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SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

2014  
Researcher-Academic  
Town Meeting



# ASHA Journals Awards

Kawana Award for Lifetime Achievement in Publication  
Editor's Awards



# Kawana Award for Lifetime Achievement in Publications

- Recognizing a sustained history of publication in the ASHA journals of at least 10 years
- Acknowledging the exceptional educational, scientific, or clinical value of the awardees' scholarly contributions



# Mark Onslow

Australian Stuttering Research Centre, The University of Sydney

- Published more than 50 ASHA journal articles since 1985.
- Research interests include the epidemiology of early stuttering in preschoolers, the mental health of those who stutter, and the nature and treatment of stuttering.



# Ann Packman

Australian Stuttering Research Centre, The University of Sydney

- More than 40 ASHA journal articles
- Has served as Associate Editor of *AJSLP*
- Currently an Associate Editor for *LSHSS*



# Editor's Awards

- Selected by the editor of each journal or journal section
- Awarded annually to the authors of the most meritorious article published in the preceding year

List of winners back to 1970 available at

[http://journals.pubs.asha.org/SS/Past\\_Editors\\_Awards\\_Winners.aspx](http://journals.pubs.asha.org/SS/Past_Editors_Awards_Winners.aspx)



# American Journal of Audiology

Research Article | December 2013

Utility of Genetic Testing for the Detection of Late-Onset  
Hearing Loss in Neonates

B. Gail Lim, Reese H. Clark, Amy S. Kelleher, Zhili Lin,  
and Alan R. Spitzer

Editor: Larry Humes



# American Journal of Speech- Language Pathology

Article | February 2013

Communicative Gesture Use in Infants With and Without Autism:  
A Retrospective Home Video Study

Linda R. Watson, Elizabeth R. Crais, Grace T. Baranek,  
Jessica R. Dykstra, and Kaitlyn P. Wilson

Editor: Carol Sheffner Hammer



# Journal of Speech, Language, and Hearing Research – Hearing section

Article | February 2013

Speech Perception in Noise by Children With Cochlear  
Implants

Amanda Caldwell and Susan Nittrouer

Editor: Craig Champlin



# Journal of Speech, Language, and Hearing Research – Language section

Article | April 2013

Exemplar Variability Facilitates Rapid Learning of an Otherwise Unlearnable Grammar by Individuals With Language-Based Learning Disability

Janne von Koss Torkildsen, Natalie S. Dailey, Jessica M. Aguilar, Rebecca Gómez, and Elena Plante

Editor: Rhea Paul



# Journal of Speech, Language, and Hearing Research – Speech section

Article | February 2013

Influences of Sentence Length and Syntactic Complexity on the  
Speech Motor Control of Children Who Stutter

Megan K. MacPherson and Anne Smith

Editor: Jody Kreiman



# Language, Speech, and Hearing Services in Schools

Research Article | July 2013

Evidence-Based Speech-Language Pathology Practices in  
Schools: Findings From a National Survey

LaVae M. Hoffman, Marie Ireland, Shannon Hall-Mills,  
and Perry Flynn

Editor: Marilyn Nippold



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## The ASHA Convention



# *The Role of Implementation Science in Scaling and Sustaining Evidence-based Interventions*

Don Kincaid

University of South Florida

[www.pbis.org](http://www.pbis.org), <http://flpbs.fmhi.usf.edu/>

Disclosure  
Don Kincaid, Ed.D.  
University of South Florida

Financial disclosure:

Received honorarium and expenses covered by ASHA for his presentation

Direct state and federal grants that conduct research and technical assistance focused on scaling up of evidence-based practices

Nonfinancial disclosure:

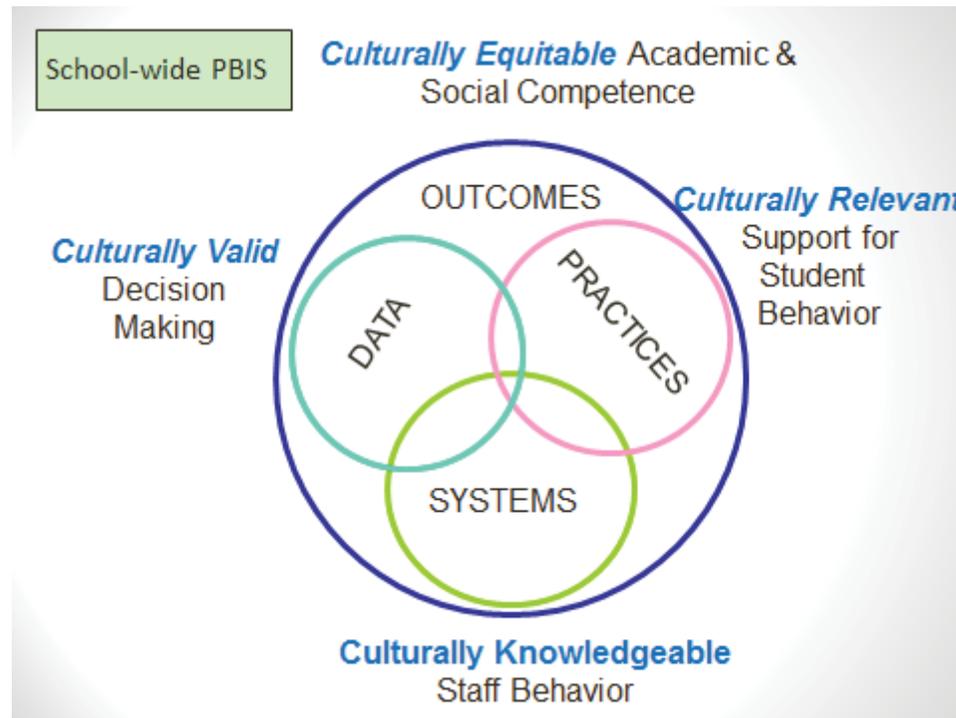
Direct state and federal grants that conduct research and technical assistance focused on scaling up of evidence-based practices

# Goals

- Define Implementation Science
- Describe lessons learned from seven states using Implementation Science with PBIS.
  - Getting Started
  - Building to 40%
  - Moving from 40% to 80%

# Basic Message

- When building **Interventions and Strategies** consider not just of initial effectiveness but **sustainability** and large-scale **dissemination**.



# Formula for Success

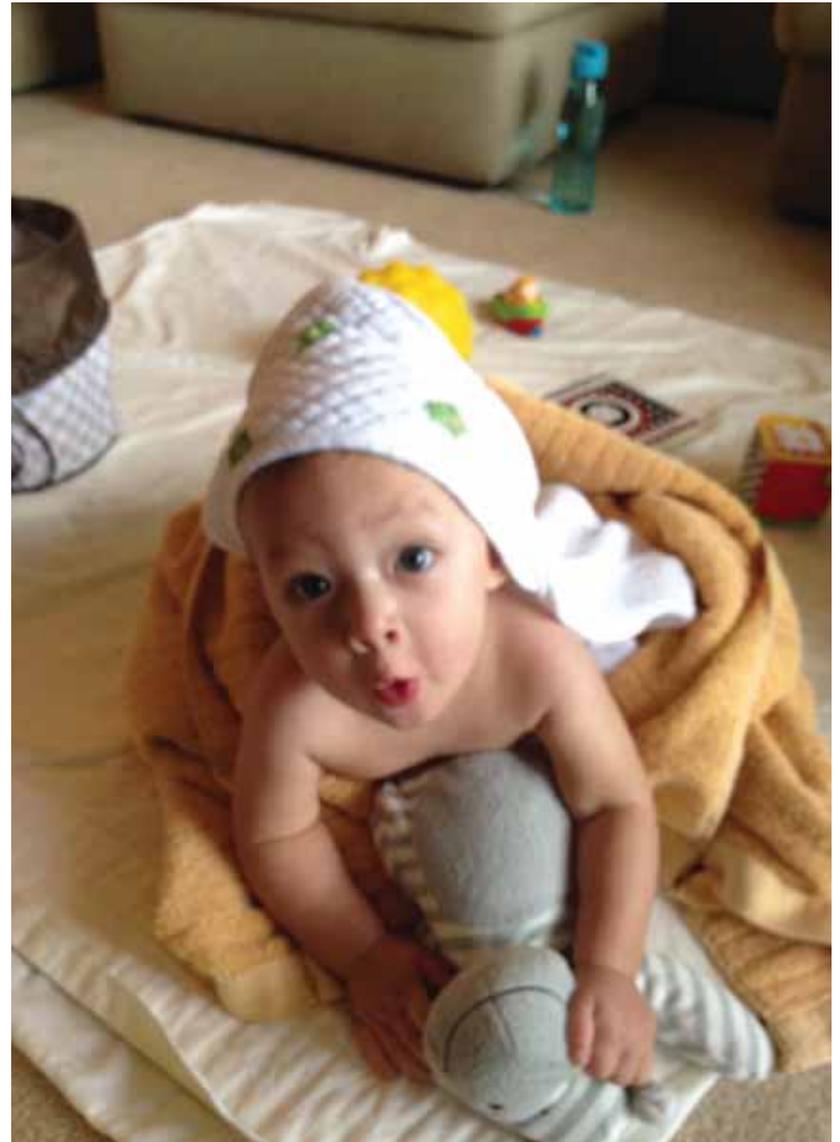
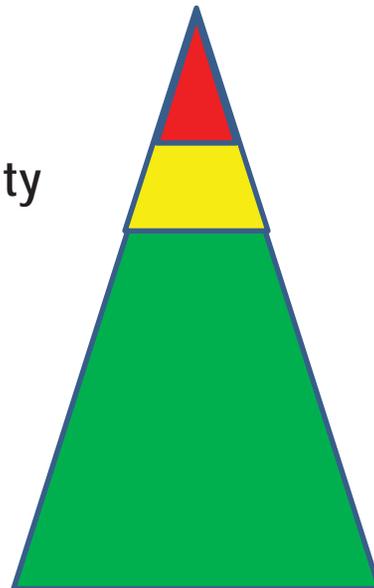


# What is School-wide Positive Behavior Intervention and Support (PBIS)?

- School-wide PBIS is:
  - A multi-tiered framework for establishing the **social culture** and additional behavioral supports needed for a school to 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

