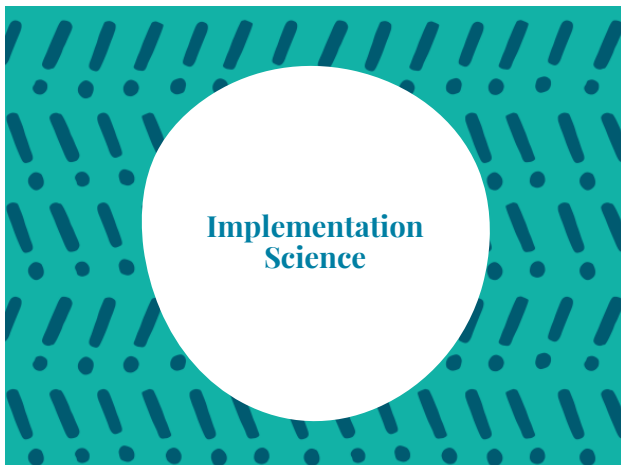


Using Implementation Science with a SWPBIS Program 11

Abstract

Systemic implementations of proactive behavioral programs have been found to support the behavioral needs of all students. However, as with many evidence-based programs, initial success does not always lead to sustained positive support and long-term outcomes. This presentation examines how “best practices” in implementation science are used to overcome barriers. Specifically, how applying information gained from SWPBIS research, prior implementations, and formative evaluation methods are used to improve the efficacy and sustainability of a program.



Key Variables in Implementation

Implementation is the critical link between research and practice

Reach: the proportion of the target population reached by a practice.

Efficacy: the success rate of a practice when implemented appropriately.

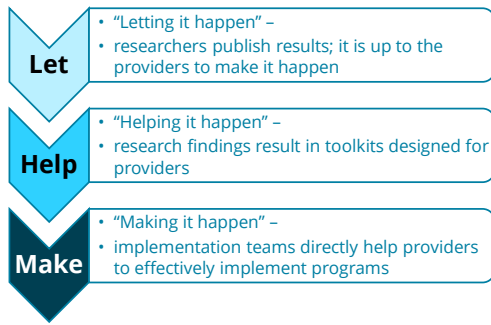
Adoption: the proportion of targeted settings that adopt the practice.

Implementation: the proportion of interventionists who implement the practice with fidelity in real world settings.

Maintenance: proportion of organizations (e.g., schools) and interventionists (e.g., teachers) who maintain implementation of the practice over time.

Implementation Frameworks

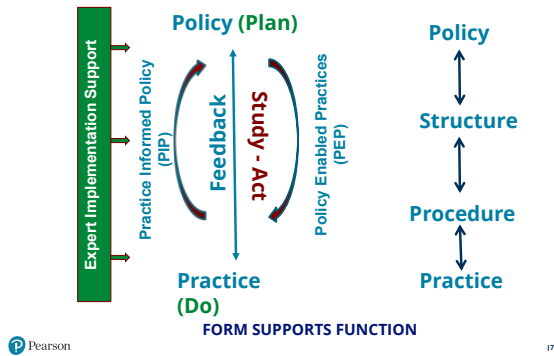
(Fixsen, Naoom, et al. 2005):

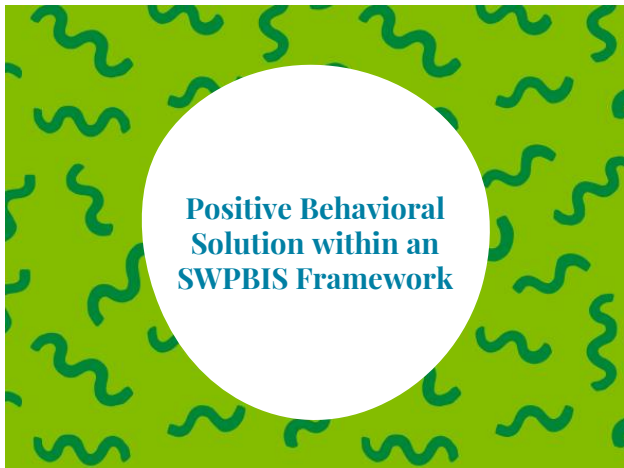


Implementation science is the scientific study of variables and conditions that impact changes at practice, organization, and systems levels; changes that are required to promote the systematic uptake, sustainability and effective use of evidence-based programs and practices in typical service and social settings.

