



## Lessons Learned from Implementing School-wide PBS

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OSEP TA-Center on PBIS  
[www.pbis.org](http://www.pbis.org)

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## Background

- Lessons learned from last 15 years of TA with school-wide PBS.
  - George Sugai, Tim Lewis, Lucille Eber,
  - Susan Barrett, Don Kincaid
- Current implementation of SWPBS
  - 10,000 schools in 48 states (US)
  - 152 schools in Norway

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## Six Basic Recommendations for Implementing PBIS

- Never stop doing what already works
- Always look for the smallest change that will produce the largest effect
  - Avoid defining a large number of goals
  - Do a small number of things well
- Do not add something new without also defining what you will stop doing to make the addition possible.

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## Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

1. Eliminate all initiatives that do NOT have a defined purpose and outcome measure.
2. Combine initiatives that have the same outcome measure and same target group
3. Combine initiatives that have 75% of the same staff
4. Eliminate initiatives that are not tied to School Improvement Goals.

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## Action Time: 7 Minutes

- Review the Sample Team Matrix. Identify at least two recommendations you would have for improving the efficiency of staff time in this school.
- Given the guidelines for team organization identify (a) the teams in your school, and (b) the extent to which you believe your school uses faculty/staff time efficiently.

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## Sample Team Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
Attendance Committee	Increase attendance	% of students attending	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Student behavior?	All students	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety		Dangerous students	Has not met	Goal #3
School Spirit Committee	School spirit		All students	Has not met	
Discipline Committee	Improve behavior	Improve discipline	Bullies, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Decrease drug use		High risk drug users	Don	??
EBS Work Group	Implement 3-tier model	Office referrals, Attendance, Grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

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### Context

- Many initiatives to improve education
- Initiatives too often conflicting and/or competing

*Wraparound*      *Literacy*  
*Early Intervention*      *Applied Behavior Analysis*  
*Family Support*      *Positive Behavior Support*  
*Math*      *Response to Intervention*

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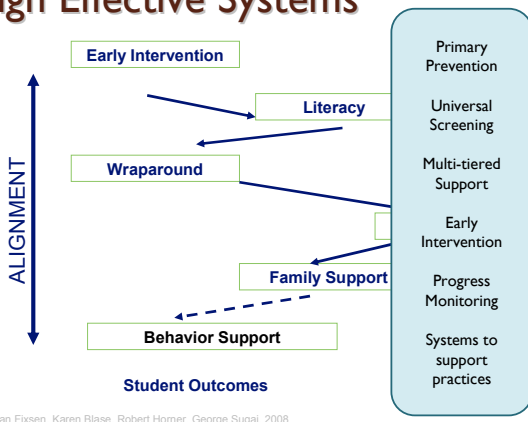
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### Align Effective Systems



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

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## Six Basic Recommendations for Implementing PBIS

- Collect and use data for decision-making
- **Adapt** any initiative to make it “fit” your school community, culture, context.
  - Families
  - Students
  - Faculty
  - Fiscal-political structure
- Establish the systems and policy clarity needed to support and sustain implementation of effective practices

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## Lessons Learned about Implementing Educational Practices

- **Begin any TA effort with the assumption that the “practice” will be taken to scale.**
  - Invest in capacity to move from demonstration to large scale implementation.
    - Leadership Team (coordination)
    - Trainers
    - Coaching context
    - Technical Expertise
    - Formal evaluation process
    - Plan for shifting from centralized to regionalized implementation

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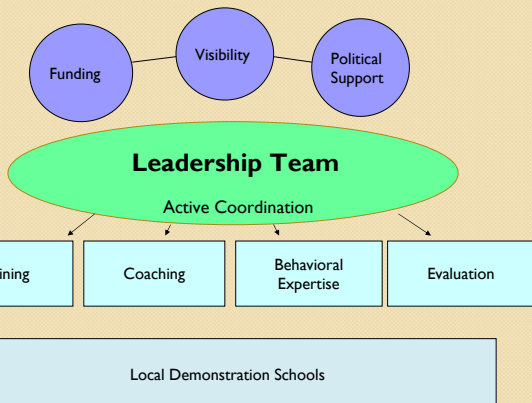
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## Building Local Capacity

