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What does it take to sustain PBIS?

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Handouts: <http://www.pbis.org>



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Thanks and Acknowledgments

- Northeast PBIS Network
- Co-authors
- Participants in sustainability research

Handouts:
<http://www.pbis.org>



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Goals for this Session

1. Share the factors related to promoting sustainability of PBIS in schools
2. Share results of a few research studies
3. Provide strategies for sustaining effective practices...as soon as tomorrow

Handouts:
<http://www.pbis.org>



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

Survey of 2,000 Educators

% of **districts** reporting using PBIS



% of **teachers** using PBIS practices frequently or very frequently



% of **districts** implementing an SEL curriculum



% of **teachers** using an SEL curriculum in their classes

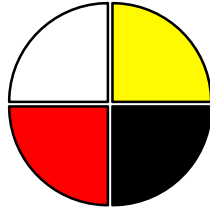


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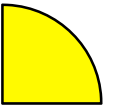
Four Principles for Sustaining School-wide Systems

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



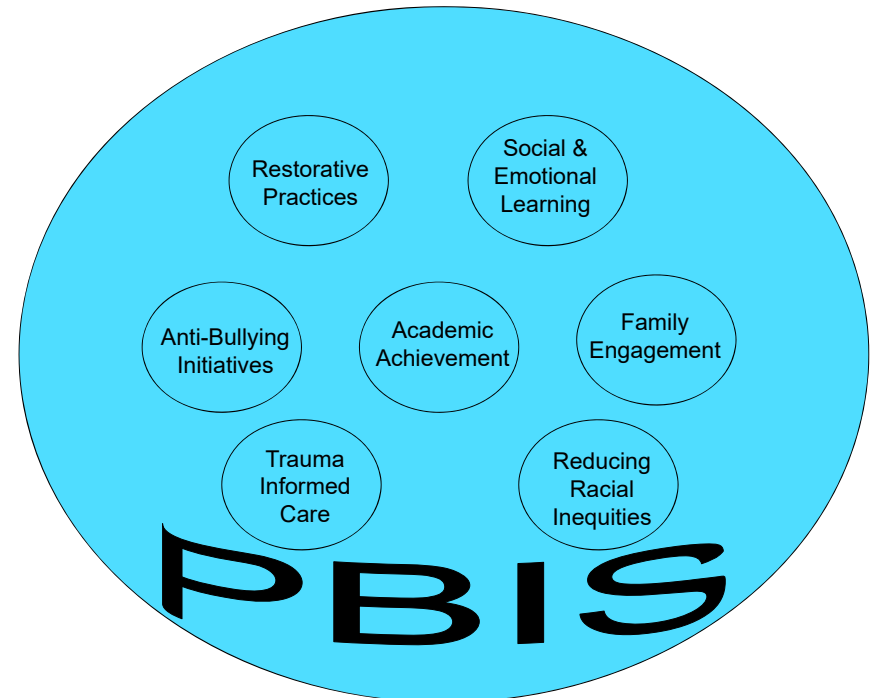
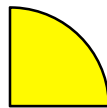
What is **PRIORITY**?

- 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

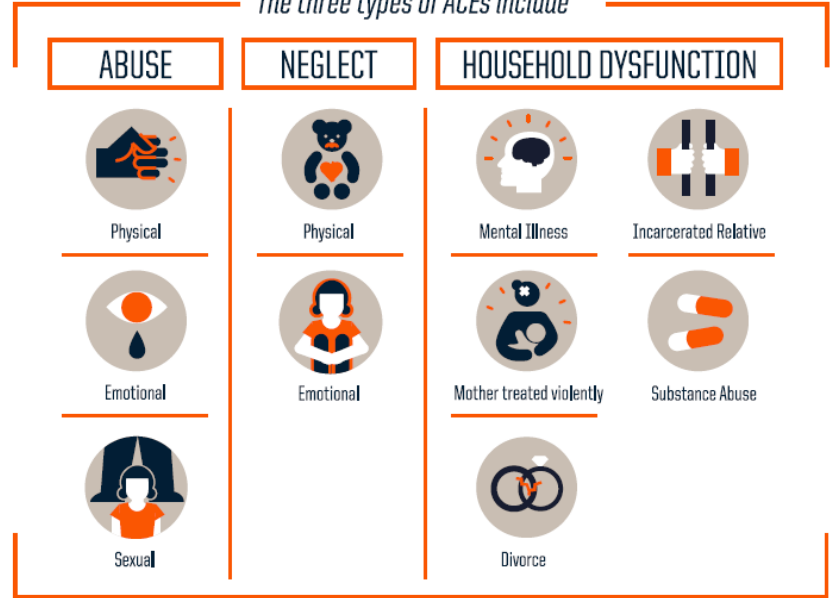


WHAT ARE THEY?

