The Impact of PBIS on School-Based BCBAs: Could PBIS Make your Job more Enjoyable, Fulfilling, or Efficient?

Bob Putnam Ph.D., LP., BCBA-D, LABA
May Institute
National Tech Center for PBIS
National Autism Center
Endicott College

Amber Casavant BCBA, LABA
Fina Robertson BCBA, LABA
Gardner Public Schools

Danielle Ryder BCBA, LABA
Dennis-Yarmouth Regional School District

Elizabeth Segal BCBA, LABA
Mashpee Public Schools

1

Presentation & Briefs

- **This presentation and briefs are available now at https://www.mayinstitute.org/services-for-schools/pbis-briefs.html**

2

We will be using “polleverywhere” throughout this presentation.

On your phone, download the "polleverywhere" app from your Appstore. Put in after " pollev.com" the following username " RobertPutnam289” Click "Join."

On your computer, go to pollev.com/register in your browser. Enter "RobertPutnam289" and tap Search. On the confirmation screen, select Register.

- If you are having problems
  - “Phone a friend” or “Ask three before me”

3

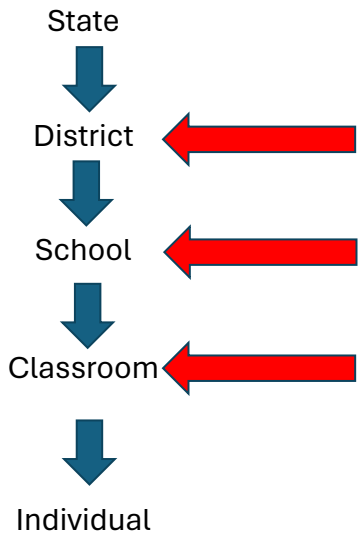
- “Behavior analysts are the architects of interventions.”

- Dr. Dennis Russo, Chief Clinical Officer, May Institute – personal communication – 1997

  - Dr. Russo was one of Ivar Lovaas’ original students

4

Unit of Analysis



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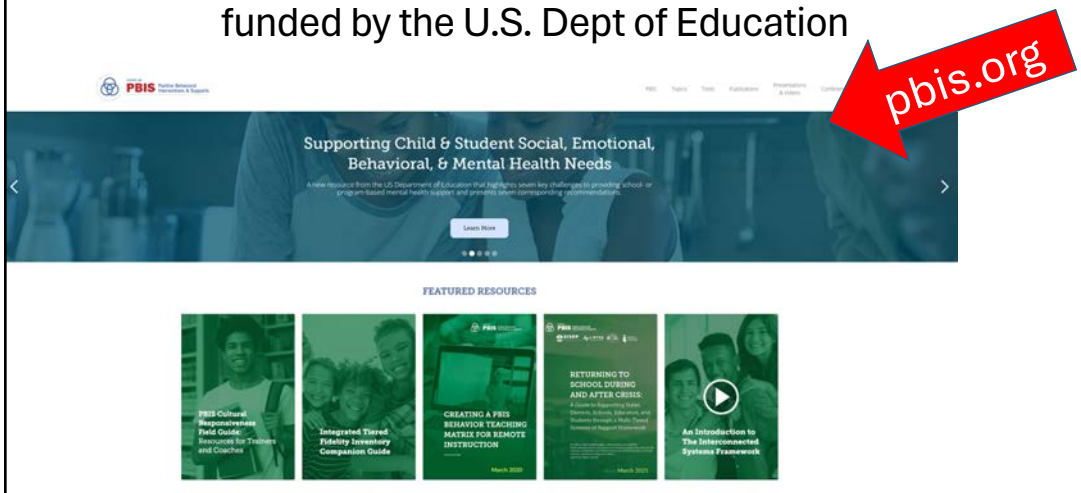
National Technical Assistance Center for PBIS funded by the U.S. Dept of Education



