



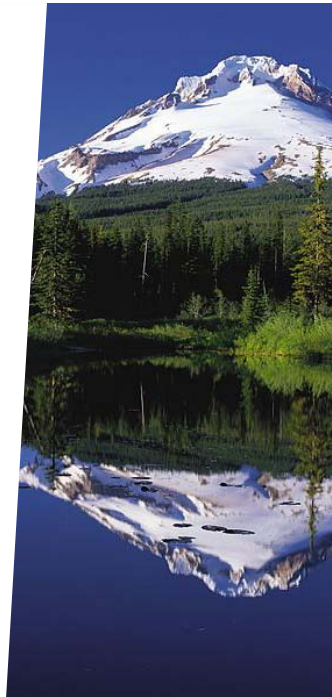
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Sustaining School-wide Systems to Support Positive School Climate

Kent McIntosh
University of Oregon

2014 Winter Leadership Conference

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



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- Participants in these studies
- Co-authors

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



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Social Sciences and Humanities
Research Council of Canada

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Canada



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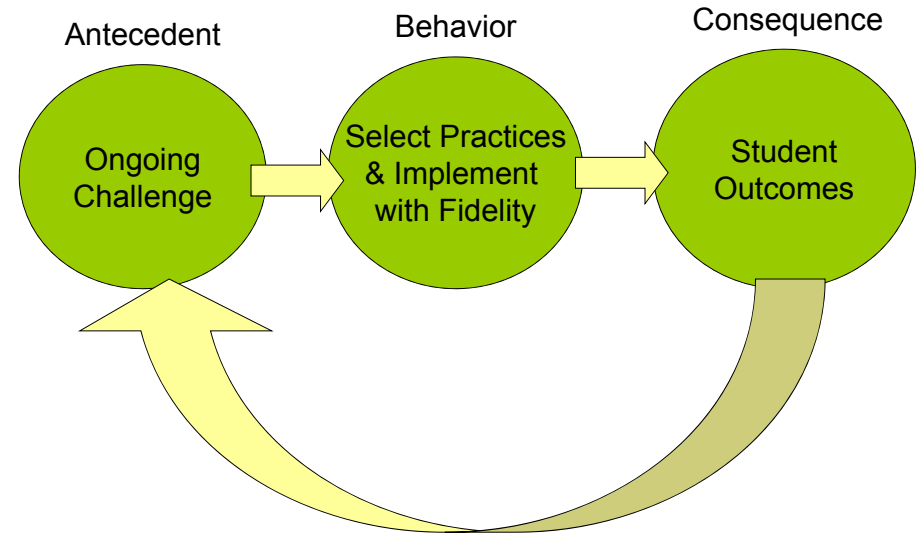
Session Goals

1. Describe the concept of sustainability
2. Explore the factors promoting sustainability of PBIS in schools
3. Share new research findings on PBIS sustainability

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

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)

What is... fidelity of implementation?

- The extent to which the critical features of PBIS are implemented as intended

Why assess it?

- Helps team target next steps and areas for improvement
- Helps us improve outcomes for students

Definition

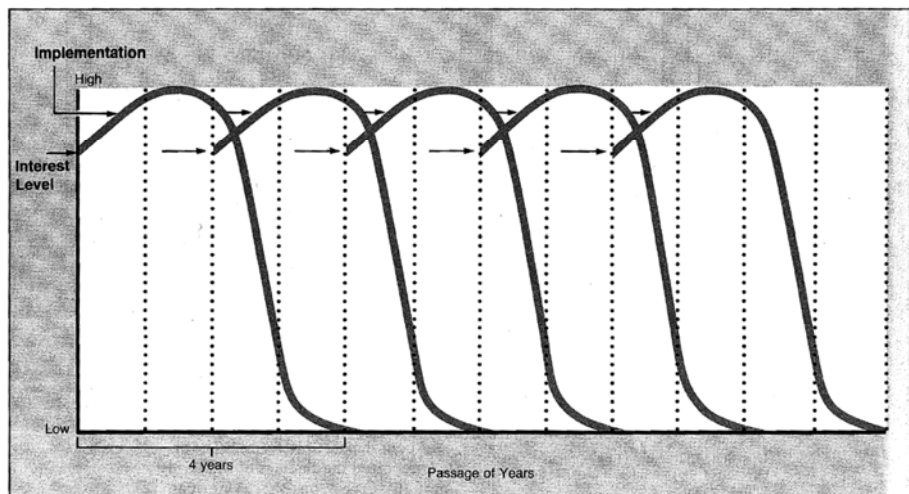
■ Sustainability

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

What are...
valued outcomes?

