




beyond expectations

Sustain and Expand SWPBIS – Let the Data Speak

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 Indiana University of Pennsylvania
COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

 PaTTAN
Pennsylvania Training & Technical Assistance Network
The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

 Pennsylvania
Positive Behavior Support

1

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What Does It Mean to Sustain an Educational Effort?

3

What is Sustainability?

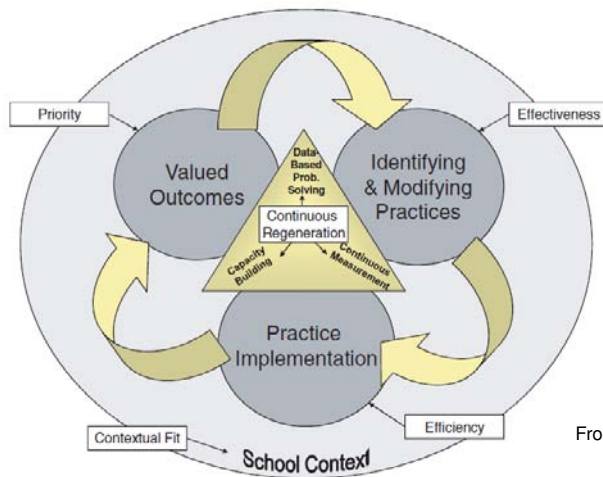
- Lasting implementation of a practice with fidelity to core components once external supports are removed
- Additionally, the durability of the practice once external supports are removed continues to result in the same, effective and desired outcomes

4

What Factors Affect Sustainability of ANY Educational Effort?

5

A Model for Sustainable Implementation



6

From McIntosh, Horner, & Sugai (2009)

Five Principles of Sustainability

1. Maximize Conceptual Fit
 - Higher congruence with need, more likely it will sustain
2. Promote Priority
 - Valued by all stakeholders
3. Ensure Effectiveness
 - Fidelity absolutely matters

From McIntosh et al. (2010)

7

Five Principles of Sustainability

(continued)

4. Increase Efficiency
 - Reality principle – is it feasible?
5. Use Data for Continuous Regeneration
 - Use data for preventative, sustaining efforts
 - Measure **context, implementation, and outcomes**

From McIntosh et al. (2010)

8

“I never guess. It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts.”



Sir Arthur Conan Doyle

Scottish Physician
 Author, Sherlock Holmes
 (1895 – 1930)

9

Data should have the loudest voice in the decisions about sustaining, expanding, and eliminating what we do in education



10

Yes, I Practice What I Preach



However...

“...processing garbage will not convert it to information, it is still garbage” (Wako, 2003, p. v).

The Value of Data

- What data do you collect as part of your SWPBIS framework?
- What do you do with these data?
- How can these data be used to support sustained or expanded implementation?

13

Sustainability

- National-level
- State-level
- District-level
- Building-level



14

National-Level Sustainability

- Large-scale studies within states
 - E.g. Maryland, Florida, Illinois, Michigan, Colorado

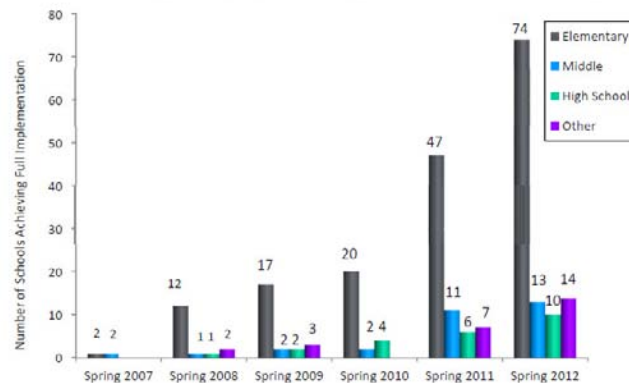
- National Advocates
 - E.g., Rob Horner, George Sugai, Catherine Bradshaw, Lucille Eber

- Emphasis in IDEIA for *positive* behavioral interventions to support all students

15

State-Level Sustainability

Cross Sectional Analysis of Full Implementation Status for Combined Cohorts by Building Level

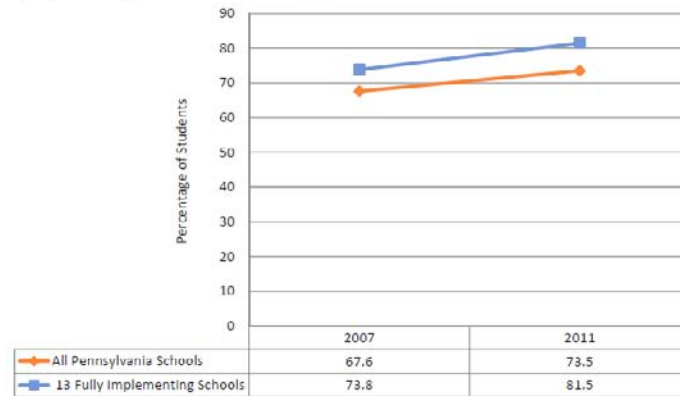


How did we get here?

16

The Data Have Spoken.....

Percentage of Students Scoring at "Proficient or Advanced" on PSSA Reading at 13 Multi-Year Fully Implementing Schools vs. State Average, 2007 and 2011



17

State-Level Sustainability

- PAPBS State Leadership Team
- PAPBS Network
- Local, regional, and state-level advocacy
- An army of trainers and technical assistants
- The sweat and tears of thousands of educators in hundreds of communities

18

District-Level Sustainability

- What data can you use in your district to promote sustained and expanded implementation?
- With whom should these data be shared?
- How often? In what format?

