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What Districts Can Do to Establish Capacity for PBIS Implementation

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District and state systems are the school's offensive line

(McIntosh & Goodman, 2016)



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What are the main goals of district systems in PBIS?

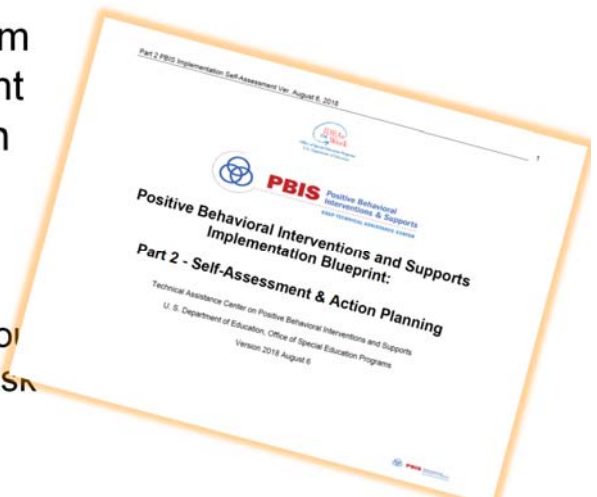
- To **build the capacity of schools** to implement the critical features of PBIS
 - Think TFI...
- To **remove barriers** to implementing PBIS



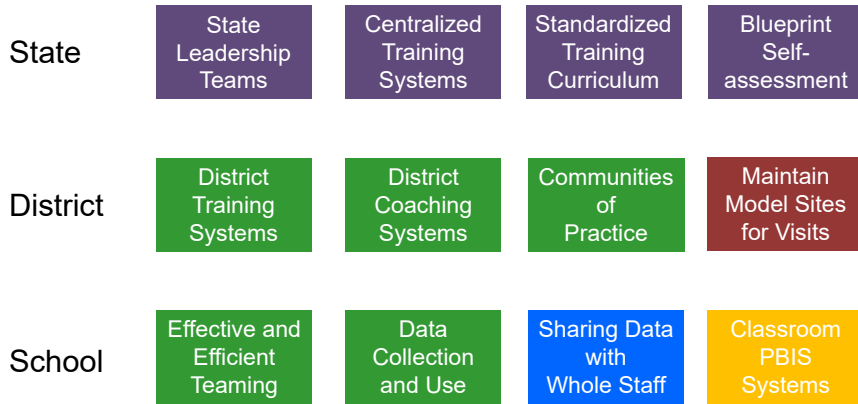
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Is there a fidelity tool for district or state teams?

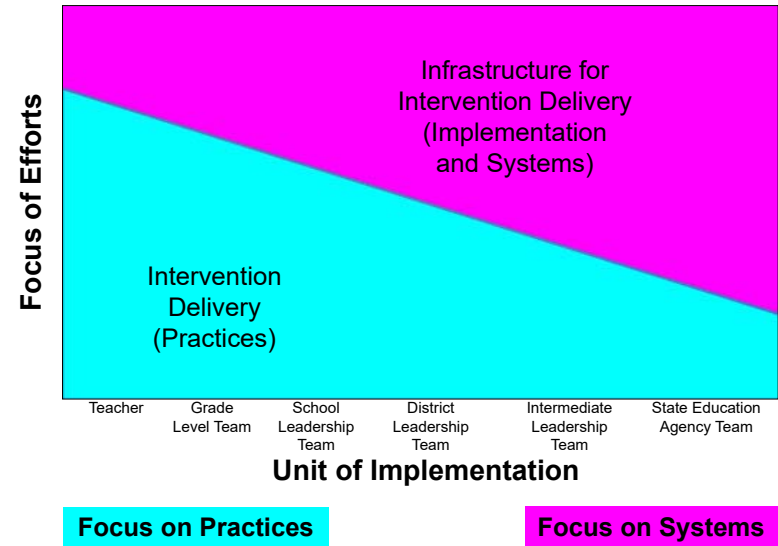
- Leadership Team Self-Assessment (Implementation Blueprint)
 - Available at www.pbis.org
 - Also online on our Fieldtest site (ask me for access)



