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Factors Predicting Sustainability of School Climate Interventions: Research from PBIS

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University of Oregon
2014 OSEP PD Conference

Handouts:
<http://pbis.org>



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Context of this Presentation

- **Doctoral Leadership Training Grant**
 - Project ENLIST: Engaging New Leaders in Implementation Science Training (H325D130067, PDs: McIntosh & Murray)
- **Informed by:**
 - National TA Center on PBIS (H326S130004, PDs: Sugai, Horner, & Lewis)
 - IES NCSEER Exploration Goal Grant (R324A120278, PIs: McIntosh & Horner)



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Thanks and Acknowledgments

- **Participants in these studies**
- **State Networks**
 - Jerry Bloom, Susan Barrett and PBIS Maryland
 - Cristy Clouse, Barbara Kelley and CaTAC
 - Eric Kloos, Ellen Nacik, Char Ryan and Minnesota DOE
 - Mike Lombardo, Rainbow Crane and Placer COE
 - Lori Lynass, Celeste Rossetto Dickey, Chris Borgmeier, Tricia Hagerty and NWPBIS
 - Mary Miller-Richter, Nanci Johnson and MO SW-PBS
 - Justyn Poulos, Wisconsin PBIS
 - Cayce McCamish, NC DOE
- **Co-authors**



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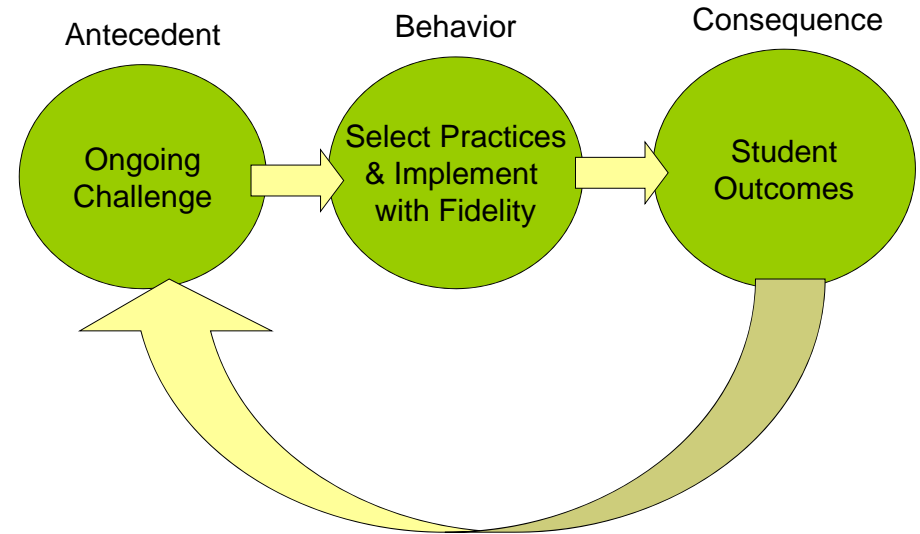
Session Goals

1. Describe the concept of sustainability
2. Share new findings from research on sustainability of SWPBIS
 - Perceived critical features for sustainability
 - Braiding SWPBIS with other initiatives
 - Predictors of sustainability
3. Discuss your experiences and implications for training and technical assistance

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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

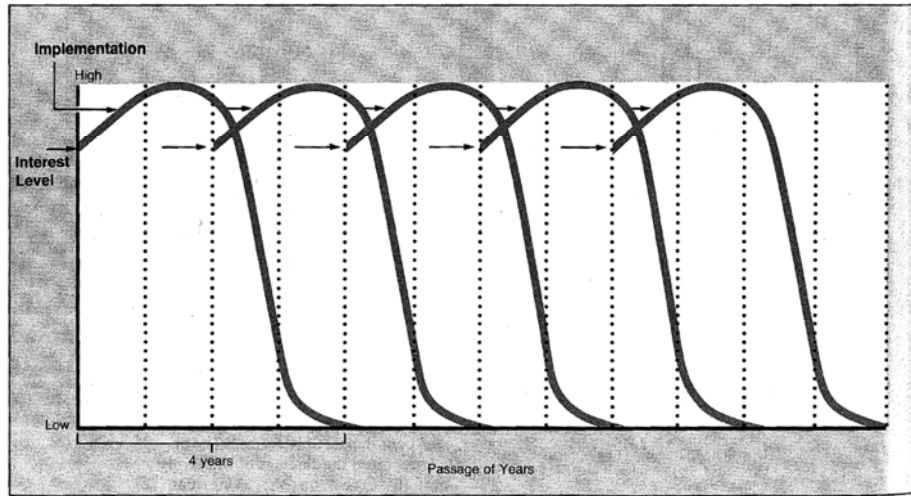
- Sustainability
 - Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009)

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 Pro-D 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!!!

Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

Research on Sustainability of PBIS

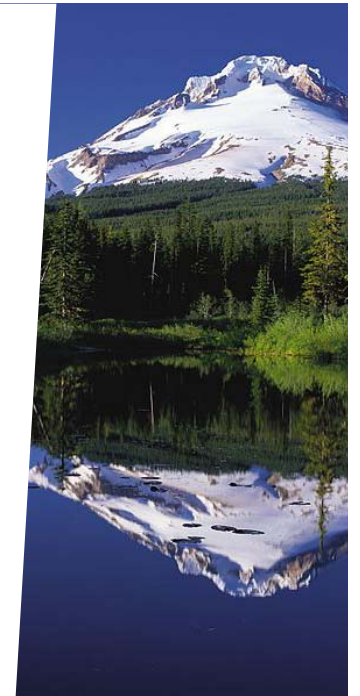
- Perceptions of critical features for sustainability (McIntosh, Predy, Hume, Turri, & Mathews, 2014)
- Enhancing support for practices (McIntosh, Kelm, & Canizal Delabra, under review)
- Events leading to long-term sustainability (Andreou, McIntosh, Ross, & Kahn, under review)
- Predictors of sustainability (McIntosh et al., 2013; in press)

Why the focus on SWPBIS?

- Widespread use in U.S. schools (>20,000)
- Research-validated fidelity measures
- Effects for students with disabilities (McIntosh et al., 2014)
 - Reductions in ODRs for students with and without IEPs (Tobin et al., 2012)
 - Reduced out-of-school placements and improved retention upon return (Lewis, 2007)
 - Significant reductions in bullying and peer rejection (Waasdorp, Bradshaw, & Leaf, 2012)

Perceived Importance of Contextual Features for Sustainability of PBIS

McIntosh, K., Predy, L., Upreti, G., Hume, A. E. & Mathews, S. (2014). Perceptions of contextual features related to implementation and sustainability of School-wide Positive Behavior Support. *Journal of Positive Behavior Interventions*, 16, 29-41.



Research Questions (selected)

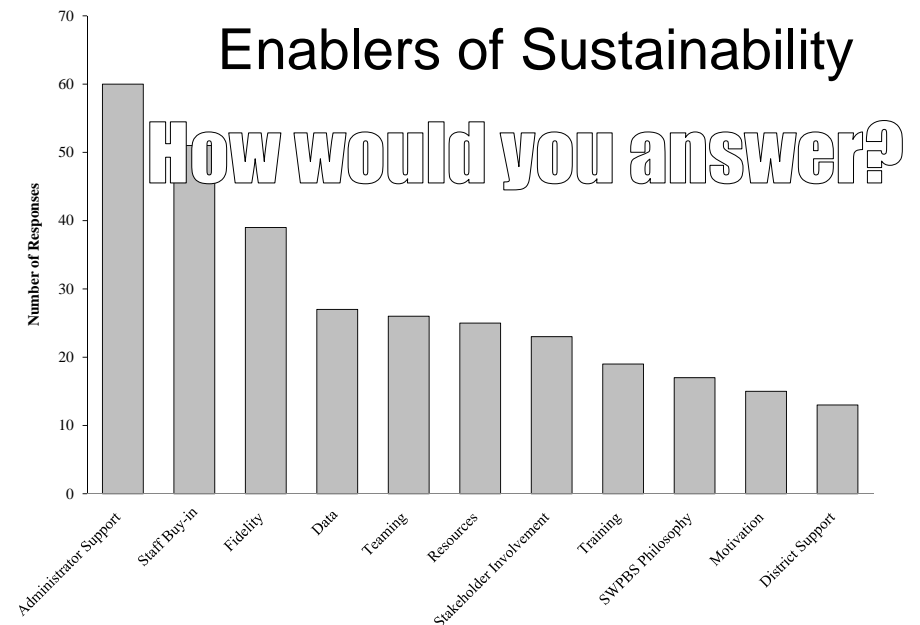
1. What is the most important enabler of sustainability?
2. What is the most important barrier to sustainability?

