Integrating Behavior Supports into MTSS for Student Success

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A sustained practice is implemented consistently and comprehensively across time.

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When effective practices are sustained, students achieve better results, more quickly!

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Let's Break It Down

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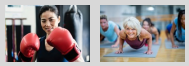
Let's Break It Down



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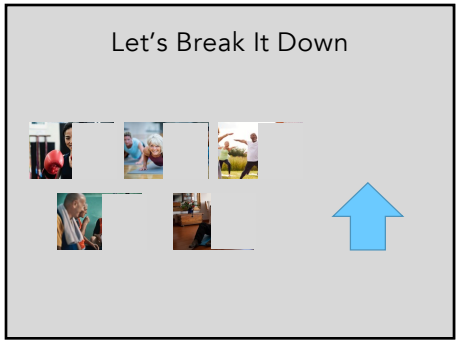
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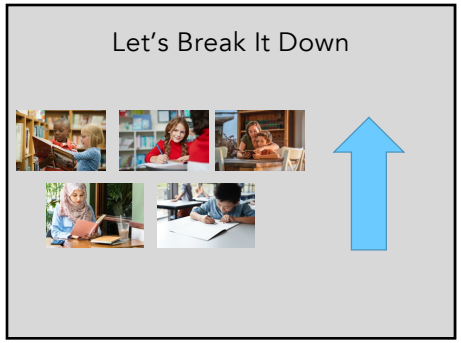
Let's Break It Down

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It's good for students.
It's better for educators.
It saves resources.
It's (sometimes) required by law.
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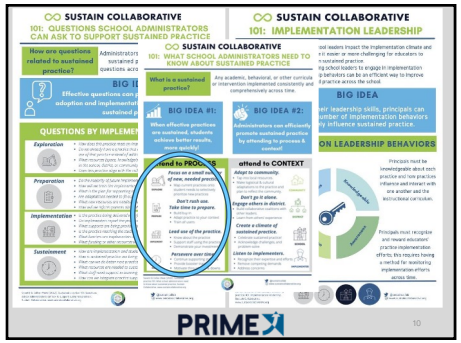
SUSTAIN COLLABORATIVE
101: QUESTIONS SCHOOL ADMINISTRATORS CAN ASK TO SUPPORT SUSTAINED PRACTICE
SUSTAIN COLLABORATIVE
101: IMPLEMENTATION LEADERSHIP
SUSTAIN COLLABORATIVE
101: WHAT SCHOOL ADMINISTRATORS NEED TO KNOW ABOUT SUSTAINED PRACTICE
BIG IDEA
BIG IDEA #1:
BIG IDEA #2:
QUESTIONS BY IMPLEMENTATION
Exploration
Preparation
Implementation
Sustainment
attend to PROCESS
attend to CONTEXT
ON LEADERSHIP BEHAVIORS
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PROCESS OF IMPLEMENTATION
4. SUSTAIN
1. EXPLORE
3. IMPLEMENT
2. PREPARE
MONITOR OUTCOMES
CHOOSE PRACTICE
IMPROVE STUDENT OUTCOMES
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4. SUSTAIN
1. EXPLORE
3. IMPLEMENT
2. PREPARE
Focus on a small number of new, needed practices.
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- What's going well? How can we support these practices to happen more consistently?
- What can we drop?
- What are the (very few) practices that we *need*?

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Resource Mapping

RESOURCE MAPPING INVOLVES MAKING A LIST OF...

PRACTICES
- What skills/issues are addressed?
- How many students are served? What grades?
- Is it evidence-based? Is it effective in your setting?
- Are people trained to implement? What materials are needed?

PEOPLE
- Who is available?
- When are they available?
- What are they trained in?

ASSETS
- What programs/ services/funding are available in the school and community?
- How can these resources be utilized by the school?

BIG IDEA:
Resource mapping can help maximize available resources and avoid initiative overload.

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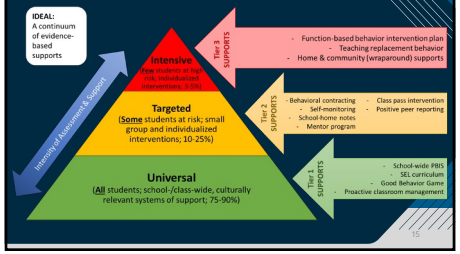
Example - Tiered Behavior Practices



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De-implementation is a process of removing ineffective practices to make space for sustaining more impactful practices.

It's complicated.
Stopping a practice requires a lot of planning. Think about communicating with educators, students & families, adjusting/removing materials, getting new resources, and re-training implementers on more impactful practices.

