Leadership in Implementing School-wide PBIS in California

February 19: 1:00-3:00pm

Rob Horner
University of Oregon
OSEP TA-Center on PBIS
www.pbis.org

Slides will be posted at www.pbis.org
(Presentation Resources)
Audience and Goals

• **Intended Audience**
  • Administrators and teams considering, or actively engaged in implementing SWPBIS in California.

• **Goals**
  • Define *current status* of SWPBIS implementation
  • Define *lessons learned about effective administration* and leadership in implementation of SWPBIS.
  • Detail how the *collection and use of data* affects implementation of SWPBIS
  • Provide opportunity for *questions*. 
Format

- **1:00- 2:00 (Implementing SWPBIS)**
  - Welcome and logistics
  - Status of SWPBIS Implementation
  - Role of effective leadership
    - **NINE lessons learned from the past 20 years.**

- **2:00-2:10 Questions**

- **2:10- 2:50 (Using data effectively within SWPBIS implementation)**
  - Collecting and use implementation data
  - Collecting and using student impact data

- **2:50-3:00 Questions.**
Themes Affecting Education:
Multi-tiered Systems, Evidence-based Practices, Implementation Science

- Multi-tiered Systems of Support
- Evidence-based Practices
- Implementation Science
- Performance Assessment (Fidelity)
- Coaching
- Training
- Selection
- Systems Intervention
- Facilitative Administration
- Decision Support Data System
- Leadership Drivers
  - Technical
  - Adaptive

Graph showing percentage of non-compliant intervals over sessions.
Why SWPBIS?

• The fundamental purpose of SWPBIS is to make schools more effective learning environments.
School-wide Positive Behavioral Interventions and Supports (SWPBIS)

- 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 with the systems needed for high fidelity and sustainability

- Multiple tiers of intensity
What is School-wide Positive Behavior Intervention and Support?

**School-wide PBIS is:**
- A 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 SWPBIS**
- 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
Experimental Research on SWPBIS

SWPBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Reduction in bullying behaviors
6. Improved organizational efficiency
7. Reduction in staff turnover
8. Increased perception of teacher efficacy
9. Improved Social Emotional competence


Summary of Research

• **School-wide PBIS is an evidence-based practice**
  - Implementation is related to improved academic and social behavior.

• **Tier I SWPBIS can be implemented with fidelity by any school in the U.S. without new resources or dramatic reorganization.**
  - Successful Schools:
    - Define a clear commitment to school-wide social culture
    - Add data systems (fidelity and Student Outcomes)
    - Provide the leadership to allow effective team-based decision-making.

• **Tier II and Tier III supports will require more adaptation**
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. Multiple tiers of support intensity
3. Early/rapid access to support
Remember that the multiple tiers of support refer to our SUPPORT not Students.

Avoid creating a new disability labeling system.
Proportion of Schools Implementing SWPBIS by State
February, 2013

12 states over 40% of all schools implementing SWPBIS
Leadership Team

Active Coordination

Funding
Visibility
Political Support
Policy

Training
Coaching
Behavioral Expertise
Evaluation

Local School/District Teams/Demonstrations

Sugai et al., www.pbis.org
Stages of Implementation

Exploration
Installation
Initial Implementation
Full Implementation

Implementation Takes Time: 2 – 4 Years

Fixsen & Blase (2010)
<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it!</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td></td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>
Poll #1

• Where are you in considering Implementation of SWPBIS in your school/district?

• ______ Exploration
  • Do we need it? Can we do it? Would it fit with what we already do?

• ______ Installation
  • Setting up the team structures, policies, data systems, training plan

• ______ Initial Implementation
  • Train teams, coaches, trainers, evaluation group
  • Collect initial data, and adapt to data results.
  • Move from Tier I to Tier II and Tier III supports

• ______ Full Implementation
  • Improve efficiency
  • Scale up across all schools in district/state
  • Link with academic and mental health initiatives
Effective Leadership

- Clarity of vision
- Building Capacity
  - Select
  - Train
  - Coach
  - Performance Feedback
    - Self-assessment
  - Teams
    - Authority
    - Time
- Data for effective decision-making
  - Implementation Fidelity
  - Student outcomes
- Avoiding competing and conflicting initiatives

