Building District Capacity for Multi-Tiered Behavioral Frameworks (MTBF):

What does it mean? How do you build it? How do you know you have it?

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May Institute

Thanks to:
– Rob Horner
– George Sugai
– Tim Lewis
– Don Kincaid
– Shannon Barry

• How do we build district capacity to implement MTBF across all schools with treatment integrity for long term sustainability that improves student outcomes?

• What are potential tools that could assist us in achieving this goal?

Multi-Tiered System of Supports

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and support.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

Supporting Social Competence and Academic Achievement

Supporting Staff Behavior
Supporting Decision Making
Supporting Student Behavior

Emphasize: 4 Integrated Elements

PBIS Core Features and Practices

Leadership Team Implementation & Coordination
Continuous Progress Monitoring
Content Expertise and Fluency
Universal & Comprehensive Screening
Implementation Fidelity
Cultural & Contextual Relevance
Data Based Problem-Solving

Outcomes
Systems
Data
Practices

Supporting Social Competence and Academic Achievement

Heather Peshak George, Ph.D. – USF
Bob Putnam, Ph.D. , BCBA-D – May Institute
What are we talking about?
• Capacity
• Infrastructure
• Implementation
• Sustainability
• Scaling-Up

Capacity Development
Organizations are groups of individuals whose collective behaviors are directed toward a common goal and maintained by a common outcome.

What are we talking about?

Capacity:
How do you build it?
How do assess it?

Need for District Infrastructure

Capacity:
How do you build it?
How do assess it?

Need for District Infrastructure

District Coordinator
• Facilitation / Lead District Leadership team
• Coordination of coaching activities
• Data management & program evaluation
• Link between team & superintendent’s office
• Reminders & acknowledgement to coaches & teams

Leadership Team

Has authority and communicates with leadership personnel
Is representative of district
Facilitated by coordinator
Completes Implementation Self Assessment
Completes a 3-5 Year Action Plan
Meets every other month/quarterly - regularly
Engages in data-based problem-solving
Assessment of District Capacity

PBIS Implementer’s Self Assessment
http://www.pbis.org/blueprint/implementation-blueprint

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Selection

LEADERSHIP TEAM
Coordination, Readiness, Priority

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

Local Implementation Demonstrations

3-5 Year Action Plan

- Policy & approach
- Evaluation system
- Identified outcome goals that are measurable
- Link to academic outcomes
- Activities for sustainability & enhanced efficiency
- Plan for ongoing professional development
- Personnel, resources, budget, etc.
- School board support

Data-Based Problem-Solving

- Self-assessment
- Clear, measurable outcomes & questions
- Efficient data collection, storage & summarization
- Data-decision rules & processes
- Quarterly / Annually reporting

Data Review

PBIS Assessment
https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx

- In what areas are we doing well?
- In what areas are we struggling?
- What is currently being done to address this?

Evaluation Blueprint

http://www.pbis.org/blueprint/evaluation-blueprint

- Provides direction to districts and/or states in designing an evaluation system to help organize their MTBF efforts relative to:
  - implementation efforts
  - fidelity with which core elements of MTBF are/were put in place
  - impact of those core elements of MTBF on the social and academic behavior of students

PBIS Evaluation

https://www.pbisapps.org/Applications/Pages/PBIS-Evaluation.aspx

- PBIS Evaluation is a web-based application combining data from the SWIS Suite and PBIS Assessment across all schools within a district or state.
Evidence-based training and PD

Team establishes plan to build and sustain PBIS

PD opportunities are scheduled and regularly repeated

Plan and timeline from external to internal training and PD

Specialized Behavior Capacity
- Practices & processes across continuum of positive behavior support
- Local specialized behavioral knowledge
- Function-based approach
- Priority to science of behavior & evidence based practices

PBIS Training & Professional Development Blueprint
http://www.pbis.org/blueprint/pd-blueprint

- Focuses on
  - building an effective professional development process including training content to lead to measurable school team outcomes
  - the development of an on-going professional development evaluation plan to develop within-district capacity building

Coaching and Technical Assistance

Team uses local coaching network
Coaching is available at least monthly to each new team
Coaching functions are emphasized
Coaching based on assessment of need and responsiveness
Plan and timeline for transition from external to internal coaching

Successful District Implementation
http://www.pbis.org/blueprint/implementation-blueprint

- Start with sufficient resources and commitment
- Focus on the smallest changes that will result in the biggest difference
- Have a clear action plan
- Use on-going self-assessment to determine if they are achieving their plan - DATA
- Have access to an external agent/coach who is supportive, knowledgeable and persistent
Leaders of political units provide public and sustainable implementation support

Social behavior and school climate are one of the top 5 goals/priorities for the next 3-5 years

Team presents a progress report on behavior and implementation

Leadership actively participates in implementation

Visibility and Dissemination

- Stakeholders are informed, recognized, and acknowledged about activities and accomplishments
- Professional development activities are posted publicly
- Policy, technical briefs, and procedural guides are posted and distributed annually

Yearly Implementation Action Plan to Build & Sustain District Capacity for MTBF

CASE STUDY
### Instructional Days Lost to OSS

(April 15, 2015; 3,071.5 days for 12 schools)

<table>
<thead>
<tr>
<th>Elementary (7)</th>
<th>Middle (3)</th>
<th>Alt/Center (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>801.5</td>
<td>1842.5</td>
<td>427.5</td>
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</tbody>
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### Instructional Day Planning and Action Planning

#### Plan A

**1 Year Goal:** All school administrators are effectively implementing evidence-based behavior supports in a multi-tiered behavioral framework.

**Outcomes:** All school-based administrators are effectively implementing evidence-based behavior supports in a multi-tiered behavioral framework.

#### Plan B

**Activities**
- Schedule a meeting to develop the behavioral support plan.
- Conduct by end of year.
- Develop a plan for addressing behavior problems.
- Conducted in accordance with district guidelines.
- Training offered on-site.
- Administrators needed at least one session.

**Activities**
- Meet with OSS behavioral support teams to address behavioral issues.
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Lessons Learned

- Maintain a clear and unrelenting focus on student outcomes (academic and social)
- Select research-validated practices that provide a multi-tiered system of support
- Use data for problem-solving to assess fidelity & impact
- Assume continuous improvement is essential for sustainability
- Build the systems (team structure, policies, data sources) that support high fidelity implementation
- Invest in scaling-up durable applications of effective practices

Resources

- PBIS Implementer’s Blueprint
  [http://www.pbis.org/blueprint/implementation-blueprint](http://www.pbis.org/blueprint/implementation-blueprint)
- Evaluation Blueprint
- PBIS Training & Professional Development Blueprint
  [http://www.pbis.org/blueprint/pd-blueprint](http://www.pbis.org/blueprint/pd-blueprint)
- PBIS Assessment
  [https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx](https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx)
- PBIS Evaluation
  [https://www.pbisapps.org/Applications/Pages/PBIS-Evaluation.aspx](https://www.pbisapps.org/Applications/Pages/PBIS-Evaluation.aspx)
- District Capacity Assessment
  [www.isep.org](http://www.isep.org)

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Thank you!