10.12.21

**What have we learned after almost 20 years of
implementation of PALS in Norway
Experiences and Challenges**

Agenda

- The history of the implementation of PALS in Norway.
- Lessons learned
- Organization and financing
- Leadership and implementation of PALS in Norwegian municipalities
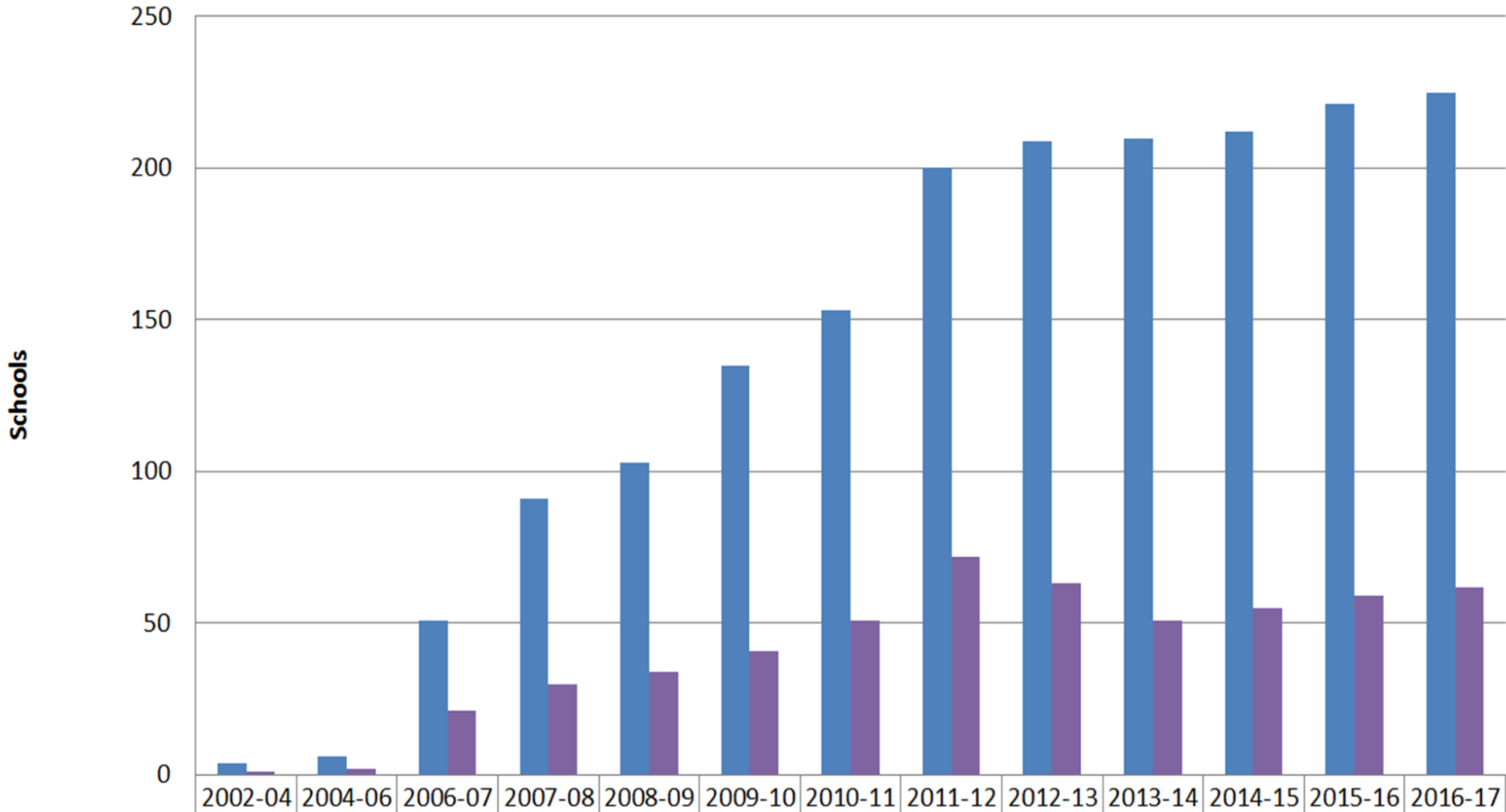
History of Collaboration: Oregon and Norway

