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Sustaining Effective School Practices amidst a Sea of Change

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2014 Northeast PBIS Conference

Handouts:
<http://kentmcintosh.wordpress.com>



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Thanks and Acknowledgments

- The Northeast PBIS Network
- Participants in these studies
- Co-authors

Handouts: <http://kentmcintosh.wordpress.com>



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Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada



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Session Goals

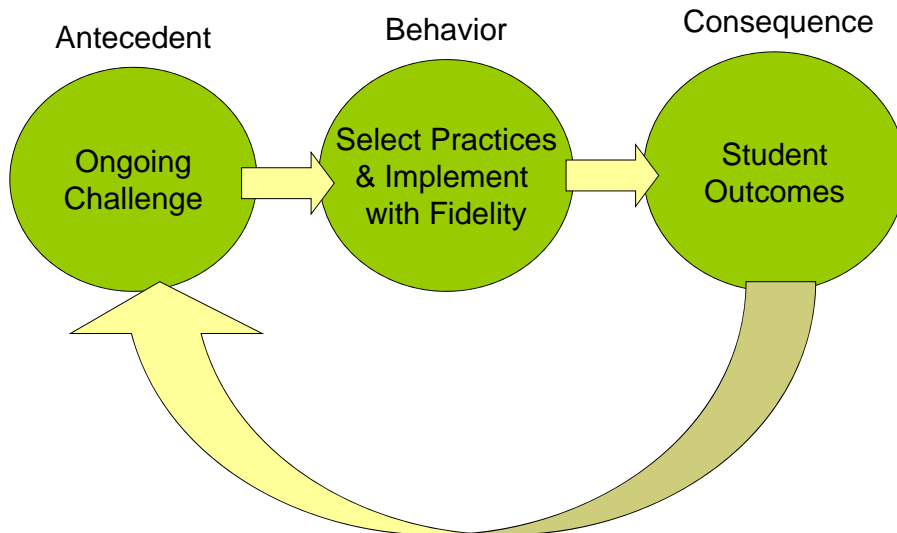
1. Describe the concept of sustainability
2. Explore the factors promoting sustainability of PBIS in schools
3. Share new research findings on PBIS sustainability

Handouts: <http://kentmcintosh.wordpress.com>

Fertile Ground:
What are the conditions that promote sustainability?

Do you have a deep understanding of the principles of sustainability?

- Common perception that sustainability is a ethereal, theoretical concept (Vaughn et al, 2000)
- We all have experiences with it
- The same principles of individual behavior still apply to systems...



Definition

- Sustainability
 - Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009)

What is... fidelity of implementation?

- The extent to which the critical features of PBIS are implemented as intended

Why assess it?

- Helps team target next steps and areas for improvement
- Helps us improve outcomes for students

Definition

- Sustainability
 - Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009)

What are... valued outcomes?

- That's up to you!

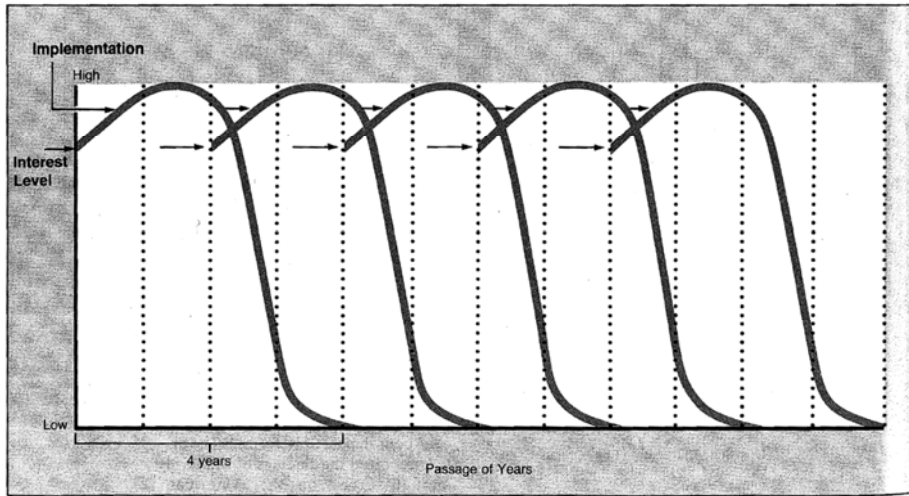
Memo

To: School Administrators

From: District Administrators

In keeping with the new provincial initiative, this fall we will be implementing an exciting new district initiative of SNI in place of LYI. All Pro-D days previously scheduled for LYI will be rescheduled as staff development for SNI. The \$500 for release time and materials for LYI will be discontinued and provided instead for SNI. By the way, you will need to create local SNI teams that meet weekly. The former members of your LYI team would be perfect for this new team. Your new SNI binders will be coming next week. Have a great year!!!

Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

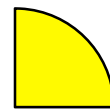
Four Principles for Sustaining School-wide Systems

- Promote **PRIORITY**
- Ensure **EFFECTIVENESS**
- Increase **EFFICIENCY**
- Use data for **CONTINUOUS REGENERATION**



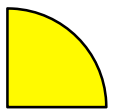
What is **PRIORITY**?

- Importance in comparison to other practices
- Incorporation into core system components
- Connection to other initiatives

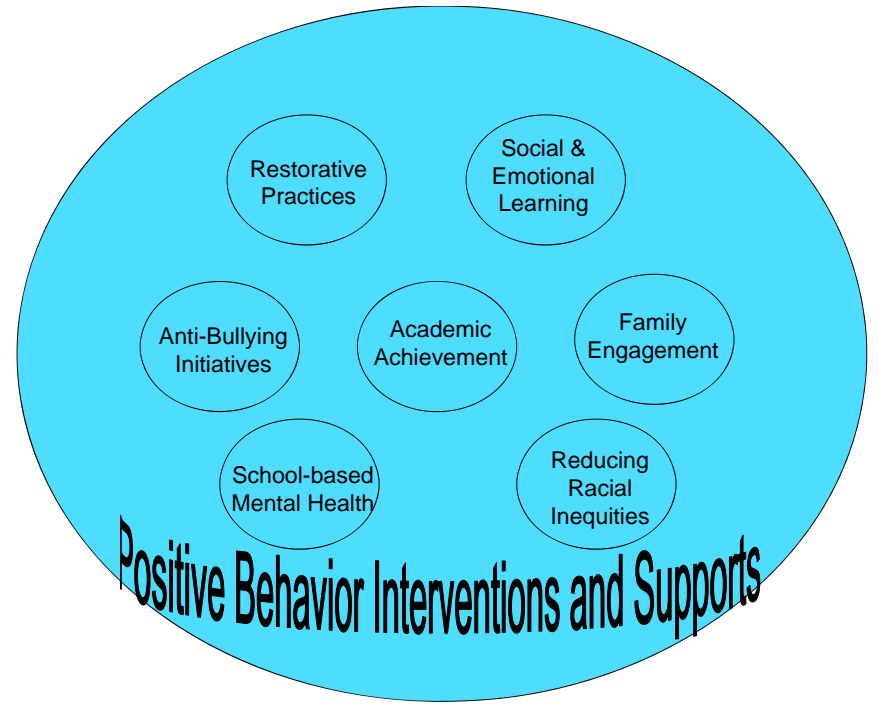
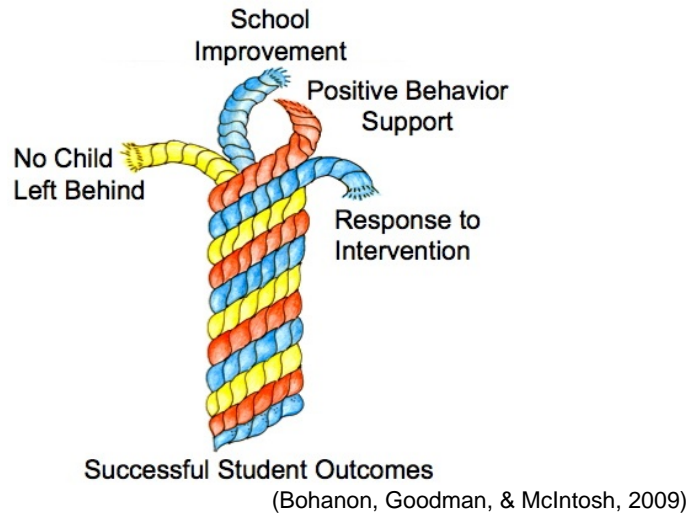


