

Leveraging Contextual Fit to Promote PBIS Implementation Across a Rural State

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Special Thanks to Our District and School Implementers

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Heather Cassidy, Eric L. Knowlton School (Berwick, ME)

Jan Neureuther, MSAD 17 (Oxford Hills School District)

Karen Wilson, RSU 10 (Western Foothills)

Stephanie Oliphant, RSU 12 (Sheepscot Valley)

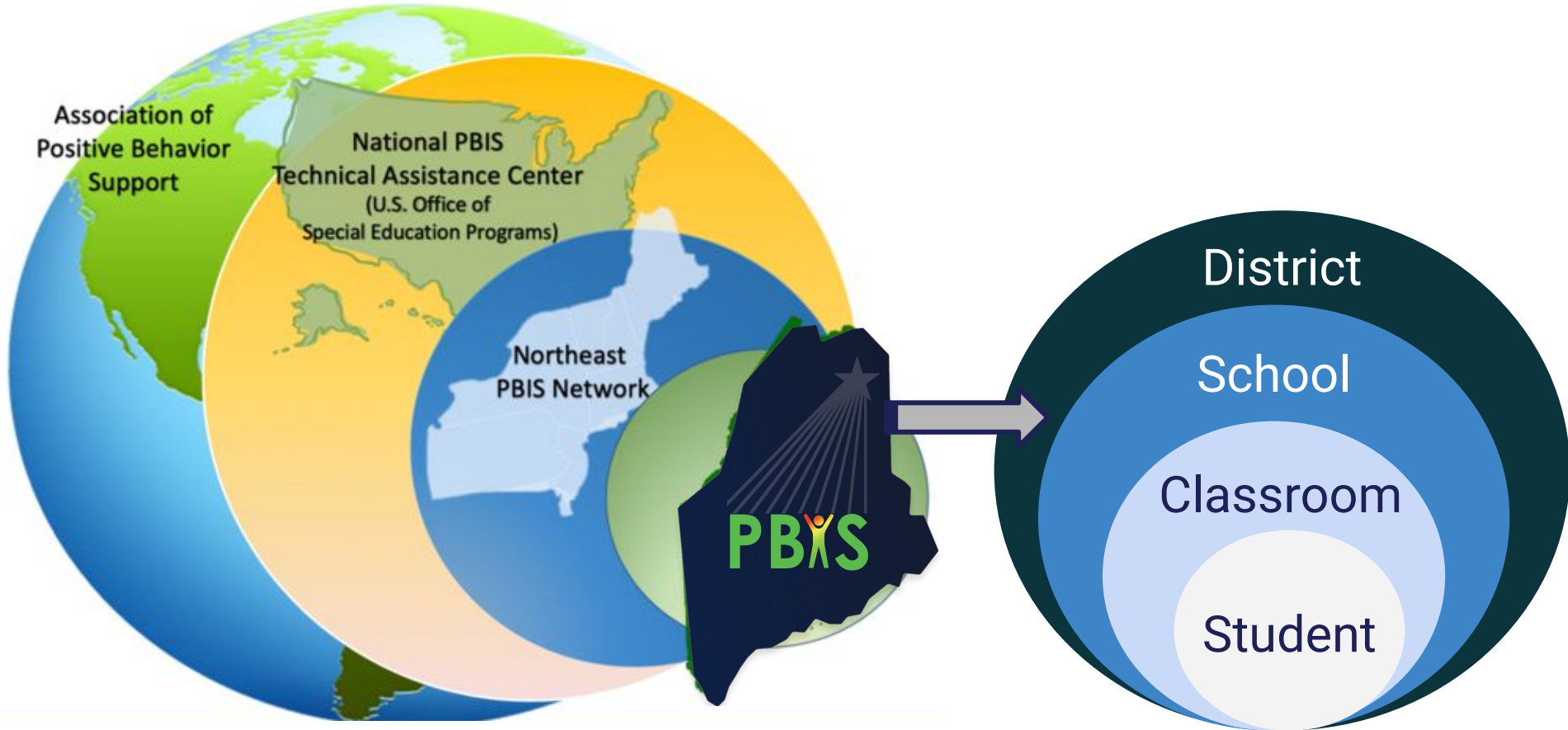


Goals for today's presentation

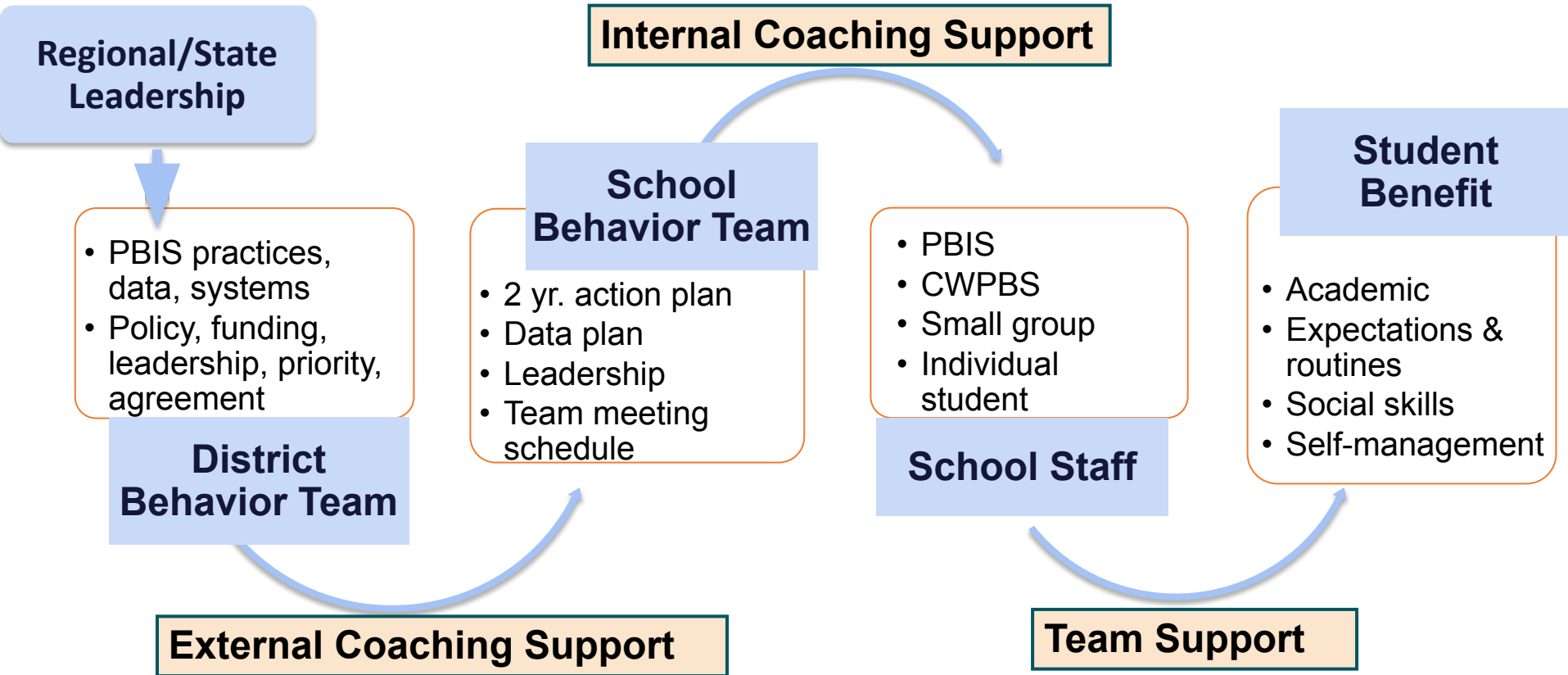
Participants will:

- Understand the process used to gain momentum for state-level implementation
- Recognize how to adapt to contextual factors that may serve as implementation facilitators and/or barriers