~Blase and Fixsen, 2010

Policy ↔ Practice Feedback Loops Fixen and Blase (2008)





Multi-Tiered Behavioral Support Behavior Program Elements

Supply Effective Systems and Tools that:

- ✓ Establish a learning environment that proactively promotes positive behavior
- ✓ Foster effective behavior management in the classroom and school-wide
- ✓ Incorporate the ability to identify students in need of additional supports
- ✓ Include all teachers in the support of all students and address the needs of individual students
- ✓ Provide a process for accurate and reliable progress monitoring and discipline data collection



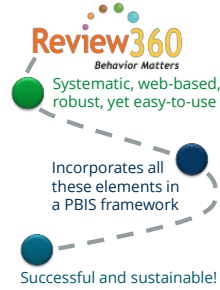
School Discipline Management and Addressing Student Behavior



Consistent, Sustainable Implementation is a Challenge

Supply systems and tools that:

- Establish a learning environment that proactively promotes positive behavior
- Foster effective behavior management in the classroom as well as school-wide
- Incorporate the ability to identify students in need of additional supports
- Include all teachers in the support of all students and address the needs of individual students
- Provide a process for accurate and reliable progress monitoring and discipline data collection



Insight from SWPBIS Research

Areas Where Barriers Can Occur in SWPBIS Implementation



Insight from SWPBIS Research



PBIS in the Classroom

In the classroom, the focus is on training teachers to:

- Teach behavioral expectations
- Collect and report discipline and behavioral data
- Monitor student behavior
- Support students who require individualized interventions

Research suggests some unintended issues in the classroom:

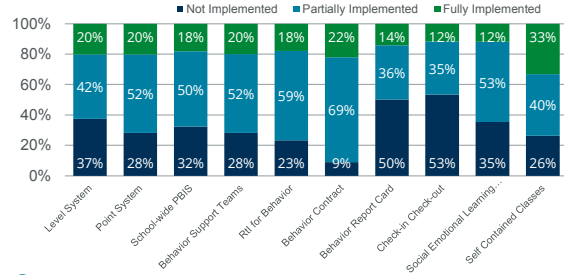
- The classroom is a crucial, but highly challenging setting for implementing primary systems of support.
- Many teachers react to individual behaviors rather than employing preventive classroom management.
- Teachers need to believe that new practices work for them individually as well as part of their perceived purview.
- Staff buy-in and teachers' misperceptions, philosophical differences, and resources presented common barriers to implementation and sustainability.

Insight From CASE/Review360 Research



Behavioral Supports Study

Implementation of Behavioral Supports



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Insight From CASE/Review360 Research



Behavioral Supports Study

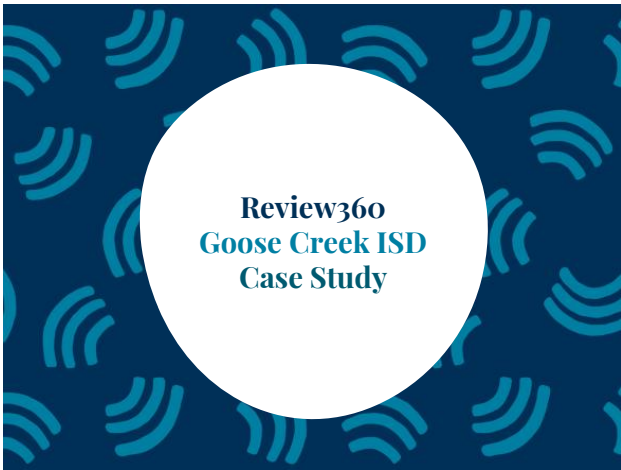
What are the main obstacles to the implementation of behavioral interventions?

