



# Sustainable Implementation

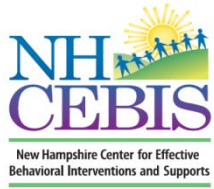
## Lessons Learned from PBIS-NH

APBS Conference  
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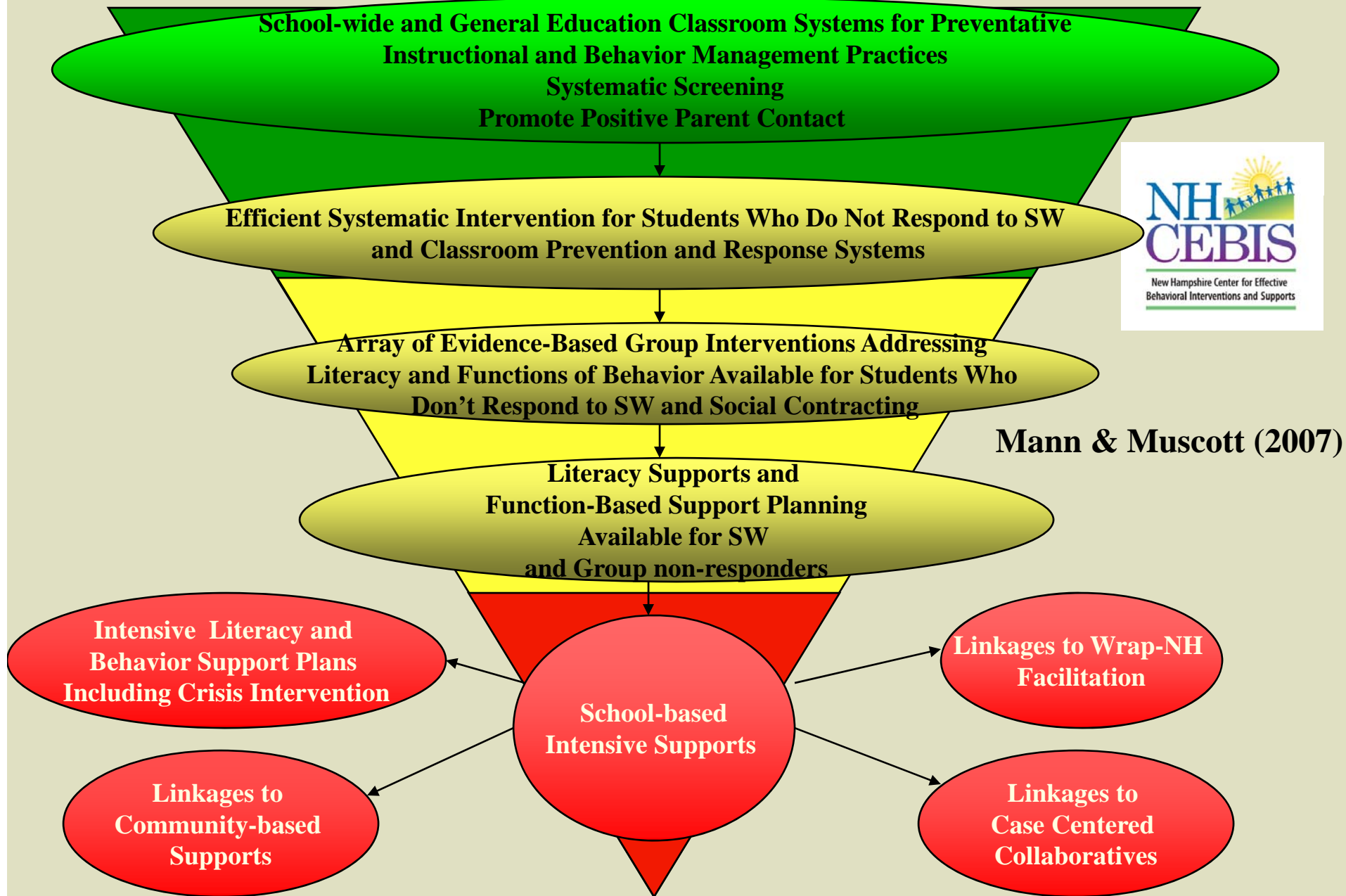
[www.nhcebis.seresc.net](http://www.nhcebis.seresc.net)

