

Surveying the (cor)relations: Tier 1 PBIS Implementation and School Climate

INTRO

Positive Behavior Intervention & Supports (PBIS) has garnered attention with regards to promoting academic achievement, school success, violence prevention, and teacher retention (Cohen et al., 2009). Furthermore, results from a randomized control trial investigating PBIS training, school climate, and implementation quality suggested that PBIS training was associated with significant improvements in schools' organizational health (Bradshaw et al., 2008).

This study examined one state's multiyear effort to support high-needs schools and districts in the implementation of Tier 1 PBIS.

MEASURES

Tiered Fidelity Inventory 2.1 (TFI 2.1, Green)

(Algozzine, 2019): Survey on implementation of Tier I PBIS across a total composite and the following subscales

- Teams (e.g., team composition, operating procedures)
- Implementation (e.g., teaching expectations, problem behavior definitions, professional development, classroom procedures)
- Evaluation (e.g., data-based decision making, fidelity data).

School Climate Survey: Staff Survey (Orange)

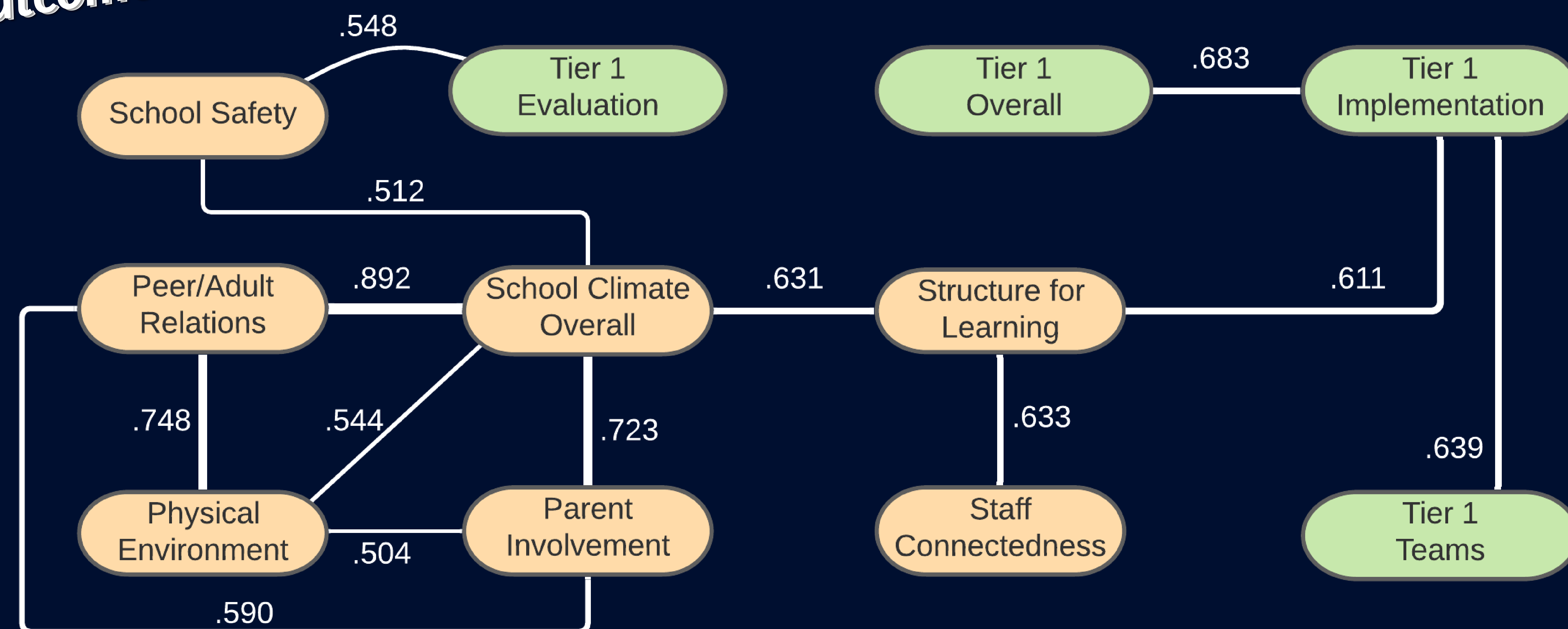
(La Salle et al., 2018): Survey on how staff perceived school climate across a total composite and within six subscales

- Staff connectedness
- Structure for learning
- School safety
- Physical environment
- Peer/adult relationships
- Parental involvement.

What's the impact of PBIS fidelity on school climate outcomes?

What's the relationship between and across totals/subscales?

- Polychoric Correlation
- Ten Schools in the Northeast



✓ Stronger correlation between:

- ✓ Overall School Climate x Peer/Adult Relations
- ✓ Physical Environment x Peer/Adult Relations
- ✓ Overall School Climate x Parent Involvement
- ✓ Overall Tier 1 x Tier 1 Implementation
- ✓ Tier 1 Teams x Tier 1 Implementation
- ✓ Staff Connectedness x Structure for Learning
- ✓ Overall School Climate x Structure for Learning
- ✓ Tier 1 Implementation x Structure for Learning

? What specific factors of Tier 1 Evaluation (e.g., discipline data, data-based decision making, fidelity data) influence School Safety perceptions?

? What specific factors of Tier 1 Implementation (e.g., behavioral expectations, discipline policies) influence Structure for Learning perceptions?

? What specific factors influence between total/subscale correlations?

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