

MAKE IT WORK!

IMPLEMENTING AND SUSTAINING SWPBIS IN PHILADELPHIA



School District of Philadelphia

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Devereux Center for Effective Schools

Building the capacity of schools and other child-serving institutions to better serve children and adolescents with, and at risk for developing, emotional and behavioral disorders (EBD).

- Apply behavioral principles to systems within preventative framework
 - School-wide Positive Behavioral Interventions and Supports in urban schools
 - Alternative Education settings Positive Behavioral Interventions and Supports
- Professional Development Trainings, Workshops & Technical Assistance
- Product development
 - Strengthening Emotional Support Service (SESS)
 - Building Essential Skills for Teachers of Students with Emotional Behavioral Disorders (BEST-EBD)
 - Stop-Gap Model of Residential Service Delivery
 - Devereux Classroom Observation Tool (DCOT)
 - Toolbox of Parenting Skills (TOPS)
 - Lunchroom Behavior Game (LBG)
- Consultation internal & external to Devereux
 - Student-focused, Class-wide, & Systems-Level



School District of Philadelphia

- ❖ 215 schools (147 elementary, 14 middle, 53 high schools)
 - ❖ Total student enrollment: 126,994
- ❖ Number of employees: 19,900 (9,000 teachers)
- ❖ Students with disabilities: 15.2%
- ❖ Students learning English: 12.1%
- ❖ Percent of students who achieved proficiency on state testing:
 - ❖ English/Language Arts: 27%
 - ❖ Math: 13%
- ❖ 100% free and reduced lunch

Your Challenge Today Is:



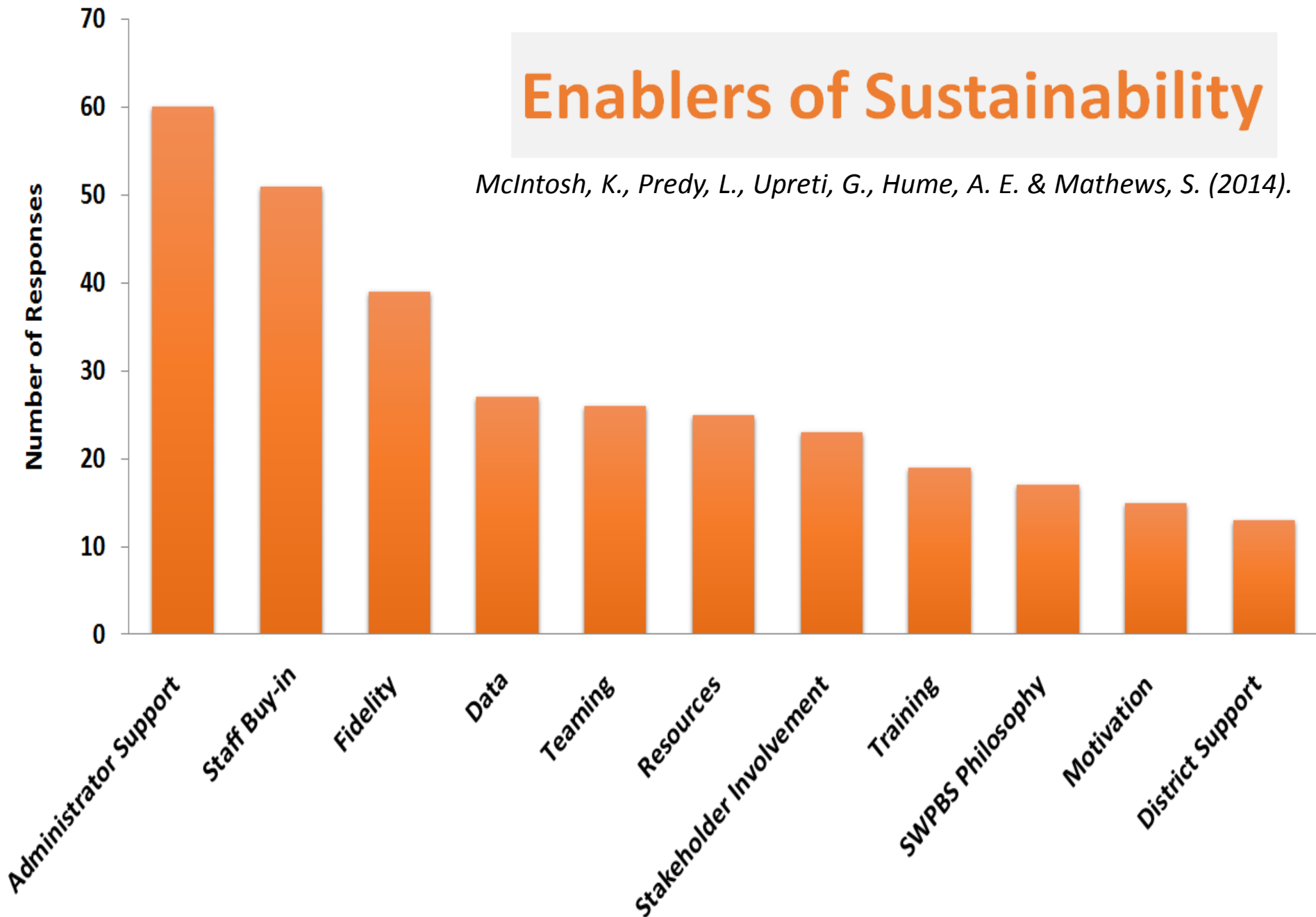
- Gain an understanding of the unique challenges encountered by a large, urban school district in implementing SWPBIS as a school climate initiative across over 60 schools.
- Identify solutions that were developed in response to the barriers to implementing and sustaining SWPBIS a large urban district.
- Identify ways that SWPBIS training and coaching can be differentiated for under-resourced, urban schools.

