

American Speech, Language and Hearing Association
Implementation Science Summit

Scaling-up Evidence-based Practices

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University of Oregon
www.pbis.org

Goal

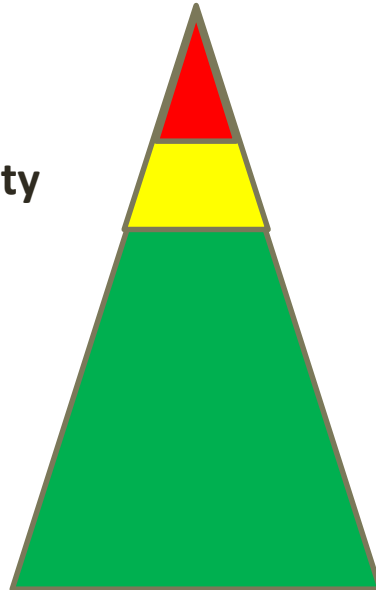
- Define lessons learned from efforts to scale up School-wide Positive Behavioral Interventions and Supports (PBIS).

What is School-wide Positive Behavior Intervention and Support (PBIS)?

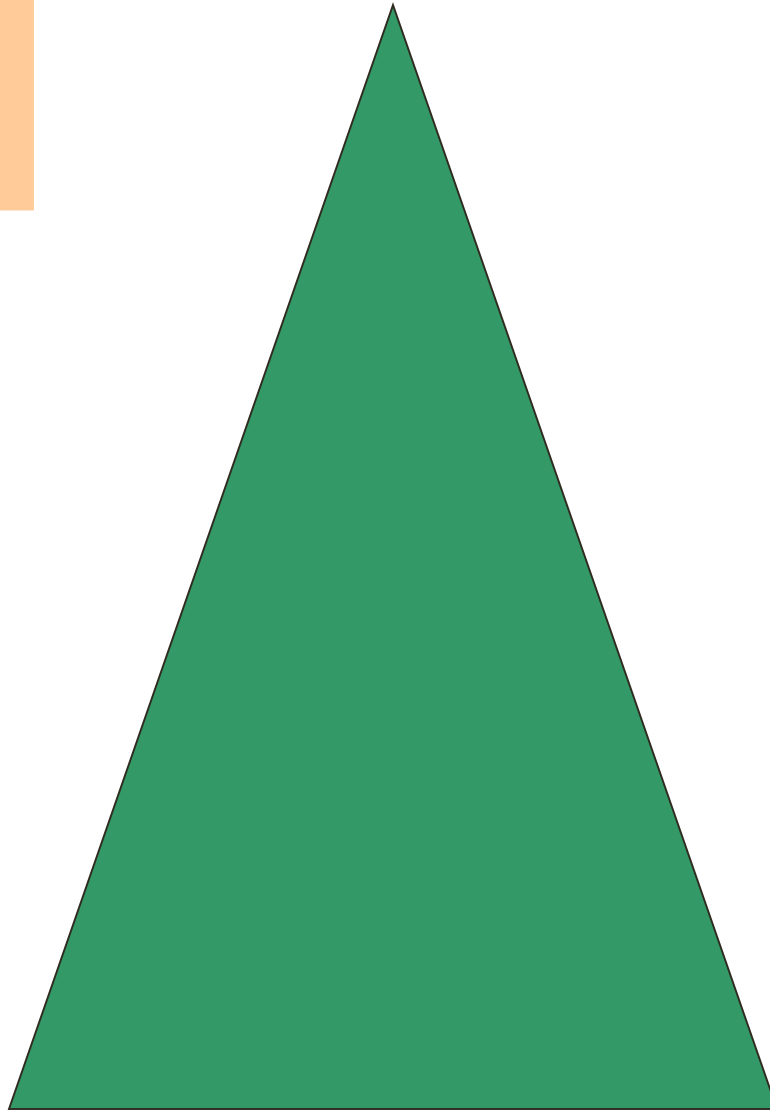
- School-wide PBIS is:
 - A multi-tiered framework for establishing the **social culture** and behavioral supports needed for a school to achieve behavioral and academic outcomes for all students.
- Evidence-based features of SWPBIS
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual intervention supports.
 - Implementation of the systems that support effective practices

School-wide Positive Behavioral Interventions and Supports (SWPBIS)

- The **social culture** of a school matters.
- A continuum of supports that begins with the **whole school** and extends to intensive, wraparound support for individual students and their families.
- Effective practices with the **systems** needed for high fidelity and sustainability
- **Multiple tiers** of intensity

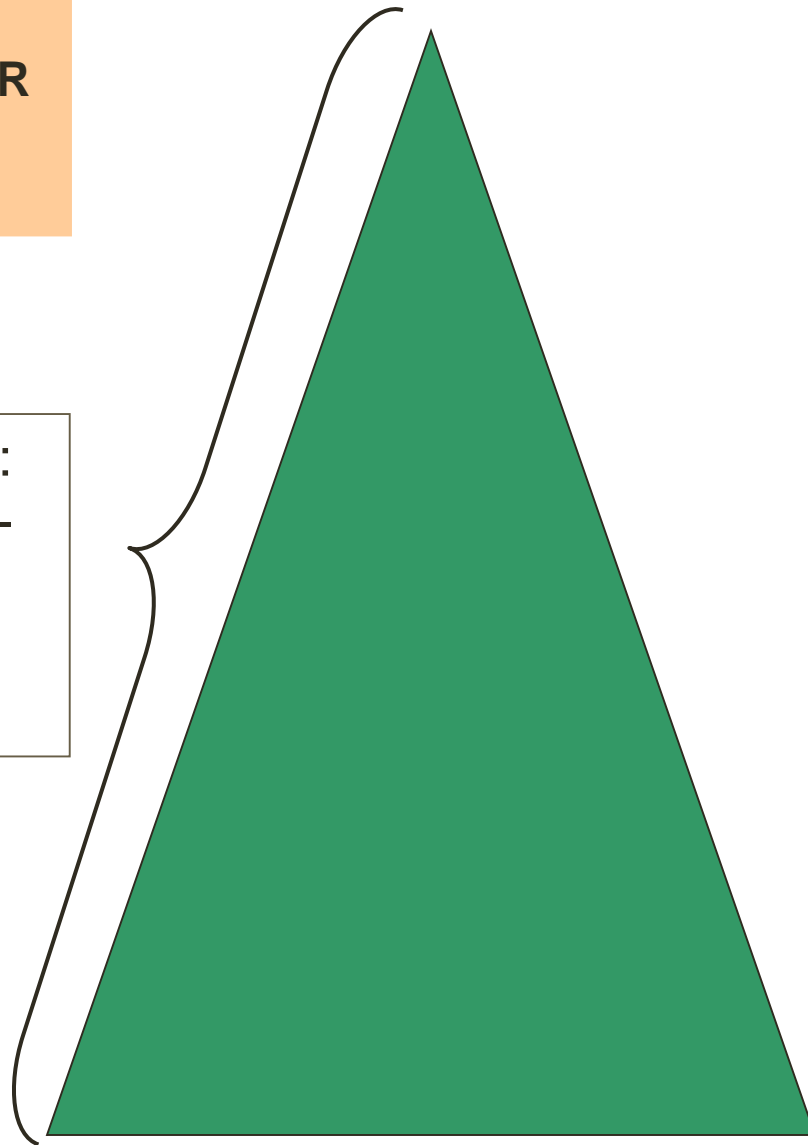


**SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT**



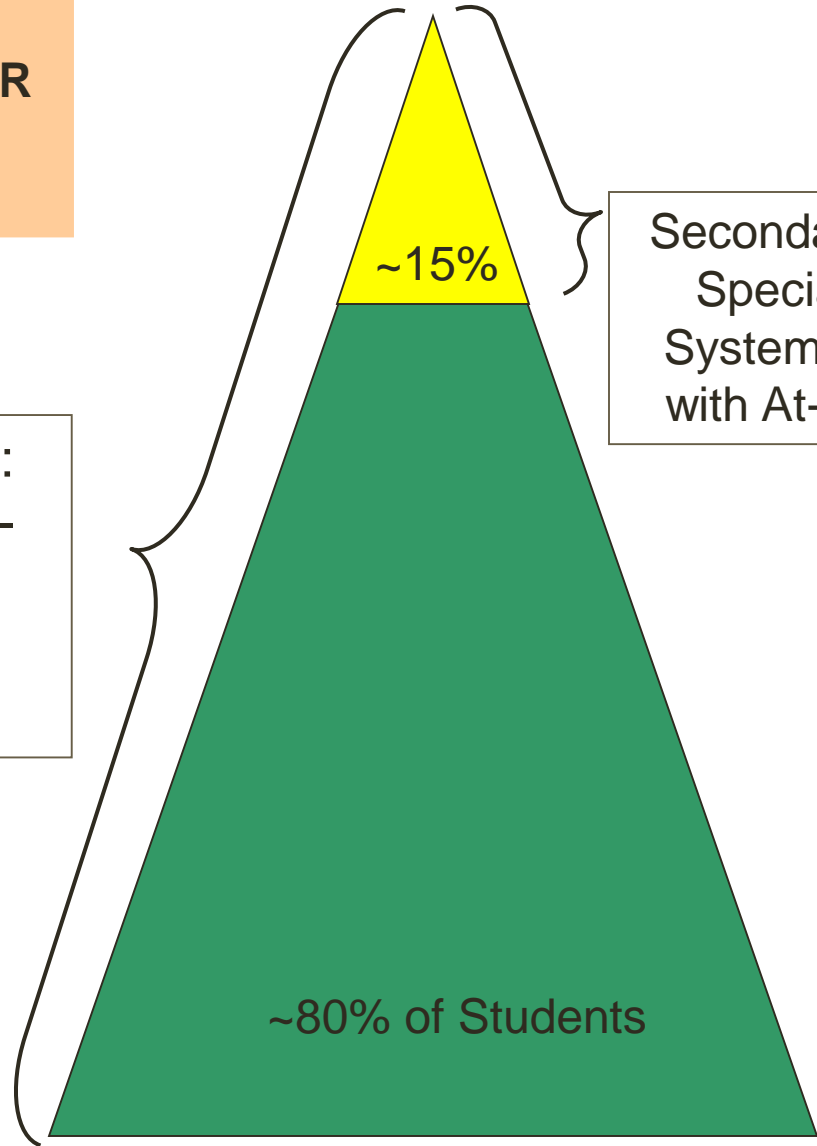
**SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT**

