Science, Culture, & Implementation: Shaping of a Behavior Analyst

2012 TECBD Arizona

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Center for Behavioral Education & Research
University of Connecticut
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www.pbis.org  www.cber.org

TECBD = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.


PURPOSE
Provide a biased self-assessment of events, people, & experiences that have shaped what I have done & am doing.

Highlight a few topics: BD, RtI, PBIS, MTSS, bullying, culture, school reform

Shaping of a Behavior Analyst

Sr+
• Learning history shaped by many extraordinary people & experiences
• Fortunate to have membership in many great communities & groups

TECBD
Common Vision/Values
Common Language & Behaviors
Common Experience
Quality Leadership

UCSB 1969-73
• Botany
• Camp Harmon • 16 - 54
• Hippies
• War protests
  “Turn the body!”

Aurora P.S. CO 1974-78
• Gary, Kenny, Phil, Keri, Danny, Roger, Goody, et al.
• 1974 – 94.142
• North M.S.
• Pine Ridge Unit
• Mrachek M.S.
  “Light, drop, flush”
“Big Ideas” from Early Years

Teach & recognize behavior directly, school-wide
- Colvin & Sugai (1992)

Focus adult behavior in team-based SW action planning
- Colvin, Kame'enui, & Sugai (1993)

Consider ALL as foundation for some
- Sugai & Horner (1994)

Integrate evid.-based practices in 3-tiered prevention logic

“Abbreviated” SWPBS History

1980s RTC
1988 PBS
1991 Proj PREPARE
1997 EBS Demo
1997 IDEA Demo
1998 PBS-1
2000 PBS-TA Guide
2001 OR Beh Res Ctr
2002 PBIS-II
2004 PBS Impl Blue
2007 SISEP
2008 PBIS-III
2010 Eval & PD Blue
2011 RTI/MTSS
2012 TECBD

Positive predictable school-wide climate
Multi-component, multi-year school-family-community effort
Violence prevention
High rates academic & social success
Positive adult role models
Positive active supervision & reinforcement
Formal social skills instruction

BD & PBIS

Positive
predictable
school-wide
climate

Multi-component,
multi-year
school-family-community
effort

Violence
prevention

High rates
academic &
social success

Positive adult
role models

Positive active
supervision &
reinforcement

Formal social
skills instruction

Coordinated Social Emotional & Learning (Greenberg et al., 2003)
Center for Social & Prevention of Violence (2009)
White House Conference on School Violence (2006)
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

- Prevent triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach, monitor, & acknowledge prosocial behavior

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

PBIS (aka SWPBS) is

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

PBIS

Early Triangle
Walker, Knitzer, Reid, et al., CDC (Walker et al., 1995, p. 201)

Prevention Logic
Reduce # new
Reduce intensity of existing

PBIS
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

- Primary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
- Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
- Tertiary Prevention: School/Classroom-Wide Systems for All Students, Staff, & Settings

IMPLEMENTATION
CONTINUITY OF EVIDENCE-BASED INTERVENTIONS

UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
TEAM-BASED IMPLEMENTATION

All
~80% of Students

Universal
All

Intensive
Few

Targeted
Some

Dec 7, 2007

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
**RCT & Group Design PBIS Studies**


**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

**Homework**

- **Students**
- **Teachers**
- **Community & Families**
- **Leadership**

Continuum & Complexity of Behavior

- Fluency & Expertise

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behaviors & peer rejection
- Improved school climate
**Academic-Behavior Connection**


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**Academic-Behavior Connection**

"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools."

Algozzine, Wang, & Violette (2011, p. 16).

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**Implementation of Evidence-based Practices & Systems**

**Give Priority to Effective Practices**

<table>
<thead>
<tr>
<th>Less Effective</th>
<th>More Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label Student</td>
<td>Invest in School-Wide</td>
</tr>
<tr>
<td>Exclude Student</td>
<td>Teach &amp; Reinf Soc Sk</td>
</tr>
<tr>
<td>Blame Family</td>
<td>Actively Supervise &amp; Prevent</td>
</tr>
<tr>
<td>Punish Student</td>
<td>Individualization based on Competence</td>
</tr>
<tr>
<td>Assign Restitution</td>
<td>Consider Culture &amp; Context</td>
</tr>
<tr>
<td>Require Apology</td>
<td></td>
</tr>
</tbody>
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**Responsiveness to Intervention**

