




ILLINOIS PBIS NETWORK 

The Positive Behavior Interventions & Supports component of the IL Statewide TA Center (STAC)  
an Illinois State Board of Education-funded initiative promoting effective practices for the good of all children

## Building State and District Capacity for School-wide Systems of Positive Behavior Support: National Status Update

Wisconsin Coaches Institute  
August 19-21, 2009


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## Trainers for the 2009 Wisconsin Coaches Institute

Marla Dewhirst  
Lucille Eber  
Steve Romano  
IL PBIS Network and National PBIS TA Center

Heather George  
University of S.FL and National PBIS TA Center


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## Greetings from OSEP's TA Center on Positive Behavior Support

Co-Director's:  
Rob Horner, University of Oregon, and  
George Sugai, University of Connecticut

[www.pbis.org](http://www.pbis.org)  
[www.swis.org](http://www.swis.org)




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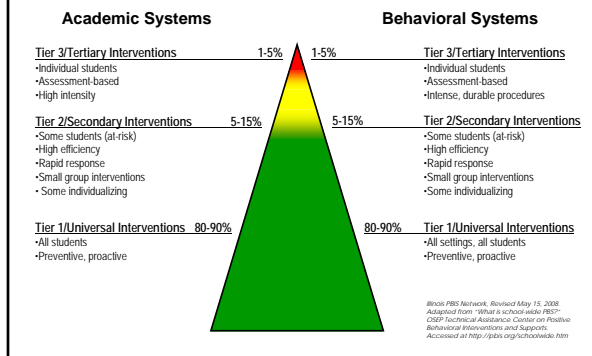
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## School-Wide Systems for Student Success: A Response to Intervention (RtI) Model




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## Response to Intervention (RtI)

"RTI essentially **layers** instruction over time, in response to **ongoing assessments** using scientifically reliable and valid measures, that is **directly proportional** to each student's **identified need** in order to make demonstrable progress in the curriculum."  
 – *Wayne Sailor*




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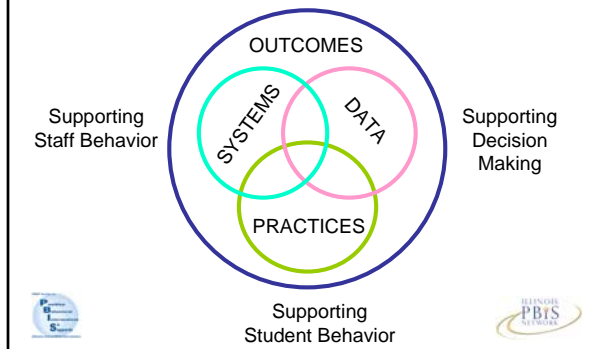
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## Supporting Social Competence & Academic Achievement




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## Systems Change Focus:

- Team-based Problem Solving
  - Efficient use of time, other resources
- Expedited application of innovation
  - Fidelity and sustainability
  - Student outcome focus
- Data-based Decision Making
  - System & practice levels
  - Fidelity and effectiveness
- Accountability-based staff development
  - Quality linked to student outcomes
- Community/Family Collaborations
  - Across all three tiers of the system




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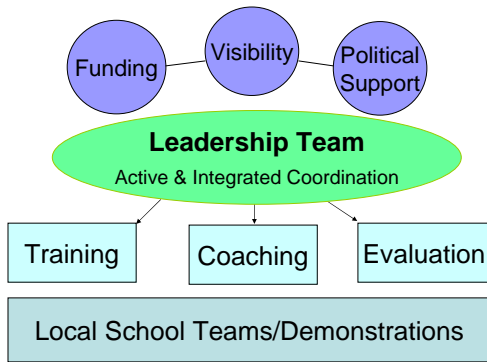
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## PBS Systems Implementation Logic




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## Building-level Commitments/Structures Needed

