Academic-Behavior Connection


RCT & Group Design PBIS Studies


Data-based Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

RULE: Start w/ socially important questions.
School leadership & contributing factors on student learning.

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)

“Multi-Tiered Systems of Support”…

Whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through layered continuum of evidence-based practices & systems

MTSS
Universal Screening, Continuous Progress Monitoring, Continuum of Evidence-based Support, Implementation Fidelity, Team-Based Implementation, Data-based Decision Making, Outcome Oriented

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Academics</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWPBIS/PBIS</td>
<td>Instruction &amp; Curriculum</td>
<td>Family Engagement, Community Participation, School Mental Health, Physical Health</td>
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<tr>
<td>School-wide Discipline &amp; Climate, Classroom Management, Function-based Support</td>
<td>Literacy, Numeracy, Social Studies, Physical Sciences, History, Physical Education, Art, etc.</td>
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</tbody>
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Continuum of Support for ALL

Intensive  Targeted  Few  Some  Universal

Dec 7, 2007

Continuum of Support: “Molcom”

Intensive  Targeted  Universal


Peer Interac  Social rel.  Adult

Coop play  Adult rel.  Ind. play

Align behavioral supports