What does it take to sustain PBIS?

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Handouts: http://www.pbis.org

Thanks and Acknowledgments

- Nevada APBS Network
- Nevada PBIS TA Center
- Co-authors
- Participants in sustainability research

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. Provide strategies for sustaining effective practices...as soon as tomorrow

Handouts: http://www.pbis.org

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

What is... fidelity of implementation?

- Sustainability
  - Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009)

Why assess it?

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

Definition

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

- Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009)
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!!!
Four Principles for Sustaining School-wide Systems

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

PBIS in the real world...

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

WHAT ARE THEY?

ACES are ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include

- ABUSE
  - Physical
  - Emotional
  - Sexual
- NEGLECT
  - Physical
  - Emotional
  - Mother treated violently
  - Incarcerated Relative
- HOUSEHOLD DYSFUNCTION
  - Mental Illness
  - Divorce
  - Substance Abuse

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

- 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?
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
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

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](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.pbismissouri.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

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**Ways to #DitchtheClip**

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

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**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

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

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>
<tbody>
<tr>
<td>Expectations</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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.
### Classroom Routines

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

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

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

#### Something for Tomorrow

**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

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
  - 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

Support for these projects:

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


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