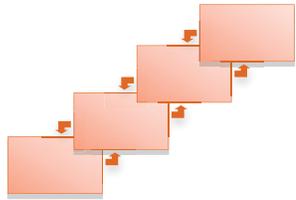
# School-wide Positive Behavioral Interventions and Supports (SWPBIS)

- 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



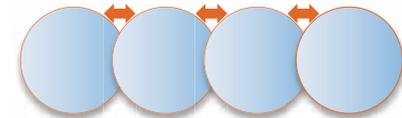
# Implementation Science Frameworks

WHO



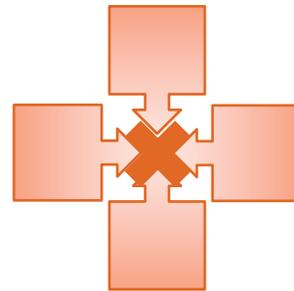
Teams

WHEN



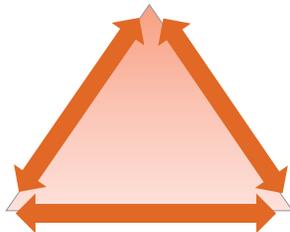
Stages

WHAT



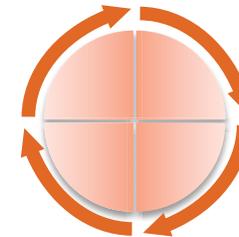
Interventions

HOW



Drivers

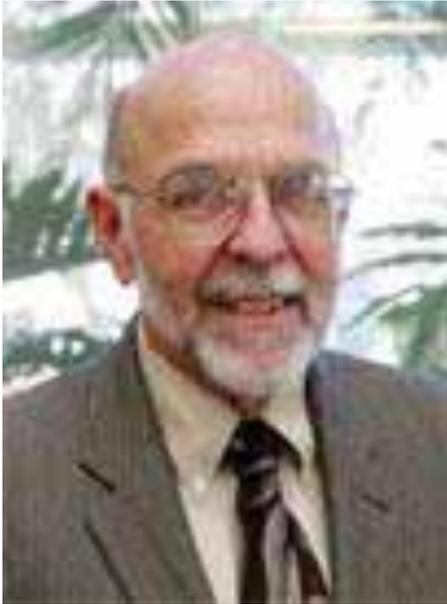
HOW



Cycles

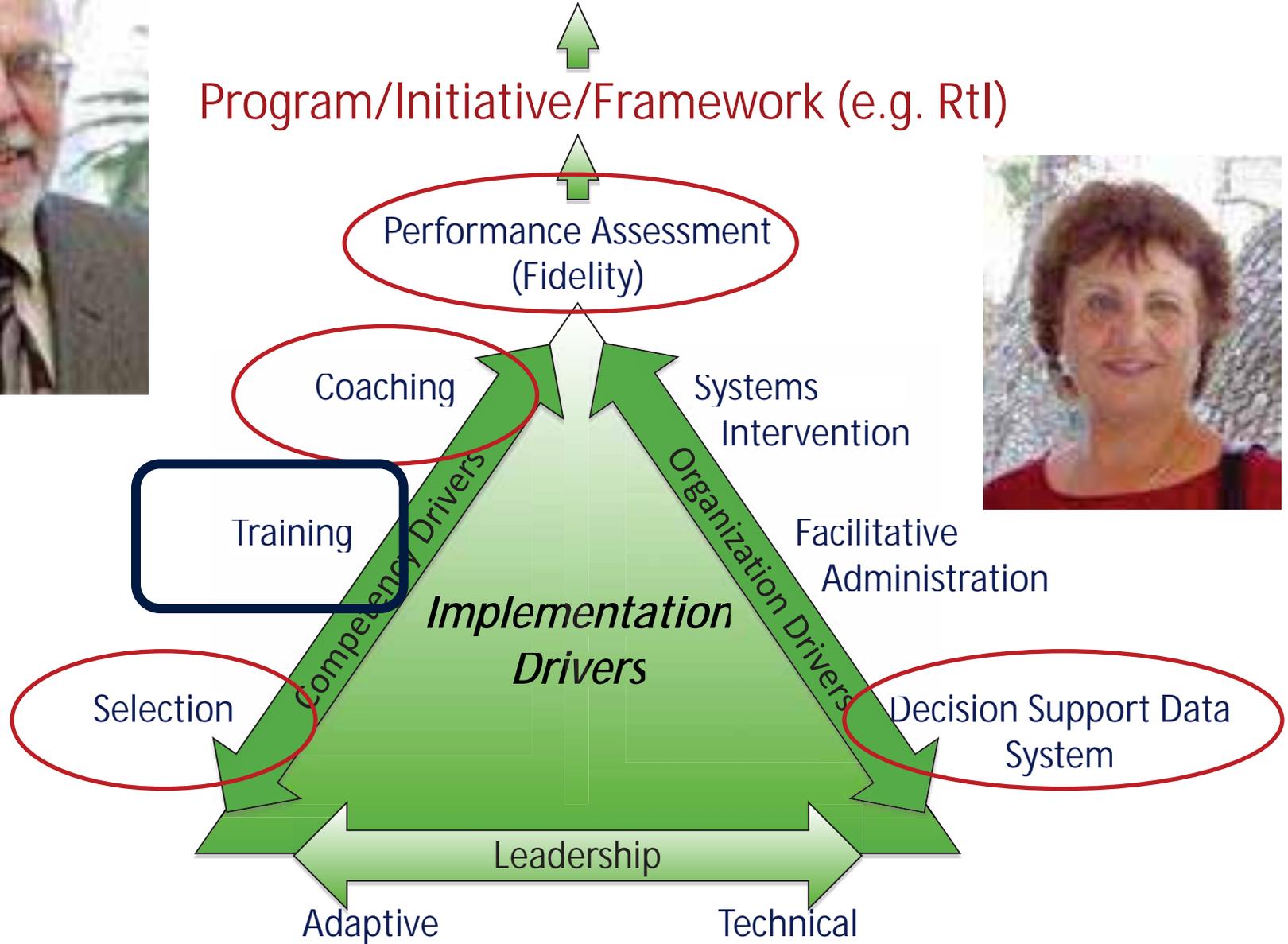


SISEP



# Successful Student Outcomes

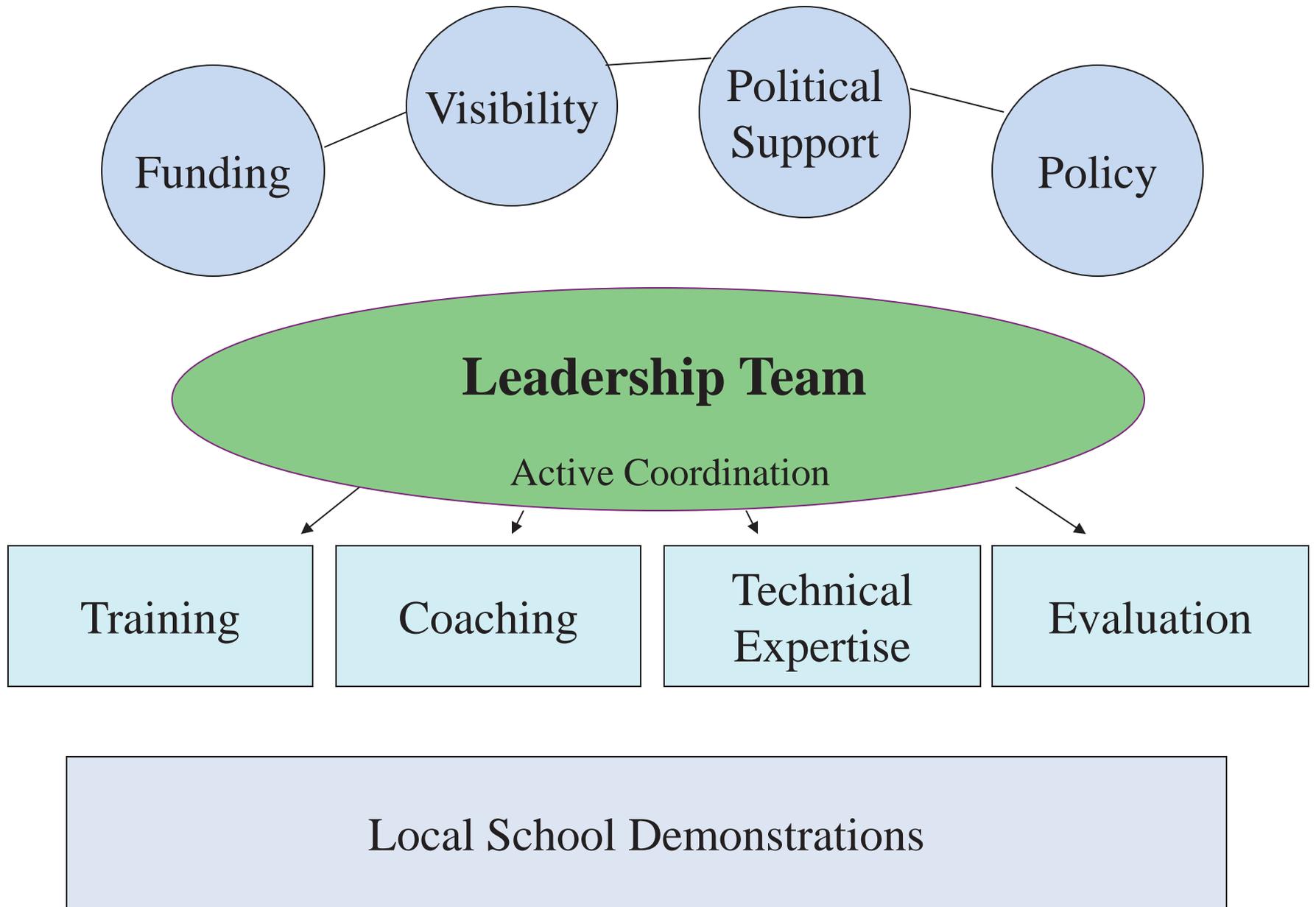
Program/Initiative/Framework (e.g. RtI)