Promoting **PRIORITY**

- Maximize visibility
 - Present data to people with resources
 - Describe effects of abandoning support for the practice
- Get into written policy
- Braid project with other initiatives
 - Show how practice can lead to outcomes of new initiatives



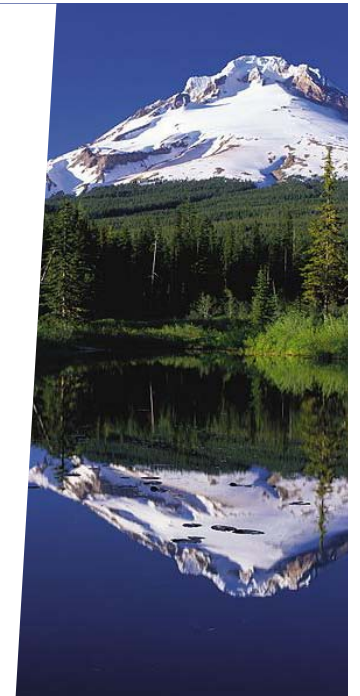
What is braiding?



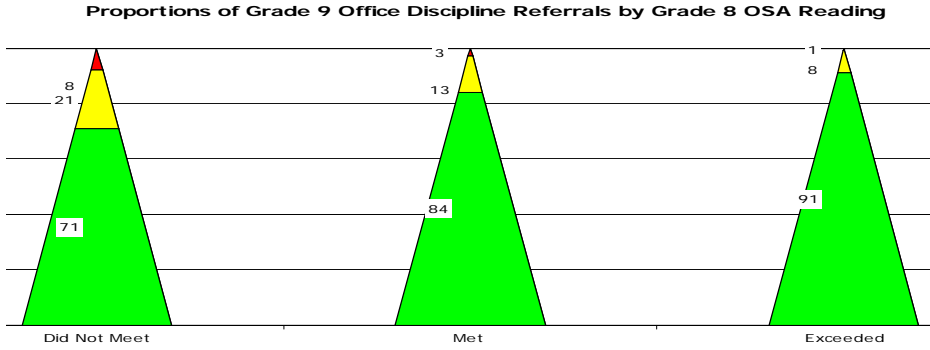
Steps in Braiding Initiatives

1. Identify shared, valued outcomes
 - What are our overall goals?

Brief Interlude
(aka pertinent tangent)

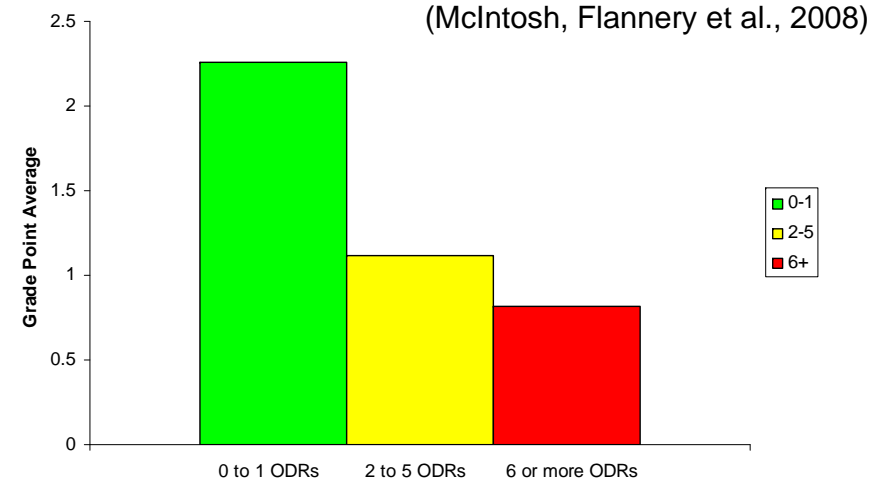


Relation between Grade 8 Reading Achievement and Grade 9 ODRs

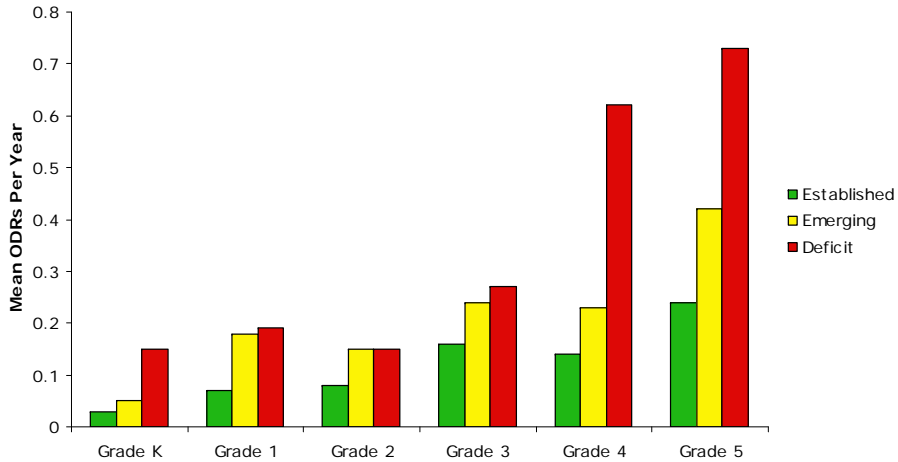


(McIntosh, Flannery et al., 2008)

Relation between Grade 8 ODRs and Grade 9 GPA



ODRs by K *DIBELS* PSF Score

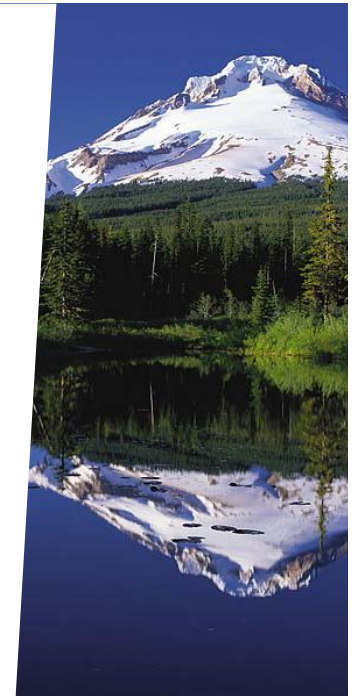


(McIntosh, Sadler, & Brown, 2012)

School Climate and Academic Achievement

Carmen Gietz
Kent McIntosh

Gietz, C. & McIntosh, K. (under review).
Relations between student perceptions of their school environment and academic achievement.