Method

- **Sample: 257 respondents from 14 US states**
 - 49% Elementary
 - 16% Middle
 - 5% High School
 - Average implementation: 6 years (1 to 15)
- **Measure**
 - Likert-type and Open-ended questions from the *School-wide Universal Behavior Sustainability Index: School Teams (SUBSIST)*

Two Versions

- **SUBSIST**
 - Validated research measure
 - 39-item research measure assessing the presence of variables predicting sustainability of school-based behavior interventions
- **SUBSIST Checklist**
 - A self-assessment and action planning tool for school teams and coaches
 - 45 critical features based on SUBSIST items
 - An integrated action plan for sustainability
 - Available at: <http://kentmcintosh.wordpress.com>



Most Important Single Perceived Factor in Sustainability?

- School Administrator Support

- Ok...what do we do when...
 1. A committed administrator moves on?
 2. An administrator is opposed to PBIS?

Sustaining Practices through Administrator Turnover

(Strickland-Cohen, McIntosh, & Horner, 2014)



- **School Team**
 - Maintain the practice handbook
 - Document support among staff and stakeholders
 - Collect and share outcomes data
 - Meet with the new administrator
- **District Team**
 - Build practice into written policy
 - Build practice competencies into hiring criteria
 - Develop district coaching capacity

How Do Principals Go From Skeptics to PBIS Champions?

McIntosh, K., Kelm, J. L., & Canizal Delabra, A. (2014). *In search of how principals change: Critical incidents in enhancing administrator support for school-wide prevention*. Manuscript submitted for publication.



Research into Enhancing Principal Support

- Qualitative interviews with 10 principals initially opposed or lukewarm to PBIS but now champions
- Interview questions:
 1. What helped your active support for PBIS?
 2. What hindered your active support for PBIS?
 3. What would have made you support PBIS from the onset?

Strategies for Enhancing Principal Support

District Actions

- Provide “Principal PBIS Academies” for new administrators
 - Basics of PBIS
 - Role of administrators
- Provide coaching to schools

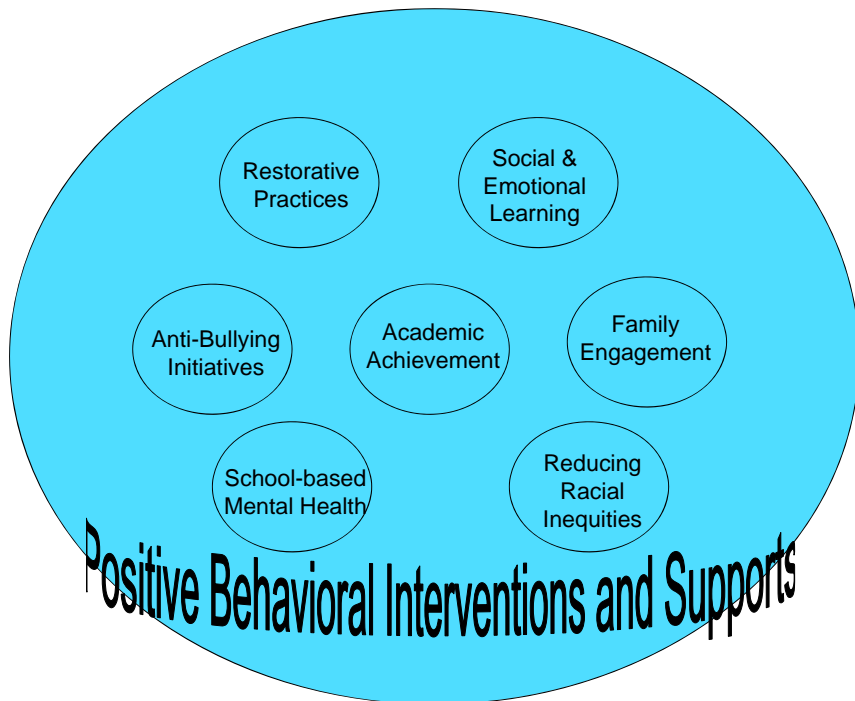
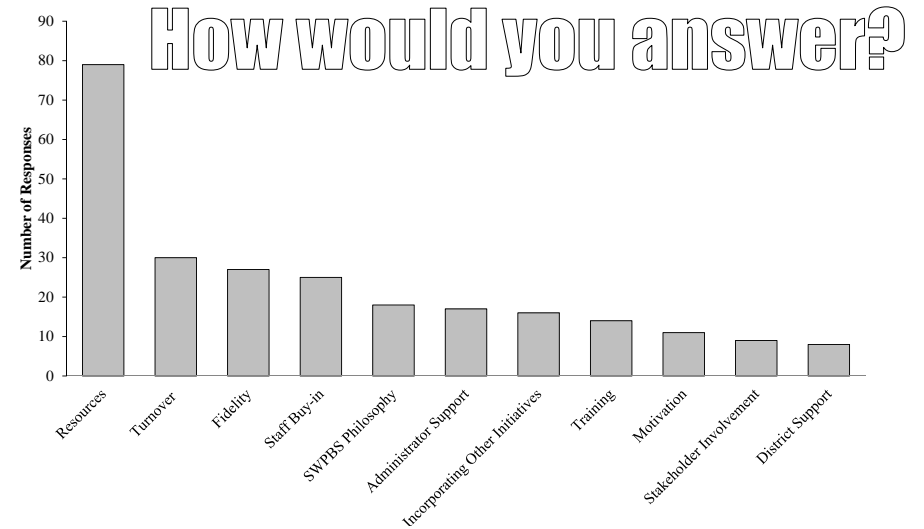
Networking

