IMPLEMENTING EFFECTIVE EDUCATIONAL PRACTICES: POLICY, PREPARATION, AND PROFESSIONAL DEVELOPMENT

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GOALS

- Define **Positive Behavioral Interventions and Supports** (PBIS) as one effective educational framework.

- Define implications of PBIS implementation for **professional development** in education
  - Teachers
  - Administrators

- Define implications of PBIS implementation for **educational policy**
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 PBIS**
  - 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.
WHY PBIS?

- The fundamental purpose of PBIS is to make schools more **effective, efficient and equitable** learning environments.

**Predictable**

**Consistent**

**Positive**

**Safe**
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 combined with the systems needed for high fidelity and sustainable implementation.

Multiple tiers of intensity.
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. Establish capacity for Tier 2 and Tier 3 supports
3. Early/rapid access to more intense support
SWPBIS Experimentally Related to:

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

- **System to Acknowledge Behavior**
- **Consequences for Problem Behavior**
- **School-wide Expectations**
- **Leadership Team**
- **Family Collaboration**
- **Instructional Corrections**
  1. Interrupt
  2. Redirect
  3. Remove Rewards for Problem Behavior
- **Classroom Systems**
- **Data and Decision System**
- **Bully Prevention**
- **Greet kids by name**
  Acknowledge + behavior Pre-corrections
- **Fidelity** (are we doing what we say?)
- **Outcome** (are we benefiting students?)
- **Teach** skills for responding to the problem behavior of others (remove peer rewards for problem behavior)
~80% of Students

Fidelity Measures within SWPBIS

Technical Adequacy of the SWPBIS Tiered Fidelity Inventory

Kent McIntosh, PhD, Michelle M. Massar, MEd, Robert F. Algozzine, PhD, Heather Peshak George, PhD, Robert H. Horner, PhD, Timothy J. Lewis, PhD, and Jessica Swain-Bredway, PhD

September 2014

Content Validity (Tier I .95; Tier II .93; Tier III .91)
Usability (12 of 14 ≥ 80%) (15 min per Tier)
Inter-rater Agreement (.95; .96; .89)
Test-retest reliability (.98; .99; .99)
Factor Analysis
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2012 - 5/5/2013

Percentage implemented

Tier I  Tier II  Tier III

5/5/2012 5/5/2013
PBIS Implementation in 21 Countries
U.S. Schools Using PBIS
August 2019

- 27,294 Schools Using PBIS
- 30% of all Schools in U.S.
- 15,284,640 Students
- 3,318 High Schools
Count of Schools Using PBIS by State as of July 2018

21 States with at least 500 Schools using PBIS
PROPORTION OF SCHOOLS USING PBIS BY STATE

14 States with at least 40% of schools using PBIS
14,990 schools assessing Tier I PBIS
9,757 met Tier I PBIS criterion
IMPLICATIONS FOR THE PERSONNEL PREPARATION

Preparing Teachers (regular and special education)
- Effective teaching is a major behavior support strategy
- All teachers need training in 10 basic classroom management practices
- Implementing Tier 1 supports (Prevention First)
- Implementing Tier 2 and Tier 3 supports with school-wide systems

Preparing District and Building Administrators
- Critical role of leadership
- Implement effective practices with alignment
- Selection/Training/Coaching/Performance Feedback
- Team-based Decision-Making
  - Data systems
REFLECTION

To what extent do the schools you know best implement the core features of Tier 1 PBIS?

To what extent does the Teacher Preparation programs at your local university prepare people in the core features of Tier 1 PBIS?

To what extent do teachers in our schools have the training and support to implement classroom management practices?

Tier 1 Core Features

- Leadership Team
- School-wide behavioral expectations
- Acknowledgement system
- Consequence system (instructional corrections)
- Classroom management
- Data-based Decision-making
- Bully prevention
- Family collaboration
“Preference will be given to applicants with knowledge and experience implementing multi-tiered systems of academic and behavior support.”
IMPLICATIONS FOR PREPARING BUILDING ADMINISTRATORS

- Leadership counts
- Select/Train/Coach/Feedback
- Team-based Decision-Making
  - Using data effectively
- School-level Organization
- Aligning multiple initiatives

“All organizations are designed, intentionally or unwittingly, to generate exactly the results they get.”
R. Spencer Darling
Challenge:

We have too many mandated “programs” “initiatives” or “practices” to implement them all with fidelity.

