



Sustaining School-wide PBIS

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Shelly Leonard Hertzog, Abbott Middle School
PBIS Forum, October 14, 2010

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



Agenda

Kent McIntosh

1. Current research on sustainability
2. Principles for enhancing sustainability

Shelly Leonard Hertzog

1. Sustainability at Abbott Middle School
2. Tips for principals

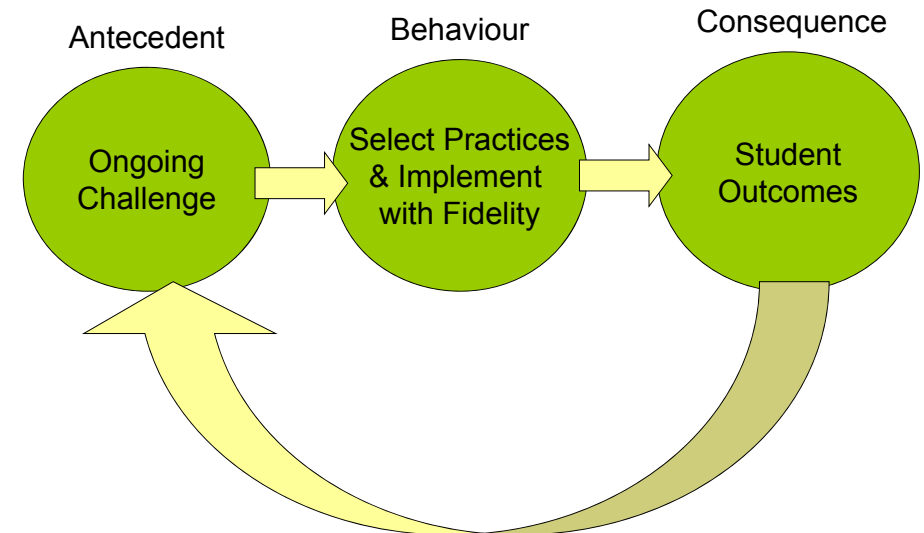
Questions and Answers

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



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 behaviour still apply to systems...





Definition

- Sustainability
 - Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (Han & Weiss, 2005)



Research on Sustainability

- Two recent studies on sustainability of SWPBS
 - Longitudinal tracking of SWPBS fidelity (Doolittle, 2006)
 - Perceptions of critical features for sustainability (McIntosh, Predy, & Hume, in preparation)

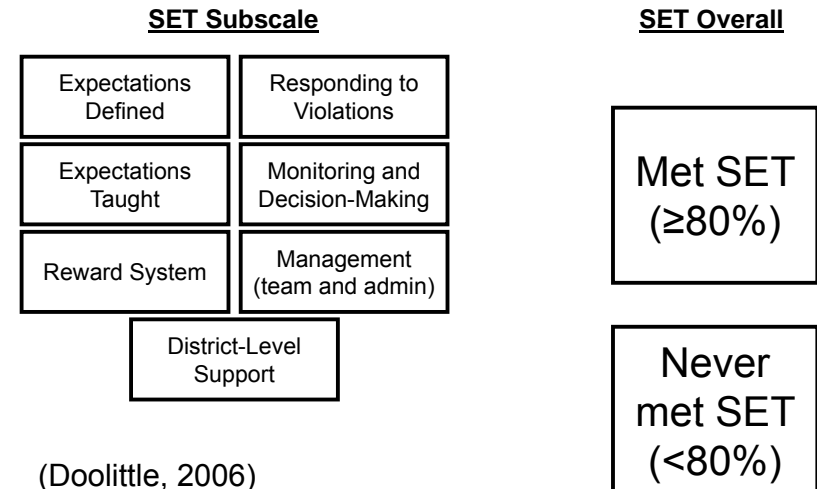


SWPBS Sustainability Study #1 (Doolittle, 2006)

- Sample: 285 schools with SET scores
- Differences between schools that implemented and those that did not
- Differences between schools that sustained and those that did not



