

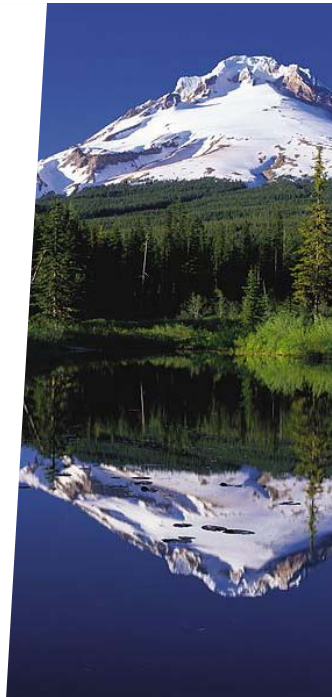


# Action Planning for Sustainability

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2014 Winter Leadership Conference

Handouts:  
<http://kentmcintosh.wordpress.com>

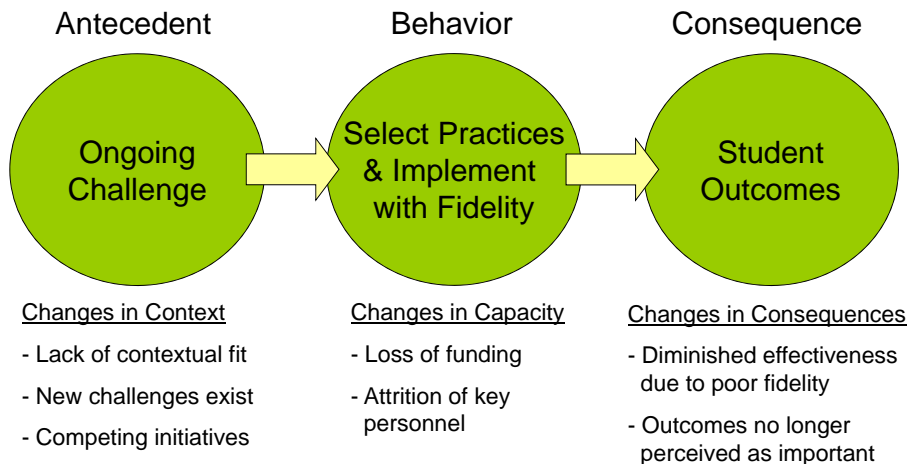


# Session Goals

1. Identify and address barriers to sustainability
2. Make a plan to sustain with the SUBSIST Checklist
  - Self-assessment
  - Action planning
3. One or two ideas for your schools

Handouts:  
<http://kentmcintosh.wordpress.com>

## Barriers to Sustainability: The Three Cs



# Why “admire the problem?”

- Identifying barriers (and plans to address them) is a critical step in systems-level change (Curtis, Castillo, & Cohen, 2008)
- Sometimes you need to avoid those obstacles!

## Barriers to Sustainability Worksheet

	Risk Factors/ Barriers	Plan to Address Barriers
Changes in Context		
Changes in Capacity		
Changes in Consequences		



## A Sustainable Community of Practice

- Please share:
  - A barrier to sustainability (past or present)
  - Your plan for addressing it (if you have one)



## 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 PBIS through Administrator Turnover

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

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

## Current Research on Enhancing Principal Support

(McIntosh, Kelm, & Canizal, in prep)

- 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?

## Helpful Strategies for Enhancing Principal Support

(McIntosh, Kelm, & Canizal, in prep)

## Feeling depressed about barriers?

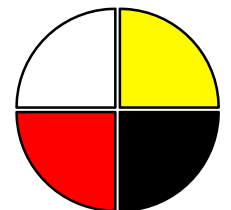
- For schools already implementing PBIS, barriers are perceived as less important than facilitators (McIntosh et al., in press)

...and the presence of common barriers is not significantly related to sustained fidelity of implementation

(McIntosh, Mercer, & Turri, in prep)

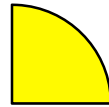
## Four Principles for Enhancing Sustainability of PBS

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

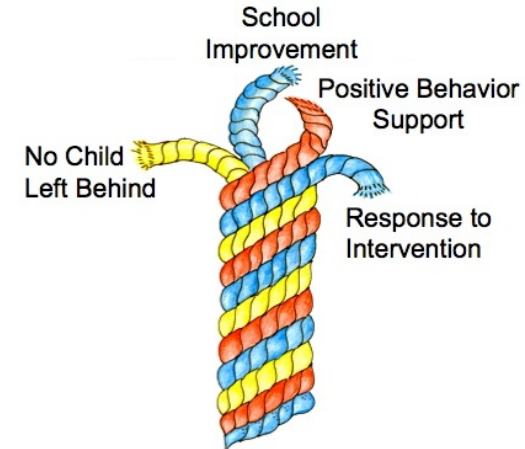


## Promoting **PRIORITY**

- 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?



