Reinforce importance of THEORY OF ACTION as basis for defendability & efficiency.

Re-specify CORE FEATURES of PBIS FRAMEWORK to address misconceptions, improve precision of implementation, & maximize student benefit.

Increase specificity, precision, features of PBIS framework by reconceptualizing CULTURE from behavior analytic theory of action.

“Roadmap” that (a) charts causal pathway between strategies needed to answer specific question & to achieve desired outcomes (i.e., “To address X, we must do Y.”) & (b) is based on set of underlying & supporting testable hypotheses (i.e., “addressing X with Y will produce Z.”) (aka probability logic model).
W/ defendable theory of action, you can…

1. Describe & understand conditions under which behavior occurs.
2. Use that understanding to develop strategy to affect likelihood that it will occur.
3. Explain results that you achieve & make adjustments if needed.

A Theory of Action

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

<table>
<thead>
<tr>
<th>Setting Conditions</th>
<th>Antecedents</th>
<th>Behaviors</th>
<th>Consequences</th>
</tr>
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<tbody>
<tr>
<td>School violence</td>
<td>Suspension &amp; expulsions</td>
<td>School climate</td>
<td>Disability</td>
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<tr>
<td>Under-achievement</td>
<td>Disproportionality &amp; Equity</td>
<td>Substance use</td>
<td>Delinquency</td>
</tr>
<tr>
<td>School Reform Problem Context</td>
<td>Restrict &amp; seclusion</td>
<td>School completion &amp; dropping out</td>
<td>Bullying</td>
</tr>
</tbody>
</table>

BEHAVIOR SUPPORT PLANNING

COMPETING PATHWAYS

Function-based Logic

Summary Statement & Competing Behavior Logic

- Desired Alternative: Make triggers irrelevant.
- Typical Consequence: Make problem behavior inefficient.
- Accidental Alternative: Make consequence ineffective.

Setting Events
- Triggering Antecedents
- Problem Behavior
- Maintaining Consequences
- Acceptable Alternative: Acceptable setting event for skill development of student in peer group.
**Prevention Logic for All**

Redesign of teaching environments...not students

**Prevention Objectives**
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

**Prevention Actions**
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

Antecedents & Consequences

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOR</th>
<th>ADULT BEHAVIOR</th>
<th>OUTCOMES</th>
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<tr>
<td>Aggression</td>
<td>Office referral</td>
<td>Disproportionality</td>
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<tr>
<td>Bullying behavior</td>
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<td>Non-compliance</td>
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<td>Insubordination</td>
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<td>Social withdrawal</td>
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<td>Trauacity</td>
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<td>Weapon possession</td>
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<tr>
<td>Harassment</td>
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<tr>
<td>Self-injury</td>
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</table>

Biglan, 1995; Mayer, 1995; Walker et al., 1995

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**U.S. Department of Education Office for Civil Rights**

**CIVIL RIGHTS DATA COLLECTION**

Data Snapshot: School Discipline

**Issue Brief No. 1 (March 2014)**

For other data snapshots in the series, visit the CRDC at: [www.crdcdata.gov](http://www.crdcdata.gov)

1. Suspension of preschool children for non-compliance and gender (for the 2012-2013 school year). Black children represent 14.8% of preschool enrollment, or 4,714,976 children. In this population, 5% of black preschool children were suspended out of school. In comparison, 3% of white preschool children were suspended out of school. While the percentage of white preschool children suspended is lower than that of the black population, the numbers still reflect a disparity in the rate of suspension.

2. **Disproportionately high suspensions/suspensions rates for students of color.** Much attention is currently focused on the rate of students of color suspended out of school. On average, 6% of all students are suspended, compared to 10% of black students. African-American and Native American students are also disproportionately suspended.