- 1999: PMT-O randomized trial in Norway:
  - Need for improving School-Home connection
- 2000: Norwegian Educational report:
  - Lack of system to prevent and respond to students problem behavior
  - Few or no evidence based intervention programs or effective practice
- 2002: Adoption of PBIS
  - PALS (Positive Behavior, Learning Environment & Interaction)
- 2002-2005: Initial Pilot Study
  - 4 elementary schools trained in PBS + 4 Business as Usual
- 2005: National-Wide Scaling Up Plan
  - Model for training of PBS-coaches and PBS-schools
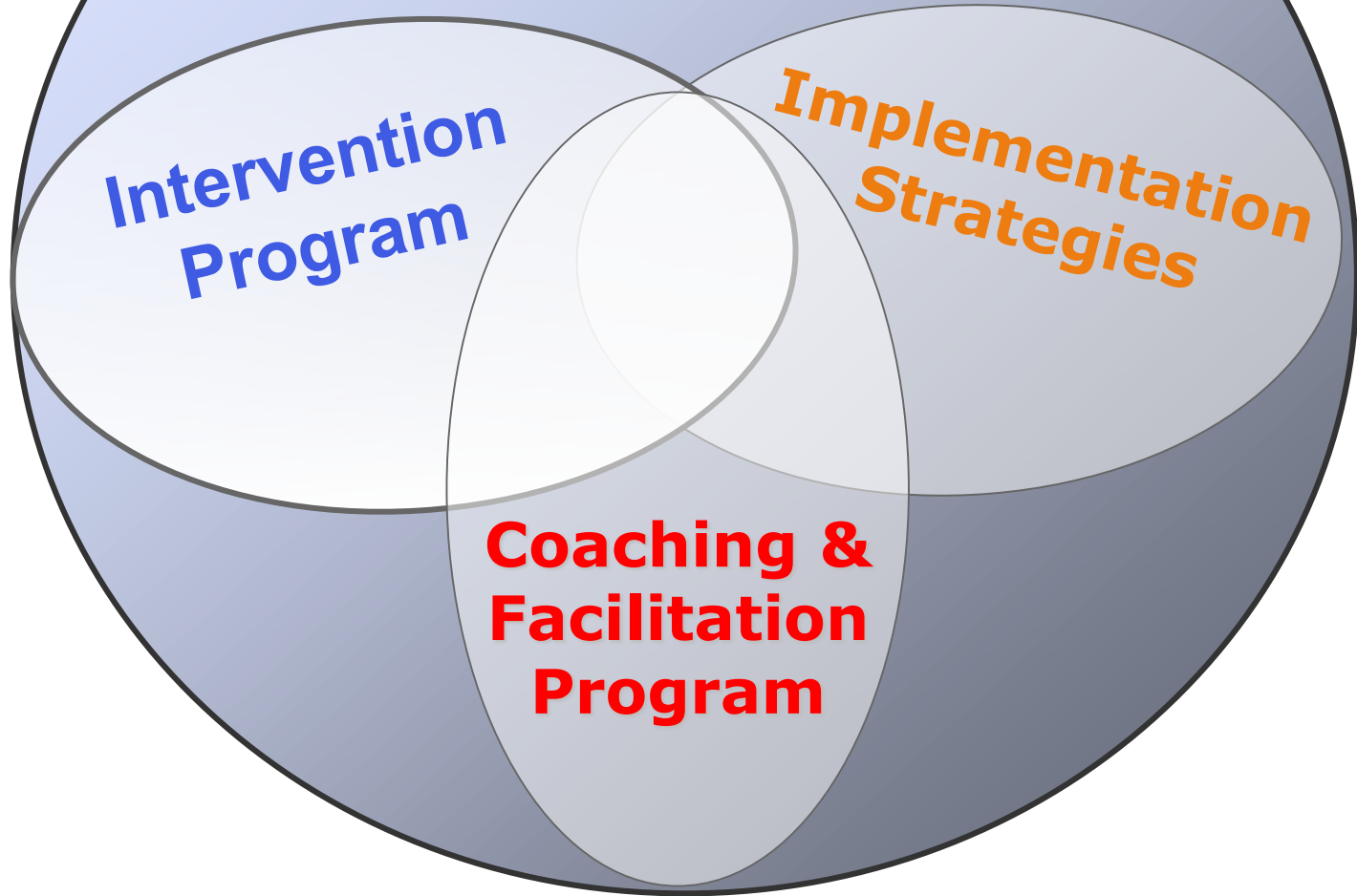- 2007-2011 (2022): Longitudinal effectiveness study

SW-PBIS Overview Norwegian Implementation Participants

	2002-04	2004-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
PALS-schools	4	6	51	91	103	135	153	200	209	210	212	221	225
PALS-Coaches	1	2	21	30	34	41	51	72	63	51	55	59	62

The Norwegian Center for
Child Behavioral Develop

The PALS-model

Intervention Program

Implementation Strategies

Coaching & Facilitation Program

The Norwegian Center for Child Behavioral Development

School-wide PBIS/PALS

Supporting Staff Behavior

Supporting Decision Making
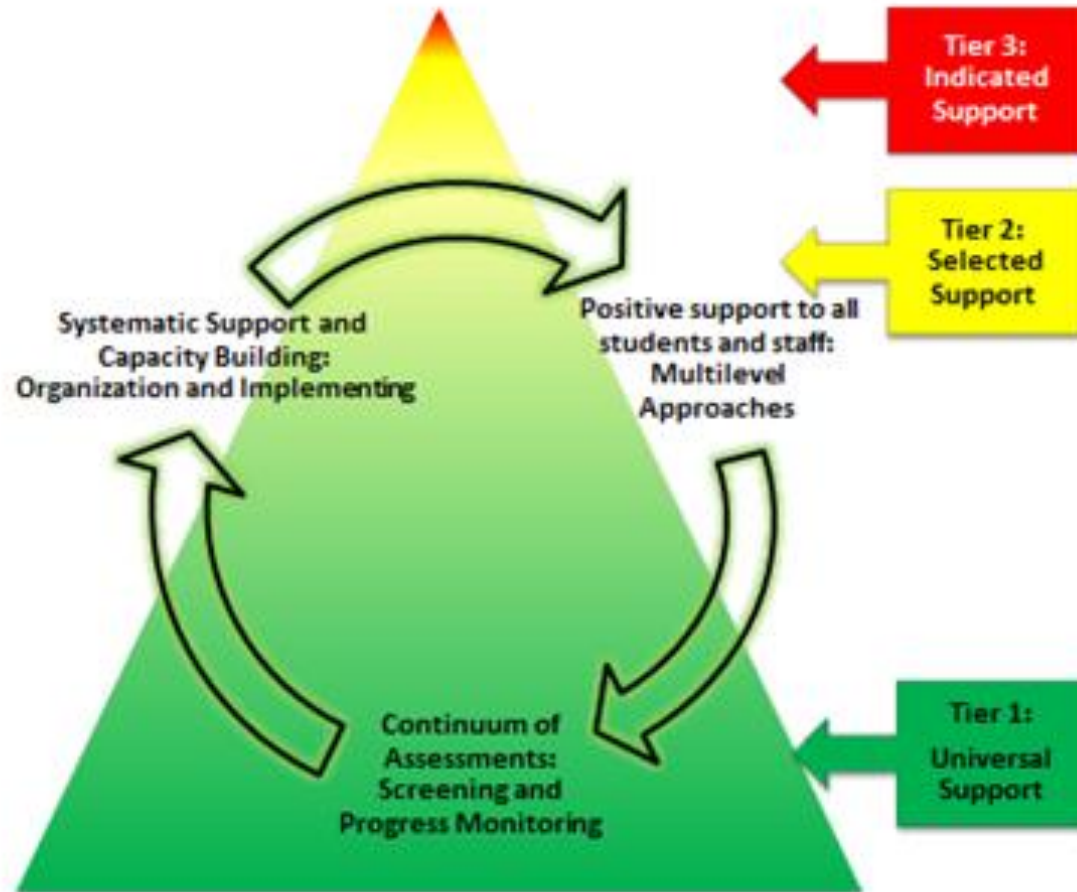
SYSTEMS

EQUITY

DATA

