Shaping of a Behavioral Scientist: A Tip of the Hat
“Learn to Do by Doing”

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
www.pbis.org  www.neswpbs.org
George.sugai@uconn.edu

Original Purpose: Events, activities, people experiences, etc., shaped who I am (Sep 2017)
Modified Purpose: Shift focus a bit to importance of schools in supporting academic & social success of all students.
Why? Urgency to double down on effectiveness, efficiency, & relevance of schools (Mar 2018)

“Learn to Do by Doing”

ABA-1
SPED, PT
White, Hering, Wily, Bailey, Skinner, Sidman, Baer, Wolf, Riley, Newt, Edgar, Elia, Schinke,

ABA-2
DI, SSR, EBD
Dunlap, Kaufman, Engelmann, Becker, Carne, Lindsey, Nelson, O’Neill, Tanne, Gass, Stokes, Alberth, Touzahn, Baer, Johnston, Pennypacker, Suber-Alaroff,

ABA-3
PBIS, PBIS, BEHAVIORAL & PREVENTION SCIENCES
Vargas, Walker, Horner, Belady, Carr, Dunlap, Biglan, Mayer, Bradshaw, Stain, Fixel, Baxel, Cooper, Hewitt, Heron, Skinner,

ABA-4
Behavior Analysts, School Counselors & Psychologists, Social Workers, Physical & Occupational Therapists, School Leaders, Nurses, School Resource Officers, General & Special Educators, Researchers...You!

GS Shaping “Tip of Hat”

Botany & Biology, Easter Seals Camp, 60s, Rogers, Freene, Peirs

Why Invest in Schools?

Prevention-based Protective Factors

Academic success
Social, emotional, & behavioral success
Caring, professional adults
Positive adults modeling
Neighborhood availability
Specialized supports
Positive classroom & school climate

12+ yrs. 180 days/yr. 6 hrs./day

Perceptions of school safety & neighborhood crime of 12-18 year olds.
USDoE NICES March 2018

Analysis of this report is restricted to the 50 states and DC respondents who were surveyed in person in 2015 National Representative Sample Survey
Regardless of perceptions of crime, 95% students reported feeling safe at school.

More likely to report feeling safe at school if adult or student

Why Now More than Ever?

CONTEXT: Sample of Initiatives prior to 2016

DATA POINT

Changes in Bullying Victimization and Hate-Related Words at School Since 2007

Perceptions of bullying victimization & hate-related words of 12-18 year olds.

2015 Nationally Representative Sample Survey

2007-2015 Decreases in rates of reported bullying & hate-related words

Post 2016??

SCTG, AWARE, PREVENT, SPDG, Counseling, (re)IDEA

USDoE NCES March 2018

According to the 2015 Nationally Representative Sample Survey, 95% of students reported feeling safe at school, regardless of perceptions of crime. Adults or students being present were more likely to report feeling safe at school. This phenomenon highlights the importance of creating a safe and supportive school environment.

In the context of initiatives prior to 2016, programs such as SCTG, AWARE, PREVENT, SPDG, Counseling, and (re)IDEA were implemented to address issues related to school climate and discipline, school violence, mental health, and disproportionality in the school-prison pipeline. These efforts aimed to improve school climate and support student success.

Over the years from 2007 to 2015, significant decreases were observed in the rates of reported bullying and hate-related words. However, the data post-2016 remains unclear, suggesting a need for continued monitoring and intervention.

The data from the survey was provided by the US Department of Education, National Center for Education Statistics (USDoE NCES), March 2018.
2007-2015
Decreases in rates of reported frequent bullying & increases in telling adult.

Post 2016?

SPLC, 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 4,424 educators from across the country. Over 8,000 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 reports of education recount that school climate has been negatively affected, and many wonder if it will have a lasting impact. A full report describes heightened anxiety and conveys the pain of students worried about the impact of the election on themselves and their families.

Responses from 10,000 educators.....

- 9/10 said 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.
- 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.

FBI Data on Reported Hate Crime Incidents
November 2017

- 5850 to 6,121 increase (4.4%) total hate crime incidents (6.4% 2014)
- 19% rise anti-Muslim hate crimes
- 6% increase (4,410 to 3,310) racist/ethnic hate crimes
- 8% race (1/2 black)
- 1/3 religious bias
- 1/6 sexual orientation bias
- Offenders: 46% white, 25% black

Implementation Challenge

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Vs</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental illness</td>
<td></td>
<td>Academic competence</td>
</tr>
<tr>
<td>Disability</td>
<td></td>
<td>Healthy habits</td>
</tr>
<tr>
<td>Substance Use</td>
<td></td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>Antisocial behavior</td>
<td></td>
<td>Self-management skills</td>
</tr>
</tbody>
</table>
Prevention Logic for All
Redesign of teaching environments...not students