- Learn about support needs at various levels - state, district, and school- to increase the likelihood of implementation
- Identify strategies to strengthen state-wide training and coaching networks

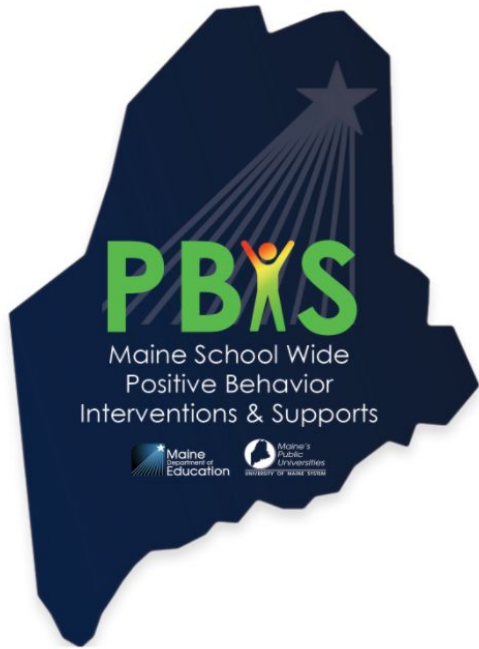
Levels of Systems and Capacity



This is the basic PBIS implementation model...

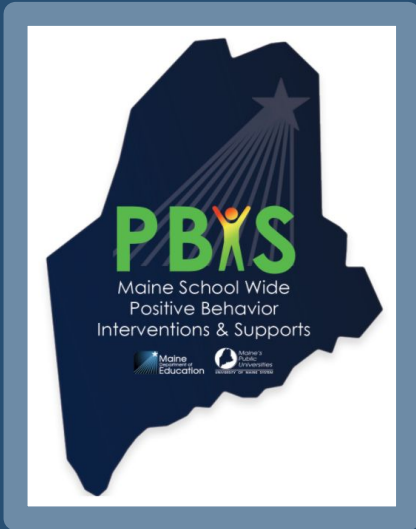


...we had to make it fit the Maine context.

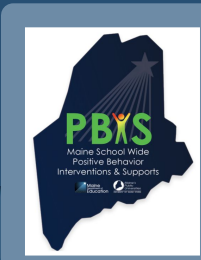


State Level Context

State Prioritization, Integration and Promotion of PBIS



- **SPDG Grant**
- **Department Collaboration**
- **State Advisory Panel**
- **Family Engagement**
- **Social Media**



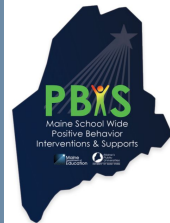
What role does contextual fit play?

