How has Applied Behavior Analysis Shaped Positive Behavior Interventions & Supports?

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7 March 2014
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PURPOSE
Describe how ABA has shaped & influenced PBIS practices, systems, data, & outcomes. Sameness & differences will illustrate how & why PBIS & ABA should be integrative & collaborative.

• Theory of Action
• Behavior Analytic Roots
• Application to ABA to PBIS
Warning: Conceptual Session

ABA + PBIS
School Reform
Technical Relationships
Bullying Behavior
Relationships
School Climate
Teaching Social Skills
ABA + PBIS

PBIS + Theory of Action

Effective Organizations
GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & prosocial behaviors are promoted

Common Vision/Values
Common Language
Common Experience
PBIS
Quality Leadership

We increase attendance?
Students identify main idea of paragraph?
Teachers send kids to office for problem behaviors?
We prevent bullying behavior?
Kids learn to associate sounds with meaning?
We improve school climate & discipline?

How do…?
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 logic model).

Defendable Theory of Action

Theory-based explanation of phenomenon

Implementation of explanation-based actions

Defendable Theory of Action

Data based confirmation of effect

Data based confirmation of explanation

Defendable Theory of Action

Data based confirmation of effect

Implementation of explanation-based actions

Increasing Ice Cream Sales?

Parents aren’t bringing kids

High ice cream sales to kids

Data based confirmation of effect

Defendable Theory of Action

Make sign to encourage kids

Low ice cream sales to kids

Implementation of explanation-based actions

Increase compliant behavior?

Not enough time to complete work

Low task completion & high noncompliance

Defendable Theory of Action

Decrease amount of required work

Implementation of explanation-based actions

PBIS Conceptual Foundations

Behaviorism

ABA

PBIS

SWPBS

All Students

Laws of Behavior

Applied Behavioral Technology

Social Validity

PBIS + ABA
Behavior is learned

Behavior is lawful, therefore understandable & influence-able

Behavior is important

A Theory of Action

 PBIS (aka SWPBS) is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives

Prevent worsening & reduce intensity of existing problem behaviors

Eliminate triggers & maintainers of problem behaviors

Teach, monitor, & acknowledge prosocial behavior

Prevention Actions

Add prompts & triggers

Strengthen social skills

Add maintainers

Remove prompts & triggers

Waken problem behavior

Remove maintainers

Prevention as explicit & precise actions

INCIDENCE

PREVALENCE

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Behavior Support

Universal

Targeted

Intensive

Few

Some

Universal

Targeted

Intensive

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

School Reform

Schools do not perform….adults & students do

Changing trajectory of chronically low performing students by aligning intensity, precision, & priority of actions w/tiered technical assistance

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behaviors</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT BEHAVIOR</td>
<td>ADULT BEHAVIOR</td>
<td>OUTCOMES</td>
</tr>
<tr>
<td>• Aggression • Bullying behavior • Non-compliance • Insubordination • Social withdrawal • Truancy • Law/norm violations • Substance use • Weapon possession • Harassment • Self-injury</td>
<td>• Office referral • In school detention • Out of school suspension • Probation &amp; parole • Arrests &amp; incarceration • Restraint &amp; seclusion • Mental health referral</td>
<td>• Disproportionality • Dropping out • School failure • Mental illness • School-to-prison pipeline • Achievement gap • Unemployment • Delinquency</td>
</tr>
</tbody>
</table>

Evidence-based Practices

Effective

Repeatable

Manageable

Fit

Doable

Context

Culture

Adaptable

Preventive Practices

Evidence-based Practices

Works

Fit

Doable

Context

Culture

Adaptable

Works

Fit

Doable

Relevant

Effective

Repeatable

Manageable

Fit

Doable

Context

Culture

Adaptable

Evidence-based Practices

School Reform

Settings

Conditions

Antecedents

Behaviors

Consequences

Evidence-based Practices

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Consequences

Evidence-based Practices

School Reform

Settings

Conditions

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Behaviors

Consequences

Evidence-based Practices
**IMPLEMENTATION**

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

Fixsen & Blase, 2009

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**ESTABLISHING CONTINUUM of SWPBS**

**TERTIARY PREVENTION**
- External & internal instructional coaching
- Weekly student progress reports
- Daily fidelity self-checks
- Daily implementer performance observations & feedback

**SECONDARY PREVENTION**
- Weekly leadership team meeting
- Weekly external leadership team meeting
- Weekly progress monitoring meeting

**PRIMARY PREVENTION**
- Bi-weekly grade level faculty meeting
- Monthly school-wide progress monitoring
- Weekly fidelity self-assessments

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**PBIS + ABA + Implementation**

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**Factors Directly & Indirectly Contributing To Student Learning**


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**Implementation Drivers**

**LEADERSHIP TEAM (Coordination)**

- Funding
- Visibility
- Political Support
- Policy

- Training
- Coaching
- Evaluation
- Behavioral Expertise

Local School/District Implementation Demonstrations
### Stages of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

2 – 4 Years

### ABA-adapted Stages of Implementation

**PHASES OF LEARNING**
- **Acquisition** – establishing SC
- **Fluency** – increasing rate (reinforcement)
- **Maintenance** – leaning schedule of reinforcement
- **Generalization** – transfer of SC
- **Adaptation** – stimulus & response generalization

White & Haring, 2000

### PHASES OF LEARNING

- **Acquisition**
- **Fluency**
- **Maintenance**
- **Generalization**
- **Adaptation**

### Stages of Implementation

**Focus** | **Stage** | **Description**
--- | --- | ---
Exploration/Adoption | Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Installation | Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Initial Implementation | Try out the practices, work out details, learn and improve before expanding to other contexts.
Elaboration | Expand the program/practices to other locations, individuals, times - adjust from learning in initial implementation.
Continuous Improvement/Regeneration | Make it easier, more efficient. Embed within current practices.