# Stages of Implementation

Steve Goodman

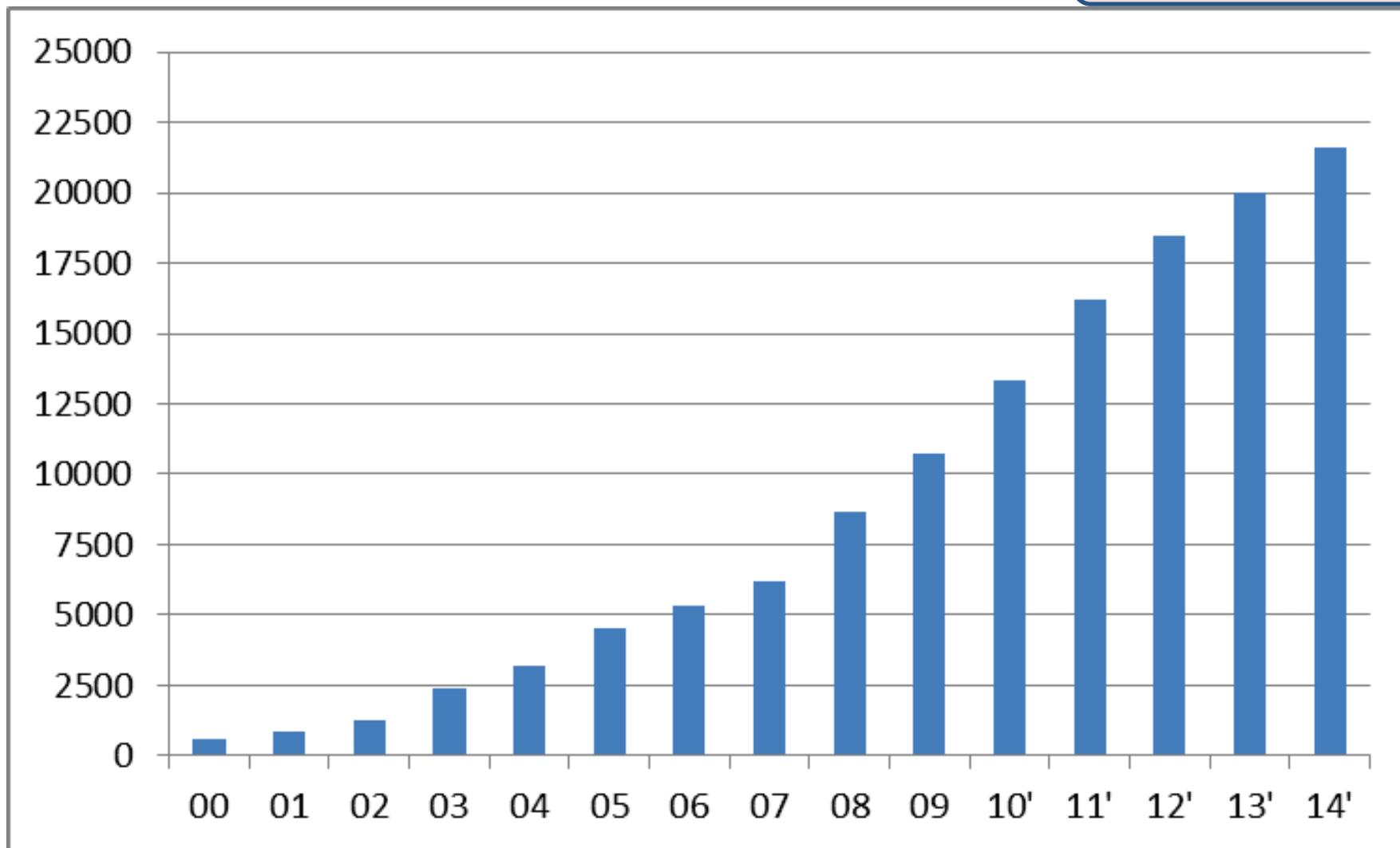
Focus	Stage	Description
Should we do it!	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Full Implementation	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.



