American Speech, Language and Hearing Association
Implementation Science Summit

Scaling-up Evidence-based Practices

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

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

~80% of Students

~15%

SCHOOL-WIDE
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%
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

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


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


Number of Schools Implementing SWPBIS since 2000
January, 2014

19,960
Number of Schools Implementation SWPBIS (Tier I) by State
December, 2013

14 States with more than 500 schools

California
Florida
Illinois
North Carolina
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
Leadership Team
Active Coordination

Local School/District Teams/Demonstrations
<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Should we</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>do it!</td>
<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>Work to do</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td>it right!</td>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td>Work to do</td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
<tr>
<td>it better!</td>
<td></td>
<td></td>
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</tbody>
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Improvement Cycles

**ACT**
- Plan the next cycle
- Decide whether the change can be implemented

**PLAN**
- Define the objective, questions and predictions. Plan to answer the questions (who? what? where? when?)
- Plan data collection to answer the questions

**STUDY**
- Complete the analysis of the data
- Compare data to predictions
- Summarise what was learned

**DO**
- Carry out the plan
- Collect the data
- Begin analysis of the data
SISEP measures system “capacity”

www.sisepassessment.org

- District Capacity Assessment (DCA)

- State Capacity Assessment (SCA)
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.
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.
Practices → Core Features

Effective Practice
Effective Practice
Effective Practice
Effective Practice

Kernel

Values
Science
Technology

Valued Outcomes
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

Flay et al., 2005
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).
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

1. Identify Problem with Precision
2. Identify Goal for Change
3. Identify Solution and Create Implementation Plan with Contextual Fit
4. Implement Solution with High Integrity
5. Monitor Impact of Solution and Compare Against Goal
6. Collect and Use Data
7. Make Summative Evaluation Decision

Meeting Foundations

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TIPS Study: Todd et al., 2011

Thoroughness of decision-making scores

School A

Baseline

Coaching

TIPS

School B

School C

School D

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

% DORA Thoroughness

% DORA Score

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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.