PBIS Practices at the Four Stages of Implementation

Building Level

At the school building level, a building leadership team is responsible for creating structures to provide support for staff to implement the PBIS practices with fidelity.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
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<td>Installation</td>
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<td>Scaled-up and adopted into the system as standard practice. Benefits of the EBPs and program show up in data.</td>
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### The Four Stages of Implementation

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<td>Should we do it!</td>
<td>Exploration/Adoption</td>
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<td>Installation</td>
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### PBIS Practices

- Is the practice meeting a need for the students in our school?
- Is there a good “fit” between the practice and the school’s vision, philosophy, values, current initiatives (etc.)?
- Can school staff implement the practices correctly (do I have or can I acquire the skills and knowledge to implement correctly)?
- Is there evidence to suggest that the PBIS practices will be successful for schools like ours with similar students?
- Will the school district support implementation of the PBIS practices (e.g., provide guidance, resources, training, coaching, technical assistance, etc.)?
- School-level administrators are invested in and support PBIS. (Active involvement in process and team meetings; funding allocated for support; time on agenda; integrated with multiple initiatives)
- Staff support and are invested in PBIS (80% staff buy-in and participation)
**Installation**
(Set up the infrastructure so that the successful implementation can take place and be supported)
Establish team to lead process, and data systems to guide implementation efforts

- Members of your building leadership team are identified
- School-wide team meets on a regular schedule at least monthly
  - Reviews data
  - Adjusts action plan accordingly
- Establish and begin to address functions of a leadership team
  - Planning and coordination of implementation efforts
  - Communication of implementation efforts to building staff, school community and also district administration
  - Provide for professional development and technical assistance for building staff
  - Develop materials, tools, etc. for implementation purposes
- Creating space (time) is achieved through completing an audit (Working Smarter Matrix) for efficient integration of team with other teams/initiatives addressing behavior support.
- Set up data systems for collecting student outcomes, fidelity of implementation and program quality measures
- Conduct audit of current implementation status, student performance, implementation supports
- Infrastructure Development
  - Identify how to access training
  - Identify how to access coaching
  - Identify how to access technical assistance
- Prepare staff for implementation
- Develop a school plan for implementing Schoolwide PBIS (integrate this within the school improvement process and other building initiatives)
- Attend training on PBIS practices for building leadership team
- Identify 3-5 schoolwide behavior expectations
- Identify where behavior expectations might first be taught
- Create lessons to teach behavior expectations
- Train staff how to teach behavior expectation lessons to students
- A schedule for initial teaching and review of behavior expectations is created
- Posters of behavior expectation (Schoolwide/classroom) are created
- An informal and/or formal acknowledgement system is defined
- Continuum of consequences are identified for addressing problem behavior
- Classroom staff and administrators are clear about which behavior problems are handled in the classroom vs. those handled by the administration
- PBIS team has been sufficiently trained in data collection procedures
- Behavior expectations are posted throughout the buildings (At least one posting per classroom; postings in non-classroom settings (e.g., hallways, cafeteria).
- Coach has established a working relationship and good communication with the school and PBIS team.
**Initial Implementation**
(Try out the practices, work through problems, work out the details, learn, improve before expanding) example: Try it out with a grade-level or specific location

**Foundations: Universal Supports**
- Selected staff are supported in trying out teaching/acknowledging/correcting behavior errors within a specific setting (classrooms, grade level, location, time of day)
- Team completes Team Implementation Checklist (TIC) on a regular basis and adjust plan accordingly
- Team reviews student discipline data and adjust program for providing universal supports accordingly

**Targeted/Individual Student supports** *(it may be beneficial to wait until Universal students support practices are at the elaboration stage before initiating practices for Targeted/Individual Supports)*
- Universal data used to identify/refer students in need of secondary level of support
- Evaluate/monitor/revise the referral and problem solving process as needed (Secondary Self-Assessment Checklist)
- One (1) data/function-based secondary intervention (group or individual) in-place
- School-based wraparound facilitator(s) identified and trained
- Referral and identification process in-place in building
- Data used to identify and refer students in need of tertiary level intervention
- A system for identifying students in yellow and red zone has been developed.
- Staff and administrators are clear about which behavior problems are handled in the classroom vs. those handled by the administration
- Parents have been informed about PBIS (PBIS is described in newsletters to parents; reviewed at parent conferences; covered at PTA meetings)
- A plan has been developed to provide assistance or advice to teachers about handling challenging situations (Formalized procedures for all staff including new staff, substitutes, and student teachers; problem behaviors clearly defined)
**Full Implementation**
(Expand the practice/program to other locations, times, individuals—adopted in a system as standard practice) Example: whole school roll-out of the program

**Universal Supports**
- Team decisions based on data
- Team shares data with whole staff
- Review/revise data system as needed
- Trends from existing data identified
- Completed Team Implementation Checklist
- 60% or > on teaching, acknowledgment, violations systems categories on SET
- School-wide behavioral expectations are taught directly and formally to students *(Occurs multiple times each year (beginning of school year, after school breaks); integrated into curriculum; common language used across setting and staff)*
- Positive behaviors are rewarded consistently.
- Office referral forms are completed consistently by staff.
- Discipline data are gathered and entered into a data base
- Coach generates reports/data at least monthly.
- PBIS efforts are coordinated with other school-wide efforts. *(Corrective action plans, school improvement plans, school-wide programs (e.g., character education efforts) are consistent with PBIS)*
- Procedures for handling undesirable behaviors are implemented consistently.
- Discipline data are summarized and reported to staff.
- Discipline data are used to make decisions.
- PBIS Team uses data to make suggestions regarding PBIS implementation.
- School-wide expectations in-place
- School-wide teaching and acknowledgement strategies developed and initiated
- PBIS team meets at least once a month (calendared for the year ahead of time)

**Targeted/Intensive Student Supports**
- Data system in-place for monitoring secondary interventions
- Process for identifying possible need for wraparound process is in-place
- Outcomes for plans identified
- School staff informed/updated of tertiary process/activities
- Community resources for collaboration being identified
- Progress monitoring initiated for at least (2) individual wraparound teams/plans
- Strategies on wraparound plans (2 students) being implemented and monitored
- Students in yellow and red zone receive additional interventions or services. *(Decision rules developed (e.g., students with 2-5 referrals are referred to student study/support team).*
- A system to assess the effectiveness of interventions for yellow and red zone students has been developed. *(Use data to monitor effectiveness of strategies/plans; written documentation necessary for full criteria.*