Urban Implementation of PBIS

Kahoot!

Enablers of Sustainability

McIntosh, K., Predy, L., Upreti, G., Hume, A. E. & Mathews, S. (2014).



Most Important Perceived Factors for Sustainability

1. School administrators actively support PBIS
2. School administrators describes PBIS as a top priority for the school
3. A school administrator regularly attends and participates in PBIS team meetings
4. The PBIS school team is well organized and operates efficiently
5. The school administrators ensure that the PBIS team has regularly scheduled time to meet

McIntosh, K., Predy, L., Upreti, G., Hume, A. E. & Mathews, S. (2014)

THE SCHOOL DISTRICT OF
PHILADELPHIA

Predicting Abandonment of SWPBIS

- Investigation of 1861 schools across three states
 - Of these, 70 schools stopped implementation
 - Most schools abandoned within first three years

- The only predictor of abandonment was urban settings

- 44 schools provided reason for abandonment
 - 82% School Administrator Support
 - 11% Insufficient Data Submission
 - 5% Competing Initiatives

Nese, McIntosh, Nese, Bloom, Johnson, Phillips, & Hoselton (2016)

History of SWPBIS in SDP

- 1999 – First Demonstration Project
- 2001-2005 – DOE Grant
 - Two schools integrating SWPBIS and parent education
- 2003-2006 – Project REACH
 - Nine schools integrating SWPBIS counselor training and consultation
- 2008-2012 – CDC Grant
 - Two schools with mental health services at tier 2
- 2009-2012– Project ACCELERATE
 - Three schools integrating SWPBIS and social work support services
- 2009-2010 – United Way
 - 20 schools trained to implement SWPBIS
 - Funding disrupted and project discontinued after one year

History of SWPBIS in SDP

- 2012-2017– NICHD Grant
 - Six schools using SWPBIS and training and supports for groups at tier 2
- 2013-2016 – Philadelphia Foundation
 - 10 “receiving” schools
- 2014-2016 – Youth Forum Cities
 - Four schools part of city-wide violence prevention program
- 2014-2019 – School Climate Transformation Grant
 - 31+ new schools and added supports for implementing schools

Challenges in Sustainability

- Administrative Support
 - District level
 - School level
- Administrative Turnover
 - District level
 - School level
- School Staff Turnover
- Data System
- Lack of Resources
 - Staff
 - Materials
 - Budget
- Lack of Follow-Up
 - No ongoing support after funding ends
 - No accountability for schools after grant ends

