



Black Applied Behavior Analysts

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QUICK Responses: A Behavioral Toolbox for School Consulting

Abstract

Many teachers and school leaders are entering the classroom and schools with visions of making a large and positive difference. They are good people, and they want to help students to learn and reach their greatest potential. But if you check back in 5 years, you'll find them exhausted, disillusioned, and oftentimes seeking greener pastures in another school, or even another field. Because of the complicated nature of an education system, Behavior Analysts regularly struggle to support the complex needs of students and educators. Especially in Title I and inner-city schools where fear of punishment is too often used as the "go to" behavior management tool. Even schools that have systems of Positive Behavior Intervention and Supports struggle. When there is a breakdown in even one part of the system, it impacts the rest. While sometimes this impact is small, other times it can have a large ripple effect that builds momentum like a behavioral avalanche and has a devastating impact across every aspect of a school. Schools are complex systems that involve thousands of different behaviors on a daily basis, so they cannot be understood by only analyzing individual behavioral contingencies. As such, when behavioral issues are widespread, Behavior Analysts can't really consider reducing misbehavior, at least not at the classroom or school level, without looking at metacontingencies and making the connection between what happens inside of the classroom to what happens outside of it.

This session will address root causes of performance issues in schools as they relate to behavior management at the classroom and school level; moreover, it will focus on how Behavior Analysts can provide the most effective support using solutions rooted in Organizational Behavior Management to increase collaborative and systematic approaches to bring out the best in both educators and the students they serve.

Learning Objectives

1. Participants will be able to list at least three common root causes of performance issues in schools
2. Participants will be able to describe the link between critical student, teacher, and school leader behavior and how it connects to student achievement.
3. Participants will be able to state at least two OBM solutions to improving behavior at the school and classroom level



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