Implementers vs. Non-implementers





Sustainers vs. Non-sustainers

SET Subscale

Expectations Defined	Responding to Violations
Expectations Taught	Monitoring and Decision-Making
Reward System	Management (team and admin)

District-Level Support

SET Overall

Sustained SET for ≥5 years

Met and lost SET in 5 years

(Doolittle, 2006)



SWPBS Sustainability Study #2

(McIntosh, Predy, & Hume, in preparation)

- Sample: 257 respondents from 14 US states
 - 49% Elementary
 - 16% Middle
 - 5% High School
 - Average implementation: 6 years (1 to 15)
- Survey on perceptions of 50 critical features that enhance or inhibit sustainability of SWPBS



Most Important Features for Sustainability

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



Less Important Features for Sustainability

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



Features More Important to Sustainability than Initial Implementation

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



A Measure for School Teams

- The SUBSIST Checklist
 - A self-assessment and action planning tool for school teams and coaches
 - 50 critical features based on SUBSIST items
 - An integrated action plan for sustainability
 - Available for free at:
<http://bcpbs.wordpress.com/evaluation>



Current Research

- Coaches, trainers, or team leaders of non-sustaining schools:
 - Schools that fully implemented (SET \geq 80% or BoQ \geq 70%) but have dropped off or quit
 - \$100 gift certificate for completion
- Email sustainPBIS@gmail.com with your information to get a survey invitation



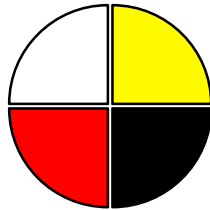
Current Research

- Coaches, trainers, or team leaders of schools in their first year of PBIS implementation:
 - \$20 gift certificate for completion
- Email sustainstart@gmail.com with your information to get a survey invitation



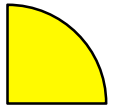
Four Principles for Enhancing Sustainability of PBIS

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



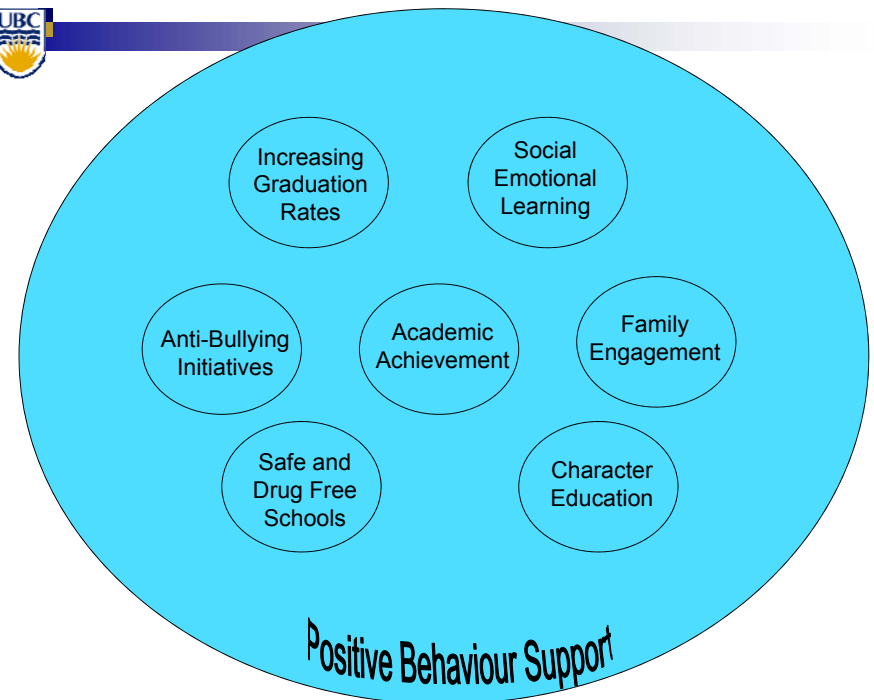
What is **PRIORITY**?