Fixsen, Blase et al., 2010
McIntosh, Predy, Upreti, Hurne, Turri & Mathews 2012
The Challenge

- Lack of discipline is viewed as one of the most serious challenges facing public schools

- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning
  - Skiba and Peterson, (2000)

- There is a link between general level of disruptive behavior and more extreme acts of violence
  - Skiba and Peterson, (2000)

- There is a link between level of disruptive behavior and student academic accomplishments
  - McIntosh et al., 2010
  - Algozzine et al., 2012
Nine Lessons Learned for Administrators Implementing SWPBIS

• Effective Leadership Matters
• Start by establishing commitment
• Lead don’t drive: Use team-based change process
• Invest in prevention first
• Avoid rewards for problem behavior
• Create a positive social culture
• Implement Evidence-based Practices at all three Tiers
  • **Universal** (all students, all times, all locations)
  • **Targeted** (efficient interventions for at-risk students)
  • **Intensive** (individualized interventions for those students with the most intense problem behavior)
• Use on-going data collection for active decision-making
• Establishing sustainable systems/supports
  • School PBIS handbook
  • Job descriptions
Lesson #1: Effective Leadership Matters

• Gallop poll
  • Buckingham and Coffman, 2002

• McIntosh et al., 2012
  • Perceptions of Contextual Features Related to Implementation and Sustainability of School-Wide Positive Behavior Support

• Coffey & Horner, 2012
  • The sustainability of school-wide positive behavioral interventions and supports
Perceptions of Contextual Features Related to Implementation and Sustainability of School-Wide Positive Behavior Support

Kent McIntosh, PhD, Larissa K. Predy, MA, Gita Upreti, PhD, Amanda E. Hume, MA, Mary G. Turri, BA, and Susanna Mathews, MA (2012)

<table>
<thead>
<tr>
<th>SUBSIT Item: 0 = low importance 5 = high importance (Four Highest Items for Implementation of SWPBIS)</th>
<th>Implement SWPBIS</th>
<th>Sustain SWPBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school administrators (building principal or vice principal) actively support SWPBIS</td>
<td>4.90</td>
<td>4.90</td>
</tr>
<tr>
<td>A school administrator regularly attends and participates in SWPBIS team meetings</td>
<td>4.80</td>
<td>4.78</td>
</tr>
<tr>
<td>The school administrators describe SWPBIS as a top priority for the school</td>
<td>4.76</td>
<td>4.78</td>
</tr>
<tr>
<td>The school administrators ensure that the SWPBIS team has regularly scheduled time to meet</td>
<td>4.73</td>
<td>4.73</td>
</tr>
</tbody>
</table>
“What the Worlds Greatest Managers Do Differently”

-- Buckingham & Coffman 2002, Gallup

Interviews with 1 million workers, 80,000 managers, in 400 companies.

• Create working environments where employees:
  • 1. Know what is expected
  • 2. Have the materials and equipment to do the job correctly
  • 3. Receive recognition each week for good work.
  • 4. Have a supervisor who cares, and pays attention
  • 5. Receive encouragement to contribute and improve
  • 6. Can identify a person at work who is a “best friend.”
  • 7. Feel the mission of the organization makes them feel like their jobs are important
  • 8. See the people around them committed to doing a good job
  • 9. Feel like they are learning new things (getting better)
  • 10. Have the opportunity to do their job well.
Lesson #2: Establish Commitment by Sharing Data and Collecting Staff Perceptions

- **Focus first on student behavior.**
  - “Are we satisfied with the behavior of students in our school?”
    - Summarize and share student behavior data
    - ODR/100 students/ Day (Elem Mean = .22; Middle Mean = .44)

- **Focus on evidence-based practices**
  - “Are we doing what research indicates is most helpful and effective for improving student behavior?”
    - Collect staff self-assessment (team checklist, EBS Survey)
Questions to Ask
What is happening?
What is typical?
What is possible?
What is needed?

