

>> Good morning. I'm Mike Minor, a consultant from PaTTAN Pittsburgh. Welcome to how as ABA shaped PBIS. Our presenter today is Dr. George Sugai. He's a professor and Carole J. Neag endowed chair in the Neag School of Education at the University of Connecticut. Dr. Sugai's research and practice interest includes School-Wide Positive Behavior, Interventions and Supports, Emotional and Behavior Disorders, Applied Behavior Analysis, Organizational Management in Classroom, and Behavior Management. It is my pleasure to introduce Dr. Sugai.

>> Thank you. Good morning, everyone.

>> Good morning.

>> Not enough chocolate. All right. So, let's get started. Thank you for the nice introduction. I've got a fair amount of content that I want to try to cover, so I'm going to jump into it pretty quickly. I really do appreciate everybody coming to this particular session. It's a little bit of a weird session and that it's got a fair amount of conceptual material as well as some review of fundamentals, as well as some things that we're working on right now. So I'm going to try to cover a lot of topics as we go through the morning. I'm going to talk at you quite a bit, but feel free to ask questions if you like and I'll try to entertain those. I also try to say sometime at the end for some comments and questions as well. If I cut you off, it's not because I don't like you; it's mostly because I need to make sure I get through the materials and so forth. So I'll try to do the best I can. Do you need something else? Keep going. Okay. So, again, thank you very much. Let me get started for a second here. I just want to let you know that the material I'm going to share with you, you can get at this particular website especially if you click on presentations. I've already sent it to you our Behavior Support people here in Pennsylvania so they can use it however they see fit--see fit as well. So you don't need to take notes unless you really oozy and want to. But the goal here is to give you a chance to play with some ideas and some things we're working with at the National Center. If you are having a veteran at the PBIS website, you'll notice that the face is different and that's because we've been refunded for another five years. So we're pretty excited about that. And one thing we did is try to reorganize the website a little bit. Fifteen years of work has collected a lot of material and I got a little bit cluttered. So what we've been trying to do is make it a little bit more efficient. Frankly, your local website here in Pennsylvania is probably better organized and more localized and more conceptualized to your needs. It's a great site, so take advantage of that as well. I'm really fortunate I get the code direct to National Center with Rob Horner and Tim Lewis and what I get to do is be the mouth for the center. There's about 18 partners that kind of work around the country. Lucille Eber is one of those. She's been here a number of times in the state as well. And what we do is collect and steal materials from [inaudible] and we're going to share them around the country. I'm going to share with you some of that material as we go through the morning. Again, I really do appreciate the chance to come back. This is I think my third time back at this conference. It's really nice to come back here and visit the gym and [inaudible] and others and be able to see the kind of progress you're making. We always hold up Pennsylvania as one of our best exemplars and demonstrations sites of statewide implementation. So we're really proud of them.

It can be a thing that we've been able to share what you're doing. And frankly, the work it's done at the classroom level, so everybody along that continuum should take credit for this effort. So, again, thank you very much and for these people who've been--who've been very important contributing to our national work. All right. So, what I was asked to do and what I would like to be able to do is share with you a little bit about some of the critical features of this thing called positive behavior support, school-wide PBIS, PBIS or whatever you want to call it, and indicates you these important fundamental principles behind what we do. In the beginning, it sounds a little weird to talk about theory and theories of action and so forth, but I really do believe that those principles guide us and being able to keep us close to high fidelity implementation as well as thinking about how we sustain our work. I'm going to try to give you some examples that go across a lot of different domains that have been covered at this conference around classrooms, school-wide, statewide, district-wide just to illustrate for you how important it is to think about what the roots are or sort of the evolutionary influences of what we do in PBS. A little warning at the bottom. It is a little heavy in the sense that it's conceptual. But I'll try to give you some practical examples to illustrate how the conceptual works. I think it's really important that you think about these guiding principles at all levels because they really help us know and make our decisions more efficient. A little plug here, I'm reading--I just finished reading a book called Coach John Wooden's Greatest Secret and it's really neat little 200 pages, really short; you can read it on the airplane, by Pat Williams. And what he has done is looked at some of the teaching practices of this guy named John Wooden who is the coach of the UCLA Bruins and has had a long history of success coaching his team. And if you're not a sports fan, it's okay because what this person has done is looked across business and schools and industry and so forth and said, what are some of the fundamental smallest things you can do to have the biggest effect? And I'm going to kind of share with you a little bit about how this book relates to the work you're doing here in Pennsylvania around the implementation of PBS. And in that particular book he talks about how important it is for the fundamentals to be taught to high levels of fluency because if you can do that well, we're able to have an affect on the kinds of outcomes we're trying to focus on. And one thing he argues is that the better you are to your fundamentals, the easier it is to communicate what you're trying to teach, what you're trying to provide a professional development, what you're trying to get your colleagues to buy into. One of the quotes I like from this particular book is that he talks about how simple messages travel faster. And that's an important message for this topic because I'm going to disclose, I'm a behavior analyst. And as a behavior analyst one thing I know is that the language and the concepts of behavior analysis don't go very far because they're relatively narrow and technical in their orientation and they don't go very far in the--in the applied world. Positive behavior intervention says support has been our attempt to make a simple message clear to practitioners, administrators and so forth, family members and kids so that they can experience what we think our best practices around this thing called positive behavior supports. So, I'm going to touch on a couple of topics and that's to try to address all levels that are here at the conference. I must speak a little bit about school reform, how it has--what it has to do with Applied Behavior Analysis and PBS, a little about bullying, a little about culture, a little bit about teaching

social skills. And hopefully the experiences you've had yesterday in some of the sessions and the rest that you have today will link back to this particular notion of having a strong theoretical foundation. Okay. So, let me start off with the thing about theories of action and this is one of the boring parts. This is Psych 101. This is Teaching and Learning 101 and so forth. But I really have become in my old days began to learn that that is very important for you all to acknowledge or identify for yourselves what is your theory of action. And what I mean by that is how do you interpret what you see, how do you use that interpretation to make a decision about what to do and then how do you analyze the outcomes of your actions to see in fact if that was effective and relevant and efficient and so forth. So, for example how did kids learn to read? How did they take sounds and translate that into meaning? What's the mechanism? What is your theory of action for understanding that? Second of all, we send kids to the office. We send the kids to the office for a purpose or a reason. What is our understanding or a theory of action or what we hope to accomplish by getting there? We want to increase attendance or truancy rates higher and our non-attendance is too high. Do we understand why non-attendance is occurring and do we use that information to come up with interventions? If you're trying to teach a kid how to identify the main idea in a paragraph, do we understand, do we have an assumption or theory about how that's acquired as well as how we teach it because that's going to improve the efficiency with what we do. How do we prevent bullying? How do we think about school climate discipline? All those are things that we worry about in this--in this room right now back in our schools and our districts. I really want you to think about how do you understand or interpret those challenges and how do you come up with strategies. All right. So, I've used this before, so bear with me if you've seen it. But I just want to illustrate to you how theory of action works. And if you can't see the theory of action here, you're missing the big idea, right? Here is the person trying to increase--oops, excuse me, increase ice cream sales. And to get there, he has interpreted a problem as being that the kids and their parents don't have a way of communicating that they want to come into this particular driving. And what's happening, of course, is the manager has come with a strategy and based on that strategy they're going to make a decision whether or not this worked or not. Here, she has a very clear theory of action, have come up with a hypothesis about why, developed an intervention about how come or what might work best and whether or not did they actually increase sales or not. How many of you in this room have done functional behavioral assessments? There's a theory of action in place again. You have a particular theory that drives your hypothesis generation and your ability to come up with a motivation or purpose but also drives your intervention. You are doing that process based on a particular theory of action. So, what is a theory of action? All of this is a cause of pathway. If I do X, Y happens. If I see X I think that's why Y is happening. And if you do that well, you come with the Z, an intervention. And that Z, that intervention hopefully will work. And we think it will work better if you have a strong theory of action, right? So, if you do a good job with a good theory of action, behavior analysis is like my theory of action, hopefully it will be parsimonious. It will rule out stuff that's interfering. It's really confirmable. I can collect data to make a decision. It's something that it covers a wide range of problems of phenomenon; reading, math, behavior, whatever, can work in a