PRACTICES
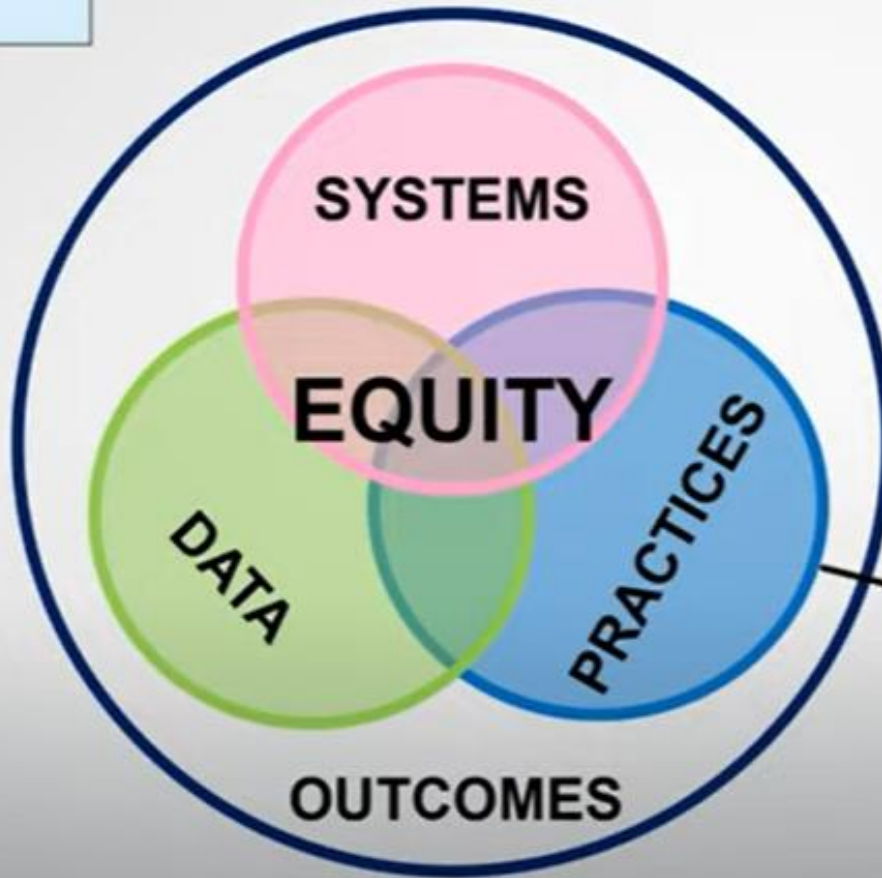
Supporting Student Behavior
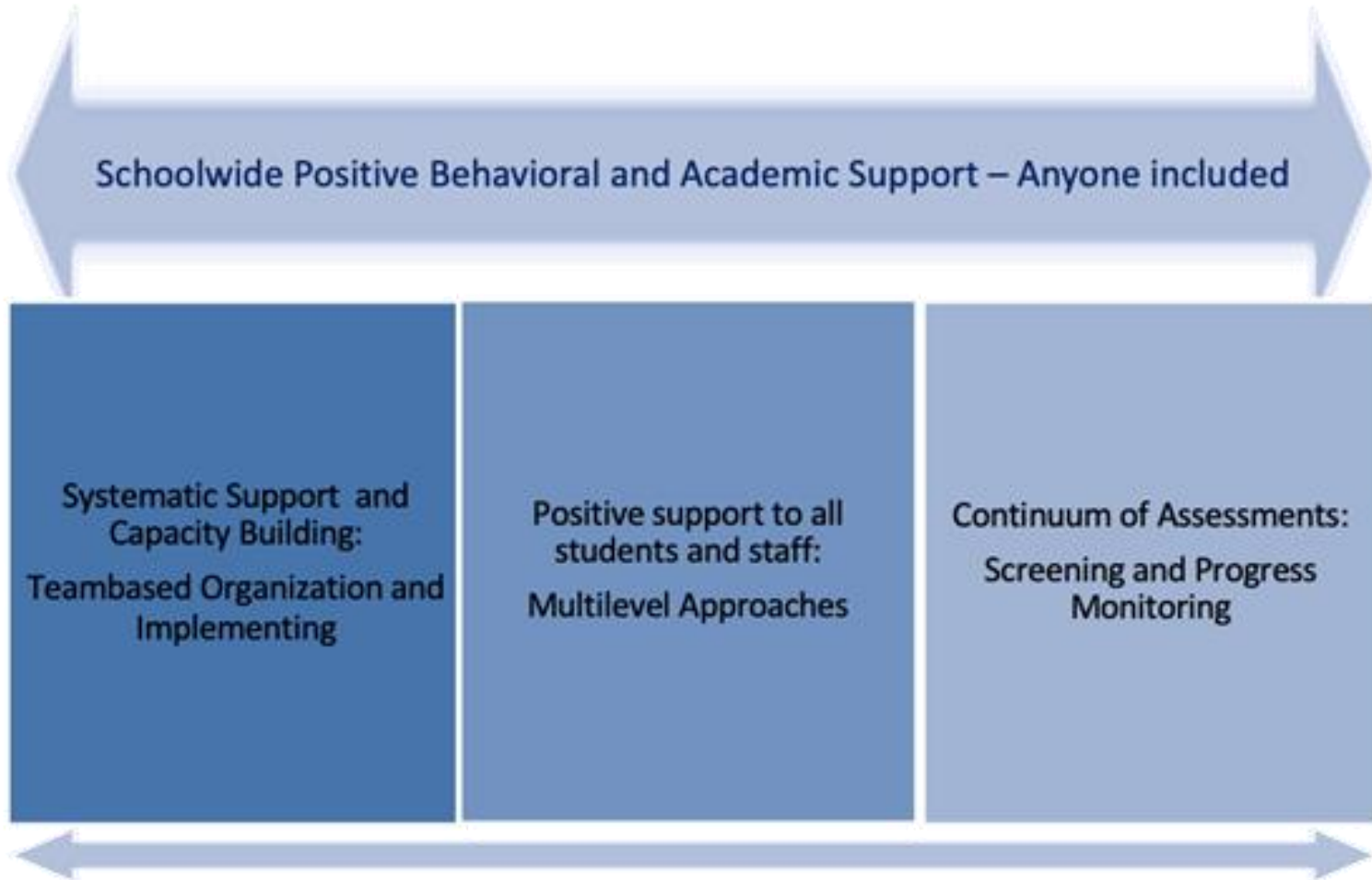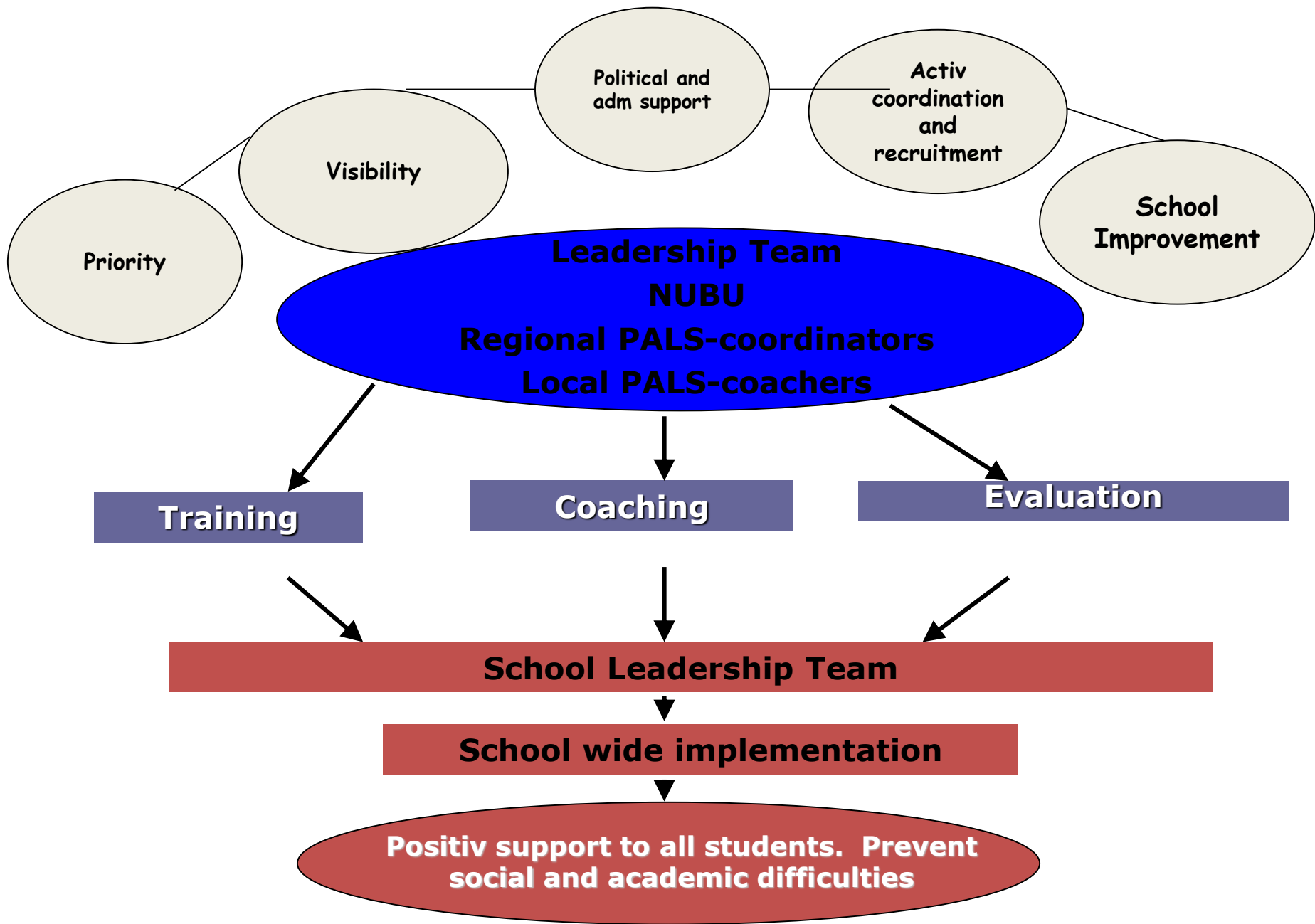
OUTCOMES