Emergent Categories	Number of Responses	Percent
Poor implementation practices	47	15.2%
Incomplete training	62	20.1%
Inconsistency	76	24.6%
Poor or no follow through	14	4.5%
Teacher/Staff buy-in	58	18.8%
Administrator buy-in	32	10.4%
Lack of overall support	22	7.1%
Lack of parental support	16	5.2%
Ineffective behavior system	16	5.2%
Limited resources	18	5.8%
Systems are cumbersome for users	17	5.5%



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Review360 | Evaluation Goose Creek ISD



Implementation Science Case Study

In order to assess the Goose Creek ISD implementation of Review360, the following methods were used and the following data were collected and analyzed:

- A formative evaluation including a survey of school administrators was conducted during the Implementation of the classroom and schoolwide modules;
- An examination of users' (mostly teachers) perceptions of the utility and efficacy of Review360;
- A reporting of the results from a schoolwide walkthrough evaluating the use of Review360 with a SWPBIS framework; and
- An analysis of the impact of Review360 on student disciplinary outcomes including an examination by student groups.

Review360 | Formative Survey Goose Creek ISD



Implementation Science Case Study

Survey of School Administrators' Perceptions of Review360 and its Implementation

27 Administrators

17 Asst. Principals

10 Principals



Review360 | Formative Survey Goose Creek ISD



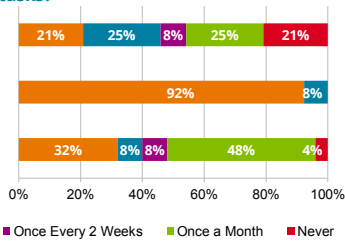
Implementation Case Study

How often do your Teachers use Review360 to complete the following tasks?

To review data or use reporting functions

To report incidents or disciplinary actions

To access Classroom or Schoolwide resources

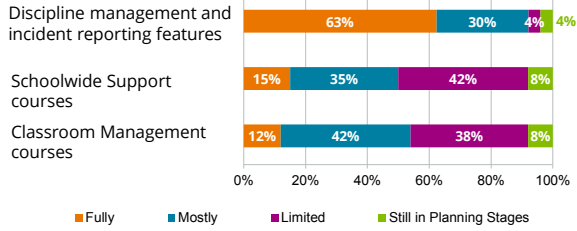


Review360 | Formative Survey Goose Creek ISD



Implementation Case Study

Level of Implementation of Review360



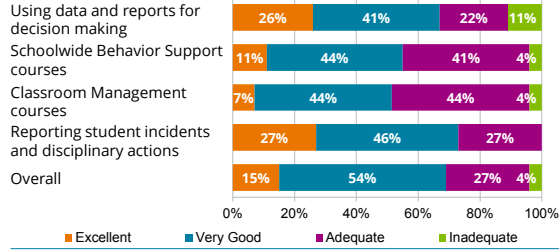
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Review360 | Formative Survey Goose Creek ISD



Implementation Case Study

Please rate the Review360 training you and your PBAS team received in the following areas:



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Review360 | User Survey Goose Creek ISD



Survey Purpose and Statistics

Survey Purpose

- Solicit Review360 user perceptions
- Usage of system components
- Impact on behavioral support systems

Elementary

▶ 33%

Middle

▶ 37%

Data Collection

- Goose Creek ISD Users
 - Total, 211 users participating
 - 85% Gen Ed Teachers 11% Spec Ed Teachers