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



Promoting **PRIORITY**

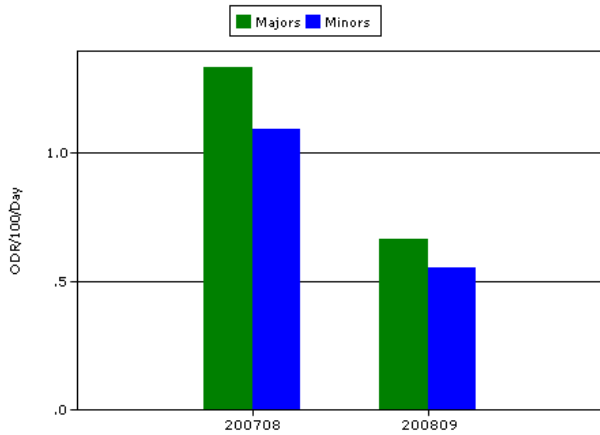
- Maximize visibility
 - Present data to people with resources
 - Describe effects of abandoning support for the practice
- Get into written policy
- Braid project with other initiatives
 - Show how practice can lead to outcomes of new initiatives





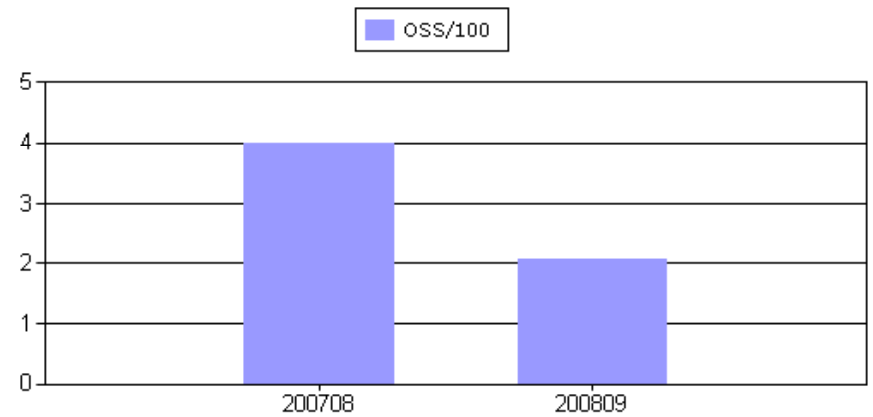
BC Elementary School Example: Office Discipline Referrals

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



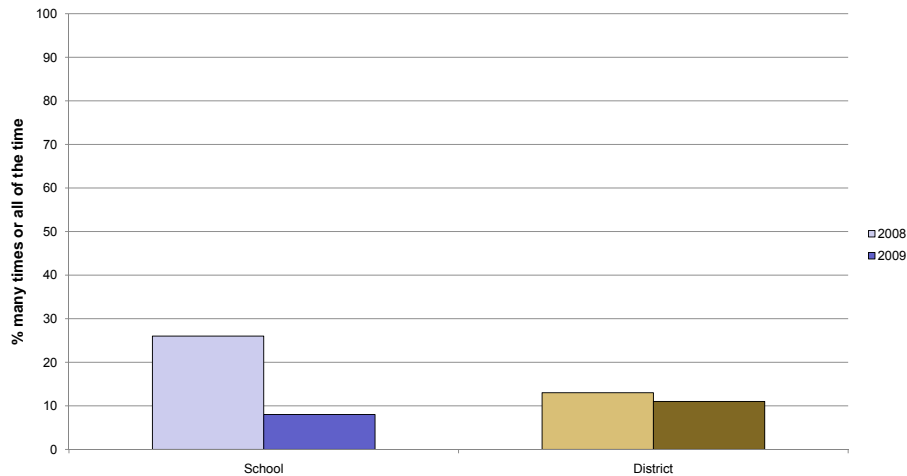
BC Elementary School Example: Out of School Suspensions

