Using Implementation Science with a SWPBIS Program

Agenda

• Applying Implementation Science
• SWPBIS Framework
• Guiding Implementation
• Review360 Case Study
  ✓ Formative Survey
  ✓ User Survey
  ✓ Classroom Walkthrough
  ✓ Student Outcomes
• Conclusions and Questions
Key Variables in Implementation

Implementation is the critical link between research and practice.

Reach: the proportion of the target population reached by a practice.

Efficacy: the success rate of a practice when implemented appropriately.

Adoption: the proportion of targeted settings that adopt the practice.

Implementation: the proportion of interventionists who implement the practice with fidelity in real-world settings.

Maintenance: proportion of organizations (e.g., schools) and interventionists (e.g., teachers) who maintain implementation of the practice over time.

Implementation Frameworks

(Fixsen, Naoom, et al. 2005):

Let
• "Letting it happen" – researchers publish results; it is up to the providers to make it happen

Help
• "Helping it happen" – research findings result in toolkits designed for providers

Make
• "Making it happen" – implementation teams directly help providers to effectively implement programs

Implementation science is the scientific study of variables and conditions that impact changes at practice, organization, and systems levels; changes that are required to promote the systematic uptake, sustainability, and effective use of evidence-based programs and practices in typical service and social settings.

~Blase and Fixsen, 2010
Using Implementation Science with a SWPBIS Program

**Policy <-> Practice**

Feedback Loops  
Fixen and Blase (2008)

- Policy (Plan) → Study → Act
- Practice (Do) → Structure → Procedure → Practice

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Positive Behavioral Solution within an SWPBIS Framework

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School Discipline Management and Addressing Student Behavior

Traditional Discipline Approach Contributed to:

- The Advancement Project (2010)
  - OSS 2002-2006: 250K
  - Expulsions: ↑ 15%
- Office for Civil Rights (2013)
  - > 2,600 Secondary Schools 2009-2010
  - 25% OSS

> 3 million K-12 students lost instructional "seat time" in 2009-2010 due to suspensions.

Study of Secondary Schools in Texas (2011)
- 1 million students tracked over 6 years
- 60% Suspended or Expelled
- 30% OSS
- 3% State Removal Required

Improving Student Discipline: Technical Workshop Practices in Multicultural Settings
School Discipline Management and Addressing Student Behavior

Traditional Discipline Approach Results

Detrimental Student Outcomes

- 3M Out-of-school Suspensions
- 100K Expelled
- More likely to dropout, fail, and get in trouble
- 3x More Black students
- 2x More SpEd
- DoE, OCR, and DoJ collaborating for change
- Increased suspensions for non-violent offenses

School Discipline Management and Addressing Student Behavior

Alternative to the Traditional Discipline Approach

Proactive Practices
American Academy of Pediatrics (AAP) research-supported strategies to reduce out-of-school suspensions and expulsions.

Intervention Identification Implementation
Early intervention programs for pre-school children Early identification of at-risk students before issues occur Implement clear, consistent standards and expectations

AAP, APA, and NASP promote PBIS because... it works.

Multi-Tiered Behavioral Support
Behavior Program Elements

Supply Effective Systems and Tools that:

- Establish a learning environment that proactively promotes positive behavior
- Foster effective behavior management in the classroom and school-wide
- Incorporate the ability to identify students in need of additional supports
- Include all teachers in the support of all students and address the needs of individual students
- Provide a process for accurate and reliable progress monitoring and discipline data collection
Behavioral Supports Study

Insight From CASE/Review360 Research

What are the main obstacles to the implementation of behavioral interventions?

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Number of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor implementation practices</td>
<td>47</td>
<td>15.2%</td>
</tr>
<tr>
<td>Incomplete training</td>
<td>62</td>
<td>20.1%</td>
</tr>
<tr>
<td>Inconsistency</td>
<td>76</td>
<td>24.6%</td>
</tr>
<tr>
<td>Poor or no follow through</td>
<td>14</td>
<td>4.5%</td>
</tr>
<tr>
<td>Teacher/Staff buy-in</td>
<td>58</td>
<td>18.8%</td>
</tr>
<tr>
<td>Administrator buy-in</td>
<td>32</td>
<td>10.4%</td>
</tr>
<tr>
<td>Lack of overall support</td>
<td>22</td>
<td>7.1%</td>
</tr>
<tr>
<td>Lack of parental support</td>
<td>16</td>
<td>5.2%</td>
</tr>
<tr>
<td>Ineffective behavior system</td>
<td>16</td>
<td>5.2%</td>
</tr>
<tr>
<td>Limited resources</td>
<td>18</td>
<td>5.8%</td>
</tr>
<tr>
<td>Systems are cumbersome for users</td>
<td>17</td>
<td>5.5%</td>
</tr>
</tbody>
</table>
Insight from SWPBIS Research

