

Scaling Up Multi-tiered Systems of Support:

Lessons learned from School-Wide PBIS

Rob Horner, University of Oregon

Goals

- Defining evidence-based practices in the era of multi-tiered systems of support.
- Implications for **implementation** of evidence-based practices
- Lessons learned from School-wide PBIS implementation.

Redefining Implementation and Technical Assistance

- The SISEP Model
 - Fixsen, Blase, et. al 2005
- Define the "practice" with precision
- Define what TA activities are needed for implementation.
- Document **fidelity** of implementation of effective practices.
- Document impact of effective practices on student outcomes.
- Document system for improved efficiency that allows scaling of the effective practices

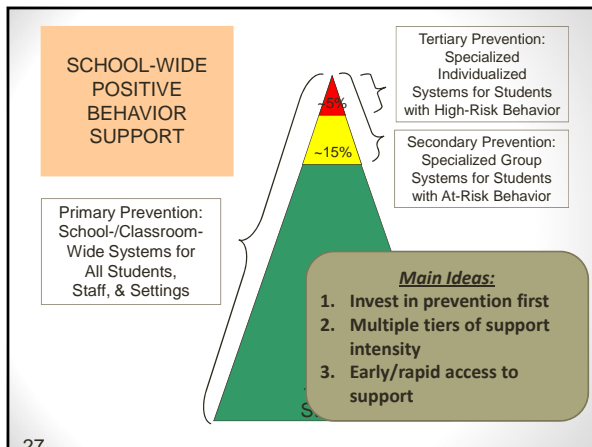
Defining a "Practice"

- 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 outcomes** for **specific individuals**.
- Operationally defined procedures
- Target population/ Context
- Implementer Characteristics
- Defined outcomes

Flay et al., 2005

Defining a Multi-Tiered Practice

- **Multi-tiered Systems of Support**
 - Practice needs to be defined with multiple tiers of intensity
 - Practice needs criteria for entry into/ and movement between tiers of intensity
 - Practice needs fidelity measures for each tier



School-wide Positive Behavioral Interventions and Supports (SWPBIS)

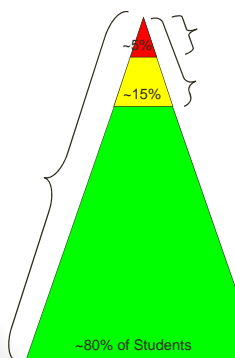
- The **social culture** of a school matters.
- A continuum of supports that begins with the **whole school** and extends to intensive, wraparound support for individual students and their families.
- Effective practices with the **systems** needed for high fidelity and sustainability
- **Multiple tiers**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



What is School-wide Positive Behavior Intervention and Support?

- **School-wide PBIS is:**
 - A framework for establishing the **social culture** and behavioral supports needed for a school 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