At the State Level

- Focus on inclusion and whole child initiatives
- Collaborative efforts across departments
- Alignment of projects and funding whenever possible

At the District/School Level

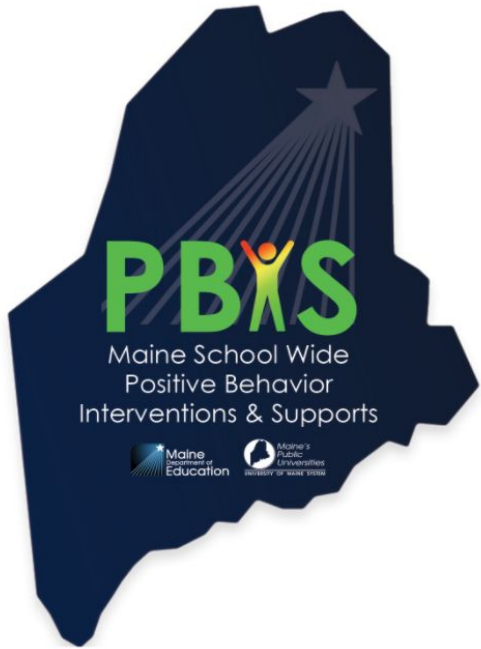
- Family Engagement
- Sharing PBIS positive school experiences with the field





In your experience...

- How has ***contextual fit*** been leveraged at the state level?
- What examples have you seen?
- How might it be used more effectively?



Training and Support for Initial Implementation

MAINE PBIS TIER 1 COHORT TRAINING MODEL

Ongoing external coaching and technical assistance support

Gradual Release of Responsibility

Internal Capacity

SPRING DISTRICT LEADER MEETING

YEAR 1: SUMMER

Coach Meeting	Team Training Day 1	Team Training Day 2
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ME PBIS Conference

YEAR 1: WINTER

Coach Meeting	Team Training Day 3	Team Training Day 4
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YEAR 1: SPRING

Coach Meeting	Team Training Day 5	Team Training Day 6
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YEAR 2: SUMMER

Coach Meeting	Team Training Day 7
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ME PBIS Conference

YEAR 2: WINTER

Coach Meeting	Team Training Day 8
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YEAR 2: SPRING

Coach Meeting	Team Training Day 9
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YEAR 3: FALL

Coach Meeting	Team Training Day 10
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ME PBIS Conference

YEAR 3: SPRING

Coach Meeting	Team Training Day 11
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YEAR 1: Getting Started with PBIS

