Shaping of a Behaviorist: ABA, PBIS, MTSS

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Purpose:

Context: Behavioral & prevention sciences have interupted to address many education & social issues. PBIS? ABA? MTSS? BCBA? ABC?

Purpose: To describe how my behavior have been shunted to our efforts to scale up & enable behavior analytic classrooms & schools. Topics include PBIS, MTSS, ABA, classroom & school culture, & driving social & academic guilt.

Today’s “Big Ideas”

Stated Positively

1) Make true BA public statements
2) Implement BA interventions
3) Advise BA interventions
4) Label BA & non-BA interventions
EXPECTED OUTCOMES
Given your ABA learning history….

- Identify factors that have shaped your learning history
- Apply ABA principles to general & special education priorities
- Improve adult behavior to improve student/client behavior
- Model, prompt, & reinforce application of ABA practices

PBS – Respect & Responsibility
“Prompting Self-Managed Behavior”

- OTHERS
  - Use calls & converse @ breaks
  - Work as team collaboratively
- SELF
  - Hydrate, stretch, & stand
  - Check yourself
  - Be safe
- ENVIRONMENT
  - Pre-cycle & recycle
  - Check environment
  - Keep track of personal stuff
  - Self-stim. on toy as needed

Shaping of a Behaviorist & PBIS framework

Behaviorism & Theory of Action & Change
Theory of Action

“Roadmap”
Charts causal pathway of strategies needed to answer specific question & achieve desired outcomes (i.e., “To address X, we must do Y.”) & Based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”).

Defendable Theory of Action
- Confirmable
- Repeatable
- Actionable
- Based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”)

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.

Biology is important
Behavior & environment are functional related
Behavior is lawful, therefore understandable & influence-able

Adjust environment to influence & teach behavior

Natural Sciences
Behaviorism
ABA
PBS
SWPBS
PBIS

PBIS Conceptual Foundations
- Scientific Method
- Laws of Behavior
- Applied Behavioral Technology
- Social & Educational Validity
- All Students

The Nurture Effect
How the Science of Human Behavior Empowers Our Lives and Our World
Anthony Bengal, 2015
PBIS Shaping
Also
• 2001 Reading & Behavior Research Centers
• 2007 Scaling of Evidence-based Practices
• 2014 OSHS SCTG
• Personnel & Leadership Preparation Grants
• Special Projects
• IES Research & Post-doctoral Preparation Grants

PBIS IV
2013-18
School climate & culture
Integrated school mental health
School safety

CLIMATE & CULTURE
Individuals, Classrooms, Schools, Districts....
“Race”
“Diversity”
“Gender Identity”
“Equity”
“Disproportionality”
“Individuality”

Individual & collective learning histories (cultural norms & experiences)

![Diagram](image)

Four behaviors for every ODR data point

School establishes policy for norm violating behavior
Kid engages in norm violating behavior
Educator completes discipline referral
Administrator processes incident

Setting Consequences Antecedents Behaviors
Policy makers
Admistrator
Student
Teacher
Family
Classroom
School

Individual Learning History & Context

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Antecedents:
3. Consequences:
4. Describe how learning history affects how you describe & act on what you experience.

Your Name
What do behaviorists say about culture?

“No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way.”
Hayes & Toarmino, 1995

“A culture evolves when practices contribute to the success of the practicing group in solving its problems”
Skinner, 1981

“Nothing is inherently biased or culturally irrelevant about practices & systems of PBIS implementation.”
Hayes & Toarmino, 1995

However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

Culture =

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

Collection of learned behaviors, maintained by similar social & environmental contingencies

How does my learning history affect my actions?

- Do I have shared experience w/ individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act w/ team?
- Do I use data to guide my actions?

SWPBS & Cultural Responsive Practices

Vincent, Randall, Carlsidge, Tobin, & Swain-Bradway 2011
References


• 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.

Since Nov 3 2016

867 POST-ELECTION HATE INCIDENTS

Increase in neo-Nazi groups since 2017

# new Nazis & white nationalists who accept Bitcoin

# hate & extremist groups using Cloudflare technology

# of KKK groups in 2017

72

23
“Power of Habits”

...or Challenging Behavior

Charles Duhigg, 2014

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

CUE

HABIT

REWARD

TV remote

Walk

Entertained?!

Teased

Ignore

Teasing stops?!

Difficult work

Try

Work removed?!

Establishing/Replacing Habit

Charles Duhigg, 2014

CUE

HABIT

REWARD

• Remove competing cue
• Add desired cue

• Teach acceptable alternative
• Teach desired alternative

• 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

Prevention as explicit & precise actions

ANTECEDENTS

BEHAVIOR

CONSEQUENCES

Add Discriminative Stimuli

Increase Probability of Desired Behavior

Add Effective Reinforcers

Remove Discriminative Stimuli

Decrease Probability of Problem Behavior

Remove Maintaining Reinforcers

Biglan, 1996; Mayer, 1965; Walker et al., 1996
Risk & Protective Factors: Behaviors, Antecedent & Consequence Stimuli, & Setting Events

Implementation Consideration

Risk Factors
- Mental illness
- Disability
- Substance use
- Antisocial behavior

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

Risk Enhancers
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

INEFFECTIVE RESPONSE
- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Non-evidence-based practices
- Subjective decision making
- Low quality implementation of evidence-based practices

Implementation Consideration

Risk Enhancers
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

EFFECTIVE RESPONSE
- Prevention-based behavioral interventions
- Tiered support systems
- Data-based decision making
- Continuous quality improvement development
- High fidelity implementation

MultiTiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)
MTSS is...

**Integration of** a number of multiple aligned systems into one cohesive, strategically designed system meant to address multiple domains or context areas in education.

