SWPBS
Fidelity & Sustainability

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
Feb 28 2011

www.pbis.org  www.scalingup.org  www.cber.org

PURPOSE
From PBIS implementations, suggestions for enhancing (a) accurate & sustained implementation & (b) meaningful student outcomes.
SWPBS Implementation “Infidelity”

- “SWPBS is intervention”
- “Let’s schedule Rob Homer for our in-service day”
- “Let’s do SWPBS during morning advisory”
- “Can I visit your school & see SWPBS in action?”
- “SWPBS is about giving kids tangible rewards”
- “She’s a tier 3 kid; give her 2 day suspension”
- “Shut up, & show me some respect”

Problem Statement

“We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren’t realized. School personnel & teams need more than exposure, practice, & enthusiasm.”
SWPBS (aka PBIS/RtI) is a framework for enhancing adoption & implementation of a Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students.

- Lacking implementation framework
- Nondata-based decision making
- Competing initiatives
- Insufficient resources
- Lack of expert capacity
- Limited differentiation

Implementation Challenge
Ex: Less time to do more

19 (11%) fewer inst. days

Basic #1
Link effective practice w/ effective implementation
## “Making a turn” IMPLEMENTATION

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009

### Evidence-based Education Roadmap

- **Research**
  - Efficacy (What works?)
  - Effectiveness (When does it work?)
- **Start w/ What Works**
- **Focus on Fidelity**
  - Monitoring (Is it working?)
  - Implementation (How do we make it work?)
- **Practice**

Basic #2
Integrate outcome, data, practices, & systems

Integrated Elements
Supporting Social Competence & Academic Achievement

- Supporting Staff Behavior
- Supporting Student Behavior

Supporting Decision Making

OUTCOMES
SYSTEMS
DATA
PRACTICES
Basic #3

Differentiate implementation & support
IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTENT EXPERTISE & FLUENCY

PREVENTION & EARLY INTERVENTION

DATA-BASED DECISION MAKING & PROBLEM SOLVING

RESPONSIVENESS OF:
- Student performance
- Adult practice
- School improvement
- District operations

~80% of Students

~15%

~5%

FEW

SOME

ALL

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT
Continuum of Support for ALL

Universal
Targeted
Intensive

Few
Some
All

Dec 7, 2007

Label behavior...not people

Math
Science
Spanish
Reading
Soc skills

Basketball
Soc Studies
Implementation Levels

Continuum of Support for ALL "IFB School"

Universal

Targeted

Intensive

Align supports

Student
Classroom
School
District
State

Literacy
School Climate
Numeracy
Social Studies
Writing
Attendance
Specials
Science
Technology

Align supports
<table>
<thead>
<tr>
<th>Rti Feature</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content expertise &amp; fluency</td>
<td>Teacher: ✓</td>
</tr>
<tr>
<td></td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td></td>
<td>District: ✓</td>
</tr>
<tr>
<td></td>
<td>State: ✓</td>
</tr>
<tr>
<td></td>
<td>National: ✓</td>
</tr>
<tr>
<td>2. Data-based team-driven decision making</td>
<td>Teacher: ✓</td>
</tr>
<tr>
<td></td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td></td>
<td>District: ✓</td>
</tr>
<tr>
<td></td>
<td>State: ✓</td>
</tr>
<tr>
<td></td>
<td>National: ✓</td>
</tr>
<tr>
<td>3. Integrated continuum of evidence-based practices</td>
<td>Teacher: ✓</td>
</tr>
<tr>
<td></td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td></td>
<td>District: ✓</td>
</tr>
<tr>
<td></td>
<td>State: ✓</td>
</tr>
<tr>
<td></td>
<td>National: ✓</td>
</tr>
<tr>
<td>4. Universal screening</td>
<td>Teacher: ✓</td>
</tr>
<tr>
<td></td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td></td>
<td>District: ✓</td>
</tr>
<tr>
<td></td>
<td>State: ✓</td>
</tr>
<tr>
<td></td>
<td>National: ✓</td>
</tr>
<tr>
<td>5. Implementation fidelity</td>
<td>Teacher: ✓</td>
</tr>
<tr>
<td></td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td></td>
<td>District: ✓</td>
</tr>
<tr>
<td></td>
<td>State: ✓</td>
</tr>
<tr>
<td></td>
<td>National: ✓</td>
</tr>
<tr>
<td>6. Continuous progress monitoring</td>
<td>Teacher: ✓</td>
</tr>
<tr>
<td></td>
<td>Administrator: ✓</td>
</tr>
<tr>
<td></td>
<td>District: ✓</td>
</tr>
<tr>
<td></td>
<td>State: ✓</td>
</tr>
<tr>
<td></td>
<td>National: ✓</td>
</tr>
</tbody>
</table>

Basic #4

Do a few, very important & effective things very well together
ESTABLISHING CONTINUUM of SWPBS

~80% of Students

~15%

~5%

TERTIARY PREVENTION
• Function-based support
• Wraparound
• Person-centered planning

SECONDARY PREVENTION
• Check in/out
• Targeted social skills instruction
• Peer-based supports
• Social skills club

PRIMARY PREVENTION
• Teach SW expectations
• Proactive SW discipline
• Positive reinforcement
• Effective instruction
• Parent engagement

Basic #5

Adopt a doable implementation “blueprint” or approach
Evaluation Criteria

- **Effective**
  - Achieve desired outcome?

- **Efficient**
  - Doable by real implementer?

- **Relevant**
  - Contextual & cultural?

- **Durable**
  - Lasting?

- **Scalable**
  - Transportable?

- **Logical**
  - Conceptually Sound?
Basic #6

Establish support based on implementation phase

Where are you in implementation process?
Adapted from Fixsen & Blase, 2005

- **EXPLORATION & ADOPTION**
  - We think we know what we need, so we ordered 3 month free trial (evidence-based)

- **INSTALLATION**
  - Let’s make sure we’re ready to implement (capacity infrastructure)

- **INITIAL IMPLEMENTATION**
  - Let’s give it a try & evaluate (demonstration)

- **FULL IMPLEMENTATION**
  - That worked, let’s do it for real (investment)

- **SUSTAINABILITY & CONTINUOUS REGENERATION**
  - Let’s make it our way of doing business (institutionalized use)
Basic #7

Integrate initiatives around educationally important & measurable outcomes

<table>
<thead>
<tr>
<th>Committee/Work Group</th>
<th>Purpose</th>
<th>Expected Outcome</th>
<th>Strategy</th>
<th>Schedule</th>
<th>Membership</th>
<th>Relation to School Mission &amp; School Improvement Plan (1 = low, 5 = high)</th>
<th>Priority (1 = low, 5 = high)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Are outcomes measurable?
Basic #8

(Re)generate continuously based on continuous progress monitoring

Data Decision Making

- Educationally relevant outcomes
- Implementation fidelity
- Clearly defined & relevant indicators
- System for easy input & output
- Data rules for decision making
- Team-based mechanism for action planning
Big, sustained outcomes are about planned & systemic implementation of effective practices w/ integrity =

1. • Link effective practice with effective implementation
2. • Integrate outcomes, data, practices & systems
3. • Differentiate implementation & support
4. • Do a few, very important effective things very well together
5. • Adopt a doable implementation "blueprint" or approach
6. • Establish support based on implementation phase
7. • Integrate initiatives around educationally important measurable outcomes
8. • Re-generate continuously based on continuous progress monitoring