Social Competence & Academic Achievement

Multi-tiered school wide model

Implementation Structure Main Components

Schoolwide Positive Behavioral and Academic Support – Anyone included

| Systematic Support and Capacity Building: Teambased Organization and Implementing | Positive support to all students and staff: Multilevel Approaches | Continuum of Assessments: Screening and Progress Monitoring |

(2004) School-wide Positive Behavior Support: Implementers' Blueprint and Self Assessment, Center on Positive Behavioral Interventions and Supports, University of Oregon

Stages of Implementation

Develop a **Collaborative** Partnership Exploration & **Adoption** for Context & Culture

Readiness - agreement - how to implement the work – established PALS-team - **Train Professionals**
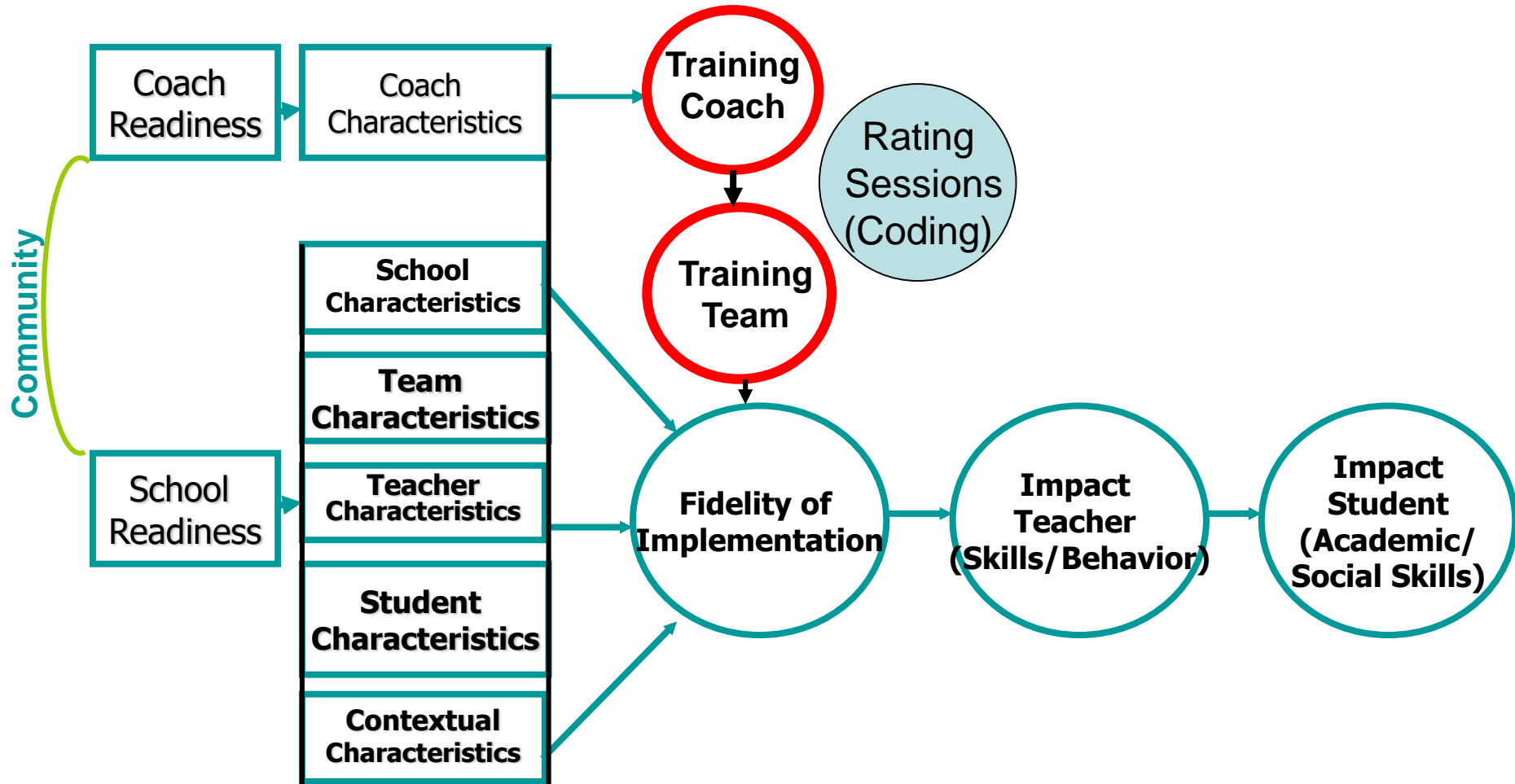
Introduction - Training new skills – coaching - problem solving.

The PALS model has been **integrated** as part of the school's **practice**. **Evaluate Fidelity**

Sustainable maintenance – maintain activities and routines

Fidelity Implementation Model (1)

Checklists for readiness and intensional agreement with the administration of education in the municipalities (Owner of the school)

- Readiness for schools
- Readiness for coaches
- Intensional agreement with the administration of education in the municipalities (Owner of the school)

Implementation appears most successful when:

- Carefully selected practitioners receive coordinated training, coaching, and frequent performance assessments;

- Organizations provide the infrastructure necessary for timely training, skillful supervision and coaching, and regular process and outcome evaluations;

- Communities and consumers are fully involved in the selection and evaluation of programs and practices; and

- Funding avenues, policies, and regulations create a hospitable environment for implementation and program operations.

Effective Staff Development is….