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



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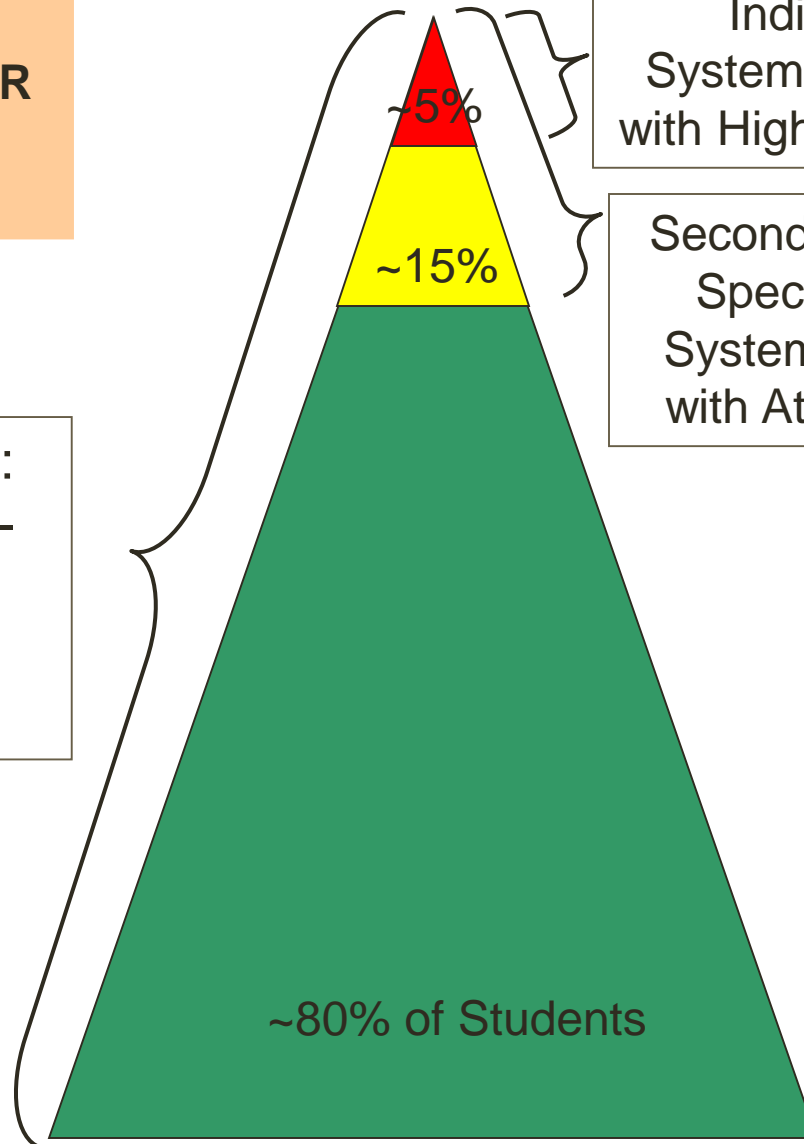


Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior



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POSITIVE BEHAVIOR
SUPPORT**

Primary Prevention:
School-/Classroom-
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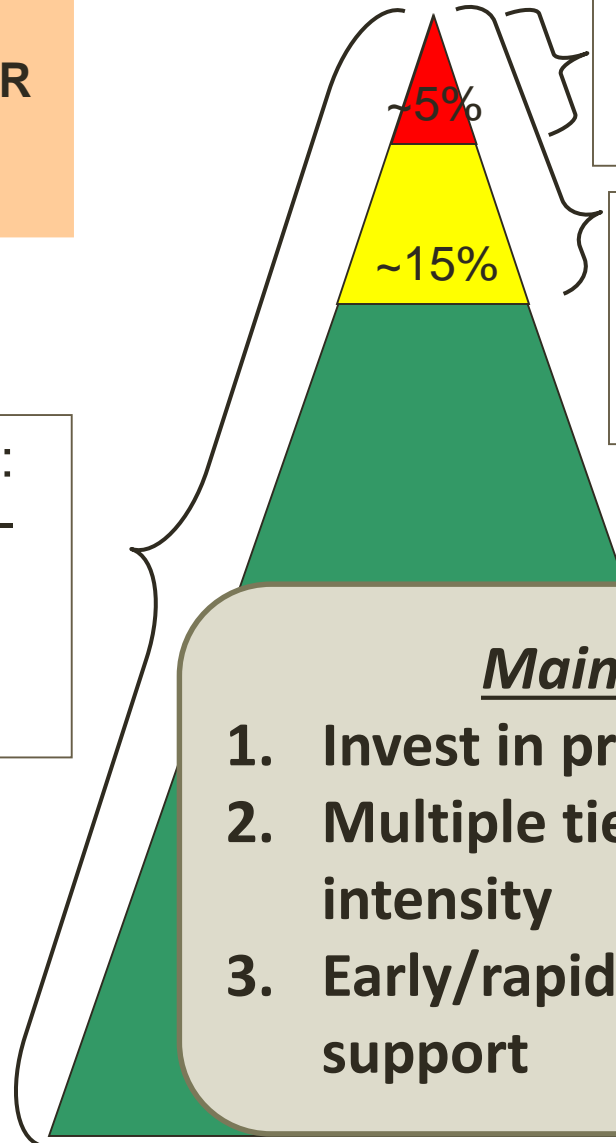
Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
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**SCHOOL-WIDE
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Primary Prevention:
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Tertiary Prevention:
Specialized
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Main Ideas:

- 1. Invest in prevention first**
- 2. Multiple tiers of support intensity**
- 3. Early/rapid access to support**

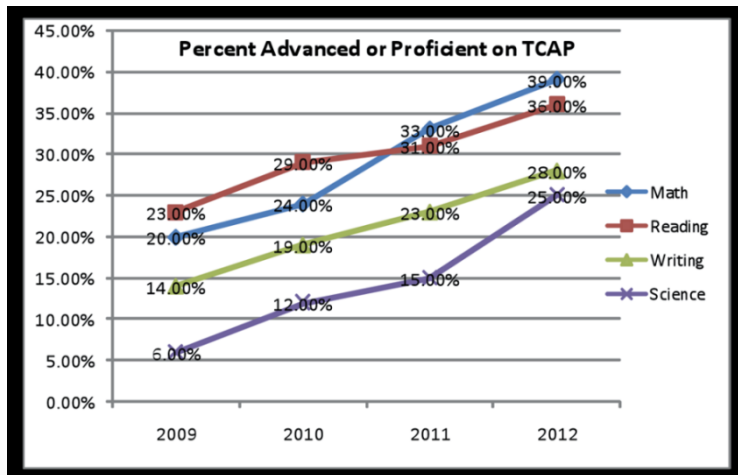


SWPBIS: Building Effective Schools



Main Messages

- Making PBIS work



Effective (academic, behavior)
Equitable (all students succeed)
Efficient (time, cost)



Experimental Research on SWPBIS

- 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., Waasdorp, T., Leaf, P., (in press). Effects of School-wide positive behavioral interventions and supports on child behavior problems and adjustment. *Pediatrics*.
- 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.
- Ross, S. W., Endrulat, N. R., & Horner, R. H. (2012). Adult outcomes of school-wide positive behavior support. *Journal of Positive Behavioral Interventions, 14*(2) 118-128.
- Waasdorp, T., Bradshaw, C., & Leaf, P., (2012) The Impact of Schoolwide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial. *Archive of Pediatric Adolescent Medicine, 2012;166*(2):149-156



Experimental Research on SWPBIS

SWPBIS Experimentally Related to:

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduction in **bullying behaviors**
6. Improved **organizational efficiency**
7. Reduction in **staff turnover**
8. Increased perception of **teacher efficacy**
9. Improved **Social Emotional competence**