- Arrange informal conversations with other principals supportive of PBIS
- Arrange site visits at nearby PBIS schools

At the School

- Help school staff demonstrate support

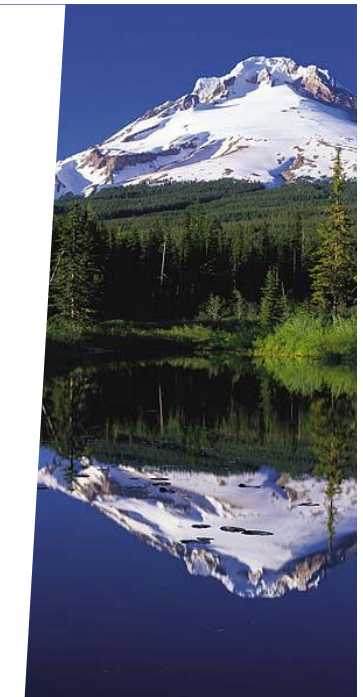
Barriers to Sustainability



School Climate and Academic Achievement

Carmen Gietz
Kent McIntosh

Gietz, C. & McIntosh, K. (2014). Relations between student perceptions of their school environment and academic achievement. *Canadian Journal of School Psychology, 29*.



BC Student Satisfaction Survey (1042 schools in BC, over 250,000 students)

- Do you know how your school expects students to behave?
- At school, are you bullied, teased, or picked on?
- Do you feel safe at school?
- Do you feel welcome at your school?

Significant Predictors of Reading Achievement: Grade 4

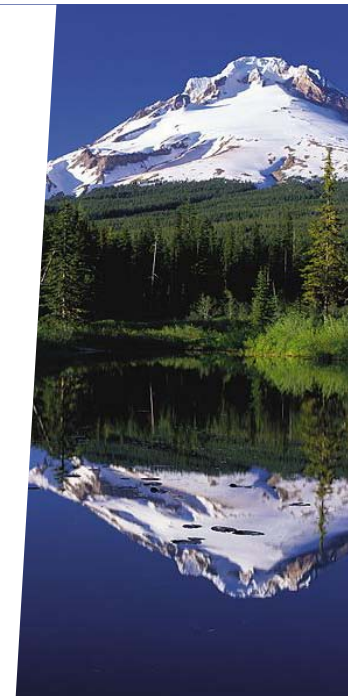
- Do you know how your school expects students to behave?
- At school, are you bullied, teased, or picked on?
- Do you feel safe at school?
- Do you feel welcome at your school?

Significant Predictors of Reading Achievement: Grade 7

- Do you know how your school expects students to behave?
- At school, are you bullied, teased, or picked on?
- Do you feel safe at school?
- Do you feel welcome at your school?