variety of settings and so forth. So, let me show you how this works with ice cream sales. Parents are bringing their kids in, says the manager. Oh, ice cream sales are occurring. Come with a strategy, put up a sign. Kids, scream to your daddy stops the car. Ice cream sales go up, my theory of actions confirmed. Get the idea? Now, you would argue, of course, of the intervention of needs to be tweaked a little bit because the intervention is short term, it creates us negative course of cycle between the parent and child and so forth and so on. Because as you know as soon as the dad gives the kid the ice cream, the kid stops screaming, but down the road three blocks are those three golden archers. What does that signal the kid to do? Scream. What does daddy do? Small--large order fries and pat and moves on. So, what happens with these theories of actions that actually contributes or solves or tries to prevent a problem? All right. Kind of get the idea, right? So, PBIS, let me tell you about our theory of action and how it fits with what I just described. When we started the PBIS Center, when you all started the work here in Pennsylvania eight, nine, ten years ago or so, whatever the time period was, we learned that part of PBS is about changing school climate. And changing school climate is really important for decreasing reactive management, decreasing negative school requirement as well as promoting some things that are important. When we look at that literature, those factors around the outside pop up as being the most influential in changing school climate. If you look at the sessions here at this conference, you'll notice that many of those are being addressed in changing adult behavior, getting kids involved, communicating high expectations. The adults have to model which the kids to be able to do. You want to teach specials skills directly. Academic success is important, blah, blah, blah. All those are things that you are investing in here in this conference because what did you find is that you know the research confirms those particular strategies. So we built the PBIS Center. You built, PaPBS over here around that idea. And this is the evolution of PBIS. Now, that isn't to say that you can't include other perspectives or other theories, you know, cognitive models and social and emotional learning models and so forth as being contributing to the main framework. But I want you to understand that PBIS got its start from this kind of narrow perspective of behaviorism expanding out to this thing called Applied Behavior Analysis and then added on something called positive behavior supports which is to bring the heart and the value systems into the mechanics of what we do inside Applied Behavior Analysis. And then we, the center, said, "That's cool. Let's make that applied to our work and schools." I have a school person that's why I do my work. That's why I think it's really important to think about how we support kids and school becomes to help for a lot of our community and mental health work and so forth. All right. So, those of you that don't know, this is the--this is the ABA course you took in one semester in one slide. Applied Behavior Analysis does not, you know, don't say that things do or don't exist but more some things are more important with respect to interventions. We know that biology is important. What you came in with into this room, your biology, your experiences, your--you know, stuff happening inside your head and so forth are important. However, our ability to work with those is how well we understand the environment in which you now move through. What can we--what can we organize for kids to be successful in the classrooms and hallways and so forth that they navigate through? And we really do believe that what people do is

predictable and lawful if they've done a good job with their assessments and we can have an affect on trying to change those, ie, teaching. If we didn't think those were possible, we couldn't teach reading. We couldn't teach social skills, et cetera. Because we know how important those variables are, right? So, Applied Behavior Analysis has these emphasis areas, right? So, that's boring. But this little thing blinking across the bottom is the most important thing to keep in mind. My--you know, my wife calls me a damn behaviorist because I tend to look at things in these four boxes. What do people do? What happened before and what happened after, right? I do this, what happen? Before that, she yelled at me. What happened afterwards, we hugged, right, or whatever. So, what are the things that influence how I behave, how I feel, how I express my emotions and so forth are based on those four factors. If you've done a behavioral assessment, you know those really well. If you've done things around teaching social skills, you know how important it is to range the environment antecedents. How to teach what you want the kids to be able to do well and also how to give kids performance feedback consequential? All right. So, why is this important? Basic unit tells us what's--what we're trying to explain. Kid behavior, adult behavior or whatever, principles behaviors, genes behaviors, it doesn't matter, right? But I want to look at what's in front of it, I want to look at what's behind it, and I want to know what he walks in with into that particular learning situation. That is a real narrow small tool kit. But what it is, is a very efficient screw driver for being able to work with a lot of different situations. So, PBIS, really, really important. It comes from its behavioral perspective, but it's not behavioral practices. It's not defined as a curriculum. PBIS is defined as a framework or process. Because I like the kid, about once a month or center gets a call from people asking for assistance. And it's not uncommon for teacher to say, "I've got this kid. This kid Donna, she's really a pain to me. She just kicked me in the ankle yesterday. Would you please PBIS her?" PBIS is not an intervention. I wish it was, but it's not an intervention. It's a way of selecting an intervention that has the best likelihood of having effect on decreasing her anger, increasing her anger management and so forth. So, it's the way of doing business more than it is anything else. The other thing I want you to keep in mind as we go--as you look at that definition is that it's about building a continuum. You all know the continuum. It's about looking at academic and behavioral success. Even though George Sugai has been trained as a special educator to work with kids with emotion behavior disorders in my past, most of the work now I do is work with all kids. Because I know that what I do at all affects what it--the success of an intervention for individual kids. All right. So, the keyword there is framework. So, if you take that theory of action, Applied Behavior Analysis, if you think about framework, somebody says, "What do you do at the National Center?" We do prevention science. We do the work about preventing the development of problem behaviors and also we focus on how do decrease the number of existing problems inside the schools, inside our classrooms. We have prevention that has two goals; decrease the development of new weird behaviors, decrease the ones that exist already. So somebody said, "Well, how do you do that?" And we say, "Catch a million smile." Prevention is catch a million smile, which is true. However, it doesn't tell you what to do. If you apply a theory of action to that definition of prevention, you come up with this picture. Teach kids social skills, behavior, manipulate the

antecedents, add some stuff take some stuff away. Look at the consequences, take some stuff away, add some things in. Is that all we do with the kid? The answer is no. At this conference, you're doing much more than that around personal centered planning, around things that you learned in project renew, about manipulating and involving the whole large communities of participants. It's much more than just the ABC but the ABC place is a place to start to try to understand how we organize what we do. All right. Another picture of the same thing. When I think about the work I do in classrooms and schools, it's basically by getting rid of the stuff on the bottom and increasing the stuff at the top. And again, it's applying the theory of action to this basic approach. All right. So, 15 years ago you should have said, "Show me the data." And 15 years ago I would have said, "Not yet." But 15 years later we have a pretty strong database now to suggest that the theory of action, Applied Behavior Analysis, being translated into positive behavior supports can have some pretty good effects. Those little things behind the picture are the studies that have been done. There's some number of randomized people in trials and some other things that collectively indicate that I'm willing to bet you my--excuse me, my wife's next month salary if you implement PBIS well. You'll have a good chance producing those outcomes, which is what you've already demonstrated here in the State of Pennsylvania. So, that shouldn't be new to you all. But what you need to know is that there's a database to support your decisions to pursue the interventions and practices that you put in place. All right. One more of a little kind of boring piece then we get into something more specific. All right. And so I'm going to brag a little bit because I think it's kind of cool. It's really simple. All right. But I think it's an important thing to kind of consider. So a year--or excuse me, that's not true. Eight months ago, nine months ago, we reapplied for our National Center. And inside that--in that application, it says, "You need to look at RtI and MTSS." All right. And we said, "That's great." And we're all about organizational change. So one thing that Rob Horner, Lucille Eber and others have taught us is that effective organizations have four critical features; common vision, common language, common routine or experience, and quality leadership. Think about what's going on at this conference. Think about what's going on in your school. Think about what's going on at your district levels. If you are working well in producing the outcomes you want, you probably have those features, which really need about coming to this conference is there's a common vision, a common language, and a common experience that everybody shares. And that allows the organization to be very efficient, very effective in how it does its business. And you want to think about Pennsylvania PBS is being represented of an effective organization. Now, why do you say that's important? Because school reform is about changing ineffective organizations into ones that are more effective. But if you apply a behavioral theory to that, you need to remember that organizations do not behave; they do not engage in behavior. The individuals within the organization engaged in behavior. Why is that important? Because the school reform strategies you develop need to consider the individuals within the organization, not the organization itself. The organizations are reflection of how the individuals work together to get to a certain outcome. And you'll notice that there's a 1953 quote in the middle of there from B.F. Skinner. That dug on another damn behavior, right? And what he has done is try to create a theory of action that

