

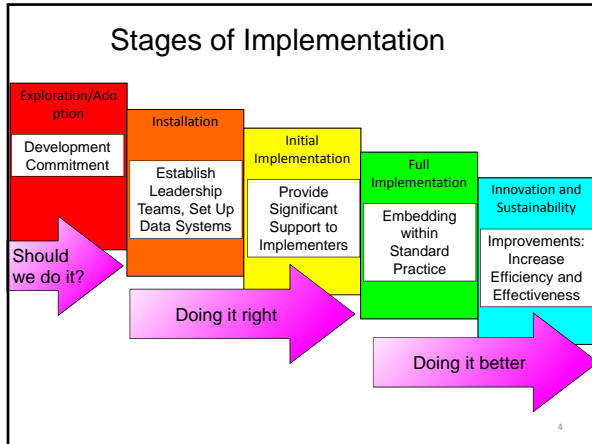
Practical Application of the Science behind Sustainable Implementation

Susan Barrett
sbarrett@pbismaryland.org
National Implementer Partner
www.pbis.org



Sustainability + Scaling

Organizational capacity for & documentation of **accurate (90%) & expandable implementation of evidence-based practice** across desired **context** (e.g., district, classroom, school-wide, nonclassroom) over **time w/ local resources & systems for continuous regeneration.**



Exploration Stage
Need for change identified, possible solutions are explored, learning about what it takes to implement the innovation effectively, stakeholders are identified and developed, and decision is made to move forward

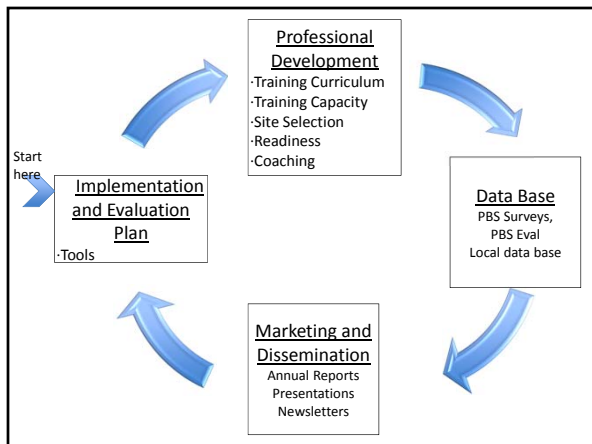
Installation
Resources needed to implement innovation with fidelity and desired outcomes are in place

Initial Implementation
Innovation is in place in schools, implementation largely guided by external TA providers

Full Implementation
Innovation is implemented and sustained by local stakeholders and is well-integrated into policy/written documentation

Innovation and Sustainability
Innovation is adapted to fit local context, innovation becomes more efficient and is integrated with other initiatives

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If something is worth doing once, it's worth building a tool to do it.

- [Evaluation Template](#)- What will the impact be?
- Identify Progress Monitoring Tools
 - Tier 1
 - Team Implementation Checklist
 - Benchmarks of Quality
 - School-wide Evaluation Tool
 - Tier 2/3
 - CICO Progress Monitoring Tool
 - Benchmark for Advance Tiers (BAT)
 - ISSET

Training Content- Example

“Anchored on the tool”

Overview

Critical Feature Modules

- Trainer Presentation
- Workbook (self assess, activity , action step)
- Implementation Snapshot

- [Team Workbook](#)

Training in Maryland Creating the Conditions for Skill Development

- Intro to Administrators
- Readiness/Planning Phase
- Team and Coach Training Event
- Facilitated Action Planning- Team Time Workbook
- Track Fidelity/Progress
- Access to Community of Practice-knowledge sharing
- Track Outcomes

[Building Training Capacity- Scope and Sequence](#)
[Training Event](#)
[Implementation Team Workbook](#)

State District Implementation Guide

- Workbook organized by POI
- Specific outcomes for each Phase
- Guiding Questions to build case/consensus
- Facilitated Activities that guide similar TA process
- Never meant to be a “paper product”



Exploration Phase

Need for change identified, possible solutions are explored, learning about what it takes to implement the innovation effectively, stakeholders are identified and developed, and decision is made to move forward

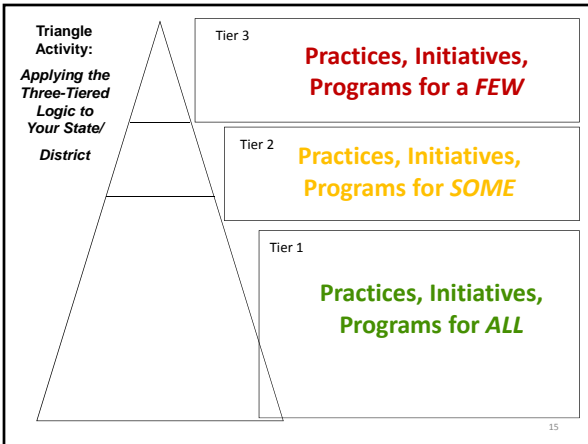
Before you add one more thing....



www.safetycenter.navy.mil

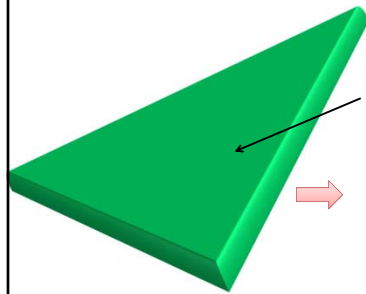
Resource Mapping

- What are the **practices** in place at each tier of the triangle?
- Are they **evidence-based** practices?
- How are you measuring effectiveness of practices (**data**)?
- Who are the **service delivery teams/personnel** (e.g., Climate, School Improvement Team, Discipline)?
- Link to **outcomes**- Strategic Plan