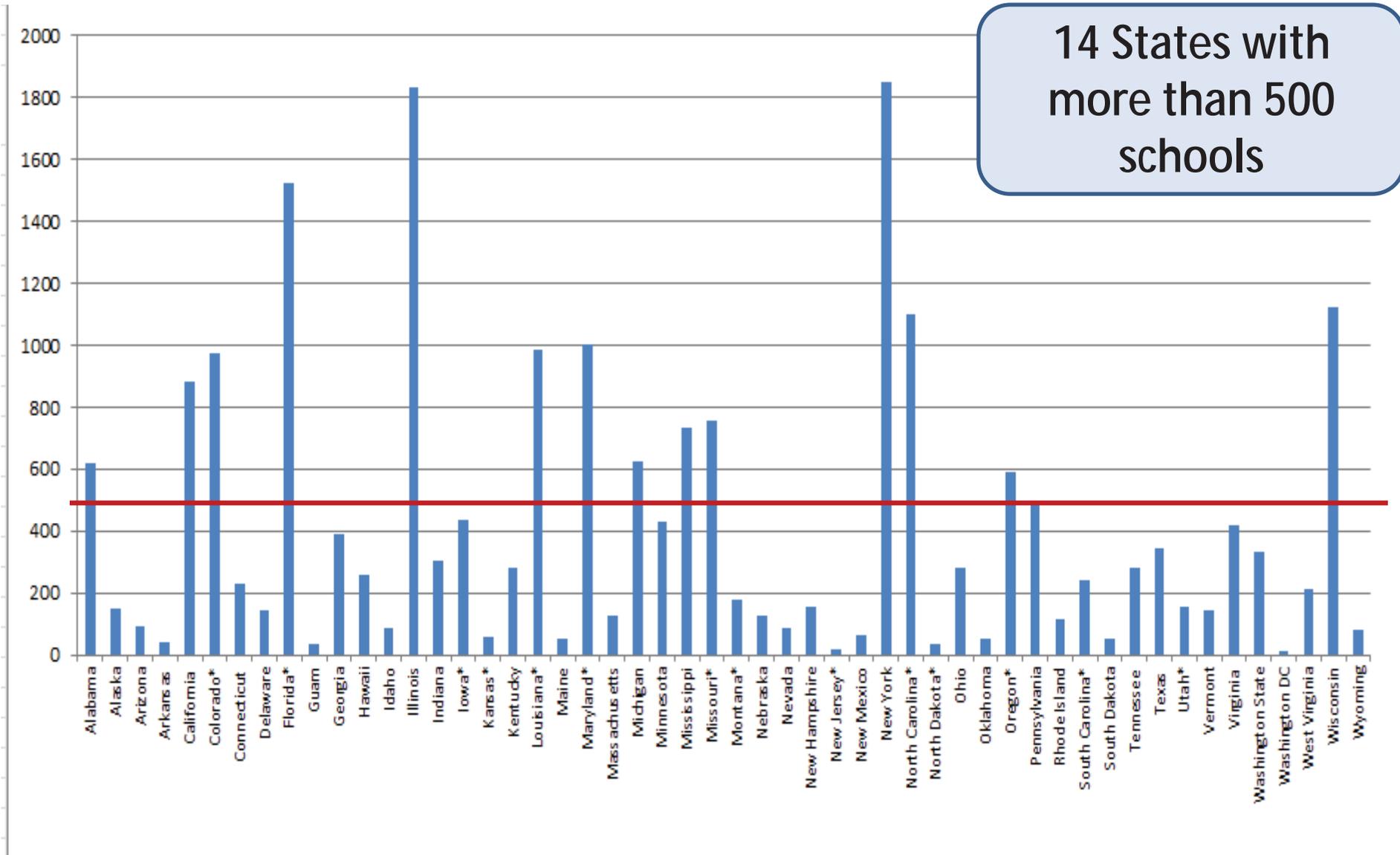
# Schools using PBIS

August , 2014

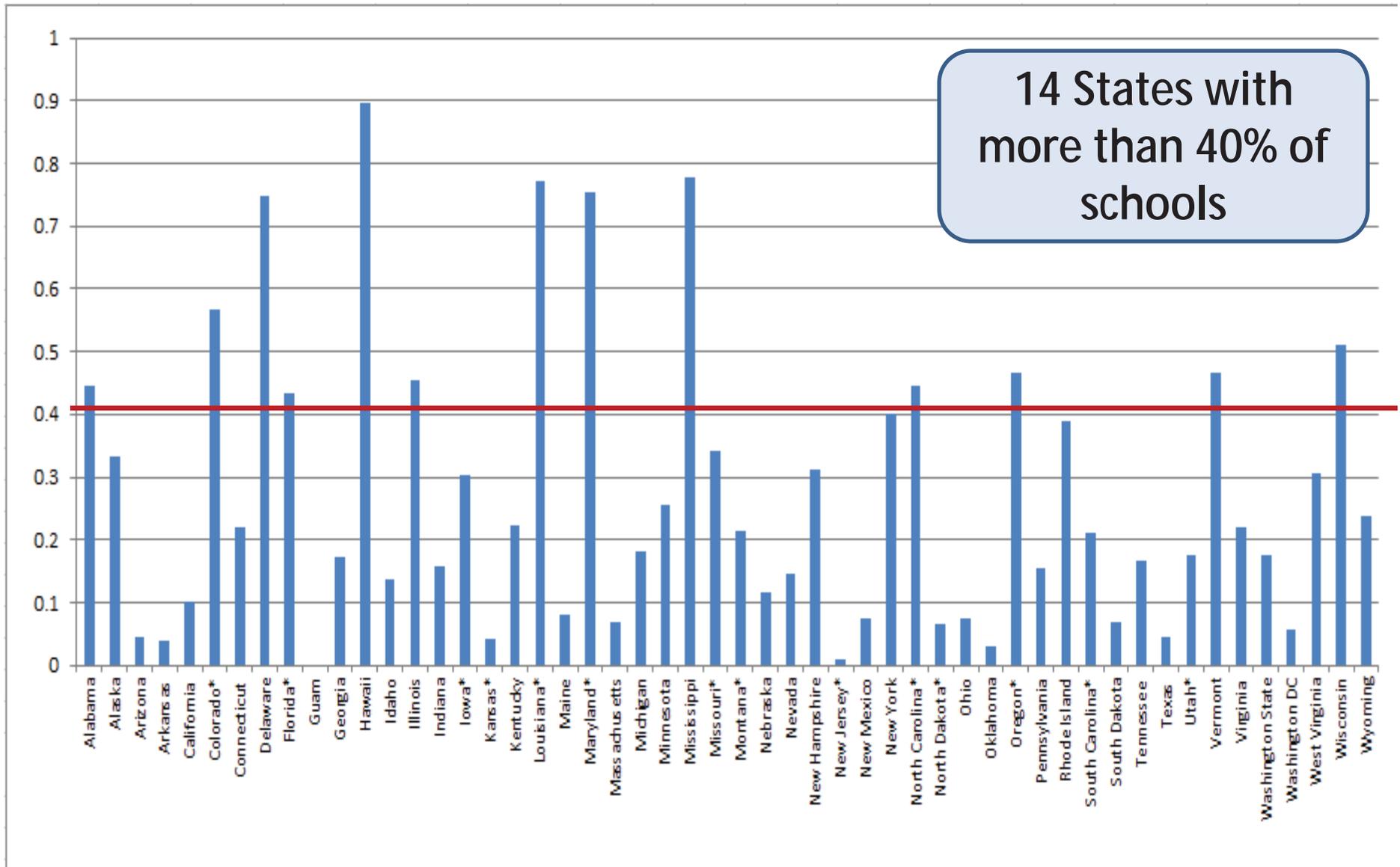
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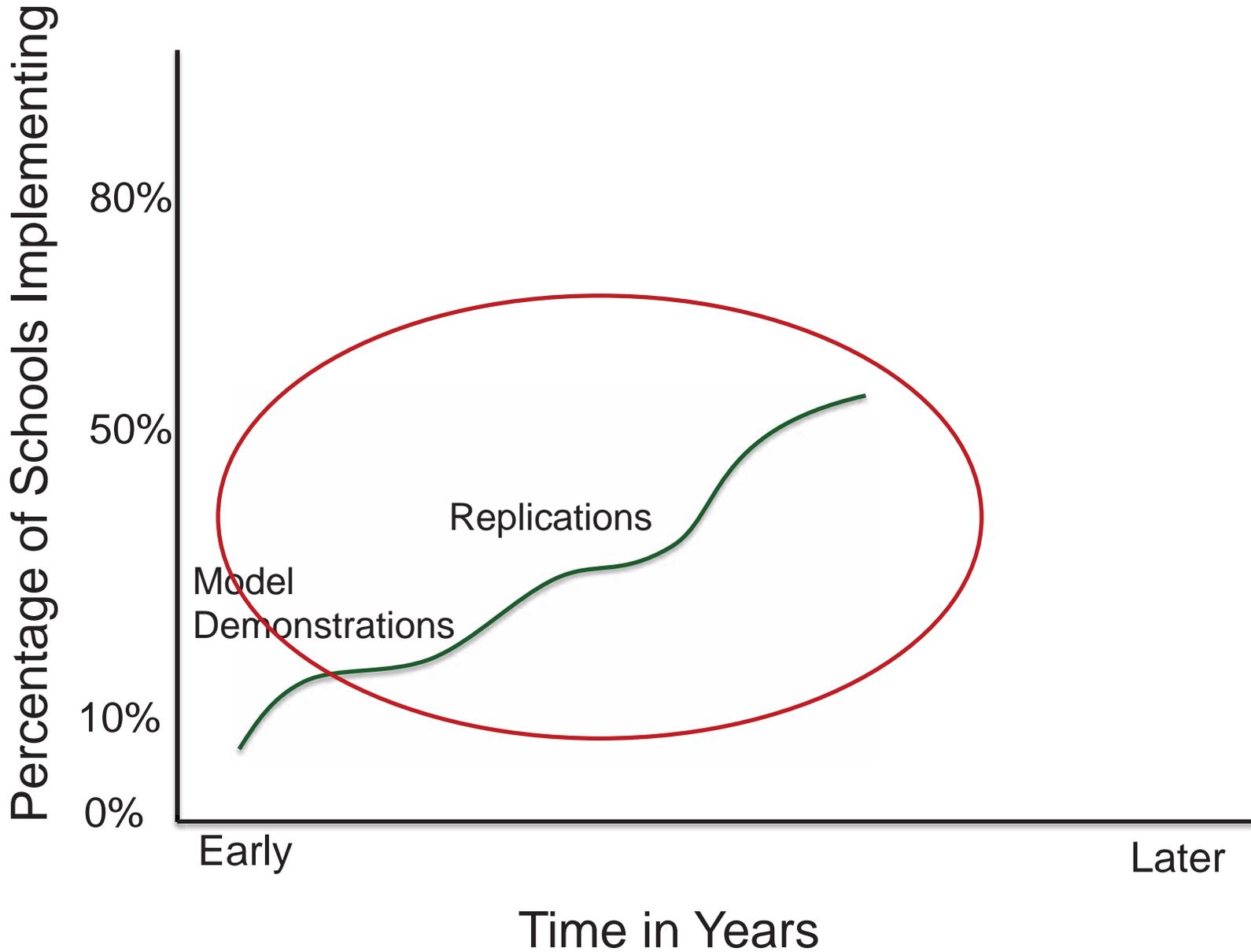


## Number of Schools Implementation SWPBIS (Tier I) by State August, 2014



# Proportion of Schools Implementing SWPBIS by State August, 2014





Steve Goodman

# Scaling up School-wide Positive Behavioral Interventions and Supports: The Experiences of Seven States with Documented Success

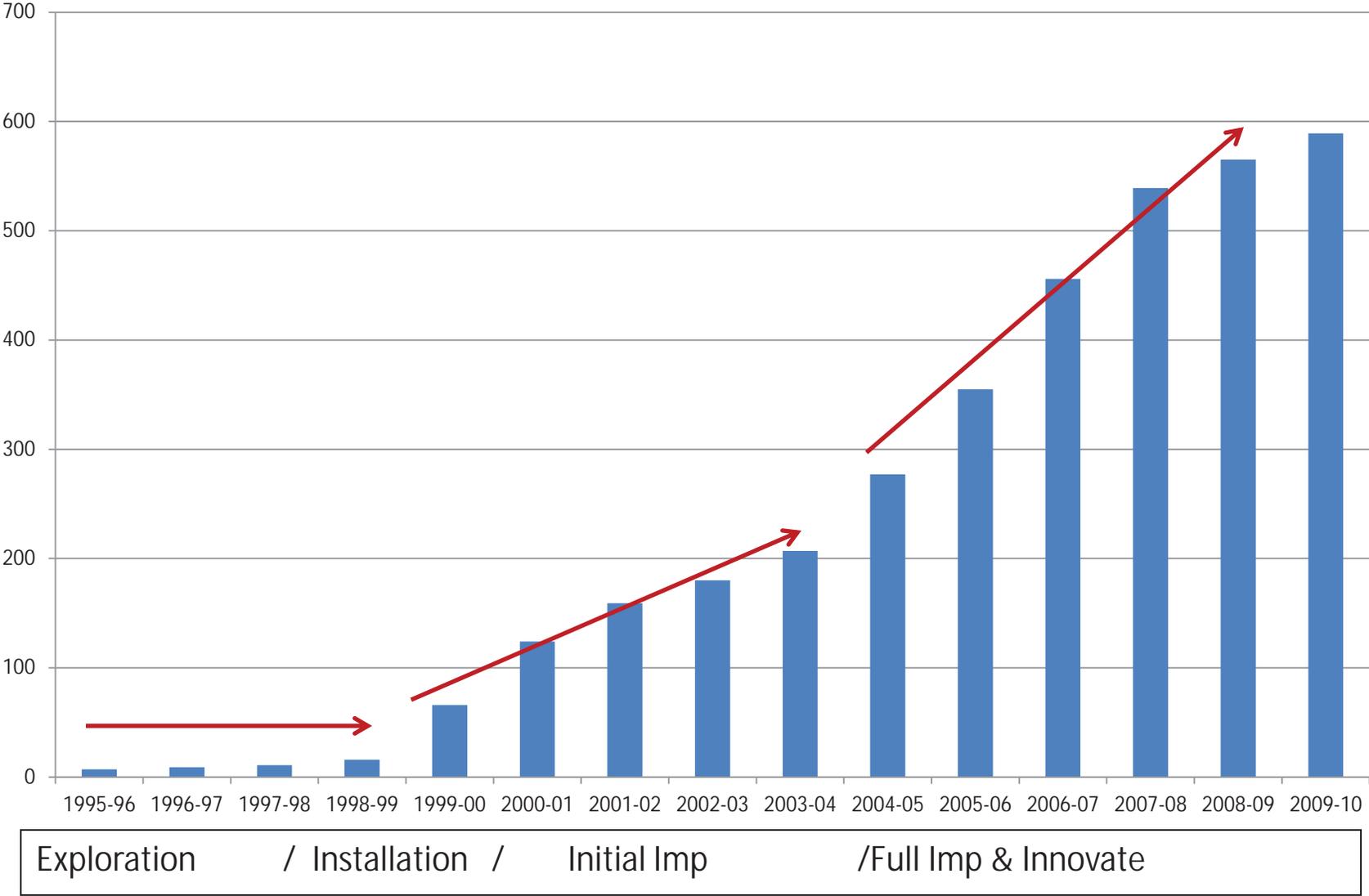
Rob Horner, Don Kincaid, George Sugai, Tim Lewis, Lucille Eber, Susan Barrett,  
Celeste Rossetto Dickey, Mary Richter, Erin Sullivan, Cyndi Boezio, Nancy Johnson, (2014 ), JPBI

	Exploration	Installation	Initial Imp	Full Imp
Leadership Team				
Funding				
Visibility				
Political Support				
Policy				
Training				
Coaching				
Expertise				
Evaluation				
Demos				