- That's up to you!

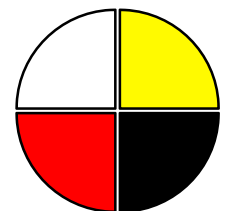
Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

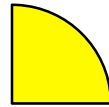
Four Principles for
Sustaining School-wide Systems

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



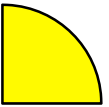
What is **PRIORITY**?

- Importance in comparison to other practices
- Incorporation into core system components
- Connection to other initiatives

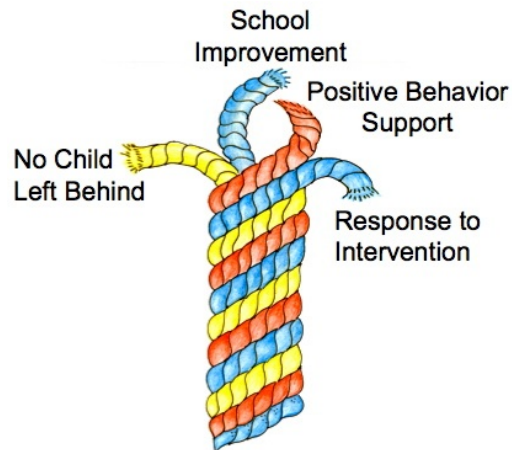


Promoting **PRIORITY**

- 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

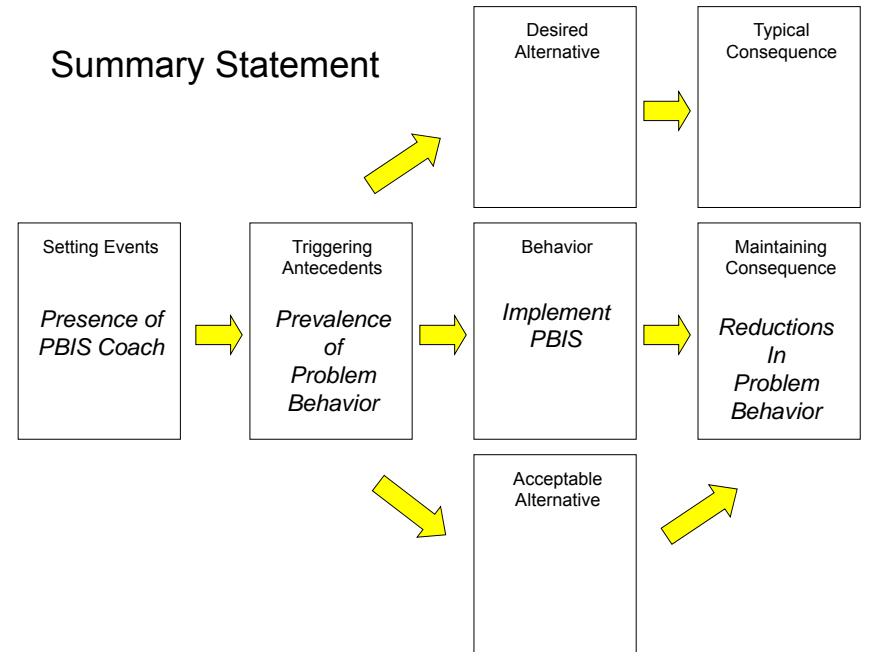


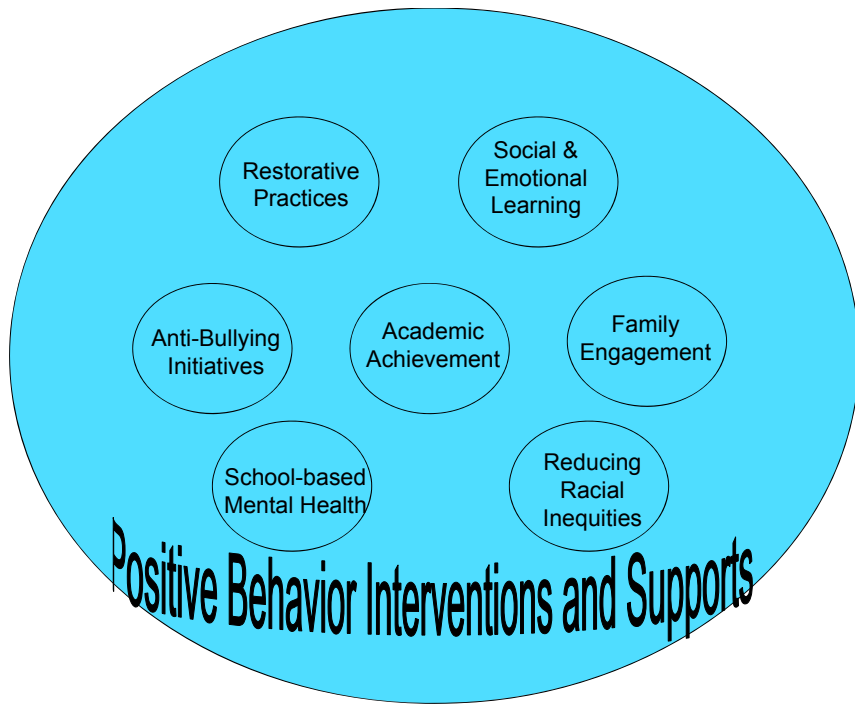
What is braiding?



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

Summary Statement





Steps in Braiding Initiatives

1. Identify shared, valued outcomes
 - What are our overall goals?

School Climate and Academic Achievement

Carmen Gietz
Kent McIntosh

Gietz, C. & McIntosh, K. (under review).