explains organizations. So, that allows us to go back and think about how to build an action plan for changing a school-wide system or district system or in Jay Madonna's case, state system. How do you go about that in efficient way? All right. School reform is about taking schools or kids that have not been very successful or benefitted from the actions of the adults have provided--the interventions that adults have provided. The individuals within the organization do not have a common language, common vision, or common experience and leadership isn't in place to support that particular activity. So, that's a fast way of saying the following. Now, this is the cool part, you're not going to be impressed but it was brilliant I think on our part, sort of, all right. So when we got the application, we said, "Oh, great, we're going to write for another five years and be really cool." Open up the application and it says, "Good job, George, and all for doing what you've done in the past but now you got to do more." Got to do more. It's more than just individual kid, Tier 3, small group, Tier 2, school wide, Tier 1. It's about taking on some bigger issues around the country. Disproportionality, school-to-prison-pipeline, dropout, substance used, school violence, dandruff, everything, right? All of a sudden, the National Center is being asked to take on things for which we have no data to backup but we can affect dandruff or school-to-prison-pipeline, or, or, or. We have good data to suggest we can affect the risk factors for those but not necessarily those outcomes directly. So we have to be very careful about developing an application that says we're going take on all those areas. It turns out that they're not equal. All of those things that people have been asked to take on are not equal. They're not the same. They are similarities and differences, all right? That took us a whole day to figure out. You knew it already, right? So we said we need to apply our theory of action to take on this new application. This is the brilliant part. It's really simple but it's cool, I think. So we said, "You know what, there are certain things around that circle that kids do which is the left-hand call and there are certain things that the adults do, middle call. And there are consequences associated with doing it the right way or wrong way, all right, on the other side. So if you look at the kid behavior side, you got an ABC going on there again. Yeah? Okay. But the center's job is all about that middle hall. How do we organize systems to enable the kids to get access to the best interventions? Right? And if we do that well, we're going to avoid that last call over there. But right now what we have is kids engaging in bullying behavior.

We will strain them and exclude them. And then what happens, they end up having--they go to prison or whatever, right? You got this kind of--this pathway that kids are following because of the actions we engaged in based on what kids present us. Ice cream sales were done in other words, all right? So I can tell you you're not impressed. How many of you have seen this picture before? Just raise your hand. Okay. Good. So what this is--for those of you who raised your hands, you can just take a little nap. This is called the Competing Pathway Analysis. It's what we do in a functional assessment. You may not know it but this is what we do. That middle row, you're already familiar with and it's in behavioral consequence, yeah? All right. So what we try to do in an ABC, of course, in a functional assessment, understand the motivation behind the problem and we pick something we want the kid to do instead, a replacement. And that's not a desired behavior at the top. Yeah? So instead of kicking in the ankle, we

want you to manage your anger or whatever. The problem with that is that the consequences maintaining the problem behavior are different than the consequences maintaining the desired behavior. Why is that a problem? It's because our ability to get to the desired behavior is in conflict with what maintains the problem behavior. The kid wants to escape difficult work. So what do you want him to do? We want you to sit there and ask for help and raise your hand. If you do that, what happens? Well, help comes over and you still have to do the work. I don't want to do that. I don't want to do the work at all. So the replacement behavioral I have doesn't help solve the problem unless I'm getting a good instruction, right? And so forth and so on. We tend to set up intervention or replacement behaviors that compete with the problem behavior. So, of course, we come up with an alternative. It says, raise your hand, we'll put the work away for five minutes then we'll ask you to submit--whatever. We come up with a way for the kid to receive the same consequence that's available to the problem behavior for the replacement. Why? Because if we go through a series of steps, we can eventually get to that other end. Why failed in my early work? As I'd say, "You know what, kid, I want you to do the 17-step problem solving strategy instead of kicking me in the ankle." And the kid says, "Ah, the one step works so much easier." As long as that's the case, our alternative is not going to work. So you got to come up with something in between, all right? That's kind of a short way of saying that, all right? So my friend Rob Horner says, this is the great part again. You can't just talk about the problem; you got to propose an alternative, which is what our PBS Center is now doing. If you look down at the bottom, so first of all at the top, in the middle there, this is working--sort of, sort of. You can see the adult behavior out of school suspension, restraint and seclusion. Down below that are what we want--we would love to have the adults do instead. Under the kid behavior, we have what the kid needs to develop. And if we do a good job of that we have consequences or outcomes on the right-hand side. That becomes our replacements for what the adults do instead or the replacements for what the kid will do. Everything we do at our National Center now is built around this logic of replacements, what's get to go--what's the antecedents, what's the consequences. All right. So you should again say, "You know what, I work with kids." And you say, "You're right." But in order for that to work well, the adults have to be organized so that they get access to the best interventions. I know that yesterday you were at sessions where they talked about implementation fidelity. I know that you were at sessions yesterday where they talked about phases of implementation. I know that your phases [inaudible] so the adults have to make sure we do the following things. That's about that adult column because you understand what the adults do is the affects--build antecedent events and how we respond to those. Okay. So boring for you again, important for you to know. In the State of Pennsylvania, you have coaches. You have trainers. You have facilitators. You have leadership teams. You have policy. You have all those things that are important drivers to implementation. Those are the things that are in the behavior column for the adults. Pennsylvania has done a very smart thing of organizing around a very efficient implementation model. They want to increase ice cream sales by understanding what are the most important factors that contribute to those ice cream sales; training, coaching, evaluation, expertise, full continuum, et cetera. All right. Let's skip

that just for a second here. So let's talk about MTSS for a second or MTBS, which is the behavioral side I'm starting focusing on. But you all in this conference have MTSS in your title for this conference. The question is what was that mean from a theory of action and a behavior--positive behavior intervention support perspective. You all know a positive--excuse me, MTSS Multi-Tiered Systems, Rtl have these critical features, you know, for the screening, progress monitoring, blah, blah, blah, around the circle. If you look at those closely, they have strong ties to the behavioral theory that was the roots for what we do in positive behavior supports. Curriculum-based measurement, right? Progress monitoring, direct observations, et cetera, all come out of that sort of tradition. However, this is not Pennsylvania, right? We have organizations that are not organized very well, other states, where the goal is to improve school climate. But if you go there to do that work or your school or your district, I don't care, what you find is they're also being asked to do PBIS. They're also being asked to their SPDG Grants. They're also being asked to do Rtl, MTSS. They're also being asked to do safe and drug-free schools. They're also being asked to improve school climate, turnaround, character education, alternative schools, restorative systems, social emotional learning. How do you organize a system that allows the adult to do that well? Very difficult. You could replace that with state department, school district classrooms. And if you're not organized well, all those initiatives bump into each other. They compete--think about the Competing Pathways logic. There's another organization. Here's the real organization chart. I love this one. I let you look at it for a second. You know, I'm kidding a little bit. I'm kidding a little bit around this example, however, you all know that the individuals within the organization walking with learning histories that affect how the organization looks and functions. And even though you got these policy things, you know that it's still happening in the hallway affects what happens in those offices. So you got to know how these organizational systems were organized. I have--we have somebody draw one for us. All right. Now, again, you've got to apply a theory of action to this that makes it more efficient which is why I showed you this stuff about how the center was organized. Again, I really think you have to start by saying, do we know where we're going? Do we have a language for communicating and doing the business? Do we have experiences that all members in the organization can predict and feel comfortable with and so forth? And do we have some leadership that allows us to organize that? I don't mean leadership in the sense of principle--I mean leadership in the sense of leadership team, coaches, that organization of people who facilitate the implementation of these practices. All right. So the proverbial triangle, yeah, right? We all know that this is where we got our start with this intervention language. What does it have to do with this organizational logic? What we've learned is that the triangle logic where the continuum logic improves the efficiency in which the organization is set up. Now, it's an important for us to remember. And I've done--I think I did this last time I share as well but I always like to do it again because it's important for us to remember. There's no such thing as a Tier 3 kid. There's no such thing as a Tier 2 teacher. And there's no such thing as a Tier 1 principal. We, as individuals are made up of learning histories, actions, behaviors, feelings and so forth. Some of them work really well for us. Some of them don't work very well for us. Here's a kid. This kid's name is Malcolm. Malcolm is under in IEP for

