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Center for Behavioral Education & Research
www.pbis.org  www.cber.org

Purposes
Describe practices, systems, & evidence that support effective, efficient, & relevant implementation of SWPBS (e.g., St. Cloud Apollo H.S.).

“Take a Number”
Intermediate/senior high school with 880 students reported over 5,100 office discipline referrals in one academic year. Nearly 2/3 of students had received at least 1 office discipline referral.

Administrative Impact
5,100 referrals (odr)
@ 15 min/odr = 76,500 min
= 1,275 hrs admin time
@ 8 hrs/day = 159 days

Instructional Impact
5,100 referrals (odr)
@ 45 min/odr = 229,500 min
= 3,825 hrs instruction
@ 7 hrs/day = 546 days

Give Priority to Effective Practices
Less Effective
Label Student
Exclude Student
Blame Family
Punish Student
Assign Restitution
Require Apology

More Effective
Invest in School-Wide
Teach & Reinforce Social Skills
Actively Supervise & Prevent
Individualization Based on Competence
Consider Culture & Context
SWPBS (aka PBIS/RtI-B/MTSS-B) is a framework for enhancing adoption & implementation of a continuum of evidence-based interventions to achieve academically & behaviorally important outcomes for all students.

IMPLEMENTATION W/ FIDELITY
- CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
- UNIVERSAL SCREENING
- DATA-BASED DECISION MAKING & PROBLEM SOLVING
- CONTENT EXPERTISE & FLUENCY
- TEAM-BASED IMPLEMENTATION

Prevention Logic for All
Redesign of teaching environments…not students

- 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

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal
All

Target Student Type
- Regular (On-Track to Grades)
- At-Risk (On-Track to Grades)
- Special Education (Special Educators)

Target Student Type
- Regular (On-Track to Grades)
- At-Risk (On-Track to Grades)
- Special Education (Special Educators)

“Early Triangle”
Walker, Knitzer, Reid, et al., CDC
(Walker et al., 1995, p. 201)

Prevention Logic
- Reduce # new
- Reduce intensity of existing

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

Universal Targeted Intensive Continuum of Support: “Molcom”

Label behavior…not people

Align behavioral supports

SCHOOL-WIDE

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Practices</th>
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<tbody>
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CLASSROOM

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EVIDENCE-BASED INTERVENTION PRACTICES

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INDIVIDUAL STUDENT

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FAMILY ENGAGEMENT

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“Making a turn” IMPLEMENTATION

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<th>CATEGORY</th>
<th>Practice</th>
<th>Effective</th>
<th>Not Effective</th>
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<tbody>
<tr>
<td>PRIMARY PREVENTION</td>
<td>Teach SW expectations</td>
<td>Maximum Student Benefits</td>
<td></td>
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<tr>
<td>SECONDARY PREVENTION</td>
<td>Proactive SW discipline</td>
<td>Positive reinforcement</td>
<td></td>
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<tr>
<td>TERTIARY PREVENTION</td>
<td>Function-based support</td>
<td>Wraparound</td>
<td></td>
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Fixsen & Blase, 2009

Fixsen & Blase, 2009

Homework

Fixsen & Blase, 2009

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Fixsen & Blase, 2009
Supporting Social Competence & Academic Achievement

Invest in leadership


Invest in leadership

LEADERSHIP TEAM (Coordination)

Train & Hope

“Train & Hope”

Expect, But HOPE for Implementation

Select & ADD Practice

Hire EXPERT to Train Practice

WAIT for New Problem

REACT to Problem Behavior

Stages of Implementation

• Exploration
• Installation
• Initial Implementation
• Full Implementation
• Innovation
• Sustainability

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
Where are you in implementation process?
Adapted from Fiesan & blaze, 2005

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<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
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<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>
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<tr>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
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<tr>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times, adjust from learning in initial implementation. Continuous Improvement/Regeneration</td>
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<tr>
<td>Making it better</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
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Stages of Implementation
Steve Goodman

Evidence-based Education Roadmap

RCT & Group Design PBIS Studies

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).

“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 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

Dan Losen & Jonathan Gillespie
Center for Civil Rights Remedies at UCLA

NYTimes, M. Rich Aug 7 2012
Assessing Culture Considerations

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 with high sustainable/durable fidelity?