This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

Registration opens April 3rd. For more information, visit the Upcoming Events page at www.pbis.org in March.

SAVE THE DATE

October 4-5, 2018
THE ORIGINS, STATUS, AND FUTURE DIRECTIONS OF PBS

ROB HORN

UNIVERSITY OF OREGON

PBIS
Positive Behavioral Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER

APBS
ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

www.pbis.org
ASSUMPTIONS / GOALS

- **Session created for people:**
  - New to PBS
  - Actively engaged in promoting the mission of APBS
  - Pushing the scholarly and policy future of PBS

- **Define three foundations of PBS**
- **Define the forces now shaping the trajectory of PBS**
- **Suggest actions for expanding and enhancing PBS**

**MISSION of APBS**

The mission of APBS is to enhance the quality of life of people, across the life-span, by promoting evidence-based and effective positive behavior support to realize socially valid and equitable outcomes for people, families, schools, agencies, and communities.
Positive Behavior Support (PBS) is a broad approach for organizing the physical, social, educational, biomedical, and logistical supports needed to achieve basic lifestyle goals while reducing problem behaviors that pose barriers to these goals.

PBS and APBS are about OUTCOMES (improved quality of life, and reduction of the problem behaviors that are a barrier to quality of life)

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NOT about the technology or any specific group of individuals
THE FOUNDATIONS OF PBS: WHAT MAKES PBS IMPORTANT FOR US TODAY?

Positive

Preventive

Data-based

Educative

Comprehensive

Don Kincaid, EdD, BCBA-D, Glen Dunlap, PhD, Lee Kern, PhD, Kathleen Lynne Lane, PhD, BCBA-D, Linda M. Bambara, EdD, Fredda Brown, PhD, Lise Fox, PhD, and Timothy P. Knoster, EdD
PBS begins with commitment to values

- PBS starts with the “why” not the “how”
  - The fundamental goal is always to **improve quality of life**.
  - Quality of life is always defined by those who are receiving support (student, family, child, adult, youth)
  - You cannot do PBS unless you have clearly defined “valued outcomes” … from the perspective of those receiving support.
PBS BEGINS WITH COMMITMENT TO VALUES

- A society based on the success of ALL...
- Equity in *practices* and *outcomes*
Quality of Life… the expanded SCOPE of PBS

- What you do, where you do it, with whom you do things, if you like what you are doing
- How you live all day, week, month,….
- Opportunities for success, failure, challenge, exploration.
- The level of control, “self-determination” you experience

What you value is what you measure

- To provide positive behavior support you have an obligation to measure the impact of your efforts on quality of life…as defined by those receiving support.
- It is okay to measure the details (e.g. rates of problem behavior), but always in the context of quality of life.
YOUR TASK

- What are the 2-3 MAIN outcomes measured in your work setting?

- What values are implied by the selection of these outcomes?
A fundamental assumption of PBS is that the most effective, efficient and durable way to improve quality of life is to design environments where (a) positive behavior is expected, taught and acknowledged, and (b) problem behavior is not taught, and not rewarded.

- Behavior can change
- The “host environment” matters

**Applied Behavior Analysis** defines fundamental principles of human behavior, and is the foundation for the instructional and behavior-change “technology” of PBS.
- Understanding how we inadvertently teach and support problem behavior
- How to teach well... even when the learner has real difficulty learning.
- How to teach so knowledge and skills are generalizable to ALL relevant situations (and not to inappropriate situations)
- How to learn the social, physical and temporal cues for successful behavior. (teach “Where” and “When” as well as “what”)
- Building environments (schools, homes, work places, communities) that NURTURE adaptive behavior.
PBS AND SCIENCE

- **PBS and “practices”**
  - 1. Define a practice with operational precision.
    - What do you see and do
  - 2. Define WHO does WHAT for WHOM
  - 3. Define the outcome(s)( WHY)

- **A commitment to using what works**
  - Formal research documents that a practice (when used well) results in valued benefits for those receiving support
  - Recognition that what works today may be improved tomorrow.
Proven Practices are practices that address at least one core educational outcome, have clearly defined procedures and training materials, are scientifically validated through peer reviewed research to be effective, socially valued, are sufficiently practical and efficient to fit with existing educational practice, and have been validated as effective across at least 50 schools in Oregon.