- "An evidence-based practice that recognizes the need for an aligned and intentional learning environment.
- "Systemic, specific, and sustained (SSS) model for making decisions about policies, procedures, and practices across the district, school, and classroom to ensure all students’ academic, behavioral, and social success.
- "An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, and classroom to meet the academic and non-academic needs of all students." (MA Exec Office of Ed. 2018)
- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (Fix MTSS, p. 2).
- "Blueprint for school improvement" (CA Dept of Ed., Jul 19, 2017)
- "An integrated, comprehensive framework in which data-based problem solving and decision-making is necessary for all staff behavior and instruction.
- "Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to behavioral instruction and intervention." (Batsche et al., 2005)

**FRAMEWORK LOGIC**

Behavioral science-based practices & systems tending student & ADULT behavior

**PBIS Working Elements**

- Evidence-based Interventions
- PBIS Staff Behavior
- PBIS Student Behavior
- PBIS Cultural Validity

**STUDENT BEHAVIOR**

- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law-norm violations
- Substance use
- Weapon possession
- In school detention
- Harassment
- Self-injury

**ADULT BEHAVIOR**

- Office referrals
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Mental illness

**OUTCOME**

- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Mental illness

-Fix These, NOW!

- Out of school suspension
- Bullying behavior
- Social withdrawal
- Disproportionality
- Insubordination
- Self-injury
- Mental health referral
- Trauma
- Law-norm violations
- Office referral
- School failure
- Deviant sexual behavior

NOT Equal!

- Restraint & seclusion
- Negative climate
- Probation & parole
- Hate crime
- In possession
- Self-injury
- Substance use
- Weapon possession
- Harassment
- School-to-prison pipeline
- Mental health referral

Apply Behavior Analytic Logic.
Integrate Initiatives around Important Shared Outcomes

Align, Integrate, & Sequence Evidence-based Practices & Systems w/ Continuum

Develop Local Content Expertise

Coordinate Implementation w/ Team

Continuously Monitor Student Progress & Implementation Fidelity

Screen Regularly, Early, & Universally

Use Data to Make Big Decisions

Teach & Arrange Learning Environment for Success

Continuously Monitor Student Progress & Implementation Fidelity

Integrate Initiatives around Important Shared Outcomes

Tiered Prevention Continuum Logic

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

Supports for all students w/ disabilities are multi-tiered

Supports for all students w/ disabilities are multi-tiered

Basic Continuum Logic

Blended Continuum Logic

Student Outcome

Classroom Continuum

School-wide Continuum

Universal

Targeted

Intensive

Continuum of Support for ALL: “Theora”

Continuum of Support for ALL: “Molcom”

Continuum of Support for ALL: “Theora”

Label behavior, not people

Universal

Targeted

Intensive

Continuum of Support for ALL: “Molcom”

Supports for all students w/ disabilities are multi-tiered

Supports for all students w/ disabilities are multi-tiered
Teaching = Developing Stimulus Control

PBIS = group of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome.


Vincent, Randell, Carling, Tan, & Sugai, O’Fallon, & Palom, 2010
Supporting Important Culturally Equitable Academic & Social Behavior Competence

OUTCOMES

PRACTICES

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Differential Reinforcement of Other Behavior (DRO)

Positive Reinforcement

Extinction

Stimulus Discrimination Training

S+ Discriminative Stimulus & Reinforcement

S+ S-Delta & Extinction

Teaching/learning mis-rule!!

Teaching Matrix = Developing Stimulus Control

"Teaching by Getting Tough"

“Teaching by Getting Tough” & you’re a dumb

“That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again….starting now!”

Developing Stimulus Control: Academic & Social Behavior

ADJUST for Efficiency

DEFINE Simply

MONITOR & ACKNOWLEDGE Continuously

MODEL

PRACTICE in Setting

"Teaching Matrix" = Developing Stimulus Control

STIMULUS CONTROL

Change in probability of response as function of presence/absence of antecedent stimulus


dx

Teaching Matrix

S+ ✓

Teaching by Getting Tough!!

sin x = ?

3. If


dx

six = 6
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<th>BIG IDEAS</th>
<th>RCT &amp; Group Design PBIS Studies</th>
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**Concluding Comments:**

7 Big Ideas

- Raising the bar for schools with positive behavior support.
- Enhancing the evidence base for school-wide positive behavior support.
- Effective practices to reduce bullying and peer rejection.
- Positive approaches to support academic achievement.
- Enhanced classroom safety and belonging among secondary school students.
- School-wide positive behavior supports with tier 2 coaching to student support teams: The PBIS plus model.
- Examining the evidence base for school-wide positive behavior support.

**BIG IDEAS**

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students.
2. BEHAVIORAL SCIENCES (ABA) serve as useful theory of action/change.
3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success.
“Doing it correctly?”

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<th>IMPLEMENTATION</th>
<th>Effective</th>
<th>Not Effective</th>
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<tbody>
<tr>
<td>PRACTICE</td>
<td>Maximum Student Benefits</td>
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Effective

Not Effective

**BIG IDEAS**

4 Implementation **SYSTEMS** needed for students to experience & benefit from effective practices

**BIG IDEAS**

5 **DECISION-based DATA** systems needed to guide actions

6 **TEACH** directly by modeling, prompting, practicing, & reinforcing
BIG IDEAS

Consideration of CULTURE (local context) & STUDENT BENEFIT needed to guide decisions & actions

A CALL for ACTION
1. Positive school climate
2. Ban assault-style weapons
3. School-based mental health
4. Reform reactive discipline practices
5. Universal background checks
6. Standardized threat assessment teams
7. Safety related information exchange
8. Gun violence protection orders

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

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