Sustaining & Scaling High Fidelity Implementation of PBIS Practices & Systems

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QUESTION
After 20+ years, what has OSEP National TA Center on PBIS learned about SEA & LEA implementation of PBIS practices & systems?

Integrated Initiatives

Align, Integrate, & Sequence Evidence-based Practices & Systems w/in Continuum

Develop Local Content Expertise

Coordinate Implementation w/ Team

Continuously Monitor Student Progress & Implementation Fidelity

Integrate Initiatives around Important Shared Outcomes

Teach & Arrange Learning Environment for Success

Use Data to Make Big Decisions

Screen Regularly, Early, & Universally

All Variations of MTSS Share Functions

Basic Continuum Logic

Blended Continuum Logic

Student Outcome

Classroom Continuum

School-wide Continuum
PBIS Working Elements

- Support important culturally equitable academic & social behavior competence
- Supporting culturally relevant evidence-based interventions
- Supporting culturally knowledgeable staff behavior
- Supporting culturally valid decision making
- Data for decision making
- Effective practices for students
- Effective supports for adults
- Shortening & straightening line to student benefit

Leadership Teaming

- Training
- Coaching
- Evaluation & performance feedback
- Behavioral expertise
- Local implementation demonstrations
- Executive functions
- Implementation functions
- Implementation drivers & capacity development

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Example: PBIS Implementation Logic & Framework

- Regional/state leadership
- School behavior teams
- School staff
- Student benefit
- External coaching support
- Internal coaching support

Teams as Effective Organizations

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

(Blumen, 1953, Science of Human Behavior)

- Quality leadership & coaching
- Common experiences & routines
- Common language
- Common vision & objectives

Implementation Challenge: Risk & Protective Factors

Revisiting Violence Prevention Logic: Risk & Protective Factors
Risk Factors
- Antisocial behavior
- Substance Use
- Disability
- Mental illness

Protective Factors
- Self-management skills
- Interpersonal skills
- Healthy habits
- Academic competence

Implementation Challenge

Risk Enhancers
- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

INEFFECTIVE RESPONSE
- Reactive management
- Exclusion, segregation, isolation
- Non-evidence-based practices
- Subjective decision making
- Low quality implementation of evidence-based practices

EFFECTIVE RESPONSE
- Prevention-based behavioral screening
- Tiered support systems
- Data-based decision-making training
- Continuous coached professional development
- High fidelity implementation
SEA/LEA Functions Supporting Sustained & Scaled High Fidelity Implementation of PBIS Practices & Systems

- Policy that focuses on school-based integration of academic & social behavior outcomes, practices, & systems
- Leadership teaming that reflects broad integration & oversight of all initiatives, priorities, policies, & funding related to social, emotional, & behavioral development of all students
- Access to coordinated professional development (training & coaching) for teachers, leaders, & school staff
- Schools & LEAs that model high fidelity implementation of effective behavioral practices & systems
- Access to expertise to address intensive student training & needs
- Access to user-friendly real-time data
- Policies, initiatives & priorities that are aligned & integrated based on clearly defined outcomes
- Funding priorities & procedures that consider effective & efficient translation of federal policies & guidelines into integrated implementation at LEA & school level