

# Implementing Evidence-based Practices at Scales of Social Significance:

Lessons learned from Behavior Support that may  
Apply to Literacy Support

---

Rob Horner and George Sugai

University of Oregon- University of Connecticut

[www.pbis.org](http://www.pbis.org)



# Goals

---

- Define an expanded role for Evidence-based practice in our society
  - Focus on large-scale implementation
  
- Use School-wide Positive Behavior Support as one example of large-scale implementation, and extend findings to large-scale implementation of literacy supports.



# Main Messages

---

- ❑ Never stop development of the rigorous, precise science of human behavior.
- ❑ Expand the unit of analysis
- ❑ Expand the research methods/questions to address socially important concerns.
- ❑ Combine technologies to address societal needs (match societal outcomes, and scale)
- ❑ Adapt applications to make effective practices accessible



## Six Key Features to Achieve Large-scale Application of Evidence-based Practices

---

- ❑ 1. Focus on **comprehensive outcomes** defined by the values of the social system
- ❑ 2. Expand the **unit of analysis**
- ❑ 3. Measure **process** as well as outcome
- ❑ 4. Make basic principles more **accessible**
- ❑ 5. Focus on **sustained effects**
- ❑ 6. Define procedures for **scaling-up** effective practices.



# School-wide Positive Behavior Support

---

- School-wide positive behavior support is set of systemic and individualized strategies for **achieving both social and academic outcomes while preventing problem behavior.**
  
- Features of School-wide PBS
  - Prevention
  - Define and teach positive social expectations
  - Reward positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation (Systems that support effective practices)



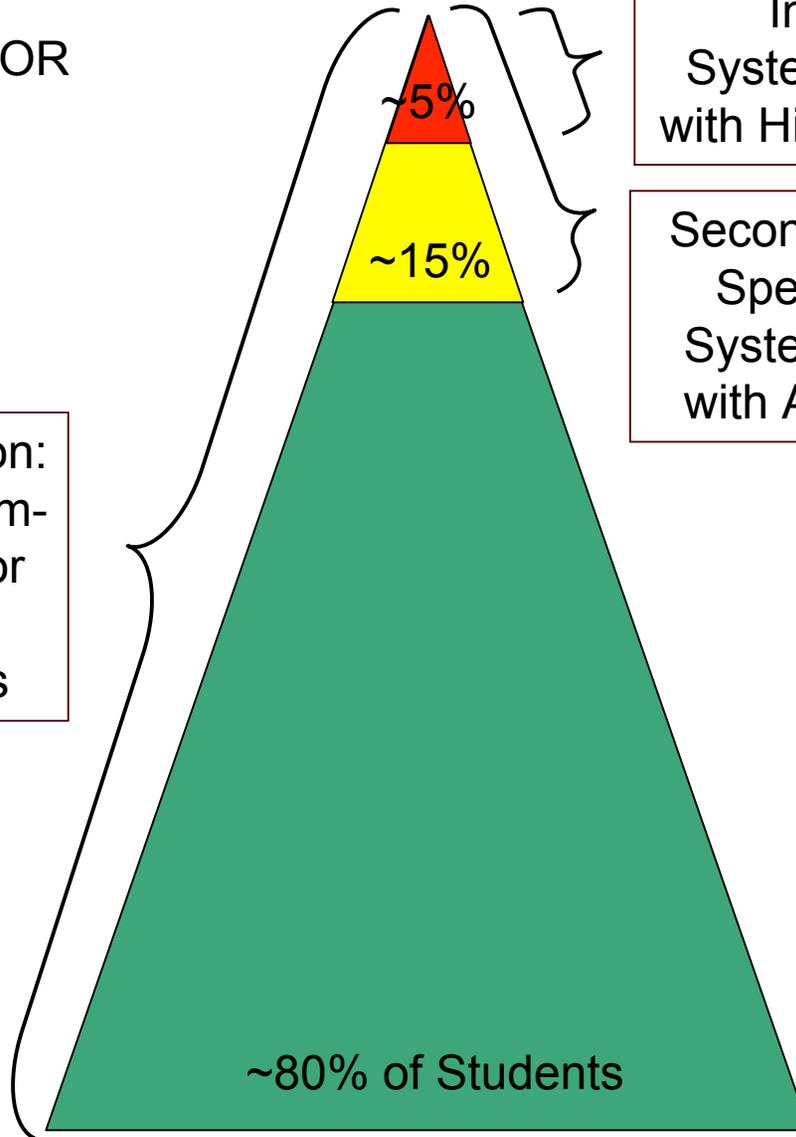
## School-wide Positive Behavior Support: Current Implementation

---

- School-wide Positive Behavior Support
- 6700 schools in 40 states
  - Team
  - Coach
  - Curriculum emphasizing prevention: Define and teach appropriate social behavior to all students
  - Formal system for rewarding appropriate behavior
  - Intensive, individual interventions based on behavioral function
  - On-going data collection and use of data for active decision-making

SCHOOL-WIDE  
POSITIVE BEHAVIOR  
SUPPORT

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Specialized Group  
Systems for Students  
with At-Risk Behavior



# School-wide PBS

---

## □ 1. Focus on comprehensive valued outcomes

- Social competence
- Academic achievement
- Safety



## □ 2. Expand the unit of analysis

### ■ Whole school

#### □ Classroom

#### ■ Groups of “at-risk” students

- Individual students needing intensive support

# School-wide PBS

---

## □ 3. Measurement

- Include both **process and outcome** measures

- Outcomes: Office Discipline Referrals/Academics
- Process (implementation): Team Checklist
- Research: System-wide Evaluation Tool (SET)

- Distinguish between measurement for science and measurement for social implementation



