Implementing Systems PBS w/ Adults w/ DD:
Some Highlights, Fundamentals & Considerations
Mass ABA Waltham, MA

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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Presentation Keywords & Ideas

Jan, Chris
Joe, Jonathan
Bob, Meg, Tom, Rachel, Devin

- Systems framework
- Smallest thing w/ biggest effect
- Lifespan
- ABA Prevention
- Operationalising prevention
- Increasing precision of de-escalation
- Messaging & guidelines
- Analysis of curricula

Effective Organization/Systems

MA DDS

GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & prosocial behaviors are promoted

Common Language
Common Experience
Common Vision/Values
Quality Leadership

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

“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”

Coach John Wooden’s Greatest Secret Pat Williams. 2014.
SWPBS is a Framework for enhancing adoption & implementation of a Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students.

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 probability logic model).

A Theory of Action

Theory-based explanation of phenomenon

Biology is important

Data based confirmation of effect

Behavior is learned

Defendable Theory of Action

Data based confirmation of explanation

Behavior & environment are functional related

Implementation of explanation-based actions

Behavior is lawful, therefore understandable & influence-able

Confirmable

Adjust environment to influence & teach behavior

Repeatable

Setting Conditions Antecedents Behaviors Consequences

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, monitor, & acknowledge prosocial behavior

BIGLAI, 1995; MAYER, 1995; WALKER ET AL., 1996

School Reform Problem Context

School violence

Under-achievement

Suspension & expulsions

Disability

Disproportionality & Equity

Substance use

Delinquency

School completion & dropping out

Bullying

Restraint & seclusion
Supports for all students w/ disabilities are multi-tiered.

Label behavior...not people.

Supports for all students with disabilities are multi-tiered.

Evidence-based Practices

<table>
<thead>
<tr>
<th>Implementation Fidelity</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Reduced Probability of Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
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Fixsen & Blase, 2009
**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.

Sugai, O’Keeffe, & Fallon 2012

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**Systems Implementation Logic**

- **Effective**
  - Achieve desired outcome?
- **Efficient**
  - Doable by implementer?
- **Relevant**
  - Contextual & cultural?
- **Durable**
  - Lasting?
- **Scalable**
  - Transportable?
- **Logical**
  - Conceptually Sound?

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**Implementation Drivers**

- Funding
- Visibility
- Political Support
- Policy

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**References**

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

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

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

Predicting future behavior

Culture

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

SWPBS & Cultural Responsive Practices

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

“Every organization should adopt one little thing, one seemingly small but pivotal behavior that symbolizes the organization’s values & purpose. It should be an action that takes less than a minute to perform, something that anyone & everyone in the organization can easily do, something that everyone can hold others accountable for, & something for which there are no excuses for not doing it.”


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


“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”

Pat Williams, 2014.

“Success is the natural consequence of consistently applying the basic fundamentals.”

Jim Rohn