IMPLEMENTING
APPLIED BEHAVIOR ANALYSIS AT
SCALES OF SOCIAL IMPORTANCE

ROB HORNER
UNIVERSITY OF OREGON
MAIN MESSAGES

- **Behavior Analysis** has the potential to improve quality of life in our society.

- The benefits of ABA, however, will not be realized until we become much better at implementing our technology at scales of social importance.
Participants will define **three themes** that are shaping implementation of ABA within Education.

Participants will define the role of “**core features**” in the definition of effective practices, and the importance of defining core features for large scale implementation.

Participants will define the role of “**implementation fidelity measurement**” both as a dependent variable and as an independent variables in large scale implementation.

Participants will define the role of “**efficiency**” in adoption of new practices.
THEMES AFFECTING ADOPTION OF BEHAVIOR ANALYSIS IN EDUCATION
MULTI-TIERED SYSTEMS, EVIDENCE-BASED PRACTICES, IMPLEMENTATION SCIENCE

Multi-tiered Systems of Support

Evidence-based Practices

Performance Assessment (Fidelity)
Coaching
Training
Selection
Systems Intervention
Facilitative Administration
Decision Support
Technical
Adaptive
Leadership Drivers
Competency Drivers
Organization Drivers
Effective Implementation
Implementation Science
WHAT IS SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)?

- School-wide PBIS is:
  - A multi-tiered framework for establishing the social culture and behavioral supports needed for a school achieve behavioral and academic outcomes for all students.

- Evidence-based features of SWPBIS
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual intervention supports.
  - Implementation of the systems that support effective practices
SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

- The social culture of a school matters.

- A continuum of supports that begins with the whole school and extends to intensive, wraparound support for individual students and their families.

- Effective practices with the systems needed for high fidelity and sustainability

- Multiple tiers of intensity
The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments.
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

Main Ideas:
1. Invest in prevention first
2. Multiple tiers of support intensity
3. Early/rapid access to support
EXPERIMENTAL RESEARCH ON PBIS


SWPBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Improved perception of safety
4. Reduction in bullying behaviors
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Improved Social Emotional competence
24,312 Schools Implementing PBIS

11,958,000 Students

3138 High Schools
21 States with over 500 schools using PBIS
PROPORTION OF SCHOOLS IMPLEMENTING PBIS BY STATE, JAN, 2017

11 States with over 40% of schools using PBIS

California
LESSONS LEARNED

- Define and distinguish between
  - Practices
  - Core features
  - Valued outcomes
DEFINING A “PRACTICE/ PROGRAM/ INTERVENTION”

- A “practice” is a procedure, or set of procedures, designed for use in a specific context, by individuals with certain skills/features, to produce specific changes in context or performance patterns that result in valued outcomes for specific individuals.

- **Operationally defined procedures**
  - What you do

- **Target population/ Context**
  - For whom

- **Implementer Characteristics**
  - By whom

- **Core features (skills/context)**
  - Structural change in context or skills

- **Defined outcomes**
  - Valued impact

- (Evidence of functional relation)

- Procedures → Core Features → Valued outcome

Flay et al., 2005
PRACTICES → CORE FEATURES

Effective Practice

Core Features

Examples

First Step

FCT
CICO
MST
ACT
PBIS

Technology

Science

Values

Valued Outcomes
IMPLICATIONS

- **Programs Combine “Practice” and “Core Feature”**
  - Certification of Practice/Program
  - Certification of Trainers/Experts
  - Limits scalability

- **Distinguishing “Program” from “Core Features”**
  - Measure fidelity by assessing if “core feature” is in place
  - Provide examples of multiple practices (ways) to achieve core features
  - Focus on “contextual fit” variables that guide selection of effective practices.

