Sustaining PBIS and Other School Climate Efforts through the Seas of Change

Kent McIntosh
University of Oregon

NorCal PBIS/School Climate Symposium

Handouts: http://www.pbis.org

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Goals for this Morning

1. Share the factors promoting sustainability of PBIS and other initiatives in schools
2. Share results of a few research studies
3. Provide strategies for sustaining effective practices...as soon as Monday

Thanks and Acknowledgments

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  - California Department of Education
  - California PBIS Coalition
- Participants and Co-authors

Handouts: http://www.pbis.org
### 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

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### What are... 
#### valued outcomes?
- That’s up to you!
Memo
To: School Administrators
From: District Administrators

In keeping with the new state 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!!!

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

(Latham, 1988)
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?**

(Bohanon, Goodman, & McIntosh, 2009)

**Steps in Braiding Initiatives**

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


What does a reduction of 266 discipline referrals mean?
Kay Bingham Elementary

- **Savings in School Staff time**
  (ODR = 15 min)
  - 3,990 minutes
  - 67 hours
  - 8 8-hour days

- **Savings in Student Instructional time**
  (ODR = 30 min)
  - 7,980 minutes
  - 133 hours
  - 17 6-hour school days

Get the cost-benefit calculator at: www.pbismaryland.org!
Student Satisfaction Survey: Grade 4

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

FSA Results 2007-09: Grade 4

Reading Comprehension

A 5-point Intervention Approach to Enhance Equity in School Discipline

1. Use engaging instruction to reduce the achievement gap
2. Implement PBIS to build a foundation of prevention
3. Collect, use, and report disaggregated student discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach neutralizing routines for vulnerable decision points

http://www.pbis.org/school/equity-pbis
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

![Graph showing Positive Referrals vs. ODRs from 2006-07 to 2009-10]
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://pbisapps.org](http://pbisapps.org)

What is **EFFICIENCY**?

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

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

Web-based Sharing

- [http://www.pbisillinois.org](http://www.pbisillinois.org)
- [http://bcpbs.wordpress.com](http://bcpbs.wordpress.com)
- [http://pbismaryland.org](http://pbismaryland.org)
- [http://www.cenmi.org/miblsi](http://www.cenmi.org/miblsi)
- [http://www.modelprogram.com/](http://www.modelprogram.com/)
- [http://www.PBISmn.org/](http://www.PBISmn.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

What is the strongest predictor of PBIS sustainability?


What is more important to sustainability?

- Having a supportive administrator?
- Having a strong PBIS team?
Results: Predictive Model

- Model fit indices acceptable (except $\chi^2$)
  - $\chi^2 (731) = 881.55, p < .001$, 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, $p < .05$)

What is more important to sustainability?

- Having a supportive administrator
- Having a strong PBIS team

Takeaways

- PBIS is most sustainable with a supportive administrator and a strong team
- If administrators take too much of a lead, sustainability can suffer
- School teams can benefit from training in running meetings and using data
- District systems (coaching, training, CoPs) enable both admins and teams
District and state systems are the keel in the school’s boat
(McIntosh & Goodman, in press)

What critical features predict sustained PBIS implementation?

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
### Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Classroom</th>
</tr>
</thead>
</table>

### Classroom Procedures/Routines

#### Expectations

<table>
<thead>
<tr>
<th>Class-Wide</th>
<th>Arrival</th>
<th>Cooperative Learning Groups</th>
<th>Independent Seat Work</th>
<th>Whole Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Attention Signal</td>
<td>Teach, Practice, Reinforce</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

**Expectations**

- **Be Respectful**
  - Listen to others
  - Use inside voice
  - Use kind words
  - Ask permission
  - Enter/exit classroom prepared
  - Use inside voice

- **Be Responsible**
  - Be prepared
  - Follow directions
  - Be a problem solver
  - Make choices that support your goals
  - Place materials in correct area
  - Begin warm-up promptly
  - Use Time Wisely
  - Contribute Complete your part
  - Be a TASK master
  - Use your neighbour

- **Be Safe**
  - Keep hands, feet, and objects to self
  - Organize your self
  - Walk
  - Use Materials Carefully
  - Keep hands, feet, and objects to self
  - Stay at seat
  - Keep hands, feet, and objects to self
“Positive Parent Postcards”

- Teachers are given a stamped, pre-addressed postcard for each student in their classrooms at the start of the year.
- GOAL: send a quick, positive note home for each student in the school.

“The Blank Matrix Activity”

- Provide students with a school-wide matrix (with blank expectation by setting cells).
- Have students write (or draw) expectations for each area.
- Use results to:
  - Revise matrix to include more “student-friendly” examples.
  - Identify areas or expectations that need reteaching.

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

Contact Information

- Kent McIntosh
  Special Education Program
  University of Oregon
  kentm@uoregon.edu
  @_kentmc

Selected References


Selected References


