What does it take to sustain PBIS?

Kent McIntosh
University of Oregon

Handouts: http://www.pbis.org

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. Describe where the Center on PBIS is going in the next 5 years…

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…

Handouts: http://www.pbis.org

Thanks and Acknowledgments

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

Handouts: http://www.pbis.org
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
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 PD 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!!!

(Latham, 1988)
U.S. Schools using PBIS
August, 2018

PBIS in the real world...

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

PBIS

Restorative Practices  Social & Emotional Learning
Anti-Bullying Initiatives  Academic Achievement
Family Engagement  Reducing Racial Inequities

ACEs are Adverse Childhood Experiences

rwjf.org, www.cdc.gov/ace/prevalence
The three types of ACEs include:

- **ABUSE**
  - Physical
  - Emotional
  - Sexual

- **NEGLECT**
  - Physical
  - Emotional

- **HOUSEHOLD DYSFUNCTION**
  - Mental Illness
  - Incarcerated Relative
  - Mother treated violently
  - Substance Abuse
  - Divorce

Of 17,000 ACE study participants:
- 64% have at least 1 ACE
- 35% have experienced 0 ACEs
- 12.4% have experienced 4+ ACEs
- 9.5% have experienced 3 ACEs
- 16% have experienced 2 ACEs

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
  - Teach and model self-regulation skills
  - Provide more support to students who need more

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**Teaching Matrix**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>All Settings</th>
<th>Halls</th>
<th>Playgrounds</th>
<th>Lunch</th>
<th>Library</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsible</strong></td>
<td>Be on task.</td>
<td>Give your best effort.</td>
<td>Be prepared.</td>
<td>Walk. Have a plan.</td>
<td>Invite those sitting alone to join in</td>
<td>Invite friends to join me</td>
<td>Watch for your stop.</td>
</tr>
<tr>
<td><strong>Achieving &amp; Organized</strong></td>
<td>Be on task.</td>
<td>Give your best effort.</td>
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**INTEGRATE Coping Strategies for Managing Stress**

1. **Expectations**
2. **Context (Locations)**
3. **Specific Examples**
Steps in Braiding Initiatives

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

Effects of PBIS on Disciplinary Equity

- Reduced suspensions for:
  - All students
  - Black students
  - Multiracial students

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

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

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

Which PBIS Features are Most Predictive of Equity?

- Significant predictors of decreased disproportionality:
  - Regular use of data for decision making (Tobin & Vincent, 2011)
  - Implementation of classroom PBIS systems (Tobin & Vincent, 2011)
  - Use of formal reward systems (Barclay, 2017; Tobin & Vincent, 2011)
“as much as I could, I tried to find the good, and praise it.”

Alex Haley

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

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

Newsletters

Perryville Elementary Parent Newsletter

Respectful, Responsible, Ready to Learn

School Expectations
(Parent Pick-Up)

Voice level 2
- We keep noise levels to a minimum.
- We take turns speaking.
- The person who speaks last has the last word.
- We listen to what others say and then we speak our turn.

February 2011
Non-example of Family Engagement

- No Making Out
- No freaking, excessive grinding, dirty dancing, etc.
- No moshing, slamming, etc.
- No body surfing, piggy backing, etc.
- No bending and backing it up.
- The doors close at 9 pm.
- Once you leave, no re-entry.
- If you break a rule, You will call your parents before leaving.

What is EFFECTIVENESS?

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

How is my driving?
What is…

fidelity of implementation?

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
Why measure 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

Measures to assess FIDELITY

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

What is EFFICIENCY?

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

Increasing EFFICIENCY
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.pbismissouri.org
- www.midwestpbis.org
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!

Another LETHAL MUTATION

- Praise can be public… corrections should be private

A thought experiment…

- Ask…
  “Who are the students who are always on red?”

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?

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
What critical features predict sustained PBIS implementation?


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

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

### Matrix

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<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>
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<tr>
<td><strong>Expectations</strong></td>
<td></td>
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</tr>
<tr>
<td>Respect Ourselves</td>
<td>Be on task.</td>
<td>Walk.</td>
<td>Have a plan.</td>
<td>Eat all your food.</td>
<td>Study, read, compute.</td>
<td>Sit in one spot.</td>
<td></td>
</tr>
</tbody>
</table>
## SCHOOL VALUES

<table>
<thead>
<tr>
<th></th>
<th>Class-wide</th>
<th>Arrival</th>
<th>Group Work</th>
<th>Independent Work</th>
<th>Whole Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom reset routine:</td>
<td></td>
<td></td>
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<tr>
<td><strong>Respect</strong></td>
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### Classroom Routines

#### Respect
- Listen to others
- Use inside voice
- Ask permission
- Use kind words
- Encourage others
- Follow directions

#### Personal Best
- Be prepared
- Follow directions
- Be a problem solver
- Make choices that support your goals
- Be a task master
- Use your neighbor

#### Safety
- Keep hands, feet, and objects to self
- Organize yourself
- Walk
- Keep hands, feet, and objects to self
- Stay at seat

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### What to expect in PBIS 5

- **District and State Systems**
  - New fidelity tools:
    - District Systems Fidelity Inventory (DSFI)
    - State Systems Fidelity Inventory (SSFI)
What to expect in PBIS 5

- District and State Systems
  - New fidelity tools:
    - District Systems Fidelity Inventory (DSFI)
    - State Systems Fidelity Inventory (SSFI)
  - Implementation of Tier 2 and 3 Systems

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.)


Support for these projects:

- **IES: NCSER** (R324A120278, R324A180027)
- **OSEP: TA Center on PBIS** (H326S18001)
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Selected References