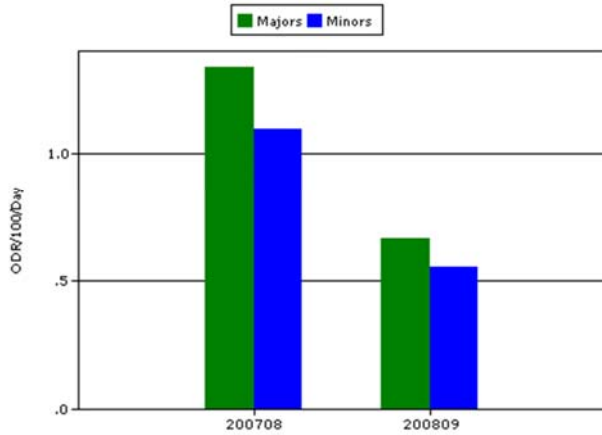
Can PBIS lead to better academic achievement?

Kelm, J. L., McIntosh, K., & Cooley, S. (2014). Effects of implementing school-wide positive behavior support on social and academic outcomes. *Canadian Journal of School Psychology, 29*.



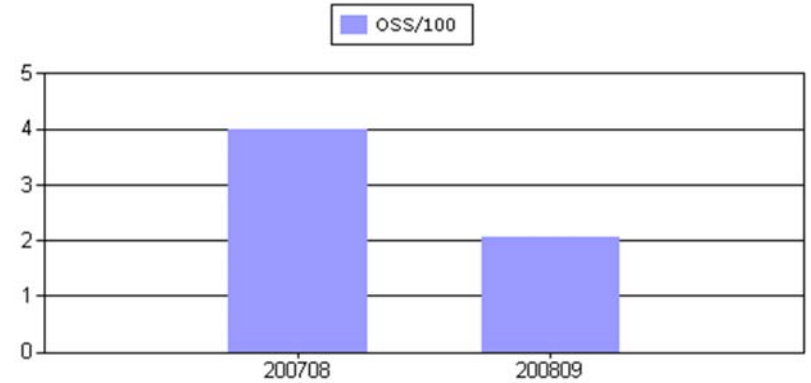
BC Elementary School Example: Office Discipline Referrals

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



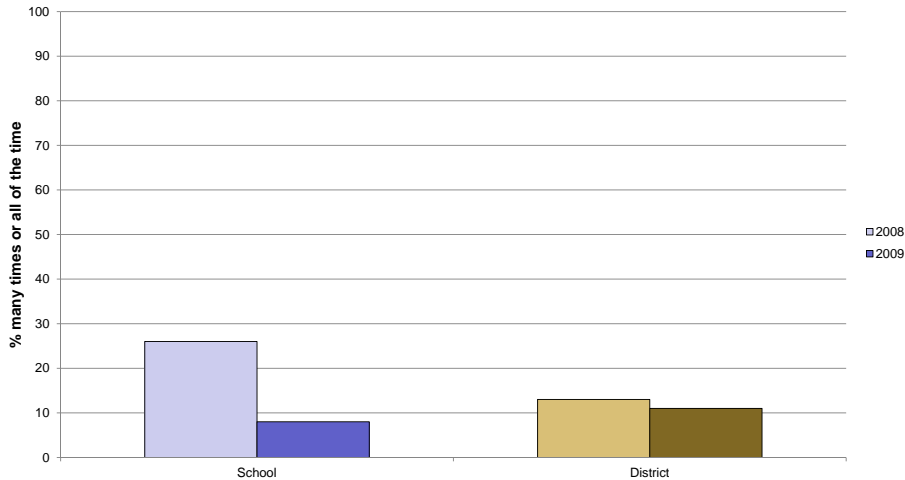
BC Elementary School Example: Out of School Suspensions