BC Student Satisfaction Survey (1042 schools in BC, over 250,000 students)

- Do you know how your school expects students to behave?
- At school, are you bullied, teased, or picked on?
- Do you feel safe at school?
- Do you feel welcome at your school?

Significant Predictors of Reading Achievement: Grade 4

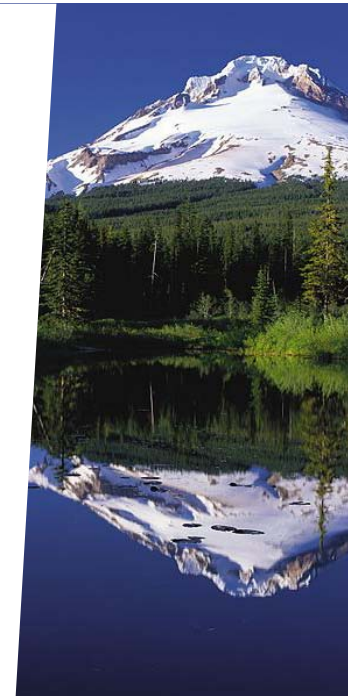
- Do you know how your school expects students to behave?
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- Do you feel safe at school?
- Do you feel welcome at your school?

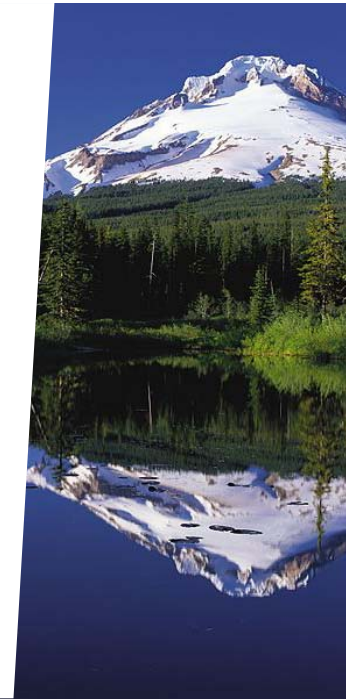
Significant Predictors of Reading Achievement: Grade 7

- Do you know how your school expects students to behave?
- At school, are you bullied, teased, or picked on?
- Do you feel safe at school?
- Do you feel welcome at your school?

Can PBIS lead to better academic achievement?

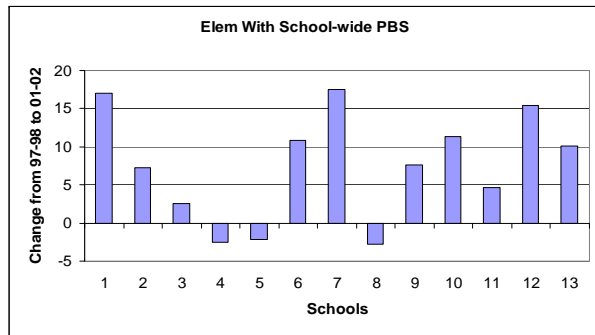
Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 359-390). New York: Guilford Press.





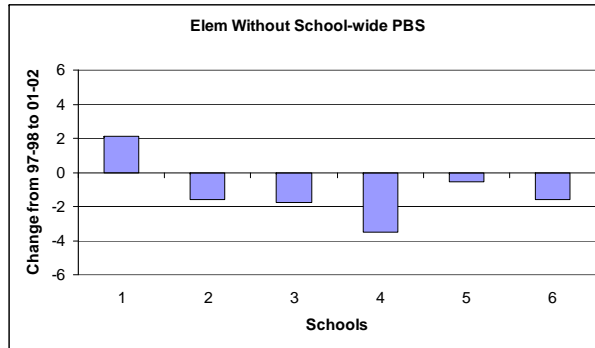
Can PBIS lead to better academic achievement?

Kelm, J. L., McIntosh, K., & Cooley, S. (in press). Effects of implementing school-wide positive behavior support on social and academic outcomes. *Canadian Journal of School Psychology*.



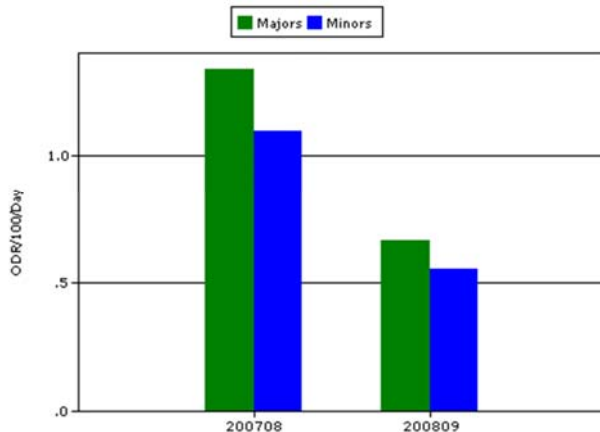
4J School District
Eugene, Oregon

Change in the percentage of students meeting the state standard in reading at grade 3 from 97-98 to 01-02 for schools using PBIS all four years and those that did not.



BC Elementary School Example: Office Discipline Referrals

Kay Bingham Elementary School ODR/100/Day 2007-2008



What does a reduction of 266 discipline referrals mean?

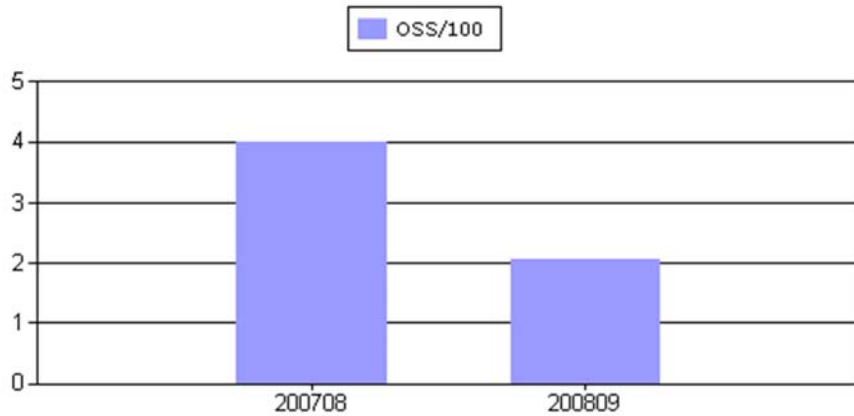
Kay Bingham Elementary

- Savings in School Staff time
(ODR = 15 min)
- Savings in Student Instructional time
(ODR = 30 min)
- 3,990 minutes
- 67 hours
- 8 8-hour days
- 7,980 minutes
- 133 hours
- 17 6-hour school days

Get the cost-benefit calculator at: www.pbismaryland.org

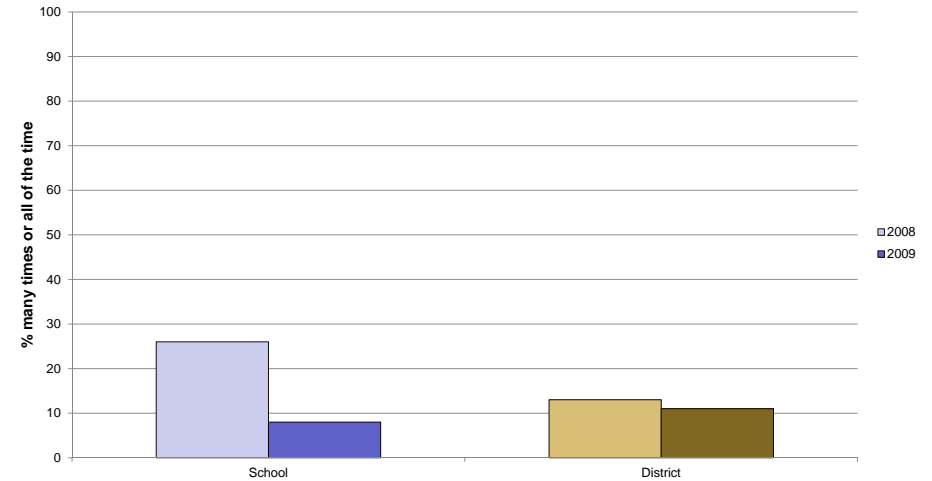
BC Elementary School Example: Out of School Suspensions