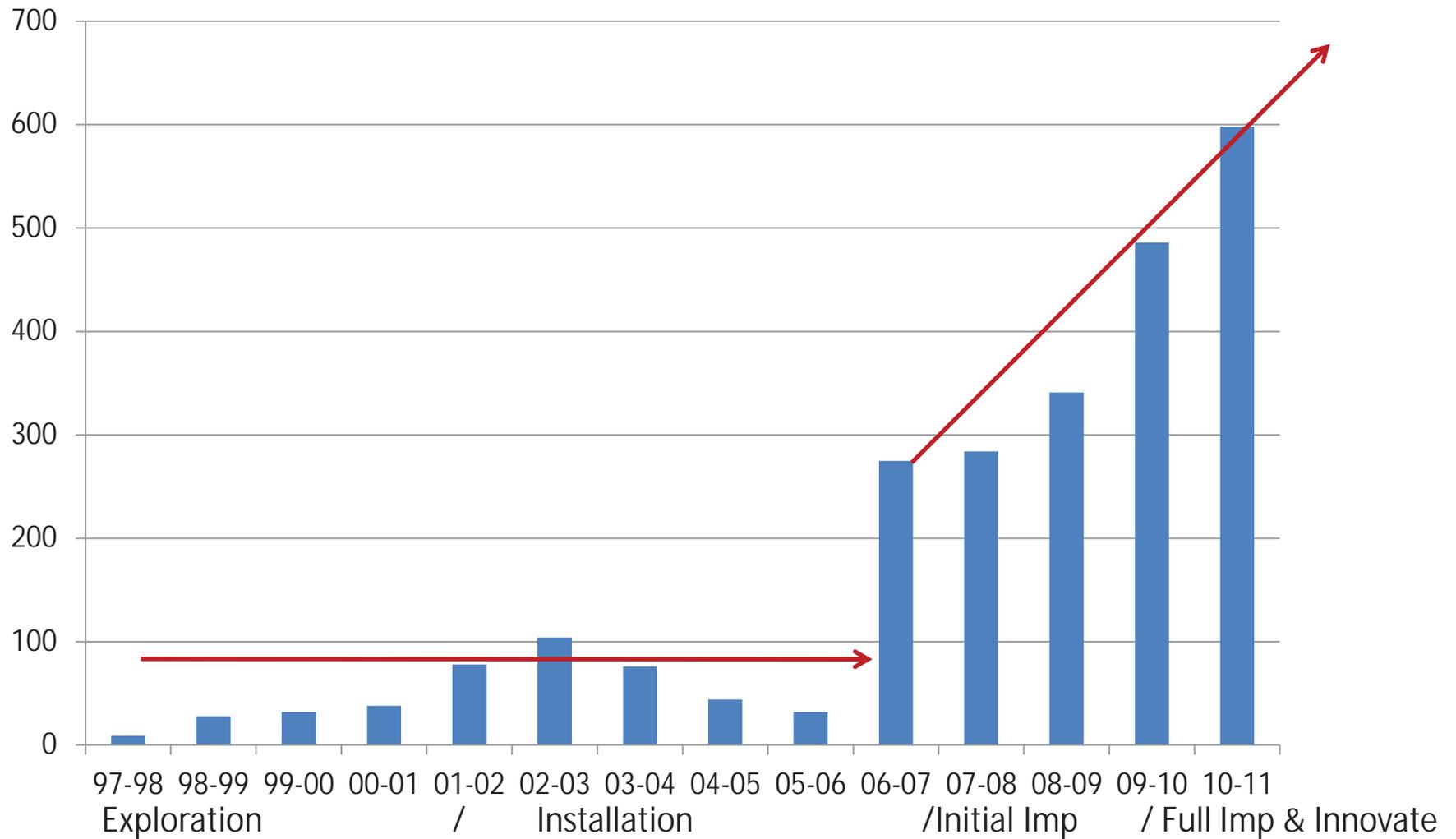
Interviews and Data Reviews with the PBIS implementers from Seven States that had at least 500 schools using PBIS.

