IES Newsflash
28 Sep 2016

Key findings include:
• “The PD had a positive impact on teacher knowledge.”
• “The PD had a positive impact on some aspects of instruction.”
• “The PD did not have a positive impact on student achievement.”

John B. King, Jr.
U. S. Secretary of Education

Presentation #4:
Sustaining High Fidelity Practice
Implementation with Local Resources:
Musings on Implementation Capacity Development
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28 September 2016
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11:15-12:00

Problem Statement
“We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren’t realized. School personnel & teams need more than exposure, practice, & enthusiasm. They need sustainable local implementation capacity.”

John B. King, Jr.
U. S. Secretary of Education

“How do we establish durable, local, high quality implementation capacity to prevent errors?”

• Academic Achievement
• MTSS
• Equity
• School-to-Prison Pipeline
• Data for Decision Making
• Disabilities
• Evidence-based Practices
• School Reform
• School Climate

QUESTIONS
1. Does this conceptualization of CD align with your experiences & thinking? Suggestions?
2. What CD practices & systems should be eliminated, modified, & added?
3. What key research questions need to be answered?
Positive Behavioral Interventions & Supports

Organizational Behavioral Management

Interconnected Systems Framework

Evidence-based Practices

Cultural Responsiveness & Equity

Decision-Based Data Systems

Disabilities & Mental Health

Sustainability & Scaling Up

Prevention & Behavioral Sciences

Multi-tiered Support Systems

School Climate & Safety

PBIS aka MTSS, RtI, SWPBS, MTSS-B, MTBF, RtI-B...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

MTSS

PBIS

RtI

RtI-A

RtI-B

SWPBS

ISF

EBS

Implement w/ FIDELITY

Develop CONTINUUM of Evidence-based Practices & Systems

Develop LOCAL EXPERTISE & Implementation Fluency

SCREEN Universally

Use TEAM to Coordinate Implementation

MONITOR PROGRESS Continuously

Decide with DATA

Primary Prevention: School-wide Instructional & Positive Behavior Support

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL

SOME

FEW

Primary Prevention: School-wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
Implementation = connector lines

Continuum Logic & Key PBIS Working Elements

Schools Using PBIS
August 2016
> Tier 1
23,363 schools

Proportion Schools Implementing PBIS by State
2015-16
13 states >40% schools

PBIS Tier I Fidelity by State 2015-16
62% (8,328/13,414) Tier I Criterion

21 states >500 schools
8 states >1000 schools
PBIS Tier II Fidelity by State 2015-16

Oct 2015

RCT & Group Design PBIS Studies

“Bet your next month’s salary!”
- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

GOAL: Effective Organizations

Implementation Capacity Development of MTSS

How do we establish organization’s sustained, effective, efficient, & relevant implementation fidelity?
Past initiatives have failed due to lack of integration and alignment of **ALL** systems.
Basic PBIS Implementation Framework

Implementation Blueprint

Implementation Drivers

Capacity Development

"Process through which individuals, organizations, & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time."

(United Nations Development Programme, 2009)

CULTURALLY RESPONSIVE, HIGH FIDELITY, & SUSTAINED OVER TIME

CONTINUOUSLY ADAPTED & REGENERATED FROM DECISIONS THAT ARE DATA-BASED

LOCALLY COORDINATED & PROFESSIONALLY DEVELOPED

FORMALLY AUTHORIZED & INSTITUTIONALIZED

Outcomes

PRACTICES

DATA

SYSTEMS

Student benefit

Evidence-based practices

Practice implementation fidelity

Data-aligned, integrated, & aligned implementation continuum

Systems

Leadership Implementation Process Steps

1. Specify & prioritize needs

2. Select, align, & integrate evidence-based practices

3. Develop data system to monitor impact & implementation fidelity

4. Establish capacity for maintenance & fidelity implementation & continuous improvement

Description

• Use local data to identify & characterize current & new needs

• Prioritize needs based on severity, intensity, & frequency

• Select top two or three needs with whom to initiate implementation process

• Select evidence-based practices that have been proven to address identified top needs, have cultural relevance, & that can be implemented with local supports

• Align & integrate implementation of practices that have common elements (e.g., data sources, methods, intervention components, implementation ideas)

• Consider practice adaptations based on local context, cultural, language, etc.

• Select data indicators that represent & align with needs & are measurable

• Regular universal screening for students who could benefit from practice

• Continuously monitor & characterize student responsiveness to practice implementation

• Continuously monitor & characterize fidelity of practice implementation & fidelity of fidelity

• Ensure & maintain active participation & modeling by key administrator(s)

• Establish leadership team to develop & coordinate implementation plan

• Develop 3-5 year implementation plan that ensures (a) priority, policy, commitment, resources, decision-making authority, leadership learning, & personnel; (b) decreased reliance on external unsustainable supports; & (c) increased internal or local capacity for high fidelity & sustainable practice implementation

• Develop process for continuous, culturally relevant, embedded, & multi-year professional development, including coaching
# Implementation & Learning Phases, Expected Outcomes, & Capacity Development Focus

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<th>Implementation &amp; Learning Phase</th>
<th>Expected Outcome</th>
<th>Capacity Development Focus</th>
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<td><strong>Initial Implementation</strong></td>
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### Exploration & Readiness (Acquisition)
- Operational specification of need & identification & alignment of evidence
- Identification & alignment of local coaching & leadership resources to prompt & reinforce practice
- Integration of training curriculum & opportunities into local professional development
- Continuous progress monitoring of learner responsiveness to practice & implementation fidelity
- Provision of tier 2/3 supports for slow practice adopters

### Implementation & Acquisition (Fluency)
- Predictable accurate & consistent use of practice & systems across people & settings of whole organization with external supports & performance feedback
- Identification & alignment of local coaching & leadership resources to prompt & reinforce practice
- Integration of training curriculum & opportunities into local professional development
- Continuous progress monitoring of learner responsiveness to practice & implementation fidelity
- Provision of tier 2/3 supports for slow practice adopters

### Full Implementation (Adaptation)
- Predictable accurate & consistent use of practice & systems across people & settings of whole organization with external supports & performance feedback
- Identification & alignment of local coaching & leadership resources to prompt & reinforce practice
- Integration of training curriculum & opportunities into local professional development
- Continuous progress monitoring of learner responsiveness to practice & implementation fidelity
- Provision of tier 2/3 supports for slow practice adopters

### Questions
1. Does this conceptualization of CD align with your experiences & thinking? Suggestions?
2. What CD practices & systems should be eliminated, modified, & added?
3. What key research questions should be answered?

[Diagram of implementation phases and expected outcomes]

**Questions**

1. **Does this conceptualization of CD align with your experiences & thinking? Suggestions?**
2. **What CD practices & systems should be eliminated, modified, & added?**
3. **What key research questions should be answered?**

[Diagram of expected outcomes and capacity development focus]