Relations between student perceptions of their school environment 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

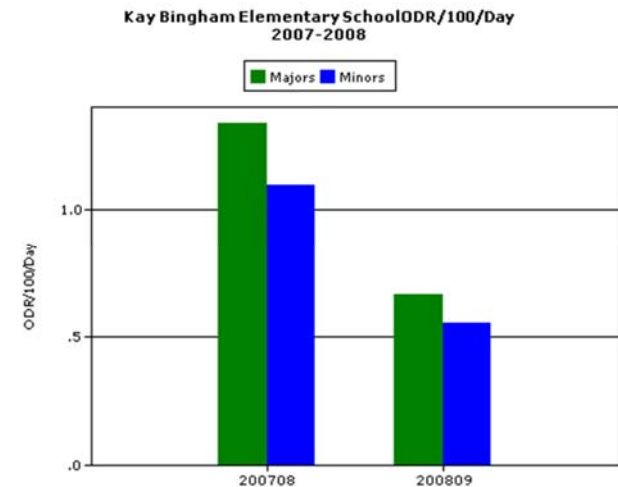
- Do you know how your school expects students to behave?
- At school, are you bullied, teased, or picked on?
- Do you feel safe at school?
- Do you feel welcome at your school?

Can PBIS lead to better academic achievement?

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



BC Elementary School Example: Office Discipline Referrals



What does a reduction of 266 discipline referrals mean?

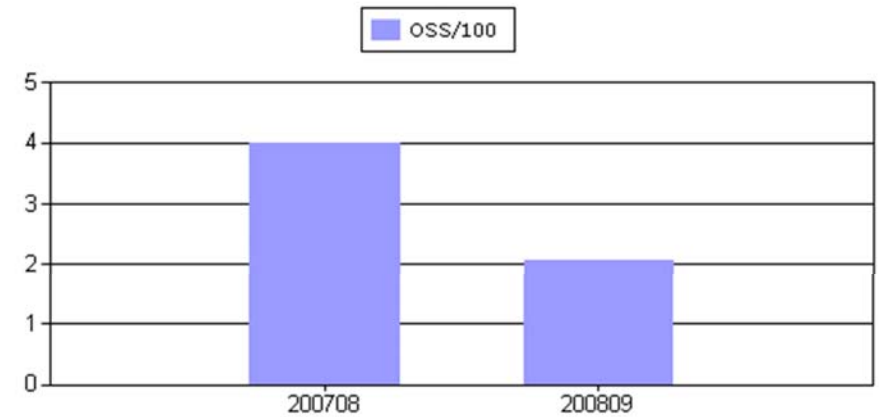
Kay Bingham Elementary

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ <u>Savings in School Staff time</u>
(ODR = 15 min) ■ 3,990 minutes ■ 67 hours ■ 8 8-hour days | <ul style="list-style-type: none"> ■ <u>Savings in Student Instructional time</u>
(ODR = 30 min) ■ 7,980 minutes ■ 133 hours ■ 17 6-hour school days |
|--|--|