Make the case!
Build consensus and buy-in for making the change - focus on student outcomes and avoiding initiative overload! No one wants too much to do.

STOP

Change doesn't happen over night.
De-implementation happens over time. Make a plan to build consensus, reduce/remove ineffective practices systematically, and provide support for educators to sustain effective practices.

It's NOT failure.
It's important we continue to learn and adjust to best support our schools! Adopt a growth mindset and build a positive implementation climate that encourages learning and expects change over time.

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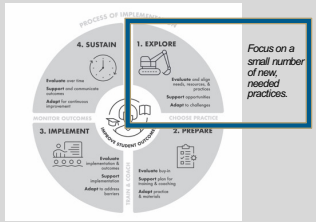

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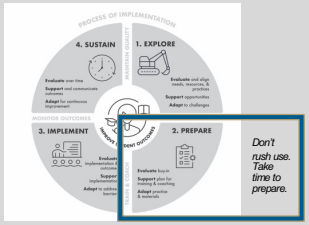

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Most educators - like most people! – struggle to integrate a new practice into their existing routines.

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SO, WHAT DOES IT MEAN TO IMPLEMENT WITH FIDELITY?

Deliver all components of a practice,	in an enthusiastic and responsive manner,	for the fully recommended time
ADHERENCE	**QUALITY**	**EXPOSURE**
The teacher reviewed 5 of the 8 parts of the reading lesson	The teacher's instruction was positive, smooth, and responded to students' interests and needs	Reading instruction occurred for 12 min (recommended time was 20 min)

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Even after high-quality training, fidelity tends to drop within *10 days*.

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Support Educators

Adapt intervention to fit the classroom. Write down the plan. Train them. Provide prompts. Encourage self-monitoring. Coach.

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BIG IDEA

When practices are planfully adapted, they are more likely to be sustained and improve outcomes.

HOW CAN WE ADAPT PRACTICES TO SUPPORT FIT?

MAP CRITICAL COMPONENTS	IDENTIFY AREAS FOR ADJUSTMENT	ADJUST & MONITOR

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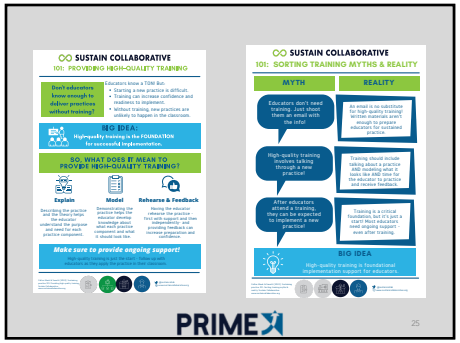

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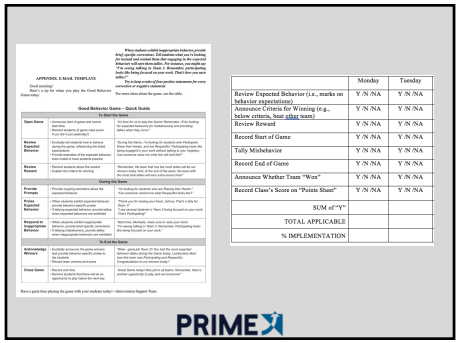

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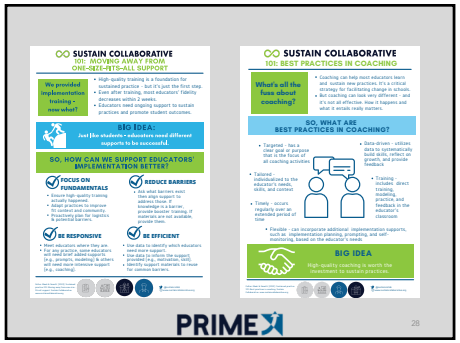

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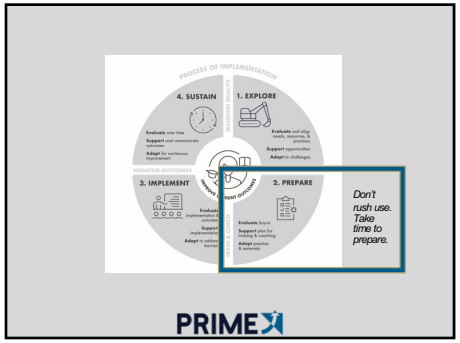

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Lead Use of Key Practices

- Know about the practice
- Support staff using the practice
- Demonstrate your investment

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Example – Using Data & Specific Goals

