Sustaining SWPBIS: 4 research-based tips for school teams

Center on PBIS Webinar
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Goals for this Webinar

1. Provide some context for sustainability of PBIS in schools
2. Share 4 tips for school teams (and 4 checks to see if you have them in place)
3. Discuss how district and state teams can support school teams in their work
Ask the Audience

- How many years have you been implementing PBIS in your current role?
  - Not yet
  - Planning year
  - First year
  - 2-4 years
  - 5-9 years
  - 10+ years

U.S. Schools using PBIS
August, 2017

- 25,911 schools
- 13,832,582 students

Figure 1. Birth and Death Cycles of Educational Innovations

(Latham, 1988)
Grant funding as a threat to sustainability

- Hiring (and then firing) external support personnel
- Singular focus on training school and district personnel
- “Project Mentality” (Adelman and Taylor, 2003)

**SOLUTIONS:**
- Build local capacity
- Find stable funding (e.g., ESSA block grants)

PBIS as a Wise Investment (Swain-Bradway et al., 2017)

For every $1 spent implementing PBIS, there are $105 in savings from reducing school dropout.

Brief: [http://www.pbis.org](http://www.pbis.org)
4 Key Tips for Sustaining PBIS

Tip #1

• What is more important to sustainability?
  □ Having a supportive administrator?
  □ Having a strong PBIS team?

Ask the Audience

What is the strongest predictor of PBIS sustainability?

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

Tip #1

Keep a strong PBIS team
Tip #1 Check

Do you have a superhero?

Ask the Audience

- Thinking about your current initiative, is there a champion whose departure would threaten the sustainability of your initiative?
  - Yes
  - No

Saving your systems from a superhero…

- Make a plan to:
  - get that person to share their knowledge
  - spread tasks amongst the team
- Keep bringing new people on the team, especially new staff in the building

Involving New Personnel

(Andreou, McIntosh, Ross, & Kahn, 2015)

- “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.’”
Tip #2

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

Use your fidelity of implementation data
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://pbisapps.org](http://pbisapps.org)

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

Tip #2 Check
What is your next action plan step?

Tip #3
Do you have the right data?

School-Wide Information System (www.swis.org)

Tip #3
Use your school discipline data

Using Data for Decision Making
Sifton Elementary, Vancouver, WA
Sifton Playground Challenge

Using Data for Decision Making
Sifton Elementary, Vancouver, WA

Tip #3 Check
When did you last share data with all staff?
Which schools are more likely to sustain?


**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**

Tip #4
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

Tip #4

Implement PBIS in the classroom

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.
Tip #4 Check What percent of the day are your students in the classroom?

- Under 50%
- 50-59%
- 60-69%
- 70-79%
- 80-89%
- 90-99%

Ask the Audience

- What percent of your school day do students spend in classrooms?

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><strong>Expectations</strong></td>
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</tbody>
</table>

SCHOOL VALUES

<table>
<thead>
<tr>
<th>Classroom Routines</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>
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<tr>
<td>Respect</td>
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<td>Personal Best</td>
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<td>Safety</td>
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</table>

Respect

Personal Best

Safety
### Classroom Routines

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Listen to others • Use inside voice • Ask permission</td>
<td>Enter/exit classroom • Prepared</td>
<td>Listen to others • Accept differences • Use kind words • Encourage others</td>
<td>Use quiet voice • Follow directions</td>
<td>Eyes/ears on speaker • Raise hand to speak • Contribute to learning</td>
</tr>
<tr>
<td><strong>Personal Best</strong></td>
<td>Be prepared • Follow directions • Be a problem solver • Make choices that support your goals</td>
<td>Place materials in correct area • Begin warm-up promptly</td>
<td>Use time wisely • Contribute • Complete your part</td>
<td>Be a task master • Use your neighbor</td>
<td>Follow directions • Take notes • Participate when asked</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Keep hands, feet, and objects to self • Organize yourself</td>
<td>Walk</td>
<td>Use materials carefully</td>
<td>Keep hands, feet, and objects to self</td>
<td>Stay at seat • Keep hands, feet, and objects to self</td>
</tr>
</tbody>
</table>

**When it gets hard, we TRY our best**

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### Getting Help

**Teaching Examples**

1. When you're working on a math problem that you can't figure out, raise your hand and wait until the teacher can help you.
   - **NEGATIVE:** raise hand and wave it around or call out.
2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment. Ask the teacher for the missing equipment.
   - **NEGATIVE:** skip steps that use this equipment.
3. You are reading a passage and don't know the meaning of a word. Ask your neighbor.
   - **NEGATIVE:** ask your neighbor for the word and then keep talking.

**Student Activity**

1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could get help.
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

**After the Lesson**

1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could get help if they have difficulty **(pre-correction).**
2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they need help **(reminder).**
3. Whenever a student gets help the correct way, provide specific praise to the student.

### Classroom Decorations

- **Children in the highly decorated room...**
  - Spent significantly more time off-task
  - Had significantly smaller learning gains

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(Fisher, Godwin, & Seltman, 2014)
Classroom PBIS Resources


www.guilford.com

Evidence-based Classroom Strategies Guide

- Guide for implementing effective classroom systems
  - Elementary
  - Secondary

http://www.pbis.org

Takeaways

1. Keep a strong team
2. Collect and use your fidelity data
3. Use your school discipline data
4. Implement PBIS in the classroom!

A School Team Planning Tool for Sustainability

- The SUBSIST Checklist
  - A research validated self-assessment and action planning tool for school teams and coaches
  - An integrated action plan for sustainability
  - Available for free at:
    http://kentmcintosh.wordpress.com
How can district and state teams support school teams?

District and state systems are the school’s offensive line

(McIntosh & Goodman, 2016)

Key Variables for Sustainability of Tier 1 PBIS

State
- State Leadership Teams
- Centralized Training Systems
- Standardized Training Curriculum
- Blueprint Self-assessment

District
- District Training Systems
- District Coaching Systems
- Communities of Practice
- Maintain Model Sites for Visits

School
- Effective and Efficient Teaming
- Data Collection and Use
- Sharing Data with Whole Staff
- Classroom PBIS Systems

Hume & McIntosh (2013), McIntosh et al. (2013), McIntosh et al. (2015), Childs et al. (2016), Mathews et al. (2014), McIntosh et al. (2016), McIntosh et al. (in press)
A District Planning Tool for Sustainability

- PBIS Leadership Team Self-Assessment
  - A self-assessment and action planning tool for district, regional, or state leadership teams
  - An integrated action plan for sustainability
  - Available for free at: http://pbis.org
Selected References


Selected References