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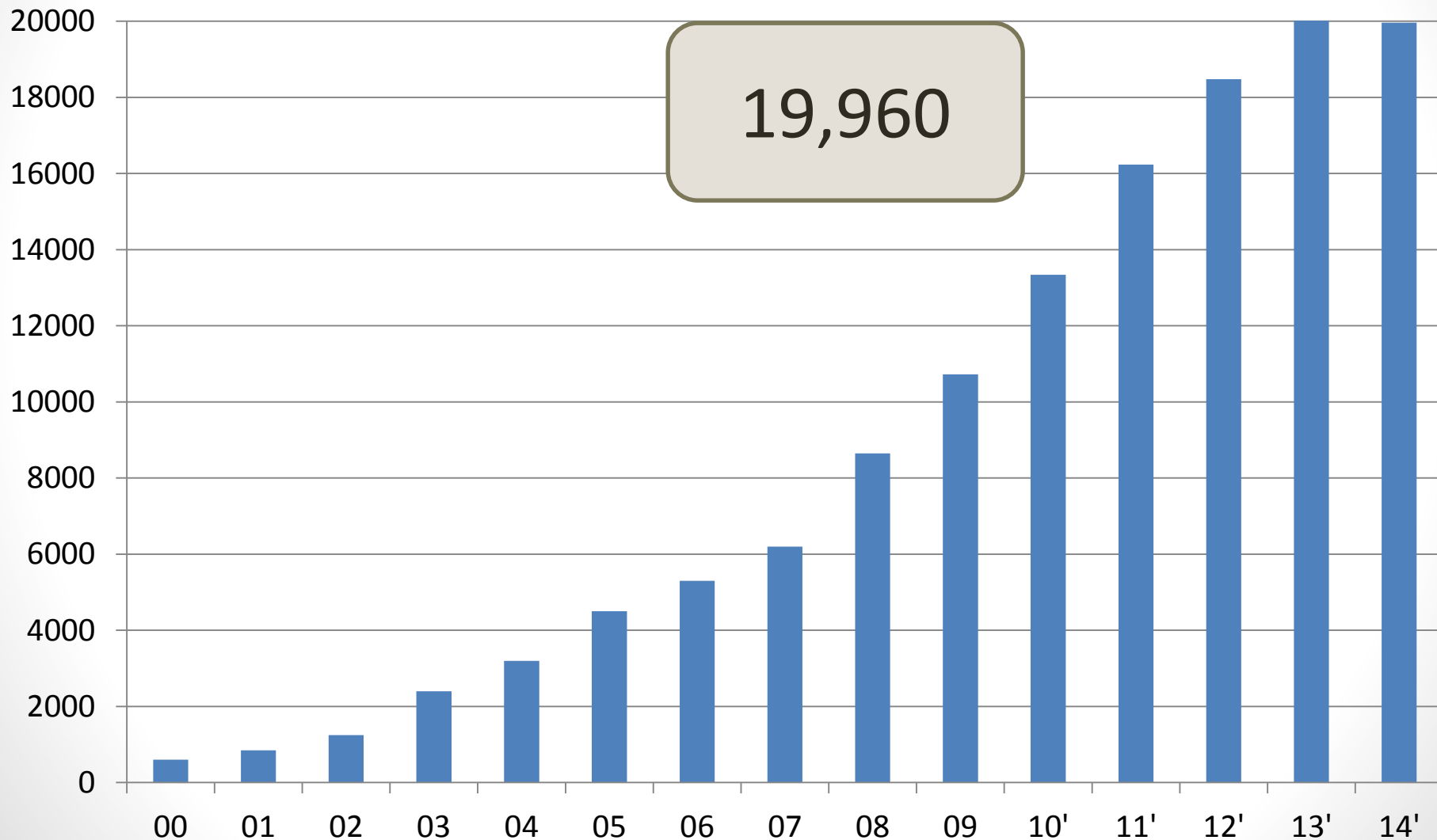
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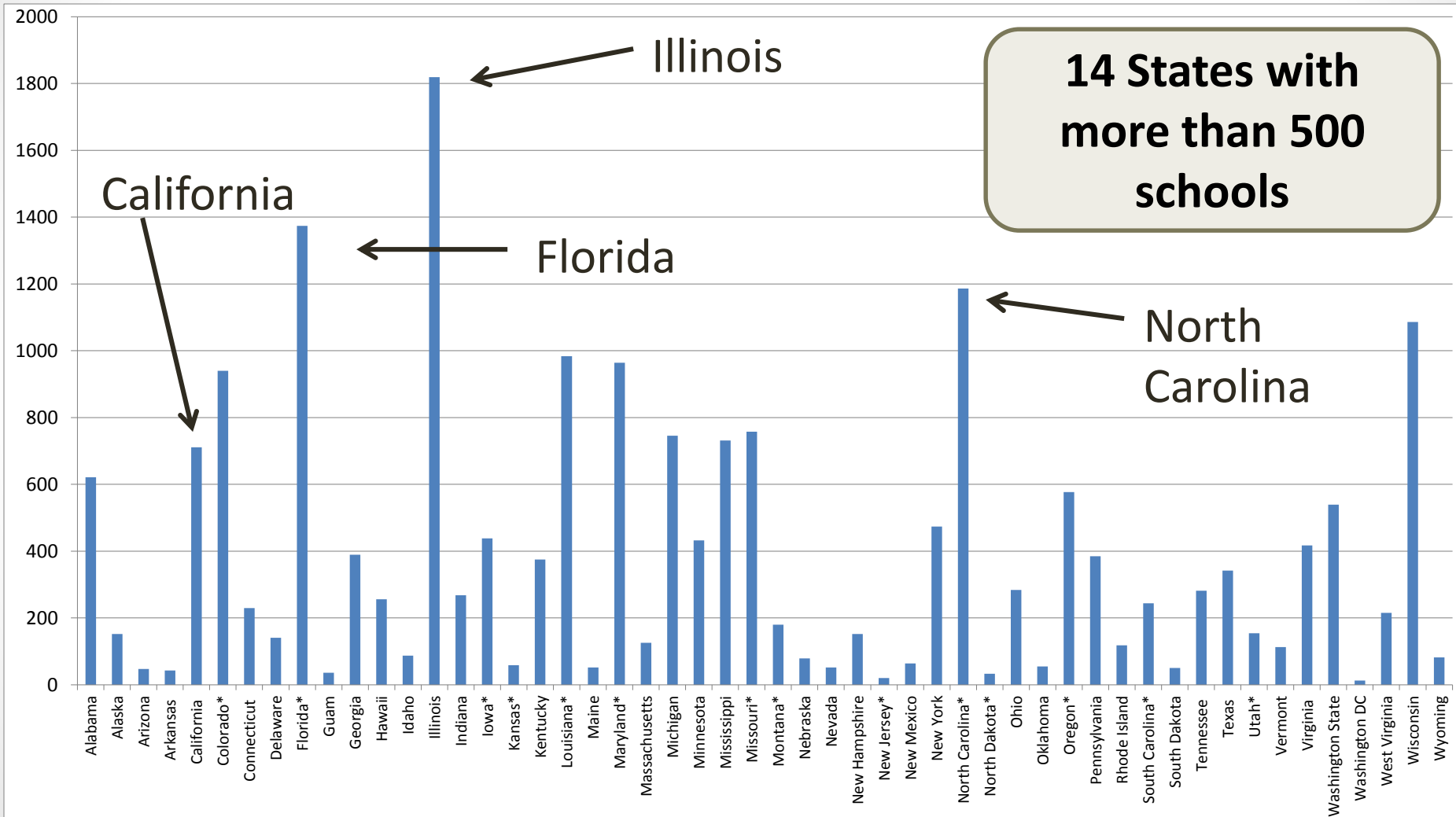
Number of Schools Implementing SWPBIS since 2000

January, 2014



Number of Schools Implementation SWPBIS (Tier I) by State

December, 2013



Lessons Learned:

Attend to Implementation Science

- Implementation **Drivers**
- Implementation **Stages**
- Implementation **Cycles**

- Implement Practices with the **Systems** needed for High Fidelity and Sustainability

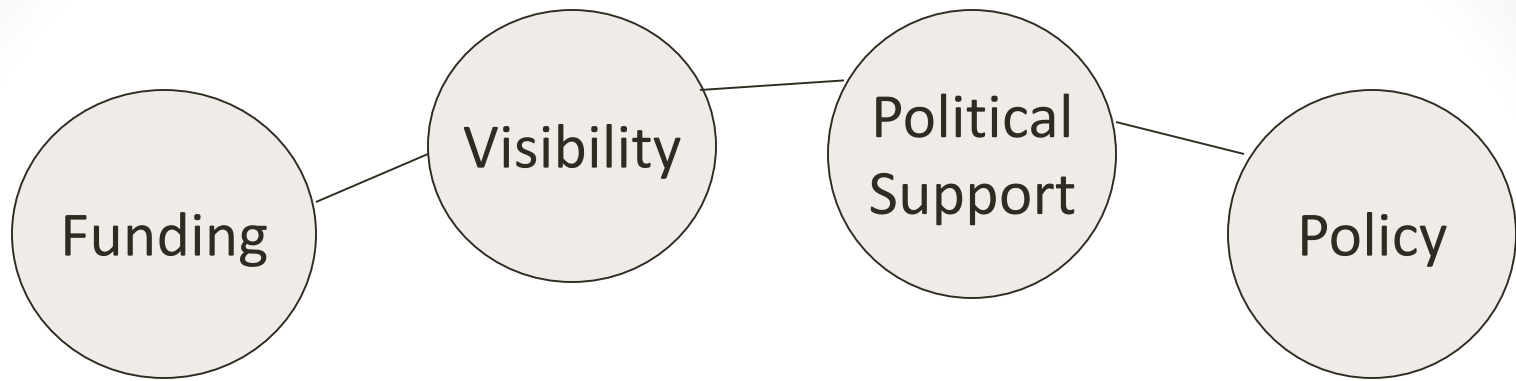
- In Education... **DISTRICT** is the unit of implementation **SCHOOL** is unit of analysis and **STUDENT** is unit of impact



