Increasing economic, social, & political GAPS & POLARIZATION

Harassment, discrimination, & BULLYING behavior

Events & Images of VIOLENT & DISRESPECTFUL behavior

Degradation of SCIENTIFIC knowledge, methods, & decision making

IMPLEMENTATION INEFICIENCY of evidence-based practices

NEGATIVE classroom & school CLIMATE & CULTURE

SUBJECTIVE non-data-based decision making

Prioritization of INEFICIEPT PRACTICES

Keeps me up at night!
Schools are one of our most structured, predictable, continuous social support systems.

MTSS is about Prevention & Consideration of Risk & Protective Factors.

Prevention

- Active, deliberate, & continuous rearranging of teaching & learning environments
- Encourage learning & displays of prosocial behavior
- Discourage learning & displays of antisocial behavior
- Common Language
- Common Expectations
- Common Routines & Experiences

Implementation Challenge

- Ineffective Response: Reactive management, exclusion, segregation, isolation, trauma & hope, non-evidence-based practices, subjective decision making, low quality implementation of evidence-based practices
- Effective Response: Prevention-based behavioral sciences, tiered support systems, data-based decision making, coaching, continuous coached professional development, high fidelity implementation

Risk Factors vs Protective Factors

- Mental illness
- Disability
- Substance use
- Antisocial behavior
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills
- Positive school climate
- Academic success
- Social, emotional, & behavioral success
- Caring, professional adults
- Positive classroom & school climate
- Specialized supports
- Neighborhood availability
- Positive adult modeling
- 12+ yrs. (v.p.)

INEFFECTIVE RESPONSE

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

EFFECTIVE RESPONSE

- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision making
- Coaching
- Continuous coached professional development
- High fidelity implementation
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

PBIS Conceptual Foundations

Natural Sciences
Behaviorism

Scientific Method

ABA

Laws of Behavior

PBS

Applied Behavioral Technology

SWPBS

Social & Educational Validity

PBIS

All Students

PBIS Working Elements

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

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

FRAY T

SOME

ALL
Universal, Targeted, Intensive Continuum of Support for ALL:

- Label behavior...not people

Classroom Continuum

- Continuous Active Supervision
- Blended Continuum Logic
- FBA-BIP
- Behavioral Contracting
- Check-In
- Check-Out
- Peer Mentoring
- Good Behavior Game
- Small Group Skills Practice
- Effective Instruction
- Frequent Positive Active Engagement
- Contingent & Specific Positive Reinforcement
- Classroom Teaching Matrix

School-wide Continuum

- Basic Continuum Logic
- Contingent & Specific Positive Reinforcement
- School-wide Teaching Matrix

EXAMPLE: Classroom Continuum

EXAMPLE: School-wide Continuum
Shaping of a Behaviorist & PBIS framework

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
Parsimonious
Confirmable
Repeatable
Actionable

1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System
4. Evaluate & Act on Results

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

ADULT BEHAVIOR
• Office referral
• In-school detention
• Out of school suspension
• Probation & parole
• Arrests & incarceration
• Restraint & seclusion
• Mental health referral

OUTCOMES
• Disproportionality
• Dropping out
• School failure
• Mental illness
• School-to-prison pipeline
• Achievement gap
• Unemployment
• Delinquency
• Negative climate

Apply Behavior Analytic Logic

Fix These, NOW!
Restraint & seclusion
Out of school suspension
Bullying behavior
Social withdrawal
Truancy
Insubordination
Achievement
Harassment
Non-compliance
Mental illness
Unemployment
School failure
Deviant sexual behavior

Law/norm violations
Mental health referral
Trauma
Substance use
Harm

NOT Equal!

Prevention as explicit & precise actions

ANTECEDENTS
• Add Discriminative Stimuli
• Remove Discriminative Stimuli

BEHAVIOR
• Increase Probable Problem Behavior
• Reduce Probability of Problem Behavior

CONSEQUENCES
• Add Effective Reinforcers
• Remove Reinforcers
Climate & Culture
Individuals, Classrooms, Schools, Districts...

Individual & collective learning histories (cultural norms & experiences)

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

“Power of Habits”
...or Challenging Behavior
Charles Duhigg, 2012

Establishing/Replacing Habit
Charles Duhigg, 2014

All three elements are considered in SSI
...& addressing challenging behavior
Decision-Driven Data Systems

Number of Schools Implementing PBIS by Year
June 2018

- 26,424 schools identified as using PBIS across 50 states, DC, & Guam (>14 million students)

Moving Average

Schools Implementing PBIS by State
August 3, 2017

- 21 States >500 Schools

Proportion of Schools Implementing PBIS by State
August 3, 2017

- 14 States >40% Schools
**Concluding Comments:**

**6 Big Ideas**

---

**BIG IDEAS**

1. Schools = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/year) that can be safe, predictable, positive for ALL students
Prevention as explicit & precise actions

**ANTECEDENTS**
- Add Positive Stimulation
- Remove Antisocial Stimuli

**BEHAVIOR**
- Increase Probability of Desired Behavior
- Decrease Probability of Problem Behavior
- Add Effective Reinforcers
- Remove Maintaining Reinforcers

**CONSEQUENCES**
- Add Prosocial Stimuli
- Decrease Probability of Problem Behavior
- Remove Antisocial Stimuli

**BEHAVIORAL SCIENCES (ABA)** serve as useful theory of action/change

**BIG IDEAS**
- Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
- Implementation SYSTEMS needed for students to experience & benefit from effective practices

Science of behavior has taught us that:
- Students ARE NOT born with "bad" behaviors.
- Students DO NOT learn when presented aversive consequences.
- Students DO learn better ways of behaving by being Taught and Receiving positive feedback.

"Doing it correctly?"

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

Fixsen & Blase, 2009

"I'm behaving well. Are you sure you wouldn't like to positively reinforce it."
"I appreciate the text, Kate, but next time you can just raise hand."

"Whistle: What do we say after 9/11?"
"Citation needed"
NO DATA? Say what?

5. STUDENT BENEFIT
Consideration of CULTURE (local context) & DATA systems needed to guide actions

6. TEACH
Directly by modeling, prompting, practicing, & reinforcing

BIG IDEAS

PBIS Forum
November 15-16
Norwood, MA

PBIS Forum
October 4-5
Chicago, IL

APBS
February 20-23, 2019
Washington DC

NEPBS Forum
May 16-17, 2019
Mystic, CT

PBIS-related Resources