High

▶ 27%

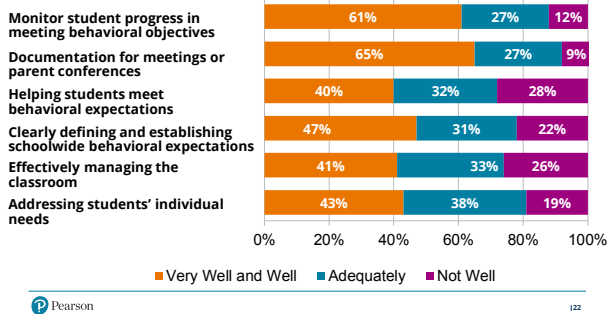


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Review360 | User Survey Goose Creek ISD



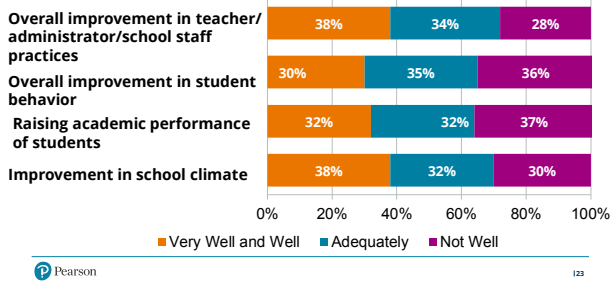
Behavior Related Processes



Review360 | User Survey Goose Creek ISD



Impact on Outcomes



Review360 | Walkthrough Goose Creek ISD



Observational Evaluation of Implementation

- Review360 provided an online evaluation of the implementation of the main schoolwide behavioral support domains included in the program.
- The following activity domains were evaluated through the rating of specific goals, activities and facets of the program:
 - Leadership Team
 - Expectations
 - Procedures
 - Acknowledgement
 - Structure
 - Student Interactions
 - Correction Procedures
- The walkthrough was completed by 416 teachers/evaluators.
- Each school had at least 2 evaluators complete the walkthrough.

Review360 | Walkthrough Goose Creek ISD

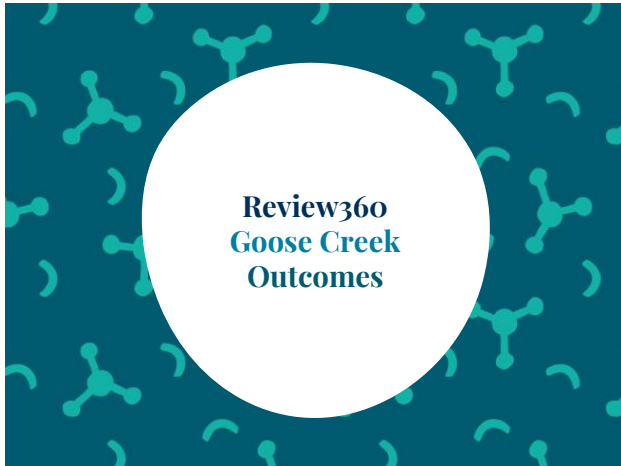


Observational Evaluation of Implementation: Results

Domain/Goal	N Items	Score
Leadership Team	14	74.2%
Expectations	11	63.6%
Procedures	6	68.7%
Acknowledgement	9	67.7%
Structure	4	80.6%
Student Interactions	2	68.9%
Correction Procedures	4	63.8%

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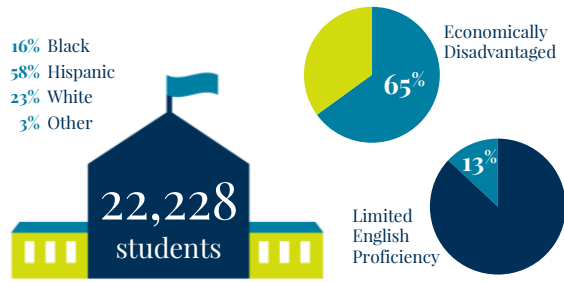
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Demographics



