Operant psychologists use different definitions & descriptions for terms used by individuals in everyday exchanges (Sweeney, 2017):

- Delayed v. probabilistic reinforcement & discounting
- Satiation & habituation
- Impulsivity
- Meta-contingencies
- Pivotal response treatment
- Motivation & choice
- PBIS, MTSS, RtI, SCTG
- Behavioral cusp

How can I use understanding of satiation & habituation & delayed & probabilistic discounting to improve precision (Green; Sweeney; 2017) & impact of:

- Design of direct instruction
- Teacher practice implementation fidelity
- Selection & implementation of classroom & schoolwide behavior management practices
- Educator & leadership preparation
- Organizational practices & systems
Meta-contingencies & schools (Glenn, 2017)

• Teacher-teacher, student-student, teacher-student
• Classroom & school-wide, classroom & nonclassroom
• Classrooms w/in schools, schools within districts, schools & districts w/in states
• Means for increasing precision of description, analysis, & intervention.

We're subgroup that knows how to do it, but most of world does not (Koegel, 2017)

• Key/pivotal areas for enhancing teacher behavior
• Teaching under natural conditions…make it fun
• Dissemination strategy (hire Lynn)
• Probably already been said/done…implement tickling w/ fidelity
• Communicative function of behavior

ABA-1
SPED, PT
White, Haring, Wolery, Bailey, Skinner, Solman, Baer, Wolf, Rayley,

ABA-2
DI, SSR
Dunlap, Horner, Engelman, Becker, Carrine, Lindsley, Nelson, Tawney, Gaal, Stoews, Alberto, Truscott, Baer, Johnston, Pennypacker, Subar-Azaroff,

ABA-3
PBS, PBIS, BEHAVIORAL & PREVENTION SCIENCES
Vargas, Walker, Horner, Balany, Carr, Dunlap, Biglan, Mayer, Bradshaw, Strain, Fasen, Cooper, Hewitt, Heron, Skinner,

ABA-4
BCBA, School/Counseling Psychology, Social Worker, Physical/Occupational Therapy, Leadership, Nursing, School Research Officer, General Education, Researchers,

You!!

CONTEXT: Sample of Initiatives prior to 2016

School Violence & Mental Health
School Climate & Discipline
Discriminatory & School-Prison Pipeline

SCTG, AWARE, PREVENT, SPDD, Counseling, (m)IDEA

A Brief PBIS Chronology

• 1991 Project PREPARE
• 1993 Effective Behavior Support Project
• 1998 2003 2008 2013 OSEP “PBIS” Center
• 2001 Reading & Behavior Research Centers
• 2007 Scaling of Evidence-based Practices
• 2014 OSHS SCTG
**Competing Stimulus Conditions & Meta-Contingencies**

- Reactive
- Low fidelity
- Qualitative
- Neg. Reinf.
- Train & Hope
- Individual
- Eclectic

<table>
<thead>
<tr>
<th>Poor</th>
<th>OUTCOMES</th>
<th>Better</th>
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</table>

**Applied Implementation Challenge**

- Preventive
- High fidelity
- Quantitative
- Pos. Reinf.
- Generalized Fluency
- Organizations
- C & T Defendable

**Cognitivism** - Humanism - Psychoeducationalism - Behaviorism - Biophysicalism

- Confimrable
- Repeatable
- Parsimonious
- Defendable
- Theory of Action
- Actionable
- 1. Describe & Hypothesize Observations
- 2. Develop Effective Strategy
- 3. Establish Implementation System
- 4. Evaluate & Act on Results

**Science of behavior has taught us that students...**

- Are NOT born with "bad behaviors."
- Do NOT learn when presented aversive consequences
- DO learn better ways of behaving by being Taught
- Receiving positive feedback

**PBIS Conceptual Foundations**

- Behaviorism
  - Laws of Behavior
  - Applied Behavioral Technology
  - Social Validity
- ABA
- PBS
- PBIS
- All Students
PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students.