emotional behavior disorders. He's not a Tier 3 kid. He's receiving assistance in two critical areas; anger management and problem solving. He has some other areas he does well. So we don't call him psychotic Malcolm. We can say Malcolm has emotional behavior disorders in two specific areas that we're trying to address to make him be more successful. And we're taking advantage of his strength areas to facilitate getting there. So again, he has some Tier 3 behaviors and there's some Tier 3 interventions but he's not a Tier 3 kid. My wife did this one on me. All right. We recently went to Spain. I can't speak Catalan, so I had to have somebody to give me some Tier 3 assistance. I need--I need to be in a small group of people who are smarter than I am to get the statistic figure out and my wife says I don't express my emotions well. So we'll skip that on. But I mow the lawn really well. I do billiards really well and so forth. So am I a Tier 3 person? My wife thinks so, but it's really in a couple of areas that I have to work on, expressing emotions. I really would encourage you to take a look at yourselves if I had asked you to have your kids fill out the same thing and ask your boss to do it on him or herself. Just to find out what are the things that are--that you do well and the things that you need some assistance on. It's not that we're good or bad people assistant. We have areas for which we are more efficient, more effective in and because it's an important part of how we think about systems change in these organizations. Here's a school, IEP School. In this school, it's not a Tier 3 school, but it does have two areas that are Tier 3 needs areas. This is my wife's school. She's a school principal. And literacy and school climate are two areas for which she gets outside regular assistance on for improving this particular building. It's a turnaround school and so forth, so they're working on those two areas to turn it around. And she has some other areas that she does really well in. Again, thinking about the tiered logic. What does this do? It creates an organizational structure for us to be more effective and more efficient in the intervention decisions that we make. Here is a school district. You'll notice that there are two schools that have significant literacy needs and other schools that don't. Is this district a Tier 3 literacy school district? No. It has some schools that have literacy needs; others, they don't. Kind of get the idea, right? And I work at the state level across United States. If I think about PBS for example, there're some states, State 12 and State 44 that have pretty significant need, so we have high intensity TA. And we have other states at the bottom for another area, let's say classroom management or something, who are doing very well but you'll notice that State 44 is in two places. That's because in one area, they need help--high intensity, and another area they don't need as much. Again, it's kind of heady but what I really like you to think about is how can you think about the challenges that you're confirming in a way that becomes more strategic in the decisions that you make? What can you let go and where do you invest? Now, don't copy this down, just be sort of impressed, think about the big ideas. All right? If you think about the three tiered logic, right, and if you think about a theory of action called the Applied Behavior Analysis, all right, you'll notice in the work we do at the National Center, if you look at the website, there are no published programs. There are no commercial programs. There are no laminated programs in that particular list. What we've chosen to do is to look at whether the core features of the interventions at each of those tiers. I noticed that this conference, for example, you have checking--you have responsive classroom. You

have second steps. You have champs. You have, you have. Why? Because you know those programs--those curricula have core features that match up to what fits into the framework, which is important for you to think about. If you think about Tier 1, Tier 1 has these critical features. You have a clear idea about where you're going, what to expect to behavioral expectations. You have a way of teaching those directly in school facilitated kids. You have a way of acknowledging, way of handling problem behavior, blah, blah, blah, around the circle. Those are the core features. You can go out and pick or buy one that has those--that has the idea of school-wide but you want to make sure the core feature is still there. Because the core features contribute to the likelihood of kids benefiting. Tier 2, same logic. There's a number of interventions available out there that you can put into Tier 2 and many of those programs have these core features which were learning clearly defined what a Tier 2 intervention should look like. There's small group oriented. There's more active supervision, more active monitoring, more frequent feedback, et cetera, et cetera. And the Tier 3, similar logic. If you do RENEW, if you do Wraparound, if you do Functional Behavioral Assessments, if, if, if, you'll notice that they have these critical features. It's increasing amount of individualization, monitoring and so forth. Again, the theory of action around the Applied Behavior Analysis guided us and filling in those little boxes but what it does is it provides a way of decision rule for building that continuum. So here's your homework assignment. Think about your classroom, your school, your district, or your state, I don't care what you are, right? And identify what your investments are. What do you put into each of those boxes that defines your continuum at the classroom level, school, or district? What is it that defines your setting? You may not want this, but if you were to invite me to visit your school, I'm going to say describe your continuum and supports. And you're going to say we do this with all our kids. We do this with groups of kids. I only do this with individual kids. And I'm going to say that's really cool because I can see how they're linked together. I see how the data at this level guide you in making decisions to go to this level, blah, blah, blah. All right? Because you're using MTSS logic. Your homework assignment is due to gym on Monday. All right. Define what you do. Here is an example and this is--don't copy down because it's only this one school's example and I think it actually mirrors a lot of the schools here in Pennsylvania. And this is my wife's elementary school. What she has at the bottom tier down there is what she does for all kids or they do. What do you do with kids who need a little extra small group? They have all those core features I mentioned earlier. And what do you do with those kids who have high intensity needs? And so she organizes her interventions. What you should be most impressed by is that she has a small number of interventions in each box. The idea going back to the simple message, simple idea stuff, with the smallest number of things I can put into those boxes that I can predict will have the biggest effect and that are aligned. I know that if I was--I talked to Jimmy Darnier about the statewide system, they would say, "Here are our investments statewide for all kids. Here's what our investments is for small groups of kids service-wise. And here's what we do for individual students." So think about how that's applied to your setting because the better defined that is and the more defensible it is, could create a likelihood that you're going to be able to implement it with fidelity and the kids will benefit from Questions or comments so far? All right. I think that's good. All