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



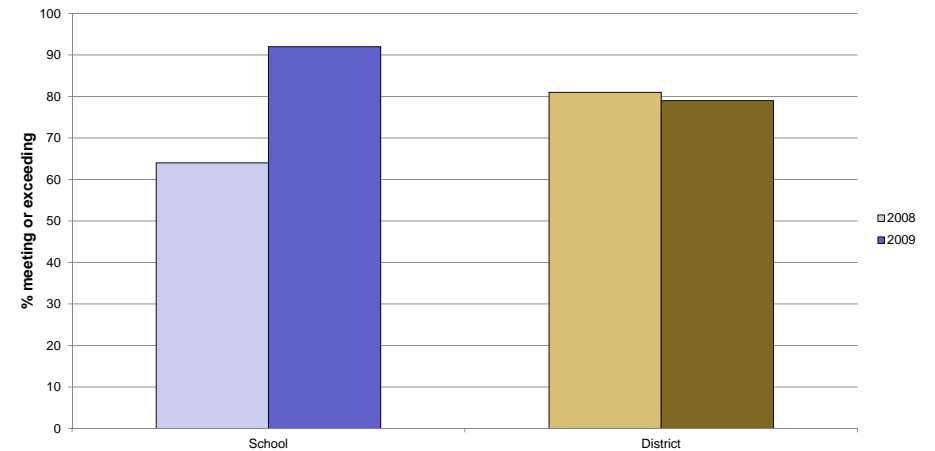
Student Satisfaction Survey: Grade 4

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



FSA Results 2007-09: Grade 4

Reading Comprehension



Disproportionality Guidance

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>



Guiding Principles

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

1. Climate and Prevention

- Engage in deliberate efforts to create positive school climates
- Prioritize the use of evidence-based prevention strategies, such as tiered supports

Guiding Principles (2 of 3)

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

2. Clear, Appropriate, and Consistent Expectations and Consequences

- Set high expectations for behavior and adopt an instructional approach to discipline
- Remove students from the classroom only as a last resort, ensure that alternative settings provide academic instruction, and return students to class as soon as possible

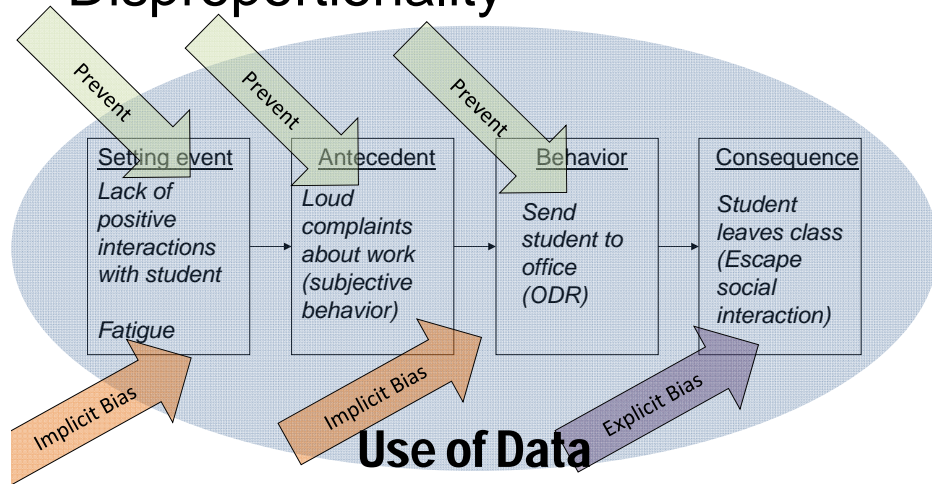
Guiding Principles (3 of 3)

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

3. Equity and Continuous Improvement

- Use proactive, data-driven, and continuous efforts to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences

Points of Entry for Reducing Disproportionality



(McIntosh, Girvan, Horner, & Smolkowski, under review)

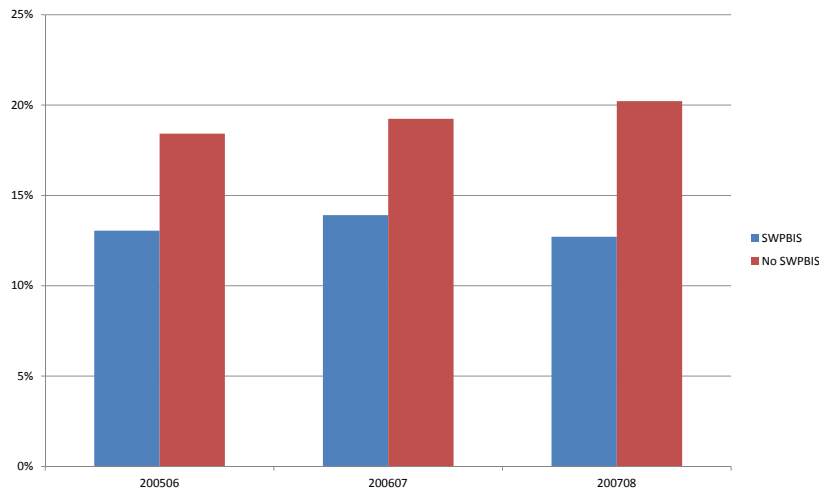
How SWPBIS *May* Reduce Disproportionate Discipline