Developing a Structure for Capacity

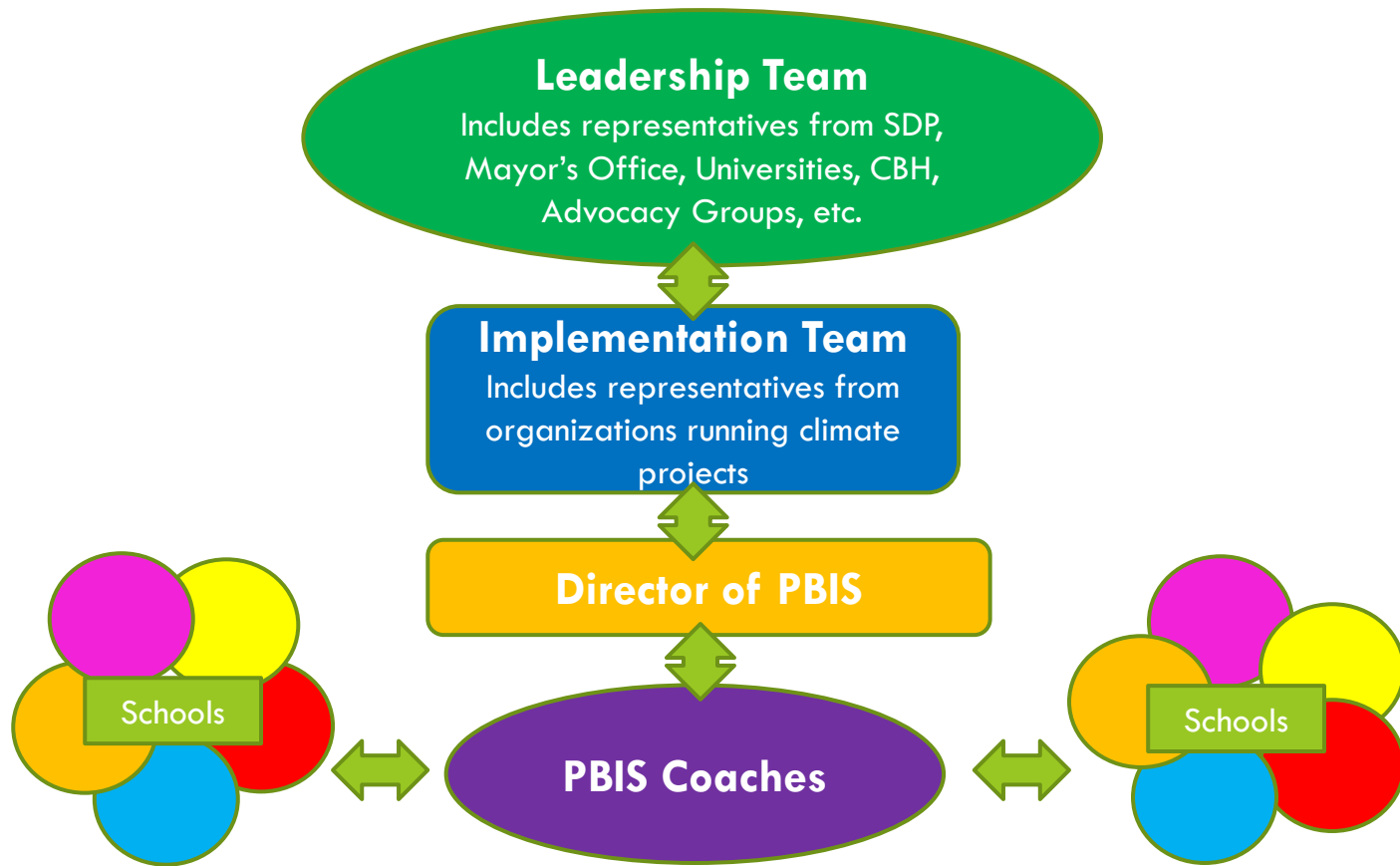
Goal 1: Develop Internal Structure for Capacity

- Form a district leadership team
 - Superintendent's cabinet
 - Community organizations
 - Assistant superintendents
 - Principal
 - System partners (e.g., Department of Behavioral Health, Department of Human Services).

