KNOWLEDGE TRANSLATION:
LESSONS LEARNED FROM IMPLEMENTING PBIS

ROB HORNER
UNIVERSITY OF OREGON
WWW.PBIS.ORG

Research  Practice  Policy
Common values and vision:

*Improving the quality of life for individuals with disabilities and their families*

Three emerging themes hold promise and optimism for individuals with disabilities and their advocates.

- Evidence-based practices
- Multi-tiered systems of support
- Data use for implementation
BEGIN WITH A COMMITMENT TO VALUES

- Start with the “why” not the “how”
  - The fundamental goal is always to improve quality of life.
  - Quality of life is always defined by those who are receiving support (student, family, child, adult, youth)
    - You cannot provide effective support unless you have clearly defined “valued outcomes” … from the perspective of those receiving support.
TO PRODUCE CHANGE: MEASURE WHAT YOU VALUE

- **Quality of Life... the expanded SCOPE**
  - What you do, where you do it, with whom you do things, if you *like* what you are doing
  - How you live all day, week, month,…
  - Opportunities for success, failure, challenge, exploration.
  - The level of control, “self-determination” you experience
THREE UNIFYING THEMES

Multi-tiered Systems of Support

Evidence-based Practices

Role of Data in Implementation Science
Congratulations and admiration to those of you working hard to document “what works”

Among the most important things we can do as a community is to continually advocate for practices and strategies that are **practical, effective and efficient**.

- Too often supports for individuals with disabilities have been based on **our limited aspirations**
- Too often we have **accepted limitations** in the life of an individual as part of a “disability” rather than as a failure of our support technology, and the nurturing qualities of our communities.
DEFINING A “PRACTICE/ PROGRAM/ INTERVENTION”

- A “practice” is a procedure, or set of procedures, designed for use in a specific context, by individuals with certain skills/features, to produce **specific changes in context or performance patterns** that result in valued outcomes for specific individuals.

**Operationally defined procedures**
- What you do/ core features

**Target population/ Context**
- For whom

**Implemeneter Characteristics**
- By whom

**Defined outcomes**
- Valued impact

(Evidence of functional relation)

- Procedures/ Practices → Core Features → Valued outcome

Flay et al., 2005
PRACTICES → CORE FEATURES → OUTCOMES

Effective Practice

Effective Practice

Effective Practice

Effective Practice

Core Features

Valued Outcomes

Three Dangers:

1. We start with practices not valued outcomes

2. We conflate “technology and science”

3. We operate as if there is only one “effective practice”

Be Firm about the Values and Science

Be Flexible about the Technology

Values

Science

Technology
TIER I PBIS CORE FEATURES

Tier I PBIS

Instructional Corrections
1. Interrupt
2. Redirect
3. Avoid Sr+ of Problem Beh

System to Acknowledge Behavior

Consequences for Problem Behavior

Classroom Systems

Data and Decision System

Bully Prevention

Family Collaboration

Leadership Team

School-wide Expectations

Kindergarten Twist

Interrupt
Redirect
Avoid Sr+ of Problem Beh
Challenge:

We have too many “programs” “initiatives” or “practices” to implement them all with fidelity and effect.

How to align for efficiency and effectiveness
EFFECTIVE ALIGNMENT OF INITIATIVES

Admin Systems

- Initiative A
- Initiative B
- Initiative C

Organizational Unit
Fidelity and Outcome Measures
Core Feature Summary for each Initiative

Single Prof Develop Plan
MULTI-TIERED SYSTEMS OF SUPPORT
Primary Prevention:
School-/Classroom-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

~80% of Students
~15%
~5%

Main Ideas:
1. Invest in prevention first
2. Multiple tiers of support intensity
3. Early/rapid access to support
MTSS places the expectation of intensive support within the school, community, home, or work system of support.

