National PBIS Implementation: Lessons Learned about Getting Started & Sustainability

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

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

National & OR Context

Schools adopting SWPBIS by year

14,325 Schools Feb 2011

OSEP PBIS Center Feb 2011
Schools use SWPBIS (Feb 2011)

- 11 states >500 schools
- 3 states >1000 schools

% Schools use SWPBIS (Feb 2011)

- 1 state > 60% schools
- 5 states > 40% schools
- 7 states > 30% schools

Mean % Students 2009-2010 Majors Only

- Most are responsive... but some need a bit more.

And we know who they are!

Mean % ODRs 2009-2010 Majors Only

- And we know who they are!
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.”

Example: “Train & Hope”

SWPBS Implementation “Infidelity”

- “SWPBS is intervention”
- “Let’s schedule Rob Horner 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”

SWPBS (aka PBIS/RtI) is

Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students
**Implementation Challenge**

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

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**Ex: Less time to do more**

- 170 Instructional Days
- Reform vs. NonReform
- 19 (11%) fewer inst. days

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**PBIS is making sure posters are on walls!**

**Basic #1**

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

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

Fixsen & Blase, 2009

### Evidence-based Education Roadmap

- **Research**
  - Efficacy
  - What works?
  - Start at What Works
  - Focus on Fidelity
  - When does it work?
  - Implementation
  - How do we make it work?

- **Practitioners**
  - Practice


### Basic #2

Integrate outcome, data, practices, & systems

### Integrated Elements

- Supporting Social Competence & Academic Achievement
- Supporting Student Behavior
- Supporting Decision Making
- Supporting Staff Behavior

- OUTCOMES
- DATA
- PRACTICES
- SYSTEMS
Basic #3
Differentiate implementation & support

IMPLEMENTATION W/FIDELITY
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION

UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING

RtI

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

ALL

Continuum of Support for ALL

Intensive: Few

Targeted: Some

Universal: All

Dec 7, 2007
Continuum of Support for ALL “District: Literacy”

Systemic Application of Rti by Level

<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>2. Data-based team-driven decision making</td>
<td>✔</td>
</tr>
<tr>
<td>3. Integrated continuum of evidence-based practices</td>
<td>✔</td>
</tr>
<tr>
<td>4. Universal screening</td>
<td>✔</td>
</tr>
<tr>
<td>5. Implementation fidelity</td>
<td>✔</td>
</tr>
<tr>
<td>6. Continuous progress monitoring</td>
<td>✔</td>
</tr>
</tbody>
</table>

Basic #4
Do a few, very important & effective things very well together
~80% of Students
~5%

ESTABLISHING CONTINUUM of SWPBS

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

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)

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**Basic #7**
Integrate initiatives around educationally important & measurable outcomes

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**Sample Teaming Matrix**

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % students attending daily</td>
<td>All students</td>
<td>Eric, Theo, Ellen, Mark</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Education Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td>Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Promote school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Ellen, Theo, Mark, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Prevent drug use</td>
<td>High/at-risk drug users</td>
<td>All students</td>
<td>Don</td>
<td>Goal #2</td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement</td>
<td>10 students</td>
<td>Eric, Theo, Mark, Otis, Emmy, Barney</td>
<td>Goal #3</td>
</tr>
</tbody>
</table>
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

FRMS Total Office Discipline Referrals
SUSTAINED IMPACT

EXPONENTIAL GROWTH
Colorado Schools Implementing by Year

EXPONENTIAL GROWTH

Pre-Post SETs by Region

SCALED FIDELITY OF IMPLEMENTATION

Illinois PBIS Schools & LEAs

1,307 Schools
336 LEAs

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