right. Moving forward there. A little bit about implementation. How many of you know who Dean Fixsen and Karen Blasé are? Excellent. A lot of the work that's being done here in Pennsylvania is based on this logic of implementation science. I'm pulling out one piece out of their work--Karen and Dean's work. And I love this work because what they said is that learning change and so forth occurs in phases. First of all, you try to explore what you want. Second thing is you try it out or you organize your resources. Third thing you do is you try it out then you go to full implementation, blah, blah, blah. You go through these phases, which is important. That's true. Individual kit plans as well as statewide plans. You go through these sort of phases. What's important to us though is how do you operationalize those into practice. If you're looking for behavior analysis literature, they have a phase logic. We have a phase logic that also parallels and corresponds to the [inaudible] this is what I used to do when I worked with kids. We said, you know what, we got to teach kids how to do something under--so it's very accurate and then we want them to increase their fluency with it and then we want them to use it over time and then we want them to use the cross settings and then we want them to change it based on the new settings they're in. And we organize our instruction to match that because we know that instruction is important to getting kids to become more independent which is what that continuum is all about. All right. My friend Steve Goodman from Michigan though said that's too complicated and he's right. The message isn't simple enough. He says you could break it down into three phases. One is should we do this or not, second one is we need to make sure we're doing it right if we choose to do it, and can we make it better, meaning can we reduce the amount of resources so that it can become more independent so we can shift those to some place else. That basic idea of implementation phases is driven by behavioral logic but also is important in guiding you in what you do. If you believe that putting tier one in place and your one is enough and you can stop doing and then you're two, you're going to lose the momentum and it's going to die away because you're not paying attention to the phases by which learning occurs. All right. So, let me give you another quick example. All right. I've shown these--some of these before so just bear with me if you've seen them so--and don't give out the answer yet, but is the math calculation correct on this particular math problem? Is the sum at the bottom accurate? The answer is yes. I'll answer for you. The answer is yes, it's added up correctly. Is the math problem correct? The answer is no because you're adding apples and oranges. The total has no meaning because you're adding elevation to population, for example. What do you do when you come up with a math problem like this? You say nice job calculating it but I need to refine your understanding of math addition. And this is where I go back and re-teach it, right? I re-teach the concept so the kid gets it right. So, let me give you two more examples. Look at the one on the left. Those of you that teach math know this pretty well. You look at the top one up there, says one over N times sign X equals question mark. So, the kid tries to solve it and he has a rule that says anything on top and on the bottom, you can cross them off. So, you crossed off the N on the top and the bottom. That left one times six. One times a number is that number, so six equals six, answer done. If a kid approaches the problem that way, what do you do? You don't write up an office referral. You go back and you re-teach how that occurs, right? Even if the kid is not compliant, messing around, you still

go back and say I want to re-teach this too because you need to understand why it's important to do and blah, blah, blah, or if the kid doesn't have the concept to re-teach it, all right? This is how my son would answer this particular problem. All right. Now, you all know what this is asking for. It's asking for calculating the hypotenuse of a triangle. And that is if you have a right angle triangle, I want to find out the distance on the long side opposite the right angle, I have to use $C^2 = A^2 + B^2$ where C is the long side and I will get X. This kid has found the X but unfortunately hasn't demonstrated the skill of calculating the hypotenuse of the triangle. Now, it could be non-compliance, could be attention maintained, could be, could be, could be, whatever those things are but we always go back and we start by saying do you really understand the concept before I jump to the assumption you're being non-compliant. In my son's case, he didn't have no idea how to do it. All right? So, we have to go back and re-teach it. So, think about this for a second, all right? I don't care if you're teaching the main idea of a paragraph, hypotenuse of a triangle, the concept of gravity, I don't care. You basically go through these basic steps, a little more complicated obviously but you go through these steps. So, if I was trying to teach calculating the hypotenuse of a triangle to my son or to my class, bless you, I would say the following things. This is the formula, $A^2 + B^2 = C^2$ where C is the length opposite the right angle and this is how you calculate it, right? Oh, and model it, watch me, here's a couple of triangles on the whiteboard, look at your iPad, watch me how I do this, show it, and then I say here, you go work on these three. Figure it out. See if I--see if you've learned anything. Right? And then when we, do we check the kid for his accuracy or her accuracy and we find out the kid has made a mistake. In this example, the kid has taken a non-right angle triangle and applied the formula to it, added apples and oranges. I said nice job, you got the formula right but it only works for right angles. So, I have to go back and re-teach it. And I present some new problems and I say now try it on these to make sure the concept is clear. Do you basically agree that's that how we teach math, reading, physics, so forth? My Son's an art major, all right? He's in an art college right now. He basically is told here's an art technique, watch me do it, watch how the artist did it, you go try it, right, so forth and so on. There's some creativity obviously in how it's applied later on. There's some stuff about, you know, doing it or not doing it but at the same time, you want to get the basic techniques down, the fundamentals, in order for this to occur. So, let me give you another example. I have to clarify the person in the green area is a teacher. Sometimes it gets mixed up. But the kid has just said the following, I hate this fully school and you're a dumb fool. Not here in Pennsylvania but in Connecticut where I live, he answers the following, that is disrespect. How dare you say that to me? Get in the kid's face, you're going to the office right now. You've violated section seven, paragraph two of the code. You go down and tell the principal you were disrespectful. You do not come back to this hallway until you've demonstrated that you are going to be respectful next time. What do we do? We tell the kid he's made an error or she's made an error, which I think you have to do. But at the same time, we're assuming that punishment is going to teach her the next--the right way of being respectful the next time around. And we typically, not here in Pennsylvania but other states, we tend to--we tend to focus on the punishment as a way to teach. I was kidding in the

beginning about, you know, we don't send kids to the office when they make a math error, but sometimes we do in some sense, all right? So, if you want to apply the same behavior and analytic logic to teach him social skills where behavior is a behavior, this is how this might work. Bear with me a little bit. This is kind of a different example. But we do a lot of bullying instruction and building it into the PBS framework of what have you. This is one little lesson in a bigger set of lessons around how do you help a friend who's being teased, all right? Now, I'm just going to give you the streamline version of it just for the sake of time. But if you were teaching a group of kids and you say if your friend's being teased, what do you do, all right? If somebody won't stop teasing your friend, what do you do? So, I got this from my daughter by the way, so this is where the solution came from, all right. And she says--my daughter says, "You know what, dad, those seven steps, sequences don't work. You need to use the one step." I said, "What's the one step, daughter?" She goes, "Well, it works like this. It's called the W strategy." I said, "What's the W strategy?" She says, "This is what you do. If your friends are being teased, you take your friend and you move away and you say whatever and you walk away." Right? You walk away, one step. Now, I think that's pretty cool. It's one step, disengages from the interaction prevents the escalation, kids look cool when they walk away. So, we're going to start with that in our competing pathway logic as a way of teaching kids how to manage teasing. We don't want kids to be in a situation where they can't succeed. We want to remove them from the likelihood of escalation and more punishments, right? And so forth and so on. By the way, it only works when you're in a context with kids. You do not walk away from an adult, your mom, your dad, or the principal, because if you walk away from them, it gets really bad. So, you want to make sure that you have an alternative strategy for when you have to--you're being teased by an adult, which is a little bit different. Okay. So, what do we do? Say watch me do this, teach her, now you go practice and pretend like you're in the hallway or you're at a school dance. What happens if you can't walk away, what's a different alternative? Now, you try it and just use cyber teasing as your new example, right? And so forth and so on. But it's re-teaching the right away, right? There's nowhere in there that says hit the kid on the side of the head, punish him. It's all about making sure that we think about the alternative. All right. So, what, so, here we think about PBIS, right? We've got these posters that we put up on the wall and we assume the kids by osmosis are going to figure out what respect is by looking at the poster. We've translated it into different languages, we've put it on the floor, we've put it on refrigerator magnets. We've translated it in different language if you're in the Netherlands, right? And we've learned that that has very little effect on changing kid behavior, those posters. So, what did you say? Oh, my gosh, maybe we have to teach this stuff. And I give all the credit to this--you all know the teaching matrix probably, and the teaching matrix came out of a school in Portland, Oregon. They did a wonderful job, wonderful job of organizing how to teach social skills explicitly schoolwide. And we stole this from them. It's one of my favorite things that we've ever gotten in the last 15 years. Why? Because it's an example of behavior analysis being used for teaching social skills in the context of PBS. If--I know some of you do this, but if you did the following, looked at the research on teaching social skills, right, you'll find that social skills in general have the following features. You got to have a name on what

