Implementation & Evidence-based Practices

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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.”

“Making a turn”

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<th>IMPLEMENTATION</th>
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Fixsen & Blase, 2009

“Treatment integrity is extent to which essential intervention components are delivered in comprehensive & consistent manner by interventionist trained to deliver intervention”
Sanetti & Kratochwill, in press.

Adapted
- Implementation as designed
- Need verification & practice alignment
- Modified for culture/context
- Evidence-based confirmed
- Continuous progress monitoring for intended outcomes
- Continuous performance feedback
- Resources adequate

Evidence-based Education Roadmap


# Schools Involved in SWPBIS
INCOMPLETE (Aug 3 2012)

OSEP PBIS Center Aug 2012

17,779
2011-12 ODRs/100/Day for Partially and Fully Implementing Schools

- Partially implementing (n=92) = 0.98
- Fully implementing (n=486) = 0.59

2011-12 Average OSS Events for Partially and Fully Implementing Schools

- Partially implementing (n=81) = 81.81
- Fully implementing (n=419) = 50.67

3 Years’ Growth

- 44.2% WI Schools (1009/2279)
- 51.3% Implementing w/ fidelity (518/1009)

MO SET scores

MO SWIS Data

MO SWIS Data

NC OSS

3 Years' Growth

- Trained
- Implementing
- Fidelity
**Stages of Implementation**

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation**
- **Sustainability**

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

**Implementation Phase Considerations**

- Phases are about establishing expert local capacity
- Phases are general guideposts or markers
- Phases are based on implementation fidelity & outcome progress
- Phases are continuously overlapping, recycling, & regenerative

**Sustainability**

Organizational capacity for & documentation of

- Durable results with
- Accurate implementation (>90%) of
- Evidence-based practice across desired
- Context over
- Time w/
- Local resources &
- Systems for continuous regeneration & scaling

**Oregon Descriptive Summary**

- Elementary 8-12
- Middle 6-9
- High 9-12
- Exploratory 6-12
- Initial Implement.
- Full Implem.
- Sustain./Scale.
- Exploration
Missouri Descriptive Summary

North Carolina Descriptive Summary

Colorado Descriptive Summary

Florida Descriptive Summary

Maryland Descriptive Summary
Implementation Lessons

- **VERIFIED NEED**: All started slightly differently, but all had behavior improvement as priority (leadership, funding, coordination, demonstrations)
- **DEMONSTRATION**: All started small to ensure success of initial demonstration of implementation
- **COORDINATION**: All started with coordinator (advocate, leader, “cheerleader”)
- **SCALING**: Implementation acceleration triggered when 10-20% of schools implementing
- **DATA**: Equal priority to implementation fidelity & student outcomes
- **LOCAL EXPERTISE**: Localized expertise related to professional development, coaching, evaluation

Elaborations of PBIS Implementation Blueprint: **LEADERSHIP**

Initially, coordinating demonstrations, evaluation & documentation systems, & visibility
Later, developing implementation capacity & increased visibility
Finally, guiding policy, securing political support, long-term funding

Elaborations of PBIS Implementation Blueprint: **FUNDING**

Initially, securing multiple, “soft” sources (grants, contracts)
Later, establishing recurring & reallocated organizational funds
Finally, blending & integrating funding based on common purpose & outcome

Elaborations of PBIS Implementation Blueprint: **DEMONSTRATIONS**

Initially, documenting implementation fidelity & outcomes for small number of supported pilot implementations
Later, documenting implementation fidelity & outcomes of extended & refined implementation
Finally, documenting sustained, high fidelity, systems-level implementation & durable outcomes
Elaborations of PBIS Implementation
Blueprint: TECHNICAL CAPACITY

Initially, utilizing external training, coaching, & evaluation support
Later, investing in local training, coaching, & evaluation capacity
Finally, sustaining local expertise for durable & scaled, high fidelity implementation

Scaling up School-wide PBIS:
The Experiences of Seven States w/ Documented Success
Don Kuropat, Rob Horner, George Sugai, Tim Lewis, Lucille Eber, Susan Barrett, Celeste Rossetto Dickey,
Mary Richter, Erin Sullivan, Cyndi Boezio, Heather Reynolds, Nancy Johnson

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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/ sustainable/durable fidelity?