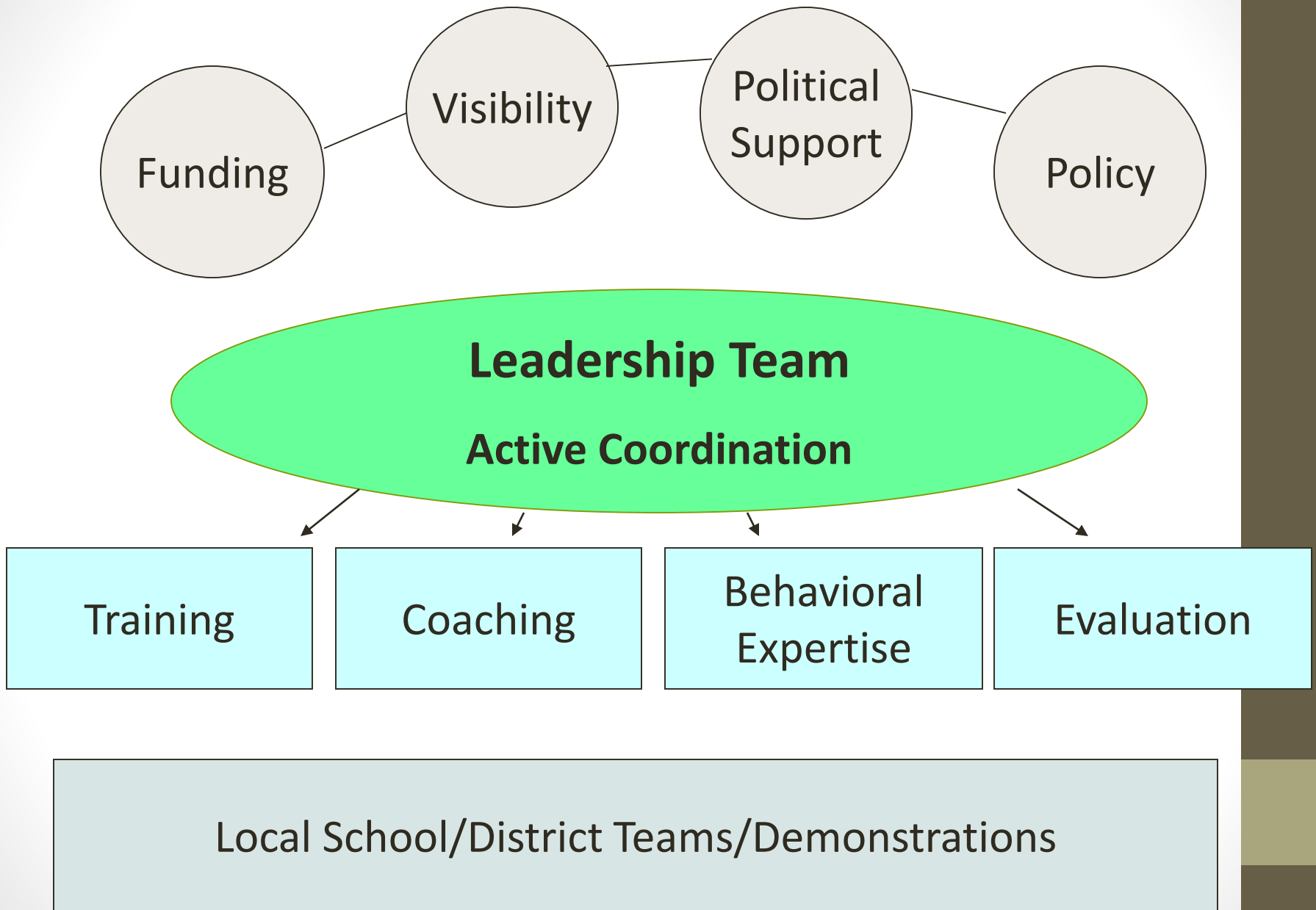
Leadership Team
Active Coordination

Leadership Team
Active Coordination

Local School/District Teams/Demonstrations

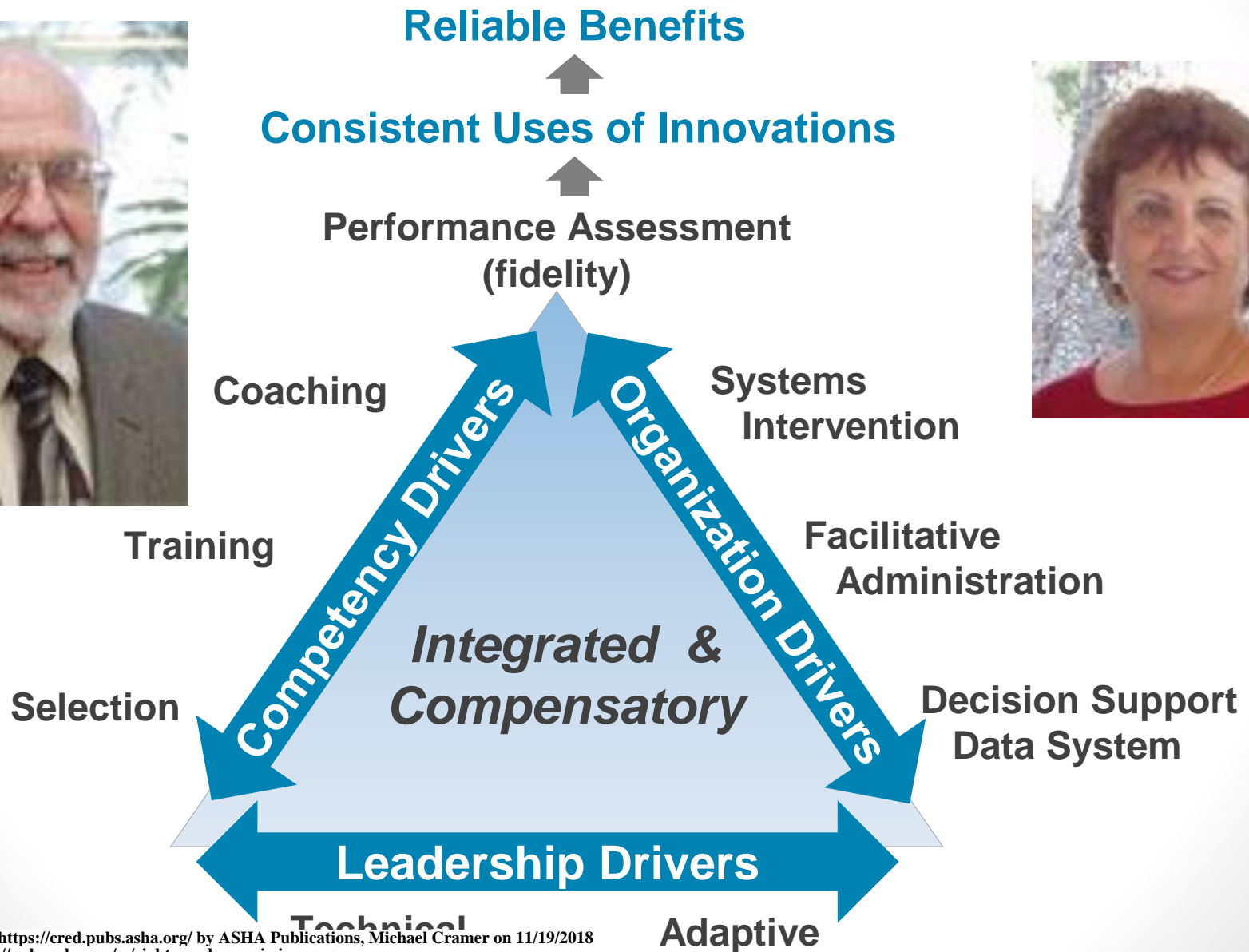


Local School/District Teams/Demonstrations






Implementation Drivers

An Active Implementation Framework

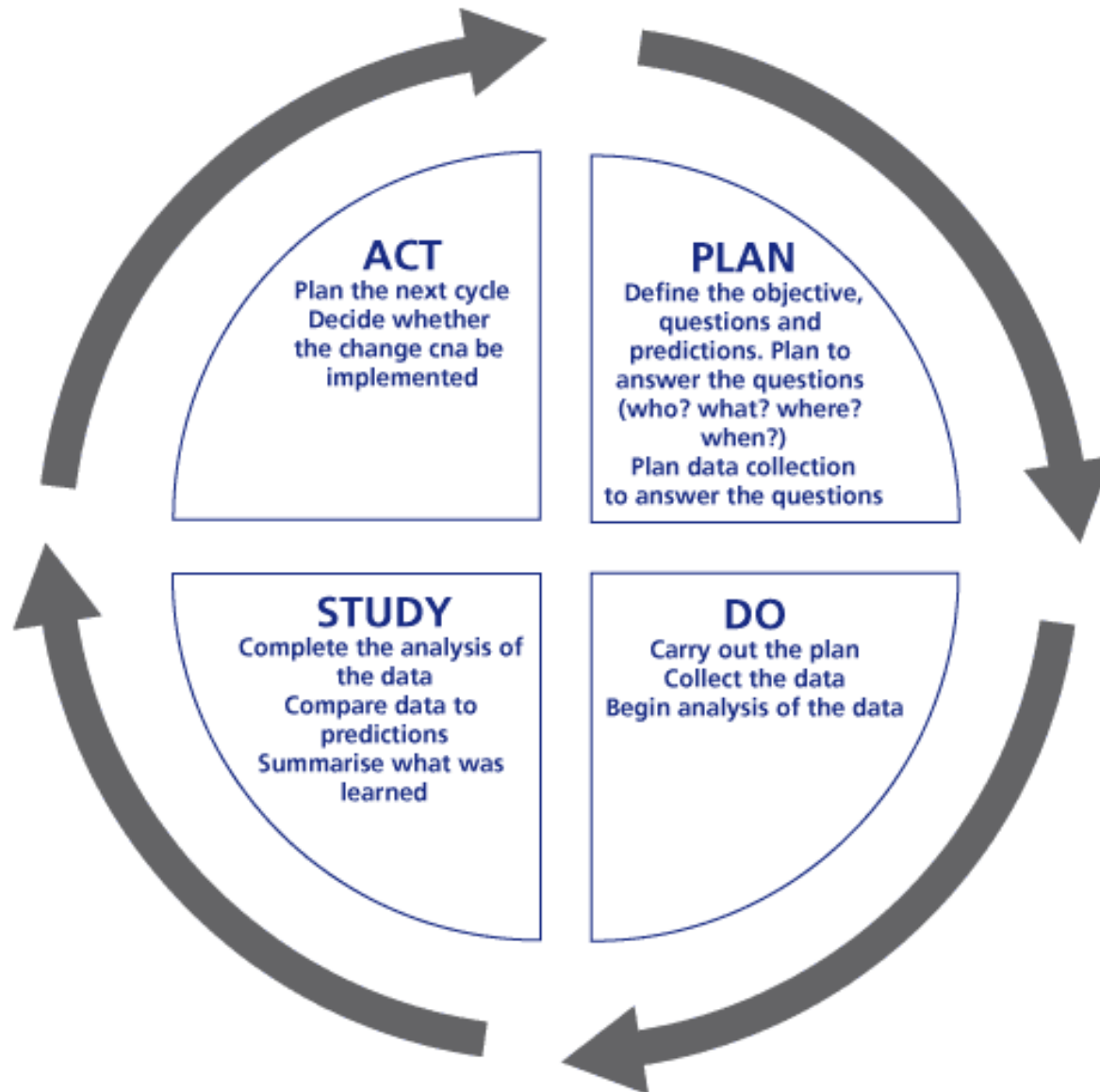


Stages of Implementation

Steve Goodman

| Focus | Stage | Description |
|--|--|--|
|  <p>Should we do it!</p> | Exploration/ Adoption | Decision regarding commitment to adopting the program/practices and supporting successful implementation. |
|  <p>Work to do it right!</p> | Installation | Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan. |
|  <p>Work to do it better!</p> | Initial Implementation | Try out the practices, work out details, learn and improve before expanding to other contexts. |
| | Full Implementation | 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. |

Improvement Cycles

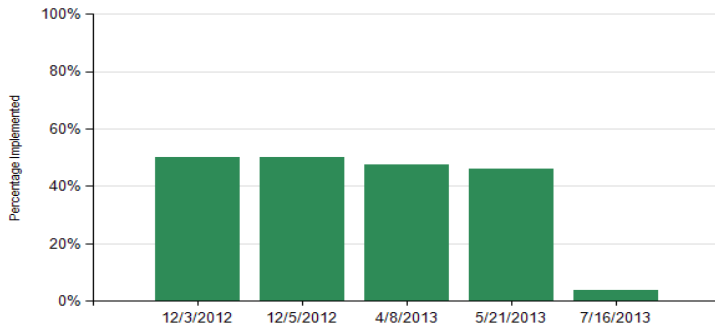


SISEP measures system “capacity”

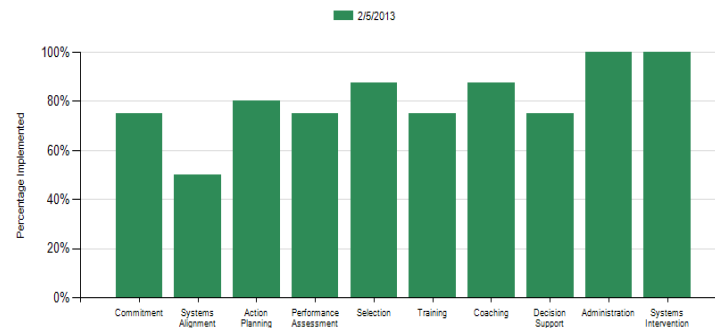
www.sisepassessment.org

- District Capacity Assessment (DCA)