ESTABLISHING CONTINUUM of SWPBS



TERTIARY PREVENTION

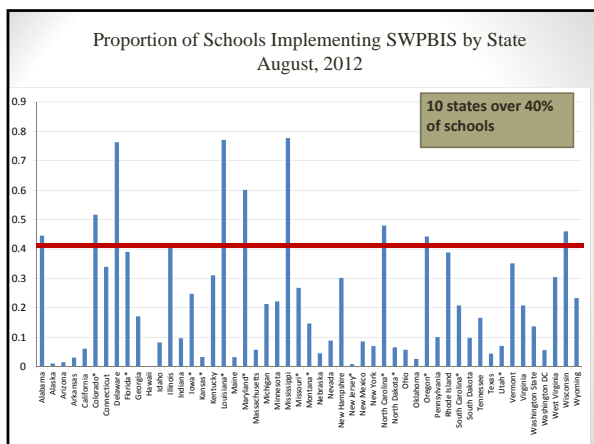
-
-
-
-

SECONDARY PREVENTION

-
-
-
-

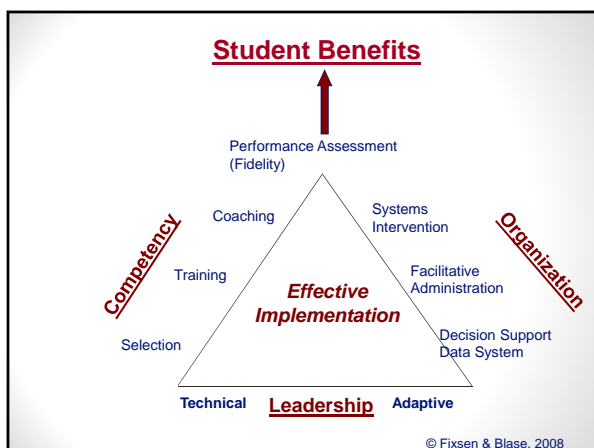
PRIMARY PREVENTION

-
-
-
-



Implementation

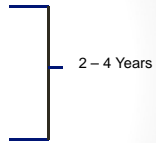
- **Redefining the implementation of evidence-based practices**
 - Fixsen and Blase
- **Implications**
 - Train “teams” not individuals
 - Train coaches and trainers for improved fidelity and sustainability
 - Train evaluators to ensure data are collected and used
 - Orient Leadership teams



Stages of Implementation

Implementation occurs in stages:

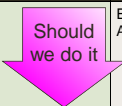


- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability



2 - 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

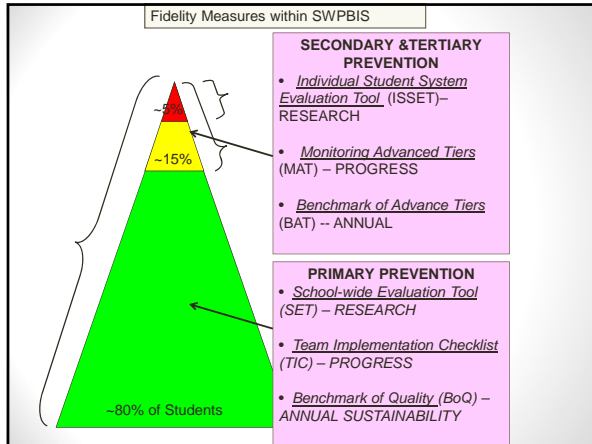
Stages of Implementation

Focus	Stage	Description
Should we do it 	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Getting it right 	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Making it better 	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.

Steve Goodman

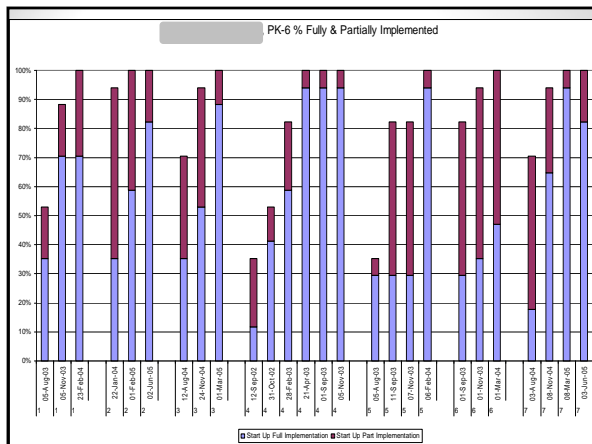
The role of fidelity measures

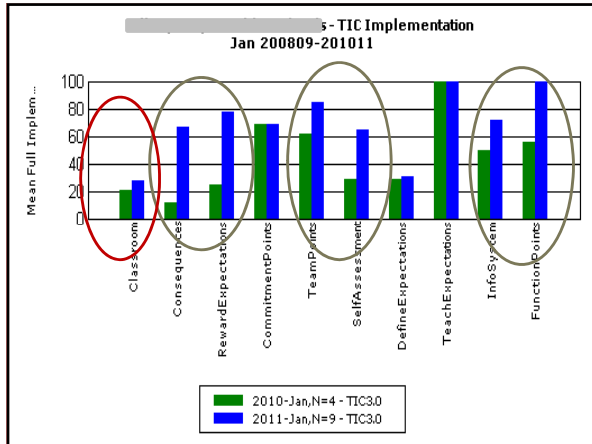
- Measure if a practice is being used as intended.
 - "Certify" implementation impact...not trainers or materials
- Measuring fidelity as a **Dependent Variable**
 - For research or evaluation purposes
 - Need for high-quality measures of fidelity
- Measuring fidelity as part of the **Independent Variable**
 - To assist implementation, sustainability and continuous improvement
 - Need for high-efficiency measures of fidelity



