




Recognizing PBIS Implementation in North Carolina: High Fidelity, Sustainability, & Scaling

North Carolina Positive Behavior Interventions & Supports
 State Board of Education
 Department of Public Instruction
 EC Division
 February 18, 2013

Public Schools of North Carolina
 State Board of Education | Department of Public Instruction | EC Division

Welcome!



Your tasks during the poster session:

- Ideas from poster presenters
- Enjoy refreshments
- Network
- Contribute to the afternoon session by answering the number questions

Agenda

- Welcome & Introductions: Joe Simmons
- Implementing with Fidelity; Planning for Sustainability: Dr. George Sugai
- Lunch Break
- PBIS Update: Heather Reynolds
- Greetings: Mary Watson
- Remarks: Dr. June Atkinson
- Recognition
- Banner Distribution

Recognizing PBIS Implementation in North Carolina: High Fidelity, Sustainability, & Scaling

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 February 18, 2013

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



PURPOSE

To recognize & celebrate NC PBIS implementation, & review considerations for implementation fidelity, sustainability, & expansion

1. Recognition
2. PBIS Review
3. Working Smarter Guiding Principles
4. Implementation Fidelity, Sustainability, & Scaling

RECOGNITION



Challenge Statement

"We can assist schools in making teaching & learning environments more effective, efficient, positive, & preventive. However, implementation & outcomes are not always *accurate, consistent, durable, or generalizable*. School personnel & teams *need more than exposure, practice, & enthusiasm.*"



WHY PBIS?



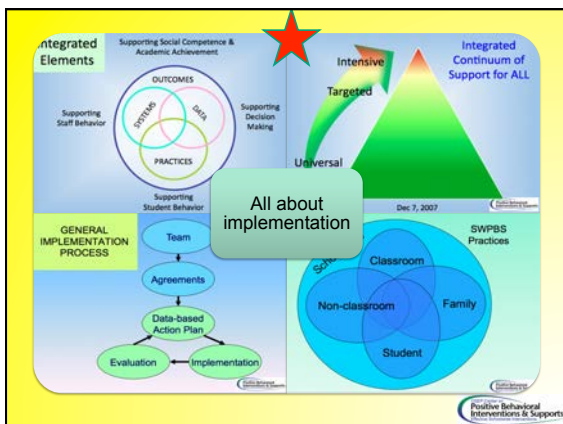
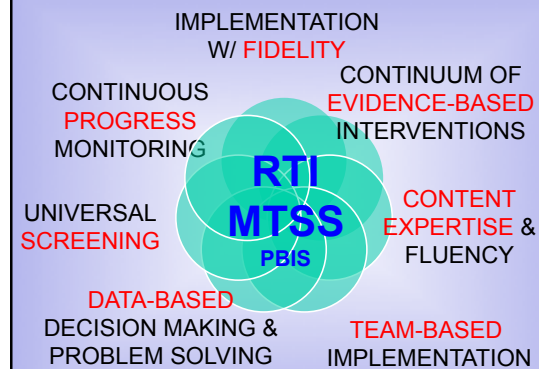
SWPBS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students