- Three-five year focus to get sustainable change
- Active administrative support and participation
- Administrative leadership for PBIS teams
- Commitment from staff (80%)
- Ongoing communication and support with staff
- Completion and use of data collection
  - discipline and academic data, survey, checklists
- Staff participation in ongoing training/coaching




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### District Commitments/Structures Needed:

- District leadership team
- Coaching FTE
- District improvement plan
- Resources allocated
- Staff development priority-ongoing
- Data collection and use-ongoing
- Implementation of research-based practices
- Specialized personnel allocated to use evidenced-based practices



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### State Commitments/Structures Needed:

- ✓ Leadership team
- ✓ One of top 3 improvement goals
- ✓ Coordination, evaluation coaching FTE
- ✓ 3-5 year action plan
- ✓ Resources repositioned/allocated
- ✓ Staff development priority
- ✓ Evaluation component integrated
- ✓ Systems alignment for sustainability



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### Coaches Role and Building Training Capacity

Steve Romano  
IL PBIS Network



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## Why Have a PBIS Coach?

- ✓ Fluency with PBIS systems & practices
- ✓ Capacity to delivery high level PBIS technical assistance
- ✓ Data Management—Coordination with district-wide initiative
- ✓ Capacity to sustain teams in efforts to implement PBIS systems & practices



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## Coaching (Why?)

- Team start-up support
- Team sustainability/accountability
  - Technical assistance/problem solving
  - Positive reinforcement
  - Prompts (“positive nags”)
- Public relations/communications
- Support network across schools
- Link between trainers & teams
- Local facilitation



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## Guiding Principles (Requirements)

- Coach linked with school team
- Coaches training linked with team training
- New teams added with increased fluency
- District support needed
- Experience with school team implementation



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## Coaches Tasks

- Start the team process  
Agenda, minutes, data
- Facilitate shared responsibility as process moves forward
- Liaison with larger networks
- Be a “cheerleader” for the process



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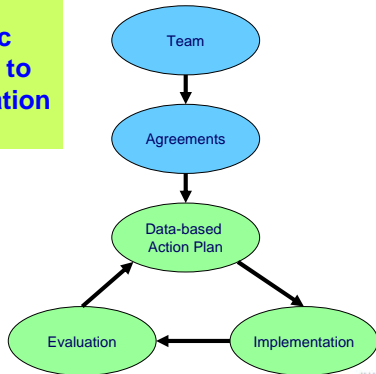
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## Systemic Approach to Implementation



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## Braiding Initiatives

Marla Dewhirst  
IL PBIS Network



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## School Improvement Initiatives: Do These Sound Familiar?

- REACH
- Positive Behavioral Interventions and Support
- No Child Left Behind
- School Improvement Processes
- Response to Intervention
- Character Education



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## One Dozen Common Core Concepts

- Leadership
- Family Engagement
- Data based Decision Making
- Universal Screening
- Progress Monitoring
- Standards Aligned Curriculum
- Evidence-Based Practice
- 3-Tiered Model of Interventions
- Differentiation for Academics and Behavior
- Team Based Implementation
- Student Involvement
- Sustainability



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## Problem Solving/RTI Core Principles



- Problem Solving is about **building a better support system for general education**
- **Prevention and Early Intervention**
- Use a **multi-tier model** of service delivery



Batsche, Elliott, Graden, Grimes, Kovaleski, Prasse, Reschly, Scharg, Tilley, 2005. NADSE (National Association of Directors of Special Education)



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## Professional Development Priorities

- Identify components that already exist in your building, and how you can build on what is working
  - Use faculty time strategically
  - When new comes, old goes
- Focus the energy of your faculty
  - Prioritize a small number of major goals
  - Do the job for sustainability – make it last
- Two mantras
  - Continue data, systems, and practices that improve student outcomes
  - Always look for the smallest change that will have the largest impact.