1. Proactive, instructional approach *may* prevent problem behavior and exposure to biased responses to problem behavior
2. Increasing positive student-teacher interactions *may* enhance relationships to prevent challenges
3. More objective referral and discipline procedures *may* reduce subjectivity and influence of cultural bias
4. Professional development *may* provide teachers with more instructional responses

(Greflund, McIntosh, Mercer, & May, 2014; Vincent, Swain-Bradway, Tobin, & May, 2011)

SWPBIS and Discipline Disproportionality

(Vincent, Swain-Bradway, Tobin & May, 2011)



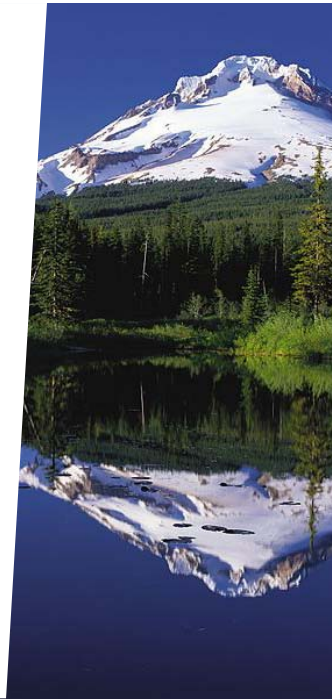
Center on PBIS Equity Materials (coming soon to pbis.org)

- Disproportionality Data Guide
- CR-PBIS TA Providers Manual
- Equity Policy Guide
- Implicit Bias Training Resources



What do long-term sustainers tell us about sustainability?

Andreou, T. E., McIntosh, K., Ross, S. W., & Kahn, J. D. (under review). *Critical incidents in sustaining school-wide positive behavioral interventions and supports.*



Settings and Participants

- Three schools and their school district in rural British Columbia
- Sustained PBIS systems for over a decade with minimal provincial support
- 17 educators
 - 4 District administrators (current or former)
 - 4 Principals (current or former)
 - 6 General education teachers
 - 3 Special education teachers



Method

- Qualitative interview questions:
 1. What helps sustainability of PBIS?
 2. What hinders sustainability of PBIS?

Findings: 13 Categories

- Continuous Teaching
- Positive Reinforcement
- SWPBIS Team Effectiveness
- Staff Ownership
- Adaptation
- Community of Practice
- Involving New Personnel
- Use of Data
- Access to External Expertise
- Maintaining Priority
- School Administrator Involvement
- Staff Turnover
- Conflict of Personal Beliefs/Mistaken Beliefs

Positive Reinforcement

- “They believe that what we’re doing is actually making a difference because we see change in behavior.”
- “If people find a very positive environment with children...they’re very respectful and so on...then you want to...It reinforces that what we’re doing is right and we don’t want to lose that, we want to keep going.”

Staff Ownership

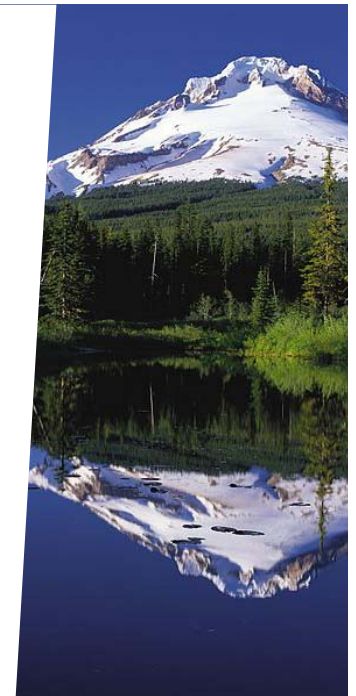
- “If it is given to you from the principal, then there is an automatic reaction, the question is whether I have to do it or I don't have to do it...Coming from a teacher...there is a reason for why you’re doing it, because it makes my job easier, because I can tell you as a colleague, hey I'm doing this and it's...staff driven. Not being told to do it.”