ACEs are
ADVERSE CHILDHOOD EXPERIENCES

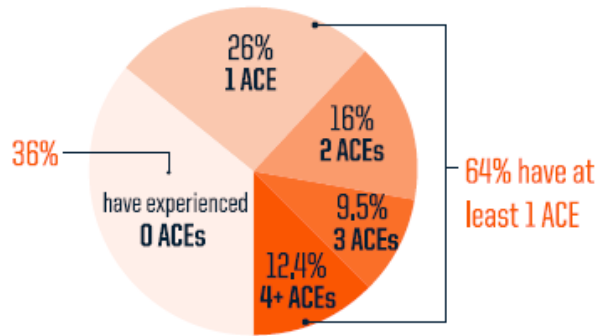
rwjf.org, www.cdc.gov/ace/prevalence

The three types of ACEs include



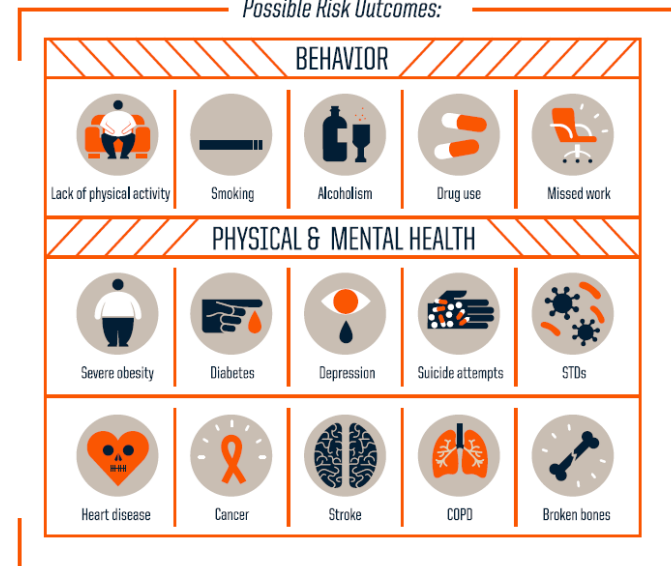
rwjf.org, www.cdc.gov/ace/prevalence

Of 17,000 ACE study participants:



rwjf.org, www.cdc.gov/ace/prevalence

Possible Risk Outcomes:



rwjf.org, www.cdc.gov/ace/prevalence

Integrating initiatives example: Trauma-informed Care

■ A possible solution:

- Create a stand-alone program that requires extensive mental health training and becomes one more thing teachers are asked to do

Integrating initiatives example: Trauma-informed Care

■ A Better Solution:

- Create safe, predictable, and positive learning environments for **all students**, regardless of need
- Provide more support to students who need more