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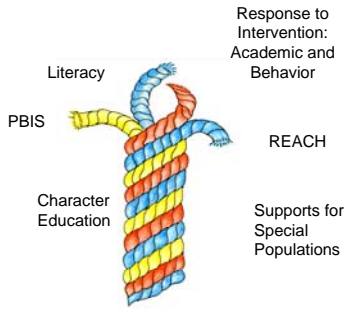
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## Integrated System for Student Achievement



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## Training and Evaluation: Basics of a Three Year Plan

Lucille Eber  
IL PBIS Network



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## Implementation Science

Excellent experimental evidence for what does not work

- Diffusion/dissemination of information by itself does not lead to successful implementation (research literature, mailings, promulgation of practice guidelines)
- Training alone, no matter how well done, does not lead to successful implementation



© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008



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## Implementation Science

Excellent experimental evidence for what does not work

- Implementation by laws/ compliance by itself does not work
- Implementation by "following the money" by itself does not work
- Implementation without changing supporting roles and functions does not work



© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

Paul Nutt (2002). *Why Decisions Fail*



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## Stages of Implementation

Implementation occurs in stages:

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

2 – 4 Years



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



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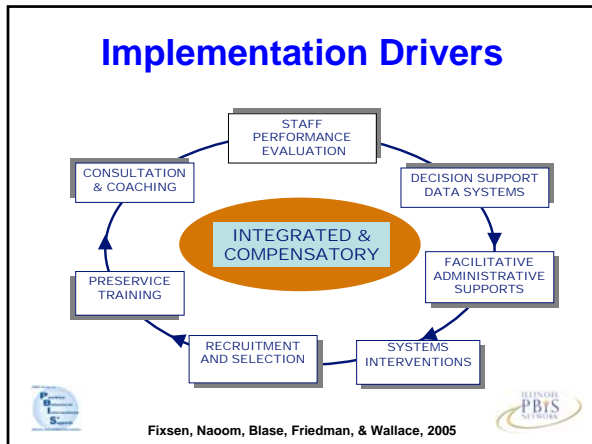
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- ## Key Issues
- Four big issues have emerged:
- How to choose what to implement
  - How to implement new education practices so they actually produce the intended benefits to students (effective)
  - How to scale up effective practices so they are available to all students who could benefit from them (access)
  - How to align system structures and functions to fully support scale up efforts as part of "education as usual" (sustainable)
- © Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

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- ## Going to Scale with Effective Systems/Practices
- If you invest, do it so it will last 10 years!***
1. Implement with high fidelity
  2. Must be durable
  3. Must be sustained (in place 5 years)
  4. Delivered by typical agents
  5. Outcome data used to adapt
  6. Modify to local setting
  7. Establish system
- © Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

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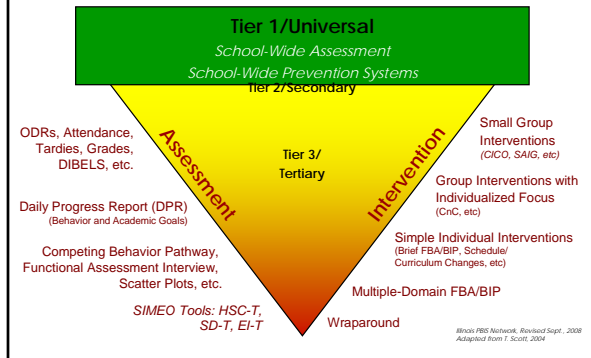
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## Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model




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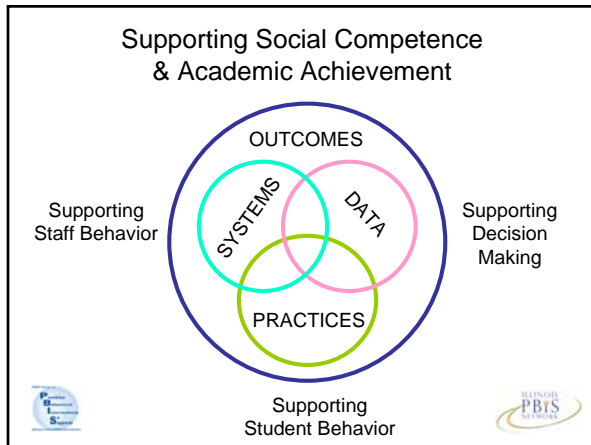
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## Supporting Social Competence & Academic Achievement