- **Research**
  - Document functional relation between core feature and valued outcome
  - Document functional relation between practice and core feature
  - Document functional relation between implementation process and fidelity of practice.
LESSONS LEARNED

- Anticipate implementation error patterns
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%
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

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School-Wide Positive Behavior Support

Primary Prevention:
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~80% of Students
~15%
~5%
Multi-tier Model

### Academic Systems
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
  - Of longer duration
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Universal Interventions**
  - All students
  - Preventive, proactive

### Behavioral Systems
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive

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Dona Meinders, Silvia DeRuvo; WestEd, California Comprehensive Center
Colorado Multi-Tiered Model of Instruction & Intervention

**Intensive Level**
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

**Targeted Level**
Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make.

**Universal Level**
ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.
Designing Schoolwide Systems for Student Success

**Academic Instruction**
- Tertiary Interventions (for individual students)
  - Assessment-based
  - High Intensity
  - 1-5%
- Secondary Interventions (for some students)
  - High Efficiency
  - Rapid Response
  - 5-10%
- Universal Interventions (for all students)
  - Preventive, Proactive
  - 80-90%

**Behavioral Instruction**
- Tertiary Interventions (for individual students)
  - Assessment-based
  - Intense, durable procedures
  - 1-5%
- Secondary Interventions (for some students: at-risk)
  - High Efficiency
  - Rapid Response
  - 5-10%
- Universal Interventions (for all students)
  - All Settings
  - Preventive, Proactive
  - 80-90%
Examples of Behavior Supports

Universal Prevention
- Identify expectations
- Teach
- Monitor
- Acknowledge
- Correct

Targeted Intervention
- Check-in, Checkout
- Social skills training
- Mentoring
- Organizational skills
- Self-monitoring

Intensive Intervention
- Individualized, functional assessment based behavior support plan

Continuum of Supports
Three-tiered Model of School-wide Systems of Positive Behavior Support

- Intensive academic support
- School based adult mentors
- Intensive social skills training
- Individualized, function-based behavior support plans
- Parent training and collaboration
- Multi-agency collaboration (wrap around)
- Alternatives to suspension and expulsion

Targeted / Intensive (High Risk Students)
Individual Interventions 3% - 5%

Selected (At Risk Students)
Classroom & Small Group Strategies
7% - 10% of students

Effective academic support
Teaching social skills
Teaching school-wide expectations
Active supervision and monitoring in common areas
Positive reinforcement for all
Firm, fair, corrective discipline
Effective Classroom management

Universal (All students)
School-wide Systems of Support
85% - 90% of students
RTI
Continuum of Support for ALL

Universal
Targeted
Intensive

Few
Some
All

George Sugai
Tier III
For Approx 5% of Students
Core
+ Supplemental
+ Intensive Individual Instruction
...to achieve benchmarks

1. Where is the students performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
Dr. Laura Riffel
Bethel’s Comprehensive Secondary Counseling Program

Outcomes

Universal

Targeted

Individualized

Universal

Behavior (PBS)

Academics

Engagement

School Data

Teams
POSITIVE BEHAVIOR SUPPORT

Universal

School-Wide Data Collection and Analyses

School-Wide Prevention Systems (rules, routines, arrangements)

- Analyze Student Data
- Interviews, Questionnaires, etc.
- Observations and ABC Analysis
- Multi-Disciplinary Assessment & Analysis
- Group Interventions
- Simple Student Interventions
- Complex Individualized Interventions
- Team-Based Wraparound Interventions

Dr. Terry Scott: Adapted from George Sugai, 1996
Tier I: Universal/Prevention for All

Coordinated Systems, Data, Practices for Promoting Healthy Social and Emotional Development for ALL Students

Tier 2: Early Intervention for Some

Coordinated Systems for Early Detection, Identification, and Response to Mental Health Concerns

Tier 3: Intensive Interventions for Few

Individual Student and Family Supports

Adapted from the ICMHP Interconnected Systems Model for School Mental Health, which was originally adapted from Minnesota Children’s Mental Health Task Force, Minnesota Framework for a Coordinated System to Promote Mental Health in Minnesota; center for Mental Health in Schools, Interconnected Systems for Meeting the Needs of All Youngsters.
“This is the worst class I’ve ever had.”
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

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

School-wide Positive Behavioral Interventions and Supports

Students will move up and down through services as needed.
Remember that the multiple tiers of support refer to our **SUPPORT** not Students.