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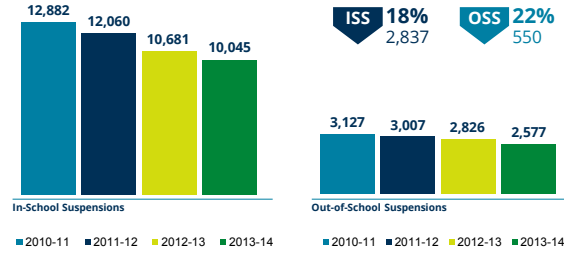
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Reducing Suspensions

All Districtwide Suspensions by Year



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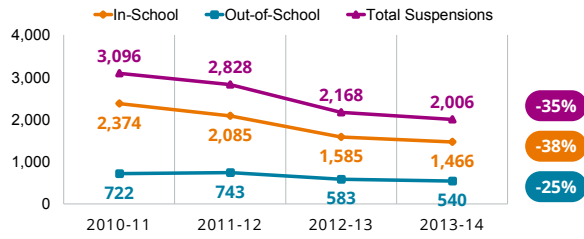
Review360 | Outcomes Goose Creek ISD



Reducing Suspensions

Goose Creek ISD | Special Education

Suspensions by Year and Type with Percent Reduction from Baseline (2010-11)



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Addressing Disproportionality

Disproportional Representation in OSS | Student Group by Year

	Enrollment			Out-of-school Suspensions		
	White	Black	Hispanic	White	Black	Hispanic
YR11	25%	17%	55%	20%	39%	38%
YR12	25%	16%	55%	21%	35%	42%
YR13	24%	16%	57%	17%	36%	45%
YR14	23%	16%	58%	20%	29%	49%

- If disproportionate disciplinary practices did not exist, the percentage a student group comprises of the overall district enrollment should be the same as the percentage of that group's share of suspensions.
- In this case, Black students are over-represented in OSS because that percentage is significantly higher than the enrollment levels. But it is improving as the discrepancy is decreasing over time.

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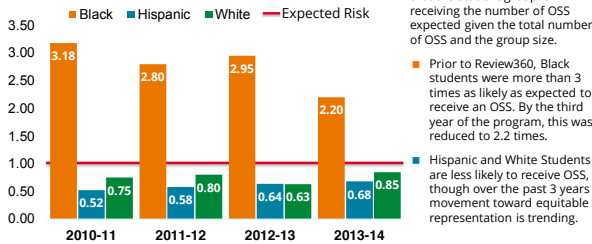
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Addressing Disproportionality | Closing the Equity Gap

Risk Ratio in OSS | Student Group by Year



Review360 | Outcomes Goose Creek ISD



Addressing Disproportionality

Recoupment of Instructional Time Based on Reduction in OSS

Black Student Group	2010-11 (Baseline)	2011-12	2012-13	2013-14	3 Year Total
Review360 Implementation		Discipline only	Partial	Full	
Number of Out-of-School Suspensions	1,208	1,063	1,016	750	
Reduction in OSS from Baseline		145	192	458	795
Reduction in Days Removed From School		435	576	1,374	2,385
Recoupment of Instructional Minutes		136,590	180,864	431,436	748,890
Recoupment of Instructional Hours		2,277	3,014	7,191	12,482

Conclusions

- This project was designed to study the factors common to implementation science that are important facilitators in the application and sustaining of successful SWPBIS programs.
- Through previous implementations, reviewing SWPBIS research and by gaining feedback from participating educators, this study identified “best practices” within the framework of Implementation Science that could be used to counter the challenge and barriers found when implementing and sustaining SWPBIS programs.
- We chronicle the use of these practices: Formative Surveys; Teacher-centered implementation and teacher-focused PD; Classroom Walkthrough; and, user surveys.
- Finally, the study evaluates the program using student disciplinary outcomes. Results indicate that the program was sustainable over several years and that it reduced overall disciplinary actions for all students as well as for those student groups at risk of disproportionate discipline.