For PBIS this has involved focusing not just on individual student supports, or classrooms, but on the whole school as the unit of analysis.
State is the unit of **facilitation**

District is the unit of **implementation**

School is the unit of **analysis**

Student is the unit of **impact**
INVESTMENT IN ORGANIZATIONAL SYSTEMS

Student Outcomes
Academic, Social, Attendance, Emotional

Data
(Information and procedures for effective decision-making)

Practices
(Changing Student Behavior)

PBIS

Organizational Systems
(Supporting Staff Behavior)

- **Policies**: mission
- **Staffing**: selection, training, orientation, evaluation
- **Team Responsibility**: Match authority to responsibility

“Preference will be given to applicants with documented expertise and experience in implementing multi-tiered academic and behavior supports.”
EXPANDING HOW WE USE DATA

- Disability data is increasing in **precision, accuracy and availability**
- Access to data is becoming **easier, faster and cheaper**.
- Data is shifting from being about **Compliance/Administration** to being about **Programmatic/Instructional** outcomes.

**Implications**
- Assess valued outcomes regularly (not just once a year)
- Disaggregate by race, gender, SES, and disability
- Assess fidelity with which effective practices are being used
- Assess the extent to which the **organizational systems** needed for scaled and sustained implementation are present

**Fidelity**
Are we doing what we said we would do?

**Outcomes**
Is it making a difference?
USING DATA: STUDENT OUTCOMES
SCHOOLS REPORTING PBIS TIER 1 FIDELITY 2018-19: BY STATE

- Total number of schools using PBIS
- Number of schools assessing Tier 1 Fidelity
- Number of schools reaching Tier 1 Fidelity Criterion

20,874 schools reporting Tier 1 Fidelity Data
15,587 schools reporting Tier 1 Criterion Level
INVEST IN DECISION SYSTEMS

- Invest in **Decision Systems**
  - Collect information about **fidelity and impact**
    - Are we doing what we said we would do?
    - Is it making an improvement in valued outcomes?
  - * PBIS
  - * Restorative Practice
  - * Early Literacy
  - * Good Behavior Game

Are we doing what we said we would do?
- PBIS
- Restorative Practice
- Early Literacy
- Good Behavior Game

Is what we are doing making a difference?
- Social behavior
- Relationships
- Literacy comp
- Numeracy
Decision Systems Require (a) Teams, (b) Data, (c) Decision Process
DORA: PROBLEM SOLVING SCORE
\((T_{O2} = 3.03, DF = 36, P < .05, ES = .87)\)

DORA: PROPORTION OF TEAMS IMPLEMENTING SOLUTIONS WITH INTEGRITY
($\chi^2 = 6.21, P < .05, \nu = .34$)
DORA: PROPORTION OF SOLUTIONS BENEFITING STUDENTS

\( X^2 = 4.40, P < .05, V = .28 \)

Results

TIPS improved the process of team **problem solving** (development of solutions).

TIPS improved the likelihood that solutions were **implemented**.

TIPS increased the likelihood of improvement in **student outcomes** (both academic and behavior).
1. It is much easier to build policy/regulation/law that prevents atrocities than it is to establish policies that promote quality, competence, effectiveness.

2. Policies need to establish three “functions” to be effective

3. Policies need to be supported by Practices and Data

<table>
<thead>
<tr>
<th>Policy</th>
<th>Practices</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define vision</td>
<td>Effective</td>
<td>Used for decision-making</td>
</tr>
<tr>
<td>Establish incentive (motivation)</td>
<td>Evidence-based</td>
<td>Easy to collect, summarize, report</td>
</tr>
<tr>
<td>Create opportunity</td>
<td>Efficient (practical)</td>
<td>Transparent (available to all)</td>
</tr>
<tr>
<td></td>
<td>Culturally responsive</td>
<td></td>
</tr>
</tbody>
</table>
TRAINING IS ESSENTIAL AND INSUFFICIENT

- Invest in **Coaching**
  - **Training** is the presentation of material to develop new knowledge and/or skill
  - **Coaching** is the on-site support needed to use new knowledge and/or skills under typical conditions.
MANY VISIONS / DEFINITIONS OF COACHING
COACHING FUNCTIONS

• **Prompting**
  - Bring newly trained skills under stimulus control of natural stimuli

• **Fluency Building**
  - Repeated opportunities to use new skills … preferably soon after training

• **Performance Feedback**
  - Feedback on accuracy and shaping of trained skills

• **Adaptation**
  - Modify trained skills to fit to local culture and context
  - Suggest and /or encourage adaptations
SUMMARY: PRACTICES--- MULTI-TIERED SYSTEMS --- DATA USE