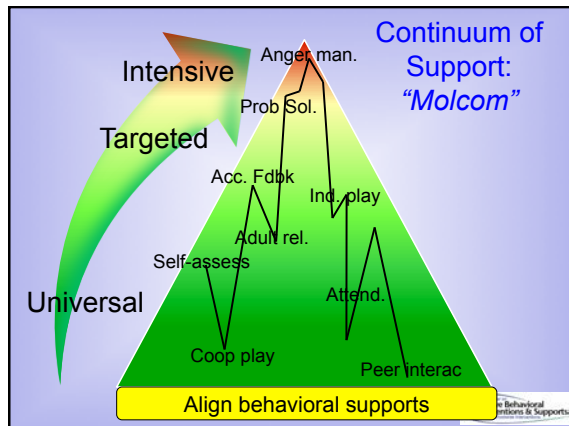
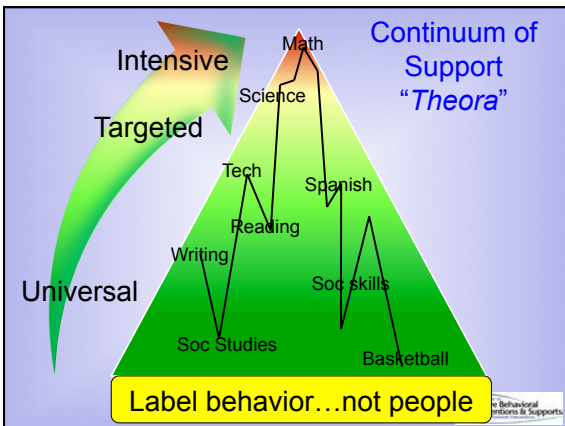
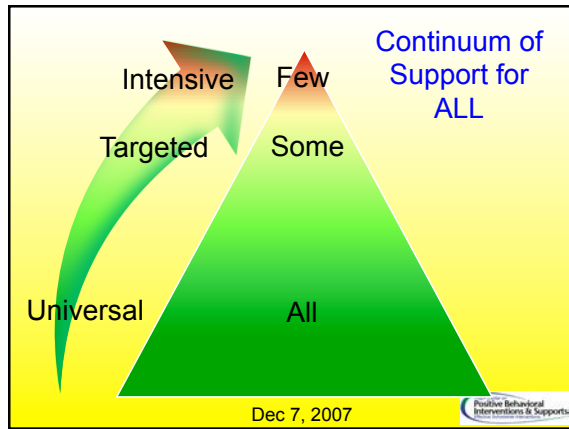
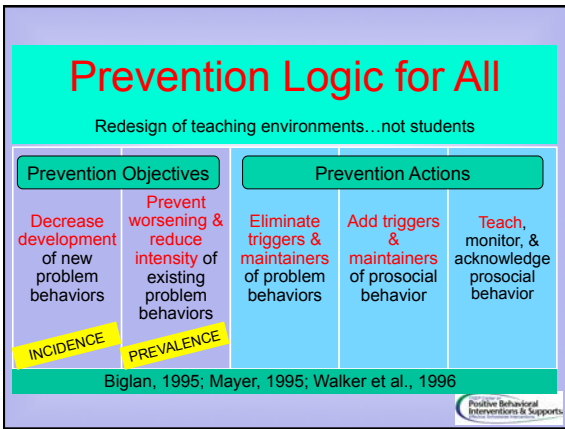
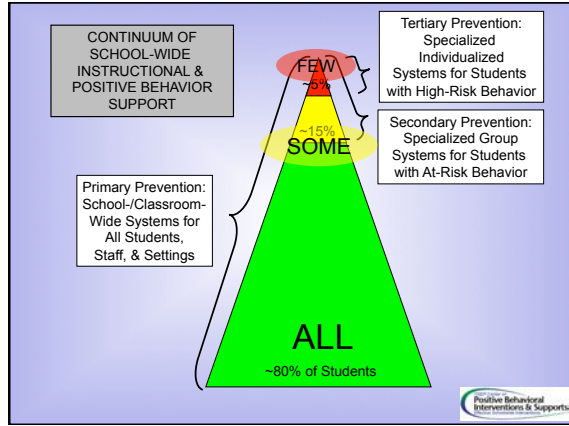
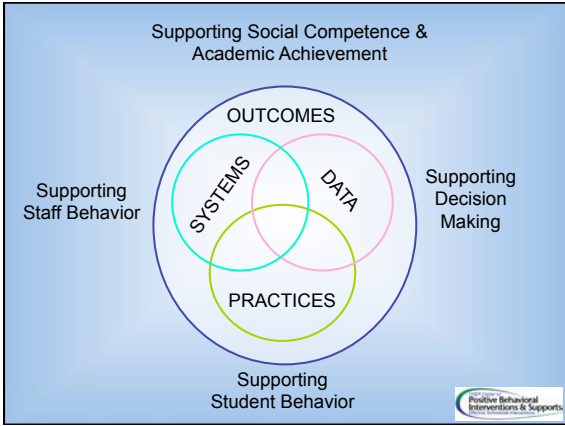
Guiding Principle

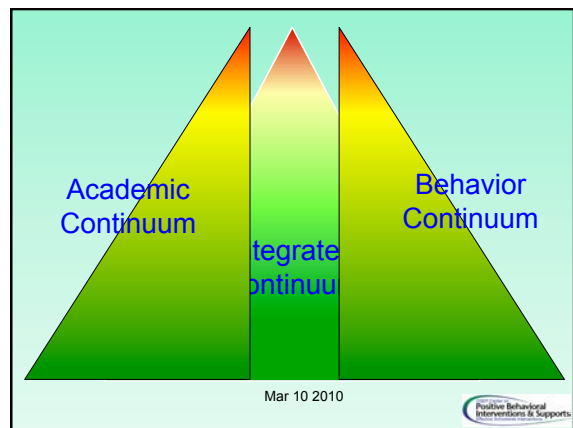
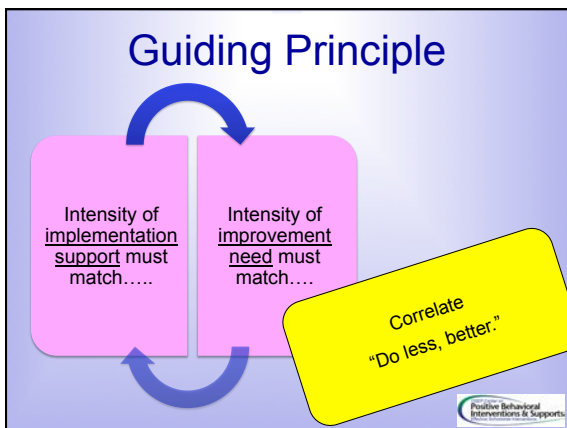
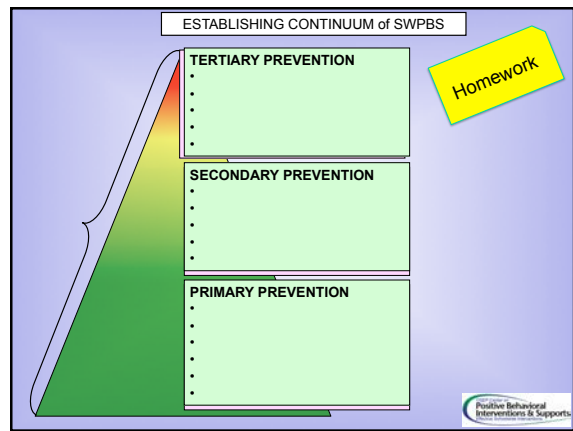
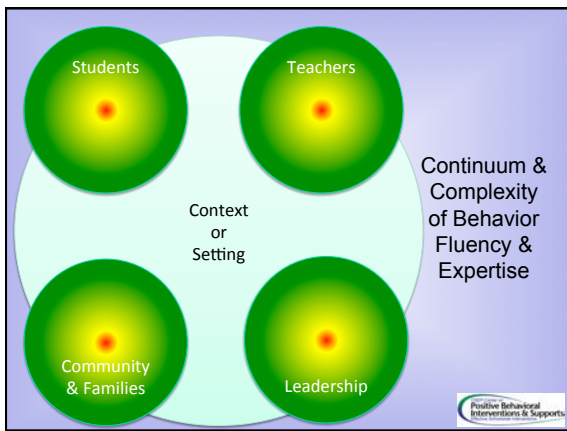
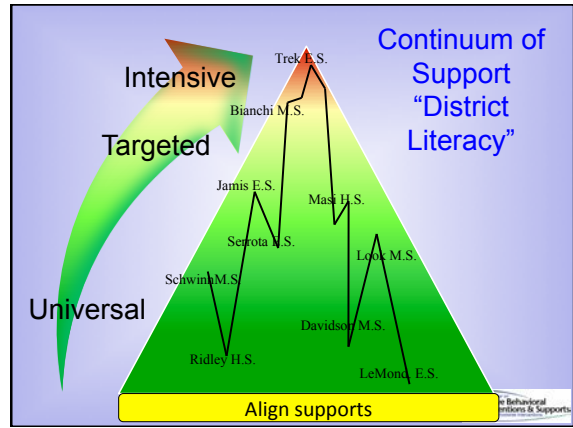
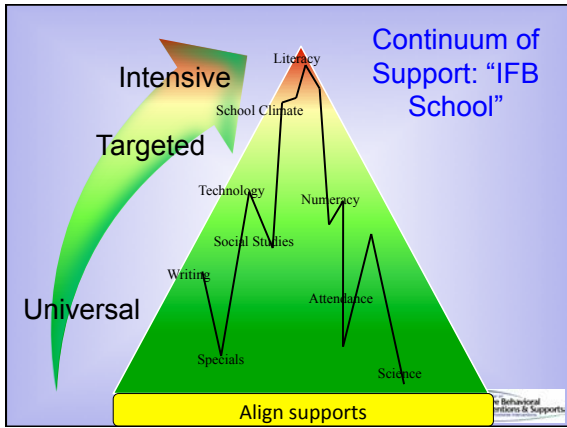
Organizations in most need of support should do less....but better, so

Start w/ what's doable & likely to have biggest effect because....

Horner Correlate
"When adopting something new, stop doing 2 other things."







Academic-Behavior Connection

- Algozzine, B., Wang, C., & Violette, A. S. (2011). Reexamining the relationship between academic achievement and social behavior. *Journal of Positive Behavioral Interventions*, 13, 3-16.
- Burke, M. D., Hagan-Burke, S., & Sugai, G. (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape-maintained problem behavior: Preliminary results from a single case study. *Learning Disabilities Quarterly*, 26, 15-25.
- McIntosh, K., Chard, D. J., Boland, J. B., & Horner, R. H. (2006). Demonstration of combined efforts in school-wide academic and behavioral systems and incidence of reading and behavior challenges in early elementary grades. *Journal of Positive Behavioral Interventions*, 8, 146-154.
- McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., and Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. *Journal of Special Education*, 42, 131-147.
- Nelson, J. R., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: A comparative analysis. *Journal of Emotional and Behavioral Disorders*, 4, 53-62.
- Wang, C., & Algozzine, B. (2011). Rethinking the relationship between reading and behavior in early elementary school. *Journal of Educational Research*, 104, 100-109.

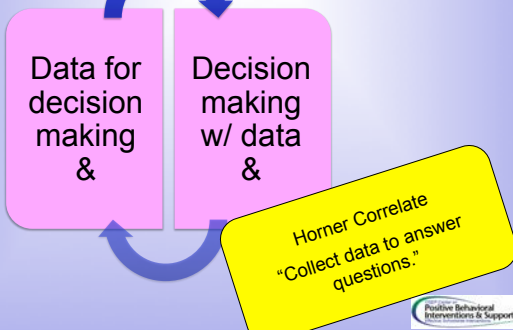


"Viewed as outcomes, **achievement and behavior** are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, **as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power** underlying PBS and other preventive interventions in America's schools."

Algozzine, Wang, & Violette (2011, p. 16).

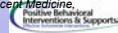


Guiding Principle



RCT & Group Design PBIS Studies

- Bradshaw, C.P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science*, 10(2), 100-115.
- Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*, 23(4), 462-473.
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148.
- Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children*, 31, 1-26.
- Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on child behavior problems. *Pediatrics*, 130(5), 1136-1145.
- Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11, 133-145.
- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality*, 42(8), 1-14.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of school-wide positive behavioral interventions and supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine*, 166(2), 149-156.



- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & **emotional regulation**
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- **Reductions in teacher reported bullying behavior & peer rejection**
- Improved school climate