you're teaching. You got to teach it in context, where it's required. And then you got to give multiple examples of what it looks like the right way. You may not know it but when you're using the teaching matrix, you're teaching social skills using the practices that are the most recommended from that literature on teaching social skills. When I was teaching individual kids in the special education programs or small groups, we did that basic thing. It's really hard to teach respect without examples and it's really hard to teach it if you only--if you don't consider context, where it's required. It's really efficient. It's really relevant to the settings on which it's being applied. If your behavior [inaudible] in the room, you know this is called--something called establishing stimulus control. It means I'm getting the behavior under the control of the environment so the kids know how to respond to the experiences or wherever they are. We're teaching kids how to self manage their self assessment, to be able to know what situation is, to know what they're supposed to do, and to predict what the outcome is going to be if they do it the right way. So, what did we do? We learned that you can't just hold up that piece of paper in front of the kids either. It's got to be active and it needs to be explicit. Here's a school where you walk in the first day of school, the homeroom teacher says, "We're going to go on a tour of the school." First thing they do is walk in the--by the parking lot and the bus supervisor says, "Welcome, my name is Mr. so and so. I am the bus supervisor. We show safety in the bus area." And it has these three ways you can do that. And then five minutes later, we take a walk over to the front steps. There's the dean of students, she has to be safe [inaudible] she says, "I'm the dean of students. I will be supervising you when you walk in the building. I will say good morning but I'll also remind you of the right ways. Can you all give me an idea what would be safe looks like?" And so kids are now answering the question. Five minutes, that's it, move on. What are we doing? We're creating a common language across the setting. We're kind of creating a common experience for entering the building and we have an idea about what it looks like when it's happening the right way. I want you to notice about 80% of the kids are participating in this activity. We also see a couple of kids like the one right in the middle there with the yellow, he's looking away, talking to his friend, he needs a little tier two intervention, right? And then there's a kid way in the back, he's dealing his drugs, he probably requires a tier three intervention. However, what's important to know about that example is that all kids get exposed to tier one, right? We want them to be part of the community. We want them to understand the language. We just need them to give them a little extra assistance to get it right the next time. All right? And moving to the cafeteria, cafeteria worker, it's the workers in those settings who'll do the lessons, they give concrete examples and they do practice. Here's one from Canada, here's one from Australia, here's one from New York, except for--a lot of variations but they all have the same critical features. I know, I've looked through the program that there are a number of sessions here that talk about teaching schoolwide expectations and teaching social skills in small groups. My bet is they have those features around what name, context, and behavior. What are you doing is the theory of action behind those activities. Two more pieces then I'll stop for some questions, take a little bit of time to get there but we'll get there. And that is--I know there's a number of sessions here on bullying behavior as well. And a couple of years ago, the center was being asked to participate in discussions

around policy around bullying prevention. I want you to know that bullying is a big deal. Unfortunately, what's happening is that it's taking on a life of its own, right? And some schools are having their own bullying committees, actually meeting just after the PBS team meeting is occurring. And they're setting up separate data systems and they're carrying different curriculum. Now, I want to suggest to you that if you apply a theory of action to that problem of bullying, it actually aligns pretty well with what you're already doing here in Pennsylvania. You don't have to create something separate. If you think about practices, those interventions that are out there, the core features are very similar to the three tiered logic. You'll see them as being the same. Here's this kid, Manuela. She's been labeled bully. Now, remember, we don't label kids. She is engaging in bullying behavior, again, applying our sort of theory of action to this. I know there's something else going to be coming in a few--you know, a couple--a couple of months, couple of years, another thing pop up, you know, it just kind of fade away and something else come up. I just wanted to think about can you understand the problem in a way that allows you to integrate it into what you're already doing. You'll notice that Manuela has some areas that she has to work on, teasing and harassment, or whatever it is, physical intimidation. But she has some other areas she's really good at. Is she a bully? No. Does she engage in bullying behavior? Yes. Is it a good thing? No. Does she have some things she does really well? Yes. Let's build upon those. If you've been involved and renewed, if you've been involved in wrap around, if you've been involved in person centered planning, this logic fits right in with what you've been doing. You go with the kids' assets and their strengths in order to help them enhance their weakness areas. So, what is bullying? Really, really important to apply this logic to the bullying problem. One is there's no DSM 17 category called bullying. Doesn't exist, all though there's talk of it, right? But there's no category called bullying. Because of that, it's really important to remember we don't label people, you know, you don't label people. Label what they do and you focus on their strengths and challenges. What's most important is we say the kids engage in behavior called bullying, all right, I'm not sure they say teasing, intimidation, harassment, whatever that's going to be, focus on what the behavior is, not on the label. It's really important and remember that bullying behavior has a variety of topographies. It looks a whole lot of different ways. What's really interesting is there is bullying behavior that is not physical and is often times not aggressive. It's behind the scenes, it's subtle, it's covert. And those kinds of behaviors that are also part of intimidation and so forth, so I want to be really careful about how we go forward. I think in Pennsylvania you're already moving in that direction because I've seen some of the [inaudible] you've developed on bullying prevention. And you've tried to stay away from the labeling part, the part about she's a bully, he's a victim, they're bystanders, blah, blah, blah. Much better to talk about the context on which it's happening. It's happening in the hallway, there are kids who are around, kids engaging in teasing, it's frequent, it's hurting this particular kid over here, she receives it at least daily, focus on the events and what's happening and avoid the labeling part. Why is it a big deal? Because I really think, and if you look at some of the work that's being done in Utah as well as in Oregon as well as in Washington state [inaudible] some of the research, is that we're finding that you can apply a functional assessment logic to looking at kids who have high rates of teasing and

intimidation and so forth as well as kids who are receiving lots of teasing and intimidation. Why is that happening? Applying again the logic of ice cream sales are down, how come? And what we found is that there are basically two categories of the things that maintain bullying behavior. One is the get side and the other one is the avoid side and you--those of you who do functional assessments know that already. And what do kids do when they engage in bullying behavior? Well, they're trying to get access to stuff or attention or status, whatever you want to call it, they're trying to get something from that interaction. We have other kids engaging in bullying behavior to keep people away, keep things away. We have some kids who are chronically victimized to engage in bullying behavior thinking that's the way to keep the bullying behavior away, right? If you know that, right, if you know what maintains bullying behavior then our intervention should be aligned with that knowledge. Right now, there are programs out there that assume bullying is one dimensional. You know, bullying behavior occurs, we bring the kid and the victim and the bystanders all together into a handholding circle and we talk about it. If the bully--if the kid engaging in bullying behavior is maintained by attention, what have we just done? All right. So forth. So, it's really important to think about if the kid who's being--is being victimized has to go in that small circle and then finds that aversive, right, try to escape and avoid that, the likelihood of the kid benefiting from that experience is really low. So, think really hard about the intervention selections you made based on your theory of action about why it's occurring. What we've found is that kids are very smart. They use it for under one condition--for one purpose under one condition and another purpose under another. And so they've become very versatile, the [inaudible] how do we build interventions that match up to those settings. I won't go through the whole bullying thing, but I just want you to think about bullying behavior as something that could be understood within the PBIS framework as a way of interventions. Oh, by the way, I also want you to think about this for a second. Kids who are engaged in chronic bullying behavior or kids who are the most chronically victimized require tier three type interventions. I'll say it again. Kids who engage in the most frequent bullying behaviors and the kids who are most chronically victimized require tier three supports to be successful. Yeah? What do we do many times? We put tier one interventions in place assuming that kids require tier three and tier three supports are going to respond. Do we [inaudible] positive climate for which we could try to take away some of that? Yes, we do. But those kids who engage in those behaviors typically need something extra to be successful. All right. So, why is the Y important? Go back to our prevention picture. Remember the prevention logic? Again, if I have a kid who's engaging in chronic behavior--bullying behavior in the hallway or in cyberspace or wherever, I want to make sure that I teach kids alternatives. I want to remove the triggers. I want to add in alternatives. I want to add in things that prompt the kid to use those alternatives. I want to make sure there are ways to get access to attention the right way or whatever. I want to use those domains in places to play. I know I can manipulate the before, the after, and I can teach kids responses. It's very hard to go in, unzip the kid, remove the bullying gene, and zip the kid back up. But what I do have control over are the settings and places and the things that kids know or have learned to do. So, prevention fits in there again and it's a way of avoiding their reactive measure responses that's chronic around the