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

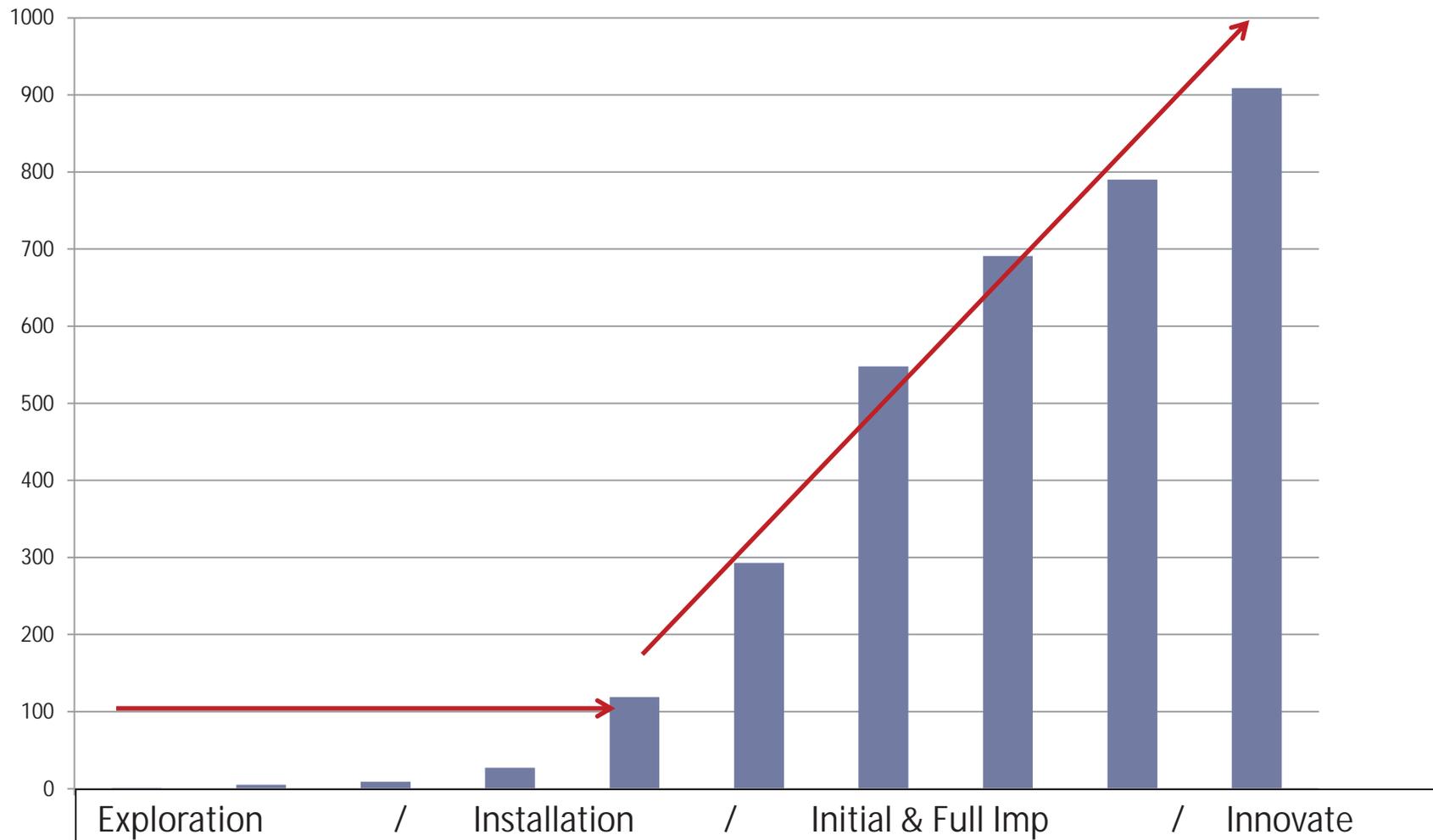
# Descriptive Summary: Oregon



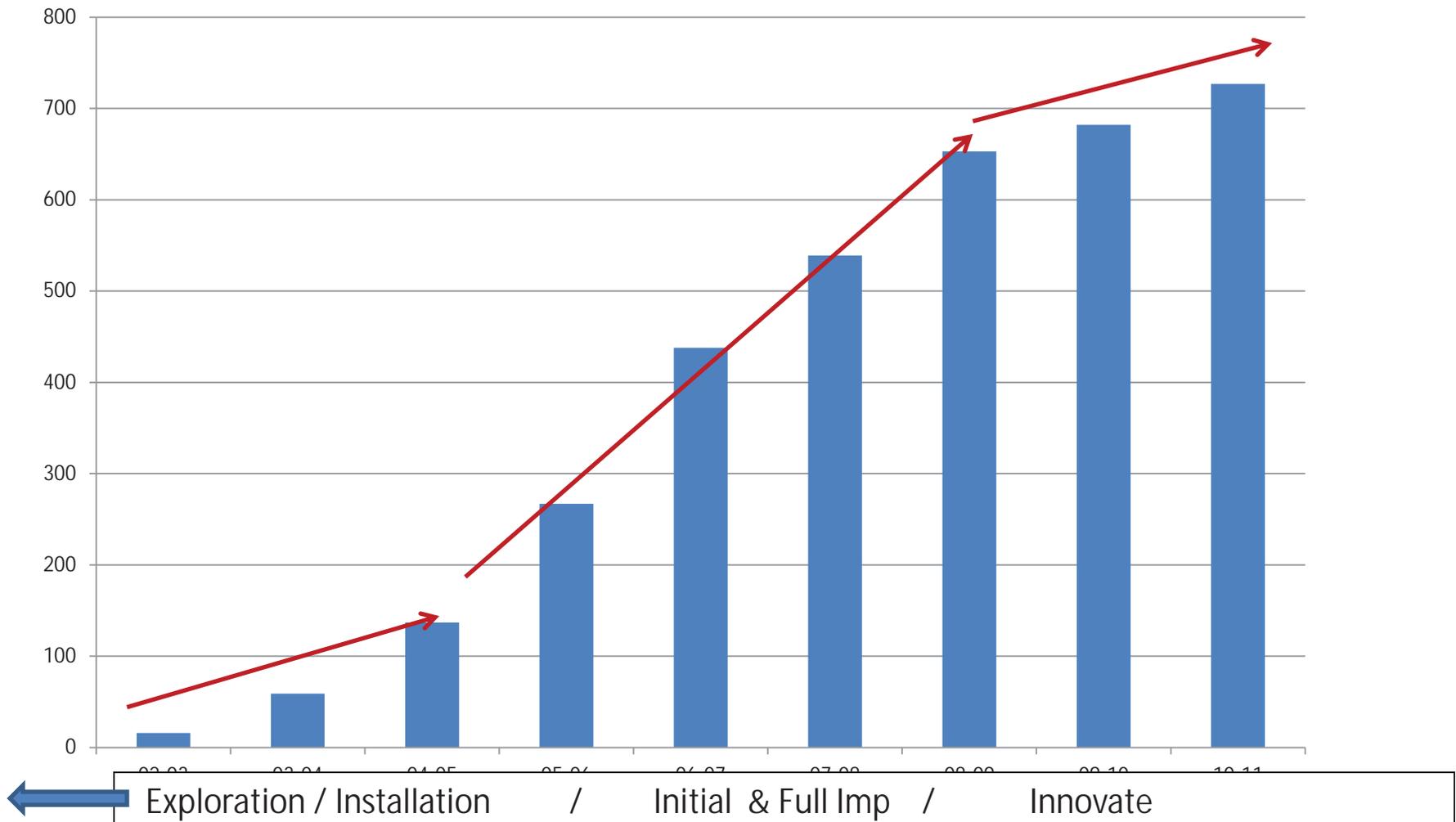
# Descriptive Summary: Missouri



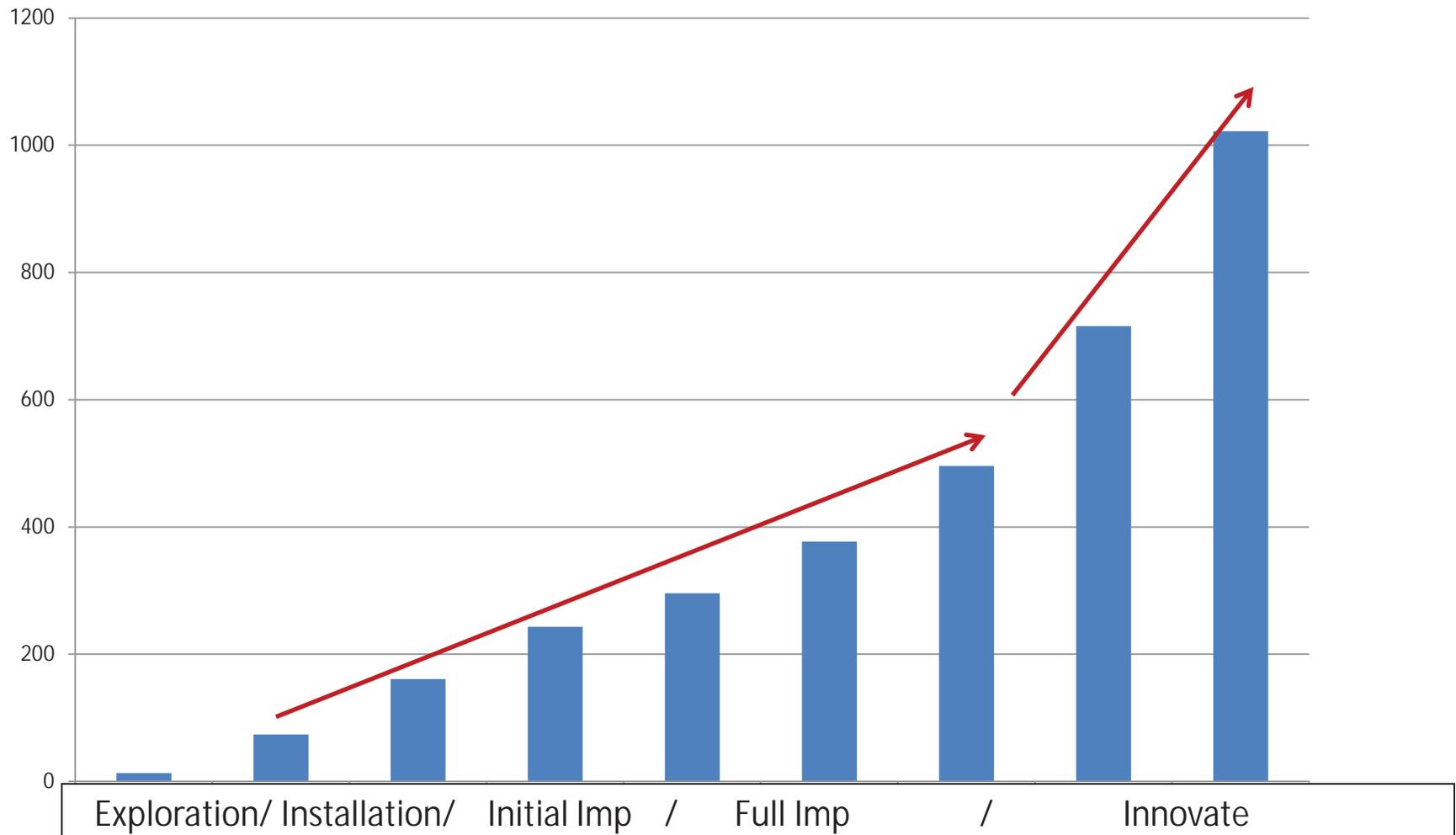
# Descriptive Summary: North Carolina



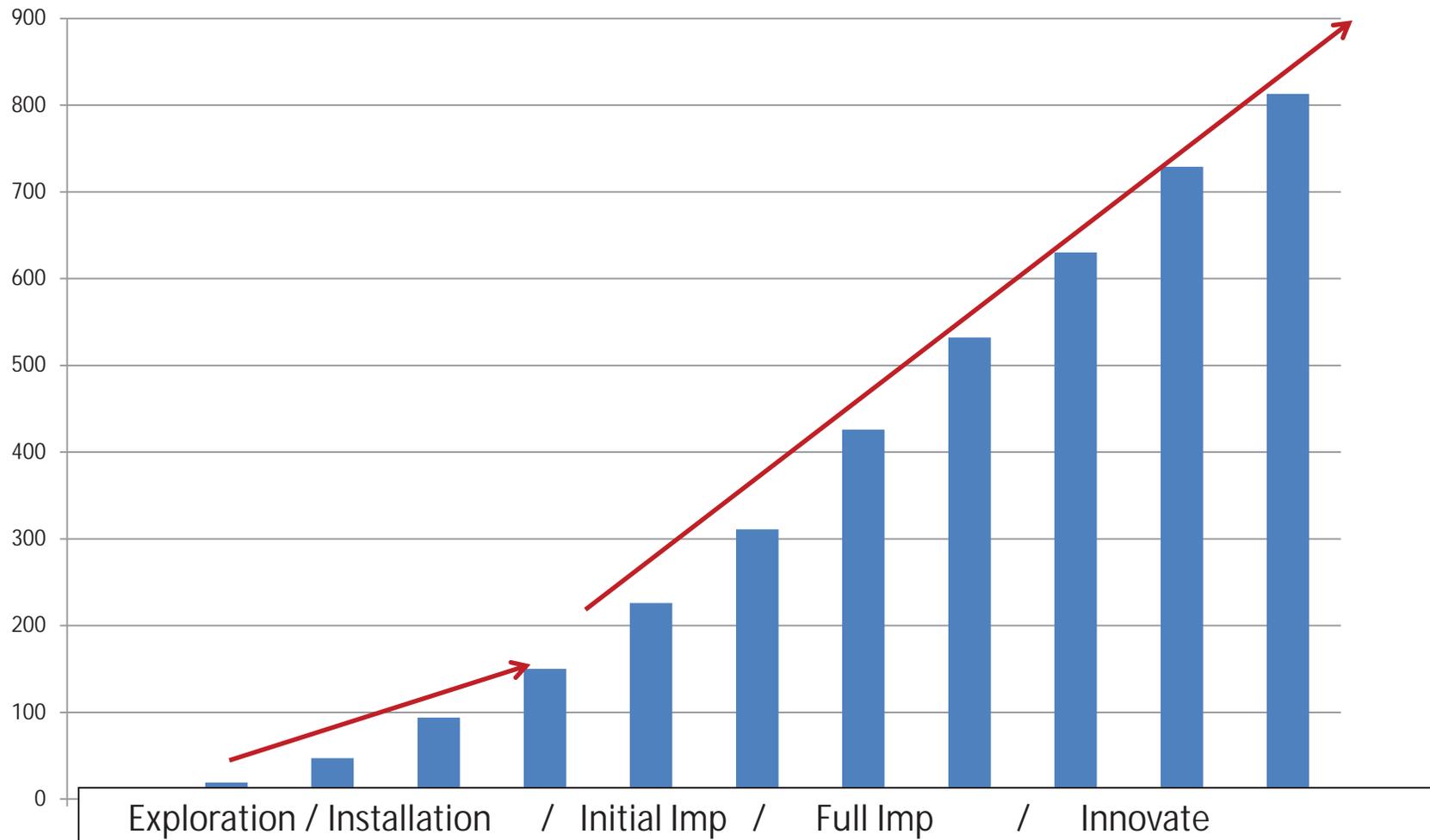
# Descriptive Summary: Colorado



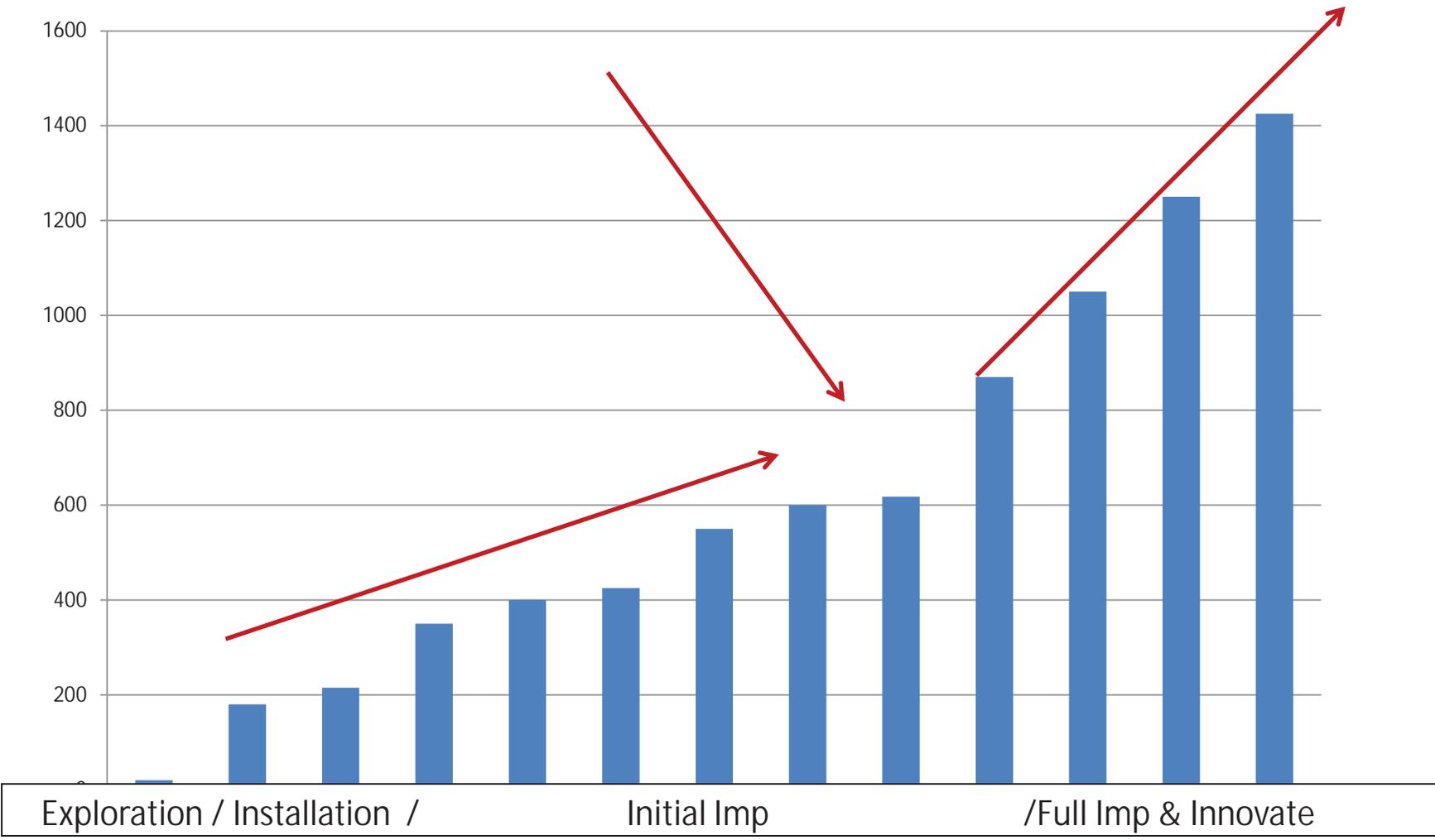
# Descriptive Summary: Florida



# Descriptive Summary: Maryland



# Descriptive Summary: Illinois



# Lessons Learned: Moving from 10% to 40%

- **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



# Districts



- *Coherent District Policy*

- Social behavior is a **priority** in district improvement plan



- District commitment to **selecting practices** that are evidence-based



- District process for **aligning multiple initiatives**.

- *Evaluation Capacity*

- Data systems that inform decision-making and provide policy feedback

**\*\* Fidelity and Impact**



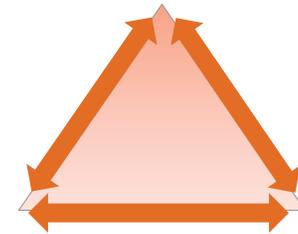
- *Recruitment, Hiring, Evaluation*

