Practice & System Implementation: Global Experiences

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Implementation framework required for implementation learning

Arrange environment to be conducive to teaching & learning

• Students, Families, Educators
• Haskins Laboratory, Yale, & UConn
• Summit Participants
• Researchers & Colleagues

Praise & Acknowledgement

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SUCCESSFUL PRACTICE & SYSTEM IMPLEMENTATION

16 October 2015

Goals:

professionals, practical use of technology, and research, practice, and policy, in the hope of making progress on four fronts in the holistic approach to child health, development, and learning of children from birth to age seven years. The meeting will take place among at-risk children: program development and implementation, training for local researchers, clinicians, and practitioners.

Schools & Programs

1. Early Development, Haskins Laboratories, and Yale University and the University of Connecticut, programs implemented around the world, addressing both successes and challenges. Those gathered for this meeting of non-governmental organizations, and others working with children of programs, must learn a new approach to coordinated, integrated efforts to improve the health, development, and learning of children from birth to age seven years. It is our hope that those assembled will begin to establish new cross-national collaborations and develop new research and funding opportunities to improve early childhood outcomes in high-risk environments.

Implementation Practices & Systems: BIG IDEAS!

„Arrange environment to be conducive to teaching & learning” (Haring, 2012).

STUDENT BENEFIT = EBP + Culturally Responsive Implementation Fidelity + Local Implementation Capacity.

Focus on behavioral & prevention sciences.

Implementation framework required for implementation capacity development.

Purpose

Share initial global experiences from efforts to implement school-wide positive behavioral interventions & supports (PBIS).

PBIS &/or PBS Implementation Efforts: May 2015

Canada

New Zealand

Australia

Mexico

Honduras

US Virgin Islands

Puerto Rico

South Africa

South Korea

Sudan

So. Korea

Hawaii

Guam

# Praise & Acknowledgement

12/1/15
Positive Behavioral Interventions & Supports (PBIS)

Multi-Tiered Systems of Support (MTSS)

PBIS (MTSS)

Framework for enhancing adoption & implementation
- Continuum of interventions
- Academically important
- All students

PBIS is about...

1975 IDEA (PL105-17)
Authorization for Center on
PBIS (reauthorization 2000,
2006) (OSEP, US DoE)

To provide technical assistance to schools,
districts, & states on educating students with
challenging behavior

Improving classroom & school climate

- Integrating academic & behavior initiatives
- Decreasing reactive management
- Maximizing academic achievement

1975 PBIS is about...

Restrictive policies...halt efforts

Too many efforts...compete for resources
Frustration...roll over barriers......casualties

PBIS Conceptual Foundations

Behaviorism
ABA
PBS
SWPBS/ PBIS/MTSS

Positive Behavior Supports

“Set of processes that combine information from
Social, behavioral, & biomedical science & applies this information at
Individual &/or systems level to
Reduce behavioral challenges & improve quality of life”

Assoc. for PBS, Nov 2015. pbis.org

PBIS Emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

PBIS & MTSS Share Functions

Implement w/ Fidelity
Develop Continuum of Evidence-based Practices & Systems

Decide with Data
Screen Universally

Monitor Progress Continuously
Use Team to Coordinate Implementation

Develop Local Expertise & Implementation Fluency
POSITIVE BEHAVIOR INSTRUCTIONAL & PRIMARY PREVENTION (Tier 1)

- All students
- All staff
- All settings

SECONDARY PREVENTION (Tier 2)

- Group implemented
- More differentiated
- More specialized

TERTIARY PREVENTION (Tier 3)

- Most individualized
- Most differentiated
- Most specialized

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

- Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
- Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
- Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Universal: 100%
Intensive: 1250%
Targeted: 1500%
Few: 1750%
Some: 2000%
SOME: 2250%
All: 2500%

Schools using PBIS (≥ Tier 1)

August, 2015

- School Climate & Discipline
- School Violence & Mental Health
- Disproportionality & School-Prison Pipeline

Recent priorities in United States

RCT & Group Design PBIS Studies

- 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


Sorlie, Med. 116 (8), 1-14.

Bevans, K. B., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools.

Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools.

Reinke, W. M., Brown, L. D., Bradshaw, C. P., & Leaf, P. J. (in press). Examining the link between forms of bullying behaviors and perceptions of social status among elementary school students.


Google Image “Capacity Development”

Draw me operational chart of your leadership organization.

GOAL: “Capacity Development”

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

Skinner, 1953, Science of Human Behavior

IMPLEMENTATION CAPACITY

Practices
Ability of individuals, institutions & societies to perform functions, solve problems, & set & achieve objectives in a sustainable manner.

United Nations Development Programme, 2009 p. 55

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

Center for Disaster Reduction Initiative, Cadri.net download 12 Sep 2015

Capacity Development Points
United Nations Development Programme, 2009

Implementation & Outcome Success??
Selection, Alignment, & Integration Process

1. Identify measurable
   NEED & expected
   OUTCOME

2. Identify existing & new
   practices that
   ALIGN w/ need &
   expected outcome

3. PRIORITIZE
   defensible &
   implementable
   practices

4. INTEGRATE
   practices
   around expected
   outcome

5. Organize
   SUPPORTING
   SYSTEMS to
   implement integrated
   practices with fidelity

Selection, Alignment, & Integration Process

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12/1/15

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Selection, Alignment, & Integration Process

Implementation Drivers

Funding
Visibility & Dissemination
Political Support
Policy & Systems Alignment
Personnel Readiness

Professional Development
Coaching & Technical Assistance
Evaluation & Performance Feedback
Content Expertise

Local Implementation Demonstrations

Selection, Alignment, & Integration Process

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Dec 7, 2007

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