Factors in Sustaining PBIS: Research and Tools
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Handouts: http://kentmcintosh.wordpress.com

Overview
1. New research findings on PBIS sustainability
2. Current research in PBIS
3. Make a plan to sustain with the SUBSIST Checklist
   - Self-assessment
   - Action planning

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Why do we need to worry about sustaining effective practices?
Recent Research on PBIS Sustainability

- Critical features of PBIS systems
  (Mathews, McIntosh, Frank, & May, under review)
- Perceptions of critical features for sustainability
  (McIntosh, Predy, Hume, Turri, & Mathews, in press)
- Factors predicting sustainability
  (McIntosh, Mercer, Hume, Frank, Turri, & Mathews, in press)

Research on Sustainability

What critical features predict sustained PBIS implementation?
Mathews, S., McIntosh, K., Frank, J. L., & May, S. (under review). Critical features predicting sustained implementation of school-wide positive behavior support.
PBIS Self-Assessment Survey
(Sugai, Homer, & 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 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 behaviour
- Focus on quality differentiated instruction across academic domains
  - Student instruction at their level

Research Questions

1. What features were perceived as most and least important for:
   - Initial implementation?
   - Sustainability?
2. What features were rated as significantly more important for sustainability than for initial implementation?

Method

- Sample: 257 respondents from 14 US states
  - 49% Elementary
  - 16% Middle
  - 5% High School
  - Average implementation: 6 years (1 to 15)
- Measure
  - School-wide Universal Behavior Sustainability Index: School Teams (SUBSIST)
Most Important Features for Sustainability
1. School administrators actively support PBIS
2. School administrators describes PBIS as a top priority for the school
3. A school administrator regularly attends and participates in PBIS team meetings
4. The PBIS school team is well organized and operates efficiently
5. The school administrators ensure that the PBIS team has regularly scheduled time to meet

Less Important Features for Sustainability
1. Other initiatives are present that compete with PBIS
2. School personnel are opposed to PBIS because it goes against their personal values
3. High levels of administrator turnover
4. High levels of school personnel turnover
5. High levels of PBIS “champion” turnover

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

Note: ***p < .001
Prediction of Sustained Implementation of PBIS


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 ($B = .98, SE = .43, p < .05$)
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 benefit from:
  - Training in running meetings
  - Training in using data

- School principals can support schools by:
  - Ensuring the team meets
  - Ensuring the team works effectively and efficiently

- Districts can support schools by offering:
  - Training
  - Coaching
  - Connections to similar schools

Two Current Research Studies

- Change in Administrator Support
- Factors to Enhance Initial Implementation and Sustainability
Principal Support for PBIS

- Primary research question:
  - What specific events help or hinder beliefs about and support for PBIS?

- Participants:
  - School principals/VPs who were initially opposed to or lukewarm about PBIS but now are supportive

Current Research Opportunity

- Administrators who were initially opposed to or lukewarm about PBIS but now are supportive:
  - 45-60 min phone interview (15 min followup)
  - $100 gift certificate for completion

- Email me at kentm@uoregon.edu with your information

Implementation and Sustainability of PBIS in Schools

- Primary research question:
  - What factors can be targeted to improve:
    - Initial Implementation?
    - Sustained Implementation?

- Participants:
  - Schools that have already implemented or are implementing PBIS in 2012-13
    - MD, MN, MO, WI, NWPBIS (AK, ID, OR, WA)
Factors to be Tested

- School demographics
- Commitment
  - Staff
  - Principal
  - District administrators
- School team actions
  - Access to specific SWIS/PBIS reports
  - Using data for decision making
- District/regional support
  - Levels of training (and attendance)
  - Access to & use of coaching
  - Access to a community of practice

Current Research Opportunity
Factors related to PBIS implementation & sustainability

Eligibility:
- ANY schools currently implementing PBIS (at any level of fidelity)
- ANY schools planning to implement PBIS with students this upcoming year (2012-2013)

Participation (one member of the team):
- 20 minute survey ($20 Target gift card)
- Optional: track training & coaching ($50 per year)
- Confidential (no names of individuals/schools/districts)

Survey link: please email sustainPBIS@gmail.com
For more info, email Kent at kentm@uoregon.edu

A Measure to Assess Sustainability of PBIS in your Schools
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://bcpbs.wordpress.com/evaluation

SUBSIST Checklist: Self-Assessment for Sustainability

1. Complete Self-Assessment
   - What do we have in place?
   - What would be the one addition that would make the biggest difference?

2. Create an Action Plan to enhance sustainability
   - Identify WHO will do WHAT by WHEN

Contact Information

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Selected References


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