### District FBA Example

**What triggers & maintains** probability of inappropriate practices?

**What’s missing** to increase probability of triggering & maintaining appropriate practices?

**What needs to be removed** to decrease probability of triggering & maintaining inappropriate practices?

**What continuum of supports** is required to address implementation unresponsiveness?
Teaching how to determine hypotenuse of triangle

“Work w/ another partner & do these 4 examples....”

“C² = A² + B² where C is side opposite right angle....”

“I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle.”

“We & calculate hypotenuse of triangle for these 3 examples......”

“Watch me.... If A = 3 & B = 4, then C² = 25, & C = 5....”

Teaching social behaviors like academic skills

“You got it. Tomorrow let’s figure out how to handle cyber-teasing.”

“If someone won’t stop teasing your friend, you should look cool & walk away w/ your friend....”

“That was great. What would that look like if you were stuck on the bus? In the classroom.”

“Tell me how you would do it if you were in hallway.” “At school dance.”

Teaching Academics & Behaviors

ADJUST for Efficiency

DEFINE Simply

MODEL

PRACTICE In Setting

MONITOR & ACKNOWLEDGE Continuously

1. Explanation & demonstration.
2. Imitation & correction.
3. Repetition. (J. Wooden)

Teaching Matrix

1. SOCIAL SKILL
2. NATURAL CONTEXT
3. BEHAVIOR EXAMPLES

PBIS + ABA + Bullying Behavior
Good "things" about Bullying efforts

- Increased problem awareness
- More emphasis on prevention
- More curriculum development & research

"Bullying" Concerns

- Under-emphasis on improvement of context
- Limited assessment of context
- Non-data based intervention decisions
- Generic intervention responses
- Over-emphasis on student responsibility for change
- Limited examination of mechanism

Integrated Elements

- Supporting Social Competence & Academic Achievement

OUTCOMES

Supporting Decision Making

Supporting Student Behavior

"BULLY BEHAVIOR" PRACTICES

Supporting Staff Behavior

Continuum of Support for "Manuella the Bully"

Intensive

Targeted

Universal

Label behavior...not people

What is "bullying?"

Remember

Behavior

"Label behavior, not people..."

So, say, "bully behavior"

Verbal/physical aggression, intimidation, harassment, teasing, manipulation

Why do bully behavior?

(Context)

Get/obtain

Escape/avoid

E.g., stuff, things, victim & bystander attention, status, money, activity, self-delivered praise, etc.

E.g., same...but less likely
Why is “why” important?

PREVENTION

- Teach effective, efficient, relevant alt. SS
- Remove triggers of BB
- Add triggers for alt. SS
- Remove conseq. that maintain BB
- Add conseq. that maintain SS

- De-emphasis on reactive consequence management
- Emphasis on function-based approach & antecedent management

Integrated PBIS Response to Bullying

Bullying Requirements
- Bullying Coordinator
- School Climate
- Data Systems
- Event Reporting
- Response Team
- School & Community
- Staff Prof Dev
- Evid-base Practices

PBIS features
- Coach/Team Leader
- Preventive Tier 1
- SWIS
- Continuous SWIS
- Leadership Team
- School & Family
- Local Behavior Expertise
- RCT & SSR Research

PBIS + ABA + School Climate

PBIS + ABA + Culture

HOW?

- Communicating positively
- Maximizing academic success
- Modeling good behavior
- Teaching important social skills
- Recognizing good behavior
### Systems Implementation Logic

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Achieve desired outcome?</td>
</tr>
<tr>
<td>Efficient</td>
<td>Doable by implementer?</td>
</tr>
<tr>
<td>Relevant</td>
<td>Contextual &amp; cultural?</td>
</tr>
<tr>
<td>Durable</td>
<td>Lasting?</td>
</tr>
<tr>
<td>Scalable</td>
<td>Transportable?</td>
</tr>
<tr>
<td>Logical</td>
<td>Conceptually Sound?</td>
</tr>
</tbody>
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### 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

### Early Conclusion...

*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.*

### Culture =

- Group of individuals
- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Overt/verbal behavior
- Collection of learned behaviors, maintained by similar social & environmental contingencies
- Shared learning history
- Differentiates 1 group from
- Predicting future behavior

### SWPBS & Cultural Responsive Practices

*Figure 4: Integrating Schoolwide Positive Behavior Support and culturally-responsive practices*

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011

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### References

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

1. Indicate 10 key life events (fan out from you, students, parents, staff, etc.)
2. Summarize in 4 descriptors
3. Describe how learning history affects how you describe & act on what you experience.

Individual Learning History & Context

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Your Name

Upcoming PBIS-related Events

Northeast PBIS
Mystic, CT
May 22-23, 2014

PBIS Leadership Forum
Chicago, IL
Oct 29-30, 2014

APBS
Boston, MA
Mar 12-14, 2015

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Vincent, Randall, Cartledge, Tobin, & Swan-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab