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

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
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

IMPLEMENTATION W/ FIDELITY

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

RTI

MTSS

PBIS

TEAM-BASED IMPLEMENTATION

CONTENT EXPERTISE & FLUENCY

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.”
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

ALL

~80% of Students

Prevention Logic for All

Redesign of teaching environments…not students

Prevention Objectives

Prevention Actions

Decrease development of new problem behaviors

Prevent worsening & reduce intensity of existing problem behaviors

Eliminate triggers & maintainers of problem behaviors

Add triggers & maintainers of prosocial behavior

Teach, monitor, & acknowledge prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Incidence

Prevalence

Prevention Objectives

Prevention Actions

Universal

Targeted

Intensive

Few

Some

All

Dec 7, 2007

Continuum of Support for ALL

Continuum of Support: “Molcom”

Universal

Targeted

Intensive

Universal

Label behavior…not people

Align behavioral supports

Continuum of Support: “Theora”

Universal

Targeted

Intensive

Prob Sol.

Basketball

Spanish

Writing

Math

Science

Tech

Reading

Spanish

Soc Studies

Basketball

Anger man.

Peer Interac.

Coop play

Self-assess

Attend

Acc. Fdbk

Adult rel.

Ind. play

Prob Sol.

Acc. Fdbk

Adult rel.

Ind. play

Self-assess

Attend

Prob Sol.

Label behavior…not people

Prevention Objectives

Prevention Actions

Universal

Targeted

Intensive

Few

Some

All

Dec 7, 2007

Continuum of Support for ALL

Continuum of Support: “Molcom”

Universal

Targeted

Intensive

Universal

Label behavior…not people

Align behavioral supports

Continuum of Support: “Theora”

Universal

Targeted

Intensive

Prob Sol.

Basketball

Spanish

Writing

Math

Science

Tech

Reading

Spanish

Soc Studies

Basketball

Anger man.

Peer Interac.

Coop play

Self-assess

Attend

Acc. Fdbk

Adult rel.

Ind. play

Self-assess

Attend

Prob Sol.

Label behavior…not people
Universal
Targeted
Intensive
Continuum of Support: “IFB School”

Universal
Targeted
Intensive
Continuum of Support “District Literacy”

Align supports

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

Guiding Principle

Intensity of implementation support must match....
Intensity of improvement need must match....

Correlate “Do less, better.”

Academic Continuum

Behavior Continuum

Mar 10 2010
Academic-Behavior Connection


"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior 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

Data for decision making & Decision making w/ data & Homer Correlate “Collected data to answer questions.”

- 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

RCT & Group Design PBIS Studies


MORE THAN IMPLEMENTATION FIDELITY
“Don’t Throw Stones!”

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
<th>Max. Student Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Effective</td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td>Not Effective</td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009

Guiding Principle

Implementation fidelity always must be examined with....

Student progress must be examined with....

Correlate “Kid will let us know if we’ve made a good decision.”


Guiding Principle

Select practices w/ high probability of delivering expected outcomes.

Select practices that can be implemented w/ high accuracy & fluency.

Correlate “Would you bet your next month’s salary on the decision.”

Fixsen Correlate “Organizations are organized & operate to produce the results they get.”

Funding
Visibility
Political Support
Policy

SWPBS Implementation Blueprint
www.pbis.org

LEADERSHIP TEAM (Coordination)

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations

Guiding Principle

All organizations have developed different capacity to change, so...

Improvement supports need to be differentiated based on capacity because...

Fixsen Correlate

“Organizations are organized & operate to produce the results they get.”
**School leadership & contributing factors on student learning.**


**Stages of Implementation**

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

Fixsen, Nacorn, Blase, Friedman, & Wallace, 2005

**Guiding Principle**

Establish capacity to sustain implementation w/ fidelity.

Establish capacity to scale up implementation w/ fidelity.

Correlate “Will it last longer than the 90 day warranty?”

**Where are you in implementation process?**

Adapted from Fixsen & Blase, 2005

<table>
<thead>
<tr>
<th>Stages of Implementation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td>Sustainability &amp; Continuous Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>
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

Implementation Phase Considerations

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

“Students w/ disabilities are almost 2x as likely
students w/ the highest rates among black children w/ disabilities.”

NYTimes, M. Rich Aug 7 2012

- 13% w/ vs. 7% w/o
- 1 in 4 black K-12 students

High suspension correlated w/
- Low achievement
- Dropout
- Juvenile incarceration

≥1 Susp. 1 Year
- 1 in 6 black
- 1 in 13 Amer Indian
- 1 in 14 Latinos
- 1 in 20 Whites

Not correlated w/ race of staff

“Logic”

Basic

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway (2011); Sugai, O’Keeffe, & Fallon, in press x2

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Outcomes

Systems

Pilces

Data

Basic

References

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


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?