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How to align for efficiency and effectiveness

Your Addition
EFFECTIVE ALIGNMENT OF INITIATIVES

Admin Systems

Organizational Unit

Fidelity and Outcome Measures

Core Feature Summary for each Initiative

Single Prof Develop Plan

Initiative A

Initiative B

Initiative C
Implementation Science Frameworks

- **WHO**
- **Teams**
- **WHEN**
- **Stages**
- **WHAT**
- **Interventions**
- **HOW**
- **Drivers**
- **Cycles**

SISEP
Successful Student Outcomes

Program/Initiative/Framework (e.g. RtI)

- Performance Assessment (Fidelity)
- Coaching
- Systems Intervention
- Facilitative Administration
- Decision Support Data System

Implementation

Drivers

- Competency Drivers
- Organization Drivers

Leadership

- Adaptive
- Technical

© Fixsen & Blase, 2008
MANY VISIONS / DEFINITIONS OF COACHING

COACHING

mentors, leadership, collaboration, executive, builder

coach, person, success, leadership, teamwork, sales

workshop, brand, sports, one-to-one, collaborative, improve

inspirational, executive, management, training, coaching

managing, corporate, planning, communication, skills

speaking, sales, growth, vision, management, results

Higher Productivity, quality of life, better working relationships, customer care.
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<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
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<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
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<tr>
<td>...+ Coaching in Classroom</td>
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Joyce and Showers, 2002
EXAMPLE OF THE IMPACT OF COACHING ON STUDENT OUTCOMES:
AVERAGE MAJOR DISCIPLINE REFERRALS PER DAY PER MONTH

From Steve Goodman, Michigan
Coaching has been advocated as a key to **effective implementation** for over 80 years (Gorby, 1937); initially for commercial production.

Research on coaching has focused on the **attributes of coaches more than coaching behaviors** (Passmore & Fillery-Travis, 2011)

- Bergan, 1977; Fullan, 1987; Fullan & Knight, 2011; Knight, 2007; Noell, Witt, Slider, Connell et al., 2005; Reinke, Lewis-Palmer, & Merrell, 2008; Reinke, Stormont, Webster-Stratton, Newcomer, & Herman, 2012; Shalaway, 1985
COACHING VERSUS TRAINING

- **Training** is the presentation of activities and materials to develop new knowledge and/or skill.

- **Coaching** is the on-site support needed to use or apply new knowledge and/or skills under typical conditions.
CONSIDERATIONS

- **Coach (role) versus Coaching (actions)**
  - “Actions” rather than “Role”

- **Coaching Skills /Attributes versus Coaching FUNCTIONS**
  - Knowledge of core content (PBIS Teaching Matrix… Acknowledgements)
  - Time to be on-site
  - Communication skills
  - Building professional relationships and trust
  - Knowledge of organizational context
COACHING FUNCTIONS: WHAT COACHES DO THAT MAKES A DIFFERENCE

- **Prompting**
  - Bring newly trained skills under stimulus control of natural stimuli

- **Fluency Building**
  - Repeated opportunities to use new skills … preferably soon after training

- **Performance Feedback**
  - Feedback on accuracy and shaping of trained skills

- **Adaptation**
  - Modify trained skills to fit to local culture and context
  - Suggest and /or encourage adaptations
REFLECTION

- To what extent are IHE programs preparing administrators with the skills to align multiple initiatives?

- What IHE training do administrators, counselors, school psychologists and behavior specialists receive about the role of coaching in adoption of evidence-based practices?

- What roles can IHEs play in providing the coaching needed to implement new academic and behavioral initiatives?

- Consider “training” less and coaching more.
Providing school personnel with the time, structure and data to make decisions
Effective Problem Solving

- Access to the right information in the right form at the right time
- Define “problem” with precision (who, what, where, when, why, how often) before building a solution
- Invest in implementation of effective solutions

Team

Data

Process

Effective Problem Solving

Implementation

Student Outcomes

Membership, Responsibility, Authority, Opportunity

Information, Decision-Making

Identify “Problems” Select Solutions/Action Plans

Resources, Review, Adaptation
**RESEARCH STUDY**

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**TIPS**
Team-Initiated Problem Solving

### Data
- **Collect & Use**: Identify goal for change, identify solution, implement solution, monitor & evaluate.
- **Identify**: Initial review of problem, identify goals.
- **Plan**: Initial plan, detailed plan, implementation plan.
- **Meetings**: Regular meetings, feedback.