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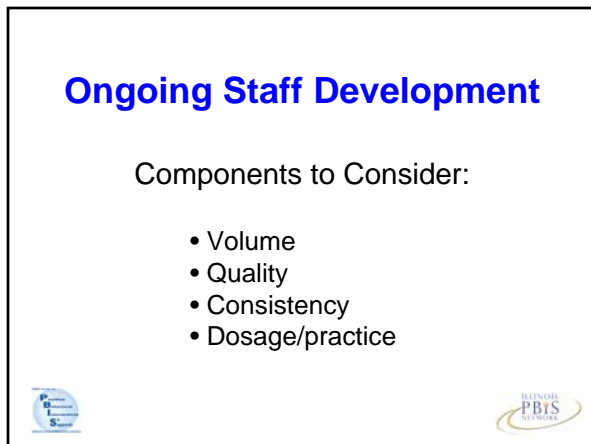
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## Ongoing Staff Development

Components to Consider:

- Volume
- Quality
- Consistency
- Dosage/practice




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## Evaluation is Integrated into PBIS Implementation

How do we decide what data to collect/examine/use?

How do we use the data to help us decide how to spend our time?

- Implementation
- Effect
- Integrity/Fidelity
- Capacity
- Sustainability



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## Evaluation Questions

1. If we train schools, do they implement?
2. If schools implement, are they doing so w/fidelity?
3. If schools implement, do students/schools benefit?
4. Do students with greater needs benefit from implementation?
5. If schools implement, is there sustainability of implementation and benefit to students over time?



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## Evaluation Linked to Implementation At All Three Tiers

- Implementation Surveys
- Team Checklists, Coaches Checklists
- School-wide Evaluation Tool (SET)
- Levels of implementation & Profiles
- Existing School-based data:

### Behavior

ODRs  
ISSs  
OSSs  
Tardies  
Attendance  
On task-Academic

### Academics

Homework  
Class work  
Grades  
ISAT  
Achievement Test Scores



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## Process Measures

- Provide an overview of team and coach activities
- Assist in identifying critical features for successful implementation and change
- Measures included:
  - Team checklists
  - Coach checklists
  - Team Profiles (activities, interventions, etc.)



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## Impact Measures

- Indicate change in staff perceptions and staff behavior, and
- Change in student behavior

Measures include:

- Staff ratings of intervention effectiveness on Profiles
  - EBS Survey
  - SET
  - Discipline data



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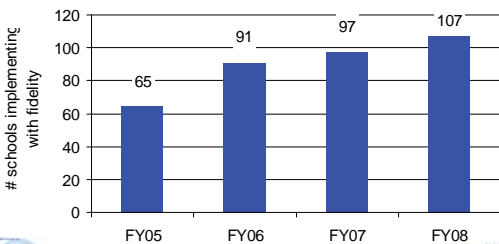
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## Illinois PBIS Schools Maintaining Fidelity Over Time (n=107 schools)



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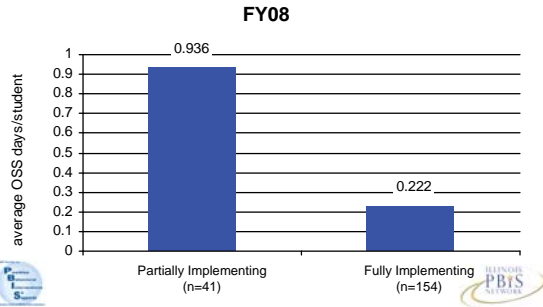
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### Suspensions in Partially & Fully Implementing Illinois PBIS Schools