Kay Bingham Elementary School : Suspension/Expulsion-OSS/100
2007-2008



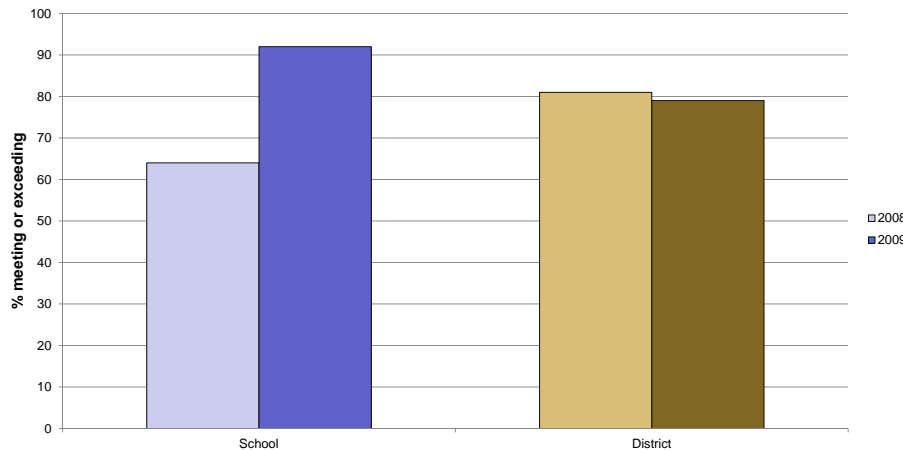
Student Satisfaction Survey: Grade 4

At school, are you bullied, teased or picked on?



FSA Results 2007-09: Grade 4

Reading Comprehension

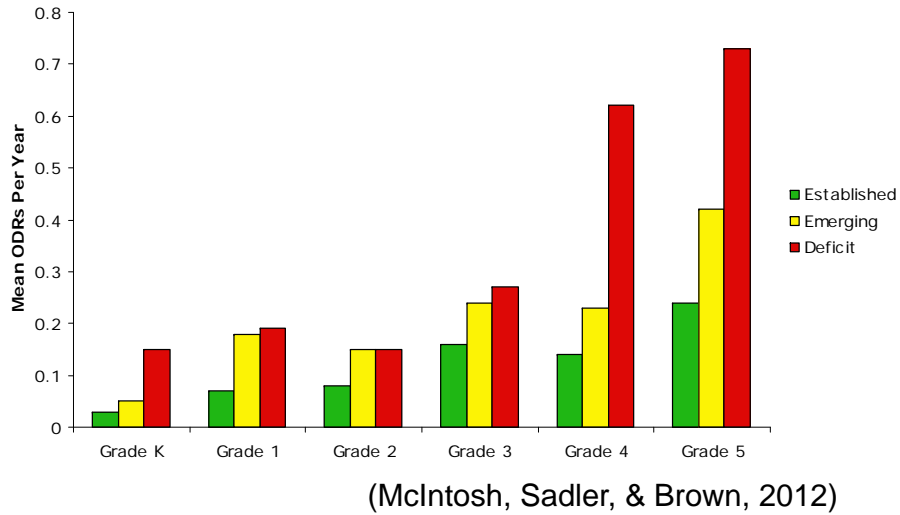


A Second Walk along the Pathways to Behavior Study

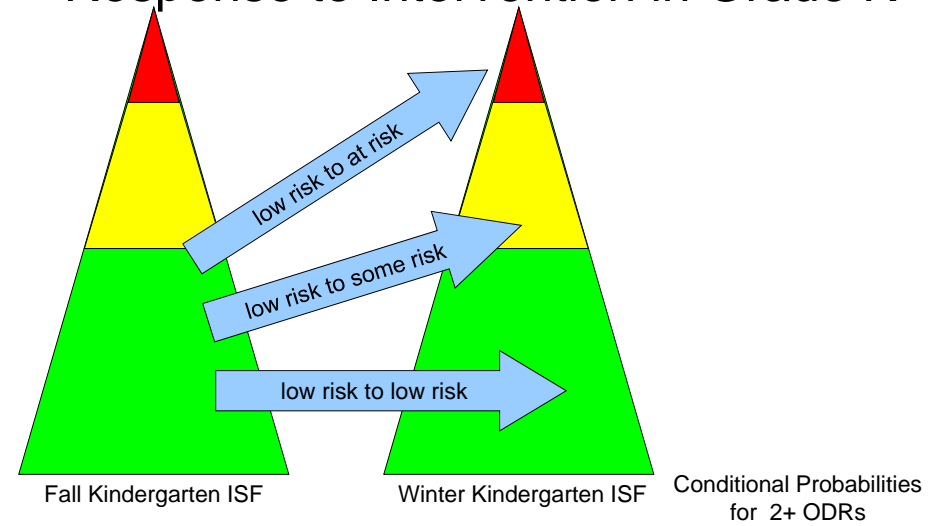
(McIntosh, Sadler, & Brown, 2012)

- Replication and extension of initial study in different district
 - Larger ($n = 473$), urban, more diverse
- Research questions:
 1. Do pre-reading scores at the start of kindergarten predict response to PBIS?
 2. Does response to instruction change this risk?