Get the cost-benefit calculator at: www.pbismaryland.org

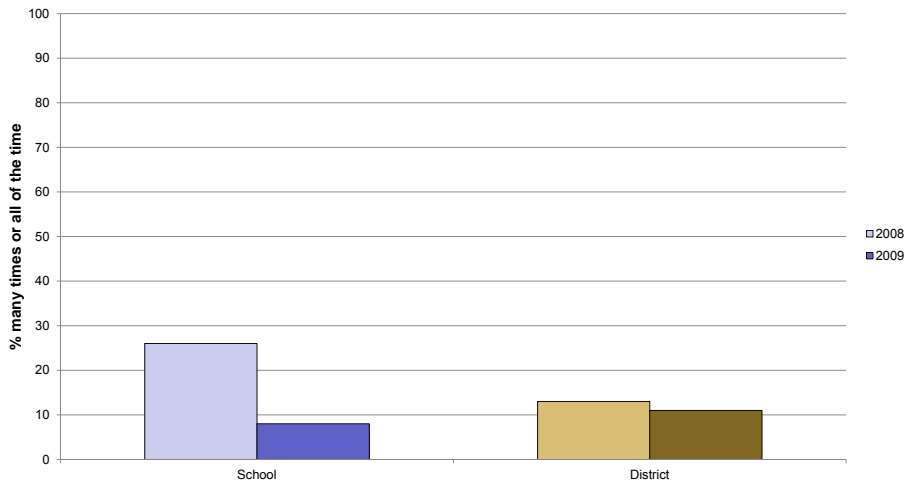
BC Elementary School Example: Out of School Suspensions

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



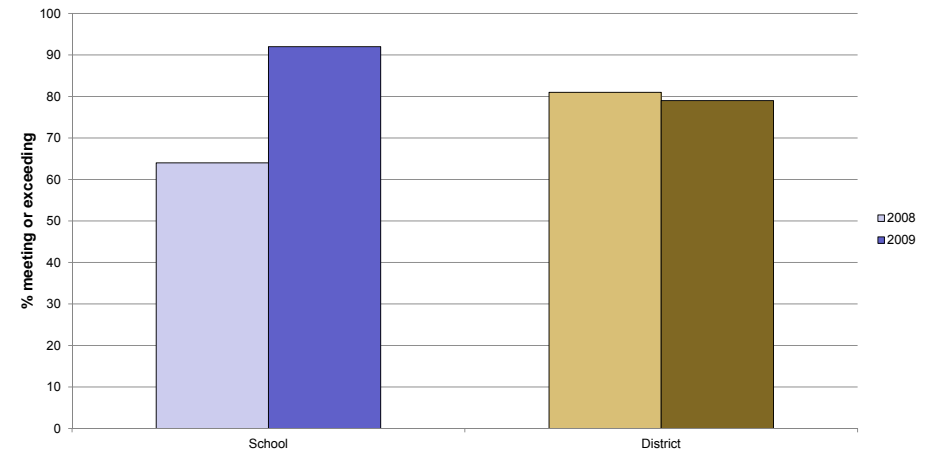
Student Satisfaction Survey: Grade 4

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



FSA Results 2007-09: Grade 4

Reading Comprehension



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

Newsletters

Woodland Elementary East School



December Newsletter

PBIS News

Students at Elementary East did an excellent job of showing ROAR behavior in the first quarter! We are pleased to inform you that office referrals decreased by **26.5%** compared to the first quarter of last year!

Most of our referrals came from the bus (33%), followed by recess (25%) and the classroom (15%). To encourage students to demonstrate ROAR behavior on the bus, we are providing a few incentives in November and December. The buses with the fewest referrals will earn a ride with our school mascot Wylie the Wildcat. In addition, bus drivers are handing out golden ROAR tickets. Students who earn golden ROAR tickets will be entered into a raffle to earn prizes!

Also, Elementary East is having our first ever **PBIS Family Night** on Thursday, December 12, from 6:00-7:30 pm! Come join us in celebrating positive behavior with an evening of ice cream and dancing! Enjoy frozen yogurt from Suzie's Sweet and dance the night away with an interactive DJ.

Hope to see you there!

Art Class at Elementary East

In ART students explore and learn to create with tools and materials that artists use to draw, paint, and sculpt. Here are a few of the art lessons at a glance.

First graders are introduced to Color Theory (primary and secondary colors). They will also be introduced to basic elements of art: shape, line, texture and color. Clay is also introduced. A few of the famous artists we discuss are Van Gogh and Picasso.