TIER I: Core, Universal

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

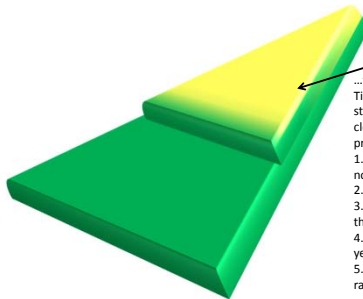
- 1.What exactly do we expect all students to learn ?
- 2.How will we know if and when they've learned it?
- 3.How you we respond when some students don't learn?
- 4.How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

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TIER II: Supplemental, Targeted

Tier II
For approx. 20% of students
Core
+
Supplemental



...to achieve benchmarks

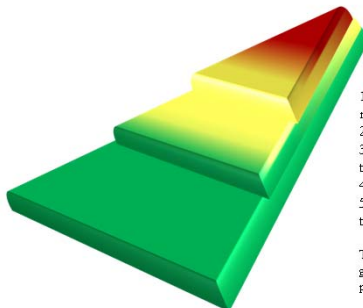
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

- 1.Where are the students performing now?
- 2.Where do we want them to be?
- 3.How long do we have to get them there?
- 4.How much do they have to grow per year/monthly to get there?
- 5.What resources will move them at that rate?

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TIER III: Intensive, Individualized

Tier III
For Approx 5% of Students
Core
+
Supplemental
+
Intensive Individual Instruction
...to achieve benchmarks



- 1.Where is the students performing now?
- 2.Where do we want him to be?
- 3.How long do we have to get him there?
- 4.What supports has he received?
- 5.What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

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Exploration Phase

- Major emphasis is on long term commitment, innovation and implementation are discussed so that stakeholders understand system-level features necessary for initial and sustained implementation of the innovation
- Site Visits to other Districts already implementing

Installation

- *Resources needed to implement innovation with fidelity and desired outcomes are in place*
- Identify:
- *Coordinator*
 - *State Team*
 - *Implementation Team*
 - *Trainers, Coaches*
 - *Roles and Functions must be clear*
 - *Use the Blueprint and Team Workbook*

Initial Implementation

- **Commitment to Capacity Building**
 - Demonstrated High Fidelity/High Impact
 - Demand Increases
 - State Team won't be able to keep up with demand

Features

- Point of Contact and Coaches become Local Coordinators
 - Transfer role to local person
 - Use phase of implementation to guide decision points
- Meet with local team to build action plan-model after state team

District Level Phases	
Phase One: Commitment to Collaboration Role of District <ul style="list-style-type: none"> • ID Point of Contact • Small number of schools trained in PBS • Small number of coaches identified and trained 	Role of State Leadership Team <ul style="list-style-type: none"> • Conduct Site visit to school two times/school year (completion of "implementation phase checklist") • Provide technical assistance to local coaches • Provide SWIS training to schools as needed • Maintain communication with Point of Contact • Nominate Exemplar • Sign for Terms • Attend State Leadership Team Meetings monthly • Complete SET and SET Report as needed • Coordinate Regional Meetings for team leaders and coaches
Phase Two: Commitment to Capacity Building Role of District <ul style="list-style-type: none"> • More than 9% of schools trained in PBS within district/region • Coach/facilitator or lead coach identified (% of time allocated for PBS activities) • Informal District/Regional team identified • SWIS facilitators identified and trained • SET Assessors identified and trained 	Role of State Leadership Team <ul style="list-style-type: none"> • Provide support and technical assistance to coach/facilitator (coach/facilitator coordinates site visits, "implementation phase checklist", SWIS facilitator, SET assessment and support to local coaches) • Conduct site visits to schools by special request only • Assist with district self assessment and action plan • Assist with dissemination activities such as presentation to LMB, Community, Businesses, Superintendent • Conduct capacity building progress activities using PBS Blueprint with key stakeholders • Submit formal reports to PBS management team to include progress notes, updates, training needs • Conduct needs assessment • Conduct SWIS facilitator training, SET assessor training
Phase Three: Commitment to Large Scale Implementation Role of District <ul style="list-style-type: none"> • Identification of PBS Coordinator • Working Budget • District Regional Action Plan in place to address capacity building around training, coaching, evaluation, coordination • District/Regional PBS functioning team • Development of database • Progress Report in development • Development of newsletters, brochure and other marketing material • Alignment with LSS Master Plan, Charter, Code of Conduct • Formal reports cycle to key stakeholders (superintendent, board, LMB, community/business, local organizations) 	Role of State Leadership Team <ul style="list-style-type: none"> • Active communication and coordination with PBS Coordinator and PBS District/Regional Team • Attendance to district/regional monthly meetings • Identify resources such as grant opportunities • Promote visibility to State • Assist with marketing/dissemination policy

Full Implementation

Innovation is implemented and sustained by local stakeholders and is well-integrated into policy/written documentation

- "New" is now standard practice

Innovation and Sustainability

- Innovation and Integration
 - Demonstrated impact throughout
 - Change/Adapt to fit culture every year
 - Renew Commitment
 - Easier, More Efficient, Cost Reduces
 - Organizational Framework allows for integration
 - Educators as better consumers

Hybrid Training: Face to Face combined with Use of Technology

- Training – always an evolving process....
- Continuous opportunities to deepen both content and implementation knowledge and skills.
- Establish training cycle that includes:
 - Face to face training and planning
 - WIKI
 - Skype/Adobe connect

Using a WIKI

- “Fast” access to content/tools/resources
- Targets group needs
- Build with group
- Interactive or Storage Space

Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