country. Okay. So, let me give you a couple of examples. This is State of Connecticut. On the left-hand side, we have state legislative language now that says, "We've got bullying going on in our state." Every school needs--this stuff on the left-hand side, so this is my wife's school. You got to put a bullying coordinator in place, you need to focus on school climate, you can have a data system to keep track of all this stuff, and the kids engaged in bullying as well as victimized, and you have an incident report, you need to have a response team, and you have the school community response, you need to have a professional development day for all your staff, and you have to have your own space and practices in place. So, my wife is not--I shouldn't say not compliant. She's smart and she says, "No problem. I'll do those things." And in fact, she says, "We're already doing them." And it's all in the PBIS site. We have a coach. That coach is going to put on her--it's a her. She's going to put on her bullying hat when the bullying person comes in from the state. These--and this tier one is our universal intervention, respect, responsibility, or whatever. We're going to make sure we use our data system. They use Swiss in her school. We're going to make sure that we look at Swiss on a regular basis to identify which kids are engaging in intimidation on a frequent basis. We're going to look at our check in, check out data to make sure that our interventions--small group interventions are having effect, blah, blah, blah. We're going to make sure we communicate with schools and families. They match up, each of those interventions--those responses. So, when the person from the State Department comes in and says, "Let me see your bullying," everybody puts on their bullying hats those days. And as soon as that person leaves, they throw them away and they put their PBIS hats on and they go back their business. Now, that's--what's really smart about that is that they've got one strand of interventions in place and practices to cover [inaudible] because you cannot manage multiple initiatives. In the State of Connecticut, per school gets told you got to do bullying, you got to do school safety, you got to do school violence, you got to do--all these become separate lines of effort. She's now combined them all into one. Pennsylvania, you're already ahead of that game. The State Department sent out now, they got a little bit smarter about it. They said it's a cross walk that says, "If you're a PBIS school, here's how you can respond to the--to the statewide [inaudible] policy on bullying. State of Connecticut doesn't know it but they're applying a behavioral theory of action to all this. They would hate to know that the behavior starts shaping their behavior. All right. Couple more topics. One is culture. In March of this year, a big report came out from the--from the federal government around disproportionality information. And one thing--excuse me, I'll back up. And in that particular report, they've talked about all these bad outcomes, bad data, which they are, around this disproportionality. Kids with color, kids with disabilities, poor kids, rich kids, whatever, and about how badly these outcomes are for these students and there's some disproportionality, inequity is going on. The primary data source is office disreferrals, in and out of school suspensions, expulsions, right? Which is good. There's some other things but they're using those primarily. It is really important for us to step back and say, theory of action again, "Let me understand the nature of this problem." And then the keynote this afternoon, I'll tell you the answer for what we chose to do. But it's really important for you to remember that anytime you send a kid to the office for engaging in a rule problem behavior, it's

not just the reflection of the kid. There are four players involved in that piece of paper. There's the kid-- excuse me, the policy established by the school, this one policy. There's the kid who does it or doesn't do the norm violating behavior or gets caught, doesn't get caught. There's the adult who chooses to write it up or not and there's the administrator who chooses to put it in the system or not. So, when those data go to the federal government, it reflects those four things, policy, kid, educator, administrator to some degree. So, is it only a kid problem? No. Is it only an adult problem? No. If you apply your ABC logic, now we're shifting it all over the place, aren't we? That means our interventions have to have consideration for those four areas. So, if you think about this, there's policy makers, administrators, educators, student, educator--why do I have educator? Oh, this one. Where the decisions are being made, right? Does the policy maker make the--the policy is in place, the administrator has to put it in place, the educators have to respond to the administrator. The educators put the policies in place, the kids engage in the behaviors, the educator catches the kid or not, and the administrator processes it, and so forth. The reason I like to show that particular--kind of quickly is that the ABC logic applies again in your interventions or action plans, have to build up on where you think the biggest problem rests or lies, or exists, something like that. I mean, you all know the example, right? It's 3:16. It's one minute after your union contract says you have to be at work. You're in your car in the parking lot. You're getting ready to leave because your contract time is over. You look in your rear view mirror and there is Jim smoking a cigarette on the park--on school grounds. You know that that violates the discipline handbook policy. You know that you're supposed to write him up for a rule violation. You also know that if you choose to write him up, you're there for another 45 minutes, right? And as the educator, you say, "Screw that." You put it in reverse, you back off over Jim, and you leave. What happens there is a lost data point, right? You've lost the data point and you don't have the ability to go back and track that. Now, that's kind of an exaggerated example sort of, but we have teachers who walk down the hallway looking at the wall. And we have administrators who say, "Yeah. Not today. I'm too tired." And he goes whatever, right? I'm--again, I'm exaggerating some--to some degree. We have--we have faculty members who wait until the hallways are clear before they walk to their lunch because if they walk down the hallway and see something they shouldn't, so much for lunch, and then so forth and so on. Now, again, I'm just exaggerating, but again, think about the effects, ABCs again, of one consequence on the player and that player's behavior on the next event and so forth. All right. So, thinking about culture for a second, and I'm going to spend more time on it during the keynote later on, we said, "We got to take this problem on in a way that is systematic and consistent with our theory." All right. And so, of course, I fall back and I say, "Has anybody done this already in our--in our world of behavior analysis?" And Steve Hayes on the left-hand side has already looked at culture, so does Tony Biglan and others and said, "How do we deal with culture as it affects inequity?" So, disproportionality and so forth. I'm not saying these are answers necessary but it's a way of thinking and we're working on those strategies which I'll show a little bit later. And that is--you know, what they've really argued is that there's no way you can understand any particular group. Asian-American, African-American, you know, this versus that versus

that. It's really difficult because that particular culture is made up of individuals. And those individuals have individual learning history, some of which is shared and some of which is unique. And you really got to look at the context and place where it occurs. All right. Go look at the place. I'm always really fascinated by looking at gang behavior. It's a culture, right? And those kids engage in certain levels and kinds of behaviors that we find norm violating. But we take those kids and put them in a church, we don't see those behaviors. You know, why is that? Right. Why is that that we see it happening more often in the street? If you go down to the--whatever this is called, the chocolate bar or whatever down here and you're watching a hockey game in the playoffs right now and your team is losing, the likelihood of hearing the F word is really high. All right. Here in this room, I've yet to hear it. I don't think, anyway. And why is that? Because you know the contextual situational variables that tell you it's okay, not okay. And you know what the consequences are because you've experienced those. And there are a variety of cultures in this room and so forth and so on. How do we help--how do we understand that? On the right-hand side, oh, I really like this B.F. Skinner old quote because what he's done, has said, you know, "It's really--it's about the kinds of experiences that people within a particular group or a culture experience and what things could shape over time." There's nothing inherently kind of biased about a particular set of activities like PBIS for example, except about how you choose to put it in place and how you choose to implement it in a particular context, all right? Teaching social skills isn't inherently bad but the social skills you pick, the kinds of ways you teach it, and the kinds of feedback you give kids for doing it matters because it is--it's in--it's reflecting of their learning histories--their learning histories. The reason I focus on learning histories is because those are things we can understand and those are things we can build into our instructional decisions. I like to talk about culture as opposed to racism because culture seems to be on a more proactive positive side. I'm a positive kind of guy, right? And the racism side is focusing more on the reactive. This is the problem, you know, bad on you and so forth. But at the same time, I think you got to think about sort of constructive side of how we do business. So, Rita O'Keefe and Lindsay Fallon who were co-authors in this particular paper said, "You know what, if we want to think about culture from a PBIS perspective, that allows us to come up with interventions that increases the likelihood of all kids being successful but decreases the kinds of inequities that we find. What might we use as a way to organize how we think about culture? And you're not going to be surprised by any of this. I'm going to argue or we're going to argue that a culture is made up of a bunch of individuals who engage in a set of verbal and overt behavior. The verbal stuff reflects what's on the inside, right? The overt behavior reflects how they act on the environment. They should have a common shared learning history. So, I think about my Asian-American background. I'm a third generation Japanese-American. That learning history has an effect on what you see in here. All right. That set of characteristics differentiates me from the second generation Japanese-American, differentiates me from African-American third generations, whatever. Now, learning history is defined as well as differentiated. And it predicts how unlikely to behave in the future. You all are experiencing me in a certain way right now. There's a good chance you're saying, "I know whether to come to the keynote or not based on what I'm saying right now."