Involving New Personnel

- “First year teachers, they’re overwhelmed, but we kept saying, you know, we’d love to see you at a meeting, you know, it would really help out. And so when they go there it just automatically includes, “you need to start understanding how it really works.”

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.



Four Factors

- **School Priority** (20 items)
 - Administrator support, staff support, perceived effectiveness, perceived efficiency, integration into new initiatives
- **Team Use of Data** (11 items)
 - School team/staff skill, functioning, regular meetings, data collection, use of data for decision making, presenting data to staff and community
- **District Priority** (5 items)
 - District support, state support, funding, district policy, promoted to external organizations
- **Capacity Building** (3 items)
 - Access to district coaching, yearly professional development, connection to a community of practice

Implications

- School teams can use the SUBSIST Checklist to assess sustainability and identify next steps
- School teams can benefit from training in running meetings and using data
- Districts can support schools by offering training, coaching, and connections

What's next for research into sustainability?

McIntosh, K., Kim, J. R., Pinkelman, S., Rasplica, C., Berg, T. & Strickland-Cohen, M. K. (in press). Differences in scores related to sustainability of school-wide positive behavioral interventions and supports. *Assessment for Effective Intervention*.



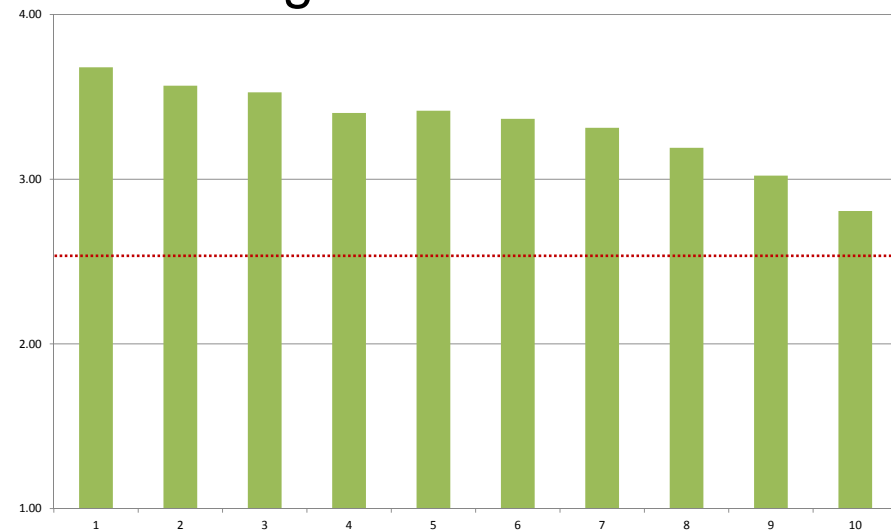
The Current Study

- 3 year, longitudinal study of factors related to sustained implementation of PBIS
 - SUBSIST factors
 - School demographic data
 - School team actions
 - Access to coaching, training, and community of practice events
 - Fidelity of implementation and student outcomes data over 3 years
- 864 schools across 14 states participating

What is most related to high sustainability scores?

- Demographics
 - Years implementing PBIS?
 - Grade Level (E/M/H)?
 - Enrollment?
 - Urbanicity?
 - Percent of non-white students?
 - Percent of students receiving free/reduced lunch?
- School team actions
 - Do you have access to a coach with dedicated FTE?
 - Number of hours of coaching received?
 - How often does your school PBIS team meet?
 - How often are data presented to all school staff?

SUBSIST Scores by Frequency of Sharing Data with All Staff



Discussion Questions

- Sustainability Factors
 - In your experiences, what have been the most powerful enablers and barriers to implementation and sustainability?
 - To what extent are these enablers and barriers universal across school practices?
- Implications for Our Work
 - What are the implications for:
 - Training?
 - Technical assistance?

Contact Information

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Handouts: <http://pbis.org>

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- Vincent, C. G., Swain-Bradway, J., Tobin, T. J., & May, S. (2011). Disciplinary referrals for culturally and linguistically diverse students with and without disabilities: Patterns resulting from school-wide positive behavior support. *Exceptionality, 19*, 175-190.
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