross-Lagged Panel Autoregressive Model. *Educational Researcher, 45*(3), 197-206. doi: 10.3102/0013189X16644603
- Burke, A. (2015). *Early Identification of High School Graduation Outcomes in Oregon Leadership Network Schools. REL 2015-079*. Regional Educational Laboratory Northwest.

References

- Koon, S., & Petscher, Y. (2016). Can scores on an interim high school reading assessment accurately predict low performance on college readiness exams? (REL 2016–124). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Kotter, J. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59–67.
- McKeon, G. (2014). *Essentialism: The disciplined pursuit of less*. Crown Business
- Rowan, B., Correnti, R., Miller, R. J., & Camburn, E. M. (2009). School improvement by design: Lessons from a study of comprehensive school reform programs. Consortium for Policy Research in Education. Retrieved from <http://www.cpre.org/school-improvement-design-lessons-study-comprehensive-school-reform-programs>

References

- Sherif, M., Harvey, O. J., White, B. J., Hood, W. R., & Sherif, C. W. (1961). *Intergroup conflict and cooperation: The Robbers Cave experiment* (Vol. 10): University Book Exchange Norman, OK.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education & Treatment of Children*, 31(3), 351-380. doi:10.1353/etc.0.0007
- Vermont Agency of Education (Accessed July 28, 2016). The 13 dimensions of school climate. Vermont Agency of Education, Retrieved from: <http://education.vermont.gov/documents/edu-school-climate-13%20Dimensions.pdf>