Building Local Capacity-
Apply the Three Tiered Logic

- Example
Leadership Team

- Language is important
e.g. OISM, Misi- “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
PBIS Maryland Partner Meeting
December 10, 2007

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

![Bar chart showing the percentage of schools submitting data from 1999 to 2007. The data shows a generally increasing trend with a peak in 2006 and 2007.]
**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.
Maryland

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?

www.pbismaryland.org
## Coach Competencies

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Data</th>
<th>Practices</th>
<th>Systems</th>
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<tbody>
<tr>
<td><strong>Level One (Coaches):</strong>&lt;br&gt;• Fluency @ Universal level&lt;br&gt;• Lead teams through process Direct</td>
<td>• Multiple data collection systems&lt;br&gt;• Problem solving with Data</td>
<td>• Schoolwide PBS essential features&lt;br&gt;• Effective Instruction&lt;br&gt;• Classroom management&lt;br&gt;• Rules to implementation of practices&lt;br&gt;• Model school examples&lt;br&gt;• Basics of ABA&lt;br&gt;• PBS response to problem behavior</td>
<td>• Meetings / Team roles&lt;br&gt;• Communication within building&lt;br&gt;• Consultation&lt;br&gt;• Targeted technical assistance&lt;br&gt;• Task analyze team generated universal practices for implementation&lt;br&gt;• Codify practices into policy</td>
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<td><strong>Level Two (Coaches/Trainers):</strong>&lt;br&gt;• Establish effective schoolsite(s)&lt;br&gt;• Fluency at Small group and Individual student level&lt;br&gt;• Work with school team chair (Indirect)&lt;br&gt;• Train teams in universals</td>
<td>• Research data collection tools (e.g., SET)&lt;br&gt;• Direct observation data at individual student level</td>
<td>• Advance ABA&lt;br&gt;• Functional Behavioral Assessment&lt;br&gt;• Social Skill Instruction</td>
<td>• Systematic (data-based) student identification for small group/individual supports&lt;br&gt;• Create/support student support team or process&lt;br&gt;• Task analyze team generated small group/individual practices for implementation&lt;br&gt;• Adapting universal systems to support generalization of small group/individual plans&lt;br&gt;• Consult with other agencies/parents&lt;br&gt;• Codify practices into policy</td>
</tr>
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<td><strong>Level Three (Coordinator):</strong>&lt;br&gt;• Work with multiple schools&lt;br&gt;• Train teams universal S individual level&lt;br&gt;• Train coaches&lt;br&gt;• Establish district-wide system</td>
<td>• Evaluation of district-wide efforts&lt;br&gt;• Data &amp; decision rules to identify needed supports within across schools&lt;br&gt;• Links school needs (data-based) to district professional development</td>
<td>• Effective professional development / training/skills&lt;br&gt;• Map district policy to essential features of PBS</td>
<td>• Leadership team roles / meetings&lt;br&gt;• Communication across district&lt;br&gt;• Resource bank (experts &amp; materials)&lt;br&gt;• Codify practices into policy</td>
</tr>
</tbody>
</table>
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