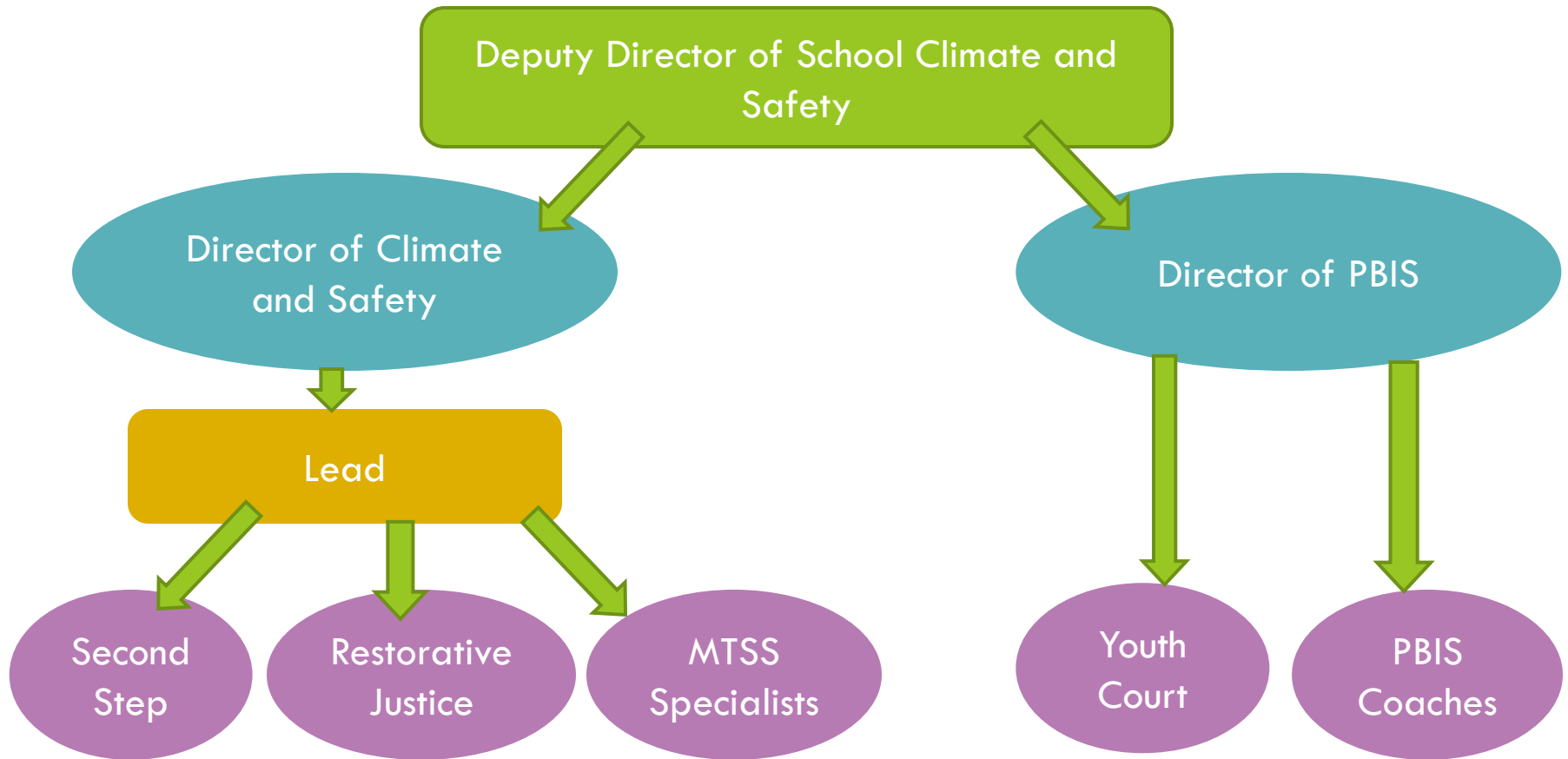
- Develop an implementation team
 - Oversee school climate activities

- Hire SWPBIS coaches and then a Director

Organizational Structure for SDP Climate



Office of School Climate and Safety



And your budget for this challenge is...

- Building a sustainable system costs money!
 - Must invest in:
 - Training for new schools
 - Coaching support
 - Integrating PBIS in other climate initiatives
 - Data system for problem-solving

- Invest in infrastructure and support and not tangibles

Goal 2: Develop SWPBIS in 14 existing schools and 28 new schools

- Develop coaching structure using a needs-based formula to maximize support
- Train and implement a universal SWPBIS system
- Train and implement a tier 2 program
 - Check-in, Check-out (CICO)
- Monitor data
 - Office discipline referrals
 - Attendance
 - Suspensions and expulsions

School Recruitment: Stop Using the Button Bag!