DAY 1

Step 1: Establish an effective leadership team

Step 2: Develop a brief statement of purpose & define outcomes

DAY 2

Step 3: Identify positive school-wide behavior expectations

Step 4: Develop procedures to teach school-wide expectations

DAY 3

Step 5: Develop procedures to teach class-wide expectations

Step 6: Develop a continuum to strengthen demonstrations of expectations

DAY 4

Step 7: Develop a continuum to discourage violations of expectations

DAY 5

Step 8: Develop systems to support staff

DAY 6

Step 9: Use data for decision-making

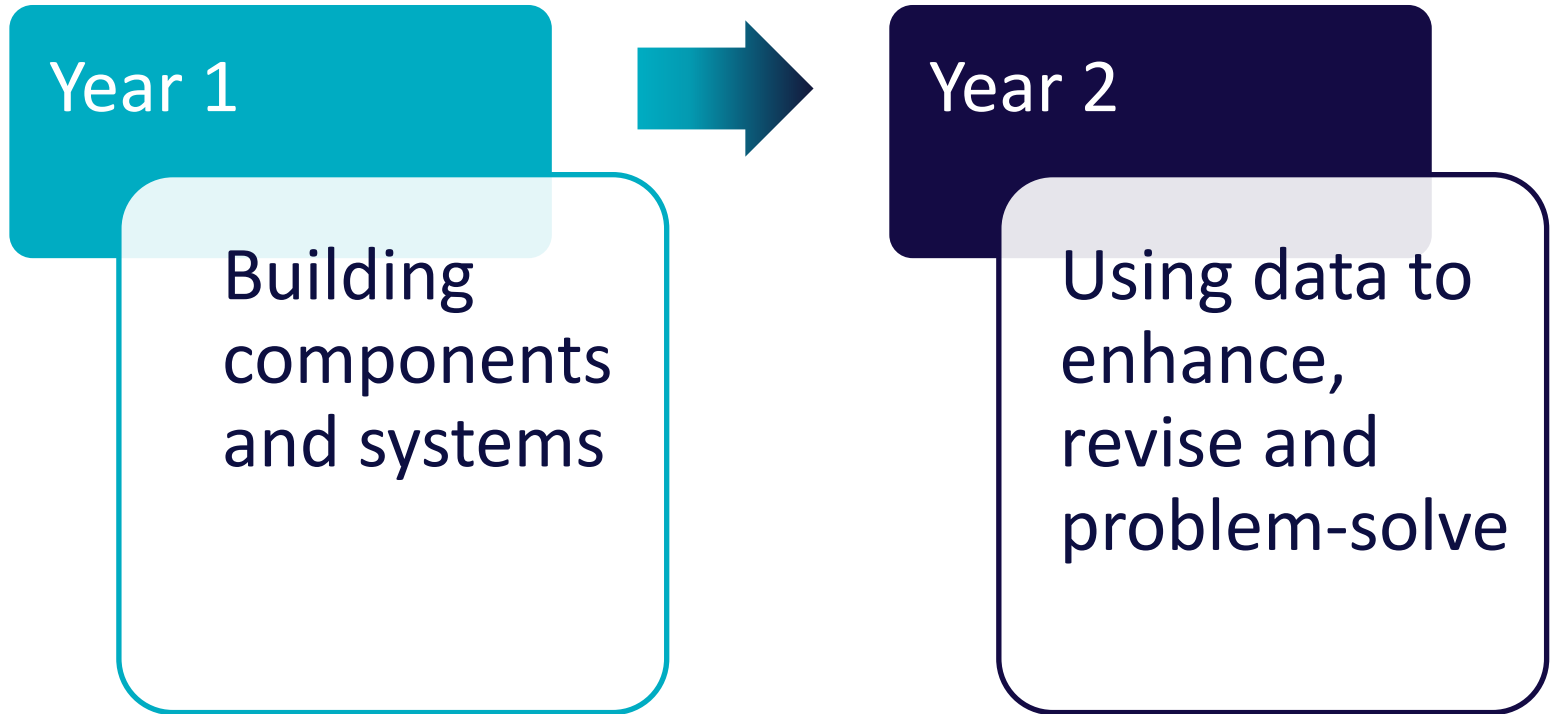
Step 10: Promote sustainability



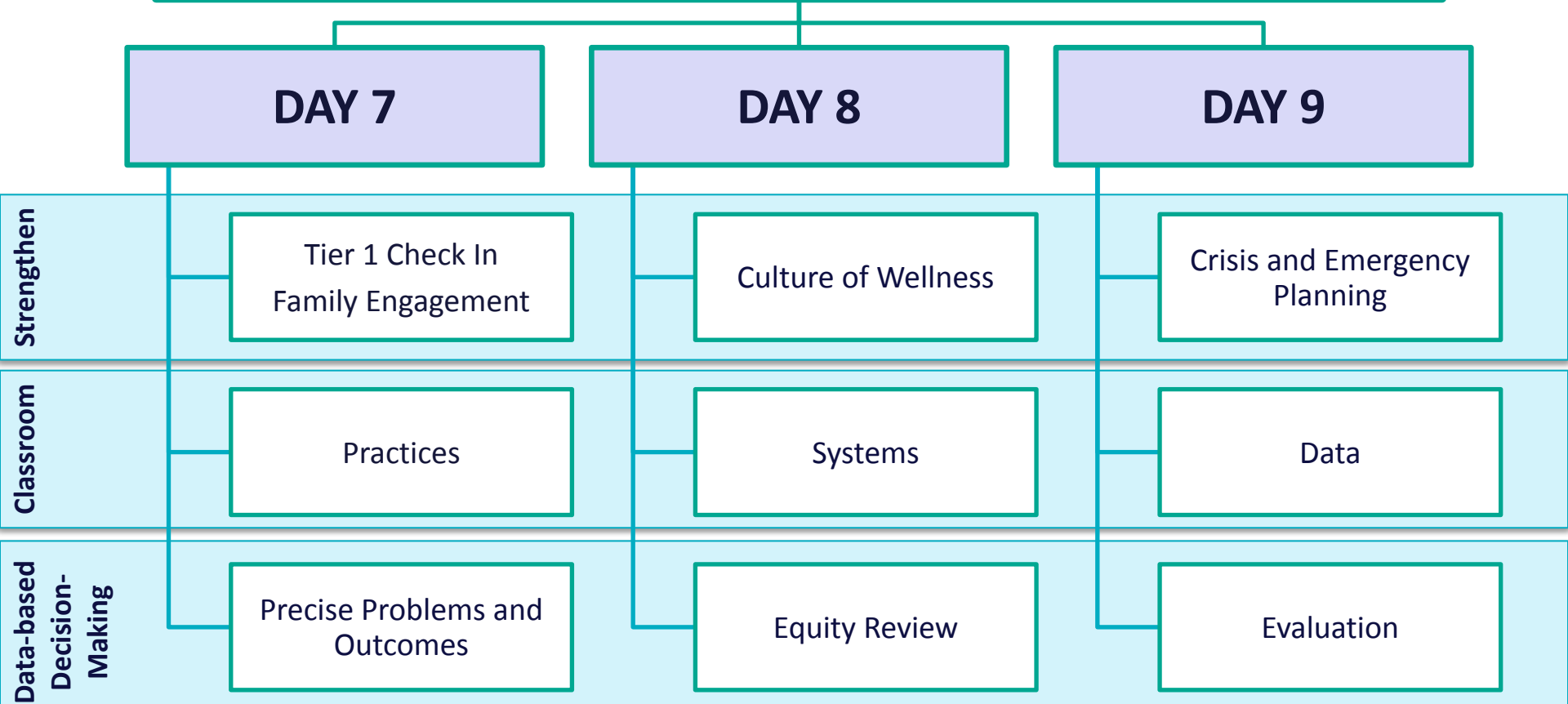
NEPBIS

Northeast Positive Behavioral Interventions and Supports

Shift in Team Meeting Focus



YEAR 2: Implement and Strengthen



EXAMPLE

End-of-Year School Activities

Year 1	I Do	<ul style="list-style-type: none">• Trainer provides a report of the school's fidelity outcomes• School coach and team collaborate with external coach to identify goals for the upcoming year
Year 2	We Do	<ul style="list-style-type: none">• Trainer provides a template for reporting fidelity outcomes and offered considerations for next steps• School coach and team gather fidelity data, input data into template, and identify goals for the upcoming year
Year 3	You Do	<ul style="list-style-type: none">• School coach and team gather fidelity data, create own report, identify goals for the upcoming year• Trainer provides feedback and is available as needed

