Building Local Capacity-
Apply the Three Tiered Logic

- Example
Leadership Team

- Language is important
e.g. OISM, MISH- “Stayin Alive”
- Integration Teams? Who are the players?
  Do you have folks who can assign dollars to a budget?
  change policy like job descriptions, code of conduct?
  Do you have Community Partners?
- Management team- to do the day to day activities, planning, visiting schools, etc
- Workgroups- depends on action plan
  Roles and Responsibilities may change over time depending on implementation phase
- Establish a Partnership Agreement
Local Coordinator Identified

- Implementation Phase should determine FTE
- Access to Ongoing Training and Technical Assistance – Support
- Meeting with other coordinators is critical!!
- Fostering the “Pipeline of Leadership” across multiple levels

- Local Management Team
  - Creating protocols/standards (State v Local)
Funding

- Partnership Agreements
  - Folks in charge have to understand 3-5 years, systems change
- MD Example
- Blending Initiatives
- Social Marketing
  - Economic Benefits, Serendipity (TN example)
- Grants
- Be careful what you wish for...
Marketing and Visibility

- Who are your stakeholders?
- Do you have a spokesperson?
- Using the data to create newsletters, presentations, fact sheets, elevator business cards- important you can get access to what you need to make your case on the fly!!
- www.pbismaryland.org

- Colorado- Marketing exemplar
- Be Careful
Multiple levels of Visibility

- State and Local Level: Presentations, Trainings, Stakeholder meetings, Interagency efforts, (Transformation; Mental Health Integration; Wraparound)

- Multiple Media: Visual, Face to Face, Written, Website

- Multiple Audiences: School Administrations and Instructional Leaders; University staff; Legislators, Potential alternative funders; State and Local Political appointees; Juvenile Justice; Vendors in the System of Care; Parent and other advocacy organizations; Community Members
Evaluation

- What are your questions?
- Do you have the tools to answer?
- Can you get the answer quickly?
- Easy, Efficient, Relevant
- Economic Benefits
- Behavior
- Achievement
- Regular Feedback to all Stakeholders-
- Evaluation Example
Management Team meets with Assistant Superintendent of Student Services and Special Education
Trained and Implementing by Cohort

NOTE: Retrained schools will be counted in the most recent retraining year only.
91% Rate of Return

% of schools submitting data
Evaluation Question: Are schools in beginning or advanced stages of implementation?
Data Source: Implementation Phases Inventory
Overall, the IPI data suggest a relatively advanced level of self-reported implementation among the schools in Maryland.
Evaluation Question: Are schools implementing School-wide PBIS?

Data Source: Team Implementation Checklist (Target Criterion = 80%)

Based on the total average of the 327 checklists submitted, school teams report that 78% of items are in place.
**Evaluation Question:** Are schools implementing SW-Positive Behavior Support?

**Data Source:** SET (Objective Criterion = 80%)

- All regions met objective criterion
- A pre-post comparison regional average shows a 69% increase.
Evaluation Question: Do 80% of the students in MD Elementary PBIS schools using SWIS receive 0 or 1 office referrals?

Data Source: SWIS

PBIS Elementary schools in Maryland using SWIS report that 92% of their students receive 0 or 1 office referral.
Evaluation Question: Where is the location of behavior problems in Middle Schools?

Data Source: SWIS

The majority of the problem behaviors reported occur in the classroom followed by hallways.
We have 500 schools that have...

- Problem solving teams with admin support and teacher buy-in
- Established Universal or SW Practices
- Behavior Support Coach
- Local Facilitator or Coordinator
- Action Plan with outcome measures
- Tools to assess fidelity and outcomes
- Sustainability mechanisms (ongoing training, recognition)
- Data Facilitator
Recommendations

SW-PBS Framework and Logic can easily be linked to other major education initiatives

   RtI, Character Ed, Drop Out Prevention, Bully prevention

SW-PBS can also be linked to other major mental health initiatives

   School-based MH, Systems of Care

“We have a unique opportunity and responsibility to promote integration of services for students across a continuum that meets all students’ needs”
What is Coaching Capacity?

Why Coach?

- Personnel & resources organized to facilitate, assist, maintain, & adapt local school professional development implementation efforts
- Coaching is set of responsibilities, actions, & activities

Self Assessment

Roles and Responsibilities

Can you get your data easily?

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# Coach Competencies

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Skill Mastery</th>
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<tbody>
<tr>
<td><strong>Level One (Coaches):</strong></td>
<td><strong>Data</strong></td>
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<tr>
<td>- Fluency @ Universal level</td>
<td>- Multiple data collection systems</td>
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<tr>
<td>- Lead teams through process (Direct)</td>
<td>- Problem solving with Data</td>
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<tr>
<td><strong>Level Two (Coaches/Trainers):</strong></td>
<td><strong>Research data collection tools (e.g., SET)</strong></td>
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<tr>
<td>- Establish effective school site(s)</td>
<td>- Direct observation data at individual student level</td>
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<tr>
<td>- Fluency at Small group and Individual student level</td>
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<tr>
<td>- Work with school team chair (Indirect)</td>
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<tr>
<td>- Train teams in universals</td>
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<tr>
<td><strong>Level Three (Coordinator):</strong></td>
<td><strong>Evaluation of district-wide efforts</strong></td>
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<tr>
<td>- Work with multiple schools</td>
<td>- Decision rules to identify needed supports within across schools</td>
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<tr>
<td>- Train teams universal Individual level</td>
<td>- Links school needs (data-based) to district professional development</td>
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<tr>
<td>- Train coaches</td>
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<tr>
<td>- Establish district-wide system</td>
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Training

- Regular Training Cycle
- Curriculum- Illinois, MO, VA, OR
- Trainers- TOT
- Focus on outcomes
- Differentiated Instruction
- Readiness
- Follow Up
Type of Skill to be Trained

- Skinner (1974) distinguishes between two types of knowledge.
  - **Knowing About**: can describe variables that influence a phenomenon.
    - Example: Describe principles of reinforcement.
  - **Knowing How**: can perform effectively
    - Example: Shape the behavior of another.
- One form of knowing does not imply the other.
Operations

- Example
Scaling Up the Triangle
Scaling Up

- Does not simply equal more schools or every school within a district/region/state
- Outcome = increasing school’s adoption and sustained use of evidence-based practices with integrity that lead to improved academic and social outcomes for students with accompanying organizational supports to allow replication