Areas Where Barriers Can Occur in SWPBIS Implementation

- Administrative/Organizational Structure
- School Culture: Practices and Beliefs
- Professional Development and Practice

Insight from SWPBIS Research

PBIS in the Classroom

In the classroom, the focus is on training teachers to:
- Teach behavioral expectations
- Collect and report discipline and behavioral data
- Monitor student behavior
- Support students who require individualized interventions
- Teachers need to believe that new practices work for them individually as well as part of their perceived purview
- Staff buy-in and teachers’ misperceptions, philosophical differences, and resources presented common barriers to implementation and sustainability

Research suggests some unintended issues in the classroom:
- The classroom is a crucial, but highly challenging setting for implementing primary systems of support.
- Many teachers react to individual behaviors rather than employing preventive classroom management.
- Staff buy-in and teachers’ misperceptions, philosophical differences, and resources presented common barriers to implementation and sustainability.
Guiding the Implementation of Behavioral Support Program

Leadership for Success

Driving Systemic Change: Key Areas of Focus

Awareness

Information and Discussion are Vital

- Provide a comprehensive understanding of problems, processes, and requirements
- Prepare personnel to effectively identify and address problems
- Securing buy-in is critical

Training

Effective Interventions and Resources are Key

- Engaging and relevant professional development supports productive, successful implementation
- Four Areas of Focus:
  1. Engage and Maintain Attention
  2. Academic Strategies and Modifications
  3. Organization and Time Management
  4. Behavior Management
Leadership for Success

**Driving Systemic Change: Key Areas of Focus**

- Leadership consistently promotes the initiative
- Commitment to fidelity and efficacy
- Utilize data to validate and provide feedback
- Regularly scheduled progress reviews
- Engage skilled district personnel

Success Depends on Consistent, Comprehensive Support

- Leadership
- Commitment
- Data utilization
- Regular reviews
- Skilled personnel

Review360

Behavior Matters

**An Integrated Behavior Support System**

**Building Best Practices**
- Online, research-based Professional Development
  - School-wide and classroom management practices

**Strategies for Identified Students**
- Evidence-based behavioral interventions & strategies
- Individualized student behavioral plans aligned with district RtI processes

**Behavioral Data System**
- Automated incident reporting process
- Collects and analyzes behavioral data
- Tracks student progress
- Aggregates behavior progress
- Produces relevant and useful reports

Review360

Behavior Matters

**Basic Elements of Proactive Behavioral Support**

- Teaching Behavioral Expectations
- Developing Procedures and Routines
- Using Reinforcement and Acknowledgement
- Improving Student-Teacher Relationships and Interactions
- Structuring the Learning Environment
- Developing Effective Correction Procedures and Strategies
Using Implementation Science with a SWPBIS Program

Review360

Behavior Matters

Basic Elements of Proactive Behavioral Support

- Creating a Behavior Support Team
- Developing behavioral expectations
- Establishing reinforcements and more positive engagement between students and staff
- Developing procedures for the common areas and systematic supervision and management of the school environment
- Using school and student data to assist administrators and teachers in the decision-making process

Review360

Behavior Matters

Facilitating Implementation

School-wide and Classroom:

- Monitor and report on online professional development training for classroom management modules and school-wide behavior management
- Classroom walkthrough to evaluate implementation of essential classroom management practices
- Periodic application of universal screener for behavior to benchmark students’ behaviors
- Progress monitoring snapshot reports
- Collect and present data on discipline management system
- Classroom organization