District Capacity Assessment for Scaling up of Evidence-based Practices
Starfleet Test District
12/3/2012 - 7/16/2013

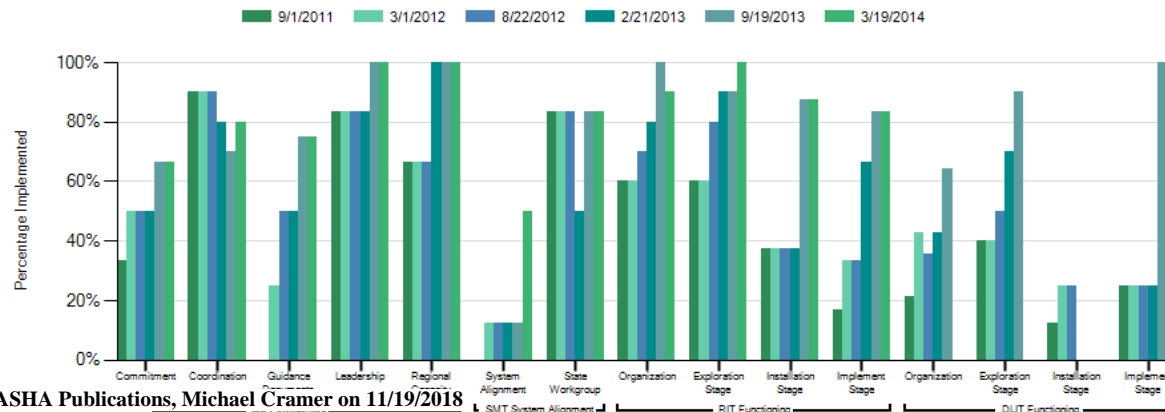


District Capacity Assessment for Scaling up of Evidence-based Practices
Springfield School District #19J
2/5/2013



- State Capacity Assessment (SCA)

State Capacity Assessment for Scaling up of Evidence-based Practices
Minnesota Department of Education
9/1/2011 - 3/19/2014



Lessons Learned:

Focus on Core Features

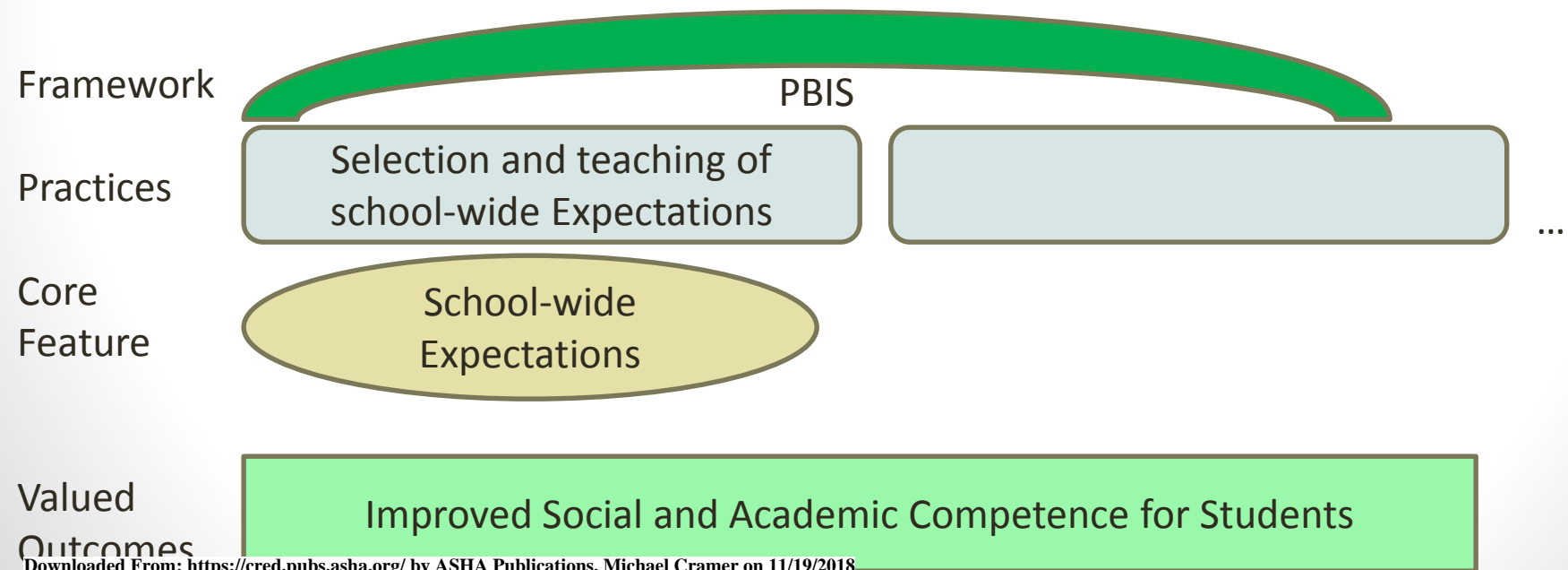
- **Define and distinguish between**
 - Practices
 - Core features
 - Valued outcomes

- **Focus less on implementing “programs” or “packages” and more on implementing Core Features**

Lesson Learned:

Focus on Core Features

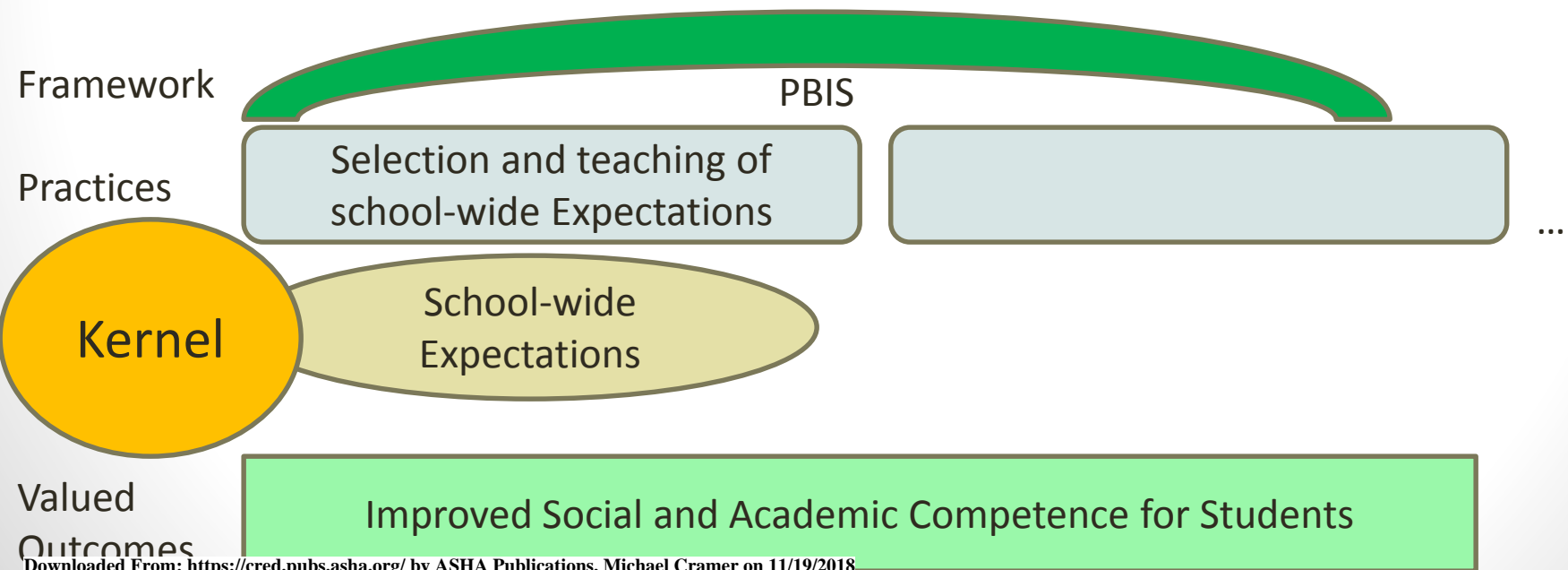
- Focus on “core features” that deliver valued outcomes.
- PBIS is a **framework** for organizing **practices** that deliver **core features**. The core features should be documented to produce **valued outcomes**.



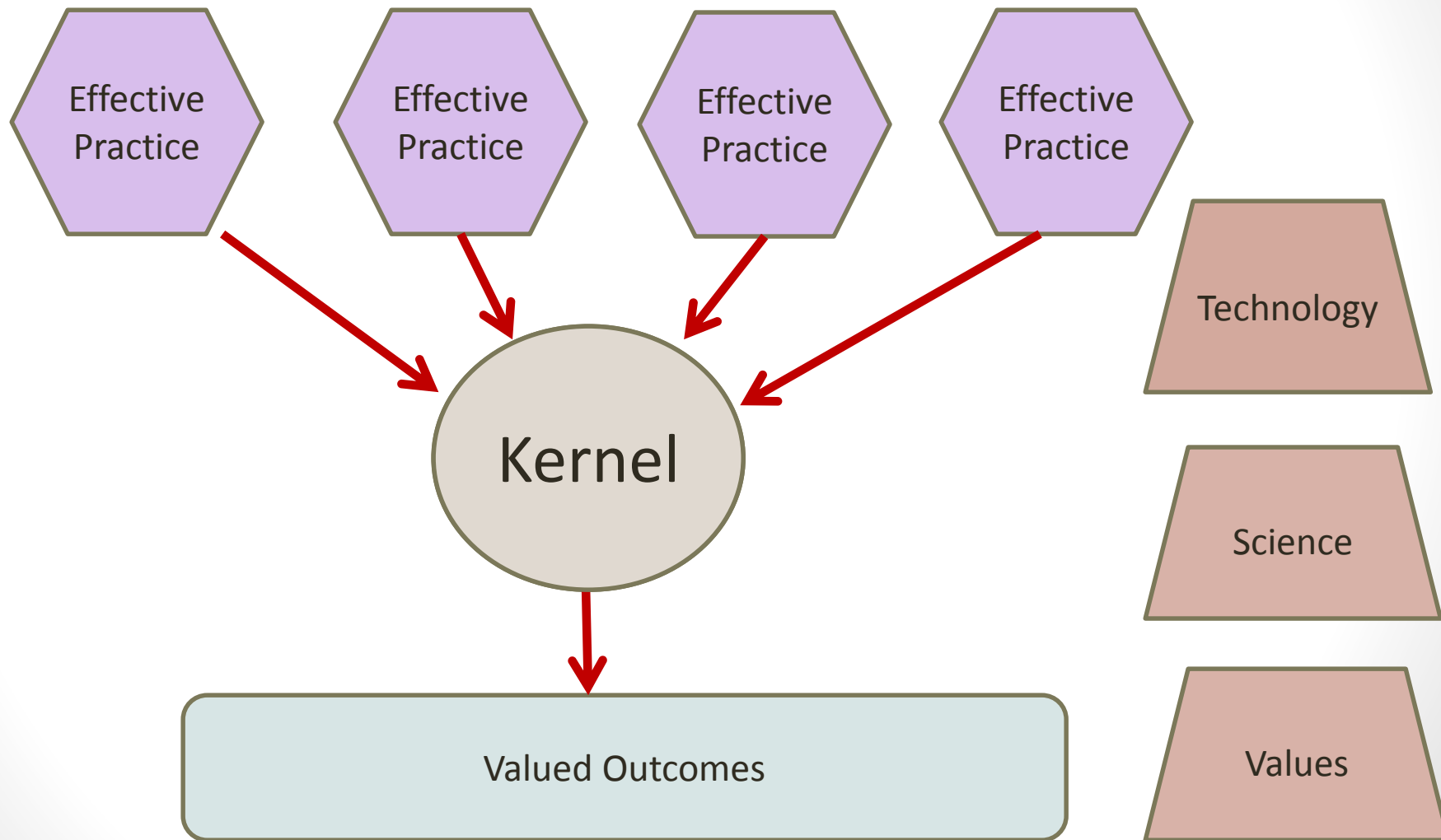
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Practices → Core Features