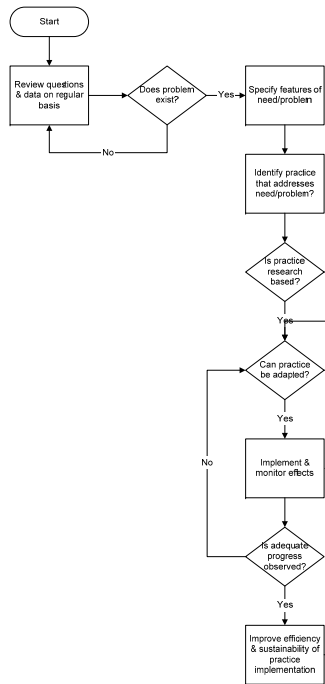
Successful Student Outcomes  
(Bohanon, Goodman, & McIntosh, 2009)

## 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

## Tips for Successful Braiding

- Connect with shared, valued outcomes
- Administrators can help focus staff on those outcomes and vision
- Show how you are meeting new district/state priorities through PBIS
- Translate new initiatives into familiar terms
- Push-back and shielding from initiative overload



## Practices Evaluation Flowchart

# Braiding Initiatives Worksheet

- District planning tool from Michigan
- Steve Goodman

## How to enhance priority? School personnel:

- Keep the practice fresh!
  - Especially the acknowledgement system
  - Learn tips from others
    - Conferences like this...
    - Websites from other places (e.g., [pbismaryland.org](http://pbismaryland.org))
  - Share your own PBIS strategies with others
    - Other teachers and staff, parents
- Celebrate successes of PBIS efforts
- Bring data to every team meeting and use it to guide action planning

## How to enhance priority? School administrators:

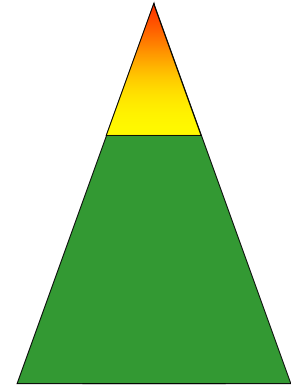
- Promote PBIS across multiple settings
  - Share PBIS with parents & parent groups
  - Acknowledge PBIS efforts regularly
- Be an active participant of the PBIS team
  - Attend team meetings and join in action plan implementation
  - Encourage data-based decision making
- Protect from competing initiatives
  - Braid and buffer team from too many initiatives
  - Allocate resources to the PBIS effort
    - Make time for teams to meet and teams to update school staff

## How to enhance priority? District administrators:

- Share successes
  - Provide presentations to school board, community agencies, local businesses, news crews
    - Emphasize outcomes and threats
  - Provide regular acknowledgements for PBIS efforts
  - Facilitate sharing among school team facilitators
  - Connect school teams with similar PBIS schools
- Encourage data-based decision making
  - Set accountability for data collection and reporting
  - Model good uses of data
- Plan for the future
  - Create an action plan with short & long term goals
  - Identify and pursue short & long term funding

## Ensuring **EFFECTIVENESS**

- Focus on **FIDELITY OF IMPLEMENTATION**
- Implement in all settings
- Implement all tiers of support
- Consider family trainings
- Share data showing how fidelity is related to effects



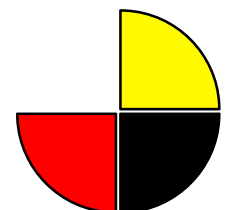
## Measures to assess FIDELITY

- 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)

Available at: <http://pbisassessment.org>

## Increasing **EFFICIENCY**

- Get it down on paper
  - Lesson plans
  - Schedules
  - Agendas
- Focus on efficient team meetings



### Working Smarter Team Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
PBS Team					

1. Eliminate all initiatives that do NOT have a defined purpose and outcome measure
2. Combine initiatives that have the same outcome measure and same target group
3. Combine initiatives that have 75% of the same staff
4. Eliminate initiatives that are not tied to School Improvement Goals

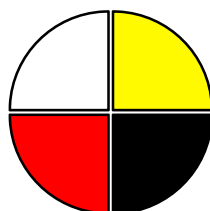
### Sample Team Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve character	All students	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	All students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behaviour	Decrease office referrals	All students	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		All students	Don	
PBS Team	Implement 3-tier model	Decrease ODRs, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3



## Using data for **CONTINUOUS REGENERATION**

- Adjust practices for a changing environment
  - Priority
  - Effectiveness
  - Efficiency
- Connect with a community of practice



## 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
 

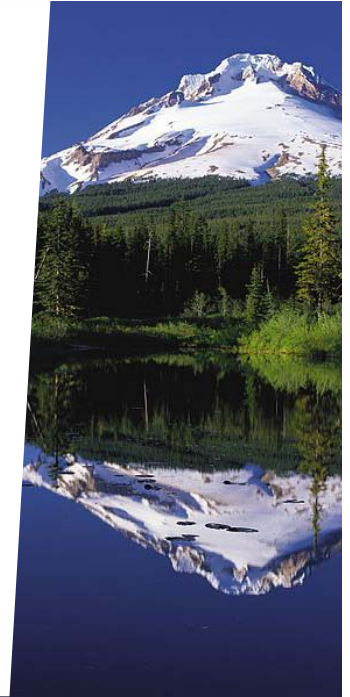
Identify **WHO** will do **WHAT** by **WHEN**



## A Sustainable Community of Practice

- Please share:
  - One of your school's sustainability strengths
    - What's working, strategies, ongoing activities, etc.
    - How you overcame an obstacle
  - Your top action plan task

## 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



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