Review360

Behavior Matters

Anger and Aggression - General Information

- It is not unusual for anxiety and anger to be connected.
- Anger is a normal, healthy emotion, but sometimes it can get out of control.
- There are typically five(5) stages involved in anger:
  1. before the conflict occurs
  2. when the student gets emotionally involved
  3. the time before the student becomes angry/aggressive
  4. the time when the student displays anger or aggression related to the incident/conflict
  5. the time when the student receives intervention and begins to cool down

- Mild aggression could include teasing, name calling, knocking things off their own or someone’s desk, arguing with the teacher, poking, touching, getting in the way or blocking the path of another, and making fun of someone’s ideas, work, or comments.
- Severe aggression could include pushing, shoving, poking with an object, hitting, tripping, grabbing, or fighting.
- Some students demonstrate passive-aggressive behavior and act politely and appropriately when adults are watching but speak, talk, and act aggressively or mean-spirited when not being watched or when they think they will not be caught.
- Other students may “press the envelope” to see how far they can go with a teacher.
- The student is usually highly emotional.
- The student is often openly defiant to authority.
- “Nothing improves a child’s hearing more than praise” - Agnew.
- Recent research indicates positive reinforcement to be one of the most
Review360
Behavior Matters

Online, Research-based Professional Development

My Courses

Understanding Disciplinary Disproportionality

Includes useful student demographics and incident details (Where, When, What, Who)
Aggregates data for mid year and end of year reporting at the district and school levels.
Allows for reports and charting by meaningful variables (student groups, location, time of day...)
Includes specific disproportionality and at-risk charts and indexes

Data Management

Real Time Disciplinary Data Collection and Reporting

Dashboard Awareness and Usability
Using Implementation Science with a SWPBIS Program

Review360: Behavior Matters
Monitoring Professional Development

Review360 | Reporting Tools

Representation Graphics Related to Disproportionality

Population In-School Suspension Out-of-School Suspension Alternative

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races

Review360 Goose Creek ISD Case Study
In order to assess the Goose Creek ISD implementation of Review360, the following methods were used and the following data were collected and analyzed:

- A formative evaluation including a survey of school administrators was conducted during the implementation of the classroom and schoolwide modules;
- An examination of users' (mostly teachers) perceptions of the utility and efficacy of Review360;
- A reporting of the results from a schoolwide walkthrough evaluating the use of Review360 with a SWPBIS framework; and
- An analysis of the impact of Review360 on student disciplinary outcomes including an examination by student groups.
Using Implementation Science with a SWPBIS Program

Review360 | Formative Survey
Goose Creek ISD

Implementation Case Study

How often do your Teachers use Review360 to complete the following tasks?

- To review data or use reporting functions
  - Daily: 21%
  - Once a Week: 25%
  - Once Every 2 Weeks: 8%
  - Once a Month: 25%
  - Never: 8%

- To report incidents or disciplinary actions
  - Daily: 32%
  - Once a Week: 8%
  - Once Every 2 Weeks: 8%
  - Once a Month: 48%
  - Never: 4%

- To access Classroom or Schoolwide resources
  - Daily: 32%
  - Once a Week: 8%
  - Once Every 2 Weeks: 8%
  - Once a Month: 21%
  - Never: 92%

How useful is Review360 in completing the following tasks?

- Communicating information about student behavior
  - Very Useful: 78%
  - Useful: 22%

- Providing data and reports for decision making
  - Very Useful: 74%
  - Useful: 20%

- Reporting incidents or disciplinary actions
  - Very Useful: 85%
  - Useful: 15%

Level of Implementation of Review360

- Discipline management and incident reporting features
  - Fully: 63%
  - Mostly: 30%
  - Limited: 4%
  - Still in Planning Stages: 4%

- Schoolwide Support courses
  - Fully: 15%
  - Mostly: 35%
  - Limited: 42%
  - Still in Planning Stages: 8%

- Classroom Management courses
  - Fully: 12%
  - Mostly: 42%
  - Limited: 38%
  - Still in Planning Stages: 8%
Using Implementation Science with a SWPBIS Program