Defining a “Practice”

- A “practice” is a procedure, or set of procedures, designed for use in a specific context, by individuals with certain skills/features, to produce **specific changes in context or performance patterns** that result in valued outcomes for specific individuals.

- **Operationally defined procedures (core features)**
 - What you do
- **Target population/ Context**
 - For whom
- **Implementer Characteristics**
 - By whom
- **User competence (skills/context)**
 - Structural change in context or skills
- **Defined outcomes**
 - Valued impact
- (Evidence of functional relation)

• Procedures → Core Features → Valued outcome

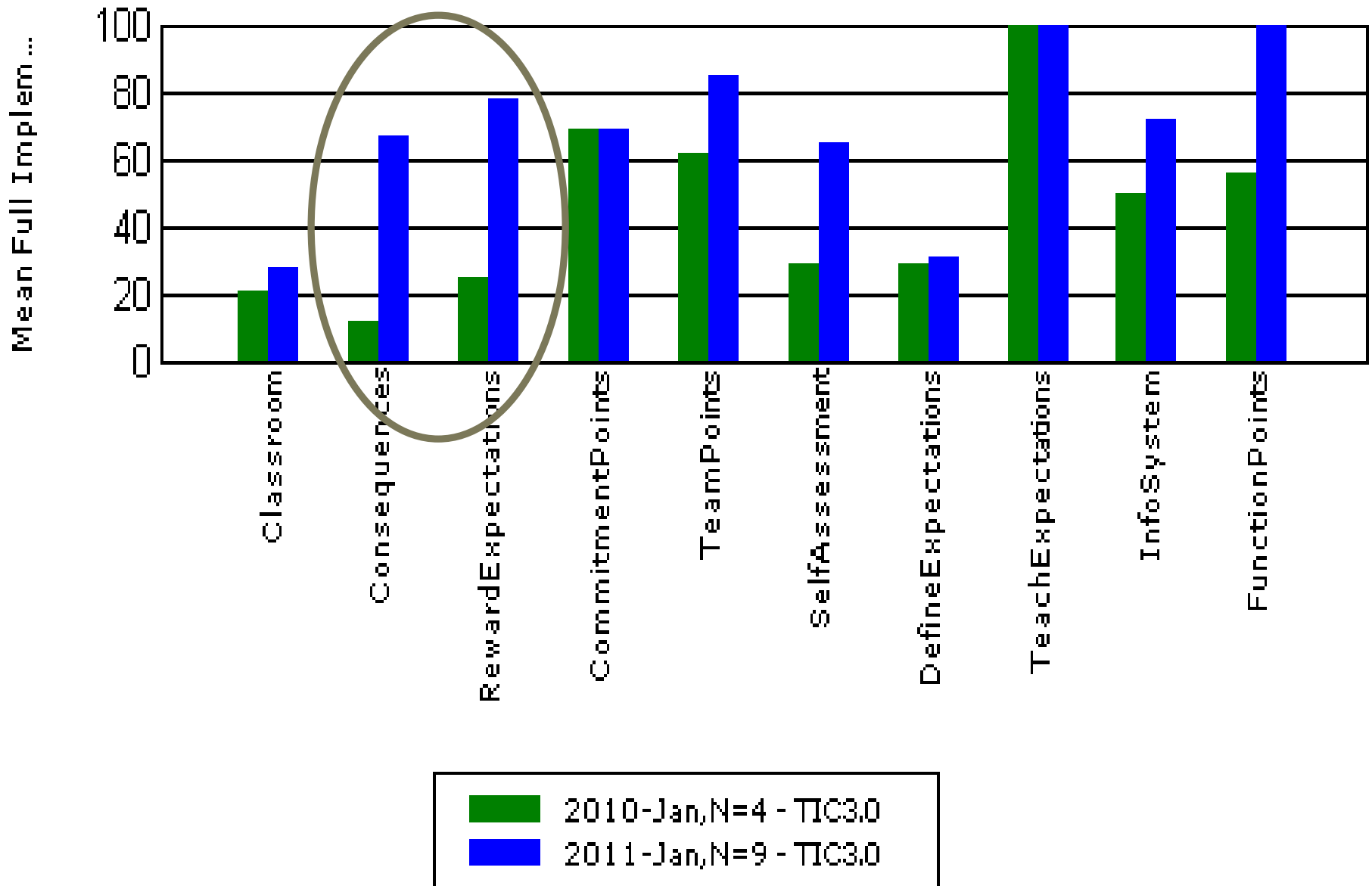
Lesson Learned:

Measure Fidelity

- Measure fidelity of implementation by focusing more on the core features than the specific programs.
- Measure fidelity as a **Dependent Variable** to assess effective Implementation Process (e.g. Technical Assistance)
- Measure fidelity as an **Independent Variable** with Student Outcomes as the Dependent Variable.
- **Use fidelity measurement** as a part of the implementation process. (e.g. as a progress monitoring tool).