- Alignment with Superintendent's Action Plan 3.0
 - All students will read by age 8

- Application Process
 - Schools invited to apply
 - Overview presentation

- Competitive Process
 - Increases administrative support
 - Increases buy-in
 - Meeting with Director of PBIS and principal



Addressing Sustainability through Coaching

- “Train & Hope” is not an effective model
- Individuals and schools that receive follow-up consultation/facilitation are successful (Joyce and Showers, 2002)
- SWPBIS is most successful when implemented within a coaching model (Andreou & McIntosh, 2013; Bambara, Nonnemacher, & Kern, 2009; Coffey & Horner, 2012)

Coaching Model



Standard Coaching vs. Philly Coaching

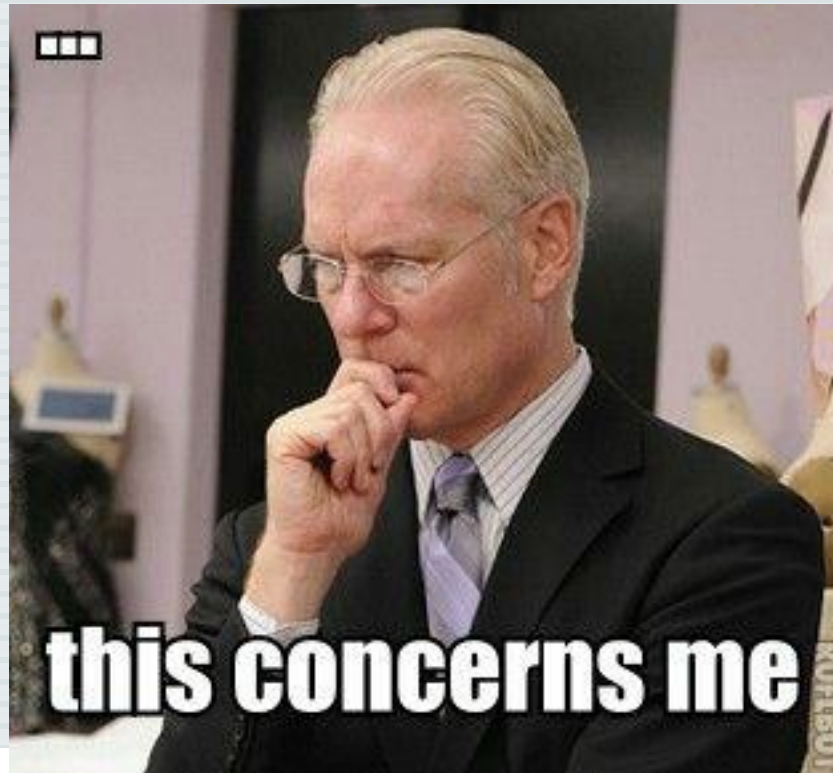
Standard Coaching

- * Initial Training
- * Prompting
- * Providing performance feedback
- * Facilitating skill fluency
- * General notes and feedback
- * Relationship building

Philly Coaching

- * All standard coaching procedures
- * Suggesting modifications to better fit culture & context
- * Strategic relationship and community building
- * Supporting overall school climate
- * Being flexible meeting the schools needs
- * Continuous modeling of TIPS key roles
- * Retraining through acquisition staff members and administrators

Challenges in Coaching



Case Study: Parsons STEM Academy



PBIS Implementation: Parsons



Initial Training Year: 2014-15

- Creation of the PBIS Team
- Designing the PBIS program
 - School-wide expectations
 - Acknowledgment system
 - Corrective consequences system
 - Plan for teaching behaviors

- Training and Prepping for Kickoff

Rollout Year: 2015-16:

The “Unconventional Materials Challenge”

- **Problem:** Acknowledgement system required purchasing of items, and the allotted “budget” quickly ran out after stocking the school store
- Students quickly became bored with the leftover items in the school store, and by December there were tickets floating all over the school