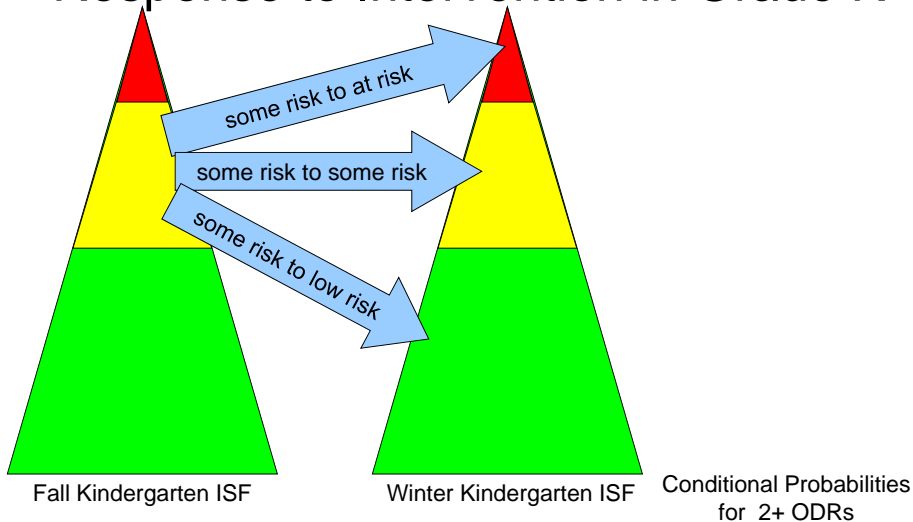
ODRs by K *DIBELS PSF* Score



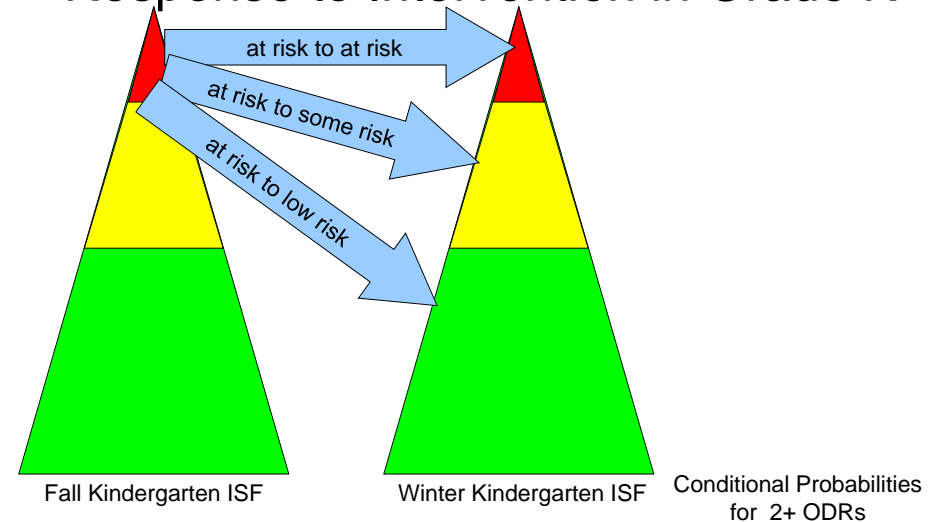
Risk for Problem Behavior Grade 5: Response to Intervention in Grade K



Risk for Problem Behavior Grade 5: Response to Intervention in Grade K



Risk for Problem Behavior Grade 5: Response to Intervention in Grade K



Steps in Braiding Initiatives

1. Identify shared, valued outcomes
 - What are our overall goals?
2. Defend against activities that don't help us meet those goals
 - No free lunches
3. Find common structures (and language) that can be integrated
 - Teams, data, professional development

Make PBIS Efforts Public!

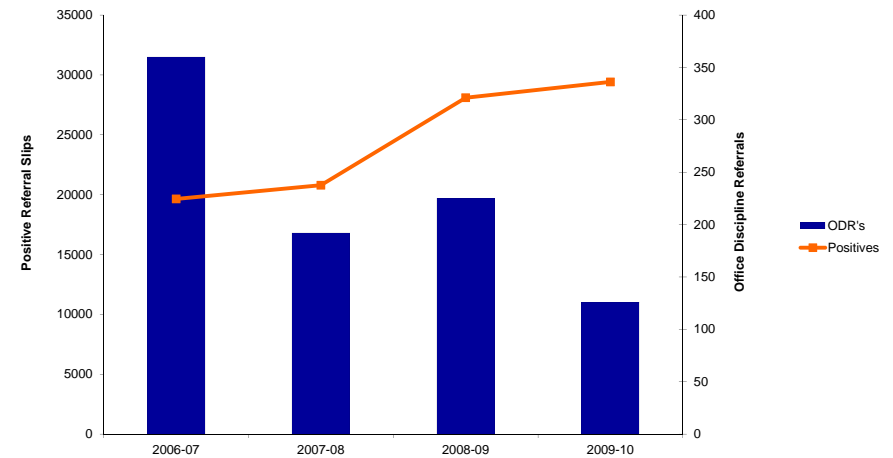
- Newsletters
 - To parents
- Monthly/quarterly reports
 - To school staff
- Formal presentations
 - To school board
 - To district administrators
 - To PTA
 - To community agencies and businesses
- Local news

What is **EFFECTIVENESS**?

- Extent to which the practice results in desired outcomes
- Effects must be attributed to the practice

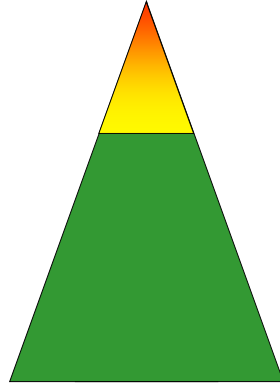


Positive Referrals vs. ODRs: FG Leary Fine Arts School, Chilliwack, BC



Ensuring **EFFECTIVENESS**

- Focus on **FIDELITY OF IMPLEMENTATION**
- Assess it regularly
- Use it to enhance what you already do
- Share data showing how fidelity is related to effects

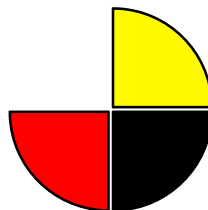


Measures to assess FIDELITY

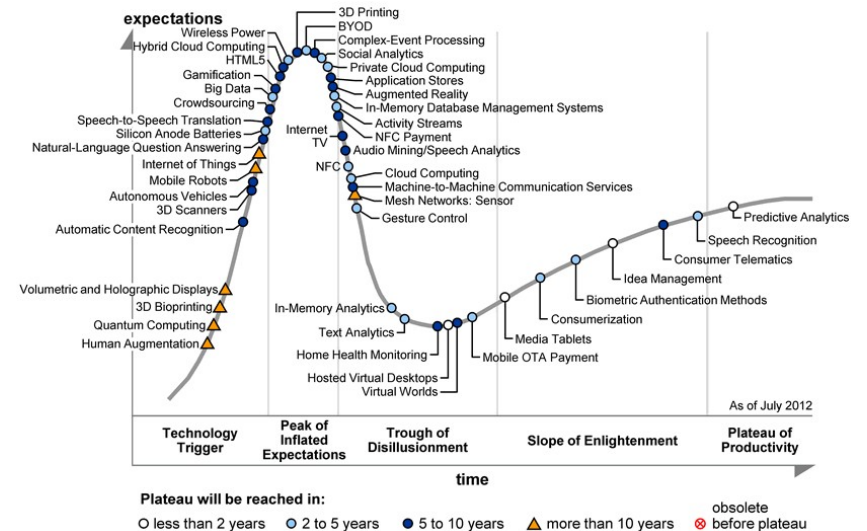
- Team Implementation Checklist (TIC)
 - PBIS Self-Assessment Survey (SAS)
 - School-wide Evaluation Tool (SET)
 - School-wide Benchmarks of Quality (BoQ)
 - Benchmark of Advanced Tiers (BAT)
 - Monitoring Advanced Tiers Tool (MATT)
 - **PBIS Tiered Fidelity Inventory (TFI)**
- Available at: <http://pbisassessment.org>

What is **EFFICIENCY**?

