Addressing PBIS Implementation Misrules by Revisiting our Behavior Analytic Roots

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PURPOSE
Address & discuss common PBIS misrules contributing to implementation slowdowns. We revisit principles of behavior analysis to address implementation of PBIS in schools.

1. Establish sound working knowledge of defensible theory.
2. Apply scientific problem solving approach.
3. Focus on implementation fidelity to theory & practice.

Rewards are bribes that weaken/damage development of intrinsic motivation
PBIS ignores social & emotional needs of student
Punishment teaches students what they shouldn't do & motivates them to do expected behavior
Students must change their attitudes, beliefs, & values before they can improve their behavior
Student behavior can't be controlled w/o full parent participation
PBIS doesn’t work on this student
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Sample of Misrules

Considerations for Addressing Misrules

Our Logic
Successful teaching & learning environments are effective, efficient, relevant, & durable

- Outcome-based
- Data-led decision making
- Evidence-based practices
- Systems support for accurate & sustained implementation

Acknowledgements
• APBS & PBIS networks
• Children, youth, adults, & families
• School personnel, community supports, etc.
• Researchers, trainers, coaches, etc.

About 1996
**Theory of Change**

*What’s the mechanism?*

*“Roadmap”*

Charts causal pathway of strategies needed to answer specific question & achieve desired outcomes

*“To address X, we must do Y.”*

&

Based on set of underlying & supporting testable hypotheses

*“Addressing X with Y will produce Z.”*

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**Defensible Theory of Action**

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

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**Natural Sciences**

PBIS Conceptual Foundations & Evolution

- Behaviorism
- ABA
- PBS
- SWPBS
- PBIS

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**Scientific Method**

**Definition**

Systematic research method or approach for:

1. Solving problem
2. Answering question
3. Extending knowledge
4. Understanding phenomenon

**Steps**

1. Identify problem
2. Collect data to describe problem
3. Develop hypothesis from data
4. Empirically test hypothesis
5. Develop statements based on results

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**BEHAVIORISM**

Science of Behavior

- Science of behavior has taught us that children, youth, adults...
- Are NOT born with bad behaviors
- Do NOT learn when presented aversive consequences
- Do learn better way of behaving by being Taught & Receiving positive feedback

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**Applied Behavior Analysis**

- Behavior is learned
- Behavior & environment are functional related
- Behavior is lawful, therefore understandable & influence-able
- Biology is important
- Adjust environment to influence & teach behavior
What maintains behavior rate?

Consideration Question #2
How accurate is implementation?

Consideration Question #3
What information needed for decision making?

Consideration Question #4
What level of support is indicated?
PBIS is...

**REINFORCEMENT** refers to principles.
- Positive reinforcement is the presentation of a stimulus following behavior.
- Negative reinforcement is the removal of a stimulus following behavior.
- Intrinsic & extrinsic motivation are hypothesized internal stimuli that behaviorally, are measured by indirect observable indicators.
- Responsibility of TEA/E to assign appropriate consequences, deliver appropriately, & modify based on response.

### MISRULE: PBIS doesn’t work on this student

**PBIS in terms of organizing social & emotional needs of student**

- PBIS programs are aligned along a continuum of supports.
- Student learning outcomes are aligned along a continuum of responsiveness.
- PBIS programs are implemented to maximize:
  - Captivating feedback
  - Prompting to educator to deliver reinforcer
  - Determining if behavior is emitted in future.

**PBIS is grounded in behavior analysis theory, practices, & principles**

- PBIS programs are aligned along a continuum of supports.
- Student learning outcomes are aligned along a continuum of responsiveness.
- PBIS programs are implemented to maximize:
  - Captivating feedback
  - Prompting to educator to deliver reinforcer
  - Determining if behavior is emitted in future.
- Has a function-based approach been applied to align practice w/ behavioral function?
- Is practice empirically validated?
- Has practice been adapted to individual & context?
- Are interventions competent?
- Is practice being implemented w/ fidelity?
- Are adjustments made based on student responsiveness?

### MISRULE: PBIS relies on posters to teach social skills

**Effective teaching of social skills requires establishing stimulus control**

- High probability that behavior observed under specific stimulus conditions.
- Systematic presentation of selected prompt (natural & shaping).
- In presence of display of expected behavior:
  - Different use of reinforcers
  - Posters, behavior matrices, catchy phrases are teaching

- Tokens reinforcer is:
  - Functions about accuracy of expected behavior
  - Based on educator to deliver reinforcer
  - Reinforce effective if probability of emission of expected behavior is increased.

### MISRULE: Rewards are bribes that inhibit/damage intrinsic motivation

- REWARDS are bribes that inhibit/damage intrinsic motivation
- PBIS ignores social & emotional needs of student
- Punishment teaches students what they shouldn’t do & motivates them to do expected behavior
- Students must change their attitudes, beliefs, & values before they can improve their behavior
- Student behavior can’t be controlled w/o full parent participation
- PBIS uses posters to teach social skills
- PBIS doesn’t work on this student

### MISRULE: Punishment teaches students what they shouldn’t do & motivates them to do expected behavior

- PUNISHMENT is associated w/ likelihood of behavior in future.
- REINFORCEMENT is required to increase likelihood that behavior will be emitted in future.
- PUNISHMENT is associated w/ likelihood of behavior in future.
- Are consequences delivered appropriately?
- Are consequences scheduled appropriately?
- Are social validation indicators considered?