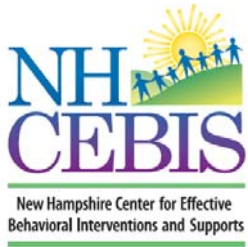


# Positive Behavioral Interventions and Supports-New Hampshire

Type of School	Cohort 1 2003-06	Cohort 2 2004-07	Cohort 3 2005-08	Cohort 4 2006-09	Cohort 5 2007-10	Totals
ECE	4	15	21	0	8	48
Elementary	13	10	10	11	3	47
Middle	6	4	1	2	4	17
High	4	1	0	1	3	9
Multi-Level	4	6	3	2	1	16
Alternative	0	3	1	4	1	9
Totals	31	39	36	20	20	146
Dropouts	2	0	1	0	0	3
Active Totals	29	39	35	20	20	143

# New Hampshire's System of Care and Education Continuum of Academic and Behavior Supports:





# Think Sustainability During Recruitment Period

- Integrate and Align Initiatives
  - State, national and local mandates
  - Addressing local outcomes
- Obtain School and School District Commitments
  - Require school administrator commitment
  - Require 80% favorable staff vote for implementation
  - Require detailed signoff from principal and superintendent of expectations for implementation
  - Require school district commitment
  - Require 3 year commitment

# Think Sustainability During Readiness

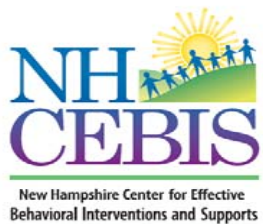
- Build Effective Teams and Coaches
  - People with credibility and influence
  - Mavens, Connectors and Salespeople
  - Training and coaching in teaming
- Allow Adequate Time for Training and Development Prior to Implementation
  - Training begins January before September start-up
  - Vetting and gaining staff commitments of features
- Address Communication Systems
  - Staff, Families, Board and Community

# Think Sustainability During Implementation

- Increase Visibility
  - Stickiness of the message
  - Multiple forms of data and stories
- Build Demonstration Sites
  - Exemplars with strong leadership and credibility
  - Multiple levels (ECE, EL, MS, HS, AS)
- Address Hiring Practices
  - Effective plan to hire PBIS-compatible staff and orient new staff
  - Hiring practices must emphasize knowledge of, or at least support for, basic PBIS principles in candidates
  - Superintendents, coaches, principals

# Think Sustainability During Implementation

- Emphasize and Re-emphasize Data
  - Fidelity
  - Habits
  - Organization
  - Analysis
- Provide On-going Training and Technical Assistance
  - Coaches and principals continue attending trainings and workshops at no charge after cohort graduation
  - Coaches' trainings explicitly address understanding and managing resistance
  - Address systems integration at all three tiers



## Percent of Schools Meeting 80-80 Standard on School-wide Evaluation Tool (SET) Over Time for Cohorts 1-4

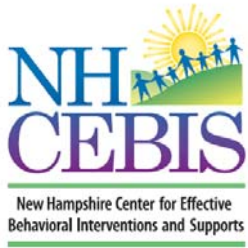
Cohort	03-04	04-05	05-06	06-07
1	Fall * <b>54%</b> (15 of 28)	Fall <b>85%</b> (21 of 25)	UA	UA
2	Spring <b>7%</b> (2 of 27)	Spring <b>74%</b> (20 of 27)	Spring <b>81%</b> (22 of 27)	Spring <b>85%</b> (17 of 20)
3	NA	Spring <b>0%</b> (0 of 21)	Spring <b>75%</b> (15 of 20)	Spring <b>92%</b> (11 of 12)
4	NA		Spring <b>0%</b> (0 of 20)	Spring <b>85%</b> (17 of 20)



## Percent of Schools Meeting 50% Standard on Effective Behavior Support Survey (EBS) Over Time for Cohorts 1-4

Cohort	Fall 03	Spring 04	Spring 05	Spring 06	Spring 07
1	N=28 8/5 <b>29%/18%</b>	N=25 7/3 <b>28%/12%</b>			N=3 3/2 <b>100%/67%</b>
2		N=23 1/0 <b>4%/0%</b>	N=3 3/2 <b>100%/67%</b>	N=9 9/9 <b>100%/100%</b>	N=9 8/8 <b>89%/89%</b>
3			N=13 0/0 <b>0%/0%</b>	N=12 9/8 <b>75%/67%</b>	N=13 11/9 <b>85%/69%</b>
4				N=20 2/1 <b>10%/5%</b>	N=14 12/10 <b>86%/71%</b>
5					N=15 0/1 <b>0%/7%</b>

Note: Percentages refer to Schoolwide and Nonclassroom respectively.



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