Avoid creating a new disability labeling system.
LESSON LEARNED

- **Measure “fidelity of implementation”**
  - As a DV to assess implementation practices
  - As an IV to improve level of adoption.
THE ROLE OF FIDELITY MEASURES

- Measure if a practice is being used as intended.
  - “Certify” implementation impact…not trainers or materials

- Measure fidelity as a **Dependent Variable**
  - For research or evaluation purposes
  - Need for high-quality measures of fidelity

- Measure fidelity as part of the **Independent Variable**
  - To assist implementation, sustainability and continuous improvement
  - Need for high-efficiency measures of fidelity
Fidelity Measures within SWPBIS

~80% of Students

~15%

~5%
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory Demonstration School Challenged
5/5/2012 - 5/5/2013

Percentage Implemented

Tier I Tier II Tier III

5/5/2012 5/5/2013
SUB-SUBSCALE REPORT

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2012 - 5/5/2013

Tier I
- Teams
- Implementation
- Evaluation

Tier II
- Teams
- Interventions
- Evaluation

Tier III
- Teams
- Resources
- Support Plan
- Evaluation

Support plan
Monitoring and adaptation

Percentage Implemented

Tier I
Teams
Implementation
Evaluation

Tier II
Teams
Interventions
Evaluation

Tier III
Teams
Resources
Assessment
Support plan
Monitoring and adaptation
## School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

**Demonstration School Challenged**  
Zenith, Winnemac  

**School Year:** 2011-12  
**Date Completed:** 5/5/2012 · 5/5/2013

### Tier I: Universal SWPBIS Core Features

<table>
<thead>
<tr>
<th>Teams</th>
<th>5/5/12</th>
<th>5/5/13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Team Composition:</strong> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs, and for high schools, (5) student representation.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>2. Team Operating Procedures:</strong> Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</td>
<td>1</td>
<td>1</td>
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</table>

**Feature Total:** 2 of 4 3 of 4

### Implementation

<table>
<thead>
<tr>
<th>Implementation</th>
<th>5/5/12</th>
<th>5/5/13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Behavioral Expectations:</strong> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</td>
<td>0</td>
<td>2</td>
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</tbody>
</table>
### ACTION PLANNING

<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
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<tbody>
<tr>
<td>1.1</td>
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1. Team to propose teaching template and Fall teaching schedule at Feb 16 Faculty meeting.

| Tier I | | | | |
|--------| | | | |
| Alan | Feb 16 | | | |
10,705 schools with measured Tier I fidelity
THE ROLE OF IMPLEMENTATION FIDELITY AT TIER III
LESSON LEARNED

- Focus on “efficiency” of practices
  - Time
  - Money
  - Expertise of personnel
  - Match with existing organizations/systems.

- 1. Efficiency for adoption

- 2. Efficiency for sustained performance

NOTE: Differences in Efficiency across Multiple Tiers of Support
<table>
<thead>
<tr>
<th></th>
<th>1000 Referrals/yr</th>
<th>2000 Referrals/yr</th>
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<tbody>
<tr>
<td>Administrator Time</td>
<td>500 Hours</td>
<td>1000 Hours</td>
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<tr>
<td>Teacher Time</td>
<td>250 Hours</td>
<td>500 Hours</td>
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<tr>
<td>Student Time</td>
<td>750 Hours</td>
<td>1500 Hours</td>
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<tr>
<td>Totals</td>
<td>1500 Hours</td>
<td>3000 Hours</td>
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Kennedy Middle School

Total Office Discipline Referrals

<table>
<thead>
<tr>
<th>School Years</th>
<th>Pre PBIS</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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Graph showing the decrease in total office discipline referrals from Pre PBIS to Year 3.
WHAT DOES A REDUCTION OF 850 OFFICE REFERRALS AND 25 SUSPENSIONS MEAN?

- **Savings in Administrative time**
  - ODR = 15 min
  - Suspension = 45 min

- 13,875 minutes
- 231 hours

- **Savings in Student Instructional time**
  - ODR = 45 min
  - Suspension = 216 min

- 43,650 minutes
- 728 hours

- **29, 8-hour days**
- **121, 6-hour school days**
LESSON LEARNED

- **Use Implementation Science**
  - Implementation Drivers
  - Stages of Implementation
  - Improvement Cycles
Implementation Science Frameworks

- WHO
  - Teams
- WHEN
  - Stages
- WHAT
  - Interventions
- HOW
  - Drivers
  - Cycles
Successful Student Outcomes

Program/Initiative/Framework (e.g. RtI)

Performance Assessment (Fidelity)