<table>
<thead>
<tr>
<th>Academic Systems</th>
<th>Behavioral Systems</th>
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</thead>
<tbody>
<tr>
<td>Intensive, Individual Interventions</td>
<td>Intensive, Individual Interventions</td>
</tr>
<tr>
<td>Individual Students</td>
<td>Individual Students</td>
</tr>
<tr>
<td>Assessment-based</td>
<td>Assessment-based</td>
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<tr>
<td>High Intensity</td>
<td>High Intensity</td>
</tr>
<tr>
<td>Intensive Group Interventions</td>
<td>Intensive Group Interventions</td>
</tr>
<tr>
<td>Group members (all risk)</td>
<td>Group members (all risk)</td>
</tr>
<tr>
<td>Rapid response</td>
<td>Rapid response</td>
</tr>
<tr>
<td>Universal Interventions</td>
<td>Universal Interventions</td>
</tr>
<tr>
<td>All students</td>
<td>All students</td>
</tr>
<tr>
<td>Preventive, proactive</td>
<td>Preventive, proactive</td>
</tr>
</tbody>
</table>

Circa 1996

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**“Don’t Throw Stones!”**

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009
School leadership & contributing factors on student learning.


Stages of Implementation

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

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

Where are you in implementation process?
Adapted from Fiseren & Blase, 2005

- We think we know what we need, so we ordered 3 month free trial (evidence-based)
- Let’s make sure we’re ready to implement (capacity infrastructure)
- Let’s give it a try & evaluate (demonstration)
- That worked, let’s do it for real (investment)
- Let’s make it our way of doing business (institutionalized use)

Implementation Phase Big Ideas

- Plan for sustainable local implementation capacity
- Monitor fidelity & progress continuously for decision making & continuous regeneration
- Establish implementation capacity at multiple levels
- Evaluate other & related initiatives & efforts
### Stages of Implementation

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

### Implementation Lessons

- **VERIFIED NEED**: All started slightly differently, but all had behavior improvement as priority (leadership, funding, coordination, demonstrations)
- **DEMONSTRATION**: All started small to ensure success of initial demonstration of implementation
- **COORDINATION**: All started with coordinator (advocate, leader, "cheerleader")
- **SCALING**: Implementation acceleration triggered when 10-20% of schools implementing
- **DATA**: Equal priority to implementation fidelity & student outcomes
- **LOCAL EXPERTISE**: Localized expertise related to professional development, coaching, evaluation

### Elaborations of PBIS Implementation Blueprint: LEADERSHIP

- Initially, coordinating demonstrations, evaluation & documentation systems, & visibility
- Later, developing implementation capacity & increased visibility
- Finally, guiding policy, securing political support, long-term funding

### Elaborations of PBIS Implementation Blueprint: FUNDING

- Initially, securing multiple, "soft" sources (grants, contracts)
- Later, establishing recurring & reallocated organizational funds
- Finally, blending & integrating funding based on common purpose & outcome

### Elaborations of PBIS Implementation Blueprint: DEMONSTRATIONS

- Initially, documenting implementation fidelity & outcomes for small number of supported pilot implementations
- Later, documenting implementation fidelity & outcomes of extended & refined implementation
- Finally, documenting sustained, high fidelity, systems-level implementation & durable outcomes

### Elaborations of PBIS Implementation Blueprint: TECHNICAL CAPACITY

- Initially, utilizing external training, coaching, & evaluation support
- Later, investing in local training, coaching, & evaluation capacity
- Finally, sustaining local expertise for durable & scaled, high fidelity implementation
"Bullying Behavior"

Good "things" about Bullying efforts
- Increased problem awareness
- More emphasis on prevention
- More curriculum development & research
- Greater focus on all students

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

Integrated Elements
- Supporting Social Competence & Academic Achievement
- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior

Continuum of Support for "Manuella the Bully"

Integrated PBIS Response to Bullying
- 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 I
- SWIS
- Continuous SWIS
- Leadership Team
- School & Family
- Local Behavior Expertise
- RCT & SSR Research

Label behavior...not people
What is “bullying?”

Remember

“Label behavior, not people…”

Behavior

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

So, say, “bully behavior”

Why do bully behavior? (Context)

Get/obtain

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

Escape/avoid

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

www.pbis.org

SERC

April 2012
“Students w/ disabilities are almost 2x as likely to be suspended from school as nondisabled students, w/ the highest rates among black children w/ disabilities.”