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



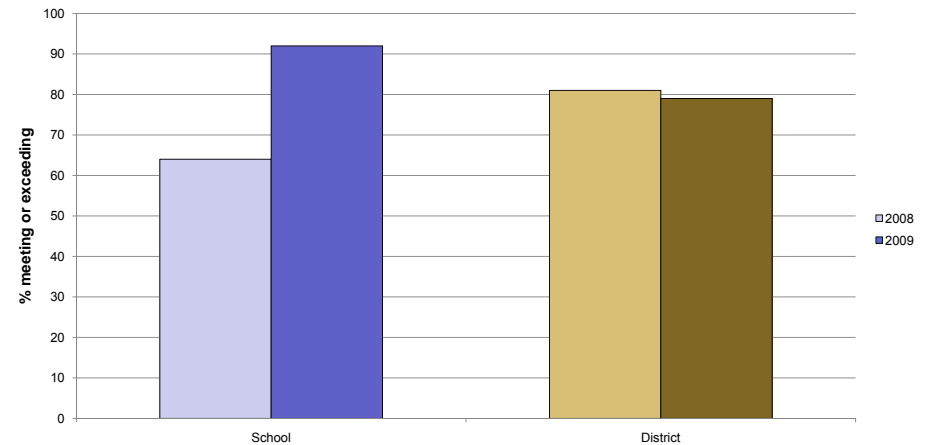
Student Satisfaction Survey: Grade 4

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



FSA Results 2007-09: Grade 4

Reading Comprehension





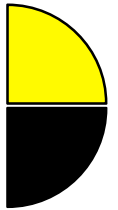
Tips for Successful Braiding

- Connect with shared, valued outcomes
- Administrators can help focus staff on those outcomes and vision
- Show how you are meeting new district/state priorities through PBIS
- Translate new initiatives into familiar terms
- Push-back and shielding from initiative overload



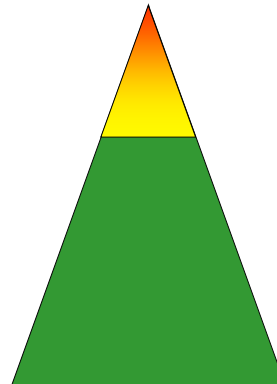
What is **EFFECTIVENESS**?

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

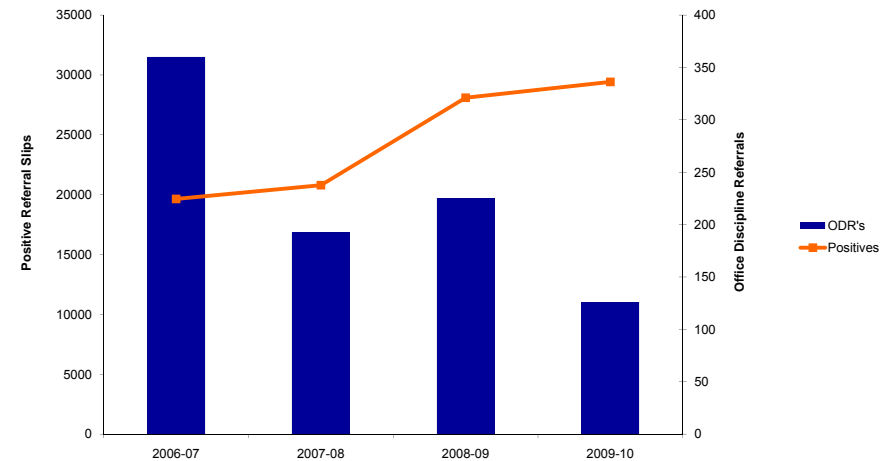


Ensuring **EFFECTIVENESS**

- Focus on FIDELITY OF IMPLEMENTATION
- Implement in all settings
- Implement all tiers of support
- Consider family trainings
- Share data showing how fidelity is related to effects



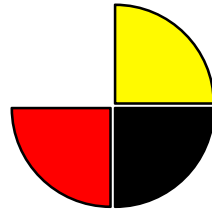
Positive Referrals vs. ODRs: FG Leary Fine Arts School, Chilliwack, BC





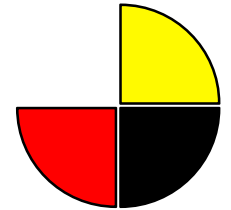
What is **EFFICIENCY**?