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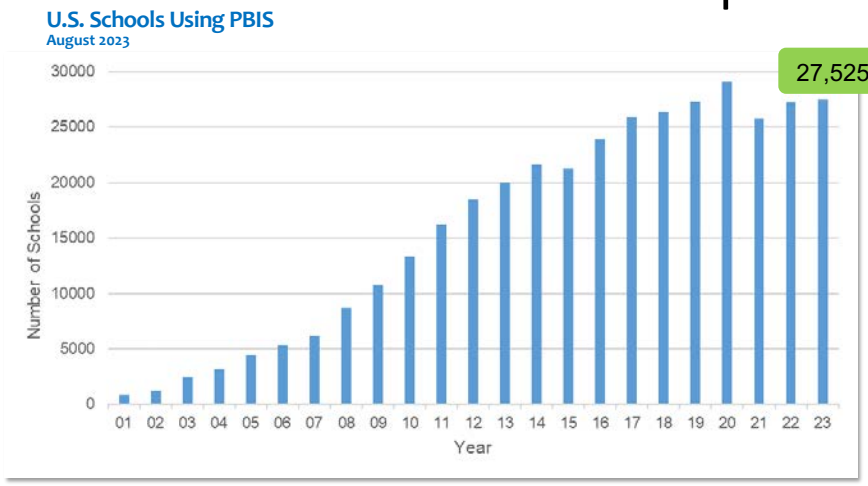
6

National Technical Assistance Center for PBIS & May Institute

- For over the last twenty years, May Institute has been one of ten funded national PBIS Center partners providing technical assistance to schools and organizations in implementing PBIS.
- Supported over 75 districts and almost 500 schools and agencies

7

25 Years of PBIS Implementation



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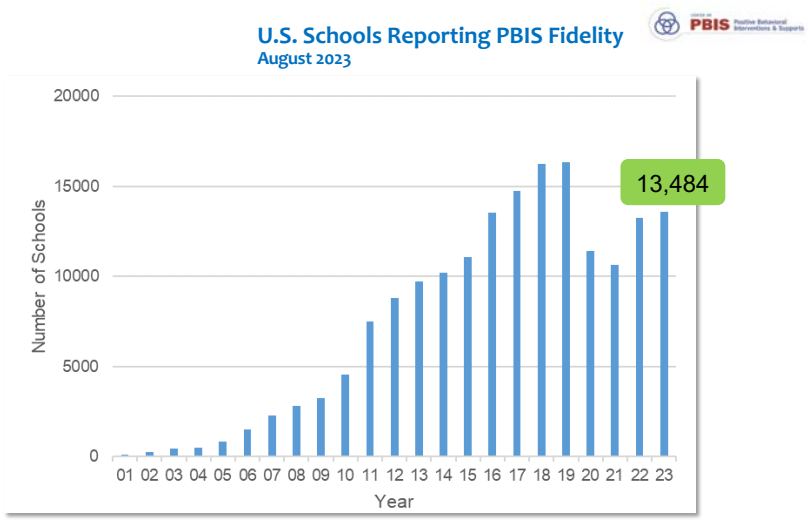
Fidelity Matters!



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A | B | A | I
Association for Behavior Analysis International

Behav Anal Pract. 2015 May; 8(1): 80–85.
Published online 2015 Feb 24. doi: 10.1007/s40617-015-0045-4
PMCID: PMC5048248
PMID: 27703887

Journal A

School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance

Robert H. Horner[1] and George Sugai[2]

10

Behav Analysis Practice (2015) 8:88–91
DOI 10.1007/s40617-015-0055-2

DISCUSSION AND REVIEW PAPER

School-Wide PBIS: Extending the Impact of Applied Behavior Analysis. Why is This Important to Behavior Analysts?

Robert F. Putnam[1] · Donald Kincaid[2]

11

What is PBIS?

- Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students*' behavioral, academic, social, emotional, and mental health.
- When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing.
- It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

12

What is PBIS?

13

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

September 2019

SWPBIS Tiered Fidelity Inventory

version 2.1

https://assets-global.website-files.com/5d3725188825e071f1670246/60108a57b3fa685215c10927_SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf

