

From 60 to 600:  
The Perfect Storm  
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ABPS

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# Outcomes

- Define the features and procedures for moving evidence-based educational practices from demonstrations to large-scale adoptions
- Provide State and District Examples
- Provide Lessons Learned
- Provide Next Steps
- Identify Key Resources

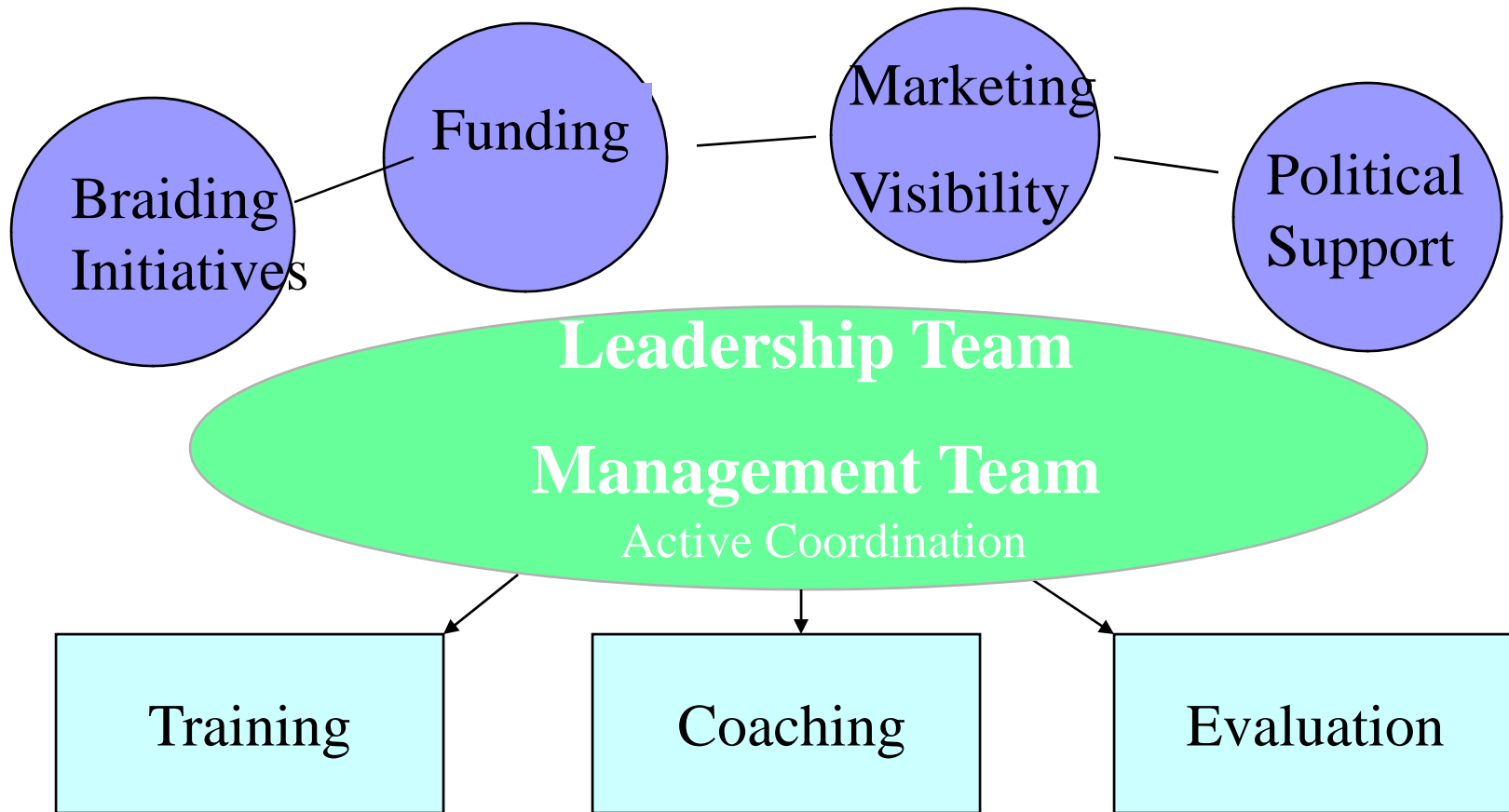
# You have knowledge about the Blueprint

- State/District will be successful if:
  - They start with sufficient resources and commitment
  - They focus on the smallest changes that will result in the biggest difference
  - They have a clear action plan
  - They use on-going self-assessment to determine if they are achieving their plan
  - They have access to an external agent/coach who is supportive, knowledgeable and persistent.

# Implementers Blueprint

- Self Assessment
- More like guidelines
- Provides a common language

# PBS Systems Implementation Logic



1. Phase One: Commitment to School Level Implementation
2. Phase Two: Commitment to Capacity Building
3. Phase Three: Commitment to Large Scale Implementation

# Phase One

## Commitment to School Level Implementation

Will this work here?

- Establish Local Sites in Multiple Districts
- Small and Large
- Urban, Suburban and Rural
- ES, MS, HS, Alt, JJ

# Features

- Define Outcome
- DATA SYSTEMS PRACTICES
  - State Team with 5 Year Implementation Plan
    - Site Visits
    - Coaching
    - Information System
    - Awareness Activities (Visibility, Marketing)
  - Coaching, Training
  - Local Point of Contact- pacing will be different
  - Funding,

# Roles and Functions of Coordinator

- How many hats do you wear?
  - Systems Change Agent,
  - Trainer, Facilitator, Accountant, PR, Policy writer, Politician, Researcher, Computer Genius, Website Developer, Presenter.....
- Role changes over time-PROCESS
  - Can you build your skill to keep up?
  - Who will be your system of support?