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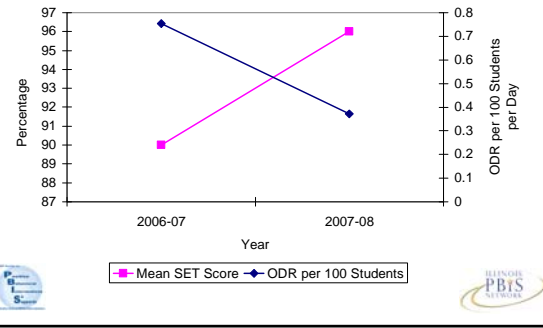
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### Gurrie Middle School, LaGrange School District 105: SET Scores and ODR Rates Across Two Years




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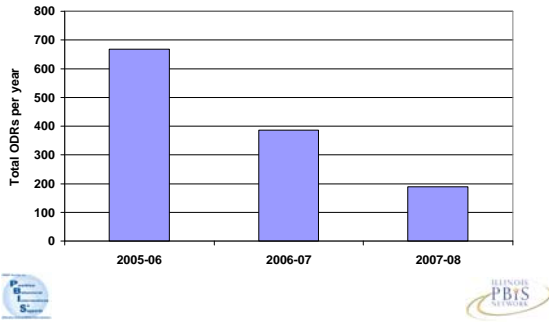
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### Washington Elementary School, Champaign School District 4: Total ODRs Over Three Years




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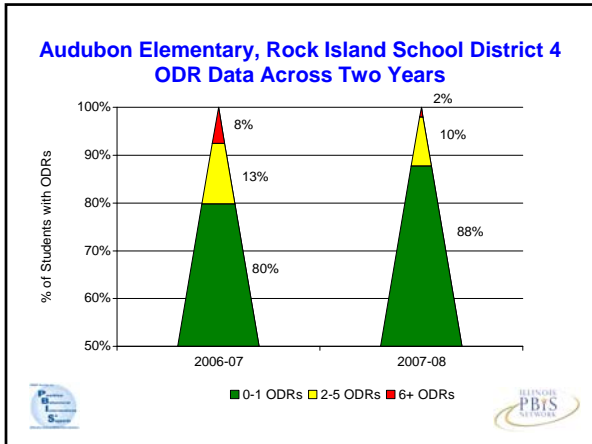
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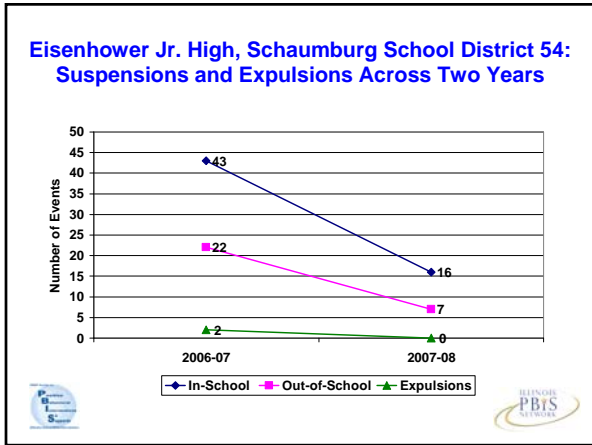
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- ### System Data to Consider
- LRE
    - Building and District Level
    - By disability group
  - Other “places” kids are “parked”
    - Alternative settings
    - Rooms w/in the building kids are sent
  - Sub-aggregate groups
    - Sp. Ed.
    - Ethnicity

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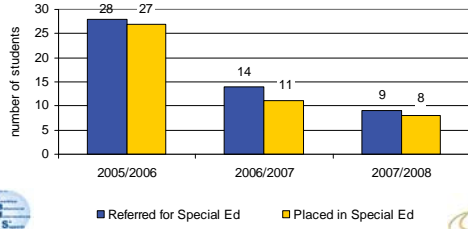
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## Changes in Students Placed in Special Education

Hermansen Elementary School  
Valley View School District 365U



■ Referred for Special Ed   ■ Placed in Special Ed



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