Average Referrals Per Day Per Month

School Months, 2011-12

Days: 162

Referrals: 491
Middle School  765 students
Elementary School
Describe the narrative for this elementary school

[Bar chart showing average referrals per day per month with months on the x-axis and average referrals per day per month on the y-axis. The data peaks in December.]
Describe the narrative for this Middle school.

The chart shows the average referrals per day per month for a Middle school. The x-axis represents the months from August to July, while the y-axis indicates the average referrals per day per month, ranging from 0.0 to 1.8. Each month is represented by a bar, and the data shows fluctuations throughout the year. For example, the referrals are lowest in October and highest in April. The chart suggests that referrals are more frequent during certain months compared to others.
Describe the narrative for this High school

Average Referrals Per Day Per Month

- Year One
- Year Two

The graph illustrates the average referrals per day per month for Year One and Year Two. The data shows a significant increase in referrals during December for Year Two, which is not observed in Year One. The graph also indicates a general decrease in referrals from January to July for both years, with a slight increase in March for Year One.
Lesson #2: Establish Commitment by Sharing Data and Collecting Staff Perceptions

- **Build priorities**
  - “Is development of a positive social culture one of the top three priorities of our school?”
    - Do not expect student behavior to change if adult behavior does not change.
    - Context matters.

- **Build on what you already do well**
  - Never stop doing what already works

- **Make any new effort “fit” the culture/context of your school**
  - The core features are constant, but the path to achieve them may vary from school to school.
Lesson #3: Lead don’t drive: Build capacity

• Effective administrators make everyone else around them more effective than they would otherwise be.
  • If you “do it all” you will be less likely to have an impact, and the impact you have will be less likely to sustain.

• Give your team vision, time, training, resources, and clearly defined outcome measures.
  • Rotate chair of meetings
  • Operate with an agenda, and minutes
  • Review data at every meeting
Priorities should make a difference in how you allocate staff time

• Don’t add new initiatives without identifying what you will stop doing.
  • Use faculty time strategically

• Focus the energy of your faculty
  • No more than three major goals
  • Do the job well

• Two mantras
  • Never stop doing things that work
  • Always look for the smallest change that will have the largest impact.
    • Trying to do “Everything” too often results in accomplishing “Nothing.”
# Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Education Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DARE Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>% of students attending</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Education</td>
<td>Improve character</td>
<td>Student behavior?</td>
<td>All students</td>
<td>Marlee, J.S., Ellen</td>
<td>??</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td></td>
<td>All students</td>
<td>Has not met</td>
<td>??</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>School spirit</td>
<td></td>
<td>All students</td>
<td>Has not met</td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Improve discipline</td>
<td>All students</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Decrease drug use</td>
<td></td>
<td>All students</td>
<td>Don</td>
<td>??</td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Office referrals, Attendance, Grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2, Goal #3</td>
</tr>
</tbody>
</table>
Working Smarter Summary
With PBIS or with any “X” initiative

1. If we do “X” (PBIS) what two things will we stop doing?
2. Does “X” (PBIS) align with our most important goals for students?
3. Does “X” (PBIS) fit with what we already do well?
4. Does “X” (PBIS) have high probability of delivering the expected outcomes (research?)
5. Do we have the capacity to implement “X” (PBIS) with high fidelity and sustainability?
Poll #2

1. How many initiatives are you being asked to implement in your school/district? (PBIS, Bully Prevention, Violence reduction, Attendance, ...)

   ___ 1 to 3;   ___ 4 to 6;   ___ 7 to 9;   ___ 10+

2. Are multiple initiatives in your district a barrier to doing any one initiative well?

   No                                                                  Yes
   1              2                  3              4               5

3. Could current initiatives be integrated effectively?

   No                                                                  Yes
   1              2                  3              4               5
Questions
Lesson #4: Invest in Prevention (Primary/Universal PBIS as a foundation)

• **Proactive Behavior Support for All**
  • Common language
  • Common vision for what is acceptable
  • Common experience

• **Students must participate in building an positive social culture.**
  • Students value an environment that is predictable, positive, consistent, fair, safe.
  • Students will resist an environment that is perceived as punitive, capricious, controlling
Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults
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