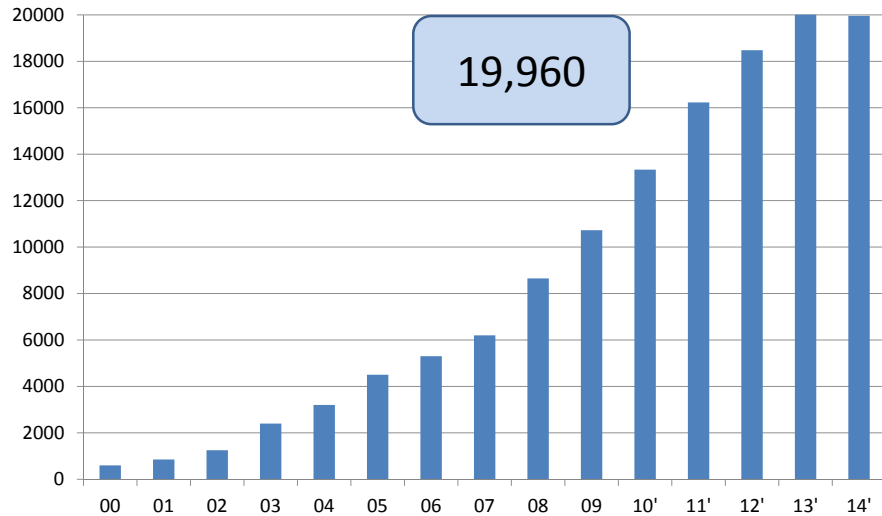
- Relationship between continued effort and continued effectiveness
- Weighed against other potential practices



Life Cycles of Innovations (Gartner, 2012)

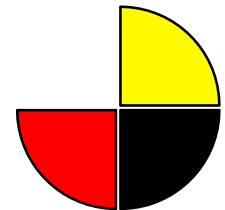


Number of Schools Implementing SWPBIS since 2000
January, 2014



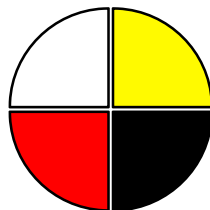
Increasing **EFFICIENCY**

- Get it down on paper
 - Lesson plans
 - Schedules
 - Agendas
- Focus on efficient team meetings



What is **CONTINUOUS REGENERATION?**

- Collection of data to monitor fidelity, outcomes and context
- Adaptation over time while keeping critical features intact
- Ongoing investment in building local capacity



Using data for **CONTINUOUS REGENERATION**

- Adjust practices for a changing environment
 - Priority
 - Effectiveness
 - Efficiency
- Connect with a community of practice



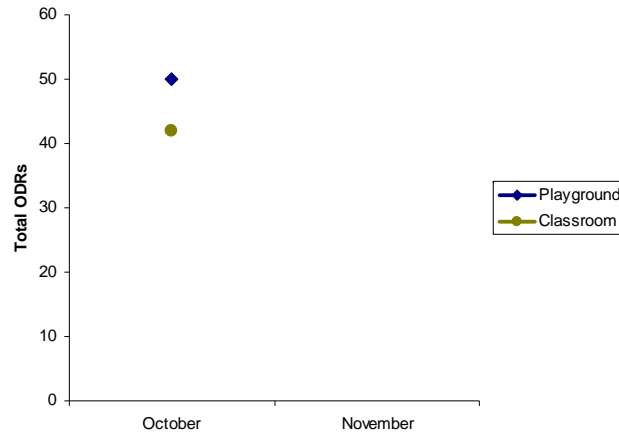
Create Communities of Practice

- Share fairs, networking sessions, district mini-conferences, web-based sharing
- Opportunities for school teams to:
 - Celebrate successes
 - Learn from peers
 - Steal ideas
 - Continue momentum
 - Invite important stakeholders

Legal Downloads

- <http://www.pbisillinois.org>
- <http://bcpbs.wordpress.com>
- <http://pbismaryland.org>
- <http://www.cenmi.org/miblsi>
- <http://www.modelprogram.com/>
- <http://www.PBISmn.org/>
- <http://www.PBISvideos.org/>

Using Data for Decision Making Sifton Elementary, Vancouver, WA

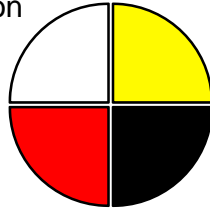


Sifton Playground Challenge



Cautions for Continuous Regeneration

- When you keep it fresh...
- Consider the critical features of what makes PBIS effective
 - Reward systems – recognition of their success
 - Not a scrap of paper without recognition
 - Not insincere praise
 - Not the same for everyone!



A District Planning Tool for Sustainability

- PBIS Leadership Team Self-Assessment
 - A self-assessment and action planning tool for district, regional, or state leadership teams
 - An integrated action plan for sustainability
 - Available for free at: <http://pbis.org>

A School Team Planning Tool for Sustainability

- The SUBSIST Checklist
 - A research validated self-assessment and action planning tool for school teams and coaches
 - An integrated action plan for sustainability
 - Available for free at: <http://kentmcintosh.wordpress.com>

Research on PBIS Sustainability

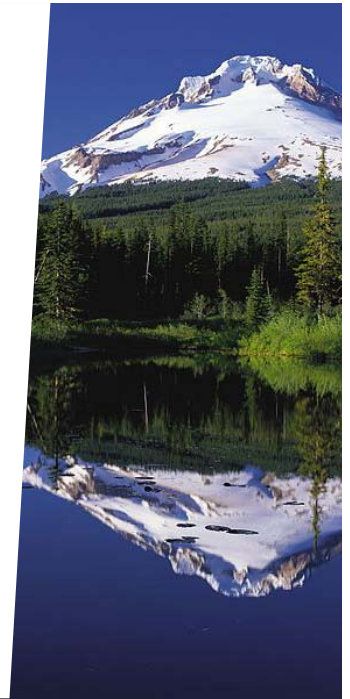


Research on Sustainability

- Recent studies on sustainability of PBIS
 - Perceptions of critical features for sustainability
(McIntosh, Predy, Hume, Turri, & Mathews, 2014)
 - Enhancing Principal Support
(McIntosh, Kelm, & Canizal Delabra, 2014)
 - Factors predicting sustainability
(McIntosh et al., 2013)
 - Critical features of PBIS systems
(Mathews, McIntosh, Frank, & May, 2014)

Perceived Importance of Contextual Features for Sustainability of PBIS

McIntosh, K., Predy, L., Upreti, G., Hume, A. E. & Mathews, S. (2014). Perceptions of contextual features related to implementation and sustainability of School-wide Positive Behavior Support. *Journal of Positive Behavior Interventions*, 16, 29-41.



Research Questions

1. What features were perceived as most and least important for:
 - Initial Implementation
 - Sustainability
2. What features were rated as significantly more important for sustainability than for initial implementation?

Most Important Features for Sustainability

1. School administrators actively support PBIS
2. School administrators describes PBIS as a top priority for the school
3. A school administrator regularly attends and participates in PBIS team meetings
4. The PBIS school team is well organized and operates efficiently
5. The school administrators ensure that the PBIS team has regularly scheduled time to meet

Less Important Features for Sustainability

1. Other initiatives are present that compete with PBIS
2. School personnel are opposed to PBIS because it goes against their personal values
3. High levels of administrator turnover
4. High levels of school personnel turnover
5. High levels of PBIS “champion” turnover

More Important to Sustainability than Initial Implementation

- PBIS is viewed as a part of systems already in use (as opposed to being an “add-on” system)***
- PBIS has been integrated into new school or district initiatives***
- **Parents** are actively involved in the PBIS effort (e.g., as part of team or district committee)***
- A vast majority of school personnel (80% or more) support PBIS***

Note. *** $p < .001$

Most Important Single Perceived Factor?

- School Administrator Support
- Ok...what do we do when...
 1. A committed administrator moves on?
 2. An administrator is opposed to PBIS?