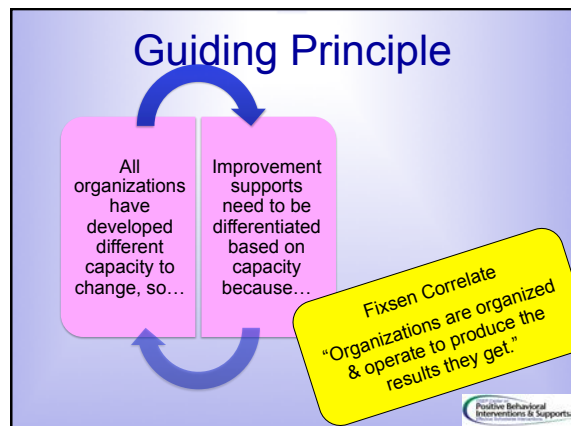
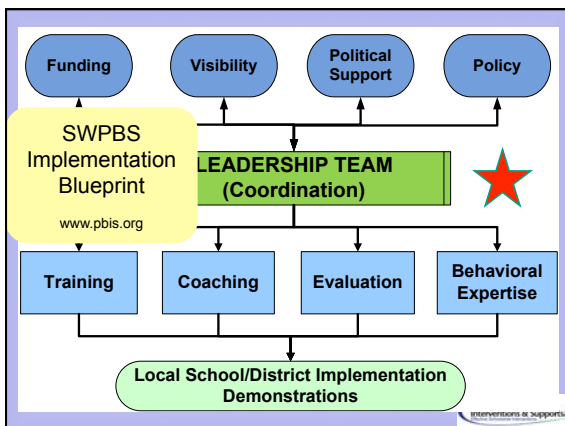
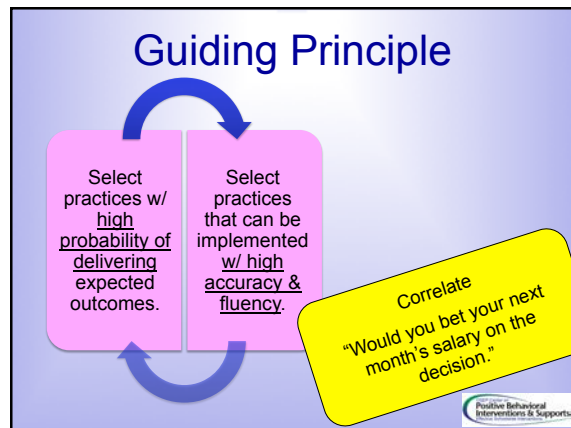
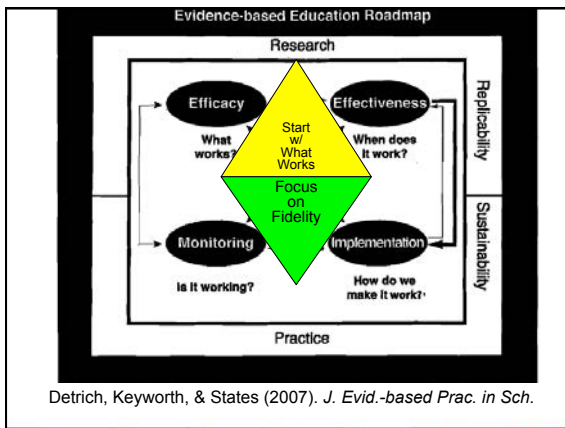
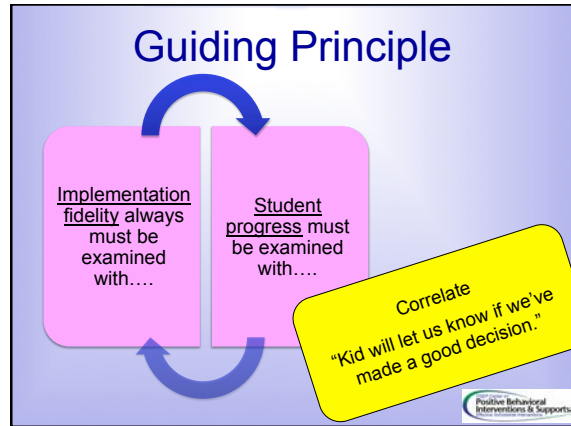