Steps in Braiding Initiatives

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


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

Newsletters

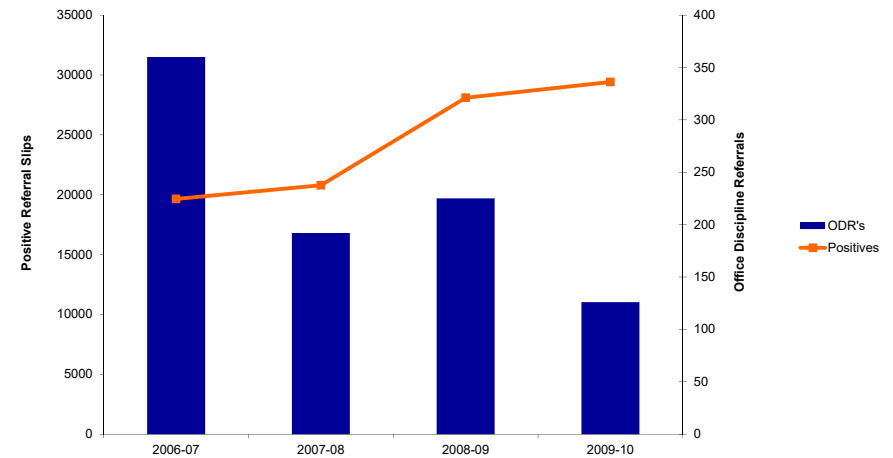
 Perryville Elementary Parent Newsletter		SW-PBS February 2011
Respectful, Responsible, Ready to Learn		School Expectations (Parent Pick-Up)
<p>The purpose of the PBS newsletter is to provide you, parent/guardian, with information to help develop positive behavior support at home, as well as in the school setting. Your child will be learning what it means and ways he or she can be Respectful, Responsible, and Ready to Learn. Please talk with your child at home about what he or she has learned.</p> <p>Focus: Honesty—Honesty is not lying, cheating, or stealing. To be honest is to be truthful and trustworthy.</p> <p>Suggested Activities:</p> <p>A. Talk to your child about how honesty is important at your place of work. Explain what happens when people are dishonest. (e.g. "If people are honest at my work place, I gain the respect of others and I know I can count on them to be dependable." "If people are dishonest at my work place, I have a hard time trusting them to do what they say they will do. They will have to prove through their words and actions that they can be trusted again.")</p> <p>B. Praise your child for being truthful, even when you don't like what he or she has told you. When your child is dishonest, let him or her know that you are disappointed. (e.g. "I am disappointed that the truth was not told.")</p> <p>C. If your child has a hard time telling the truth, read a book that relates to lying or honesty, and point out who is being honest and dishonest and what happens as a consequence. (Ex. Peoples feelings get hurt)</p> <p>Books: "How to deal with LYING" by Rachel Lynette "Being Honest" by Jill Lynn Donahue Movie: Pinocchio—talk about what happens when Pinocchio tells a lie.</p> <p>Tip of the Month</p> <p>Read <i>Julie B., First Grader: Cheater Pens</i> by Barbara Park aloud. At the end of each chapter, ask your child to make predictions on what is going to happen next. Write their predictions on paper, and, after reading the next chapter, compare what happened with the predictions. At the end, talk about times they knew someone cheated. Ask how it made them feel and what happened as a consequence.</p> <p>Resources by: Real-World Social Skills by Pat Crissey</p>		Voice level 2 <ul style="list-style-type: none"> • We keep hands, feet, and other objects to ourselves. • We stay out of landscaped areas. • We, in case of rain, stand and wait under awning in a quiet manner. • We keep track of our belongings. • We are informed of who is picking us up. • We go directly to curb and sit quietly and patiently for our ride. • We wait to be escorted to our vehicle when it arrives.
		Voice Levels <ul style="list-style-type: none"> 4 - Outside Voice 3 - Classroom Voice 2 - Table Voice 1 - Partner Voice 0 - No talking

What is EFFECTIVENESS?

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

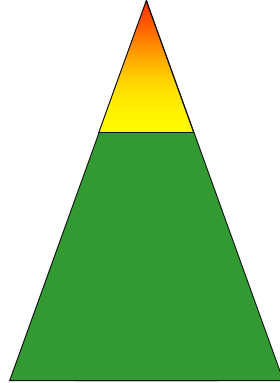


Positive Referrals vs. ODRs: FG Leary Fine Arts School, Chilliwack, BC



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

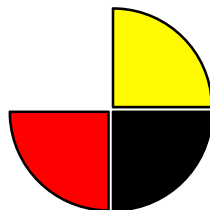
- Team Implementation Checklist (TIC)
- PBIS Self-Assessment Survey (SAS)
- School-wide Evaluation Tool (SET)
- School-wide Benchmarks of Quality (BoQ)
- Benchmark of Advanced Tiers (BAT)
- Monitoring Advanced Tiers Tool (MATT)
- **PBIS Tiered Fidelity Inventory (TFI)**

Available at:

<http://www.pbisassessment.org>

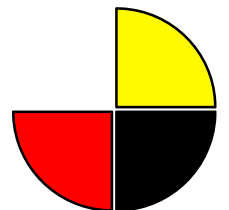
What is **EFFICIENCY**?

- 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

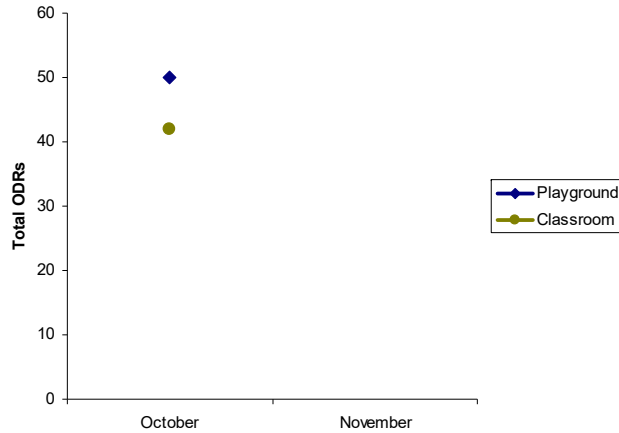
- Share fairs, networking sessions, district mini-conferences, web-based sharing
- Opportunities for school teams to:
 - Celebrate successes
 - Learn from peers
 - Steal ideas
 - Continue momentum
 - Invite important stakeholders

Websites to Steal Stuff From

- www.pbis.org
- www.pbisapps.org
- www.pbisvideos.com
- www.pbissmissouri.org
- www.pbismaryland.org
- www.pbiscaltac.org
- www.modelprogram.com

Using Data for Decision Making

Sifton Elementary, Vancouver, WA

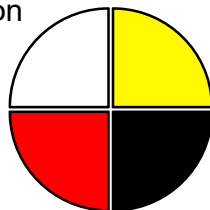


Sifton Playground Challenge



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!

