BABAT
SWPBS & ABA Applications: Comments

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www.pbis.org  www.cber.org

2. Deb  Adam & Mark
Generaliz. use of continuum, data, ABA, etc.
Staying close to ABA, e.g., teach. S.S. (stim. cont.)
Environ assess. for prac. impl.
Value of implem. fidelity

3. Marcie
Applic. of ABA to CW
Link. SW to CW
Link. acad. to soc. beh.
Improve. Impact of evid. prac

1. Bob
Curric. v. framework
Taking ABA to scale in public educ.
Redesign. environ. for pos. reinf.
Improving qual. of indiv. in group context
Factors Contributing to student learning


Prevention Logic

Biglan, 1995; Mayer, 1995; Walker et al., 1996; Iwata, Oct 15 2011

- Decrease develop. of new problem behaviors (stim. control)
- Prevent worsening & reduce intensity of existing problem behaviors (cont. manag. & stim. control)
- Eliminate Sds & reinf. of problem behaviors (extinction, stim. control)
- Add Sds & pos. reinf. of approp. behavior (stim. control)
- Teach, monitor, & acknow. prosocial behavior (stim. control, pos. reinf.)

Redesign of teaching environments…not students
COMPETING PATHWAYS

“Competing Stimulus Control”

Setting Events → Triggering Antecedents → Problem Behavior → Maintaining Consequences

Neutralize & eliminate setting events & EOs

Add/establish & remove Sds.

Teach alt beh

Add & remove consequences

Acceptable Alternative

BEHAVIOR SUPPORT PLANNING


Most are responsive…but some need a bit more.

N = 2979

2%

7%

91%

PreK-K

4%

10%

86%

Elementary

Middle

High

PreK-8

PreK-12

Others

Students 0 or 1

Students 2 to 5

Students 6+

10%
And we know who they are!

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-K</td>
<td>2979</td>
<td>9%</td>
</tr>
<tr>
<td>Elementary</td>
<td>889</td>
<td>17%</td>
</tr>
<tr>
<td>Middle</td>
<td>390</td>
<td>22%</td>
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<tr>
<td>High</td>
<td>254</td>
<td>14%</td>
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<tr>
<td>PreK-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PreK-12</td>
<td></td>
<td></td>
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<tr>
<td>Others</td>
<td></td>
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</tbody>
</table>

12.5 - Mean Percentage ODRs (2010-11 Reg Ed) (Majors Only)

- Students 0 or 1: ~80% of Students
- Students 2 to 5: ~15%
- Students 6+: ~5%

ESTABLISHING CONTINUUM of SWPBS

- PRIMARY PREVENTION
  - Teach SW expectations
  - Proactive SW discipline
  - Positive reinforcement
  - 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
ESTABLISHING CONTINUUM of SWPBS

SUPPORT INTENSITY

<table>
<thead>
<tr>
<th>Public School-wide</th>
<th>Public Classroom-wide</th>
<th>Special Program</th>
<th>Alternative School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>All</td>
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</tbody>
</table>

Integrated Elements

Supporting Staff Behavior

Supporting Student Behavior

SYSTEMS

DATA

PRACTICES

OUTCOMES

Supporting Social Competence & Academic Achievement

Supporting Decision Making

Integrated Elements

Basic “Logic”

Systems + Data + PRACTICES

Implementation Fidelity

Training + Coaching + Evaluation

Maximum Student Outcomes
IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION
DATA-BASED DECISION MAKING & PROBLEM SOLVING
UNIVERSAL SCREENING
RtI

CONSIDERATIONS
- ABA implementation fidelity, sustainability, scaling
- Other: bullying behavior, culture disproportionality, restraint/seclusion, school completion, academic achievement. NEXT?
- Documentation & replication across organizations
- Demonstrate effects on effectiveness and efficiency of individual supports in systems context

PBIS as mechanism/framework for organizing implementation of behavioral technology

Messages (Srt)
CONSIDERATIONS

• ABA implementation fidelity, sustainability, scaling
• Other: bullying behavior, culture disproportionality, restraint/seclusion, school completion, academic achievement. NEXT?
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• Demonstrate effects on effectiveness and efficiency of individual supports in systems context