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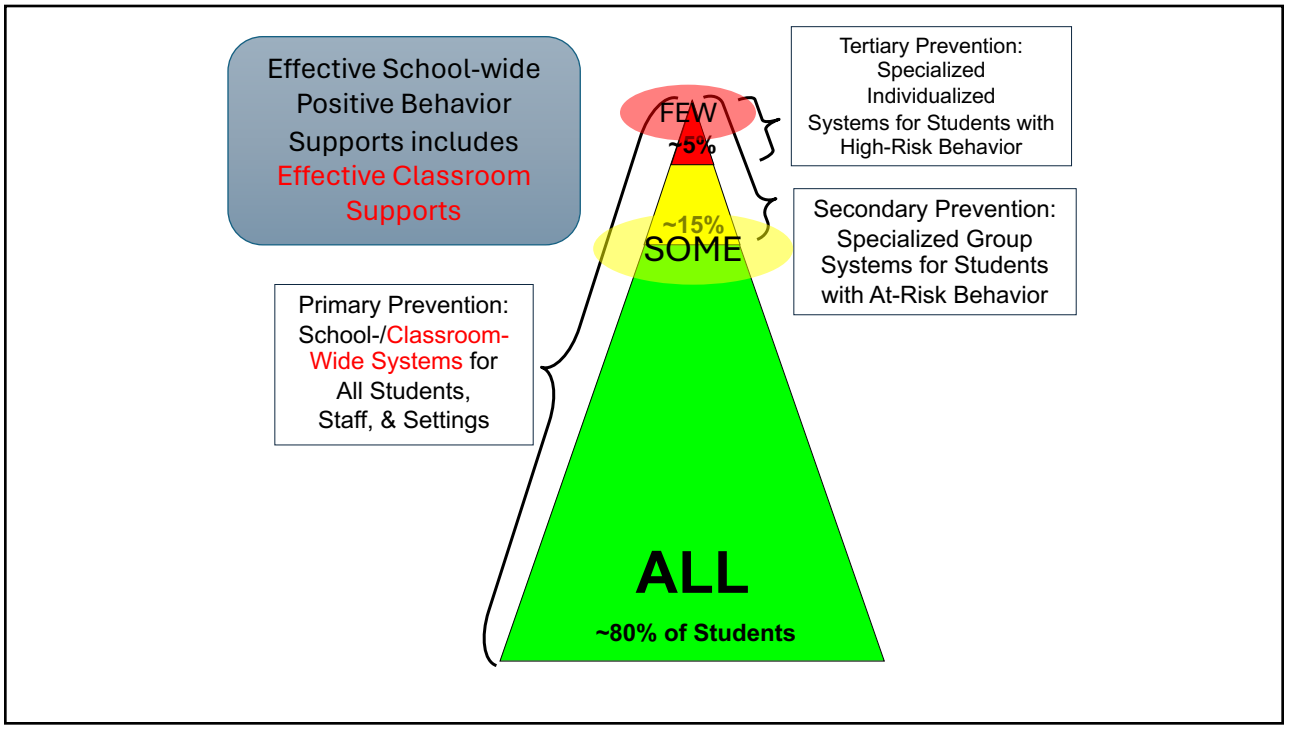

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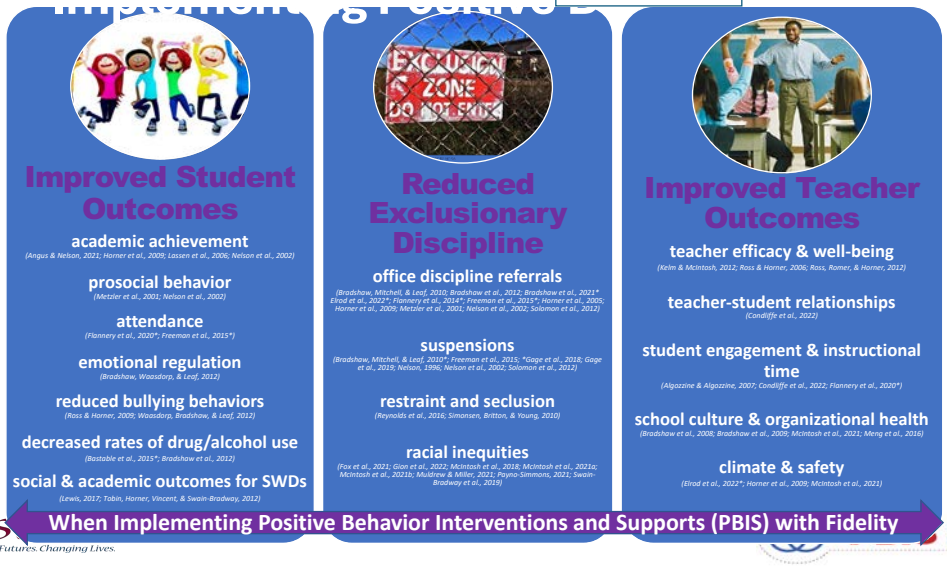
Impact Matters!

