

Universal Team Strand
Session 2
“Roll Outs”

APEX Summer Institute

August 15 & 16, 2012

Universal Strand

Session 2: Objectives

- Understand what roll outs are
- Understand when, how, and why roll outs are important
- See examples of roll outs
- Continue status identification and planning

“Discovering what works does not solve the problem of program effectiveness.

Once models and best practices are identified, practitioners are faced with the challenge of implementing programs properly.

A poorly implemented program can lead to failure as easily as a poorly designed one.”

- Mihalic, Irwin, Fagan, Ballard & Elliott, 2004



“In theory there is no difference between theory and practice; in practice, there is.”

Yogi Berra

Big Ideas

Know your **INNOVATION** (the “it”) well

- Key features or components
- Non-negotiables
- Acceptable and unacceptable variations

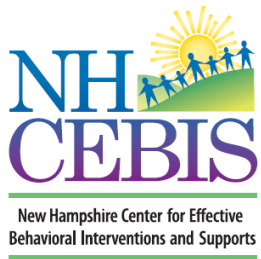
Know your **IMPLEMENTATION** strategies (the “how”) well

Steps for Implementing Universal Systems in PBIS-NH

Develop schoolwide **teaching plans** using **evidence-based instructional strategies** for **teaching the expected behaviors** in one **setting/context** to all students based on **data**.

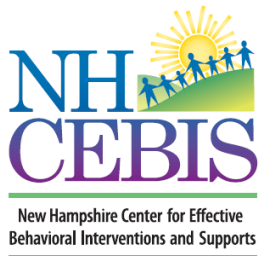
Rollouts

- What, specifically, are you trying to implement? (Develop a teaching rubric):
 - What do you want your staff to do?
 - Why do you want them to do this (intended outcomes)?
 - How do you want them to do it?
 - When and how often?
 - How will you know if they have done it? (what measures will you use, what data do you want the staff to collect?)
- What do you want the students to do? (again, a teaching rubric)?



Schoolwide PBIS Rollout Year (Muscott & Mann, 2006)

A rollout is the design and implementation of a systematic set of plans and procedures for communicating, teaching, and practicing elements of the universal school-wide discipline system with faculty, students, families and community members



Schoolwide PBIS Rollout Year (Muscott & Mann, 2006)

- The process begins with a Kick-Off event that introduces students to schoolwide expectations and other general aspects of the program.
- The Kick-Off event is followed by a series of Schoolwide Teaching Plans throughout the year designed to teach key behaviors in strategic locations.
- Data-based decision-making is used to prioritize the sequence by which those plans are taught.
- Each Schoolwide Teaching Plan is accompanied by strategies for recognizing students who exhibit those key behaviors.
- Each Schoolwide Teaching Plan is accompanied by strategies for assessing the effectiveness of the plan.

Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes

I. Prior to Implementing: *Planning*

1. Use data to prioritize the initial location to address and determine the subset of behaviors from the behavioral matrix to be taught
2. Develop an initial SW teaching plan
3. Determine specific outcomes for measuring success
4. Develop the initial SW recognition plan

Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes (cont.)

Planning

5. Gather input from faculty and revise if necessary
6. Provide faculty with written plans that detail teaching and recognition strategies in advance
7. Prepare faculty for their role in teaching and recognizing including practice
8. Inform families in advance of implementation

Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes

II. During Implementation: *Teaching*

1. Expectations and behaviors along with any needed visual prompts are posted in location
2. Teach the behaviors in the location
 1. Provide rationale for learning expected behavior
 2. Multiple demonstrations of expected behaviors in context
 3. One low-key demonstration of problem behavior



Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes (cont.)

Teaching

3. Provide opportunity for students to practice and check for understanding
4. Provide high rates of recognition
5. Provide reminders and reteaching if necessary

Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes

III. Afterwards: *Follow-Up*

1. Staff provide follow-up practice in location
2. Staff provide high rates of recognition
3. Monitor and assess progress against outcomes using data (2 weeks)
4. If successful:
 - (a) Fade recognition to verbal only and introduce celebration;
 - (b) Review data to determine next subset of behaviors to teach and
 - (c) Repeat process;

Teaching Expectations

Key Elements

- Rationale
- Negative examples
- Positive examples
- Practice

Examples

- Staff orientation meetings
- Assemblies
- Lesson plans for homerooms
- Posters
- Booster weeks

Instructional Plan for Teaching Behavior

1. Introduce the expectations and behavior
2. Explain why it is important.
3. Demonstrate (or have students) 3-4 examples of the behavior.
4. Demonstrate one low key non-example that is a close confuser or common error pattern.
5. Have students practice
6. Provide corrective feedback and acknowledgements
7. Summarize and remind to practice in context.

Examples of Rollouts

Use Precorrections to Support Positive Behavior

- Quick reminders of expected behaviors that occur prior to the expected behavior
 - Group or Individual
- Focus on key errors to pre-alert students
 - Only one line leader please
 - 5 minute reminder prior to the end of class
 - Use an inside voice
 - Clean up before you leave the room
- Use visuals and concrete examples in addition or verbal reminders

Team Activity: Roll Out Checklist

Plan- Prioritize