Review360 | Formative Survey
Goose Creek ISD

How does Review360 compare to other behavior support and discipline management systems you have used?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Better</th>
<th>Same</th>
<th>Not as Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating information about student behavior to school personnel</td>
<td>78%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>Providing data and reports for decision making</td>
<td>69%</td>
<td>19%</td>
<td>12%</td>
</tr>
<tr>
<td>Supplying training and resources for Schoolwide Positive Behavior Support</td>
<td>59%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>Supplying training and resources for Classroom Management</td>
<td>67%</td>
<td>30%</td>
<td>13%</td>
</tr>
<tr>
<td>For reporting student incidents and disciplinary actions</td>
<td>85%</td>
<td>15%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Overall: 85%

Review360 | Formative Survey
Goose Creek ISD

Please rate the Review360 training you and your PBAS team received in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using data and reports for decision making</td>
<td>26%</td>
<td>41%</td>
<td>22%</td>
<td>11%</td>
</tr>
<tr>
<td>Schoolwide Behavior Support courses</td>
<td>11%</td>
<td>44%</td>
<td>41%</td>
<td>4%</td>
</tr>
<tr>
<td>Classroom Management courses</td>
<td>7%</td>
<td>44%</td>
<td>44%</td>
<td>4%</td>
</tr>
<tr>
<td>Reporting student incidents and disciplinary actions</td>
<td>27%</td>
<td>46%</td>
<td>27%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Overall: 15%

Review360 | Formative Survey
Goose Creek ISD

What features of Review360 are most helpful to you and your staff?

1. Data tracking
2. Reporting

Respondents indicated the most helpful features of Review360 are:

- 75% of respondents
- Admins responded

Notes: For support for teachers and instructional and behavioral services.
Review360 User Survey
Goose Creek ISD
Survey Purpose and Statistics

Survey Purpose
- Solicit Review360 user perceptions
- Usage of system components
- Impact on behavioral support systems

Data Collection
- Goose Creek ISD Users
  - Total, 211 users participating
  - 85% Gen Ed Teachers
  - 11% Spec Ed Teachers
  - 33% Elementary
  - 37% Middle
  - 27% High

Behavior Related Processes

- Monitor student progress in meeting behavioral objectives
- Documentation for meetings or parent conferences
- Helping students meet behavioral expectations
- Clearly defining and establishing schoolwide behavioral expectations
- Effectively managing the classroom
- Addressing students' individual needs

<table>
<thead>
<tr>
<th></th>
<th>Very Well and Well</th>
<th>Adequately</th>
<th>Not Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor student progress</td>
<td>61%</td>
<td>27%</td>
<td>12%</td>
</tr>
<tr>
<td>Documentation</td>
<td>65%</td>
<td>27%</td>
<td>8%</td>
</tr>
<tr>
<td>Helping students</td>
<td>40%</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Clearly defining</td>
<td>47%</td>
<td>31%</td>
<td>22%</td>
</tr>
<tr>
<td>Effectively managing</td>
<td>41%</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Addressing students' individual needs</td>
<td>43%</td>
<td>38%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Pearson 2019
Review360 | User Survey
Goose Creek ISD

Impact on Outcomes

Overall improvement in teacher/administrator/school staff practices
Overall improvement in student behavior
Raising academic performance of students
Improvement in school climate

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall improvement in teacher/administrator/school staff practices</td>
<td>28%</td>
<td>34%</td>
<td>28%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall improvement in student behavior</td>
<td>30%</td>
<td>35%</td>
<td>36%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising academic performance of students</td>
<td>32%</td>
<td>32%</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement in school climate</td>
<td>38%</td>
<td>32%</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review360 | Walkthrough
Goose Creek ISD

Observational Evaluation of Implementation

- Review360 provided an online evaluation of the implementation of the main schoolwide behavioral support domains included in the program.
- The following activity domains were evaluated through the rating of specific goals, activities and facets of the program:
  - Leadership Team
  - Expectations
  - Procedures
  - Acknowledgement
  - Structure
  - Student Interactions
  - Correction Procedures
- The walkthrough was completed by 416 teachers/evaluators.
- Each school had at least 2 evaluators complete the walkthrough.
### Evaluation: Implementation of Review360 Sections and Goals