KNOW – Use school-wide data to inform goals	• Right now, 20% of our school meetings include data. Let's increase this to 50% by January • 40% of teachers share they re-taught expectations in the last week. Let's aim for 70% in November.
SUPPORT - Address barriers to data review	• Make databases accessible • Share excel and data review templates • Practice data review in faculty meetings • Have school psych sit in grade-level meetings for support with data review
DEMONSTRATE - Have teams regularly share out data and goals	• Be public (as appropriate) about data and goals • Have exemplary teams demonstrate their use of data and goals • Make time at meetings for grade-level and school-wide teams to share data-based updates • Share progress towards goals regularly

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Example – Integrate Behavior & Academics

KNOW – Talk about the link	• Learn about how academic issues show up as behavior problems and vice versa • Consistently link behavior and academics
SUPPORT - Address barriers to integration	• Add questions on Tier 2/3 protocols to prompt reflection about academics and behavior • Reduce siloed work; Make sure academic specialists join behavior meetings and vice versa • Make sure relevant specialists have access to data
DEMONSTRATE – Walk the walk!	• Review school-wide academic and behavior data and goals together • Discuss instructional and behavior management strategies to support academic engagement at faculty meetings

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Your Turn – Lead Use of Key Practices

- Know about the practice
- Support staff using the practice
- Demonstrate your investment

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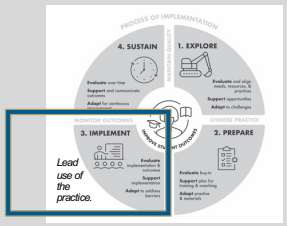

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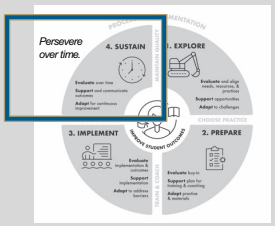

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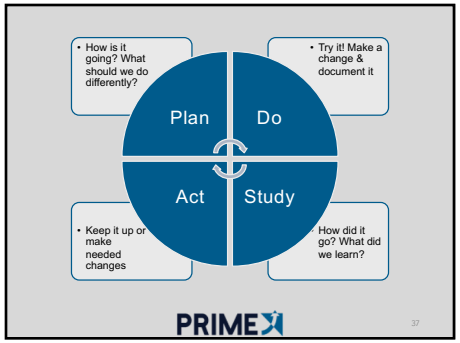

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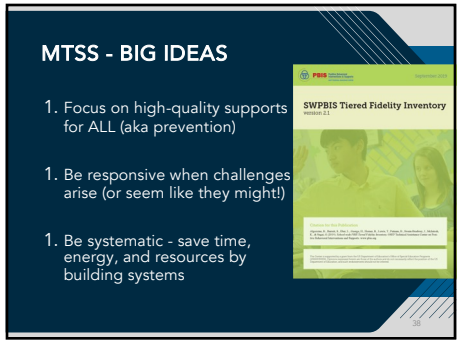

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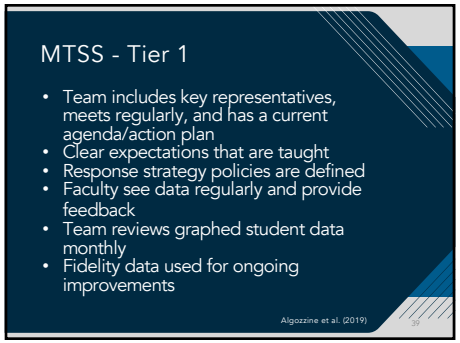

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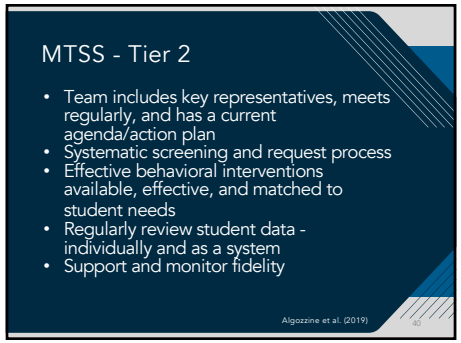

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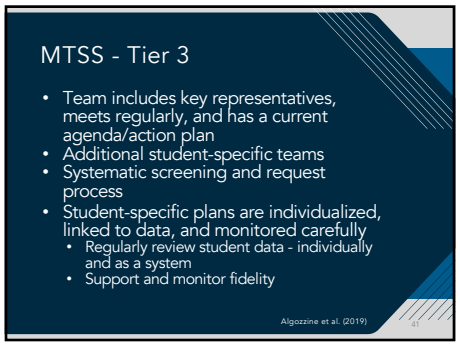