16

Why Implement PBIS?

With Fidelity



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17

Statistically Significant Outcomes of PBIS in High Schools

Reduced

Use of exclusionary discipline

(Bradshaw et al., 2021; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015a)

Alcohol and other drug use

(Bastable et al., 2015)

Improved

Attendance

(Flannery et al., 2020; Freeman et al., 2015b)

Student engagement

(Flannery et al., 2020)

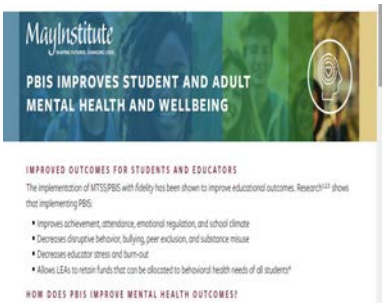
School climate

(Elrod et al., 2022)

18

IMPROVED OUTCOMES FOR ALL STUDENTS

The implementation of MTSS/PBIS *with fidelity*[1] has been shown to improve educational outcomes,[2] particularly for students with disabilities (SWD),[3] when comparing schools that achieved fidelity to those that have not. In addition, PBIS is the only approach documented in the Individuals with Disabilities in Education Act (IDEA) and its amendments for reducing



Equity Brief

Coming Soon

https://www.mayinstitute.org/services-for-schools/pbis-briefs.html

19

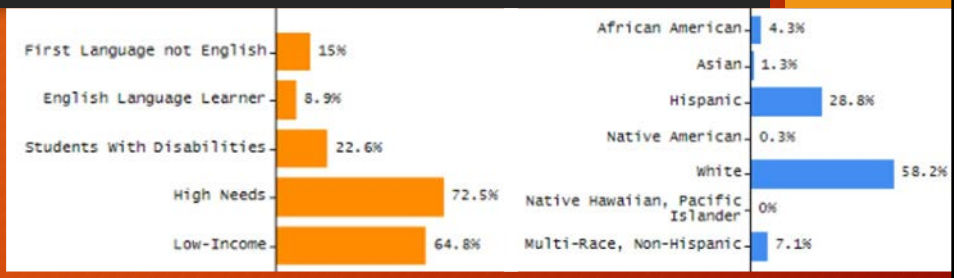
Who are our Panelists?

20

Gardner Public School District

Enrollment: 2400

4 Schools:
Elementary PK-4
Middle School 5-7
High School 8-12
Alternative School 9-12



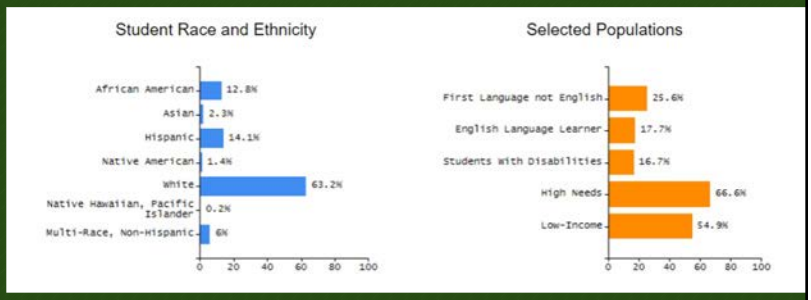
21

Dennis-Yarmouth Regional School District

Empowering Students to Achieve Excellence

Enrollment: 2941

6 Schools:
3 Elementary PK-3
Intermediate 4th & 5th
Middle 6th & 7th
High 8th - 12th



22

Mashpee Public Schools--A Connected Community

Student Enrollment: 1430

3 Schools

Mashpee Middle High School-Grades 7-9

Quashnet School - Grades 3-6

PBIS Implemented at

Kenneth C. Coombs Elementary - Grades Preschool-2

Kenneth C. Coombs Enrollment: 402

23

23

Mashpee Public Schools--A Connected Community

District Demographics

Select Populations

- High Needs: 52.2%
- Students w/ Disabilities : 16.2%
- Low Income:40.8%
- ELL: 7.8%