SWIS



TIC data



SET data

# School-wide PBS

---

## □ 4. Make Evidence-based Practices Accessible

- Use the language of the implementation context
- Combine technologies needed to achieve valued outcomes.
  - ABA + Person-centered planning + Organizational Systems + Bio-Medical  McIntosh
- Collaborate with other disciplines  McKenna
  - Mental Health, Juvenile Justice, School Psychology, Sociology
- Study implementation as well as application
  - Function-based intervention  Ingram
  - Contextual fit  Benazzi  Bergstrom

# School-wide PBS

---

## □ 5. Implement to produce sustained effects

- Define conditions for implementation
- Implement to high fidelity
- Embed policies, contingencies to support implementation
- Establish tools that reduce cost of implementation in subsequent years.
- Embed strategies for continuous regeneration
  - Iterative measurement
  - Use of data for decision-making and adaptation



FRMS  
Longitudinal

# School-wide PBS

---

## □ 6. Define practices for scaling up

- Effectiveness
- Efficacy



Scale Model



Jennifer  
Doolittle

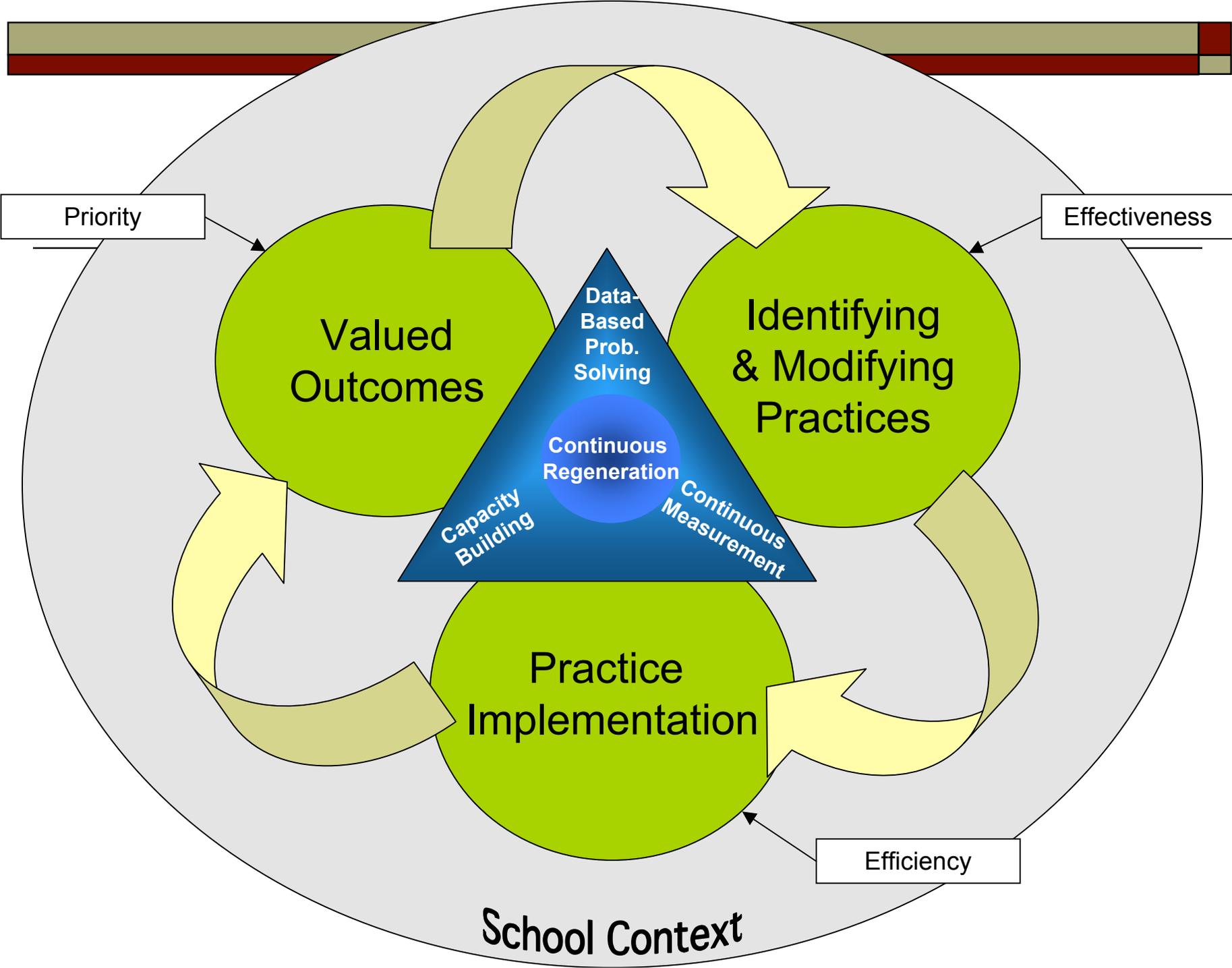
---

## □ Documentation via randomized control-group Design

- Provide research outcomes that address multiple audiences
  - Families
  - Administrators
  - Teachers
  - Scientist from all disciplines



90 School  
study



Priority

Valued Outcomes

Data-Based Prob. Solving

Identifying & Modifying Practices

Effectiveness

Continuous Regeneration

Capacity Building

Continuous Measurement

Practice Implementation

Efficiency

School Context



# Summary

---

- **Never stop development of the rigorous, precise science of human behavior.**
- **Expand the unit of analysis to address socially relevant outcomes**
  - **Address the full set of outcomes defined as important for a context**
- **Expand the research methods/questions to address socially important concerns.**
  - **Sustainability**
  - **Scalability**
- **Combine technologies to address societal needs (match societal outcomes, and scale)**
- **Build on our commitment to (a) measurement of behavior, and (b) application of basic behavioral principles.**