**Working Smarter: Braiding Initiatives**

2012 PBIS Leadership Academy

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www.pbis.org  www.cber.org

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**Guide to Working Smarter**

- If we do IT, what 2 things can we stop doing?
- Does IT align with our most important student outcomes?
- Does IT have high probability of delivering expected outcomes?
- Do we have capacity to implement IT w/ high sustainable/durable fidelity?

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**Basic “Logic”**

- **Cultural/Content Considerations**
- **Systems**
- **Data**
- **Practices**

- Start w/ effective, efficient, & relevant practices
- Prepare & support implementation
- Training + Coaching + Evaluation
- Implementation Fidelity

- Improve “Fit”

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**PURPOSE**

Discuss strategies & guidelines for developing effective, efficient, & relevant continuum of evidence-based behavior practices

Working smarter w/ practices, data, & systems to maximize durable outcomes

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**Basics**

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**IMPLEMENTATION W/ FIDELITY**

- MTSS
- PBIS

- Content Expertise & Fluency
- Data-Based Decision Making & Problem Solving
- Team-Based Implementation
- Universal Screening
- Continuous Progress Monitoring
- Continuum of Evidence-Based Interventions
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%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Systems Implementation Logic

Effective

Achieve desired outcome?

Efficient

Doable by implementer?

Relevant

Contextual & cultural?

Durable

Lasting?

Scalable

Transportable?

Logical

Conceptually Sound?

Systems Guidelines

Integrate into multi-tiered prevention approach

Use data to guide decision making

Develop local behavioral expertise

Give priority to evidence-based practices

Consider local culture & context

Data Decision Making

Educationally relevant outcomes

Clearly defined & relevant indicators

System for easy input & output

Data rules for decision making

Team-based mechanism for action planning
### Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Should we do it</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
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<tr>
<td>Getting it right</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
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<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
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<td></td>
<td>Making it better</td>
<td>Continuous Improvement/Regeneration</td>
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### Implementation Phase Big Ideas

- Plan for sustainable local implementation capacity
- Monitor fidelity & progress continuously for decision making & continuous regeneration
- Establish implementation capacity at multiple levels
- Evaluate other & related initiatives & efforts

### Bullying Example

**SYSTEMS**

- "BULLY BEHAVIOR"
- PRACTICES
- DATA

**Supporting Staff Behavior**

**Supporting Student Behavior**

### Integrated Elements

Supporting Social Competence & Academic Achievement

### Integrated PBIS Response to Bullying

**Bullying Requirements**

- Bullying Coordinator
- School Climate
- Data Systems
- Event Reporting
- Response Team
- School & Community
- Staff Prof Dev
- Evid-base Practices

**PBIS features**

- Coach/Team Leader
- Preventive Tier I
- SWIS
- Continuous SWIS
- Leadership Team
- School & Family
- Local Behavior Expertise
- RCT & SSR Research
What is “bullying?”

Remember

“Label behavior, not people…”

Behavior

Verbal/physical aggression, intimidation, harassment, teasing, manipulation

Why is “why” important?

PREVENTION

1. Specify/define need

2. Select right evidence-based solution

3. Ensure implementation fidelity

4. Monitor progress

5. Improve implementation

Why do bully behavior?

Get/obtain

E.g., stuff, things, victim & bystander attention, status, money, activity, self-delivered praise, etc.

Escape/avoid

E.g., same…but less likely

Why is “why” important?

Teach effective, efficient, relevant alt. SS

Remove triggers of BB

Add triggers for alt. SS

Remove conseq. that maintain BB

Add conseq. that maintain SS

De-emphasis on reactive consequence management

Emphasis on function-based approach & antecedent management

SWIS Definition of Bullying Behavior

Out of bounds – Class

Out of bounds – Team

Prop.

Negative Peer Interaction / Bullying / Harassment

Student participates in an activity that results in destruction or displacement of property.

Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.

*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin, sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

Data-based Decision Making

Data used to.....
Data-Based Decision Making & Bullying Behavior: Example

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
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<tr>
<td>Attendance Committee</td>
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### Recommendations

1. What TIMSS "connection" work group can we affiliate? Do not focus on improving student outcomes?
2. What TIMSS "connection" work group can we affiliate? More similar situations, leadership, etc.?
3. Are there any teams that need to be added? A focus on student's needs, issues not covered, etc.?
4. What needs to be done next to set the above recommendations?