<table>
<thead>
<tr>
<th>Domain/Goal</th>
<th>N Items</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Team</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal - Team has outlined meeting times, days, location, rules</td>
<td>14</td>
<td>74.2%</td>
</tr>
<tr>
<td>Goal - Team has shared mission and purpose of PBS supports</td>
<td>3</td>
<td>77.1%</td>
</tr>
<tr>
<td>Goal - Team is represented across all critical educational areas</td>
<td>7</td>
<td>72.2%</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal - 3-5 positively stated expectations have been developed</td>
<td>6</td>
<td>70.3%</td>
</tr>
<tr>
<td>Goal - Plans have been developed to orient incoming staff and students</td>
<td>3</td>
<td>49.1%</td>
</tr>
<tr>
<td>Goal - Students and staff can identify expectations using common language</td>
<td>2</td>
<td>65.5%</td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal - Staff has developed and taught schoolwide procedures</td>
<td>6</td>
<td>68.7%</td>
</tr>
</tbody>
</table>

---

### Evaluation: Implementation of Review360 Sections and Goals

<table>
<thead>
<tr>
<th>Domain/Goal</th>
<th>N Items</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acknowledgement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal - A system of rewards has been implemented across all common areas</td>
<td>9</td>
<td>67.7%</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal - Staff has provided expectations for monitoring and supervision of behavioral feedback</td>
<td>4</td>
<td>80.6%</td>
</tr>
<tr>
<td><strong>Student Interactions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal - Staff has provided students with a high ratio of positive to negative statements</td>
<td>2</td>
<td>68.9%</td>
</tr>
<tr>
<td><strong>Correction Procedures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal - Staff has been instructed in an array of appropriate responses to student behavior</td>
<td>1</td>
<td>60.8%</td>
</tr>
<tr>
<td>Goal - Staff has been taught how to respond to a behavioral crisis</td>
<td>2</td>
<td>61.5%</td>
</tr>
<tr>
<td>Goal - Staff has identified major and minor behaviors</td>
<td>1</td>
<td>71.4%</td>
</tr>
</tbody>
</table>
Review360 | Outcomes
Goose Creek ISD

Demographics
- 16% Black
- 38% Hispanic
- 23% White
- 3% Other
- 65% Economically Disadvantaged
- 13% Limited English Proficiency

22,228 students

Reducing Suspensions
All Districtwide Suspensions by Year

In-School Suspensions
- ISS 2010-11: 12,882
- ISS 2011-12: 12,060
- ISS 2012-13: 10,681
- ISS 2013-14: 10,045

Out-of-SchoolSuspensions
- OSS 2010-11: 3,127
- OSS 2011-12: 3,007
- OSS 2012-13: 2,826
- OSS 2013-14: 2,577

ISS 18% OSS 22%

2010-11 2011-12 2012-13 2013-14
Using Implementation Science with a SWPBIS Program

Review360 | Outcomes

Goose Creek ISD

Reducing Suspensions

Suspensions by Year and Type with Percent Reduction from Baseline (2010-11)

Goose Creek ISD | Special Education

In-School  Out-of-School  Total Suspensions

<table>
<thead>
<tr>
<th>Year</th>
<th>In-School</th>
<th>Out-of-School</th>
<th>Total Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>3,096</td>
<td>2,374</td>
<td>5,470</td>
</tr>
<tr>
<td>2011-12</td>
<td>2,828</td>
<td>2,085</td>
<td>4,913</td>
</tr>
<tr>
<td>2012-13</td>
<td>2,168</td>
<td>1,585</td>
<td>3,753</td>
</tr>
<tr>
<td>2013-14</td>
<td>2,006</td>
<td>1,466</td>
<td>3,472</td>
</tr>
</tbody>
</table>

-35%  -38%  -25%

Reducing Suspensions

Review360 | Outcomes

Goose Creek ISD

Addressing Disproportionality

Disproportional Representation in OSS | Student Group by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>White Enrollment</th>
<th>Black Enrollment</th>
<th>Hispanic Enrollment</th>
<th>White OSS</th>
<th>Black OSS</th>
<th>Hispanic OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR11</td>
<td>25%</td>
<td>17%</td>
<td>55%</td>
<td>20%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>YR12</td>
<td>24%</td>
<td>16%</td>
<td>55%</td>
<td>21%</td>
<td>35%</td>
<td>42%</td>
</tr>
<tr>
<td>YR13</td>
<td>23%</td>
<td>16%</td>
<td>58%</td>
<td>20%</td>
<td>29%</td>
<td>49%</td>
</tr>
<tr>
<td>YR14</td>
<td>23%</td>
<td>16%</td>
<td>58%</td>
<td>20%</td>
<td>29%</td>
<td>49%</td>
</tr>
</tbody>
</table>

- If disproportionate disciplinary practices did not exist, the percentage a student group comprises of the overall district enrollment should be the same as the percentage of that group's share of suspensions.
- In this case, Black students are over-represented in OSS because that percentage is significantly higher than the enrollment levels. But it is improving as the discrepancy is decreasing over time.