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



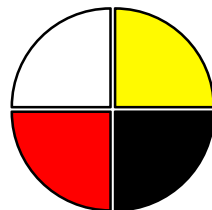
Increasing **EFFICIENCY**

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



What is **CONTINUOUS REGENERATION**?

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



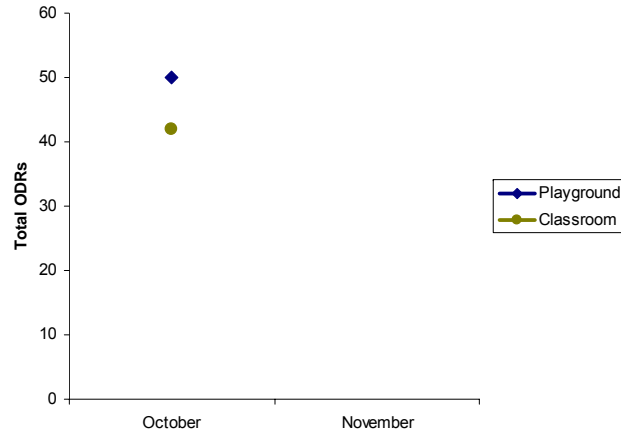
Using data for **CONTINUOUS REGENERATION**

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





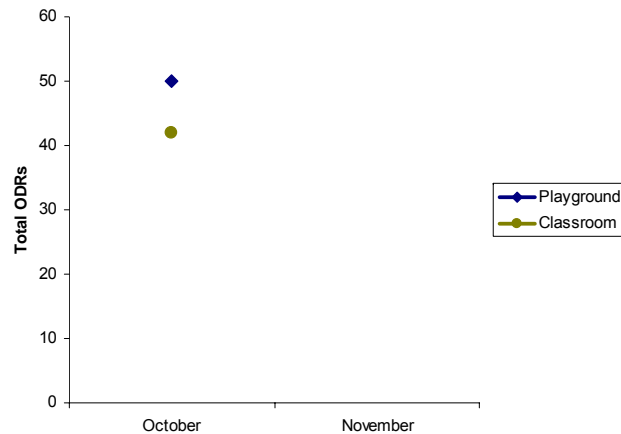
Using Data for Decision Making Sifton Elementary, Vancouver, WA



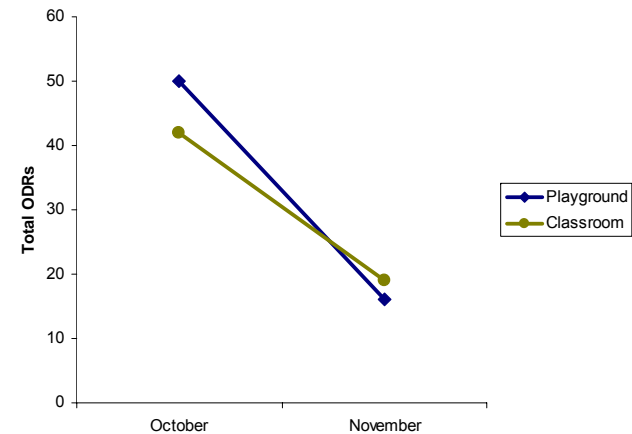
Sifton Playground Challenge



Using Data for Decision Making Sifton Elementary, Vancouver, WA



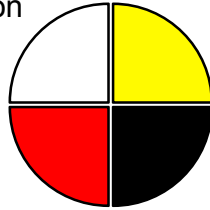
Using Data for Decision Making Sifton Elementary, Vancouver, WA





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!



