Implementing Evidence-based Practices at Scales of Social Significance: Lessons learned from Behavior Support that may Apply to Literacy Support

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

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

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

~80% of Students

~15%

~5%
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
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
   - Collaborate with other disciplines
     - Mental Health, Juvenile Justice, School Psychology, Sociology
   - Study implementation as well as application
     - Function-based intervention
     - Contextual fit
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
School-wide PBS

6. Define practices for scaling up
   □ Effectiveness
   □ Efficacy

Documentation via randomized control-group Design
   ▶ Provide research outcomes that address multiple audiences
     □ Families
     □ Administrators
     □ Teachers
     □ Scientist from all disciplines
Valued Outcomes

Practice Implementation

Identifying & Modifying Practices

Continuous Regeneration

Data-Based Prob. Solving

Continuous Measurement

Capacity Building

Practice Implementation

School Context

Priority

Efficiency

Effectiveness
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.