Ways to Address Lack of Resources

Solutions

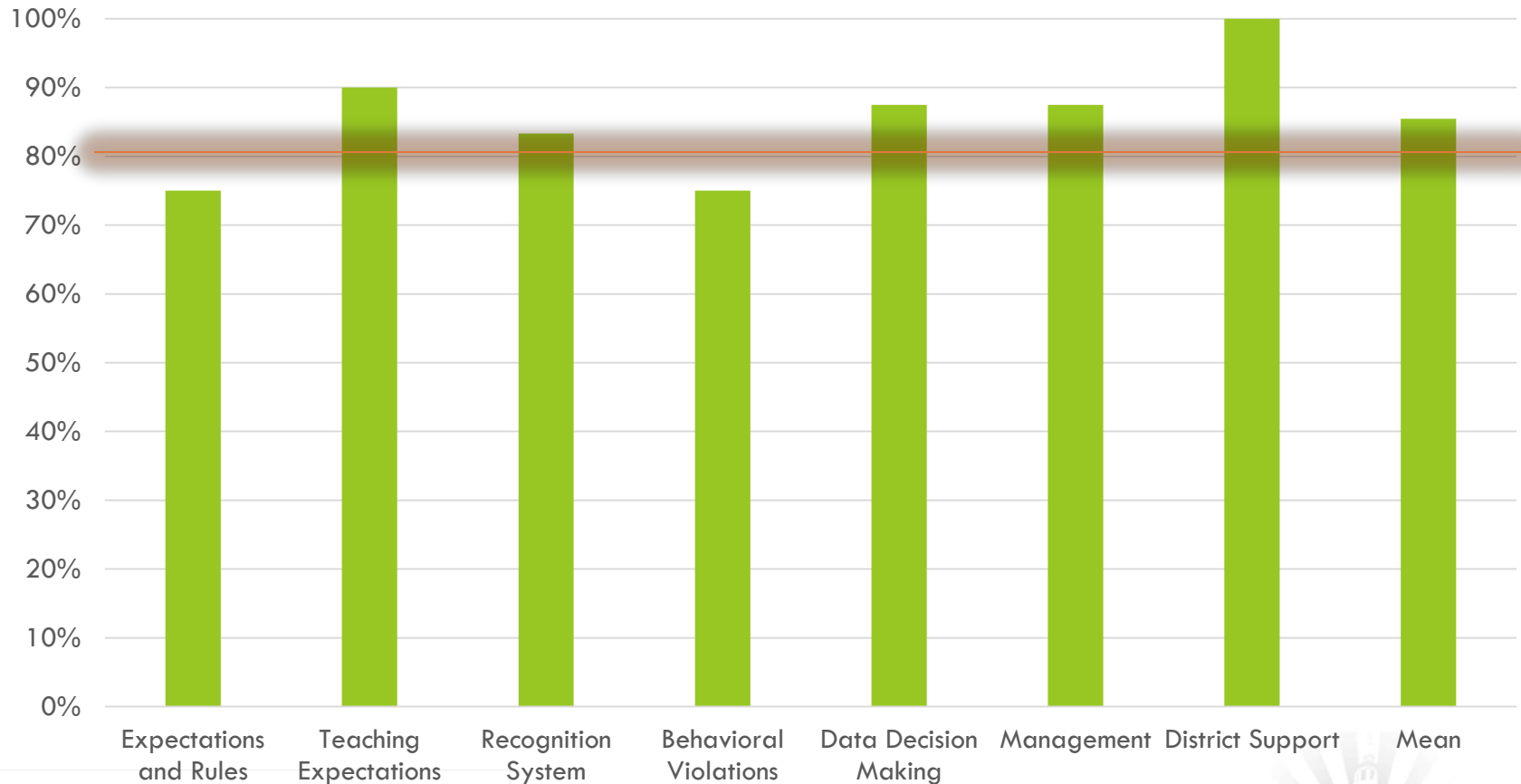
- ❑ Revised recognition procedures
- ❑ Created new “items” in school store
- ❑ Donations and Community partnerships

Coaching Support

- ❑ Brainstorm new process
- ❑ Surveyed students for activity-based preferences
- ❑ Contacted community supports for donations

Fidelity: 2015-16

2015-16 SET



■ 2015-16 SET

School Year 2016-17: The “Team Challenge”

- **Problem:** in addition to the principal, several team members either left the school or were not invited back onto the team
- Most of the new team members are now NOT trained the same way, and only have a basic understanding of how PBIS works. Training for data-based systems is happening soon, and no one knows who is attending since the principal will only allow 1-2 members out at a time...