Because that's going to predict my future behaviors and [inaudible] things you're likely to experience. A culture is defined by those features. Why are those important? Because what we've learned is that the cultures vary. You are members of multiple cultures which means that the instructions you put in place, the kinds of experiences your organize for kids are going to vary. That means you've got to be very knowledgeable about your own history as well as about kids' history. Unfortunately or fortunately, they change over time and place. And then we have this different collection of learned behaviors that are associated with those particular cultures. I'll give you a really concrete example of that during the keynote to show how that works. But what I want you to come away with at least for this session is the idea that we've applied this sort of behavioral logic to try and understand the context for which disproportionality, the context for which, you know, school to prison pipeline, and all that kind of stuff is happening. And how do we interpret the results from that major report that's out there? So, in 2011, these researchers on the right-hand side said, "We're going to take the PBIS logic and we're going to apply a cultural lens to it." And they--it's a really great paper because what Claudia Vincent and these people did is said, "The structure or the framework called PBIS serves as a great grounding place or starting point for looking at culture and the issues around where--around racism disproportionality. So, if you've looked at those four circles, and many of you have because those tend to be what we call the PBIS tattoo, one of the circles in the middle, because everything we do is built around those four circles, where do you want to go, what date do we have, what practice we picked, what supports the adults need to have, we've kind of embellished that a little bit. You're going to have to kind of laser your tattoo a little bit to change, to include the culture word for each of those areas. The data needed to be culturally equitable--excuse me, valid. The outcomes need to be culturally equitable, the practices need to be culturally relevant, and the systems that support the adult need to be culturally knowledgeable. Again, thinking about those individual learning histories that come into play. All right. If you--if you want to learn more, one place is come to the keynote, second place is--you don't have to come to the keynote, just come to the--come to the--just read those papers. All right. So, concluding comments for this particular section then I'll change it to questions. One is, I know it's Psych 101 but I really am convinced that you have to have a really firm grip of your tool box. And what are the tools inside that toolbox and to what degree are those tools all similar in how they're operating and how they look? Right. And I want to have the smallest number of tools I can carry with me that can have the biggest effect. And having a theory of action helps me get there. And that's my part--that's what defines my tool kit. Second thing I want you to walk away with is that positive behavior interventions of support is a rebranding if you will of behavior analysis. Why? Because the simple messages are easy for people to pick up than the more complex ones. If I told you--if I went to a school and say, "Okay, guys. We're going to learn about teaching social behaviors. We're going to establish the most controlled to make sure that these discriminative stimuli take control of behaviors that--occasion, those positive reinforcers, that's the response, right? And so we know we can't do that. But we know though that we can generate some solutions that would be more palatable and effective in those settings. This picture is in an important one because what it does, it says, "We make

decisions based on what we know and see." We have to have a confirmable hypothesis and we've got to use our data for getting them, all right? One last picture. In some--Leslie and Jessica from Colorado sent me this last year. I used a variation of this a couple of times before but I like this because it's another more recent one. But I want to illustrate for you why this notion of positive--applied behavior analysis in PBS is so important and why it's important to be effective and efficient and relevant in the decisions you make and what's the smallest thing you can do with the biggest effect, and frankly how do we minimize error--minimize error, behavior, or academic. This is a picture of a bar, a saloon, whatever you want to call it, tavern, place where you drink alcohol, all right? In any--every one of these establishments, as you--some of you know, there's always a restroom, right? If you walk in this particular one in Boulder, Colorado, there's--on the right-hand side, this is men, on the left-hand side, this is women, right? And you all know if you go to places like this that are drinking establishments, these are places that most people go to at least once, right? But the problem is you see those hands and you got the arrows for--well, if you look at the right-hand side, it says men pointing to the other door and women pointing to the other door. Which door would you go to if you are in Colorado visiting this particular tavern? All right. Now, the way it goes is like this. If you've only had zero drinks or one drink, you ask or you watch what other people do. If you had two or four drinks, depending on your tolerance, right, you go and you look in the door to see what it looks like inside there and then make a decision. If you've had six or plus, you try and go in, use it, really doesn't matter, you're half right half the time, and you leave. Now, in bars, we want those kind of errors to occur because it's entertainment for the people who are frequent visitors, because you'll notice there's no barriers there. People at the bar just turn and watch people go figure this out. It's in--it serves as something--it's important for this setting. If this was a school, though, we don't want those errors to occur. And we want to make sure that everybody is on the same page so the errors don't happen because errors create problems for us in schools. If this was my school, I would make sure that the bouncer sitting at the front door says, "Welcome to my tavern." Notice that if you have to go to the bathroom, you got to look at both things together. Men is on the left, women's on the right. You got to put both stimuli together. They go together, right? Remember, men's on the left, women's on the right, you got to use both together. I teach it. You're a guy, which door are you going to go to? You're a woman, which one--you know, I test to make sure that when they walk in the door, they get it right. I want to minimize the errors. Unfortunately, bar sales go down in those kind of places, right? So, we don't do it. But in schools, we want to minimize the likelihood of anger issues, compliance, using the wrong bathrooms, whatever. How? By teaching early. It's really important that you understand that context is a big deal around teaching social skills, around teaching PBIS, and so forth. It's really important to remember that this is a problem called competing stimulus control. What do you do, right? Which stimuli do you respond to, the words, the arrow, or both, right? And again, it has to do with how well we teach in those contexts. So, that's supposed to be my way of showing how important it is. Think about it. Teaching explicitly and precisely. Somebody sent me this picture after I showed that. This is from a school. It says please check if you flush the toilet. Look what these kids have done. They've checked

them. All right. I think that's an attempt to collect data, I guess, or something like that. All right. So, the idea here is that all the experiences you're having across sessions, the things that you do inside your classroom, school, district, or state, I like you to step back and say, "What is our theory of action? How do we view the world?" Again, you can have a variety of ways looking, just make sure it's defensible, allows you to make decisions. Second thing I want you to walk away with is understand the history of PBIS. It didn't come out of any place with everything together. We actually were pretty strategic about how we're moving it forward. Pennsylvania is one of our best exemplars because you've been very careful about staying close to a set of parameters or principles to guide what you do. All right? And I think that's really [inaudible] and you've been very strategic about adding on over the last seven or eight, nine years on expanding out especially as you moved up the tiers. So, you should pat yourselves on that particular work. If you want the PowerPoint, it will be available at pbs.org and I'll also give it to the PaTTAN folks or PB--Pennsylvania PBS folks. If you have questions, you can email one of the three co-directors. If it's a really easy question, email me. If it's one of the hard ones, contact Robert or Tim and they'd be happy to respond. All right. We've got about five, six minutes or so. Any questions, comments, concerns, thoughts? Yes.

>> Is that your license plate?

>> That is my license plate. You'll know which car is mine out in the parking lot out there. If you don't know, SR Plus is a behavior analytic way of saying positive reinforcement. A lot of people see that's a senior person driving or they think surplus, he goes to Army Surplus, but no, it's SR Plus. Okay. Anyway, I stole the idea from Craig Kennedy who's at Vanderbilt. He has one on his Tennessee license plate. So, it's not just mine. Other more--that was the easy one. Anyway, any other easy questions or comments? Cool. You all can leave early. I'll hang out up here for the last two minutes for questions or comments. Thank you very much for your time.