Using Fidelity Data

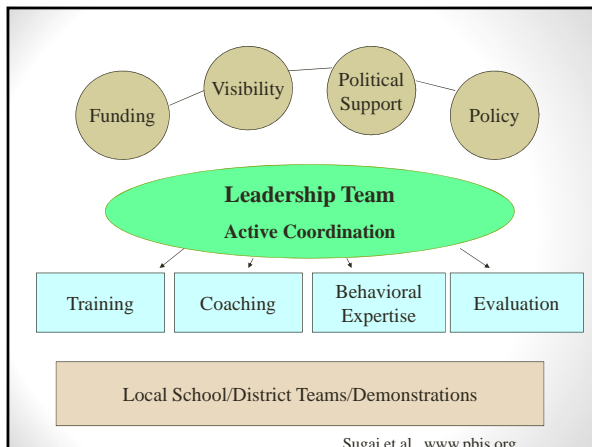
- Assessing the extent to which we are implementing what we claim to implement
- Use of the data for decision-making





Applying Implementation Science to SWPBIS

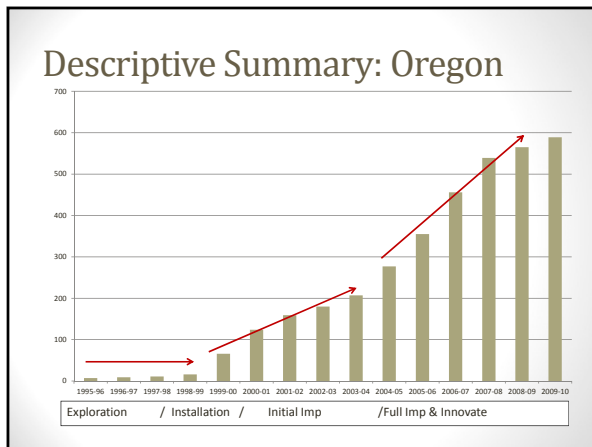
- *Student as unit of impact*
- *Whole School as unit of analysis*
- *District as unit of implementation*