~80% of Students

~15%

~5%
Create Effective Learning Environments

- Predictable
- Consistent
- Positive
- Safe
Action: Rate your school culture

1. Use a student perspective
2. Use a staff perspective

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Consistent</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Positive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Safe</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
**Action: Rate your school culture**

1. Use a student perspective
2. Use a staff perspective

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Predictable</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Consistent</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Positive</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Safe</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Primary/Universal PBIS
“Establish a positive social culture”

- **Create a school environment where:**
  - Student expectations are *defined*
  - Student expectations are *taught*
  - Student expectations are *acknowledged*
  - Student behavioral errors have immediate and consistent *consequences*
  - Faculty and staff behavior is *positive, predictable and consistent*
  - Data are gathered, summarized and used for decision-making on a regular cycle.
Lesson #5: Avoid the trap of rewarding problem behavior

- Negative reinforcement is alive and well.
  - Escaping something unpleasant is a reward.
Lesson #6: Create a positive setting

• Establish multiple and on-going strategies for acknowledging appropriate behavior.

A School Culture is POSITIVE when the STUDENTS perceive it as positive, NOT when we say it is positive.

• A positive environment is characterized by at least 5 positive interactions for every correction.
  • Glenn Latham, Bud Fredericks
• Link individual acknowledgement to overall benefit of others.
• Dispel myth that rewards are ineffective or detrimental to student “intrinsic motivation.”
• Make rewards age and context appropriate
Are Rewards Dangerous?

• “...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”
  • Judy Cameron, 2002
  • Cameron, 2002
  • Cameron & Pierce, 1994, 2002
  • Cameron, Banko & Pierce, 2001
Activity for Next Faculty Meeting

• How do we acknowledge the positive social behavior of students?
  • 1. Individual students
  • 2. Groups/Classrooms
  • 3. Whole school

• Stop 10-15 students in the hallway and ask:
  • Do you know the expectations in the school?
  • What do they mean for what you do here?
  • Has anyone acknowledged you for doing things well during the past two weeks?
Poll #3

• Do we have effective systems in place to recognize students for appropriate behavior?

• No  
  1  2  3  4  5  

• Yes
Lesson #7: Invest in Intensive Supports (Tier II, III)

• Establish the organizational capacity to support students with more severe problem behavior.

• The three areas of “knowledge” needed by a team.
  • Bennazi et al., (2006)
    • Knowledge about student
    • Knowledge about context
    • Knowledge about behavioral theory

• The importance of understanding “function” of behavior.
  • Sheldon Loman and Kathleen Strickland-Cohen (2013)
    • Typical school personnel can assess and manage “Basic” individual behavior challenges.
School-wide PBS

- Establishing additional supports for students with more intense needs
Behavior Support Elements

Problem Behavior

Functional Assessment

Intervention & Support Plan

Fidelity of Implementation

* Response class
* Routine analysis
* Hypothesis statement
* Supporting data

* Alternative behaviors
* Competing behavior analysis
* Indicated, evidence-based interventions
* Contextual fit
* Strengths, preferences, & lifestyle outcomes

* Implementation support
* Data plan

* Continuous improvement
* Sustainability plan

Team-based

Behavior competence

Impact on Behavior & Lifestyle
Lesson #8: Collect and use Data for Active Decision-Making

• Give each team concrete measures that they can use to determine if they are successful.

• Measure use of practices: www.pbisassessment.org
  • Are we doing what we want to be doing?
    • Team Checklist
    • Benchmark of Quality
    • EBS Survey
    • SET

• Measure impact on valued outcomes
  • Office discipline referrals
  • Attendance
  • Suspension/Expulsion rates
  • Student academic achievement
  • Student Individual Intensive Supports
How Often?

What Behavior?

Where?

When?
Why?