Ways to Address Lack of Buy-In/Training

Solutions

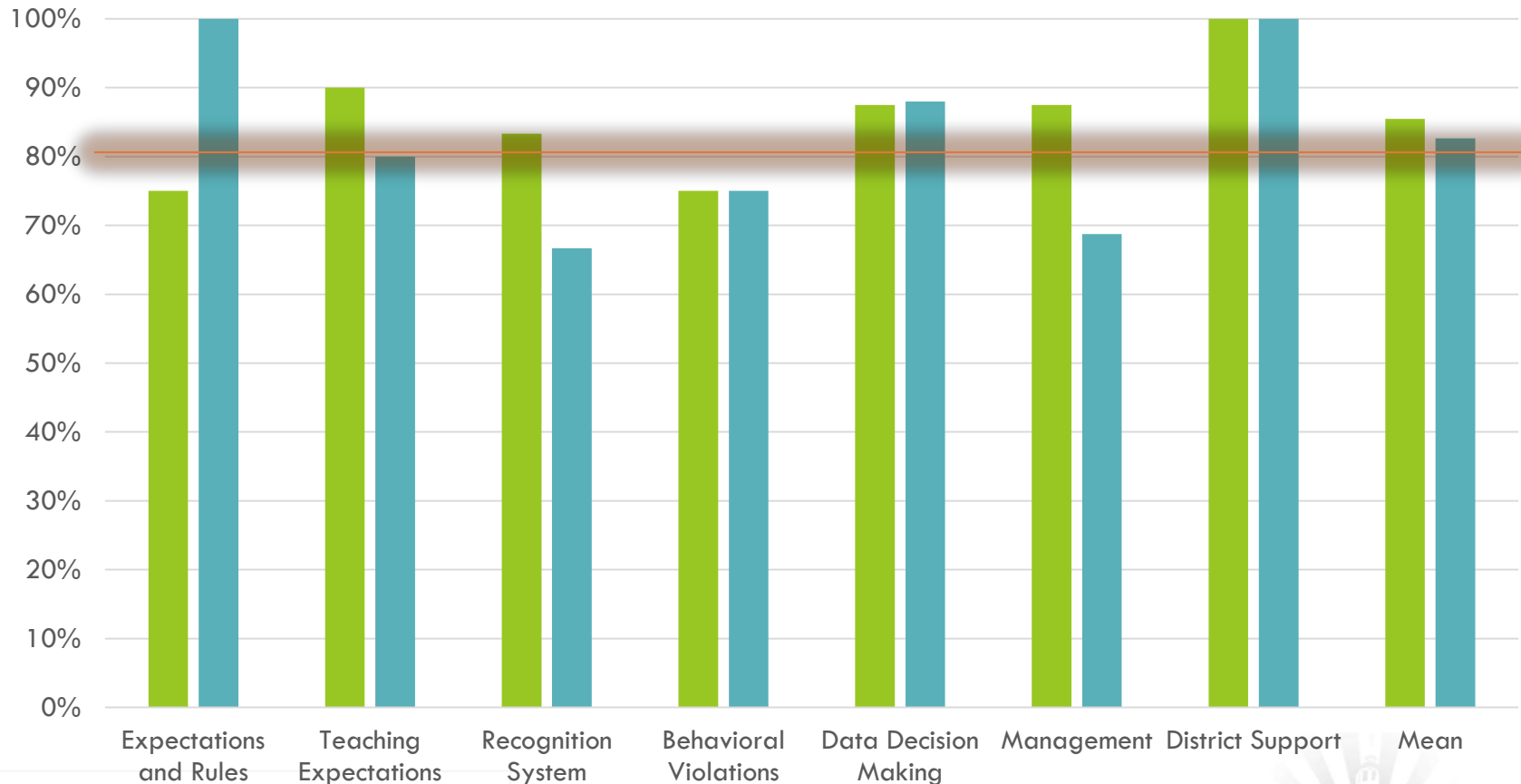
- Re-train team members
- Meet regularly with new principal
- Utilize other admin staff to support/run PBIS

Coaching Support

- Build relationships with the principal and team
 - Provide additional support in other related areas
- Support team in staff training during the year

Fidelity: 2016-17

2016-17 SET



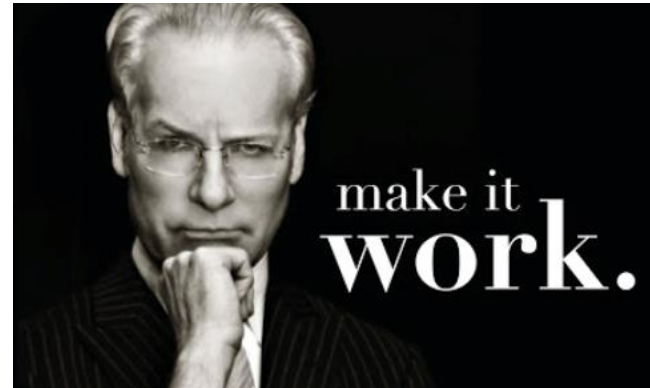
■ 2015-16 SET ■ 2016-17 SET

Coaching Through Turnover: Lessons Learned

- ❖ Focus on building sustainability at the school level
- ❖ Administrative support is key
- ❖ Relationships help to provide long-lasting implications for PBIS development
- ❖ Utilize coaching colleagues for support
- ❖ Coaching Burnout
- ❖ Remain positive