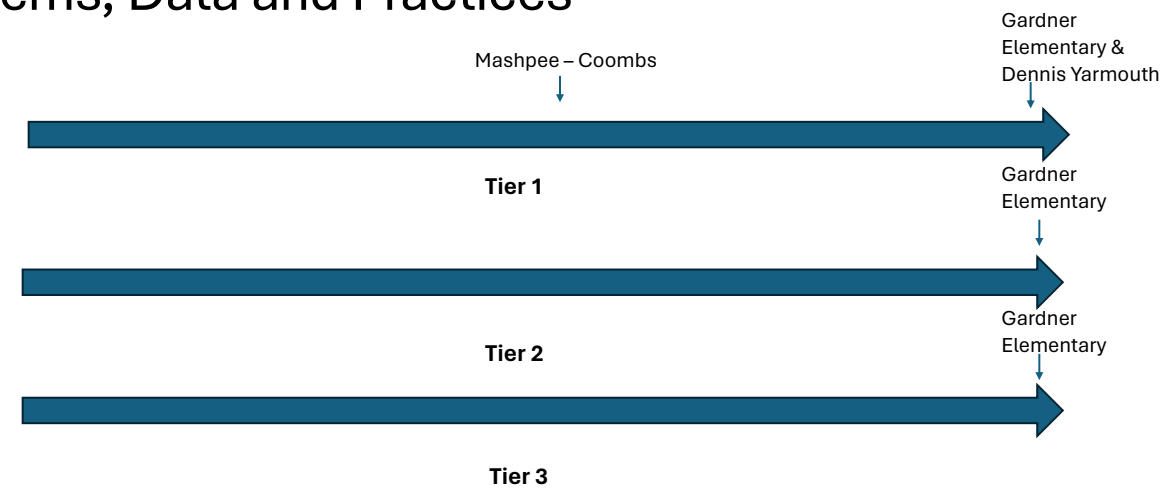
Race/Ethnicity

- White: 67.8
- Multi-race/non-Hispanic: 11.7
- Hispanic: 10.1
- Native American: 4.7
- African American: 3.9
- Asian: 1.6