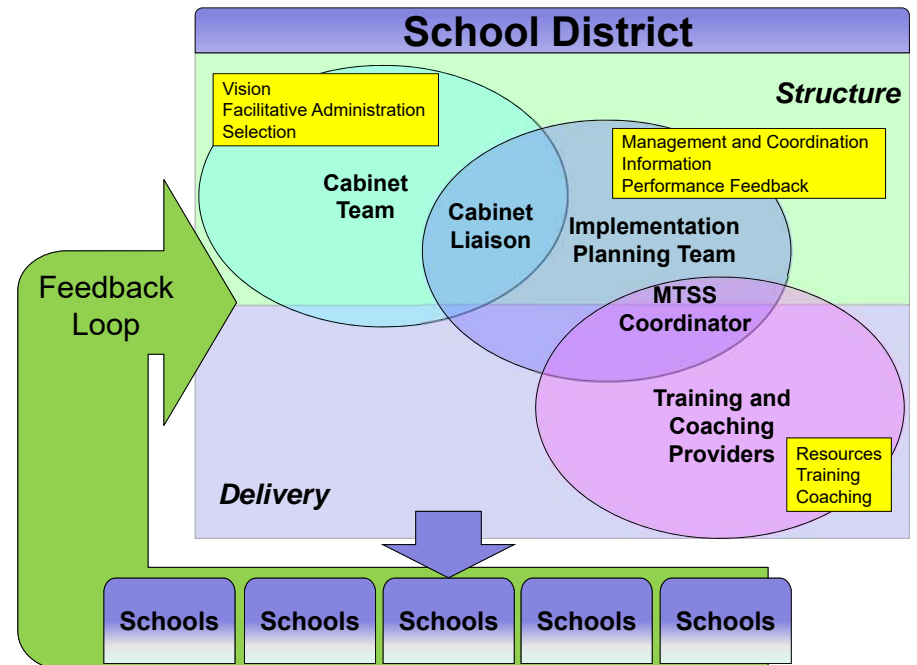
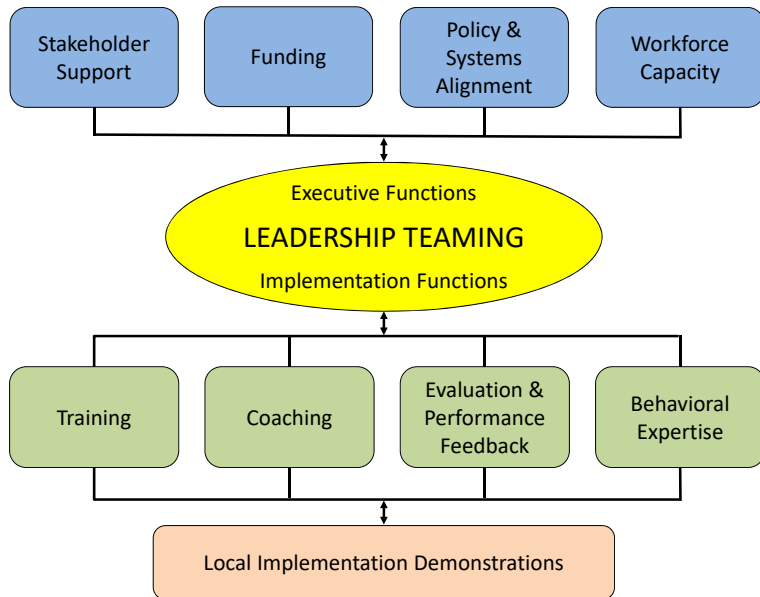
Key Variables for Sustainability of Tier 1 PBIS



Hume & McIntosh (2013), McIntosh et al. (2013, 2018), McIntosh et al. (2015), Childs et al. (2016), Mathews et al. (2014), McIntosh et al. (2016a), McIntosh et al. (2016b)



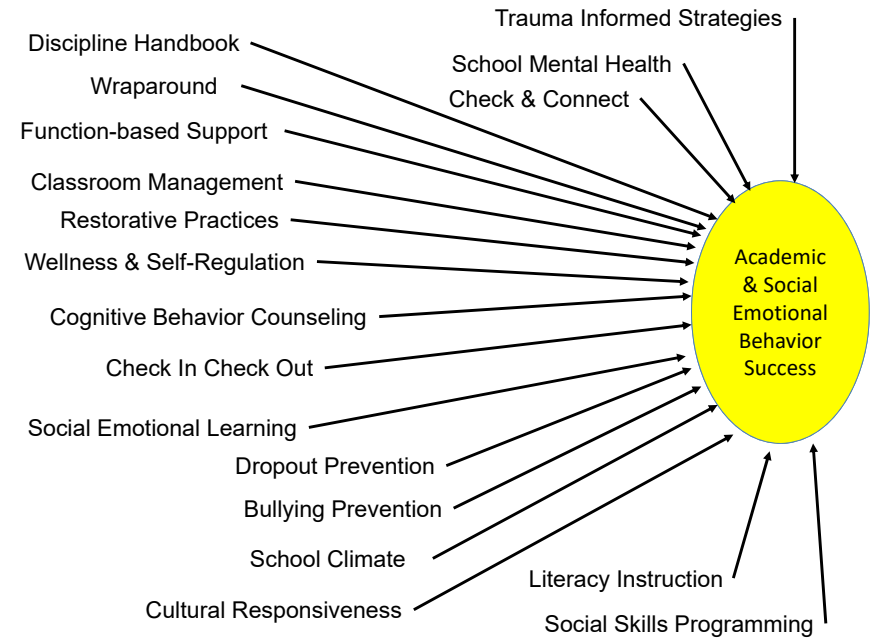
(McIntosh & Goodman, 2016)