Relative Risk Ratio

Similarly, using relative risk ratios, we are able to answer questions of how much more likely is it that a student from a particular racial or ethnic group, in a given setting, will receive a certain classification and/or placement than will students from all other racial and ethnic groups in the same setting.

**African American Risk Ratio**

\[
\text{Relative Risk} = \frac{(\text{AA OSS} \div \text{AA enrollment}) \div [(\text{Total OSS} - \text{AA OSS}) \div (\text{Total enrollment} - \text{AA enrollment})]} = \text{_______ risk}
\]

\[
(500 \div 1500) \div [(880 - 500) \div (4900 - 1500)] =
\]

\[
(0.3333) \div [(380) \div (3400)] =
\]

\[
(0.3333) \div (0.1118) = 2.82
\]

**or a risk that is almost 3 times greater than expected**
Using Implementation Science with a SWPBIS Program

### Conclusions

- This project was designed to study the factors common to implementation science that are important facilitators in the application and sustaining of successful SWPBIS programs.
- Through previous implementations, reviewing SWPBIS research and by gaining feedback from participating educators, this study identified “best practices” within the framework of Implementation Science that could be used to counter the challenge and barriers found when implementing and sustaining SWPBIS programs.
- We chronicle the use of these practices: Formative Surveys; Teacher-centered implementation and teacher-focused PD; Classroom Walkthrough; and, user surveys.
- Finally, the study evaluates the program using student disciplinary outcomes. Results indicate that the program was sustainable over several years and that it reduced overall disciplinary actions for all students as well as for those student groups at risk of disproportionate discipline.

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### Review360 | Outcomes

Goose Creek ISD

#### Addressing Disproportionality | Closing the Equity Gap

Risk Ratio in OSS | Student Group by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Expected Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>1.254</td>
<td>0.788</td>
<td>0.695</td>
<td>1.00</td>
</tr>
<tr>
<td>2011-12</td>
<td>2.80</td>
<td>2.85</td>
<td>2.85</td>
<td>1.00</td>
</tr>
<tr>
<td>2012-13</td>
<td>2.85</td>
<td>2.85</td>
<td>2.85</td>
<td>1.00</td>
</tr>
<tr>
<td>2013-14</td>
<td>2.20</td>
<td>2.00</td>
<td>2.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

A Relative Risk of 1.00 means that the student group is receiving the number of OSS expected given the total number of OSS and the group size.

- Prior to Review360, Black students were more than 3 times as likely as expected to receive an OSS. By the third year of the program, this was reduced to 2.2 times.
- Hispanic and White Students are less likely to receive OSS, though over the past 3 years movement toward equitable representation is trending.

#### Recoupment of Instructional Time Based on Reduction in OSS

<table>
<thead>
<tr>
<th>Black Student Group</th>
<th>2010-11 (Baseline)</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>3 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review360 Implementation</td>
<td>Disciplinary only</td>
<td>Partial</td>
<td>Full</td>
<td>Number of Out-of-School Suspensions</td>
</tr>
<tr>
<td></td>
<td>Reduction in OSS from Baseline</td>
<td></td>
<td></td>
<td></td>
<td>Reduction in Days Removed From School</td>
</tr>
<tr>
<td></td>
<td>Reduction in Instructional Minutes</td>
<td></td>
<td></td>
<td></td>
<td>Recoupment of Instructional Minutes</td>
</tr>
<tr>
<td></td>
<td>Recoupment of Instructional Hours</td>
<td></td>
<td></td>
<td></td>
<td>Recoupment of Instructional Hours</td>
</tr>
</tbody>
</table>
There's so much more to learn.

Find out more about us at PearsonClinical.com/Review360
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