Doubling Up on Prevention & Behavioral Sciences

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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

Purpose
Describe how our knowledge & experience w/ PBIS could be considered as immediate, important, & effective preventive response when dramatic shifts in school & classroom climate are being experienced. Educators must “double down” now on their PBIS implementation to maintain school & classroom host environments that are safe, respectful, equitable, preventive, & effective for all.

Events & images of VIOLENT & DISRESPECTFUL behavior
Harassment, discrimination, & BULLYING behavior
Events & images of VIOLENT & DISRESPECTFUL behavior
Degradation & devaluing of SCIENTIFIC knowledge, methods, & decision making
IMPLEMENTATION IN-FIDELITY of evidence-based practices
Negative classroom & school CLIMATE & CULTURE

Increasing economic, social, & political GAPS & POLARIZATION
SUBJECTIVE non-data-based decision making
Undervaluing & low prioritization of EFFECTIVE EDUCATION
My frequent, pervasive worries & challenges
**3 Worries & Ineffective Responses to Problem Behavior**

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

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

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

In the first days after the 2016 presidential election, the Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators across the country. Over 10,000 teachers, counselors, administrators, and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. Nearly all of the educators report that school climate has been negatively affected, and most of them believe it will have a long-lasting impact. A full 50 percent describe heightened anxiety and concern among the teachers, staff, and students they serve.

**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.

**Risk Factors vs Protective Factors**

- **Risk Factors**
  - Mental illness
  - Disability
  - Substance Use
  - Antisocial behavior
- **Protective Factors**
  - Academic competence
  - Healthy habits
  - Interpersonal skills
  - Self-management skills

**Ineffective vs Effective Response**

**MTSS/PBIS Implementation Challenge**

- **Ineffective Response**
  - Reactive management
  - Exclusion, segregation, isolation
  - Train & hope
  - Nonevidence-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
  - Continuous coached professional development
  - High fidelity implementation

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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

INDIVIDUAL & GROUP level construct

Verbally reported SHARED BELIEFS, values, & attitudes
INTERACTIONS experienced between & among students, teachers, & administrators
SOCIALLY VALIDATED NORMS of (un)acceptable school behavior

✓

Culture = Group of individuals

Flexible, dynamic, & changed/rioted over time & across generations & settings.
Collection of learned behaviors, maintained by similar social & environmental contingencies

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O'Keeffe, & Fallon 2012

What do office discipline referrals measure?

1. School establishes policy for norm violating behavior
2. Kid engages in norm-violating behavior
3. Educator sees the incident & completes ODR
4. Administrator makes decision

4 players/data point!

What is function of their behavior?

ODR Data Point

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

Behavioral & Preventions Sciences

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

Cognitivism Humanism Psychoeducationalism Behaviorism Biophysicalism

Defendable Theory of Action

Confirmable Repeatable Actionable

1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System

- Alberto & Troutman
- Carnine & Engelman
- Cooper, Heward, & Heron
- Evans, Johnston & Penneyacker
- Kame'enui
- Sidman

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

Biology is important

Behavior is learned

Behavior & environment are functional related

Behavior is lawful, therefore understandable & influence-able

Adjust environment to influence & teach behavior

Setting Events & Conditions

Antecedents

Behaviors

Consequences

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

PROBLEM CONTEXT

NOT Equal

STUDENT BEHAVIOR

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

Disproportionality & Equity

OUTCOMES

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

Apply Behavior Analytic Logic
Why + Who + How + What = ?

Multi-tiered Systems of Support (MTSS)

Implementation Challenge
**PRACTICES**

- SUPPORTING IMPORTANT CULTURALLY EQUITABLE ACADEMIC & SOCIAL BEHAVIOR COMPETENCE
- SUPPORTING CULTURALLY RELEVANT EVIDENCE-BASED INTERVENTIONS
- SUPPORTING CULTURALLY KNOWLEDGEABLE STAFF BEHAVIOR
- SUPPORTING CULTURALLY VALID DECISION MAKING

**FRAMEWORK CONTINUUM**

- UNIVERSAL
- TARGETED
- INTENSIVE

**All**

**FRAMEWORK LOGIC**

Behavioral sciences - based practices & systems for shaping student & ADULT behavior

**PBIS – MTSS - RtI**

Implement w/ Fidelity

- Decide with Data
- Screen Universally
- Monitor Progress Continuously
- Use Team to Coordinate Implementation

**PBIS, ABA, & MTSS Share Functions**

- Develop Continuum of Evidence-based Practices & Systems
- Develop Local Expertise & Implementation Fluency

**Prevention Logic for All**

Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
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<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
</tr>
<tr>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
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<tr>
<td>Teach (practice, monitor, acknowledge) prosocial behavior</td>
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**Prevention Objectives**

- 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

**Tier Logic**

- CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
- ALL
- SOME
- FBW

**MTSS Behavior**

- Anger Management
- Problem Solving
- Punctuality
- Work Submission
- Attendance
- Self Assessment
- Goal Setting
- Academic Proficiency
- Adult Interactions
MTSS School-wide Practices

- Continuous Active Supervision
- Frequent Positive Active Engagement
- Social Skills Club
- Family Resource Center
- Contingent & Specific Positive Reinforcement
- Targeted Second Steps
- Lunch-Bunch

MTSS Classroom Practices

- Behavioral Contracting
- Good Behavior Game
- Peer Mentoring
- Contingent & Specific Positive Reinforcement
- Classroom Teaching Matrix
- Effective Instruction

Mike Coyne et al., April 2016

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
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<tbody>
<tr>
<td>Low risk</td>
<td>~34%</td>
<td>~26%</td>
<td>~25%</td>
<td>~21%</td>
</tr>
<tr>
<td>Some risk</td>
<td>~32%</td>
<td>~24%</td>
<td>~25%</td>
<td>~19%</td>
</tr>
<tr>
<td>High risk</td>
<td>~12%</td>
<td>~19%</td>
<td>~21%</td>
<td>~19%</td>
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</table>

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

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

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

National Climate Change
- School Climate
- Equity, Discipline, & Culture
- Bullying & Hate
- Implementation Fidelity
- Family Engagement
- SSSA & School Climate
- Alignment & Integration
Effective Classroom & School-wide PBIS Practices

1. Reinforce Positively

2. Supervise Actively

3. Precorrect

4. Maximize Academic Success

5. Teach Prosocial Skills

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

Upcoming Events

Association of PBS
Mar 28-30, 2018
San Diego, CA

Northeast PBIS Leadership Forum
May 17-18, 2018
Mystic, CT

PBIS Forum
Oct 3-5, 2018
Chicago, IL

New England PBIS Conference
Nov 15-16, 2018
Norwood, MA

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