- National Leadership
-  Regional Trainers
-  Local Coaches

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## Coaching Defined

- Coaching is the active and iterative delivery of:
  - (a) **prompts** that increase successful behavior, and
  - (b) **corrections** that decrease unsuccessful behavior.
- Coaching is done by someone with credibility and experience with the target skill(s)
- Coaching is done on-site, in real time
- Coaching is done after initial training
- Coaching is done repeatedly (e.g. monthly)
- Coaching intensity is adjusted to need

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Training Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

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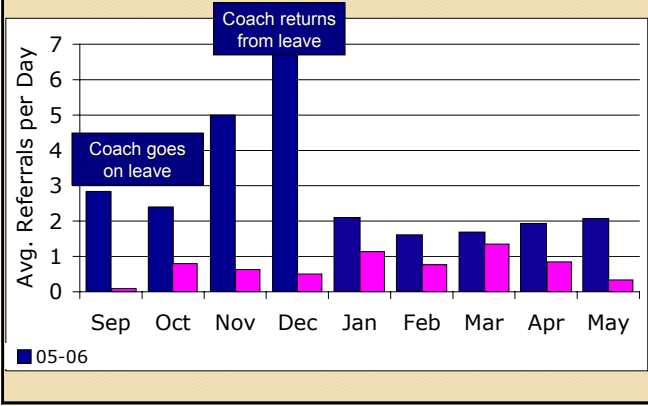
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Example of the Impact of Coaching on Student Outcomes:  
Average Major Discipline Referrals per Day per Month




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### Using Data

- Collect information to assess, “Are we doing what we said we would do?”
- Collect information to assess, “Are we benefiting students?”

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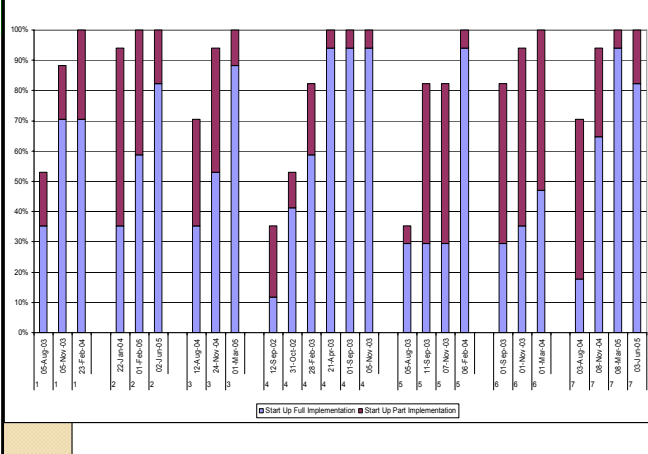
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Iowa Checklist 01-05, PK-6 % Fully & Partially Implemented




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# Academic, Behavioral, and Functional Predictors of Chronic Problem Behavior in Elementary Grades

Kent McIntosh  
University of British Columbia

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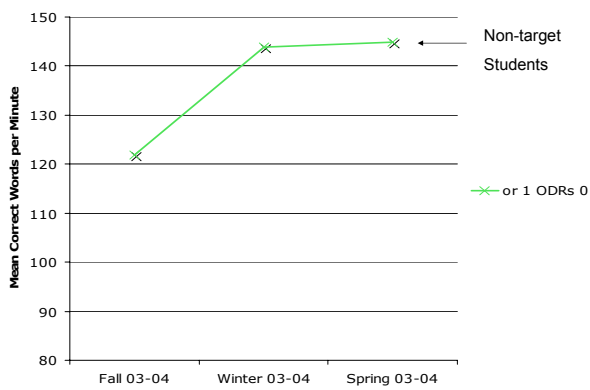
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5th Grade ORF Trajectories by Function (n = 47)  
Peer Attention vs. Escape Task