Second graders will enhance their painting techniques along with reviewing elements of art. Students will learn the differences between landscape, portraits, and still life art. They also learn how to create space in their artwork. They create projects using clay, oil pastels, and watercolors.

Third graders focus on drawing faces and figures correctly. They will be introduced to shading techniques and will draw and paint with more focus on details. Clay construction will continue and they will create original two and three-dimensional masterpieces using oil pastel, chalk, and clay.

To show off all the talented artists here at East, every month eight students will have their artwork on display in the main hallway outside our library.

Elementary East's art teachers are Mrs. Bruner and Mrs. Rediger.

Dressing for Winter Weather

It is starting to feel like winter weather is here, so we would like to remind you that your child needs to be bundled up for the cold recess days ahead! Please be sure that your child brings a hat, scarf, mittens, boots and a warm coat. These items should be clearly labeled with your child's name in case the clothing gets lost.

Remember that when there is snow on the ground, children are only allowed to play on the blacktop if they do not have boots and snow pants. Also, please remind your children that throwing snowballs is not allowed at school. Our motto is, "If it's on the ground, it stays on the ground."

Thanks for your help and support!

Newsletters

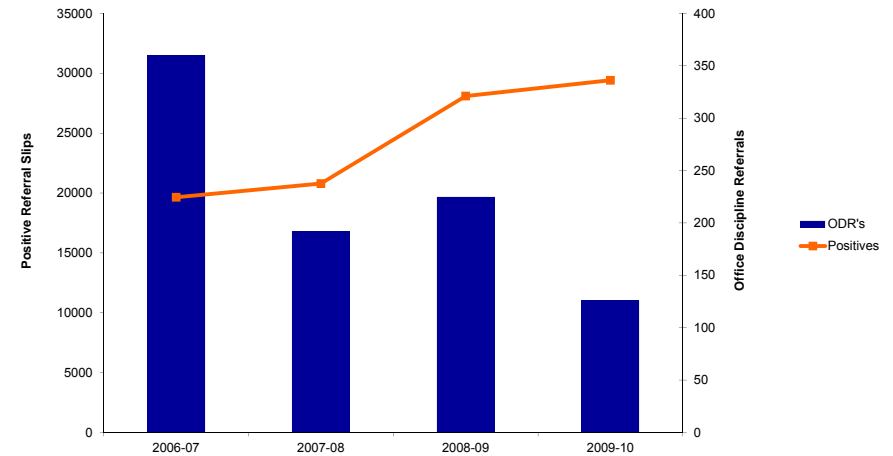
	Perryville Elementary Parent Newsletter	SW-PBS February 2011
	Respectful, Responsible, Ready to Learn	School Expectations (Parent Pick-Up)
<p>The purpose of the PBS newsletter is to provide you, parent/guardian, with information to help develop positive behavior support at home, as well as in the school setting. Your child will be learning what it means and ways he or she can be Respectful, Responsible, and Ready to Learn. Please talk with your child at home about what he or she has learned.</p> <p>Focus: Honesty—Honesty is not lying, cheating, or stealing. To be honest is to be truthful and trustworthy.</p> <p>Suggested Activities:</p> <p>A. Talk to your child about how honesty is important at your place of work. Explain what happens when people are dishonest. (e.g. "If people are honest at my work place, I gain the respect of others and I know I can count on them to be dependable." "If people are dishonest at my work place, I have a hard time trusting them to do what they say they will do. They will have to prove through their words and actions that they can be trusted again.")</p> <p>B. Praise your child for being truthful, even when you don't like what he or she has told you. When your child is dishonest, let him or her know that you are disappointed. (e.g. "I am disappointed that the truth was not told.")</p> <p>C. If your child has a hard time telling the truth, read a book that relates to lying or honesty, and point out who is being honest and dishonest and what happens as a consequence. (Ex. Peoples feelings get hurt)</p> <p>Books: "How to deal with LYING" by Rachel Lynette "Being Honest" by Jill Lynn Donahue Movie: Pinocchio—talk about what happens when Pinocchio tells a lie.</p>		<p>Voice level 2</p> <ul style="list-style-type: none"> • We keep hands, feet, and other objects to ourselves. • We stay out of landscaped areas. • We, in case of rain, stand and wait under awning in a quiet manner. • We keep track of our belongings. • We are informed of who is picking us up. • We go directly to curb and sit quietly and patiently for our ride. • We wait to be escorted to our vehicle when it arrives. <p>Voice Levels</p> <ul style="list-style-type: none"> 4 - Outside Voice 3 - Classroom Voice 2 - Table Voice 1 - Partner Voice 0 - No talking
<p>Tip of the Month</p> <p>Read June B. First Grader: Cheater Pents by Barbara Park aloud. At the end of each chapter, ask your child to make predictions on what is going to happen next. Write their predictions on paper, and after reading the next chapter, compare what happened with the predictions. At the end, talk about times they knew someone cheated. Ask how it made them feel and what happened as a consequence.</p> <p>Resources by: Real-World Social Skills by Pat Crissey</p>		

