Using Systems, Data, & Practices Interdependently to Drive School & District-wide Improvement

Innovate to Eliminate Gaps in Student Achievement
Workshop
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Your School/District = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.


Guiding Principle #1

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

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

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Supporting Social Competence & Academic Achievement

Common Language & Behaviors

Effective Organizations

Common Experience

Quality Leadership

Common Vision/Values

PURPOSE

Suggest some guidelines for improving effectiveness, efficiency, & relevance of school improvement action planning.
Guiding Principle #2

Intensity of implementation support must match...

Intensity of improvement need must match...

Guiding Principle #3

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

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

Guiding Principle #4

Doing something new requires resources, so...

Stop doing two ineffective things because....

Guiding Principle #5

Select practices w/ high probability of delivering expected outcomes.

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

Guiding Principle #6

Establish capacity to sustain implementation w/ fidelity.

Establish capacity to scale up implementation w/ fidelity.

Guiding Principle #7

Implementation fidelity always must be examined w/...

Student progress must be examined with....
Theory of Action to Guide Decision Making

Hypothetical & Defendable Causal Mechanism

Mechanism-Guided Solutions Culturally & Contextually Based

Specification of Outcome Documented Culturally & Contextually Relevant & Equitable Achievable Valued & Priority

Evidence-Based Intervention Outcome Aligned Deliverable & Implementable Culturally & Contextually Adaptable Sustainable Scalable

Implementation Plan Multi-tiered Phase Driven Culturally & Contextually Based Change Drivers Intervention Expertise Resource Mapping & Priority Capacity Building Funding Training & Coaching Knowledge & Implementation Expertise Leadership Policy Evaluation Data System Screening Diagnosis Progress Monitoring Overall Evaluation

School Improvement Elements

“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

PBIS (aka SWPBS) is

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

Prevention Logic for All

Redesign of teaching environments…not students

Prevention Objectives

Prevent development of new problem behaviors

Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions

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
Universal Targeted Intensive Continuum of Support for ALL
Dec 7, 2007

Label behavior…not people

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

CONTENT EXPERTISE & FLUENCY

IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

TEAM-BASED IMPLEMENTATION

Students
Teachers
Community & Families
Leadership

Context or Setting

Continuum & Complexity of Behavior Fluency & Expertise

Performance

Content

Universal

Targeted

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Responsiveness to Intervention

Academic Systems
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

Behavioral Systems
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- Targeted Group Interventions
  - Some students (at-risk)
  - Rapid response
- Universal Interventions
  - All settings, all students
  - Preventive, proactive

Academic-Behavior Connection

Quotable Fixsen
“Policy is allocation of limited resources for unlimited needs, & opportunity, not guarantee, for good action”

“Training does not predict action”

“Manualized treatments have created overly rigid & rapid applications”
"Don't Throw Stones!"

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Fiss & Blase, 2009

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**Stages of Implementation**

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

Fixsen, Naczm, Blase, Friedman, & Wallace, 2005

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**Where are you in implementation process?**

Adapted from Fiss & 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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**Stages of Implementation**

- Exploration/Adoption: Decision regarding commitment to adopting the program/practices and supporting successful implementation.
- Installation: Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
- 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.

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**Implementation Phase Big Ideas**

- Plan for sustainable local implementation capacity
- Monitor fidelity & progress continuously for decision making & continuous regeneration
- Establish implementation capacity at multiple levels
- Evaluate other related initiatives & efforts


RCT & Group Design PBIS Studies


Bradshaw, C. P., Bevans, K. B., & 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, 133-146.


RCEP Culture Reconceptualization

“Students w/ disabilities are almost 2x as likely to be suspended from school as nondisabled students, w/ the highest rates among black children w/ disabilities.”

NYTimes, M. Rich Aug 7 2012

- 13% w/ v. 7% w/o
- 1 in 4 black K-12 students
- High suspension correlated w/
- Low achievement
- Dropout
- Juvenile incarceration

1/29/13
References


Literature Review Research Questions

How is culture defined in research focused on behavior management, discipline, & improving problem behavior in schools? What culturally & contextually relevant strategies are documented in research focused on behavior management, discipline, & improving problem behavior in schools?

Early Conclusion...

Nothing is inherently biased or culturally irrelevant about practices & systems PBIS implementation.

However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

Culture = Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies.

Supporting Social Competence & Academic Achievement

Outcomes

Supporting Staff Behavior

Supporting Student Behavior

SWPBS & Cultural Responsive Practices

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Cultural/Context Considerations

Basic "Logic"

SYSTEMS

DATA

PRACTICES

Start w/effective, efficient, & relevant, doable

Prepare & support implementation

Improve "Fit"

Implementation Fidelity

Maximum Student Outcomes

Training + Coaching + Evaluation