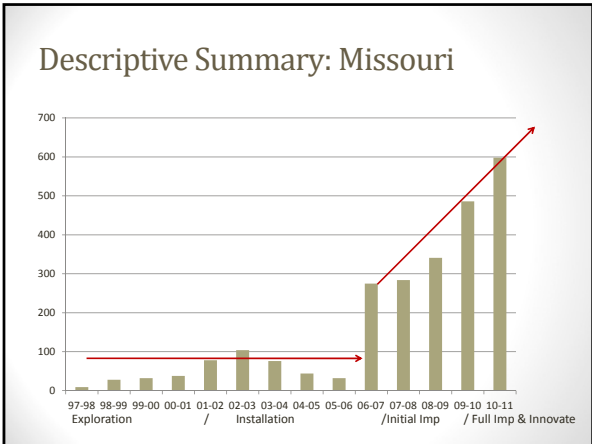


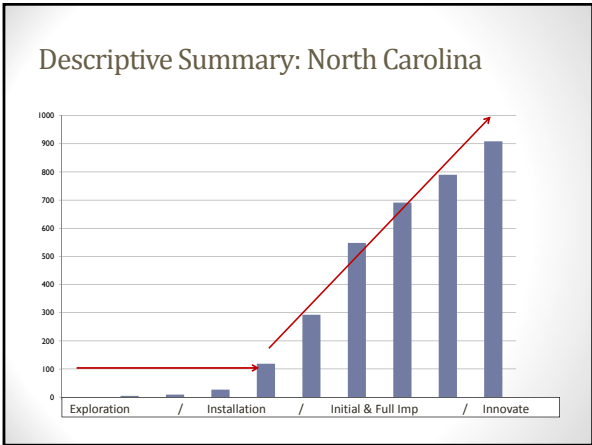
**Scaling up School-wide Positive Behavioral Interventions and Supports:
The Experiences of Seven States with Documented Success**
Rob Horner, Don Kirsch, George Sugai, Tim Lewis, Lucille Eber, Susan Barrett,
Celeste Rossetto Dickay, Mary Richter, Erin Sullivan, Qynndi Boockin, Nancy Johnson

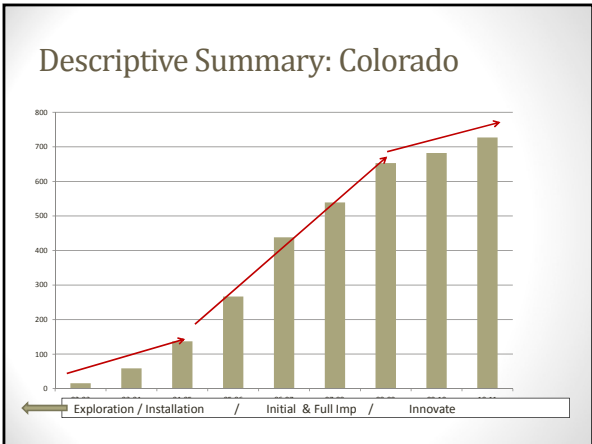
	Exploration	Installation	Initial Imp	Full Imp	Innovation	Sustainability
Leadership Team						
Funding						
Visibility						
Political Support						
Policy						
Training						
Coaching						
Expertise						
Evaluation						
Demos						

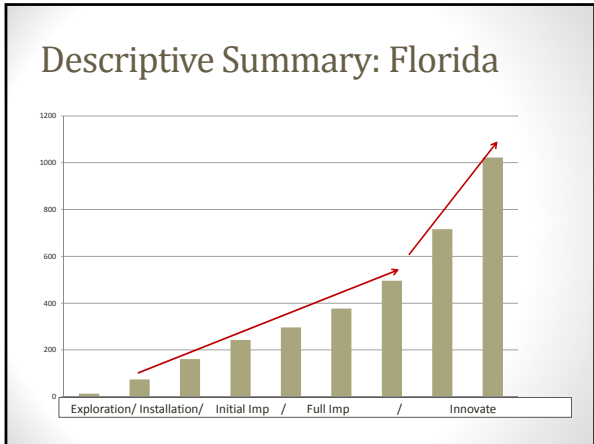
	Exploration and Adoption	Installation	Initial Implementation	Full Implementation	Innovation and sustainability
Leadership Team (coordination)	<p>Do you have a state leadership team?</p> <p>If you do, how was your first leadership team developed?</p> <p>Who were members?</p> <p>Who supported/lead the team through the exploration process?</p> <p>Was any sort of self-assessment completed (e.g. the PBIS Implementation Blueprint Assessment)?</p> <p>What was the role of State agency personnel in the exploration phase?</p>	<p>What were critical issues that confronted the team as it began to install systems changes?</p>	<p>What were specific activities the team did to ensure success of the initial implementation efforts?</p>	<p>Did the team change personnel or functioning as the # of schools/districts increased?</p>	<p>What has the Leadership team done to insure sustainability?</p> <p>In what areas is the State "innovating" and contributing to the research and practice of PBIS (e.g. linking PBIS with literacy or math)?</p>