PBIS = MTSS - RtI

Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Decide with Data

Screen Universally

PBIS, ABA, & MTSS Share Functions

Monitor Progress Continuously

Use Team to Coordinate Implementation

PBIS – MTSS - RtI

Develop Local Expertise & Implementation Fluency

CONTINUUM

ACADEMICALLY

Universal

Intensive

Targeted

All

Some

Universal

Targeted

Intensive

Some

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Apply Behavior Analytic Logic

EXAMPLE: Organizing & analyzing adult & student behavior

STUDENT BEHAVIOR

• Aggression
• Bullying behavior
• Non-compliance
• Insubordination
• Social withdrawal
• Truancy
• Law/norm violations
• Substance use
• Weapon possession
• Harassment
• Self-injury
• Disproportionality & Equity

ADULT BEHAVIOR

• Office referral
• In school detention
• Out of school suspension
• Probation & parole
• Arrests & incarceration
• Restraint & seclusion
• Mental health referral
• Disproportionality
• Dropping out
• School failure
• Mental illness
• School-to-prison pipeline
• Achievement gap
• Unemployment
• Delinquency
• Negative climate

OUTCOMES

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OUTCOMES

Apply Behavior Analytic Logic
Mismatch between problem & intervention

Discipline Handbook Functional Equivalent of “Graffiti Hotline!”

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL

SOME

FWM

EXAMPLE: School-wide Continuum

EXAMPLE: Classroom Continuum

What do office discipline referrals measure?

PBIS Implementation Data

Horner, 2014
1. School establishes policy for norm violating behavior

2. Kid engages in norm-violating behavior

3. Educator sees student behavior & completes discipline referral

4. Administrator processes incident

ODR Data Point

---

Major ODR per Grade Level (triangle): 2016-17

Horner et al.

12.6% students = 3 or 4
~75-85% T2/3 (excl. "Other")

---

Major ODR per Grade Level (triangle): 2016-17

Horner et al.

12.4% students = 3 or 4
~8-15% T2/3 (excl. "Other")

Most students respond T1

---

"Doing it correctly?"

IMPLEMENTATION

Effective Not Effective

PRACTICE

Maximum Student Benefits

Fixsen & Blase, 2009
CT’s K-3 Reading Model Works

A first grade classroom before CT’s K-3 Reading Model

A first grade classroom after 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015

After 3 years, pilot schools have
- More than doubled # students meeting grade literacy level goals.
- More than halved # students at significant risk for reading failure.

RCT & Group Design PBIS Studies


Continuum Logic & Key PBIS Working Elements

Outcomes
- Data
- Practices
- Systems

INCREASED EFFORT
- Intensity
- Frequency
- Duration
- Specialization
- Differentiation
- Teaming

Responsive-to-Treatment
- Frequency
- Treatment
- Duration
- Intensity

“Bet your next month’s salary!!”

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate


EXAMPLE: Behavior as Habit

“Power of Habits”
…..or Challenging Behavior
Charles Duhigg, 2012

CUE → HABIT → REWARD

- Dessert → Eat → Satisfied
- TV remote → Sit & watch → Entertained
- Teased → Hit → Teasing stops
- Difficult work → Destroy work → Work removed

Establishing/Replacing Habit
Charles Duhigg, 2014

- CUE: Remove competing cue, Add desired cue
- HABIT: Teach acceptable alternative, Teach desired alternative
- REWARD: Remove reward for old habit, Add reward for new habit

All three elements are considered in SSI …& addressing challenging behavior

Prevention Logic for All
Redesign of teaching environments…not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

EXAMPLE:
School Climate & Culture (ESSA)

“Schools as Effective Organizations”

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”
(Skinner, 1953, Science of Human Behavior)

Common vision & objectives
Common language
Common experiences & routines
Quality leadership & coaching
Culture =

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

Sugai, O'Keeffe, & Fallon 2012

School Climate

- SHARED BELIEFS, values, & attitudes
- SHAPED INTERACTIONS between & among students, teachers, & administrators
- INDIVIDUAL & GROUP level construct
- Sets NORMS of (un)acceptable school behavior