Zippel Elementary School
Margaret Chase Smith School
North Elementary School
Bloomfield Elementary School
Earl C. McGraw School
Samuel L. Wagner Middle School
Agnes Gray Elementary School
Harrison Elementary School
Hebron Station School
Oxford Hills Comprehensive High School
Oxford Hills Middle School
Otisfield Elementary School
Oxford Elementary School
Paris Elementary School
Guy E. Rowe School
Waterford Memorial School



Surry Elementary School
Fort Kent Elementary School
Stratton School
Dayton Consolidated School
Eric L. Knowlton Elementary
Bangor High School
James F Doughty
William S Cohen
Mary Snow School
Fairmount
Fruit St. School
Abraham Lincoln School
14th St. School
Downeast School
Vine St School
Bangor Regional Programm

Schools currently in Tier 1 training cohorts!

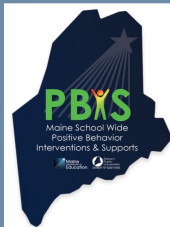
What role does contextual fit play?

At the State Level

- Training events in a variety of locations
- Flexibility with team membership and attendance at events

At the District/School Level

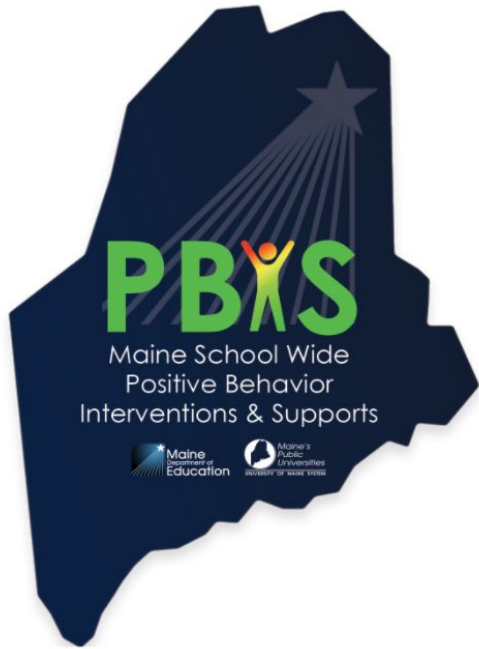
- Behavior expectations matched to local culture
- Universal support tailored to community needs





In your experience...

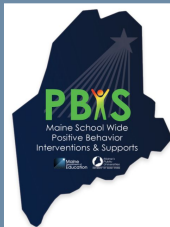
- How has **contextual fit** been leveraged in initial implementation (Tier 1)?
- What examples have you seen?
- How might it be used more effectively?



Training and Support for Advanced Implementation

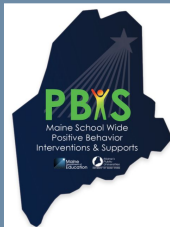
Three-Day Brief FBA Training

- Developed in response to district needs
- Team-based participation
- Intended to increase capacity for function-based behavior supports in schools
- Held in fall and repeated in spring; both sessions filled, with additional wait list



Advanced Tiers Summer Institute

- Developed in response to ongoing need and interest
- Team-based participation
- Five day training held at a local college
 - Two days: Advanced Tiers Foundations & Tier 2
 - Three days: Brief FBA Training
- Intended to increase capacity for function-based behavior supports in schools



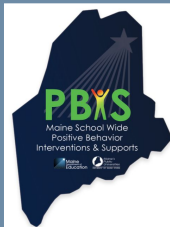
What role does contextual fit play?

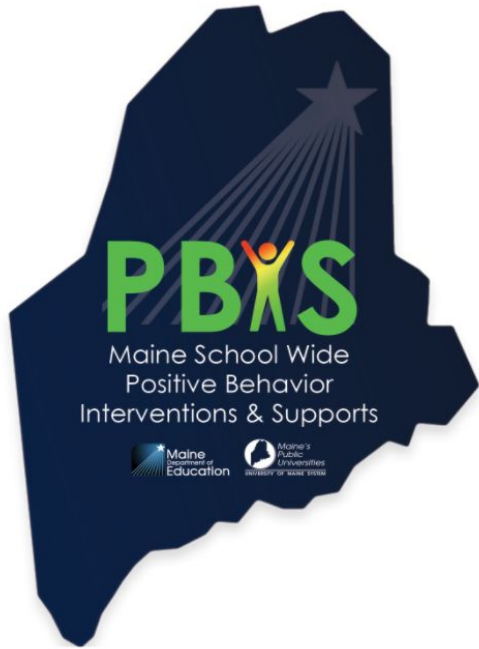
At the State Level

- Held in two different geographic regions
- Allowed teams from cohort and non-cohort schools
- Pivot from cohort model

At the District/School Level

- Teams conduct action planning for their own setting
- Participants practice skills with their own students