# Phase Two

- Commitment to Capacity Building
  - Demonstrated High Fidelity/High Impact
  - Demand Increases
  - State Team won't be able to keep up with demand

# Features

- Point of Contact and Coaches become Local Coordinators
  - Transfer role to local person
  - Use phase of implementation to guide decision points
- Meet with local team to build action plan- model after state team

# Phase Three

- Commitment to Large Scale Implementation
  - Large number of schools in each district
  - Sustain and Build Integrated Systems Model- Braiding Initiatives
    - Shelf Life
  - Increased roles and duties within District

# Phase Four

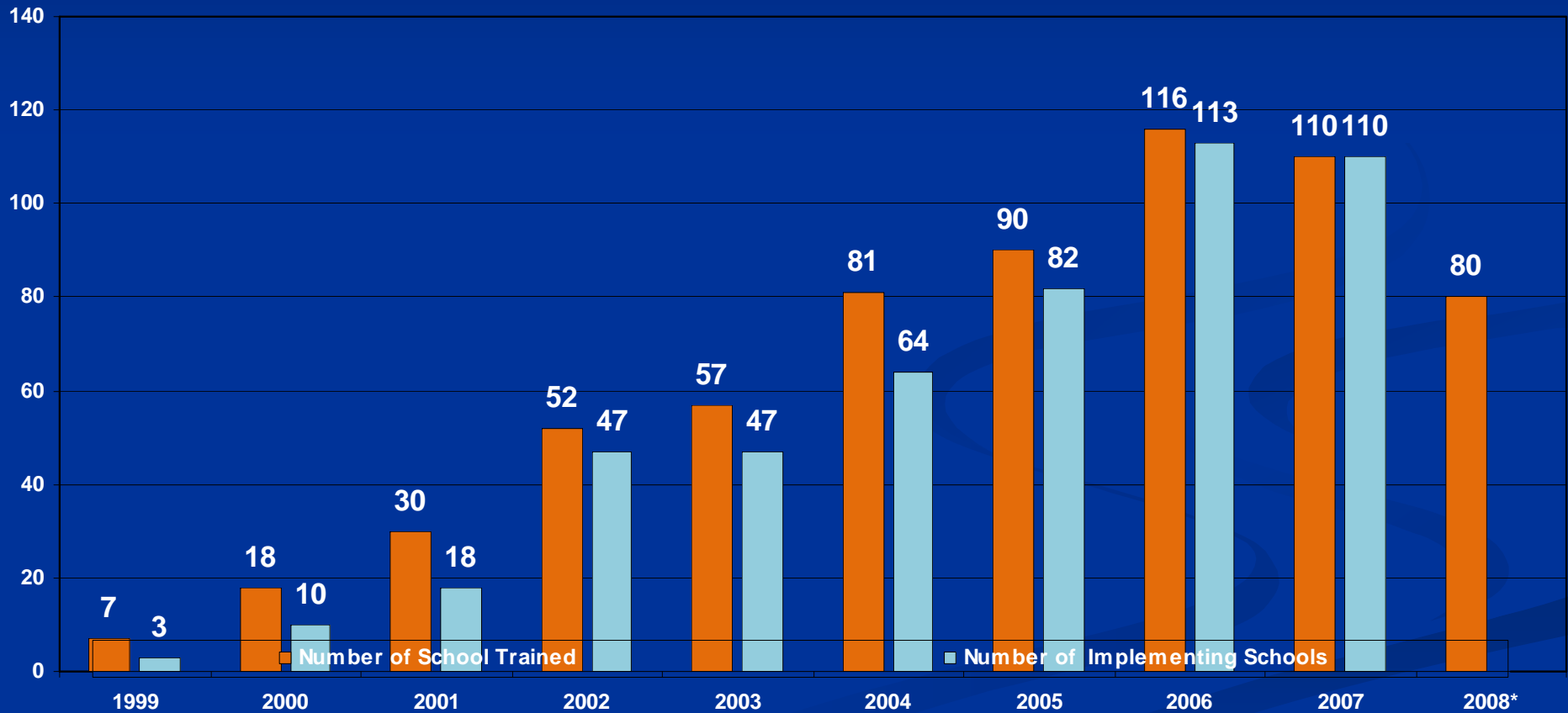
- Innovation and Integration
  - Demonstrated impact throughout
  - Change/Adapt to fit culture every year
  - Renew Commitment
  - Easier, More Efficient, Cost Reduces
  - Organizational Framework allows for integration
  - Educators as better consumers

# Expansion

Maryland	494 schools	North Carolina	548 schools
Illinois	611 schools	Colorado	405 schools
Florida	250 schools	New York	322 schools
Michigan	181 schools	Ohio	221 schools
New Mexico	130 schools	West Virginia	215 schools
Oregon	229 schools	Louisiana	285 schools
Missouri	183 schools	Georgia	171 schools

# Maryland

# Maryland PBIS Maryland - Schools Trained and Implementing



# Challenges

- Funding
- Mandates
- 3 Tiered Logic
- 2<sup>nd</sup> Generation Coordinators
  - Death, Taxes and Attrition
  - Transfer of Skill
- Rapid Expansion (25% increase each year)

# Successes/Serendipity

- State- Non Profit- University Partnership
  - Protected FTE
- Student Services and Special Education
- School Psych Conference
- Prior Relationship in each LSS
- Small, functional state team
- Successful Demo Sites
- Willing to talk to anyone who would listen

# Lessons Learned at 600

- Using the Blueprint to Guide Large Scale Implementation