3 MAIN QUESTIONS

1. Why now more than ever?
2. What should be our minimal school response?
3. Why can prevention-based behavioral sciences offer?

Why Now More than Ever?
Risk v. Protective Factors
Events & images of VIOLENT & DISRESPECTFUL behavior

Degradation & devaluing of SCIENTIFIC knowledge, methods, & decision making

Reactive "TRAIN-N-HOPE" approaches to professional development

GET TOUCH approaches to behavior support

Increasing economic, social, & political GAPS & POLARIZATION

My frequent, pervasive worries & challenges

WAIT-N-SEE approach to responding

Undervaluing & low prioritization of effective EDUCATION

Harassment, discrimination, & BULLYING behavior

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GET TOUCH approaches to behavior support

Southern Poverty Law Center, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

Responses from 10,000 educators......
• 9/10 seen 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.
• 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
• 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.

Southern Poverty Law Center, 15 Feb 2017
https://www.splcenter.org/hate-map

Hate group increase since 2015

# of anti-government "patriot" groups in 2015

# of KKK groups in 2015

Anti-Muslim hate group increase since 2015

TX 84
CA 68
FL 59
NY 44
MD 24
MA 12
CT 5

917

12 May 2017

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5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.
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

What do office discipline referrals measure?

1. School establishes policy for norm violating behavior
2. Kid engages in norm-violating behavior
3. Educator sees student behavior & completes discipline referral
4. Administrator processes incident

ODR Data Point

Coercive Cycle

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

SCHOOL: Negative School climate
- Reactive management
- Exclusive 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
**Positive Reinforcement Cycle**

**SCHOOL:**
- 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:**
- 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

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**What’s It Take to Shift from Negative to Positive School Climate?**

*Easy to say...requires sustained priority to do.*

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**Establishment of a Defendable Base for Description, Analysis, & Action**

**Behavioral & Preventions Sciences**

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**“Double Down/Up” on Prevention & What Works**

**REACTIVE MANAGEMENT**
- Consequence-based punishment response to change, crisis, event

**“DUBLING”**
- *“Down”* - increase bet or investment
- *“Up”* - invest earnings in new bet

**Avoid reactive management**
- Labeling people
- Exclusion & sedation
- Zero tolerance
- Segregation
- “Teach” w/ punishment
- Storing students & families

**“Double down” prevention**
- Behavioral sciences
- Continuum of empirically-based prevention practices
- Working as teams
- Data for decision-making
- Measurable important student outcomes
- Implementation fidelity

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**General Reactive Management**

- Restructuring organizational & policy
- Zero tolerance exclusions, exclusion
- Escalating consequence-based response
- “Suspension, removal, and tough”
- Quick emotion-based response
- “Virtual Threats”
- Unanticipated problem, crisis, challenge
- “Bullying behavior”

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**CONTEXT: Sample of Initiatives prior to 2016**

- SCTG, AWARE, PREVENT, SPDG, Counseling, (r)IDEA

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**School Climate & Discipline**

- School Violence & Mental Health
- Every Student Succeeds Act, School Climate, SEL, PBIS

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**School Climate & Discipline**

- Disproportionality & School-Prison Pipeline
- теперь:...
Nation Climate Change
Equity, Discipline, & Culture
Bullying & Hate
Family Engagement
Alignment & Integration
Implementation Fidelity

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

Applied Implementation Challenge

Competition Stimulus Conditions & (Meta)Contingencies

Preventive
High fidelity
Quantitative
Pos. Rein.
Generalized Fluency
Organizations
Eclectic
L. & T Defendable

Poor
OUTCOMES
Better

Cognitivism
Humanism
Psychoeducationalism
Behaviorism
Biophysicalism

Defendable Theory of Action

Confirmable
Repeatable
Actionable

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

Alberto & Troutman; Carnine & Engleman, Cooper, Heward & Heron; Evans, Johnston & Perrygaard; Kame'enui, Sidman

Cognition & Environment

Behavior is learned

Biology is important
Behaviors are functional related
Behavior is lawful, therefore understandable & influence-able
Adjust environment to influence & teach behavior