- Of considerable duration

- Focused on specific content and/or instructional strategies rather than general ideas

- Characterized by collective participation of staff members (in the form of teams)

- Coherent (participants can see the "whole")

- Infused with active learning, rather than a stand-and-deliver model
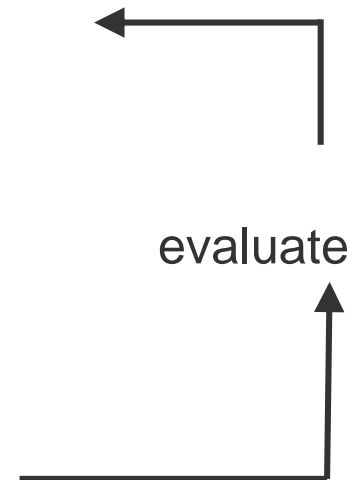
PALS-team – roles and tasks

- Planning, training and involvement
- Identification
- Evaluate data
- Make decisions - organize support
- Develop new skills and new competence
- Carry out and follow-up

evaluate

Training for PALS-schools

- Modul 1

    Universal level - one and a half year with external PALS- coach –
     monthly meetings for the team with the coach – some of them in
     network with other teams

    Coaching, training and support in networks with other PALS-schools

Modul 2

- Targeted and intensive level

    BoQ >70% .   Self-Assessment Survey >-80%

    Functional assessment – support plans

   "Check in – Check out"

    SNAP

Sustaining Positive Behavior Support Through Coaching and Facilitation

- Foundation Components
  - Ongoing Training and Support
  - Facilitator-Coach Support (External & Internal)
  - Funding
  - School Leadership Teams
    - Building facilitator-coach
  - Integration with school improvement
  - Focus on data

Sustaining Positive Behavior Support Through Coaching and Facilitation

- Coaching and Roles Defined
  - PBIS-coach (Region, District & Local Teamleader)
  - Peer Coaching
  - Professional Empowerment from Coaching
  - Collaborative planning
- How to make coaching work?
- Coaching Skills and Competencies

Training of coaches

- Modul 1

  Universal level – Four seminars (1 x three days, 3 x two days) – one school year

  Video based coaching and mentoring by a mentor ten times

  Coaching of groups of PALS-coaches - sutanability and maintenance – four times a year

  - Modul 2

  Selected and intensive level

  Two seminars (2 x two days)

  Sustained coaching in groups with other coaches – five times a year

  Booster sessions

	Annual Assessment Tool	Progress Monitoring Tool
Universal System	Benchmark of Quality (BoQ) PBS Self Assessment Surveys (SAS)	Team Implementation Checklist (TIC 3.0)
Secondary & Tertiary Systems	Benchmarks of Advanced Tiers (BAT) PBS Self Assessment Survey (SAS)	To be developed

PBISAssessment

🏠 Dashboard 📋 Surveys ▾ 🏛 Organizations ▾ 👤 Users 📊 Reports ▾

🏠 Dashboard > Reports

Report Options

Note: It might take a few minutes for data that has been entered into the system to appear in reports.

SAS - Total Score ✕   SAS - Subscale ✕   SAS - Total Score ✕
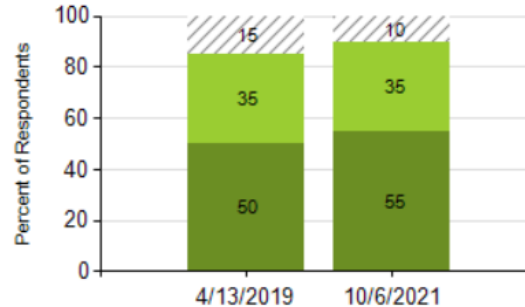
SAS - Total Score - SAS - ▬▬▬▬▬

