**Purpose**

Describe how ABA has shaped an implementation framework (school-wide positive behavior supports). Core features & outcomes of SWPBS will be highlighted.

**Examples**

- Theory of Action
- School Climate
- Prevention Science
- Social Skills
- Culture
- Data

**Why PBIS?**

How’d behavior analysts get involved?

**PBIS (aka SWPBS, MTSS-B, MTBF, Rti-B…)**

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students
SWPBS is about....

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Maximizing academic achievement

Improving support for students w/ EBD

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Important Culturally Equitable Academic & Social Behavior Competence

SWPBS emphasis

Sound theory

Can behavior analysts influence general education?

Logic of logic models

Theory of Action

"Roadmap" that (a) charts causal pathway of strategies to achieve desired outcomes (i.e., "To address X, we must do Y.") & (b) is based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”) (aka logic model).
Posi.ve School Climate
Did you feel that!

Posi6ve predictable school-wide climate
High rates academic & social success
Formal social skills instruction
Positive adult role models
Positive active supervision & reinforcement

Multi-component, multi-year school-family-community effort

• Surgeon General’s Report on Youth Violence (2001)
• Comprehended Social Emotional & Learning (Sherman et al., 2010)
• Centers for Youth & Prevention of Violence (2003)
• White House Conference on School Violence (2006)

VIOLENCE PREVENTION

• Biglan, Dishion, Mayer, Patterson, Reid, Walker

COERCIVE CYCLE

KID (+) School Climate
• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment, intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, & truancy
• Violent/aggressive behavior
• Littering, graffiti, vandalism
• Substance use

SCHOOL (-) School climate
• Reactive management
• Exclusionary disciplinary practices
• Informal social skills instruction
• Poor implementation fidelity of effective practices
• Inefficient organization support
• Poor leadership preparation
• Non-data based decision making
• Inefficient, ineffective instruction
• Negative adult role models

• Biglan, Dishion, Mayer, Patterson, Reid, Severson, Walker

POSITIVE REINFORCEMENT CYCLE

SCHOOL (+) School Climate
• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Safe learning environment
• Academic & social engagement

KID (+) School Climate
• Compliance & cooperation
• Respect & responsibility
• Positive peer & adult interactions
• Engagement & participation
• Attendance & punctuality
• Anger & conflict management
• Safe & clean environment
• Healthy food & substance use
• Self-management behavior

Why is negative school climate undesirable?

Shifts accountability away from school
Devalues child-adult relationship

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Shifts accountability away from school
Devalues child-adult relationship
What's It Take to Shift from Negative to Positive School Climate???

**Coercive Cycle**
- Negative Student Behavior
- Negative School Behavior

**Positive Reinforcement Cycle**
- Positive School Behavior
- Positive Student Behavior

**Multi-Tiered Systems of Support**

Arranging environment to be conducive to teaching & learning (N. Haring, 2012)

IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CORE FEATURES MTSS/MTBF
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION
CONTINUOUS PROGRESS MONITORING

**Universe**
- Universal
- Some
- Targeted
- Intensive

**Targeted**

**Intensive**

Continuum of Support for All

**Label behavior…not people**

- Math
- Science
- Writing
- Spanish
- Comprehension
- Decoding
- Technology
- Physical Education

DEC 7, 2007


Universal Targeted Intensive Continuum of Support for ALL: “Molcom”

Universal Targeted Intensive Continuum of Support for ALL: “George”

Universal Targeted Intensive Continuum of Support for ALL: __________

SWPBS: Core Practice Features

SECONDARY PREVENTION
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & precorrection
- Increased opportunities for reinforcement
- Continuous progress monitoring

TERTIARY PREVENTION
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased precorrection, supervision, reinforcement

PRIMARY PREVENTION
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

Precision Engagement Feedback Practice Teamwork

Establishing Continuum of SWPBS

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

Teaching social skills explicitly

Establishing stimulus control...like academic skills
**Social Skills Misrules**

- Punishment teaches
  - Punishment signals error.
  - Punishment does not teach SS.

- Teach "3 hour every Monday"
  - SS are needed all day.
  - SS are prompted & practiced all day.

- Not my responsibility
  - SS are needed to learn.
  - SS are needed to teach.

- Bad behavior is trait
  - SS (good/bad) learned & taught.
  - Teaching SS should be formal.

**Teaching: Model-Lead-Test**

- DEFINE
  - Simply
  - Model
  - Practice
  - In Setting
  - Adjust for efficiency

- MONITOR & ACKNOWLEDGE
  - Continuously
  - Practice in setting

**Teaching calculating hypotenuse of triangle**

- "Work w/ another partner & do these 4 examples...."

- "C^2 = A^2 + B^2 where C is side opposite right angle...."

- "I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle...."

- "Work w/ your partner & calculate hypotenuse of triangle for these 3 examples....."

- "Watch me... If A = 3 & B = 4, then C^2 = 5^2, & C = 5...."

**"Teaching by"**

- "I hate this f__ing school & you're a dumbf____!

- "That's disrespectful language, girl. I'm sending you to the office so you'll learn never to say those words again.....starting now!"

**Teaching social behaviors like academic skills**

- "You got it. Tomorrow let's figure out how to handle cyber-teasing."

- "If someone won't stop teasing your friend, you should look cool & walk away w/ your friend...."

- "That was great. What would that look like if you were stuck on the bus? In the classroom...."

- "Tell me how you would do it if you were in hallway: "At school dance."

- "Watch. This is how I would do it at a concert."

**"Power of Habits"**

Charles Duhigg, 2012

- **CUE**
  - Dessert
  - TV
  - Tease
  - Difficult work

- **HABIT**
  - Healthy diet
  - Exercise
  - Problem solving
  - Ask assistance

- **REWARD**
  - Satisfied
  - Entertained
  - Teasing stops
  - Work removed

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

Subtitle: "Why We Do What We Do in Life & Business"
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 addressed in SSI

Teaching Matrix

Setting

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

Potential for cultural exchange & conflict

Culture =

Group of individuals

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Overt/verbal behavior

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

Shared learning history

Differentiates 1 group from

Predicting future behavior

Consider culture & context

Where’d you learn that?

References


Taking ABA principles to scale
Student to classroom to school to district to state

2014 RCT & Group Design PBIS Studies

RCT & Group Design PBIS Studies
Bradshaw, C. P., Fox, T., Goldwater, A., Streiter, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with the 4 phases of school support teams: The Milwaukee model. School Mental Health Promotion, 13(3-4), 177-191.

“Don’t Throw Stones!”

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>Significant Student Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Not</td>
</tr>
</tbody>
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“Wagering 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

“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

Implementation Drivers
PBIS Implementation Blueprint (2015 rev, pbis.org)

Leadership Team
Coordination, Readiness, Priority

Funding, Visibility & Communication, Political Support, Policy & Systems Alignment, Personal Selection

Local Implementation Demonstrations

Practical Vision/Values
Quality Leadership
Common Experience
Common Language

Professional Development, Coaching & Technical Assistance, Evaluation & Performance Feedback, Content Expertise

PBIS Implementation Blueprint (2015 rev, pbis.org)
Basic MTBF Implementation Framework

**Basic “Logic”**

- Maximum Student Outcomes
  - Maximum Student Outcomes
  - PRACTICES
    - Training + Coaching + Evaluation
    - Implementation Fidelity
    - Improve “Fit”

**Cultural/Context Considerations**
- Cultural/Context Considerations
- Prepare & support implementation

**SYSTEMS**
- SYSTEMS
- DATA

**Now what?**

Concluding comments