- “Preference will be given to individuals with knowledge and experience in implementation of multi-tiered academic and behavior supports.”

# Districts

- ***Annual Faculty/Staff Orientation***
  - Defines PBIS as a priority
  - Defines what to expect in a school using PBIS.
  - 30-60 min of annual orientation
- ***Professional Development (Training)***
  - PD is always tied to core improvement goals
  - PD typically involves distributed training (multiple events)
  - PD is always linked to on-site coaching.
  - PD is always linked to fidelity measure
- ***Coaching***

HOW



Drivers

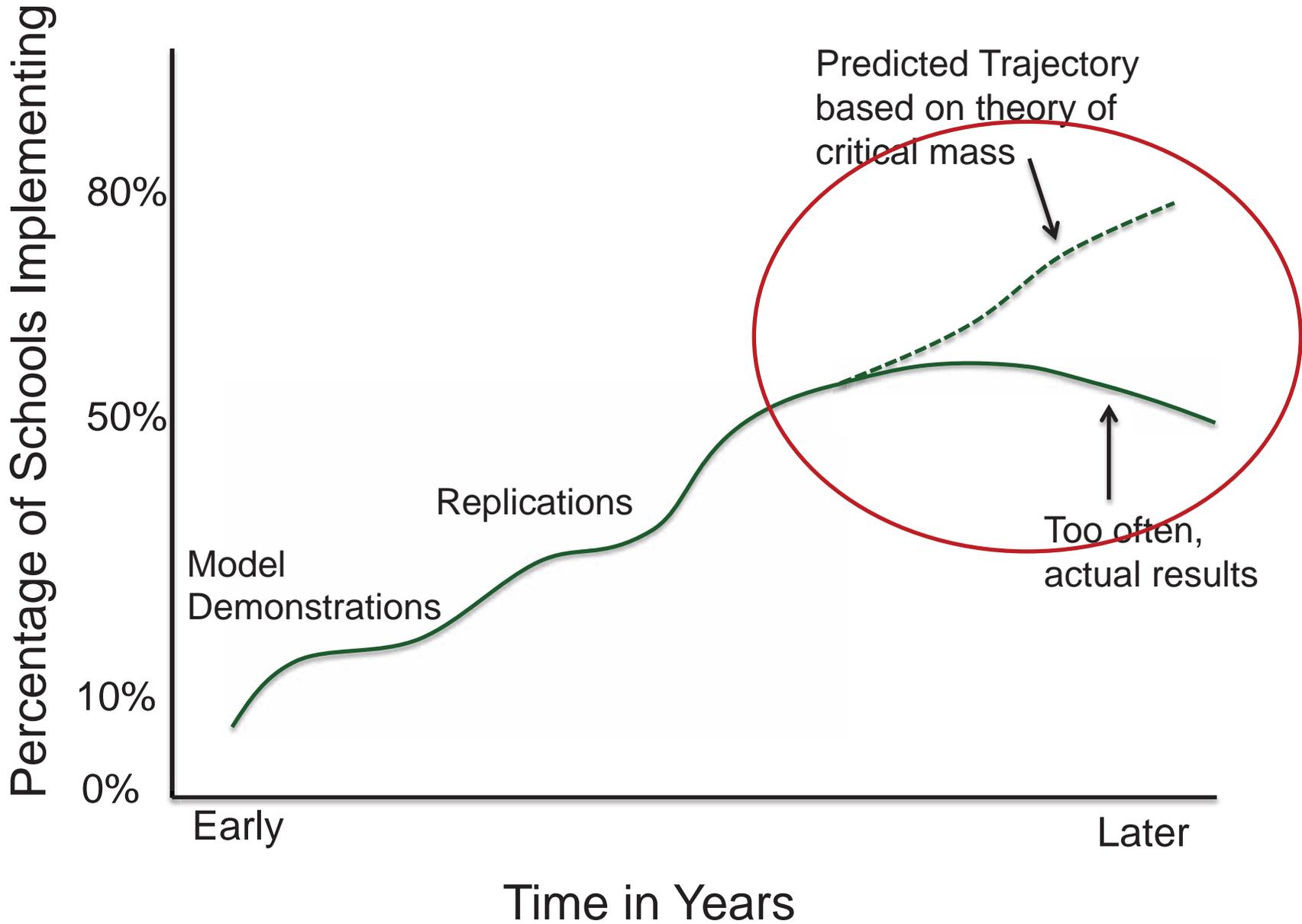


# Moving from 40% to 80%

- **Formal System for Initiative Selection and Alignment**
- **Implement with Depth**
  - Tier I through “classroom”
  - Establish data systems (BOTH data collection and data use)
  - Tiers II and III
  - Greater attention to PBIS Systems
- **Embed and Adapt (with consistent core)**
  - Presence at decision points (which are not always well defined)
  - Make PBIS relevant to current target areas
  - Support new strategies to achieve PBIS core features.

