Positive Behavior Interventions and Supports Readiness for District
South Carolina Association for Positive Behavior Support Network
Susan Shope Thomas, Ph.D.

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PBIS and Other Initiatives in South Carolina
- Profile of the SC Graduate: Life and Career Characteristics
- Read to Succeed
- Accountability Assessments
- Teacher Effectiveness

Begin with the End!
- The Blueprint is our Guide! www.pbis.org
- Districts must provide the infrastructure to support schools in the implementation of PBIS.
- The implementation science must be the guide from exploration to sustainability, scaling up, and continuous regeneration
- Work Smarter, Not Harder - Combine Initiatives
- Decisions with Multiple Sources of Data
- Be True to the Process - Use those Fidelity Tools to Guide Your Practice
Talk Amongst Yourselves

- What do you think when you hear Positive Behavior Interventions and Supports (PBIS)?
- What do you hope to gain with the implementation of PBIS?

What is PBIS?
www.pbis.org

Framework for enhancing the adoption and implementation of a Continuum of evidence based practices and interventions to achieve Academically and behaviorally important outcomes for ALL students.

Designing School-Wide Multi-Tiered Systems for Student Success
Academic and Behavioral Systems of Support

Universal

Targeted

Intensive

Few

Some

All

Dec 7, 2007

Guiding Principles for the Prevention Logic

- Provides social/emotional learning for all students
- Involves all school stakeholders in the implementation
- Invests in prevention rather than intervention
- Delivers a continuum of behavioral supports
- Uses evidence-based practices
- Establishes a team of local experts
- Requires fidelity when implementing practices
- Employs data-based decision making at the individual student and system level
- Enhances culturally relevant practices

How Do We Operate?
Organizational Logic

How Do We Organize and Communicate?

Effective Organizations
Informing Practice and Policy

Use the Four Essential Questions
- What do we want all students to know and how will they behave? (Expectations)
- How will we know? (Assessment)
- What will we do when students don’t respond? (MTSS)
- What will we do with those that need more? (MTSS)

To Make Decisions and Set Policy About
- Curricula
- Instruction
- Environment
- Individual Student

Policy and Practice Inform Each Other

Policy Enabled Practice

Practice Informed Policy

Policy

Systems

Procedures

Practice (Do)
2017 Southeastern School Behavioral Health Conference

April 27 & 28, 2017

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The Paradigm Shift!

Surviving the Shift World

2 Worries & Ineffective Responses to Problem Behavior

- Get Tough (practices)
- Train-&-Hope (systems)

Redesign Learning & Teaching Environment

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Schoolwide Systems

1. Leadership team with active administrator participation
2. Efficient routines, schedule, and structure for conducting meetings (Team Initiated Problem Solving)
3. Commitment Statement (80% ownership/top 3 goals)
4. Data informed decisions
5. Professional development: Ongoing Coaching
6. Procedures for evaluation of personnel and practices

Universal Schoolwide Practices

1. Clear set of positive expectations & behaviors that are defined and taught.
2. Procedures for classroom expectations and routines that are consistent with schoolwide expectations.
3. Continuum of procedures for encouraging expected behavior
4. Continuum of procedures for discouraging inappropriate behavior
5. Procedures for encouraging and building school family partnerships.
Matrix

Targeted Systems
1. All Universal in place.
2. Intervention team with coordinator.
4. Precision data collection for progress monitoring.
5. Formal procedures for screening students in need of more support.
6. Additional training and technical assistance for Tier II practices and supports.

Targeted or Secondary Practices
1. All Universal in place
2. Increased instruction and practice with self regulation and social skills
3. Increased adult supervision
4. Increased opportunities for positive reinforcement
5. Increased antecedent manipulations (pre-correct, environment, etc.)
6. Minimize rewards for problem behavior
7. Academic support
Individual Systems
1. All Universal and Targeted in place.
2. Team with coordinator based on student need.
4. Precision data collection for progress monitoring.
5. Additional training and technical assistance for targeted practices and supports.

Individual Practices
1. Function-based behavior support planning
2. Team- & data-based decision making
3. Comprehensive person-centered planning & wraparound support processes that includes a) prevention, b) teaching, c) positive reinforcement, d) reduction of rewards for problem behavior, and e) safety.
4. Individualized instructional & curricular accommodations

The Model
Implementation Process
Blueprint pages 15-17

Guidelines
- Readiness and Commitment
- Implementation moves forward and backwards through implementation phases
- Leadership Team
- Support in place for development that results in high fidelity of implementation and improved student outcomes
- Local capacity including coaching
- Three to five year ongoing action planning

4 PBIS Elements
Supporting Staff Behavior
Interactive and Informing
Supporting Social Competence & Academic Achievement
Supporting Decision Making
Supporting Student Behavior
OUTCOMES
SYSTEMS
DATA
PRACTICES
Implementation is Team-based, Strategic Action Planning Process

This is How We Do It!
Academic Achievement and Social Competence

Implementation Occurs in Phases
- Exploration and Adoption
  - Need, priority, agreements, resources
- Program Installation
  - Preparation, Resource Assessment, Supports Funding, Policy, and Personnel
- Initial Implementation
  - School adoption and adoption, change in practice, demonstration
- Full Implementation
  - Complete, accepted, accurate, and effective with full supports
- Innovation and Sustainability
  - Systems level adoption, data based action planning, etc
Resource to Examine Any Initiative
Implementation Science

- Need
- Fit
- Resources
- Evidence
- Readiness
- Capacity

Assessment Questions for Implementation

- Blueprint pages 21-25.

The District PBIS Team Will:

- Have a visible, effective, efficient, and functional leadership team
- Use data
- Analyze, describe, and prioritize the issues in context
- Specify measurable outcomes
- Select evidence based practices
- Provide supports for accurate and sustained adoption
- Progress monitor the implementation and outcomes
- Modify the practice based on data
Practices Must be Implemented with Integrity

- Implemented as designed
- Practices will only be modified based on data without affecting intended outcomes
- Procedures and tools are available for assessing implementation integrity
- Adaptations will only be made if they do not impact outcomes?
- Procedures are in place for implementers to receive feedback

Start with the Self Assessment

Next Steps

- Action planning
- Determination of readiness
- Professional Development Plan
  
  [Link](http://www.pbis.org/Common/Cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf)
- Determination of system support needs
Training

- Contact us for local district wide training
  - scapbsnetwork@gmail.com
  - 803-606-5435-Susan Thomas
- Research to Practice (Irmo High School)- July 24-27, 2017