Coaching

Systems Intervention

Facilitative Administration

Decision Support Data System

Leadership

Competence Drivers

Organization Drivers

Implementation Drivers

Selection

Training

Adaptive

Technical

© Fixsen & Blase, 2008
Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation

2 – 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Exploration</th>
<th>Installation</th>
<th>Initial Imp</th>
<th>Full Imp</th>
<th>Innovation</th>
<th>Sustainability</th>
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<td>Funding</td>
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<td>Leadership Team (coordination)</td>
<td>Exploration and Adoption</td>
<td>Installation</td>
<td>Initial Implementation</td>
<td>Full Implementation</td>
<td>Innovation and sustainability</td>
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<tr>
<td>Do you have a state leadership team?</td>
<td>What were critical issues that confronted the team as it began to install systems changes?</td>
<td>What were specific activities the team did to ensure success of the initial implementation efforts?</td>
<td>Did the team change personnel or functioning as the # of schools/districts increased?</td>
<td>What has the Leadership team done to insure sustainability?</td>
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<tr>
<td>If you do, how was your first leadership team developed?</td>
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<td>In what areas is the State “innovating” and contributing to the research and practice of PBIS (e.g. linking PBIS with literacy or math)?</td>
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<td>Who were members?</td>
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<td>Who supported/lead the team through the exploration process?</td>
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<td>Was any sort of self-assessment completed (e.g. the PBIS Implementation Blueprint Assessment)?</td>
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<tr>
<td>What was the role of State agency personnel in the exploration phase?</td>
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</table>
DESCRIPTIVE SUMMARY: NORTH CAROLINA

Exploration / Installation / Initial & Full Imp / Innovate
DESCRIPTIVE SUMMARY: COLORADO

Exploration / Installation / Initial & Full Imp / Innovate
DESCRIPTIVE SUMMARY: FLORIDA

Exploration/ Installation/ Initial Imp / Full Imp / Innovate
DESCRIPTIVE SUMMARY: MARYLAND

Exploration / Installation / Initial Imp / Full Imp / Innovate
DESCRIPTIVE SUMMARY: ILLINOIS

Exploration / Installation / Initial Imp / Full Imp & Innovate
LESSONS LEARNED

- Multiple approaches to achieving scaled implementation
  - Colorado: Started with Leadership Team
  - Illinois: Started with Leadership Advocates and built team only after implementation expanded.
  - Missouri: Strong initial demonstrations led to strong state support

- All states began with small “demonstrations” that documented the feasibility and impact of SWPBIS.

- Only when states reached 100-200 demonstrations did scaling occur.

Four core features needed for scaling:
- Administrative Leadership / Support/ Funding
- Technical capacity (Local training, coaching, evaluation and behavioral expertise)
- Local Demonstrations of feasibility and impact (100-200)
- Evaluation data system (to support continuous improvement)

- Essential role of Data: Fidelity data AND Outcome data
LESSONS LEARNED

- Scaling is NOT linear

- Scaling requires sustainability/ continuous regeneration

- Threats to Scaling:
  - Competing initiatives
  - The seductive lure of the “new idea”
  - Leadership turnover
  - Legislative mandates
  - Fiscal constraint

Regular Dissemination of Fidelity and Impact data is the best “protective factor” for threats to scaling
LESSONS LEARNED:

- **Scaling requires planned efficiency**
  - The unit cost of implementation must decrease as the number of adoptions increases.
    - Shift from external trainers to within state/district trainers
    - Use local demonstrations as exemplars
    - Increased coaching capacity can decrease investment in training
    - Improved “selection” of personnel decreases turnover and development costs
    - Use existing professional development and evaluation resources differently

- **Basic Message**: The implementation practices that are needed to establish initial exemplars may be different from the practices used to establish large scale adoption.
  - Jennifer Coffey, 2008
SUMMARY

- Implementation at scale is possible

- Consider the cluster of core features needed for scaling
  - Admin support, Technical capacity, 100-200 demonstrations
  - Small demonstrations may be necessary but insufficient
  - Build in system for adapting the program to fit the local context while retaining the core features.

- Consider an implementation plan with established procedures for improving efficiency of implementation

- Measure fidelity of implementation as a part of effective implementation.

- Sustained implementation requires continuous regeneration

- Always emphasize, measure and report on valued outcomes
Effective Practices that work

Practices that are practical, durable and available

Equitable Practices that benefit all