Self-Assessment Survey Total Score

Select Survey

Surveys

| SAS | ▾ |

Self-Assessment Survey

Select Report

| Total Score | ▾ |

From

| 2018 - 19 | ▾ |

To

| 2021 - 22 | ▾ |

Select Organizations

NCES ID: ▬▬▬▬▬   NCES ID: ▬▬▬

School-Wide Current Status
4/13/2019-10/6/2021

School-Wide Improvement Priority
4/13/2019-10/6/2021
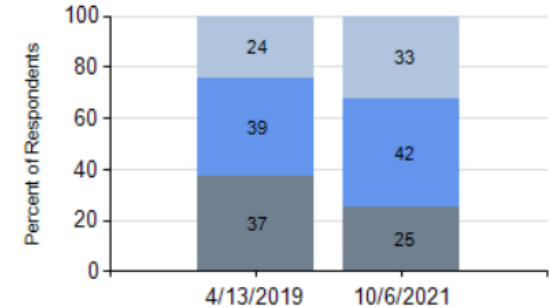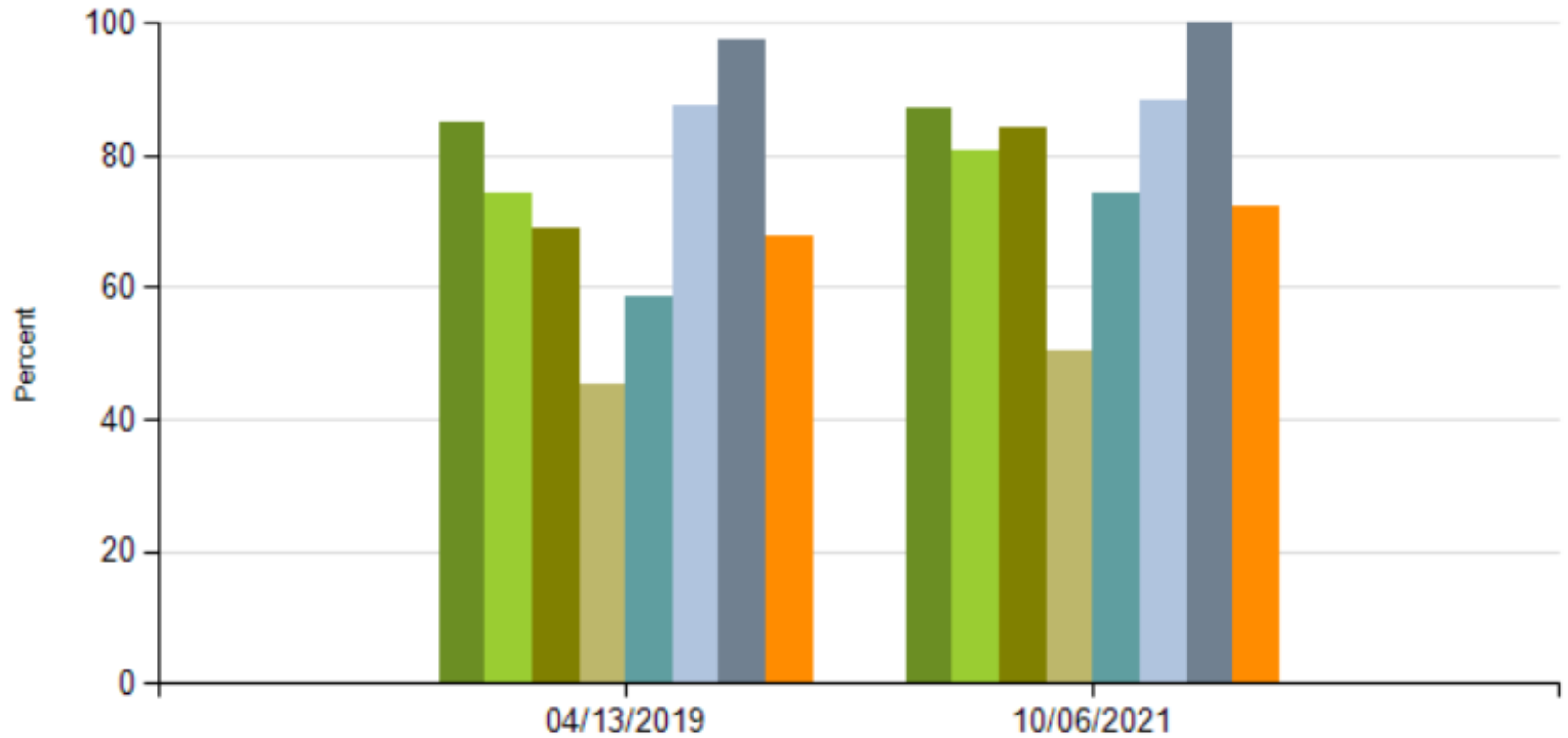
	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
4/13/2019	85%	74%	69%	45%	59%	87%	97%	68%
10/6/2021	87%	81%	84%	50%	74%	89%	100%	72%

PALS- Characteristics of schools who succeed?

Our experiences:

- Leaders/principals that see PALS as important for establishing a good learning environment in their schools
- PALS-team that are active in the school
- PALS is an integrated part of the work at the school
- Regularly training and coaching – professional development
- High fidelity – SAS/BoQ
- Training and coaching new employees
- Meets and shares experiences with other schools in network and conferences

Some critical conditions according to implementation and sustainability

- Regular contact with the administration of education in the municipalities (Owner of the school)
  - Summarize status
  - Ensure commitment
  - Guarantee resources to continue the work
- If the principal not give the implementation enough attention
- Turn over (specially for principals)
- The PALS team at the school has to be confident with their tasks
- Low commitment from schools and supervisors to participate in activities to maintain fidelity and keep up the good work

How to develop the model with fidelity?