Strategic Support of Coaching: Mentoring

- Director of PBIS position created in late March 2018
- Bi-weekly supervision meeting with Director
- Monthly PBIS District Team Meeting (TA, District Coaches)
- Mid-year Check-in
- End Of Year Review



What happens in Supervision?

- Structure Varies (group; 1:1)
- Agenda (created by coaches; framework from director)
- Review of district policies and initiatives
- Goal setting for each case load (TIPS meetings, teaching, etc.)
- Debrief on trainings and shadowing experiences

*Technical Assistance usually not present

Monthly District Meetings

- Mandatory Attendance
- Agenda (created by director)
- Review of trends across coaches and case loads
- PAPBS Updates
- Group Problem Solving
- Bucket review/assignments

Goal 3: Collaborate with State and National Partners

- Schools join PAPBS Network

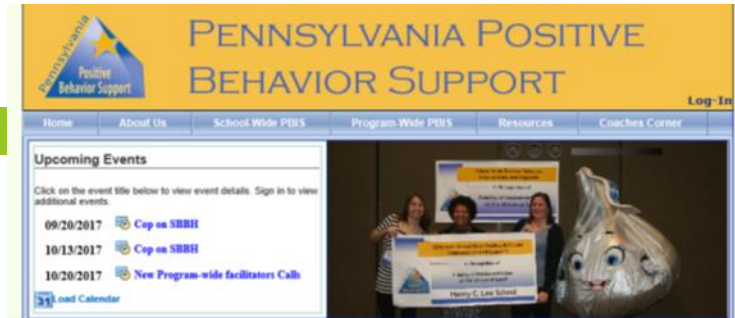
- All participating schools joined network

- School district staff join PAPBS Network

- Director and coaches at Network facilitators

- School district staff attend leadership forum

- School district staff attend and present at Implementers' Forum



Integration with Other Climate Initiatives

- Youth Mental Health First Aid
- Restorative Practices
- Second Step
- Tune Up Tuesdays/New Hire Orientation
- Conflict Resolution Education in Teacher Education (CRETE)
- Department of Behavioral Health piloting new Behavioral Health Program

Collaboration Across Departments

- Teaching and Learning
- Specialized Services
- Curriculum and Instruction
- Leadership Development & Evaluation
- FACE (Family and Community Engagement)
- Strategic Partnerships

Technical Assistance

- More than contractual agreement
- Trust is the foundation of TA collaboration
- Relationships are critical

“I can FLY higher
than an Eagle, ‘cause you
are the wind beneath my wings”



Outcomes

In 2018-2019...

- ...14 schools are eligible for initial recognition of implementation of Tier I by the PAPBS Network
- ...6 schools are eligible for sustained recognition of implementation of Tier I by the PAPBS Network
- ... 7 schools are eligible for recognition of implementation of Tiers 1 and 2 by the PAPBS Network
- ...2 schools are eligible for recognition of implementation of Tiers 1, 2, and 3 by the PAPBS Network

29 schools!

Other Glows of Philly Implementation

- Some schools currently implementing PBIS have experienced an increase in attendance from their baseline year.
- More than half of implementing schools experienced an increase in the percentage of students with zero suspensions.
- PBIS schools scored significantly higher on English PSSAs than the non-PBIS schools in our district.

Wrap-Up

Lessons Learned

- Invest in infrastructure at the district level to support schools
- Provide ongoing coaching and support for schools (and support for the coaches!)
- Problem-solve at all levels
- Work with other departments and stakeholders

Next Steps

- Planning for coach turnover
- Increased leadership potential/specialties
- Integrating school-based mental health and universal screening
- Classroom PBIS
- Culturally responsive PBIS
- High Schools, the new frontier

Questions?

Thank you,
Mood!

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