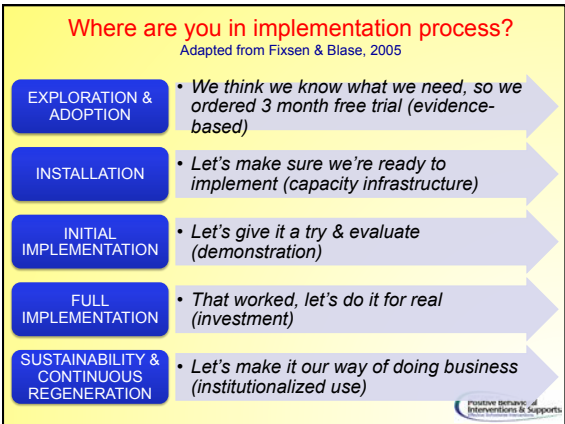
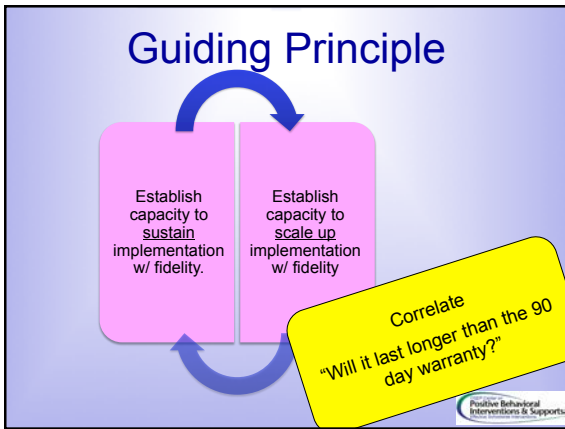
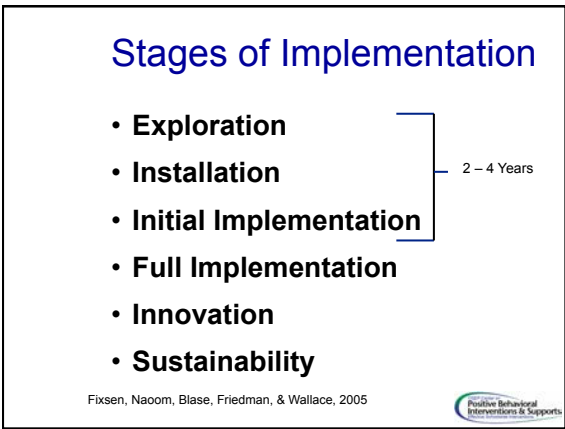
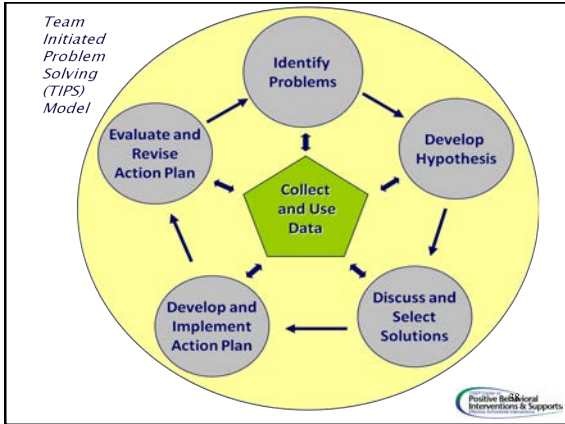
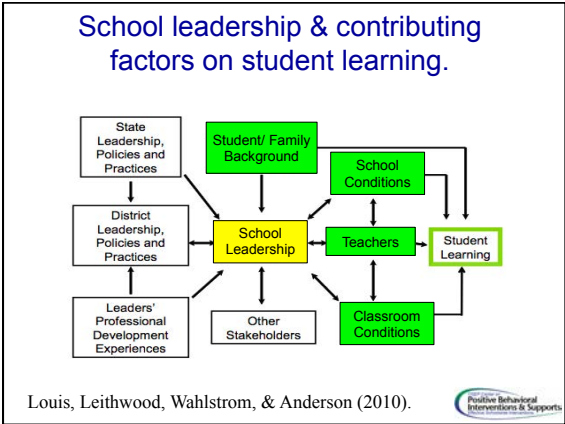
MORE THAN IMPLEMENTATION FIDELITY



		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	Maximum Student Benefits	
	Not Effective		