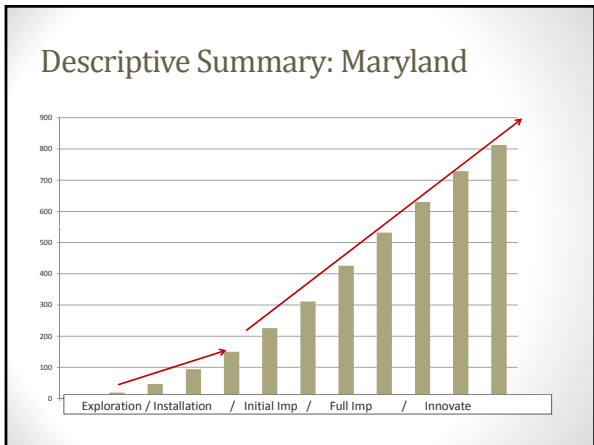


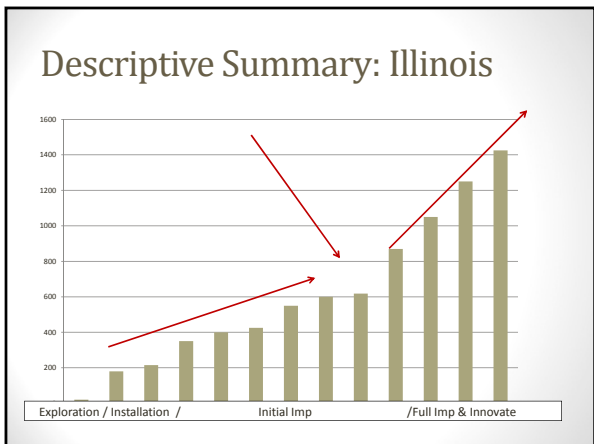












Lessons Learned

- **Multiple approaches to achieving scaled implementation**
 - Colorado: Started with Leadership Team
 - Illinois: Started with Leadership Advocates and built team only after implementation expanded.
 - Missouri: Strong initial demonstrations led to strong state support
- **All states began with small “demonstrations”** that documented the feasibility and impact of SWPBIS.
- **Only when states reached 100-200 demonstrations did scaling occur. Four core features needed for scaling:**
 - Administrative Leadership / Support/ Funding
 - Technical capacity (Local training, coaching, evaluation and behavioral expertise)
 - Local Demonstrations of feasibility and impact (100-200)
 - Evaluation data system (to support continuous improvement)
- **Essential role of Data:** Fidelity data AND Outcome data

Lessons Learned

- **Scaling is NOT linear**
- **Sustained scaling requires continuous regeneration**
- **Threats to Scaling:**
 - Competing initiatives
 - The seductive lure of the “new idea”
 - Leadership turnover
 - Legislative mandates
 - Fiscal constraint

Regular Dissemination of Fidelity and Impact data is the best “protective factor” for threats to scaling

Lessons Learned

- **Scaling requires planned efficiency**
 - The unit cost of implementation must decrease as the number of adoptions increases.
 - Shift from external trainers to within state/district trainers
 - Use local demonstrations as exemplars
 - Increased coaching capacity can decrease investment in training
 - Improved “selection” of personnel decreases turnover and development costs
 - Use existing professional development and evaluation resources differently
- **Basic Message:** The implementation practices that are needed to establish initial exemplars may be different from the practices used to establish large scale adoption.
 - Jennifer Coffey, 2008

Summary

- Implementation at scale is possible
- Consider the cluster of core features needed for scaling
 - Admin support, Technical capacity, 100-200 demonstrations
 - Small demonstrations may be necessary but insufficient
- Consider implementation plan with established procedures for improving efficiency of implementation
- Measure fidelity of implementation as a part of effective practice.
- Always emphasize, measure and report on valued user outcomes



Questions/Issues for Discussion

- **The role of pilot/demonstrations of the practice in implementation: Necessary? Sufficient?**
 - What works?
 - What does not?
- **What are the core elements needed for scaling an effective practice?**
 - Administrative/funding support
 - Local technical capacity
 - 100-200 effective demonstrations
- **How to make a practice easier and cheaper to implement as the scale increases?**
 - Is this a critical feature?