Role and Function of District Team

Clear and Consistent Leadership

- Provide the authority and problem solving needed to **overcome organizational barriers** and **align and integrate** educational, behavioral, and mental health supports
- Leadership typically requires...
 - abandoning long-held patterns of “doing business”
 - creating new models based on the strengths of the schools/district/community, and the changing needs of students and families



Resource Mapping, Alignment, & Capacity Development

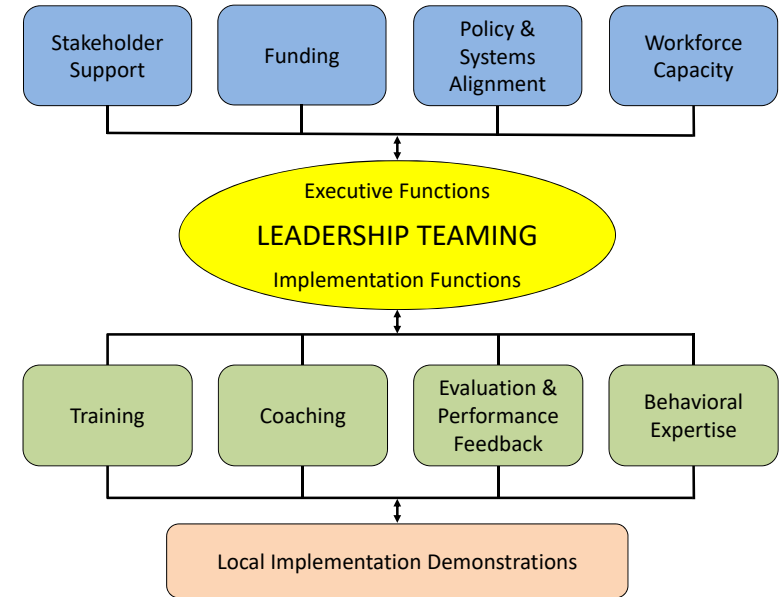
- What information do we have?
- What practices do we have/need?
- What systems do we have/need?

DATA	PRACTICES	SYSTEMS
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•	•	•
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Clear and Consistent Leadership

- **Executive Functions:** Provide the funding, visibility, and political support needed to for a sustained initiative.
- **Implementation functions:** Provide the training, coaching, and feedback systems needed to implement effective school systems.

Who should be on the team?



- Leadership Team has the authority to influence the organization (e.g., decision-making for budget, implementation, policy, data systems).
- Leadership Team has representation from range of stakeholders with investment in youth outcomes from the local community and individuals with detailed knowledge about the current social-emotional-behavioral initiatives (e.g., accountability, administrators, families, general and special education, higher education, mental health, school board and community members, school board attorneys, trade organizations, youth-serving agencies).
- Leadership Team includes individuals with behavioral science expertise across the full continuum of behavior support (Tiers I, II, III) to ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation.
- Leadership Team is led or facilitated by a coordinator(s) with (a) adequately allocated FTE and (b) experience in data-based decision-making, systems to support implementation, and evidence-based social-emotional-behavioral practices.
- Leadership Team completes a 3-5 year action plan guided by the PBIS Implementation Blueprint Self-Assessment, state/district strategic plan, and district/school fidelity of implementation data (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for vulnerable populations.
- Leadership Team uses standard meeting process and problem solving agenda (e.g., Team-Initiated Problem Solving) with clearly defined operating procedures (e.g., procedures for securing agreements, resolving conflicts and integration of system features).
- Leadership Team engages in ongoing, two-way communication with executive leadership regarding implementation progress and outcomes related to student behavior goals and PBIS fidelity of implementation.
- Leadership Team members who coordinate daily implementation of the initiative regularly monitor and report implementation activities and follow agreed-upon procedures for monitoring progress.
- Leadership Team regularly (e.g., quarterly) uses two-way communication with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to outcomes.

Stakeholder Support

- Stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) are actively involved in goal-setting and policy development.
- Stakeholders assist in disseminating information and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports).
- Organizational leaders (e.g., state chief, superintendent, board of trustees, commissioner) actively and visibly participate in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.
- Promoting positive school climate and student social-emotional-behavioral health are established by organizational leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.

Funding

14. A budget plan for at least 3 years of prioritized funding is developed to support operating structures and capacity building activities to implement PBIS.