What is **EFFECTIVENESS**?

- Extent to which the practice results in desired outcomes
- Effects must be attributed to the practice

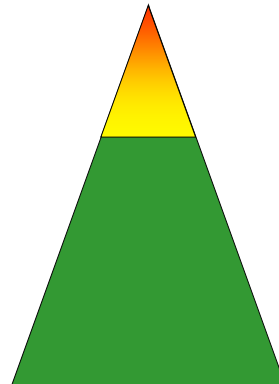


Positive Referrals vs. ODRs: FG Leary Fine Arts School, Chilliwack, BC



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



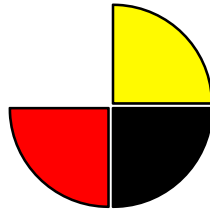
Measures to assess FIDELITY

- 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)

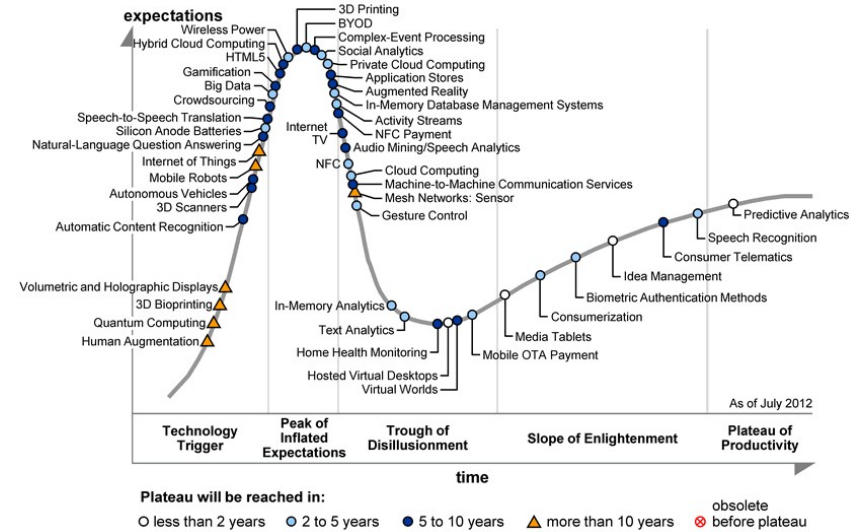
Available at: <http://pbisassessment.org>

What is EFFICIENCY?

- Relationship between continued effort and continued effectiveness
- Weighed against other potential practices

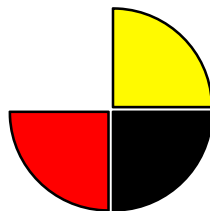


Life Cycles of Innovations (Gartner, 2012)



Increasing EFFICIENCY

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



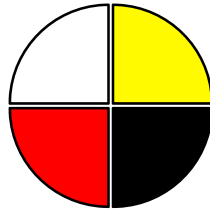
What is CONTINUOUS REGENERATION?

- 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



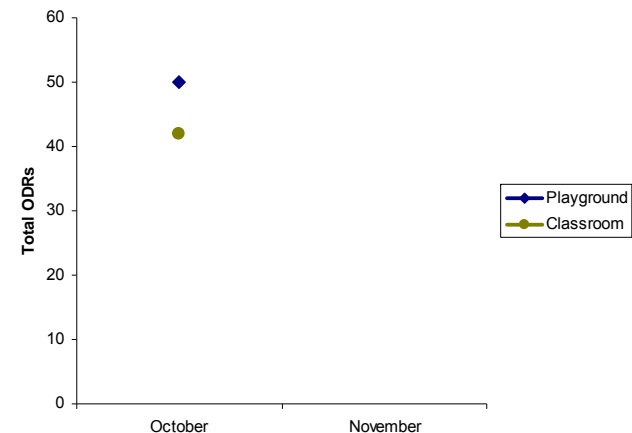
Create Communities of Practice

- 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

Web-based Sharing

- <http://www.pbisillinois.org>
- <http://bcpbs.wordpress.com>
- <http://pbismaryland.org>
- <http://www.cenmi.org/miblsi>
- <http://www.modelprogram.com/>
- <http://www.PBISmn.org/>
- <http://www.PBISvideos.org/>