### MEETING FOUNDATIONS
- **Purpose** // **Agenda** // **Logistics**
- **Roles** // **Responsibilities** // **Authority**
DORA: PROBLEM SOLVING SCORE
($T_{O2} = 3.03, DF = 36, P < .05, ES = .87$)

Immediate (M = .72)
Wait-list (M = .65)
DORA: PROPORTION OF TEAMS IMPLEMENTING SOLUTIONS WITH INTEGRITY
($X^2 = 6.21, P < .05, V = .34$)
Results

TIPS improved the process of **team problem solving** (development of solutions)

TIPS improved the likelihood that solutions were **implemented**.

TIPS increased the likelihood of improvement in **student outcomes** (both academic and behavior)
A 5-point Intervention to Enhance Equity in School Discipline

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & McLoughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

http://www.pbis.org/school/equity-pbis
5-POINT INTERVENTION 
(MCINTOSH ET AL., 2018)

1. Collect, use, and report disaggregated discipline data.
2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive.
3. Use engaging academic instruction to reduce the opportunity (achievement) gap.
4. Develop policies with accountability for disciplinary equity.
5. Teach strategies to neutralize implicit bias.

http://www.pbis.org/school/equity-pbis
Office Discipline Referrals Per Day Per 100 Students

(McIntosh, Ellwood, McCall, & Girvan, 2018)
**Resource Leveraging** is the process by which initial investment in personnel, materials, and events to achieve a targeted goal results in additional investment being allocated toward that goal.

**Elements of Resource Leveraging**

- **Initial Investment**
  - Fidelity of Adoption
  - Effect on Student Outcomes
  - Reasonable Cost

- **Step 1**: Initial investment provides proof of concept that is used to leverage:
  - (a) new (larger) funding,
  - (b) policy shifts needed for efficient implementation,
  - (c) reallocation of existing resources (e.g., FTE).

- **Step 2**: Result is a large-scale adoption of new practices with fidelity and impact.

**Resource Leveraging**: Initial investment provides proof of concept that is used to leverage (a) new (larger) funding, (b) policy shifts needed for efficient implementation, and (c) reallocation of existing resources (e.g., FTE). The result is a large-scale adoption of new practices with fidelity and impact.

Alignment is done at the district level not the school level

Building skills in the classroom involves selection, training, coaching

Implement effective practices with the organizational systems needed to sustain them

Leverage initial success
WHAT IS THE STRONGEST PREDICTOR OF PBIS SUSTAINABILITY?

RESULTS: PREDICTIVE MODEL

- Model fit indices acceptable (except $\chi^2$)
  - $\chi^2 (731) = 881.55, p < .001, CFI = .96, TLI = .96, RMSEA = .03$
- $R^2 = .45$
- Factors
  - **Priority** ($B = .14, SE = .39, p > .05$)
  - **Team Use of Data** ($B = .61, SE = .24, p < .05$)
  - **District Priority** ($B = -1.14, SE = .66, p > .05$)
  - **Capacity Building** ($B = .98, SE = .43, p < .05$)
PBIS is most sustainable with a supportive administrator and a strong team.

If administrators take too much of a lead, sustainability can suffer (vulnerable to turnover).

School teams can benefit from training in how to run meetings and use data.
- Are we doing what we said we would do? .... Fidelity of implementation
- Are we benefiting students?

District systems (coaching, training, CoPs) enable both admins and teams.

Extend school-wide PBIS to the classroom.
We are better at defining “what works” than we are at implementing what works.

Professional Development in teacher preparation needs more for emphasis on classroom management and behavior support.

Invest in prevention first, then add the technical and organizational features needed for more intensive supports.

Selection, Coaching and Team-based Decision-making are under appreciated.

Large scale implementation will require attention to leveraging and sustainability.

Use data to assess “fidelity of practices” as well as impact on student outcomes to guide improvement.
Improved Education

Effective Practices that work

Efficient Practices that are practical, durable and available

Equitable Practices that benefit all