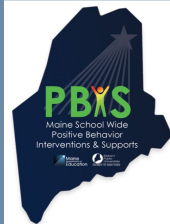




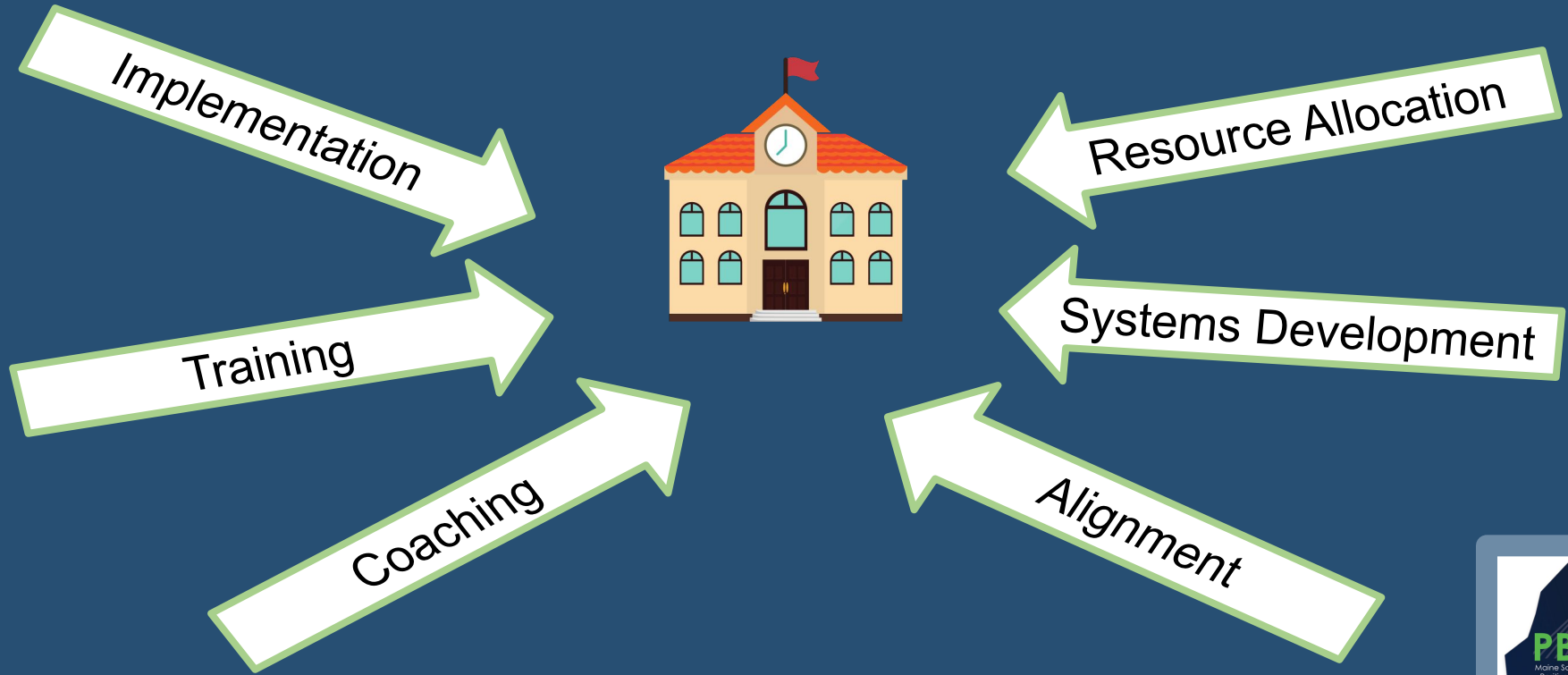
Supporting Capacity Building

“Districts are the organizational unit most likely to have sufficient authority, funding, and size needed to implement with the capacity to sustain effects.”

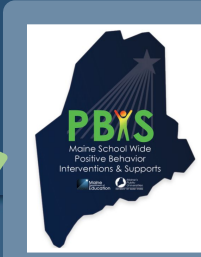
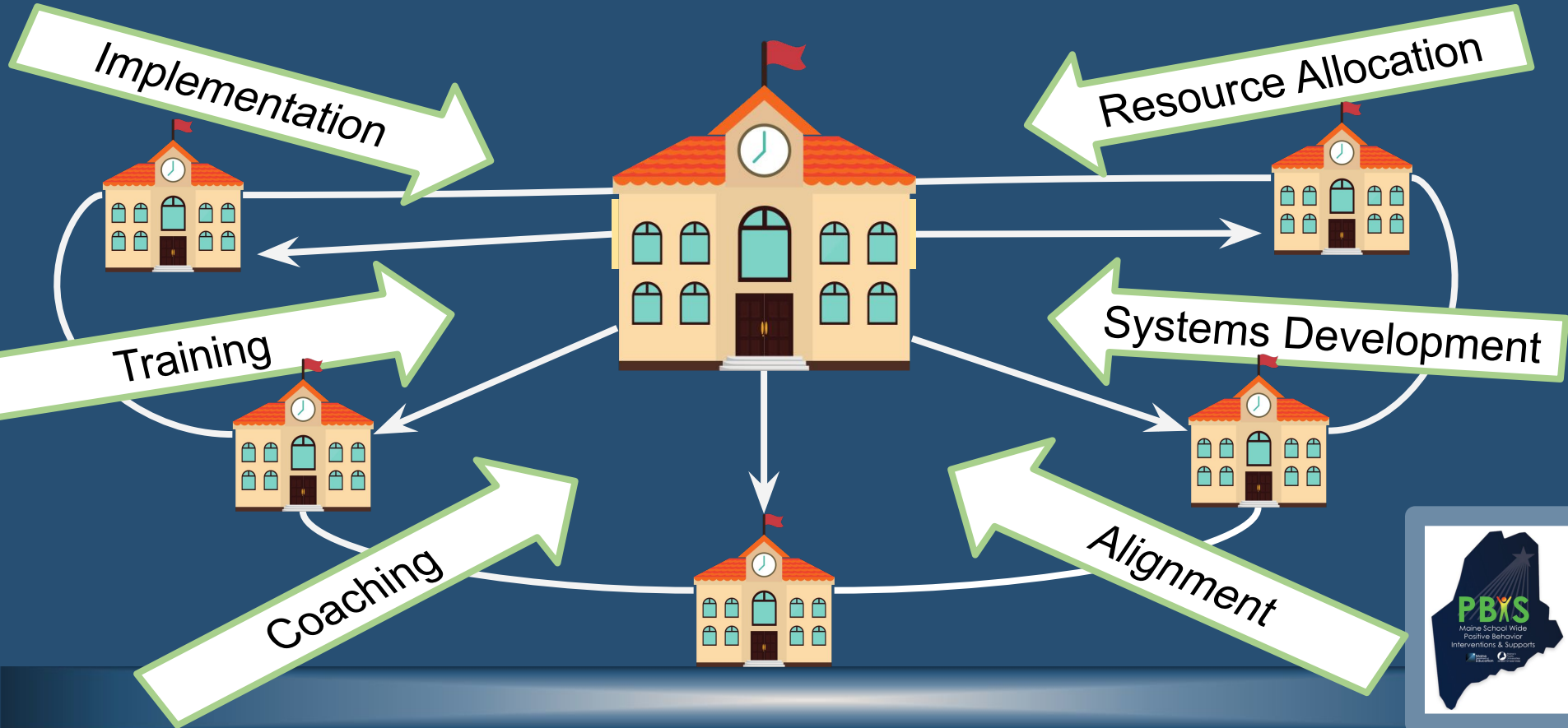
(Horner, Sugai and Fixsen, 2017)