Given, the “who, what, where, when, and how often” … then ask, “why does this behavior keep happening in this setting at this time?”
# School Wide Reports

## 2012-13 School Year

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Enrollment</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Students in ISIS</td>
<td>10 / 500</td>
<td>2.00%</td>
</tr>
<tr>
<td>Discontinued this Year</td>
<td>2 / 10</td>
<td>20.00%</td>
</tr>
<tr>
<td>On IEP</td>
<td>6 / 10</td>
<td>60.00%</td>
</tr>
<tr>
<td>On 504 Plan</td>
<td>0 / 10</td>
<td>0.00%</td>
</tr>
<tr>
<td>Students in CICO</td>
<td>4 / 500</td>
<td>0.80%</td>
</tr>
<tr>
<td>Students with Referrals</td>
<td>341 / 500</td>
<td>68.20%</td>
</tr>
</tbody>
</table>

## Current as of Oct 16, 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Enrollment</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Students in ISIS</td>
<td>8 / 500</td>
<td>1.60%</td>
</tr>
<tr>
<td>Starting or Progressing</td>
<td>7 / 8</td>
<td>87.50%</td>
</tr>
<tr>
<td>On IEP</td>
<td>5 / 8</td>
<td>62.50%</td>
</tr>
<tr>
<td>On 504 Plan</td>
<td>0 / 8</td>
<td>0.00%</td>
</tr>
<tr>
<td>Students in CICO</td>
<td>4 / 500</td>
<td>0.80%</td>
</tr>
<tr>
<td>Students with Referrals</td>
<td>341 / 500</td>
<td>68.20%</td>
</tr>
</tbody>
</table>

## Students Status for 2012-13 School Year (10)

<table>
<thead>
<tr>
<th>Student</th>
<th>Coordinator</th>
<th>On IEP</th>
<th>Assessment In Place</th>
<th>Support Plan In Place</th>
<th>Fidelity Data Date Last Entered</th>
<th>Outcome Data Date Last Entered</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Neal</td>
<td>Rose, Margie</td>
<td>Yes</td>
<td>Yes</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>Starting</td>
</tr>
<tr>
<td>Anderson-Jones, David</td>
<td>Rose, Margie</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>10/5/12</td>
<td>10/9/12</td>
<td>Needs Revision</td>
</tr>
<tr>
<td>Aroes, Bill</td>
<td>Stone, April</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2/17/12</td>
<td>2/14/12</td>
<td>Discontinued</td>
</tr>
<tr>
<td>Armack, Lou</td>
<td>Stone, April</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>-</td>
<td>-</td>
<td>Starting</td>
</tr>
<tr>
<td>Banks, Mark</td>
<td>Rose, Margie</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>10/12/12</td>
<td>10/11/12</td>
<td>Progressing</td>
</tr>
<tr>
<td>Bender, Brian</td>
<td>Rose, Margie</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>6/6/12</td>
<td>6/6/12</td>
<td>Progressing</td>
</tr>
<tr>
<td>Bier, Michelle</td>
<td>Rose, Margie</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>-</td>
<td>-</td>
<td>Starting</td>
</tr>
<tr>
<td>Brent, Tina</td>
<td>Rose, Margie</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>10/5/12</td>
<td>10/2/12</td>
<td>Progressing</td>
</tr>
<tr>
<td>Franks, Tim</td>
<td>Stone, April</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>4/6/12</td>
<td>4/10/12</td>
<td>Discontinued</td>
</tr>
<tr>
<td>Johnson, Carly</td>
<td>Stone, April</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>6/1/12</td>
<td>6/1/12</td>
<td>Progressing</td>
</tr>
</tbody>
</table>
Poll #4

• Do you have the data systems you need for effective decision-making?

• Data about implementation fidelity?
  • No
    1  2  3  4  5
  • Yes

Data about student outcomes?

• No
  1  2  3  4  5
• Yes

------------------------------------------------------------------------
Lesson #9: Sustainable Implementation

- **Establish the policies, systems, tools and documentation:**
  - To make implementation easier in subsequent years
  - To make implementation a continuous process of adaptation and improvement
  - To make implementation process driven, not person dependent.
    - Schedule of activities
    - Regular assessment and adaptation
    - School Handbook
      - Lesson plans
      - Teaching Schedule
      - Student/Faculty Evaluation
Data need not be a four-letter word

- Using data for decision-making versus evaluation
- Decision-cycles
  - Weekly
  - Monthly
  - Annual
Summary

• Administrative Leadership is essential for successful implementation of PBIS.

• Anticipate, Support, Assess, Adapt.