15. Initiative has transitioned from short-term funding (e.g., State Personnel Development Grants, contracts) to long-term institutional funding (e.g., Title IV block grants).

16. Funding and organizational resources across related initiatives are assessed and aligned to sustain implementation.

Policy and Systems Alignment

17. PBIS vision statement (and clear rationale) supporting importance of school climate (and how PBIS can improve both school climate and academic achievement) is developed and endorsed by lead state/district/school administrators.

18. PBIS vision statement is articulated into observable, measurable, specific, and actionable long-term outcomes.

19. PBIS implementation is included in organizational policy and procedural guidelines.

20. Policy, technical briefs, and procedural guides are posted and distributed at least annually.

21. Policies are reviewed and refined regularly to enhance their effects on fidelity of implementation and association with behavior and academic outcomes.

22. Periodic formal review (e.g., audit, survey, resource mapping, alignment) of existing social-emotional-behavioral-related initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually.

23. Clear description of initiative alignment (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices.

24. New potential initiatives are reviewed for fit with existing social-emotional-behavioral initiatives and resources before deciding whether to adopt, align, and/or integrate them.

Workforce Capacity

25. Hiring criteria, recruitment, and selection for all district/school administrators, coaches, and school personnel includes knowledge, skill, and experience implementing PBIS.

26. Personnel roles and FTE are (re)allocated to support implementation of PBIS.

27. Implementation activities (e.g., training, coaching) are embedded into job descriptions.

28. State certification and licensure policies for administrators, teachers, and related instructional/support personnel require coursework in positive behavior support, PBIS, and/or implementation science.

29. Annual performance evaluations of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to PBIS implementation.

Training

30. Orientation descriptions and/or presentations (e.g., 1-page overview, video, website) are developed for describing implementation rationale, process, outcomes, and readiness requirements.

31. Dedicated professional development time and training plans (with clear scope and sequence) are scheduled for PBIS implementation (e.g., state-wide training calendar, district-wide master schedule).

32. PBIS training materials and professional development practices are aligned with other relevant empirically-supported initiatives as needed.

33. Professional development activities and events are publicly posted to define and shape the goals and process of implementing PBIS.

34. Orientation and refresher trainings are conducted at least annually for new and continuing staff who need boosters.

35. Peer networking opportunities (e.g., peer-to-peer sharing events, professional learning communities) are scheduled and regularly repeated on PBIS framework, practices, and systems for school leaders, PBIS coaches, and school teams.

36. For states and large districts, internal training capacity (e.g., core group identified and supported in leading efforts) is established to build and sustain PBIS practices.

Coaching

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37. Adequate coaching supports are provided to schools based on phase of implementation and data-indicated need (e.g., at least monthly with each emerging school team, and at least quarterly with established teams (i.e., at implementation criteria).
38. Training and support (e.g., clear scope and sequence, technical assistance) are provided to local coaching networks to establish and sustain PBIS implementation.
39. Support emphasizes coaching functions (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.
40. Tiered technical assistance system allows differentiated coaching support based on district/school/classroom fidelity of implementation and outcomes.
41. Districts/schools have transitioned from outside to local coaching capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions).
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Evaluation & Performance Feedback

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42. School-based data systems (e.g., data collection tools and evaluation processes) are in place to enable continuous performance feedback.
43. Data systems are used to provide regular performance feedback to school teams and coaches for problem solving and action planning.
44. Evaluation schedule and process is used at all implementation levels (e.g., student, classroom, district, state) for examining the extent to which: (a) teams are implementing PBIS, (b) PBIS implementation is improving student outcomes, and (c) the Leadership Team's action plan is implemented.
45. Annual progress reports tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals.
46. Outcomes and accomplishments are disseminated, acknowledged, and celebrated at least quarterly.
47. Districts have transitioned from external to internal evaluation and performance feedback capacity (e.g., core group identified and supported in leading efforts).
48. System is in place for identifying districts, schools, or classrooms in need of additional training and coaching support.
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Behavioral Expertise

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49. Trainers and coaches have behavioral science expertise that aligns with general PBIS content (practices, systems, data) and across all tiers.
50. Specialized instructional support personnel (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have behavioral science expertise that aligns with general PBIS content and across full continuum of behavior support (Tiers I, II, III).
51. Ongoing professional development and mentoring in behavioral science (e.g., behavior coursework, intensive behavior institute) is available across roles of staff.
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Local Implementation Demonstrations

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52. **Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed and used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools and/or districts.**
53. Demonstration PBIS schools/districts have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local demonstrations of process and outcomes across tiers (I, II, III) and levels (elementary, middle, high).
54. Plan for further demonstrations, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed and followed.
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