Building a PBIS Framework Requires A Lot of Effort!



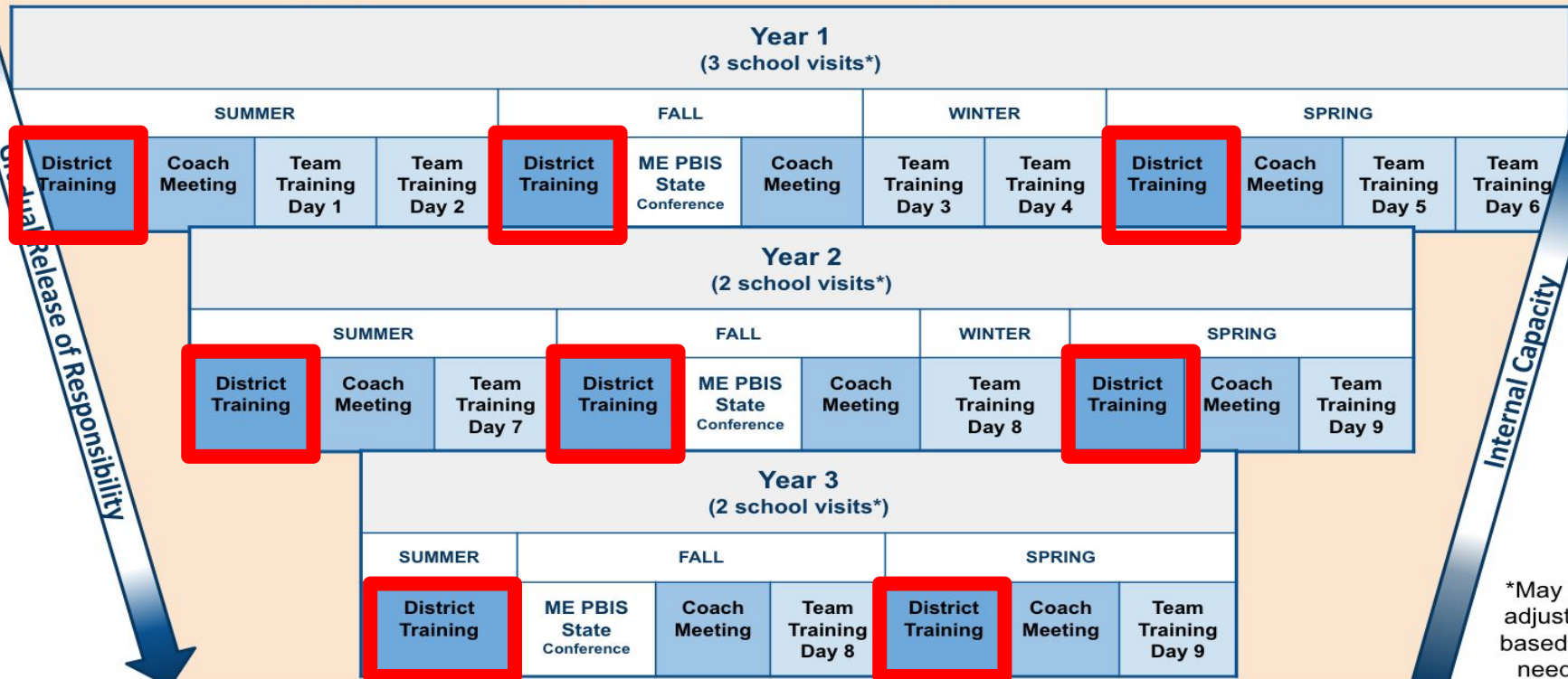
District-wide Implementation Distributes Effort, Strengthens Implementation, and Promotes Sustainability



