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

SPLC, 12 Jan 2017

Responses & Ineffective Responses to Problem Behavior

- "Wait-n-See" approach
- "Get Tough" reactive practices
- "Train-n-Hope" training format

School Climate & Discipline
School Violence & Mental Health
Disproportionality & School-Prison Pipeline
Every Student Succeeds Act: School Climate, SEL, PBIS
SCTG, AWARE, PREVENT, SPDG, Counseling, IDEA

INEFFECTIVE RESPONSE
- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Nonevidence-based practices
- Subjective decision making
  
  Low quality implementation of evidence-based practices

MTSS/PBIS Implementation Challenge

RISK AGGREGATORS
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

Vs

Academic competence
Healthy habits
Interpersonal skills
Self-management skills

PROTECTIVE FACTORS

EFFECTIVE RESPONSE
- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision making
- Continuous coached professional development

Community, School, Family, & Classroom Climate & Culture
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

School Climate

- Verbally reported SHARED BELIEFS, values, & attitudes
- INTERACTIONS experienced between & among students, teachers, & administrators
- INDIVIDUAL & GROUP level construct
- Socially validated NORMS of (un)acceptable school behavior

Culture =

- Group of individuals
- Flexible, dynamic, & changed/shaped over time & across generations & settings
- Overt/verbal behavior

Shared learning history

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

Differentiates 1 group from others

Predicting future behavior

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

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

Behavioral & Preventions Sciences
Defendable Theory of Action

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

Cognitivism Humanism Psychoeducationalism Behaviorism Biophysicalism

Confirmable Parsimonious Comprehensive

Repeatable Actionable

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

Science of behavior has taught us that students...

Are NOT born with “bad behaviors.”
Do NOT learn when presented aversive consequences
DO learn better ways of behaving by being

Taught Receiving positive feedback

School violence Autism SD Achievement Gap
Trauma Suspension & expulsions Disability
Substance use Restraint & seclusion
Delinquency Bullying
School completion & dropping out Anxiety
Disproportionality & Equity

NOT Equal

STUDENT BEHAVIOR

• Aggression
• Bullying behavior
• Non-compliance
• Insubordination
• Social withdrawal
• Truancy
• Law/other 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

The Nurture Effect
How the Science of Human Behavior Can Improve Our Lives & Our World

2015
Implementation Challenge

Why + Who + How + What = ?

Multi-tiered Systems of Support (MTSS)

Apply Behavioral Sciences Logic
Conceptual Foundations

Behaviorism
- Laws of Behavior
- Applied Behavioral Technology
- Social Validity

ABA

PBS

MTSS (PBIS)

Laws of Behavior
- Applied Behavioral Technology
- Social Validity

All Students

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Universal

Targeted

Intensive

All

Some

Few

Dec 7, 2007

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

PBIS, ABA & MTSS Share Functions

Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Develop Local Expertise & Implementation Fluency

Screen Universally

Monitor Progress Continuously

Use Team to Coordinate Implementation

Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives

Prevent worsening & reduce intensity of existing problem behaviors

Decrease development of new problem behaviors

Prevention Actions

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

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
BIG IDEAS

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) 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 & STUDENT BENEFIT needed to guide decisions & actions

GUIDING PRINCIPLES

1. OUTCOME-ALIGNED..."Kid benefit"

2. EVIDENCE-BASED..."Bet next month's salary"

3. INTEGRATED & ALIGNED..."Smallest action w/ biggest effect"

4. CULTURALLY & CONTEXTUALLY RELEVANT..."Why did I do that?"

5. PARSIMONIOUS..."Add 1, stop 2"

6. IMPLEMENTABLE W/ FIDELITY..."Doable every day"

7. DATA-BASED TEAM DECISION MAKING..."Based on what?"

8. MULTI-TIERED..."All for one, one for all"