1. Setting Events & Conditions
2. Antecedents
3. Behaviors
4. Consequences

Science of behavior has taught us that students…

Do NOT learn when presented aversive consequences
Are NOT born with “bad behaviors.”
Do learn better ways of behaving by being Taught
Receiving positive feedback
School violence
Achievement Gap
Autism SD
Suspension & expulsions
Disability
Restraint & seclusion
Bullying
Anxiety
Disproportionality & Equity
School completion & dropping out
Substance use
Delinquency
Trauma
Achievement Gap
Autism SD
Suspension & expulsions
Disability
Restraint & seclusion
Bullying
Anxiety
Disproportionality & Equity
School completion & dropping out
Substance use
Delinquency
Trauma
• Aggression
• Bullying behavior
• Non-compliance
• Insubordination
• Social withdrawal
• 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
• Negative climate

Apply Behavior Analytic Logic

Multi-tiered Systems of Support (MTSS)

http://www.moedu-sail.org/about-mtss/
PBIS - MTSS - RtI

**PBIS** = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students.

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**Conceptual Foundations**

Behaviorism

- Laws of Behavior

ABA

- Applied Behavioral Technology
- Social Validity

PBS

MTSS (PBIS)

All Students

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**Discipline Handbook**

Functional Equivalent of "Graffiti Hotline!"
**EXAMPLE:**

**School-wide Continuum**

- CBT
- FBA-BIP
- Check In
- Check Out
- Targeted Second Steps
- Adult-Student Lunch-Bunch
- Continuous Active Supervision
- Contingent & Specific Positive Reinforcement
- Social Skills Club
- Family Resource Center
- Frequent Positive Active Engagement
- School-wide Teaching Matrix

**EXAMPLE:**

**Classroom Continuum**

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

**Major ODR per Grade Level (triangle): 2016-17**

*Horner et al.*

- 12.6% ~8-15% T2/3 (excl. “Other”)
- Most students respond T1
- ~75-85% T2/3 (excl. “Other”)
- Few % students occasion much attention

**Mike Coyne et al., April 2016**

- Early Literacy Achievement in Pilot Schools: Change in 1st Grade Risk Status from 2012 - 2015

- Low risk: ~26% to 32%
- Some risk: ~26% to 34%
- High risk: ~21% to 34%

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.

**CT’s K-3 Reading Model Works**

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*
INCREASED EFFORT
Intensity
Frequency
Duration
Specialization
Differentiation
Teaming
Responsive-to-Treatment

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

CUE
Dessert
TV remote
Teased
Difficult work

HABIT
Eat
Sit & watch
Hit
Destroy work

REWARD
Satisfied
Entertained
Teasing stops
Work removed

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

CUE
TV remote
Teased
Difficult work

HABIT
Walk
Ignore
Try

REWARD
Entertained??
Teasing stops??
Work removed??

Prevention Logic for All
Redesign of teaching environments...not students

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 considered in SSI
...& addressing challenging behavior

Prevention Objectives
Prevention Actions

Prevent worsening & reduce intensity of existing problem behaviors
Eliminate triggers & maintainers of problem behaviors
Add triggers & maintainers of prosocial behavior
Teach (practice, monitor, acknowledge) prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996
Biglan. Colin, Mayer, Patterson, Red, Walker

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

HOW?

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
2. BEHAVIORAL SCIENCES serve as useful theory of action/change
3. Positive, doable, 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 needed to guide decisions & actions

“Doing It Correctly”

IMPLEMENTATION

Effective

Maximum Student Benefits

Not Effective

IMPLEMENTATION

Effective

Maximum Student Benefits

Not Effective

Foxen & Blase, 2009
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

MTSS Fundamentals

Outcomes

Supporting Culturally Valid Decision Making

Practices

Supporting Culturally Relevant Evidence-based Interventions


Upcoming Events

New England PBIS

Association of PBS

PBIS Forum

Nov 14-15, 2018

Mar 28-30, 2018

Oct 3-5, 2018

Norwood, MA

San Diego, CA

Chicago, IL

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Universal* Targeted* Intensive* Continuum of Support for ALL:
"Molcom"

Dec 7, 2007

Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play
Self-regulation
Homework
Technology

Common% Vision/Values%
Common% Language%
Common% Experience%
Quality
Leadership
Effective Organizations
Classroom
School
District
State