---

**School** establishes policy for norm violating behavior

1. **School** establishes policy for norm violating behavior

2. **Kid** caught engaging in norm-violating behavior

3. **Educator** opts to complete discipline referral

4. **Administrator** opts to formalize incident

**Four players for every ODR data point**

**Considerations!**
**Policy makers**
- Administrator
- Educator
- Student
- Educator
- Administrator

**Se:ng Condi(ons**
- Antecedents
- Behaviors
- Consequences

---

**Selected PBIS Features**

**SWPBS (aka PBIS Rti-B, MTSS-B, EBS) IS**

**Framework** for enhancing adoption & implementation of
- Continuum of evidence-based interventions to achieve
  - Academically & behaviorally important outcomes for
  - All students

**Effective Social & Academic School Culture**
- Common Language
- Common Experience
- Common Vision/Values

**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

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Supporting Social Competence & Academic Achievement

Supporting Staff Behavior
- Supporting Student Behavior
- Supporting Decision Making

Supporting Social Competence &
Academic Achievement

Supporting
- Systems
- Data
- Practices

---

**OUTCOMES**

Supporting Social Competence &
Academic Achievement

Supporting
- Systems
- Data
- Practices

Supporting
- Systems
- Data
- Practices

**Implementation Fidelity**

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
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<th>Not Effective</th>
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<tr>
<td>Effective</td>
<td><strong>Maximum Student Benefit</strong></td>
<td>Reduced Probability of Student Benefit</td>
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<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
<td>Low Probability for Student Benefit</td>
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</tbody>
</table>

Fissien & Blase, 2009

Biglan, Colvin, Mayer, Patterson, Reid, Walker

**How?**

- Establish positive school climate
- Maximizing academic success
- Teaching important social skills
- Communicating positively
- Active supervision
- Modeling good behavior
- Recognizing good behavior

**Continuum of Support for All**

- Intensive
- Few
- Targeted
- Some
- Universal

Fissien & Blase, 2009

**Behavior Support**

- Continuum of Support for ALL: “Molcom”
- Universal
- Targeted
- Intensive

Supports for all students w/ disabilities are multi-tiered.

Dec 7, 2007

Dec 7, 2007
Continuum of Support for All “IFB School”

- Universal
- Targeted
- Intensive

Supports for schools are multi-tiered

Continuum of Support for All “District: Literacy”

- Universal
- Targeted
- Intensive

Supports for districts are multi-tiered

Continuum of Support for All “State”

- Universal
- Targeted
- Intensive

Supports for states are multi-tiered

Implementation Drivers

- Funding
- Visibility
- Political Support
- Policy

LEADERSHIP TEAM (Coordination)

- Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations

ESTABLISHING CONTINUUM of SWPBS

- PRIMARY PREVENTION
  - Teach SW expectations
  - Proactive SW discipline
  - Effective instruction
  - Parent engagement

- SECONDARY PREVENTION
  - Check in/out
  - Targeted social skills instruction
  - Peer-based supports
  - Social skills club

- TERTIARY PREVENTION
  - Function-based support
  - Wraparound
  - Person-centered planning

CORE FEATURES:
- School-Wide PBS (Tier 1)

- Continuum of procedures for discouraging rule violations
- Set of positive expectations & behaviors

- Procedures for teaching SW & classroom-wide expected behavior

Leadership team

Behavior purpose statement
**RCT & Group Design PBIS Studies**


**Systems Implementation Logic**

- Effective
- Efficient
- Relevant
- Durable
- Scalable
- Logical

- Achieve desired outcome?
- Doable by implementer?
- Contextual & cultural?
- Lasting?
- Transportable?
- Conceptually Sound?
Local context defined by......

Gender
Family Structure
Sexual Orientation
Language
Values & Beliefs
SES
Political Affiliation
Racial Identity
Immigrant Status
Recreation
SES
Career
Ethnicity
Neighborhood
Work
Religion
Define culture differently

Culture is central in discussions related to
- Diversity,
- Disproportionality,
- Inequity/disparity,
- School discipline,
- Academic achievement,
- Disability.

However, education community struggles w/ conceptualization of culture that enhances our
- Understanding of culture,
- Effective communications & expressions of our unique experiences,
- Actions that realize meaningful benefits for all students.

Our Challenge
Is SWPBS “culturally relevant”?
Can SWPBS become more culturally relevant?
What does culturally relevant SWPBS implementation look like?
How do we measure impact of a culturally relevant implementation of SWPBS?

Early Conclusion #1
Many students & adults do not experience schools as culturally & contextually relevant, & as a result, are at high risk of lower academic achievement, more frequent & negative disciplinary consequences, & more deleterious social behavioral outcomes.