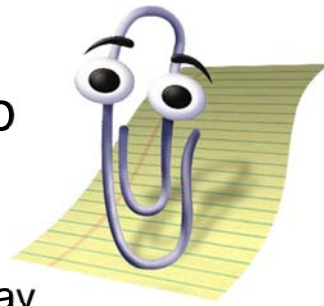


Another **LETHAL MUTATION**



- Praise can be public...
- corrections should be private

Ways to #DitchtheClip



- “Praise around”
- Nonverbal signal + time delay
- Interdependent group reward systems



Intermediate Acknowledgment System



Research on PBIS Sustainability





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 Behavior Support. *Exceptional Children*, 79, 293-311.

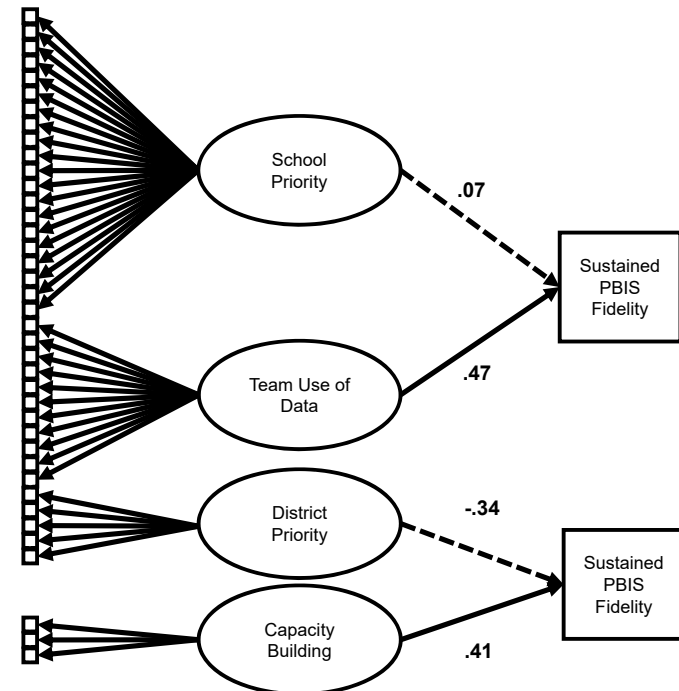
What is more important to sustainability?

- Having a supportive administrator?
- Having a strong PBIS team?



Results: Predictive Model

- Model fit indices acceptable (except χ^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

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, 168-178.



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.

Something for Tomorrow



“Positive Parent Postcards”

- Give teachers 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

www.PBIS.org



Research Opportunity!

Implementation & Sustainability of Tier 2&3 PBIS

■ Eligibility

- Any schools completing the TFI at all 3 tiers (2018-19, 2019-20, and 2020-21)

■ Participation (one per school)

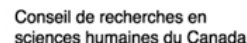
1. **SCHOOLS:** One 40-minute survey (for a \$20 Target gift card)
 - Coaches can participate for their schools
2. **DISTRICTS:** a new district capacity measure (\$50 per year for 3 yrs.)



Survey link: <http://bit.ly/sustainPBIS>

Support for these projects:

- IES: NCSER (R324A120278, R324A180027)
- OSEP: TA Center on PBIS (H326S18001)
- Social Sciences and Humanities Council of Canada (SRG F09-05052)
- Hampton Endowment Fund (J07-0038)



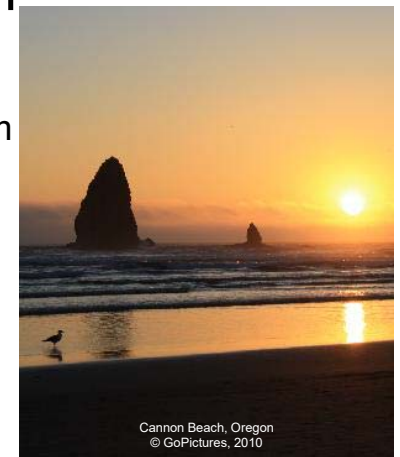
Contact Information

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Cannon Beach, Oregon
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Handouts: <http://www.pbis.org>

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