- Practice addresses a **core educational goal**
- Practice is defined with **replicable precision**
- Practice includes a **professional development** plan
- Practice includes a process for **sustainability**
- Practice includes a **fidelity** measure

- **Peer-reviewed research** documents the efficacy of the practice
- The practice **has been used successfully** in at least 50 schools in Oregon
- The practice is more **efficient** (cost/impact) than current alternatives
We know more today about what works than we do about how to get those skills, procedures and knowledge into schools, work places, communities and homes at a scale of social significance.
Moving from ONE to MANY

- Designing Professional Development

- Implement practices **well** *(fidelity)*
- Implement practices that will **sustain** over time
- Implement practices at a **scale** of social importance
PBS AND IMPLEMENTATION

- **Implementation Science**
  - **What** (select practices that are effective)
  - **Who** (implement in teams)
  - **When** (implementation stages)
  - **How**
    - Implementation drivers
      - (train, coach, feedback)
    - Implementation cycles
      - (continuous improvement)

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**The Importance of Exploration**

In Social Systems you are NEVER done … just getting better
- Measure **Capacity** of Local Systems
The social culture of a school matters.

A continuum of supports that begins with the whole school and extends to intensive, wraparound support for individual students and their families.

Effective practices with the systems needed for high fidelity and sustainability

Multiple tiers of intensity
SCHOOLS IMPLEMENTING PBIS
FEBRUARY, 2018

26,370 Schools Implementing PBIS
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14,111,743 Students

3409 High Schools
OUTCOMES OF IMPLEMENTING PBIS

- **Reduced problem behavior**
  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002)

- **Increased prosocial behavior**
  (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

- **Improved emotional regulation**
  (Bradshaw et al., 2012)

- **Improved academic achievement**
  (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety**
  (Horner et al., 2009)

- **Improved organizational health/ reduced staff turnover**
  (Bradshaw et al., 2008)

- **Improve teacher perception of academic effectiveness**
  (Ross, S.W., Endrulat, N. R., & Horner, R. H., 2012)
Three Main Messages

1. Invest in Prevention First
2. Establish multiple tiers of support intensity
3. Add intensity of support EARLY.
PBS AND IMPLEMENTATION

- **Fidelity** (measure if the practice is in place)
- **Sustainability** (implement practices that endure)
- **Adaptability** (implement across cultural and organizational contexts)
Three Dangers:

1. We start with practices not valued outcomes
2. We conflate “technology and science”
3. We operate as if there is only one “effective practice”
PBS AND IMPLEMENTATION

Common Themes/Different Contexts

Implementation

PBS AND IMPLEMENTATION

The Pyramid Model Consortium
Supporting Early Childhood PBIS

Adapting Positive Behavioral Interventions and Supports for Secure Juvenile Justice Settings: Improving Facility-Wide Behavior

Kate Alpert-Rosen
Georgia State University
C. Michael Nelson
University of Louisville

Abstract: The purpose was to adapt a model of behavioral interventions and supports PBS to the context of a juvenile justice facility. The model of PBS was adapted to the needs of the facility, with a focus on developing strategies to improve facility-wide behavior. The results showed that the adapted model was effective in improving behavior across the facility.

Implementation

Family Implementation of Positive Behavior Support for a Child With Autism:
Longitudinal, Single-Case, Experimental, and Descriptive Replication and Extension

Joseph M. Sandler
University of Western Ontario
Richard D. Ervin
Robert H. Yarrow
Jane E. Warf
James A. Maki
Gina Maderer
University of Western Ontario

Abstract: This study examined the feasibility, acceptability, and impact of a positive behavioral intervention for children with autism. The intervention was implemented in the home, school, and community setting of a child with autism. The results showed that the intervention was effective in improving behavior and reducing negative outcomes for the child.