Prevention Objectives
1. Decrease development of new problem behaviors
2. Prevent worsening & reduce intensity of existing problem behaviors
3. Eliminate triggers & maintainers of problem behaviors
4. Add triggers & maintainers of prosocial behavior

Prevention Actions
1. Teach (practice, monitor, acknowledge) prosocial behavior
2. Defendable Theory of Action
3. Evaluate & Act on Results
4. Establish Implementation System

Confirmable
Parsimonious
Repeatable
Actionable

Alberto & Trouman; Centre & Engelman, Cooper, Heather, & Herr; Evans; Johnston & Penney; Kame'enui; Sidman

Cognitivism  Humanism  Psychoeducationalism  Behaviorism  Biophysicalism
Behavior is learned

Behavior is lawful, therefore understandable & influence-able

Adjust environment to influence & teach behavior

Behavior Analytic Approach

Biology is important

Setting Events & Conditions

Antecedents

Behaviors

Consequences

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

Apply Behavior Analytic Logic

A Brief PBIS Chronology

- 1991 Project PREPARE
- 1993 Effective Behavior Support (EBS) Project
- 1998 2003 2008 2013 OSEP "PBIS" Center
- 2001 Reading & Behavior Research Centers
- 2007 Scaling of Evidence-based Practices
- 2014 OSHS SCTG

PBIS Conceptual Foundations

Behaviorism

ABA

Applied Behavioral Technology

Social Validity

PBS

PBIS

All Students

'Fix These, NOW!'
Positive Behavioral Interventions & Supports

Empirically validated practices
Continuum
PBIS Aka MTSS

All students

FRAMEWORK LOGIC
Behavioral sciences-based practices & systems for shaping student & ADULT behavior

PBIS Working Elements

Effective supports for adults
Supporting Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Knowledgeable Staff Behavior
Supporting Culturally Valid Decision Making
Data for decision making

Why PBIS?
Evidence-based practices
Implementation fidelity
Data-based decision making
Leadership engagement
Team-based coordination
Focus on student benefit

Multi-tiered support systems
Prepare for careers & college
Support academic success
Reduce reactive management
Enhance positive social & emotional behavior
Improve general classroom & school climate
Embedded & formative training & coaching

Tiered LOGIC
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

Phonemic Awareness & Word Decoding
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.
On track for reading success
At significant risk for reading failure

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

% of Students V. % of Contributions (Homer, 2011)

2979 ES  889 MS  390 HS

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)

Systems Outcomes

Common VISION & objectives
Common LANGUAGE
Common EXPERIENCES & ROUTINES
Quality LEADERSHIP & coaching

Mtss

PB4L
PBL
CSSS
SRBI
SBH
MTSS-A
MTSS-B
RtI-A
RtI-B
PBIS
SWPBS
EBS
ISF
MIBLSI
PBIS

Teaching how to determine hypotenuse of triangle

Establish positive school climate
Maximizing academic success
Teaching important social skills
Modeling good behavior
Recognizing good behavior

HOW?

Communicating positively
Supervising actively

ADJUST for Efficiency
DEFINE Simply
MONITOR & ACKNOWLEDGE Continuously
MODEL
PRACTICE In Setting
**High School Home Example**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Go to class</td>
<td>Have respect</td>
<td>Complete homework on time</td>
</tr>
<tr>
<td>Driving</td>
<td>Stay safe</td>
<td>Act respectfully</td>
<td>Follow rules</td>
</tr>
<tr>
<td>Mealtime</td>
<td>Eat together</td>
<td>Act respectfully</td>
<td>Help with chores</td>
</tr>
<tr>
<td>With Finances</td>
<td>Budget wisely</td>
<td>Be responsible</td>
<td>Save for a goal</td>
</tr>
</tbody>
</table>
RCT & Group Design PBIS Studies

"Bet your next month’s salary!!"

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

Schools Implementing PBIS
August 3, 2017

25,911 Schools
13,832,582 Students

Schools Implementing PBIS

Defendable data
Evidence-based practice
Student responsiveness
Implementation fidelity

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 serve as useful theory of action/change.
3. Positive, 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 & STUDENT BENEFIT needed to guide decisions & actions.
PBIS-related Resources

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

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

Preliminary Agenda

APBS
March 28-31
San Diego, CA

PBIS Forum
October 4-5
Chicago, IL

RobH@uoregon.edu
Lewistj@missouri.edu
George.sugai@uconn.edu
www.pbis.org
www.neswpbis.org