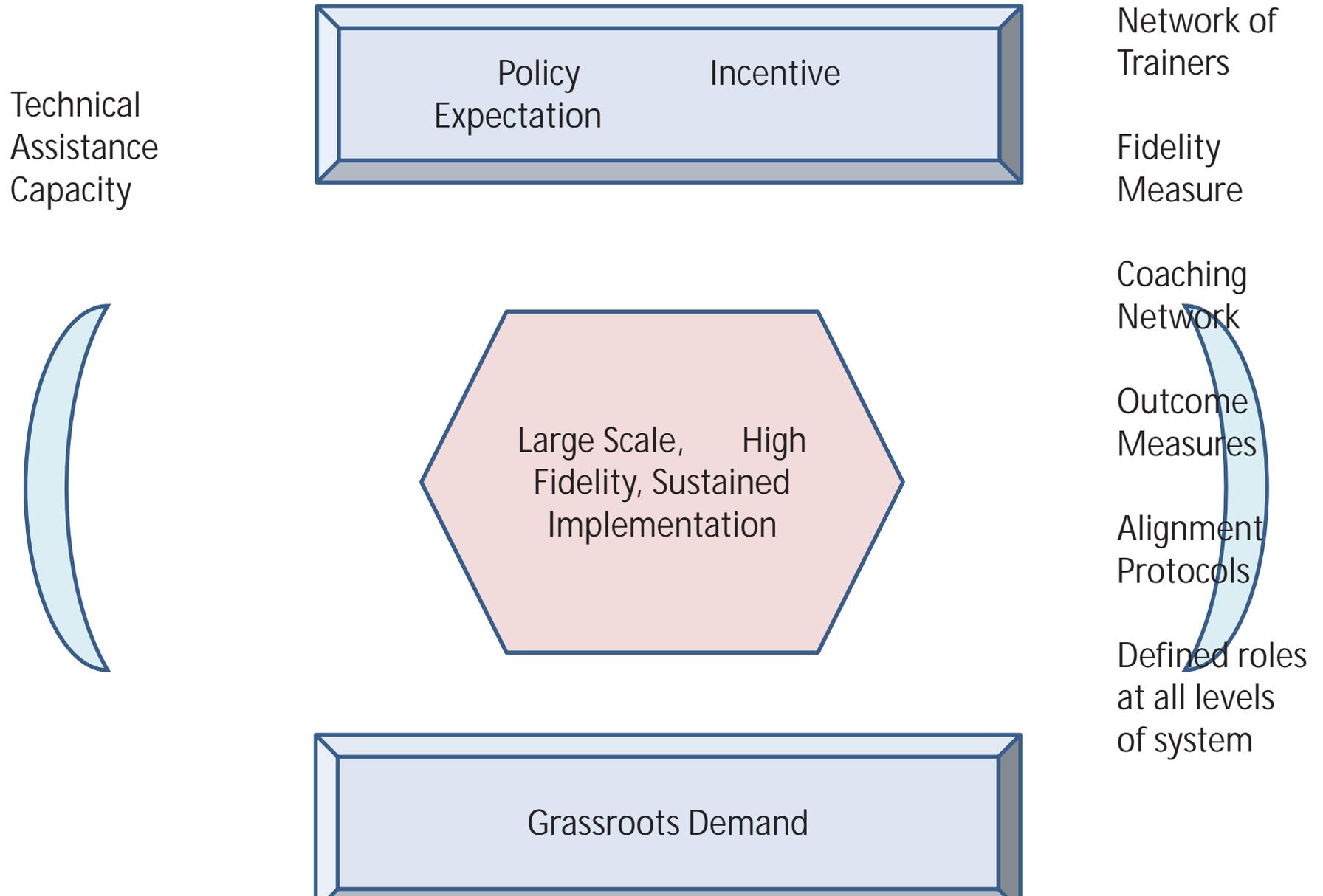


NOTE: The key to effective adaptation is regular measurement of fidelity

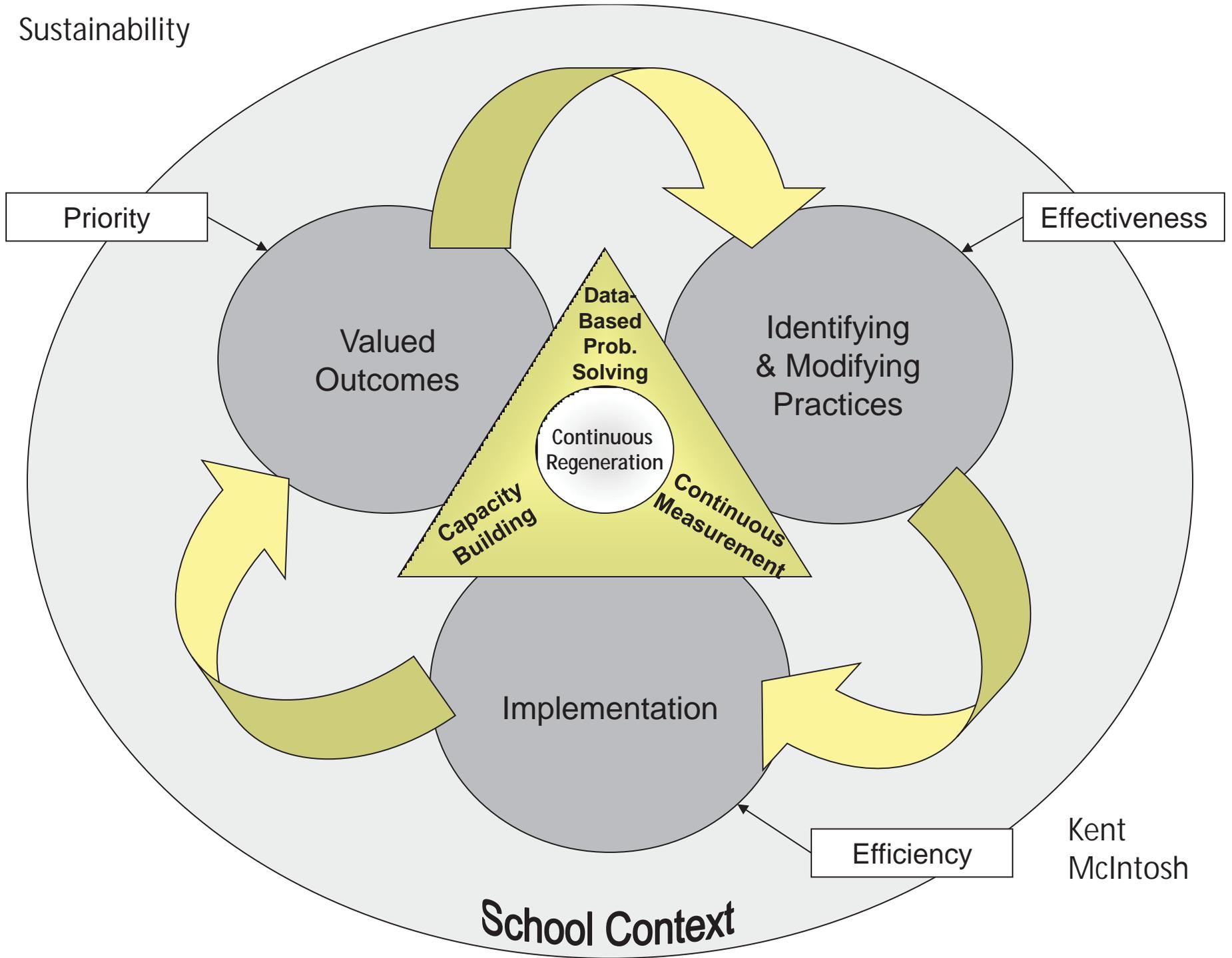


Steve Goodman & Justyn Poulos

# Compression Implementation



Sustainability



Kent  
McIntosh

# No “Tipping Point”

- 0-10%: Start with Demonstrations
  - Select evidence-based interventions
  - Define systems as well as strategies
  - Document feasibility and impact
- 10-40%: Build capacity to improve efficiency
  - Improve speed and cost to implement
  - Local trainers, coaches, technical expertise, evaluation
  - Expand range of valued outcomes
- 40%-80%: Scale to Level of Systems Change
  - Adequate technical assistance capacity
  - Alignment strategy
  - Formal presence within decision-making at state level
  - Emphasis on systems (school, district, region, state)
  - Data, data, data, data

There is no tipping point...



# Summary

- Select interventions with both evidence of impact, and evidence of efficiency

- Build systems to support

- Build

Questions, Comments, Insights

- Collect community and impact data to build political support.

- Getting from 40-80% requires establishing broader political purpose and formal system for alignment with new and competing initiatives.

Disclosure  
Stephen Camarata, PhD  
Vanderbilt University  
**Panelist**

Financial disclosure:

Received a waiver of his registration fee from ASHA for participating in this presentation

Nonfinancial disclosure:

Nothing to disclose

Disclosure  
Christine Yoshinaga-Itano, PhD  
University of Colorado  
**Panelist**

Financial disclosure:

Received a waiver of her registration fee from ASHA for participating in this presentation.

Nonfinancial disclosure:

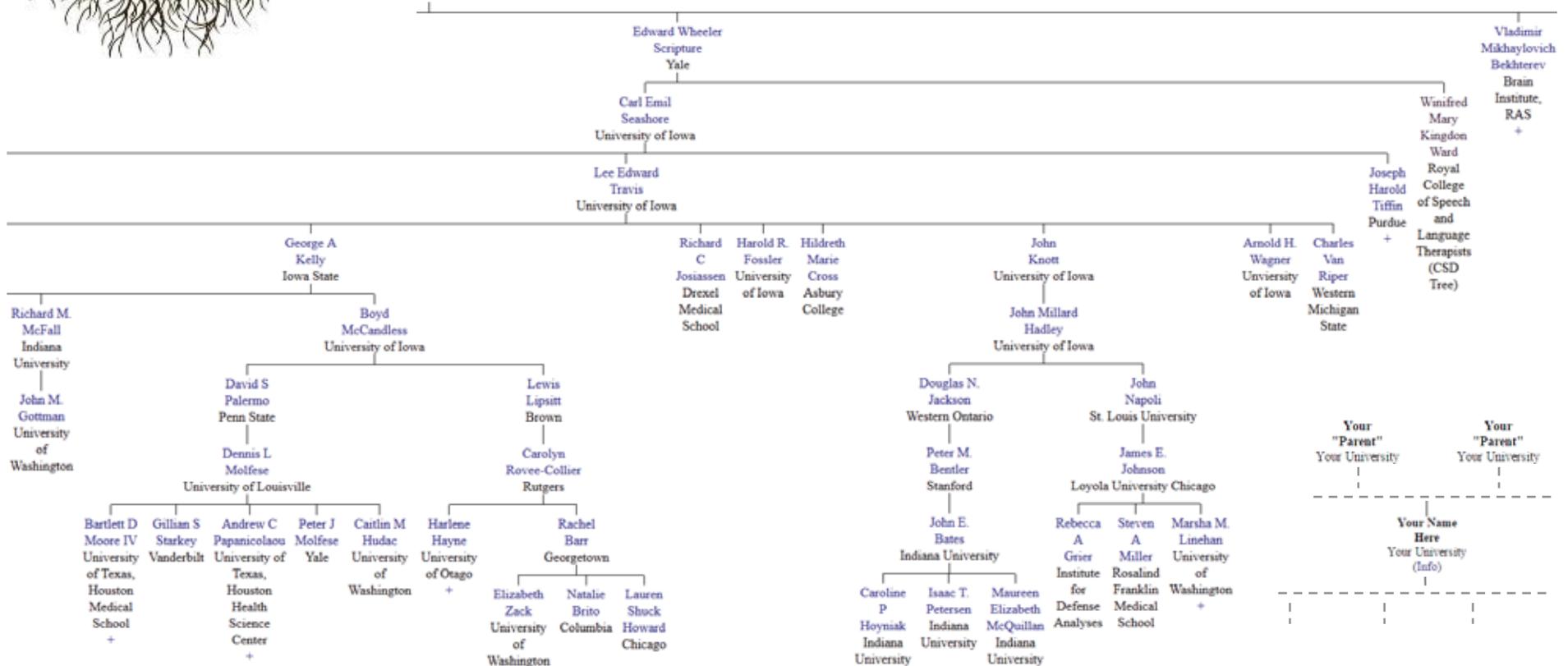
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