19

What Affects Building-Level Sustainability?

- 92 participants from 15 different PA SWPBIS teams
- School-wide Universal Behavior Sustainability Index – School Teams (SUBSIST)
 - Priority, building leadership, external leadership, effectiveness, efficiency, use of data, capacity building, and potential barriers

20

(Gorlaski, Wagner, & Runge, 2013)

Rank Order of the Primary Barrier to Sustained SWPBIS Implementation

Rank	Barriers	Percent
1	Lack of Staff Buy-In	22.1%
2	Lack of Consistency	15.6%
3	Lack of Time	15.6%
4	Lack of Funding	14.3%
5	Lack of Implementation	7.8%
6	No Barriers	6.5%
7	Lack of Ideas	5.2%
8	Teacher Attitude	5.0%
9	Lack of Community Involvement	2.6%
10	Lack of Fidelity	2.6%
11	Lack of Programming Across District	1.3%
12	No Benefits Outside of SWPBIS	1.3%
	Total	100%

21

(Gorlaski, Wagner, & Runge, 2013)

Rank Order of the Primary Factor Associated with Sustained SWPBIS Implementation

Rank	Sustaining Factors	Percent
1	Administration and Staff Buy-In	42.9%
2	Improvement in School Environment	16.9%
3	Team Approach	10.4%
4	Benefits of SWPBIS Programming	9.1%
5	Maintaining Data and Fidelity	5.2%
6	Student Involvement	5.2%
7	Teacher Training	2.6%
8	Teacher and Student Support	5.2%
9	Priority of SWPBIS	1.3%
10	Recognition	1.3%
	Total	100%

22

N = 92 respondents from 15 schools in Pennsylvania

(Gorlaski, Wagner, & Runge, 2013)

Building-Level Sustainability

- What data can you use in your building to promote sustained and expanded implementation?
- Remember contextual fit, efficiency, implementation, and outcomes

23

What Questions Should We Be Asking of Our PBIS Framework?

24

Some Ideas: How Does PBIS Affect.....

- ODRs
- OSS
- Instructional time
- Opportunities to learn
- Safety / Climate
- Referrals to Special Education
- LRE
- Out of School Placements
- Academic performance

But all of these need to be considered in the context of **HOW WELL ARE WE ACTUALLY IMPLEMENTING SWPBIS?**

25

#1 Question to Answer within SWPBIS Framework

ANY GUESSES?

How Well Are We Implementing SWPBIS?

26

If You Have A Recipe....Follow It...



27

Fidelity Measures

- Universal - Summative
 - SET
 - BoQ
- Universal – Progress Monitoring
 - TIC
 - PIC
 - Walkthrough
- Secondary
 - Benchmarks for Advanced Tiers (BAT)
- Tertiary
 - Individual Student Systems Evaluation Tool (ISSET)

28

Once You Have Fidelity Data

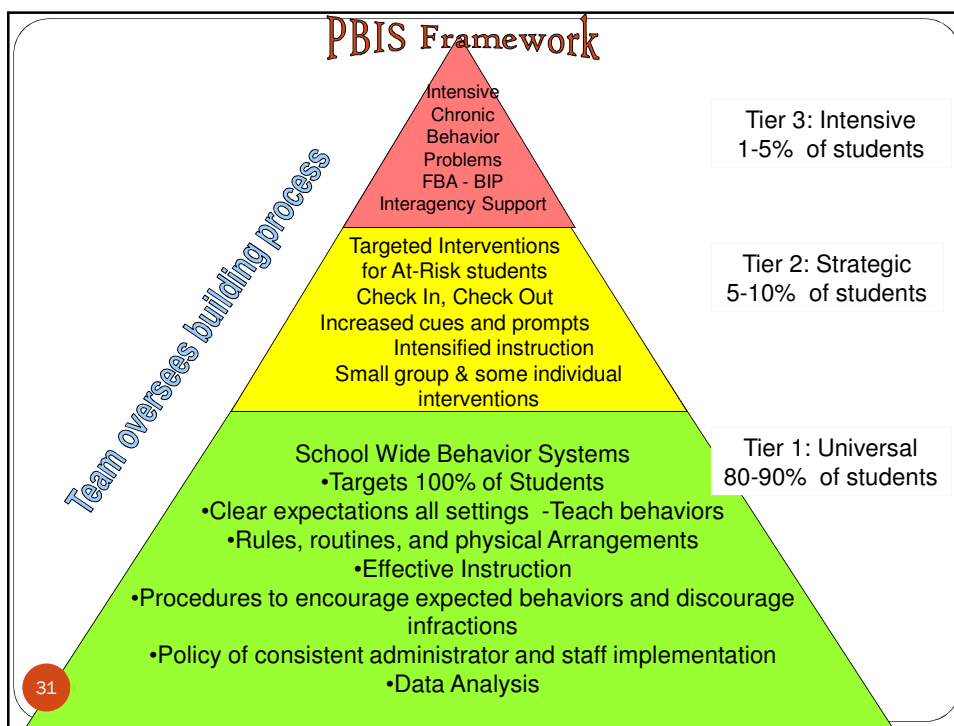
- Then you can attribute changes in any other data to SWPBIS implementation!

29




Once SWPBIS is Implemented with Fidelity, When Do You Add Tiers 2 / 3?

Remember, SWPBIS is just Tier 1 of the PBIS model

30



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32

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Thank you for your time!

33

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34