How has Applied Behavior Analysis Shaped Positive Behavior Interventions & Supports?

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PURPOSE
Describe how ABA has shaped & influenced PBIS practices, systems, data, & outcomes. Sameness & differences will illustrate how & why PBIS & ABA should be integrative & collaborative

“Simple messages travel faster, simpler designs reach the market faster, & the elimination of clutter allows faster decision making.”


ABA + MTSS
Teaching Social Skills
Culture
Bullying Behavior
School Reform
ABA + PBIS

PBIS + Theory of Action
How do...?

Teachers send kids to office for problem behaviors?

Kids learn to associate sounds with meaning?

We prevent bullying behavior?

We improve school climate & discipline?

Students identify main idea of paragraph?

We increase attendance?

How...?

Theory of Action

“Roadmap” that (a) charts causal pathway between strategies needed to answer specific question & 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).

Increasing Ice Cream Sales?

PBIS + ABA
School Reform

Schools do not perform... adults & students do

Changing trajectory of chronically low performing students by aligning intensity, precision, & priority of actions w/ tiered technical assistance

TA informed by data-based responsiveness
High intensity, differentiated TA
Precise outcome targets

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

NOT Equal

School Reform
Problem Context

School violence
Under-achievement
Suspension & expulsions
Disability
Disproportionality & Equity
Restraint & Equity
School completion & dropping out
Bullying

• Aggression
• Bullying behavior
• Non-compliance
• Insubordination
• Social w/drawal
• Truancy
• Law/norm violations
• Substance use
• Weapon possession
• Harassment
• Self-injury

• 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

Apply Behavior Analytic Logic

Summary Statement & Competing Behavior Logic

Setting Events
Triggering Antecedents
Problem Behavior
Desired Alternatives
Measuring Consequences
Acceptable Alternative

Typical Consequence

COMPETING PATHWAYS

Function-based Logic

Tertiary Prevention
- External & internal instructional coaching
- Daily fidelity self-checks
- Monthly school-wide progress monitoring
- Weekly fidelity self-assessments

Secondary Prevention
- Weekly leadership team mtg
- Monthly external leadership team mtg
- Weekly progress monitoring mtg

Primary Prevention
- Bi-weekly grade level faculty mtg
- Monthly school-wide progress monitoring
- Weekly fidelity self-assessments

Evaluations
- Antecedents
- Consequences
- Behavior
- Setting Conditions

LEADERSHIP TEAM
(Coordination)

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations

Continuum Logic

TERTIARY TA
Increase PRECISION, INTENSITY, TIME, FIDELITY

SECONDARY TA
Decrease COMPLEXITY, NUMBER, ERRORS

PRIMARY TA
**Effective Organizations**

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(Skinner, 1953, Science of Human Behavior)

**Continuum of Support for All**

Universal → Targeted → Intensive

Supports for all students w/ disabilities are multi-tiered

**Behavior Support**

Universal → Targeted → Intensive

Supports for all students w/ disabilities are multi-tiered

**Effective Social & Academic School Culture**

GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & social, emotional, & behavioral expectations are taught & encouraged.
Universal Targeted Intensive Continuum of Support for ALL "IFB School"

School Climate Literacy Technology Social Studies
Writing Numeracy Attendance Crisis Prevention Science

Supports for schools are multi-tiered

Universal Targeted Intensive Continuum of Support for ALL "District: School Climate"

Schools: Bianchi M.S., Ridley H.S., Serrota E.S., Trek E.S., Davidson M.S., LeMond E.S., Masi H.S., Look M.S.

Supports for districts are multi-tiered

Universal Targeted Intensive Continuum of Support for ALL "State"

States: State 44, State 44, State 8, State 12, State 37, State 26, State 15, State 12, State 29, State 21, State 15

Supports for states are multi-tiered

MTBF.....don’t forget

- Logic
- Evidence-based practices
- Behavior
- Integrated & data-linked
- Guidance for TA
- Data-based decisions

CORE FEATURES: School-wide PBS (Tier 1)
- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations

CORE FEATURES: Targeted PBS (Tier 2)
- Team & data driven
- Increased precorrection
- Increased social skills instruction & practice
- Continuous progress monitoring
- Increased opportunity for positive reinforcement
- Increased adult supervision
- Behavior expertise
PBIS + ABA + Teaching Social Behaviors

PBIS + ABA + Bullying Behavior

1. Explanation & demonstration.
2. Imitation & correction.
3. Repetition. (J. Wooden)

PBIS + ABA + Teaching Social Behaviors

PBIS + ABA + Bullying Behavior

1. Social Skill
2. Natural Context
3. Behavior Examples

Teaching Academics & Behaviors

ADJUST for Efficiency
DEFINE Simply
MONITOR & ACKNOWLEDGE Continuously
PRACTICE In Setting

ESTABLISHING CONTINUUM of SWPBS
TERTIARY PREVENTION
SECONDARY PREVENTION
PRIMARY PREVENTION

PBIS Team & data driven
Functional Based Behavior Support Planning
Increased precorrection
Continuous progress monitoring, positive reinforcement & adult supervision

Increased pre-correction

Multi-disciplinary Team & data driven
Behavior expertise

CORE FEATURES

PBIS (Tier 3)

Mul9-­‐disciplinary Team
&
data driven

Behavioral experience

Functional
Based
Behavior
Support
Planning

Wraparound Supports & Culture Driven Person Centered Planning

Comprehensive School Mental Health Supports

PRIMARY PREVENTION

Teach SW expectations
Proactive SW discipline
Positive reinforcement
Effective instruction
Parent engagement

SECONDARY PREVENTION

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

TERTIARY PREVENTION

Function-based support
Wraparound
Person-centered planning

Expectations
1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES
**What is “bullying?”**

<table>
<thead>
<tr>
<th>Remember</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Label behavior, not people...&quot;</td>
<td>Verbal/physical aggression, intimidation, harassment, teasing, manipulation</td>
</tr>
</tbody>
</table>

**Why do bully behavior? (Context)**

<table>
<thead>
<tr>
<th>Get/obtain</th>
<th>Escape/avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g., stuff, things, victim &amp; bystander attention, status, money, activity, self-delivered praise, etc.</td>
<td>E.g., same...but less likely</td>
</tr>
</tbody>
</table>
**Why is “why” important?**

**PREVENTION**

- TEACH effective, efficient, relevant alt. SS
- REMOVE triggers of BB
- ADD triggers for alt. SS
- REMOVE conseq. that maintain BB
- ADD conseq. that maintain SS

- De-emphasis on reactive consequence management
- Emphasis on function-based approach & antecedent management

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**Integrated PBIS Response to Bullying**

**Bullying Requirements**
- Bullying Coordinator
- School Climate
- Data Systems
- Event Reporting
- Response Team
- School & Community
- Staff Prof Dev

**PBIS features**
- Coach/Team Leader
- Preventive Tier I
- SWIS
- Continuous SWIS
- Leadership Team
- School & Family
- Local Behavior Expertise
- RCT & SSR Research

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**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

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**Early Conclusion...**

Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation.

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

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**PBIS + ABA + Culture**
Culture =

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

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

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

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

SWPBS & Cultural Responsive Practices

- Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011

Kid Benefit

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

References


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