Integrated Multi-Tiered Systems of Support Blending RTI and PBIS

Kant McIntosh
Steve Goodman

Supported Employment

Supported Employment
IMPLICATIONS

- For those new to PBS
- For those currently implementing PBS
- For those engaged in research and policy advances
FOR PEOPLE NEW TO PBS

- Start all conversations, projects and initiatives with clarification of values.
  - What are the values? Quality of life…
  - Who decides…
- Measure what you value
FOR PEOPLE NEW TO PBS

- Learn the "core"
  - Focus on "why"

Examples
- Tier I PBIS:
  - Teach school-wide expectations
- Tier II
  - Use CICO to
- Tier III
  - The "function"

TIER I PBIS CORE FEATURES

- Consequences for Problem Behavior
- Classroom Systems
- Data and Decision System
- Bully Prevention
- Family Engagement
- Leadership Team
- School-wide Expectations
- System to Acknowledge Behavior

Tier I PBIS
YOUR TASK

- Values
- Core Features
- Practices

Core Features
FOR THOSE ACTIVELY IMPLEMENTING PBS

1. Invest in **Decision Systems**
   - Collect information about **fidelity and impact**
   - Are we doing what we said we would do?
   - Is it making an improvement in valued outcomes?

Are we doing what we said we would do?
- PBIS
- Restorative Practice
- Early Literacy
- Good Behavior Game

Is what we are doing benefiting people receiving support?
- Social behavior
- Relationships
- Literacy comp
- Numeracy
FOR THOSE ACTIVELY IMPLEMENTING PBS

- Decision Systems Require (a) Teams, (b) Data, (c) Decision Process
DORA: PROBLEM SOLVING SCORE

\( T_{O2} = 3.03, DF = 36, P < .05, ES = .87 \)

DORA: PROPORTION OF TEAMS IMPLEMENTING SOLUTIONS WITH INTEGRITY
($X^2 = 6.21, P < 0.05, V = 0.34$)
**Results**

TIPS improved the process of team problem solving (development of solutions)

TIPS improved the likelihood that solutions were implemented.

TIPS increased the likelihood of improvement in student outcomes (both academic and behavior)
3. Invest in **Coaching**

- **Training** is the presentation of material to develop new knowledge and/or skill

- **Coaching** is the on-site support needed to use new knowledge and/or skills under typical conditions.
COACHING FUNCTIONS

• **Prompting**
  - Bring newly trained skills under stimulus control of natural stimuli

• **Fluency Building**
  - Repeated opportunities to use new skills … preferably soon after training

• **Performance Feedback**
  - Feedback on accuracy and shaping of trained skills

• **Adaptation**
  - Modify trained skills to fit to local culture and context
  - Suggest and/or encourage adaptations
FOR THOSE ACTIVELY IMPLEMENTING PBS

4. Invest in ORGANIZATIONAL SYSTEMS

- **Policies**: mission
- **Staffing**: selection, training, orientation, evaluation
- **Team Responsibility**: Match authority to responsibility

“Preference will be given to applicants with documented expertise and experience in implementing multi-tiered academic and behavior supports.”
Build policies that empower excellence

We can use law, policy and mandate to prevent atrocities and improprieties, but these tools are far less effective at guiding, encouraging, or forcing the use of effective practices.

The alternative is to

A) Define common values
B) Measure if we are achieving values (iteratively)
C) Establish resources and incentives to use practices that make a difference
Basic Knowledge about Learning and Social Systems

Practices and Packages that are better, faster, more efficient
- Tier I: Building social community; Consequence structures
- Tier II: Self-regulation
- Tier III: Efficient strategies for individualized support… and the systems to implement these strategies
- Equity across race, ethnicity, gender, age, economic status

Implementation Science
- Alignment of academic, behavior, mental health supports
- Improving initial implementation (state selection of effective practices)
- Sustaining effective practices
- Scaling what works to levels of social significance
SUMMARY

Effective Practices that work

Efficient Practices that are practical, durable and available

Equitable Practices that benefit all