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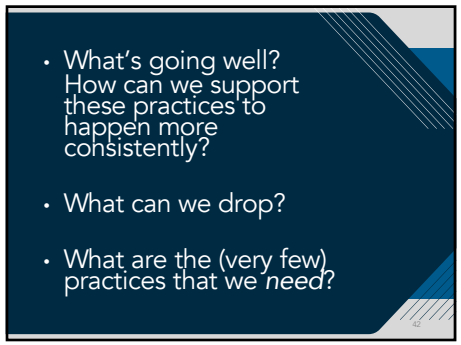

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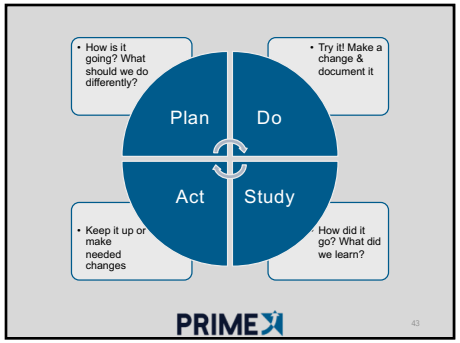

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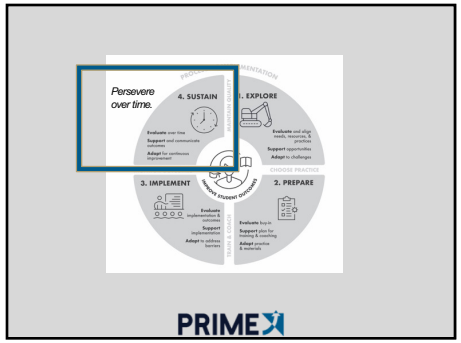

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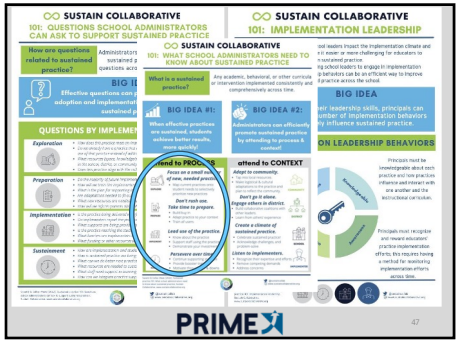

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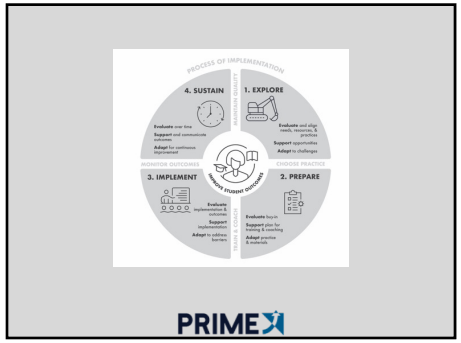

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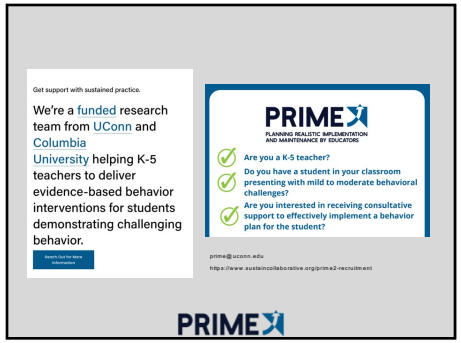
Get support with sustained practice.
We're a funded research team from UConn and Columbia University helping K-5 teachers to deliver evidence-based behavior interventions for students demonstrating challenging behavior.
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Are you a K-5 teacher?
Do you have a student in your classroom presenting with mild to moderate behavioral challenges?
Are you interested in receiving consultative support to effectively implement a behavior plan for the student?
prime@uconn.edu
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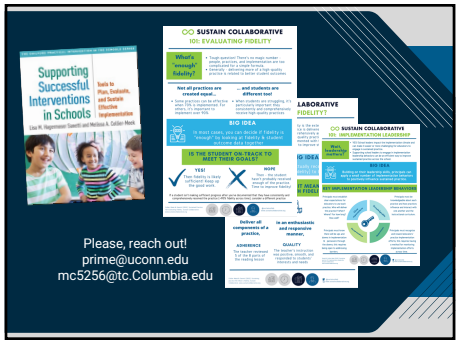
Supporting Successful Interventions in Schools
SUSTAIN COLLABORATIVE
101: EVALUATING FIDELITY
Please, reach out!
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mc5256@tc.Columbia.edu

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