Sustaining PBIS through Administrator Turnover

(Strickland-Cohen, McIntosh, & Horner, 2014)

- **School Team**
 - Maintain the PBIS handbook
 - Document support among staff and stakeholders
 - Collect and share outcomes data
 - Meet with the new administrator
- **District Team**
 - Build PBIS into written policy
 - Build PBIS competencies into hiring criteria
 - Develop district coaching capacity

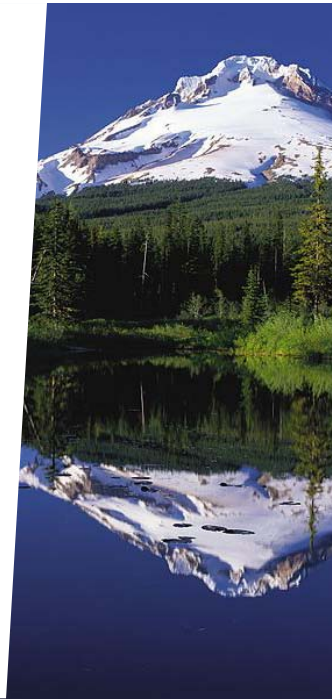




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How Do Principals Go From Skeptics to PBIS Champions?

McIntosh, K., Kelm, J. L., & Canizal Delabra, A. (in prep). *In search of how principals change: Critical incidents in enhancing administrator support for school-wide prevention.*



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Research into Enhancing Principal Support

- Qualitative interviews with 10 principals initially opposed or lukewarm to PBIS but now champions
- Interview questions:
 1. What helped your active support for PBIS?
 2. What hindered your active support for PBIS?
 3. What would have made you support PBIS from the onset?



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Strategies for Enhancing Principal Support

■ Formal Training

- Provide “Principal PBIS Academies” for new administrators
 - Basics of PBIS
 - Role of administrators
- Provide coaching to schools

■ Informal Networking

- Arrange informal conversations with other principals supportive of PBIS
- Arrange site visits at nearby PBIS schools

■ At the School

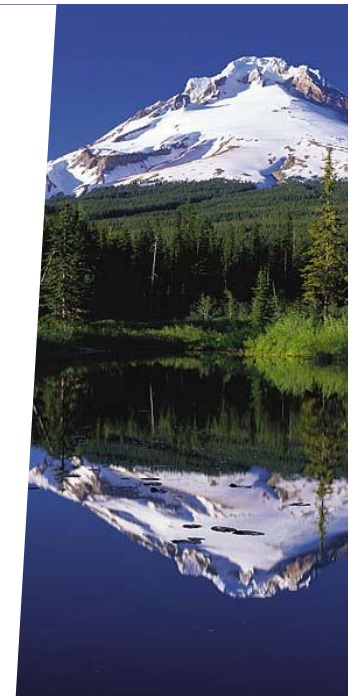
- Help school staff demonstrate support



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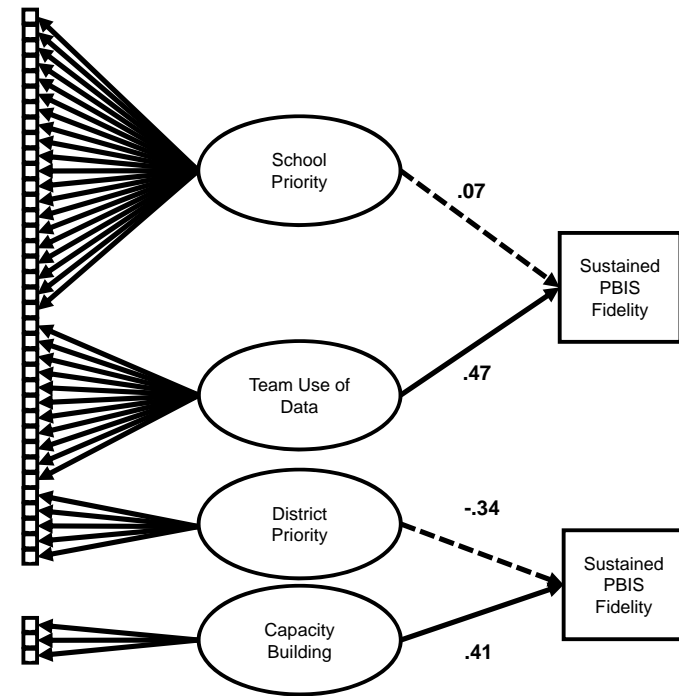
What is the strongest predictor of PBIS sustainability?

McIntosh, K., Mercer, S. H., Hume, A. E., Frank, J. L., Turri, M. G., & Mathews, S. (2013). Factors related to sustained implementation of School-wide Positive Behaviour Support. *Exceptional Children, 79*, 293-311.



Results: Predictive Model

- Model fit indices acceptable (except χ^2)
 - χ^2 (731) = 881.55, $p < .001$, CFI = .96, TLI = .96, RMSEA = .03
- $R^2 = .45$
- Factors
 - **Priority** (B = .14, SE = .39, $p > .05$)
 - **Team Use of Data** (B = .61, SE = .24, $p < .05$)
 - **District Priority** (B = -1.14, SE = .66, $p > .05$)
 - **Capacity Building** (B = .98, SE = .43, $p < .05$)



Four Factors

- **School Priority** (20 items)
 - Administrator support, staff support, perceived effectiveness, perceived efficiency, integration into new initiatives
- **Team Use of Data** (11 items)
 - School team/staff skill, functioning, regular meetings, data collection, use of data for decision making, presenting data to staff and community
- **District Priority** (5 items)
 - District support, state support, funding, district policy, promoted to external organizations
- **Capacity Building** (3 items)
 - Access to district coaching, yearly professional development, connection to a community of practice

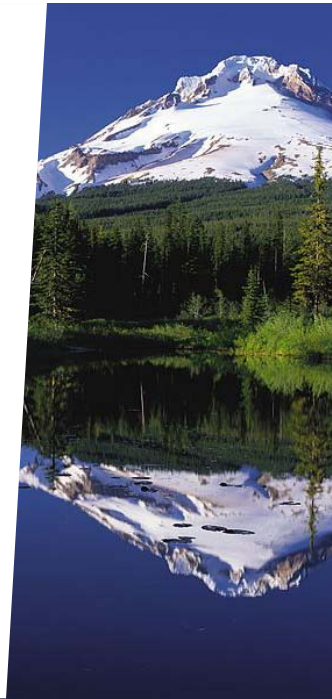
Implications

- School teams can use the SUBSIST Checklist to assess sustainability and identify next steps
- School teams can benefit from training in running meetings and using data
- Districts can support schools by offering training, coaching, and connections



What critical features predict sustained PBIS implementation?

Mathews, S., McIntosh, K., Frank, J. L., & May, S. (2014). Critical features predicting sustained implementation of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 16 (3).



Research Questions

1. To what extent do school personnel ratings of implementation of **PBIS systems** significantly predict sustained implementation and levels of problem behavior?
2. Within any statistically significantly predictive PBIS systems, which **critical features** of these systems significantly predict sustained implementation?



PBIS Self-Assessment Survey

(Sugai, Horner, & Todd, 2000)

- Four Systems
 - School-wide
 - Non-classroom
 - Classroom
 - Individual



Which system best predicts sustained implementation (BoQ) 3 years later?

- School-wide
- Non-classroom
- Classroom
- Individual

Which system best predicts student outcomes (ODRs) 3 years later?