Using Data for Decision Making Sifton Elementary, Vancouver, WA

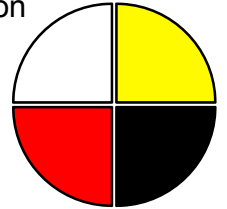


Sifton Playground Challenge



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!



A District Planning Tool for Sustainability

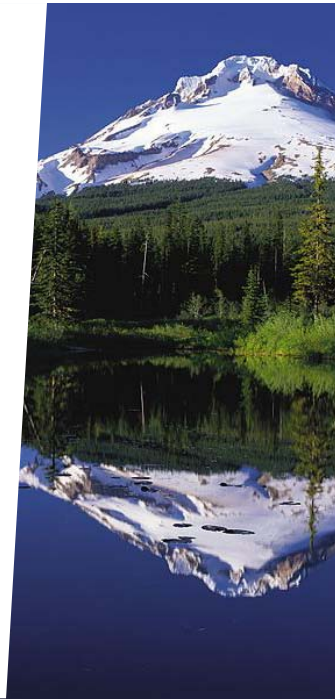
- PBIS Leadership Team Self-Assessment
 - A self-assessment and action planning tool for district, regional, or state leadership teams
 - An integrated action plan for sustainability
 - Available for free at: <http://pbis.org>

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>



Research on PBIS Sustainability



Research on Sustainability

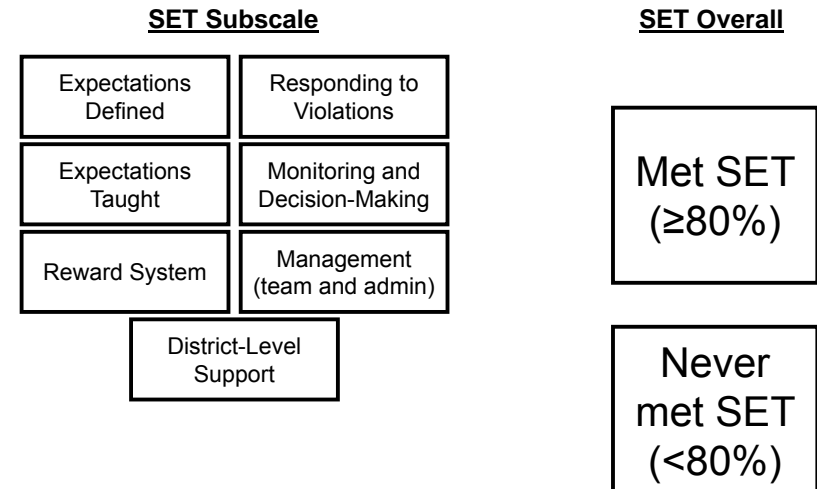
- Recent studies on sustainability of PBIS
 - Longitudinal tracking of PBIS fidelity (Coffey & Horner, 2012)
 - Perceptions of critical features for sustainability (McIntosh, Predy, Hume, Turri, & Mathews, 2014)
 - Factors predicting sustainability (McIntosh et al., 2013)
 - Critical features of PBIS systems (Mathews, McIntosh, Frank, & May, in press)



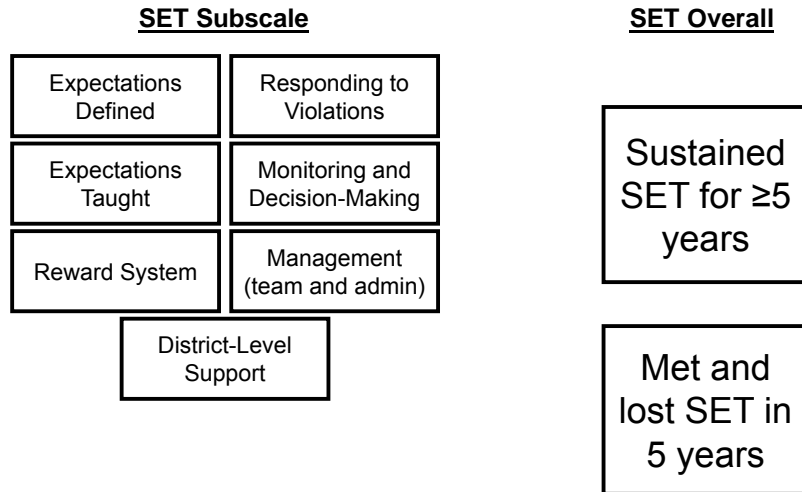
A PBIS Sustainability Study (Coffey & Horner, 2012)