Currently, the use of SWPBS practices & systems is increasing as a viable approach to improving the social & behavioral culture of schools through the use of constructive & preventive strategies.
Early Conclusion #2

Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation.

However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

Our Starting Point

Work from defendable theoretically foundation

- Adopt research-evidence based approach
- Establish operational/measurable definitions of culture & cultural relevance
- Develop guidelines for improving cultural relevance

Literature Review Research Questions

- How is culture defined in research focused on behavior management, discipline, & improving problem behavior in schools?
- What culturally & contextually relevant strategies are documented in research focused on behavior management, discipline, & improving problem behavior in schools?

Definitions of culture

- Focus on problem behavior(s)
- Focus on behavior management &/or discipline
- Suggestions for culturally, contextually relevant behavior strategies

Findings 1991-2010 (n=297)

<table>
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<th>Qualitative</th>
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Literature Review Summary

- More experimental research needed
- SWPBS promotes the most frequently recommended strategies from descriptive literature
- SWPBS can be adapted easily to diverse schools & cultural norms

What do behaviorists say about culture?

- "No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way."
  - Hayes & Toarmino, 1995
- "A culture evolves when practices... contribute to the success of the practicing group in solving its problems."
  - Skinner, 1981
Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation. However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

**Early Conclusion…**

**Culture =**

- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

**Learning History & Context**

1. Collect data (e.g., interviews, observations, self-reports, etc.)
2. Generate & describe norms.
3. Describe how learning history affects how you decide & act on what you experience.
4. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
5. Summarize in 4 descriptors.
6. Describe how learning history affects how you describe & act on what you experience.
7. Your Name
8. How you are likely to act.
9. How you are likely to react.
10. How you are likely to be perceived.
11. How others are likely to act.

**Your learning history & culture shapes**

- In a given context, setting, environment

**LEARNING HISTORY is**

- Collection of experiences
- Shaped by place, people, & time
- If important, predicts future behavior

**CULTURE is**

- Group of individuals
- Verbal & overt behavior
- Shared learning history
- Differentiates one group from another
- Predicts future behavior

**What could happen if you don’t know your or other learning history?**

- Misinterpret communication or behavior
- React inappropriately
- Engage in action aversive to family or culture
- Say/do something hurtful
- Develop stereotype (rule-governed)
- Other
Supporting Social Competence & Academic Achievement

OUTCOMES

Supporting Staff Behavior

SYSTEMS

Supporting Student Behavior

DATA

Supporting Decision Making

PRACTICES

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Supporting Culturally Knowledgeable Staff Behavior

Kid Benefit

Supporting Culturally Relevant Academic & Social Behavior Competence

RESEARCH: Quantifiable Measures? Observable Indicators? Effective Interventions?

Culturally relevant DATA

Q: “How do we measure “culture” in a manner that shapes instruction that enhances student outcomes?”

Culturally equitable OUTCOMES

Culturally knowledgeable SYSTEMS

Culturally relevant PRACTICES

Research Questions

1. What does Cultural Relevance & Responsiveness look like? IV v. DV?
2. How would we measure status of & change in Cultural Relevance & Responsiveness? IF v. DV
3. What research designs should be used to evaluate interventions (or outcomes) for their Cultural Relevance & Responsiveness?

Potential for cultural exchange & conflict

Student

Community

Teacher

Family

Administrator

References

“Every organization should adopt one little thing, one seemingly small but pivotal behavior that symbolizes the organization’s values & purpose. It should be an action that takes less than a minute to perform, something that anyone & everyone in the organization can easily do, something that everyone can hold others accountable for, & something for which there are no excuses for not doing it.”

Factors Directly & Indirectly Contributing To Student Learning

“The way to achieve dauntingly high goals is through a relentless focus on achieving optimal performance in a lot of seemingly little things. Those little things accumulate over time & make a big difference.”

“Coach Wooden’s goal: learn the fundamentals, master the fundamentals, teach the fundamentals to others, & apply the fundamentals in every area of our lives. Mastering the fundamentals is one of a lot of little things done well that make a big difference in our pursuit of success.”
“Success is the natural consequence of consistently applying the basic fundamentals.”

Jim Rohn

“Well, the truth is, there are simple answers; they just are not easy ones.”