- School-wide
- Non-classroom
- Classroom
- Individual

Which features best predict sustained implementation?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient

Lessons learned for sustaining School-wide PBIS

- Focus on bringing PBIS into the classroom
 - Consistency with SW systems
 - High rates of acknowledgment for prosocial behavior
- Focus on quality differentiated instruction across academic domains
 - Student instruction at their level

School Rules
Safe
Be: Responsible
Respectful

Class Rules

- 1) Come to class prepared with materials & positive attitude.
- 2) Pay attention and don't talk while the teacher is talking.
- 3) No personal grooming, electronics, food or drinks (except water) in class.
- 4) Discuss grades or class expectations after class.
- 5) Follow all school and district rules.

| Matrix | | SETTING | | | | | | |
|--------------|-------------------|--|--|--|---|--|---|-----------|
| | | All Settings | Hallways | Playground | Cafeteria | Library/ Computer Lab | Assembly | Classroom |
| Expectations | Respect Ourselves | Be on task. Give your best effort. Be prepared. | Walk. | Have a plan. | Eat all your food. Select healthy foods. | Study, read, compute. | Sit in one spot. | |
| | Respect Others | Be kind. Hands/feet to self. Help/share with others. | Use normal voice volume. Walk to right. | Play safe. Include others. Share equipment. | Practice good table manners | Whisper. Return books. | Listen/watch. Use appropriate applause. | |
| | Respect Property | Recycle. Clean up after self. | Pick up litter. Maintain physical space. | Use equipment properly. Put litter in garbage can. | Replace trays & utensils. Clean up eating area. | Push in chairs. Treat books carefully. | Pick up. Treat chairs appropriately. | |

| EXPECTATIONS | Classroom Procedures/Routines | | | | |
|----------------|--|---------|-----------------------------|-----------------------|-------------|
| | Class-Wide | Arrival | Cooperative Learning Groups | Independent Seat Work | Whole Group |
| | Identify Attention Signal.....Teach, Practice, Reinforce | | | | |
| Be Respectful | | | | | |
| Be Responsible | | | | | |
| Be Safe | | | | | |

| EXPECTATIONS | Classroom Procedures/Routines | | | | |
|----------------|---|---|--|--|---|
| | Class-Wide | Arrival | Cooperative Learning Groups | Independent Seat Work | Whole Group |
| | Identify Attention Signal.....Teach, Practice, Reinforce | | | | |
| Be Respectful | <ul style="list-style-type: none"> Listen to others Use inside voice Use kind words Ask permission | <ul style="list-style-type: none"> Enter/exit classroom prepared Use inside voice | <ul style="list-style-type: none"> Listen to others Accept differences Use kind words Encourage others | <ul style="list-style-type: none"> Use quiet voice Follow directions | <ul style="list-style-type: none"> Eyes/ears on speaker Raise hand to speak Contribute to learning |
| Be Responsible | <ul style="list-style-type: none"> Be prepared Follow directions Be a problem solver Make choices that support your goals | <ul style="list-style-type: none"> Place materials in correct area Begin warm-up promptly | <ul style="list-style-type: none"> Use Time Wisely Contribute Complete your part | <ul style="list-style-type: none"> Be a TASK master Use your neighbour | <ul style="list-style-type: none"> Follow directions Take notes Meet your goals |
| Be Safe | <ul style="list-style-type: none"> Keep hands, feet, and objects to self Organize your self Walk | <ul style="list-style-type: none"> Walk | <ul style="list-style-type: none"> Use Materials Carefully | <ul style="list-style-type: none"> Keep hands, feet, and objects to self | <ul style="list-style-type: none"> Stay at seat Keep hands, feet, and objects to self |



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What's next for research into sustainability?

McIntosh, K., Kim, J. R., Pinkelman, S., Rasplica, C., Berg, T. & Strickland-Cohen, M. K. (2014). *Differences in scores related to sustainability of school-wide positive behavioral interventions and supports*. Manuscript submitted for publication.



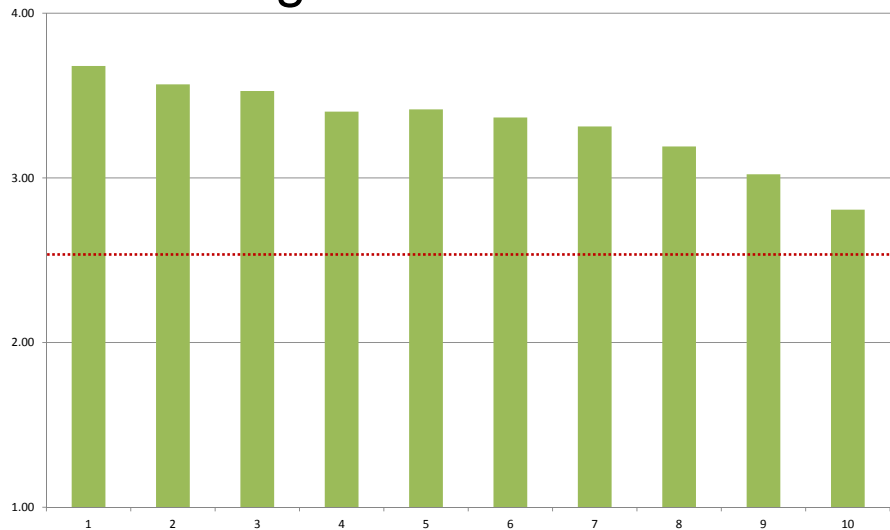
The Current Study

- 3 year, longitudinal study of factors related to sustained implementation of PBIS
 - SUBSIST factors
 - School demographic data
 - School team actions
 - Access to coaching, training, and community of practice events
 - Fidelity of implementation and student outcomes data over 3 years
- 864 schools across 14 states participating

What is most related to high sustainability scores?

- Demographics
 - Years implementing PBIS?
 - Grade Level (E/M/H)?
 - Enrollment?
 - Urbanicity?
 - Percent of non-white students?
 - Percent of students receiving free/reduced lunch?
- School team actions
 - Do you have access to a coach with dedicated FTE?
 - Number of hours of coaching received?
 - How often does your school PBIS team meet?
 - How often are data presented to all school staff?

SUBSIST Scores by Frequency of Sharing Data with All Staff



Create a Plan to Sustain from the Start

- **“Train and Hope”**
 - Not an effective approach to implement a practice
- **“Implement and Hope”**
 - Not an effective way to sustain a practice

3 big ideas to plan for sustainability...

1. Start with the Ending

- Let the outcomes drive the selection of practices
- Identify the valued outcomes for everyone
 - No one has ever been bullied or nagged into long-term sustainability
- Measure and use data in decision making

2. Death, Taxes, and... ...Attrition

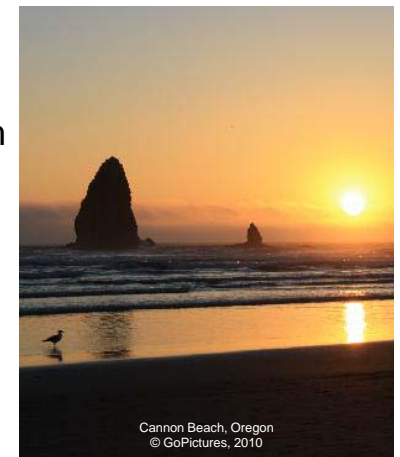
- If the fidelity drops, the effects stop
- Plan for your champions to move on/up
 - Who is the most essential person right now?
- Focus on POSITIONS, not PERSONS
 - Create positions tied to the practice
 - Titles
 - Job Descriptions
 - FTE

3. If you keep doing what you're doing, you MAY NOT keep getting what you're getting

- Environments change –
 - Adjust to changes
- New ideas keep the practice novel
- Spread the practice
 - To new settings
 - To new systems

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Cannon Beach, Oregon
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