NYTimes, M. Rich Aug 7 2012

13% w/ v. 7% w/o
1 in 4 black K-12 students
High suspension correlated w/
• Low achievement
• Dropout
• Juvenile incarceration

1 in 6 black
1 in 13 Amer Indian
1 in 14 Latinos
1 in 20 Whites
Not correlated w/ race of staff

Dan Losen & Jonathan Gillespie
Center for Civil Rights Remedies at UCLA

References


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?

Definition of culture
Focus on problem behavior(s)
Focus on beh man &/or discip
Sugges for culturally, contextually relevant beh man strategies

Fallon, O’Keeffe, & Sugai 2012

Findings

1991-2010 (n=297)

Qualitative

<table>
<thead>
<tr>
<th>Total</th>
<th>Intervention Description</th>
<th>Reviews/Current Issues</th>
<th>Case Studies</th>
<th>Other</th>
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Quantitative

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<th>Total</th>
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<th>Experimental</th>
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<td>4</td>
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</table>

SWPBS promotes the most frequently recommended strategies from descriptive literature

SWPBS can be adapted easily to diverse schools & cultural norms

More experimental research needed

Fallon, O’Keeffe, & Sugai 2012
“What’s the mechanism?”

- Biologically influenced
- Contextual or environmental
- Learned & purposeful
- Manipulable & Teachable

Behavior Analysis

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 & Toomino, 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.

Sugai, O’Keefe, & Fallon 2012

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

Sugai, O’Keefe, & Fallon 2012

SWPBS & Cultural Responsive Practices

- Supporting Social Competence & Academic Achievement
- Supporting Staff Behavior
- Supporting Student Behavior

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011
Sugai, O’Keefe, & Fallon, in press x2

Supporting Social Competence & Academic Achievement
CULTURALLY ETHICAL
CULTURALLY VALID
CULTURALLY RELEVANT
CULTURALLY KNOWLEDGEABLE
PRACTICES
DATA
OUTCOMES
Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011
Sugai, O’Keefe, & Fallon, in press x2
Table 3. SWPBS Examples & Suggestions for Enhancing Cultural & Contextual Relevance

<table>
<thead>
<tr>
<th>Feature</th>
<th>SWPBS</th>
<th>Culturally Valid Data</th>
<th>Culturally Equitable Outcomes</th>
<th>Culturally Knowledgeable Systems</th>
<th>Culturally Relevant Practices</th>
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<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Full implementation plan</td>
<td>SW</td>
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<td>2 1 0</td>
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<td>Data collection tools</td>
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Table 4. Cultural Definitions and Discipline

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<thead>
<tr>
<th>Source</th>
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<th>Definition</th>
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<tr>
<td>Denotative</td>
<td>Philosopher</td>
<td>Scientific</td>
</tr>
<tr>
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<td>Psychologist</td>
<td>Scientific</td>
</tr>
<tr>
<td>Denotative</td>
<td>Anthropologist</td>
<td>Scientific</td>
</tr>
<tr>
<td>Denotative</td>
<td>Educator</td>
<td>Scientific</td>
</tr>
<tr>
<td>Connotative</td>
<td>Educator</td>
<td>Notion of human knowledge, skills, social forms, and material basis of the cultural group which may be shared or passed on from generation to generation independently of the biological group. (Pymos, 1989, p. 8)</td>
</tr>
</tbody>
</table>

JUST AN IDEA: Assessing Culture Considerations

SWPBS Feature

- Culturally Valid Data
- Culturally Equitable Outcomes
- Culturally Knowledgeable Systems
- Culturally Relevant Practices

NEXT: Quantifiable Measures? Observable Indicators? Effective Interventions?

- Culturally relevant DATA
- Culturally equitable OUTCOMES
- Culturally knowledgeable SYSTEMS
- Culturally relevant PRACTICES

Basic “Logic”

- Cultural/Context Considerations
- Systems
- Data
- Practices
- Implementation Fidelity
- Maximum Student Outcomes

Upcoming Events

- **New England PBIS**
  - Norwood, MA
  - 2 Nov 2012

- **NW PBIS Implementation Forum**
  - Bellevue, WA
  - 5-6 Nov 2012

- **Association for PBS**
  - San Diego, GA
  - 27-30 Mar 2013

- **Northeast PBIS Leadership**
  - Cromwell, CT
  - 16-17 May 2013

- **PBIS Leadership**
  - Chicago, IL
  - 17-18 Oct 2013