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
- 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

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Selected References

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- Han, S. S., & Weiss, B. (2005). Sustainability of teacher implementation of school-based mental health programs. *Journal of Abnormal Child Psychology*, 33, 665-679.
- McIntosh, K., Filter, K. J., Bennett, J., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. *Psychology in the Schools*, 47, 5-21.
- McIntosh, K., MacKay, L. D., Hume, A., Doolittle, J. D., Vincent, C. G., Horner, R. H., et al. (in press). Development and validation of a measure to assess factors related to sustainability of school-wide positive behavior support. *Journal of Positive Behavior Interventions*.
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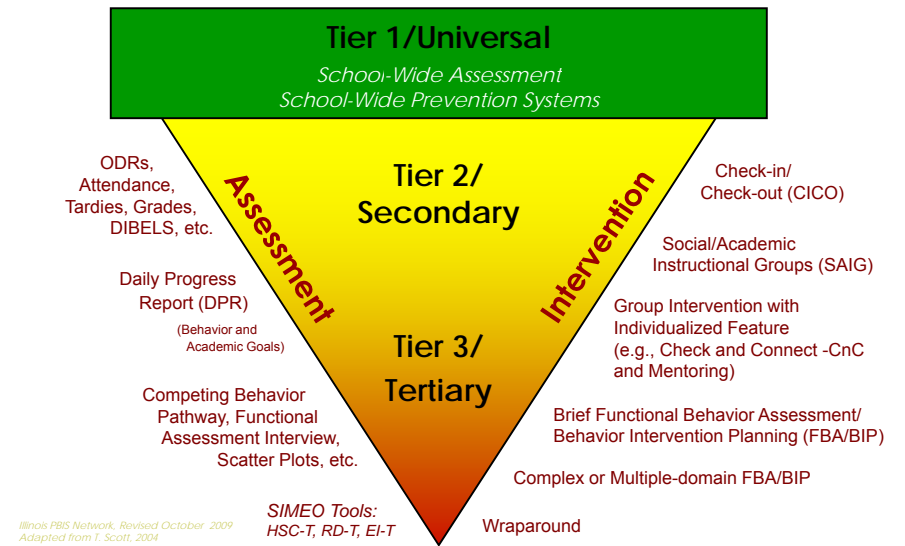
Replication Site 2008-2009

- Training and Coaching for all Secondary Interventions
 - Check In Check Out
 - Social and Academic Instructional Groups
 - Mentoring
 - Brief FBA/BIP

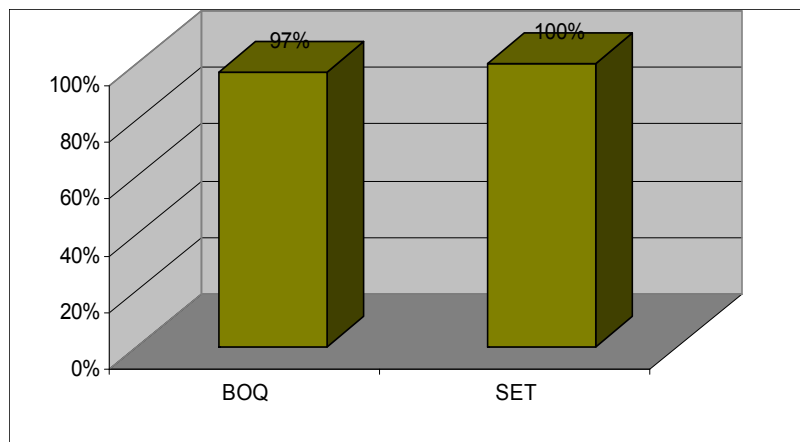
Replication Site 2009-2010

- Training and Coaching for all tertiary interventions
 - Complex FBA/BIP
 - Wraparound

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Universal Evaluation Data 2010



Secondary/Tertiary Evaluation Data 2010

