What does it take to sustain effective practices in schools?

Kent McIntosh
University of Oregon

Handouts: http://www.pbis.org

Thanks and Acknowledgments

- BET-C planners and volunteers
- Co-authors
- Participants in sustainability research

Goals for this Morning

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

Do you have a deep understanding of the principles of sustainability?

- Common perception that sustainability is an ethereal, theoretical concept (Vaughn et al, 2000)
- We all have experiences with it
- The same principles of individual behavior still apply to systems...
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!
U.S. Schools using PBIS
August, 2018

26,424 School Using PBIS
28% of schools

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

What is braiding?

Improved Student Outcomes

![Diagram of braiding practices]

Summary Statement
Restorative Practices
Social & Emotional Learning
Anti-Bullying Initiatives
Academic Achievement
Family Engagement
Trauma Informed Care
Reducing Racial Inequities

PBIS

Let's take an example…

The three types of ACEs include

<table>
<thead>
<tr>
<th>ABUSE</th>
<th>NEGLECT</th>
<th>HOUSEHOLD DYSFUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Physical</td>
<td>Mother treated violently</td>
</tr>
<tr>
<td>Emotional</td>
<td>Emotional</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>Sexual</td>
<td></td>
<td>Divorce</td>
</tr>
</tbody>
</table>

Of 17,000 ACE study participants:

- 26% 1 ACE
- 16% 2 ACEs
- 9.5% 3 ACEs
- 12.4% 4+ ACEs
- 64% have at least 1 ACE

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?
School Climate and Academic Achievement


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?


What does a reduction of 266 discipline referrals mean?
Kay Bingham Elementary

- **Savings in School Staff time**  
  (ODR = 15 min)  
  - 3,990 minutes  
  - 67 hours  
  - 8 8-hour days

- **Savings in Student Instructional time**  
  (ODR = 30 min)  
  - 7,980 minutes  
  - 133 hours  
  - 17 6-hour school days

Get the cost-benefit calculator at: www.pbismaryland.org!
At school, are you bullied, teased or picked on?

% many times or all of the time

School District

2008

2009

A 5-point Intervention Approach for Enhancing Equity in School Discipline

1. Collect, use, and report disaggregated discipline data
2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive
3. Use engaging academic instruction to reduce the opportunity (achievement) gap
4. Develop policies with accountability for disciplinary equity
5. Teach strategies to neutralize implicit bias

http://www.pbis.org/school/equity-pbis
Effects of PBIS on Disciplinary Equity

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

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
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
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.midwestpbis.org
- www.pbisvideos.com
- www.pbismissouri.org
- pbisaz.org

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

Ways to #DitchtheClip

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

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://www.pbis.org
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

District and state systems are the school’s offensive line

(McIntosh & Goodman, 2016)
Your Turn!

- Find someone next to you:
  1. Do you have a champion in your school?
  2. How would your systems fare if that person moved on?
  3. What steps do you need to take to ensure that you'll continue the work?

What critical features predict sustained PBIS implementation?


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
### 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.**

#### Expectations

<table>
<thead>
<tr>
<th>Respect Ourselves</th>
<th>Respect Others</th>
<th>Respect Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Setting</strong></td>
<td><strong>Hallways</strong></td>
<td><strong>Playground</strong></td>
</tr>
<tr>
<td>Eat all your food. Select healthy foods.</td>
<td>Study, read, compute.</td>
<td>Sit in one spot.</td>
</tr>
<tr>
<td>Play safe. Include others. Share equipment.</td>
<td>Use inside voice</td>
<td>Use appropriate applause.</td>
</tr>
<tr>
<td>Practice good table manners</td>
<td>Whistle.</td>
<td>Perform for the audience.</td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td><strong>Library/Computer Lab</strong></td>
<td><strong>Assembly</strong></td>
</tr>
<tr>
<td>Pick up litter. Maintain physical space.</td>
<td>Pick up litter.</td>
<td>Use normal voice</td>
</tr>
<tr>
<td>Use equipment properly. Put litter in garbage can.</td>
<td>Maintain physical space.</td>
<td>Use inside voice</td>
</tr>
<tr>
<td>Replace trays &amp; utensils. Clean up eating area.</td>
<td>Walk.</td>
<td>Use inside voice</td>
</tr>
<tr>
<td>Push in chairs. Tread books carefully.</td>
<td>Eat all your food.</td>
<td>Use kind words</td>
</tr>
<tr>
<td>Pick up. Treat chairs appropriately.</td>
<td>Select healthy foods.</td>
<td>Ask permission</td>
</tr>
</tbody>
</table>

#### Classroom Routines

<table>
<thead>
<tr>
<th>SCHOOL VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td><strong>Personal Best</strong></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
</tr>
</tbody>
</table>

#### Classroom reset routine:

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

<table>
<thead>
<tr>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class-wide</strong></td>
</tr>
<tr>
<td>Listen to others</td>
</tr>
<tr>
<td>Use inside voice</td>
</tr>
<tr>
<td>Use kind words</td>
</tr>
<tr>
<td>Ask permission</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Best</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class-wide</strong></td>
</tr>
<tr>
<td>Be prepared</td>
</tr>
<tr>
<td>Follow directions</td>
</tr>
<tr>
<td>Be a problem solver</td>
</tr>
<tr>
<td>Make choices that support your goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class-wide</strong></td>
</tr>
<tr>
<td>Keep hands, feet, and objects to self</td>
</tr>
<tr>
<td>Organize yourself</td>
</tr>
<tr>
<td>Walk</td>
</tr>
</tbody>
</table>

**Use materials carefully**

**Keep hands, feet, and objects to self**

**Stay at seat**

**Keep hands, feet, and objects to self**
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.

“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.

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

www.PBIS.org

Your Turn

- Complete the following steps with your team or on your own:
  1. What are the three things that you think would make the most impact on your school’s systems?
  2. Create an action plan:

Consider WHO will do WHAT by WHEN
Support for these projects:

- IES: NCSER (R324A120278, R324A180027)
- OSEP: TA Center on PBIS (H326S03002)
- Social Sciences and Humanities Council of Canada (SRG F09-05052)
- Hampton Endowment Fund (J07-0038)

Contact Information

- Kent McIntosh
  Special Education Program
  University of Oregon
  kentm@uoregon.edu
  @_kentmc

Handouts: http://www.pbis.org

Selected References