- Sample: 285 schools with SET scores
- Differences between schools that implemented and those that did not
- Differences between schools that sustained and those that did not

Implementers vs. Non-implementers



Sustainers vs. Non-sustainers



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

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?

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

- 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***
- Parents are actively involved in the PBIS effort (e.g., as part of team or district committee)***
- A vast majority of school personnel (80% or more) support PBIS***

Note. *** $p < .001$

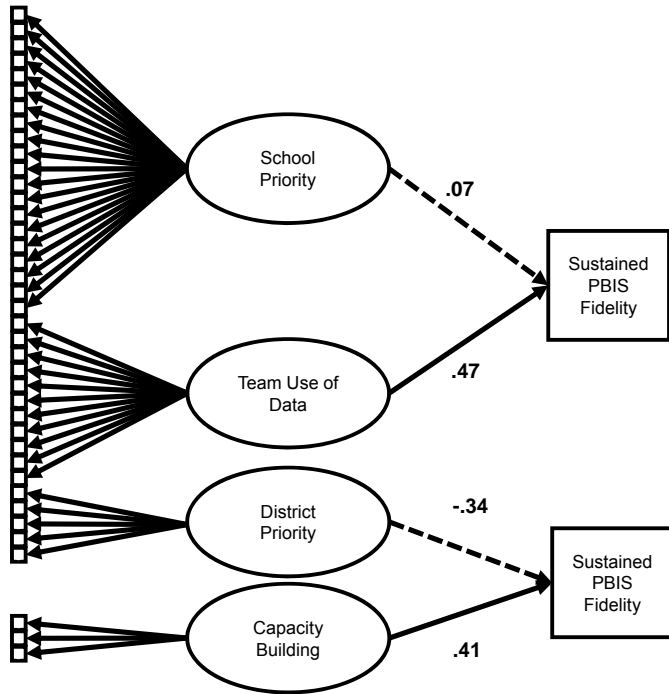
What is the strongest predictor of PBIS sustainability?

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 Behaviour Support. *Exceptional Children*, 79, 293-311.



Results: Predictive Model

- Model fit indices acceptable (except χ^2)
 - χ^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 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 critical features predict sustained PBIS implementation?

Mathews, S., McIntosh, K., Frank, J. L., & May, S. (in press). Critical features predicting sustained implementation of school-wide positive behavior support. *Journal of Positive Behavior Interventions*.



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

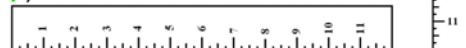
Lessons learned for sustaining School-wide PBIS

- 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



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.



Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/ Computer Lab	Assembly	Classroom
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	

EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Identify Attention Signal.....Teach, Practice, Reinforce				
Be Respectful					
Be Responsible					
Be Safe					

EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Identify Attention Signal.....Teach, Practice, Reinforce				
Be Respectful	<ul style="list-style-type: none"> Listen to others Use inside voice Use kind words Ask permission 	<ul style="list-style-type: none"> Enter/exit classroom prepared Use inside voice 	<ul style="list-style-type: none"> Listen to others Accept differences Use kind words Encourage others 	<ul style="list-style-type: none"> Use quiet voice Follow directions 	<ul style="list-style-type: none"> Eyes/ears on speaker Raise hand to speak Contribute to learning
Be Responsible	<ul style="list-style-type: none"> Be prepared Follow directions Be a problem solver Make choices that support your goals 	<ul style="list-style-type: none"> Place materials in correct area Begin warm-up promptly 	<ul style="list-style-type: none"> Use Time Wisely Contribute Complete your part 	<ul style="list-style-type: none"> Be a TASK master Use your neighbour 	<ul style="list-style-type: none"> Follow directions Take notes Meet your goals
Be Safe	<ul style="list-style-type: none"> Keep hands, feet, and objects to self Organize your self Walk 	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Use Materials Carefully 	<ul style="list-style-type: none"> Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> Stay at seat Keep hands, feet, and objects to self

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

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

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