Fixsen & Blase, 2009

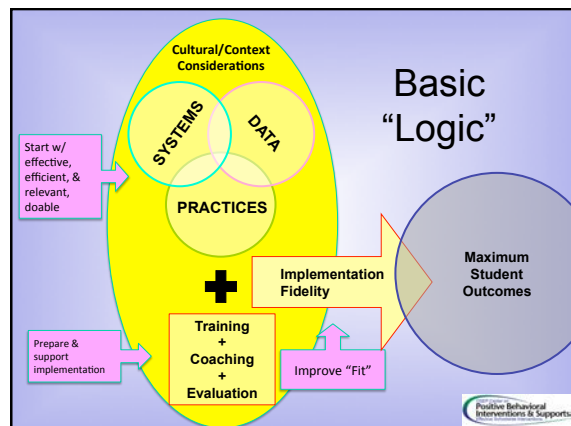
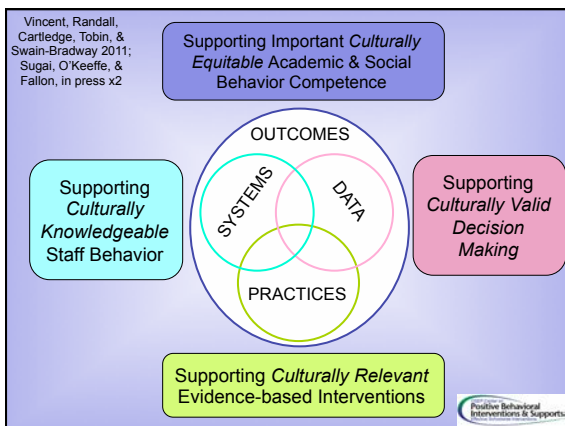
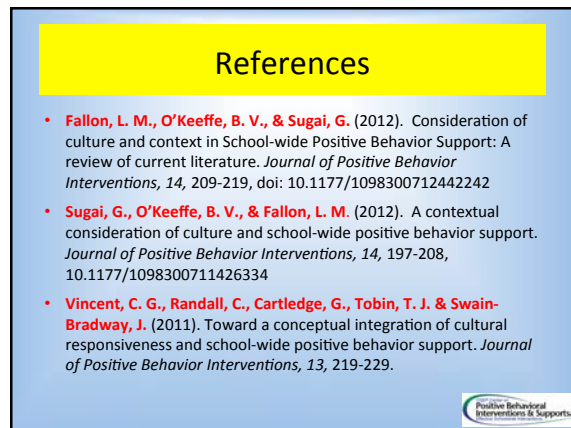
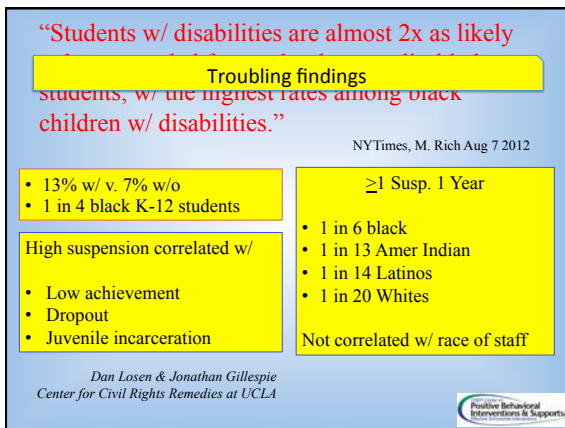
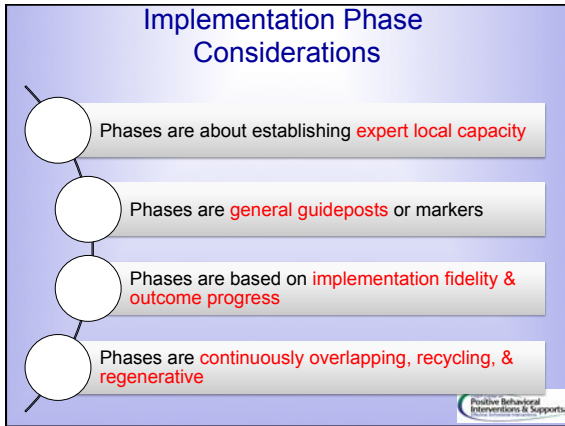




Stages of Implementation

Steve Goodman

Focus	Stage	Description
Should we do it	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Getting it right	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Making it better	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.



Your School/District/State = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.

B.F. Skinner, 1953, *Science of Human Behavior*



Working Smarter Summary

- 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?
- Are we implementing w/ high fidelity & in context?
- Do we have capacity to implement IT w/ sustainable/durable fidelity?