24

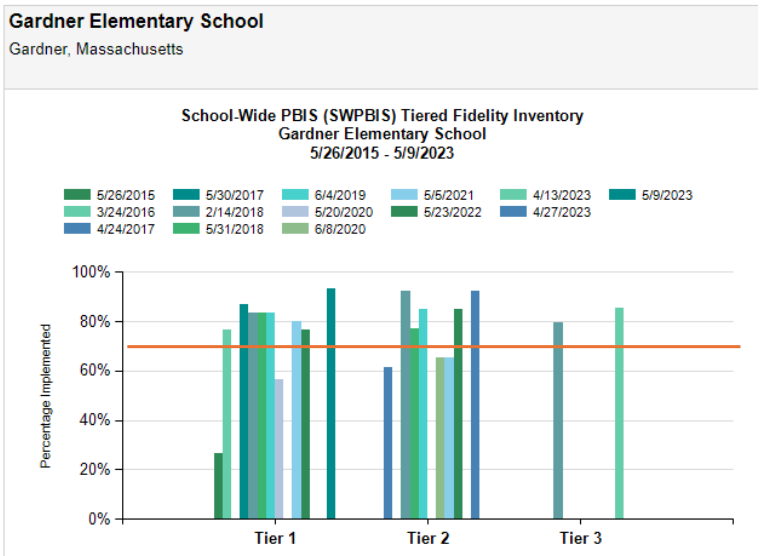
24

PBIS Implementation Status – Fidelity of Systems, Data and Practices



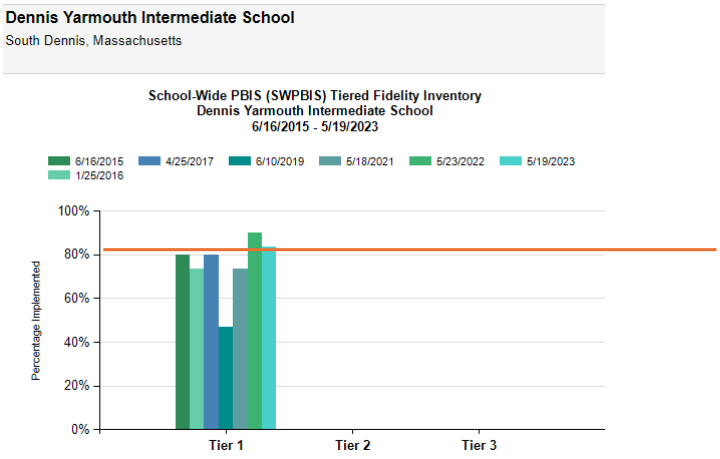
25

Gardner Elementary – Fidelity



26

Dennis Yarmouth Intermediate School



27

Panel Questions

28

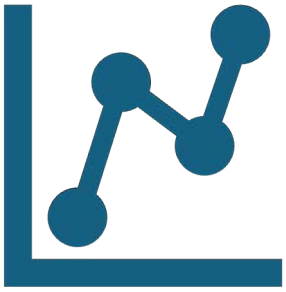
Why Should Behavior Analysts be Involved in MTSS/PBIS?

29

Myths surrounding ABA

- Only work with individuals with ASD
- Only work with individuals with disabilities
- ABA = DTT
- Too rigid
- Only for behavior reduction
- Only effective for young children with ASD
- ABA = table top activities
- Cause trauma

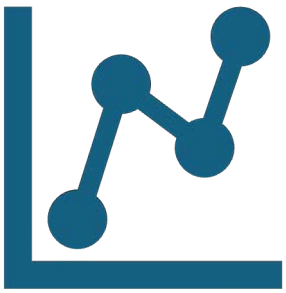
30



Strengths that Behavior Analysts Bring to MTSS/PBIS

- Only professionals trained to focus on function rather than form (topography).
- Emphasis on evidence-based interventions
- The use of data to determine effectiveness
- Use of single case designs and the visual presentation of data at each tier

31



Strengths that Behavior Analysts Bring to MTSS/PBIS

- Trained in the presentation and interpretation of data in a graphical visual format
- Emphasize the use of antecedent interventions, active teaching of desired behaviors, and functionally equivalent replacement behaviors, as well as increasing the overall reinforcement for these behaviors.

32

Potential Roles in MTSS/PBIS

- MTSS/PBIS teams
  - Member
    - skills around functional assessment, evidence-based interventions, data-based decision-making, and treatment integrity would be valued
  - Data analyst
    - Assist the team in preparing and analyzing data
  - Teams
    - Universal (Tier 1)
    - Targeted (Tier 2)
    - Intensive (Tier 3)

33

Potential Roles in MTSS/PBIS

- PBIS Coach
  - Provide technical expertise and coaching to a school you are involved in on
    - the development and implementation with treatment integrity of school-wide interventions
    - data collection on treatment integrity and student outcomes
    - the development of systems to support sustainable implementation.
  - Coaches usually receive training concurrently with PBIS implementation

34

Resources Available

35

National Technical Assistance Center for PBIS
funded by the U.S. Dept of Education

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36

DESE PBIS Academy

- Provides training and technical assistance on PBIS implementation in schools across three tiers
- It is free
- For more information contact Christine Downs cdowns@mayinstitute.org

37

Grants

- Almost all ongoing IDEA, federal special education grants and other state SEL/MTSS grants will support PBIS implementation
- According to DOE, one-time SEL or MTSS grants will be awarded over the next year. Have your grants person regularly check the DOE website
- We can support you in the application process

38

How to Select a Technical Assistance Provider

- When you select a technical assistance provider, make sure you select one who
  - is applied behavioral analytical since PBIS is founded on applied behavior analysis
  - is evidenced-based
  - uses a validated fidelity tool
  - understands these diagrams

39

Upcoming Events

- NEPBIS Leadership Forum
  - May 16th and 17th, 2024 at the Mystic Marriott Hotel and Spa in Mystic, Connecticut.
- 20th Annual New England PBIS Forum
  - November 15, 2024
    Norwood, MA

You can register now with a PO, all other registration payments open on May 31.

40

Questions??

41

For Additional Information

bputnam@mayinstitute.org

42