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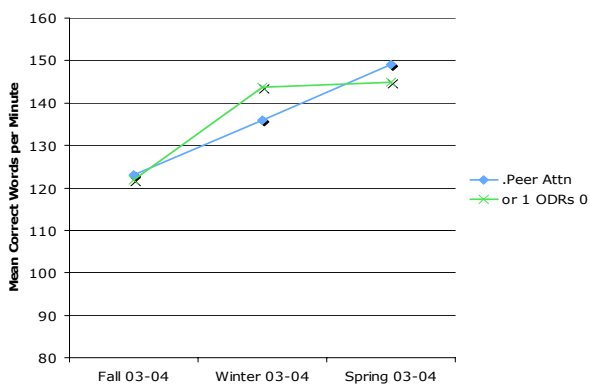
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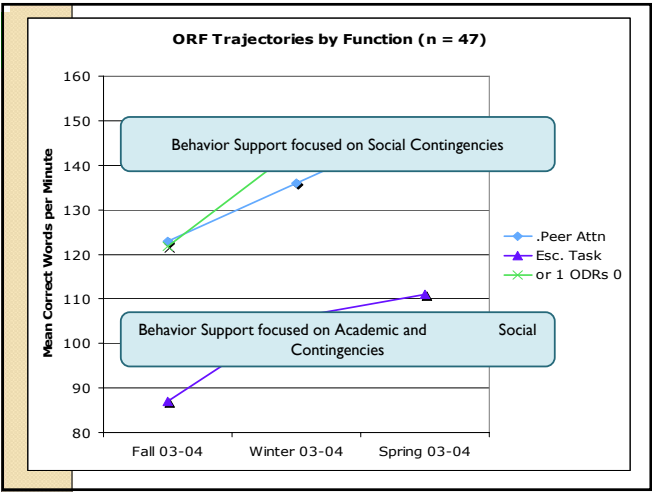
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### Bullying: Another application of values, vision and science

- **Embedding bully proofing within school-wide positive behavior support**
  - Scott Ross, University of Utah
    - Bully proofing manual available at [www.pbis.org](http://www.pbis.org)

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### Main Ideas

- “Bullying” is aggression, harassment, threats or intimidation.

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## Main Ideas

- Bullying behavior typically becomes more likely because the “victims” or “bystanders” provide rewards for bullying behaviors.
  - **Social attention**
  - **Social recognition**
  - **Social status**

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## Main Ideas

- To decrease bullying behaviors an essential goal must be to decrease the reward that other students (bystanders and victims) provide.
- All “bully proofing” skills are more effective if the school has first established a set of school-wide behavioral expectations.

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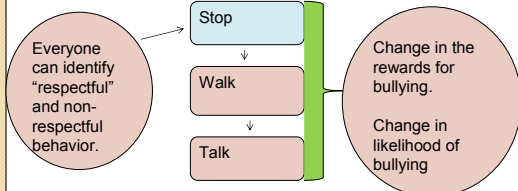
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Predictable, consistent, positive and safe **social culture**  
(expectations defined, taught, acknowledged)



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## Implications

- Use **values** to guide what we address, how we intervene, and how we determine if we are successful
- Use **science** to define effective interventions
- Use **implementation technology** to change organizational systems so they use effective interventions.

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## Build the Vision Apply the Values Master the Science

- If you are new to PALS learn
  - The core features, practices, outcomes
- If you are already engaged in PALS learn
  - How to extend what you know to more families, communities, schools, work places.
  - How to advance the more intense level of PBS
  - How to establish sustained impact
- If you are in a decision-making role learn
  - How to implement PBS for systems change
  - How to scale-up practices that are effective and practical

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## Questions?

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