Biglan, Colvin, Mayer, Patterson, Reid, Walker

Establish positive school climate

Maximizing academic success

Supervising actively

Teaching important social skills

Modeling good behavior

Recognizing good behavior

Basic Behavior Teaching Processes

Engelmann, Becker, Cammisa, Colvin

1. ASSESS current skill
2. TEACH for acquisition (model) & fluency (practice)
3. PRECORRECT for use in required settings
4. Actively MODEL, SUPERVISE, shape & REINFORCE
5. Train w/ new exemplars for GENERALIZATION

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Respect</td>
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<tr>
<td>Curiosity</td>
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<tr>
<td>Respect Others</td>
<td></td>
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<td></td>
<td></td>
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<tr>
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</tbody>
</table>

1. Social Skill
2. Natural Contexts
3. Behavior Examples
Social Skill Teaching & Learning Phases
White & Haring, 1980

Acquisition
- New skill must be contextually accurate
- HOW: show, model, explain w/ feedback (A-B-C)

Fluency
- New skill must be smooth & consistent
- HOW: practice w/ feedback (a-B-C)

Maintenance
- New skill must continue when training removed
- HOW: practice w/ less feedback (a-B-C)

Generalization
- New skill must be used in new similar situations
- HOW: teach, practice in variety conditions (A-b-C)

Adaptation
- New skill must be changed to fit new different situations
- HOW: teach variations w/ feedback (A-B-c)

EXAMPLE: Establishing Safe, Respectful, & Effective Teaching & Learning Environments

Southern Poverty Law Center, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

In the first days after the 2016 presidential election, the Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators from across the country Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Many teachers of educators report that their students have become more negative, more aggressive and more racist. And many of them believe it will have a long-lasting impact. A full 30 percent of students learned about the impact of the election on themselves and their families.

THE NUMBER OF PEOPLE WHO MENTIONED...

- SMART TRASH: 54
- CONFEDERATE FLAGS: 31
- THE WALL: 40
- DEPORTATION: 67
- PAGAN: 13
- THE N-WORD: 177
- RUSSIA: 18
- TURKEY: 7
- MOINDE: 4
- AFRICA: 89
- ISLAM: 20

Responses from 10,000 educators,....

- 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.

Southern Poverty Law Center, 15 Feb 2017
https://www.splcenter.org/hate-map

HATE MAP NATIONAL NUMBERS

| Hate group increase since 2015 | 14% |
| Anti-Muslim hate group increase since 2015 | 42% |
| # of KKK groups in 2015 | 190 |
| # of anti-government “patriot” groups in 2015 | 998 |

TX 84
CA 68
FL 59
NY 44
CT 5
NV 4
General Reactive Management

- Restructuring organizational & policy
- Escalating consequence-based response
- Quick emotion-based response
- Unanticipated problem, crisis, challenge

“Double Down/Up” on Prevention & What Works

- Avoid reactive management
- Double down/up prevention

- Consequence-based punishment response to change, crisis, event

- "Down" - increase bet or investment
- "Up" - invest earnings in new bet

Avoid reactive management
- Labeling people
- Exclusion & seduction
- Zero tolerance
- Segregation
- “Do-not” of punishment
- Shaming students & families

“Double Down/Up” on Prevention & What Works

- Behavioral sciences
- Evidence-based prevention practices
- Working as teams
- Data for decision-making
- Measurable important student outcomes
- Implementation fidelity

http://www.pbis.org/whats-new

- Nation Climate Change
- School Climate
- Implementation Fidelity
- Equity, Discipline, & Culture
- Bullying & Hate
- Family Engagement
- Alignment & Integration
- ESSA & School Climate

BIG IDEAS

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/year) that can be safe, predictable, positive for ALL students
2. BEHAVIORAL SCIENCES serve as useful theory of action/change
3. Positive, doable, effective PRACTICES exist to maximize academic behavioral success
4. Implementation SYSTEMS needed for students to experience & benefit from effective practices
5. DECISION-based DATA systems to inform actions
6. Consideration of CULTURE needed to guide decisions & actions