Strengthening Scale-up by Shifting to District Support

MAINE PBIS TIER 1 COHORT TRAINING MODEL

Ongoing external coaching and technical assistance support at district and school level





*May be adjusted based on needs

District Teaming



District Systems Fidelity Inventory (DSFI)

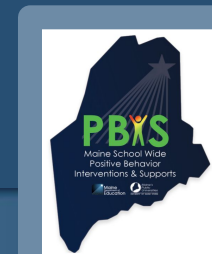
PBIS District Systems Fidelity Inventory (DSFI) Ver. 0.2 September, 2020 1



Positive Behavioral Interventions and Supports Implementation Blueprint:

PBIS District Systems Fidelity Inventory (DSFI)

Technical Assistance Center on Positive Behavioral Interventions and Supports
U. S. Department of Education, Office of Special Education Programs
Version 0.2 2020 September 28



Training of Trainers and Coaches (ToT)



Maine PBIS is excited to announce our first call for a Training of Trainers (ToT) and Coaches cohort!

As schools and districts see the positive impacts of PBIS' evidence-based framework, momentum throughout the state continues to grow! We have over 75 schools implementing more being added each year. We need more trainers and coaches to provide support to implementing teams. Read on to learn about the requirements and expectations for gaining a Maine PBIS Tier 1 Trainer and Coach microcredential through a collaboration of the Department of Education and the University of Maine System (UMS).

Microcredentials are short, focused credentials designed to provide in-demand skills, know-how, and experience. A fully stacked micro-credential badge indicates that you have successfully completed high-quality and rigorous training and were able to demonstrate the skills you developed in a work setting. You can learn more about UMS Microcredentials [here](#).



Learn about how you can become a Maine PBIS Tier 1 Trainer and Coach through a collaboration of the Maine Department of Education (MDOE) and the University of Maine System (UMS) at <https://bit.ly/MEPBISToTInfo>



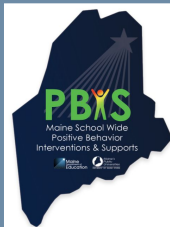
What role does contextual fit play?

At the State Level

- Flexibility regarding definition of district
- One size does not fit all
- Regional rather than district capacity building as needed

At the District/School Level

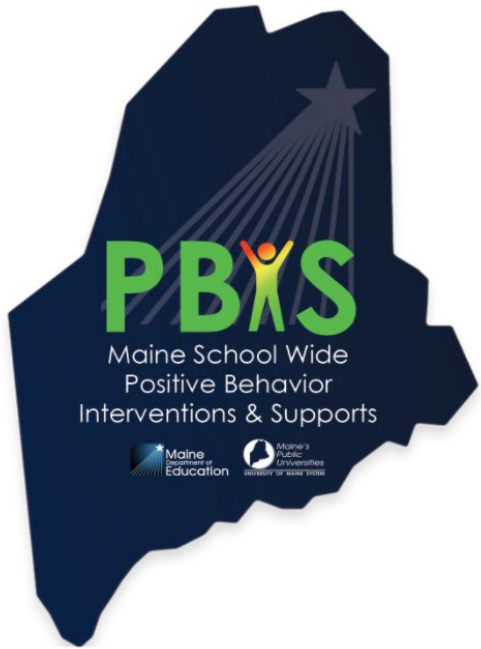
- Virtual district team meetings
- One person may serve more than 1 team roles/representation





In your experience...

- How has ***contextual fit*** been leveraged to support advanced implementation and capacity building?
- What examples have you seen?
- How might it be used more effectively?



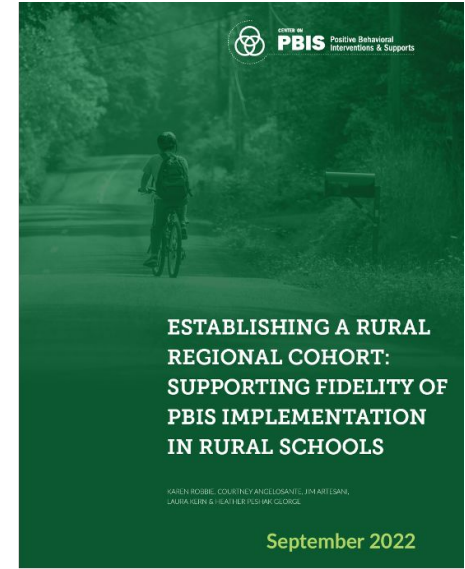
What Questions Do You Have?

“The original goal of overcoming limited access to professional development and using resources efficiently provided an **unexpected benefit**.


Cohort participants, who often experienced limited opportunities to interact with colleagues beyond their own school, were able to **learn from, collaborate with, and support their peers** in implementing the PBIS framework in their schools....

By using a gradual release of responsibility, this rural cohort provided layered supports that included **prompts, inspiration, and specific needs-based guidance to keep teams moving forward.**”

(Robbie et al., 2022)




Check out our website!!



Home About Tier 1 Classroom Tier 2 Tier 3 PBIS Prompt Conference Meet Our Team

For More Information

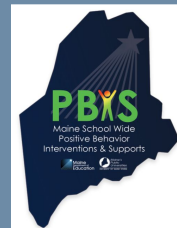


A UMaine System
Collaboration

M A I N E

positive
behavioral
Intervention &
supports

www.mainepbs.org





Consider tattoos? The PBIS gang at SES is all in!