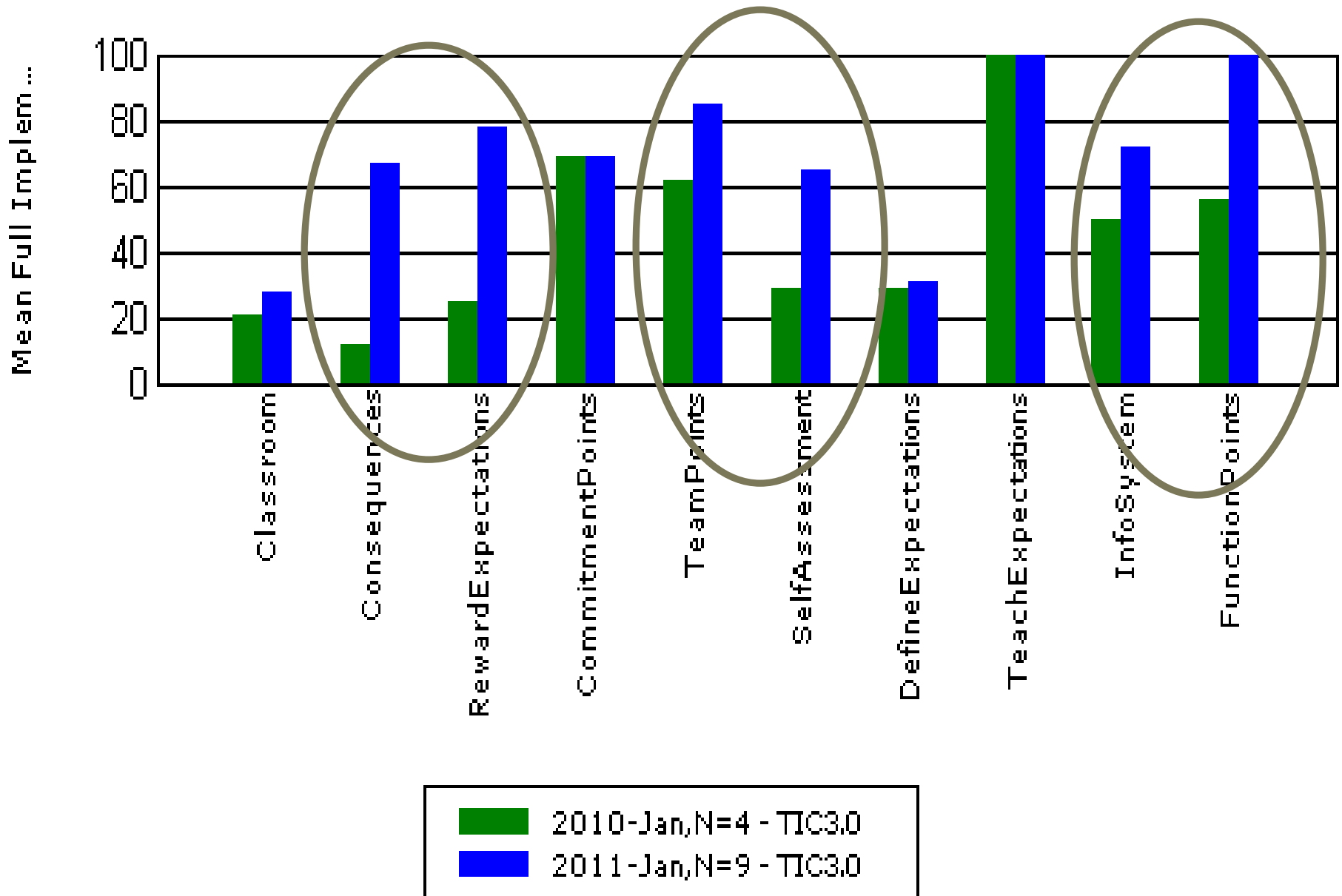
...s - TIC Implementation

Jan 200809-201011



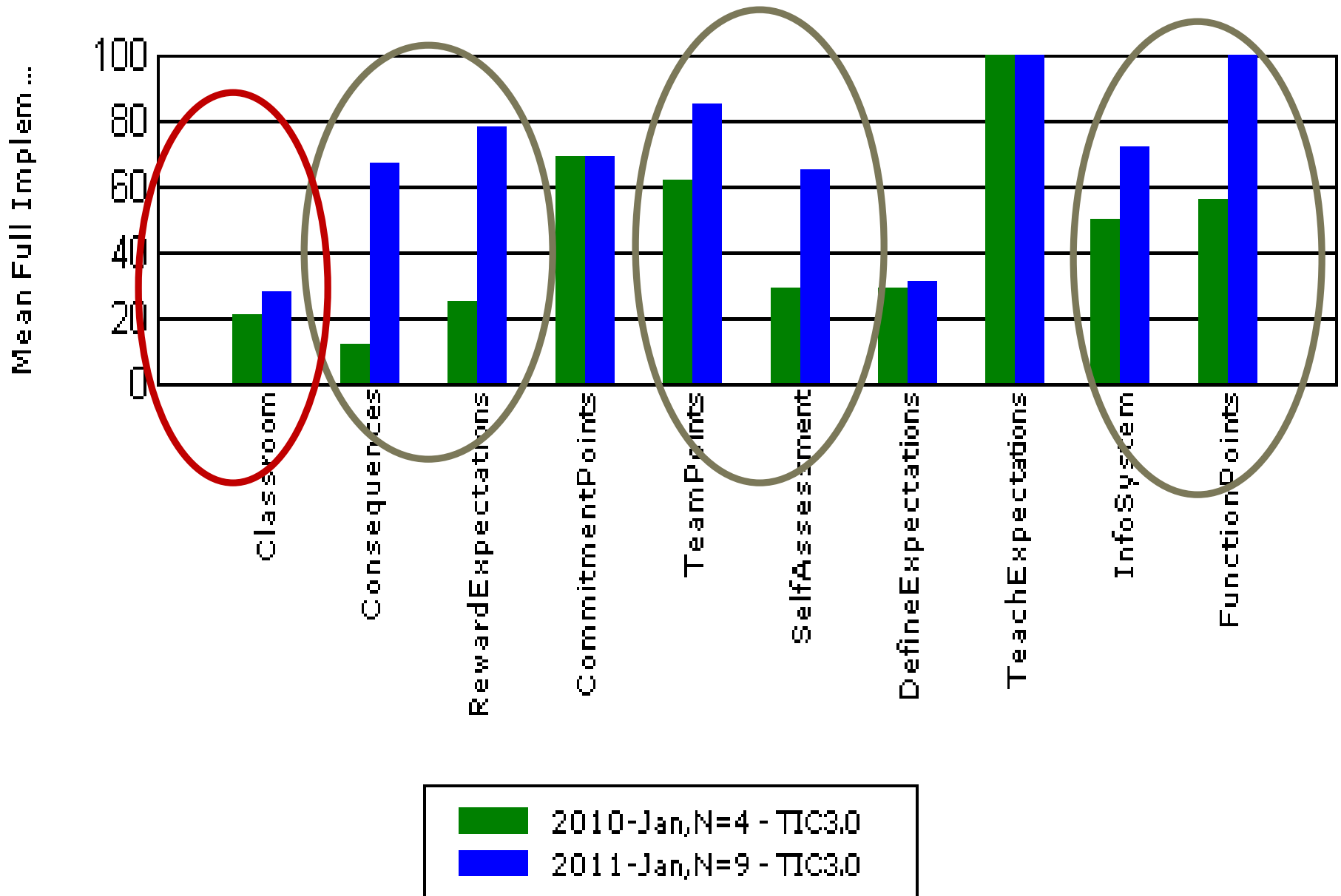
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...s - TIC Implementation

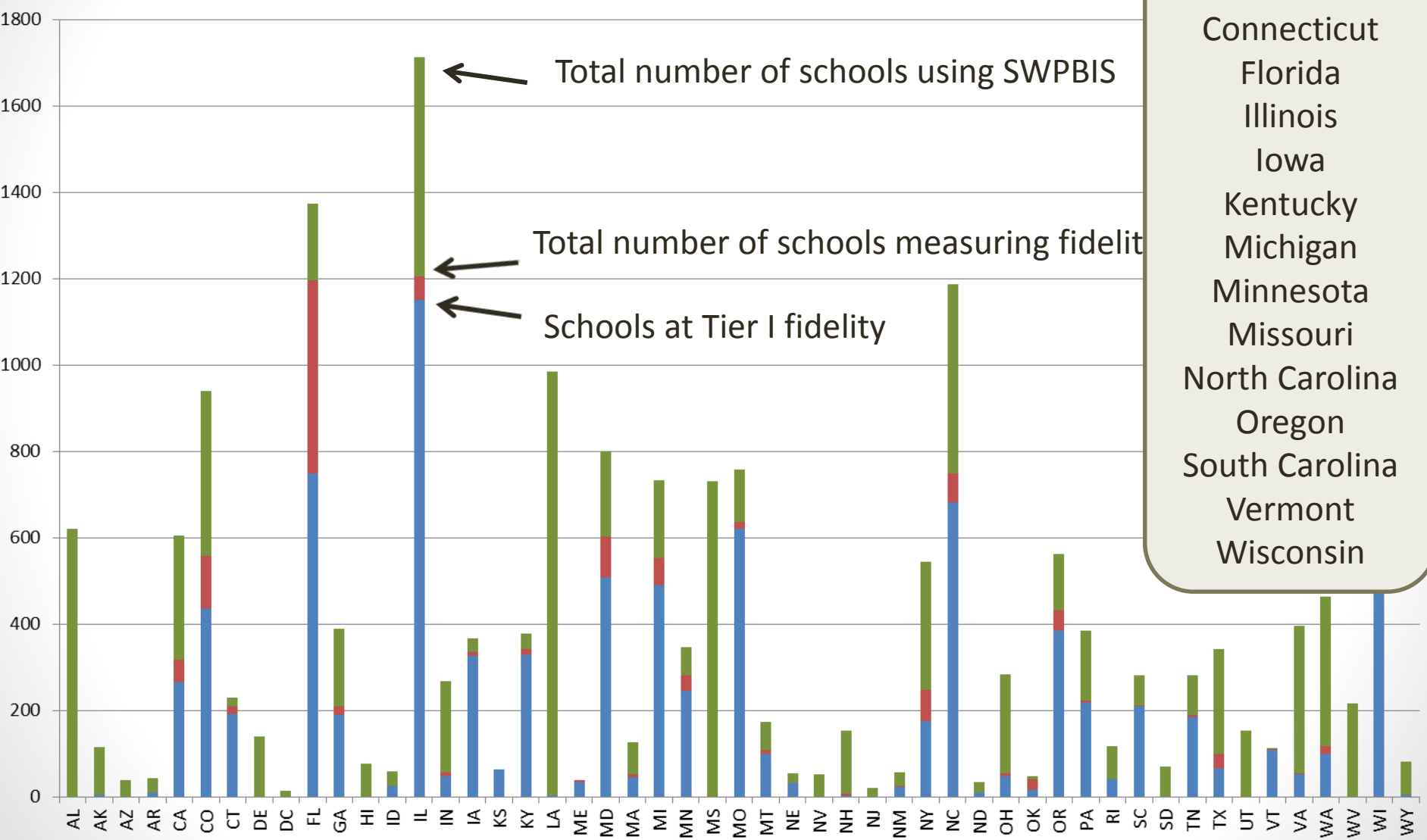
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Number of PBIS schools (Green) Implementing, (Red) measuring fidelity and (Blue) at Tier I fidelity by state

≥75%

- Connecticut
- Florida
- Illinois
- Iowa
- Kentucky
- Michigan
- Minnesota
- Missouri
- North Carolina
- Oregon
- South Carolina
- Vermont
- Wisconsin



Lesson Learned:

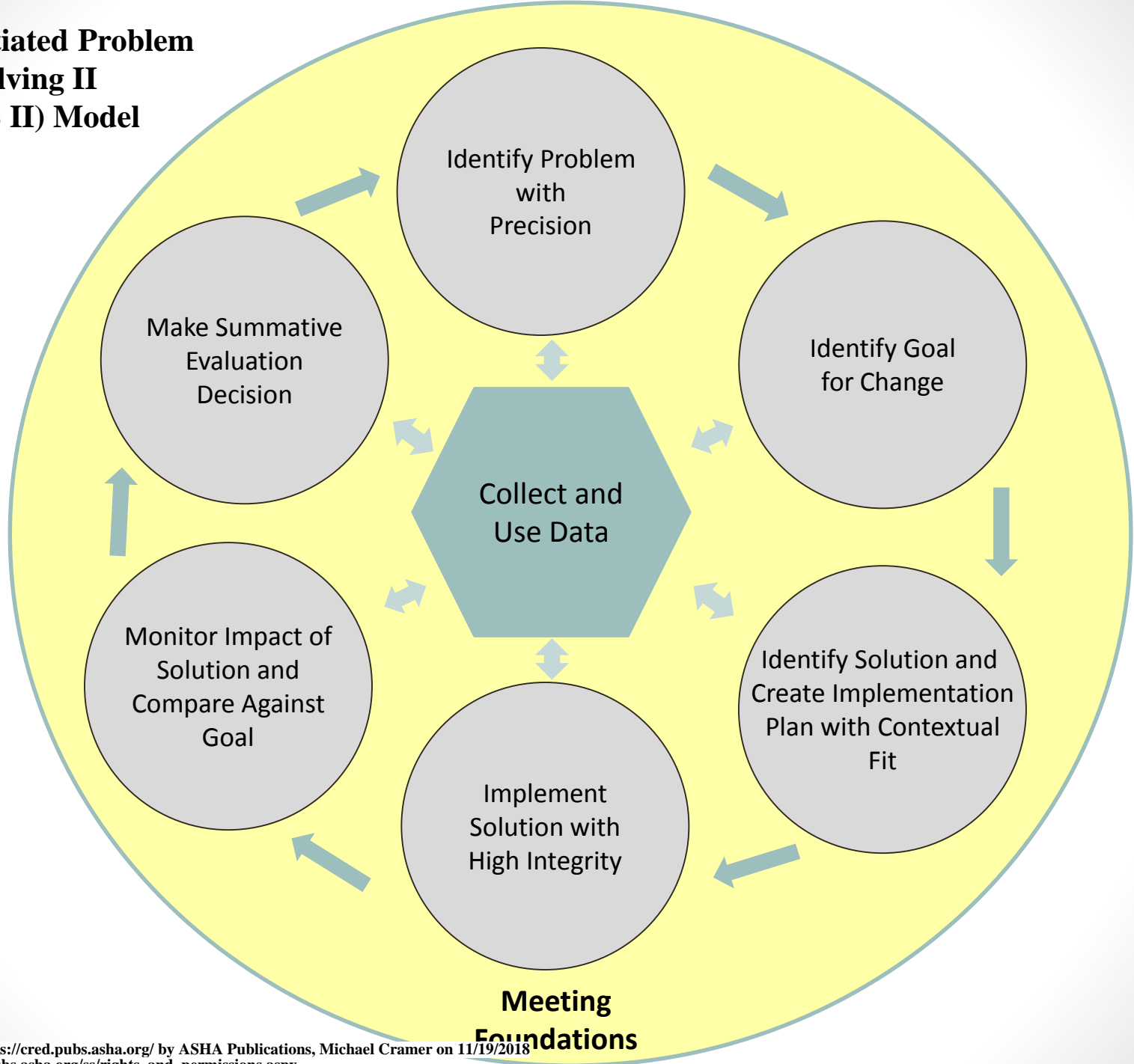
Plan for Adaptation

- Allow adaptation of practices so they “fit” across the full range of settings and contexts.
- Adapt practices...but not core features.
- **Attend to Contextual Fit**
 - **The extent to which the practices are consistent with the values, skills and resources of those who implement and experience a practice**
 - Selection of practices that “fit”
 - Implementation of practices in a manner that “fits”
 - Adaptation of practices to “fit” the changes in the setting.

Lesson Learned: **Invest in Teaching Teams to Use Data for Decision-Making**

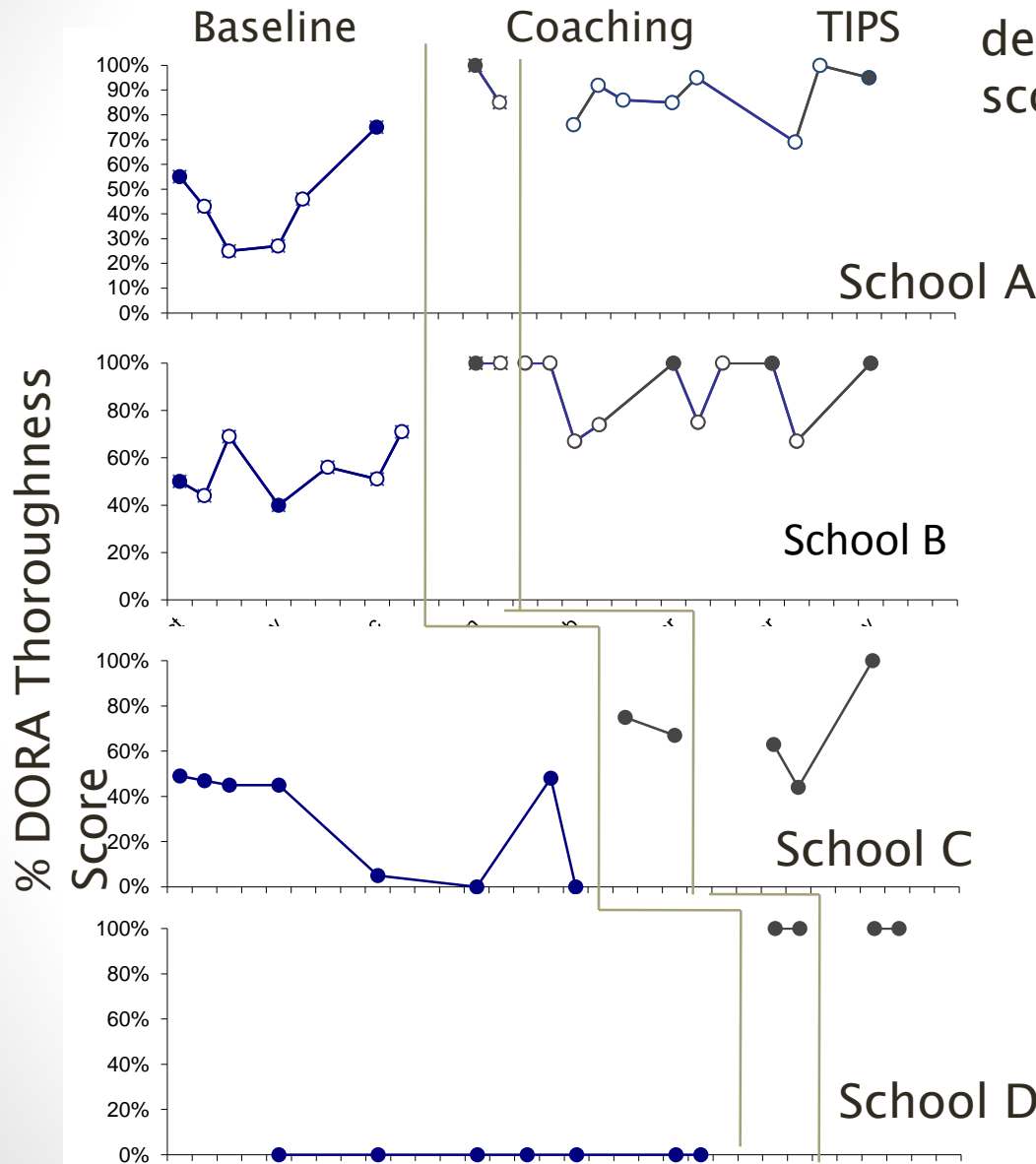
- The field is shifting from data collected for “compliance monitoring” ... to data collected for local decision-making
- School teams are more skilled at collecting and reporting data than at using data.
- Invest in teaching teams to collect and use data for local decision-making
- **Build Decision-systems not Data-systems.**

Team-Initiated Problem Solving II (TIPS II) Model



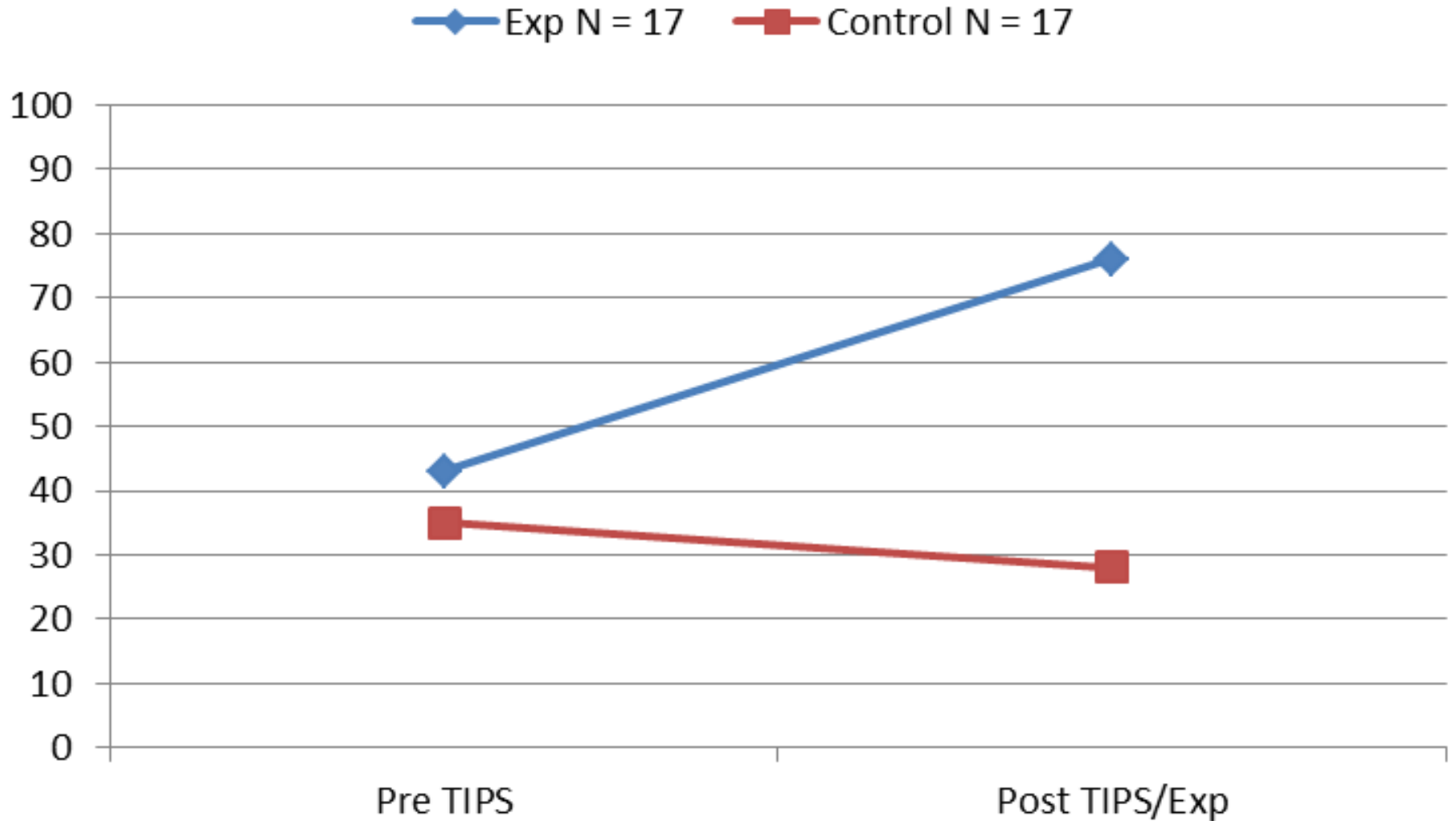
TIPS Study: Todd et al., 2011

Thoroughness of decision-making scores



Solid = SW PBIS meetings
Open = progress monitoring (DIBELS) meetings

Newton et al., 2012:
Effects of TIPS Training on **Team Problem Solving**



Current TIPS

Randomized Controlled Trial

- 38 Elementary Schools in North Carolina and Oregon
 - 19 Immediate Group; 19 Waitlist Group
 - Randomly assigned.
- Current Findings.
 - 1. Schools did not use TIPS at Time 1
 - 2. Schools that received training **used TIPS** with fidelity
 - 3. Schools that received training used data to **Identify Problems.**
 - 4. Schools that received training **Developed Solutions**
 - 5. Schools that received training **Implemented Solutions**
 - 6. Schools that received training **Produced Change in Student Behavior.**

Implementation Science

