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## What Does It Take to Sustain PBIS?

### *Lessons for Leaders*

New Hampshire Institute 2016

Kent McIntosh  
University of Oregon

Handouts: <http://www.pbis.org>



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## Support for these projects:

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



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada



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## 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

Handouts:  
<http://www.pbis.org>



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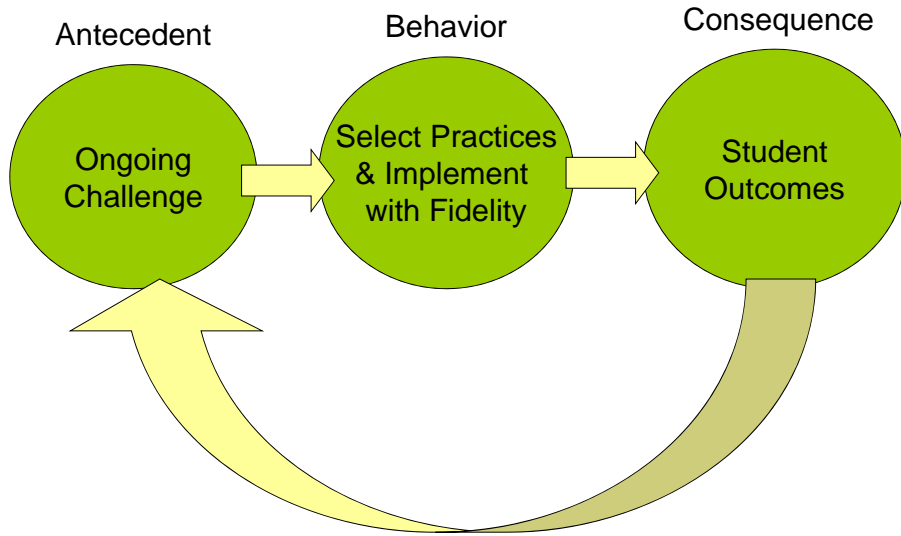
## Do you have a deep understanding of the principles of sustainability?

- 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...

## 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?

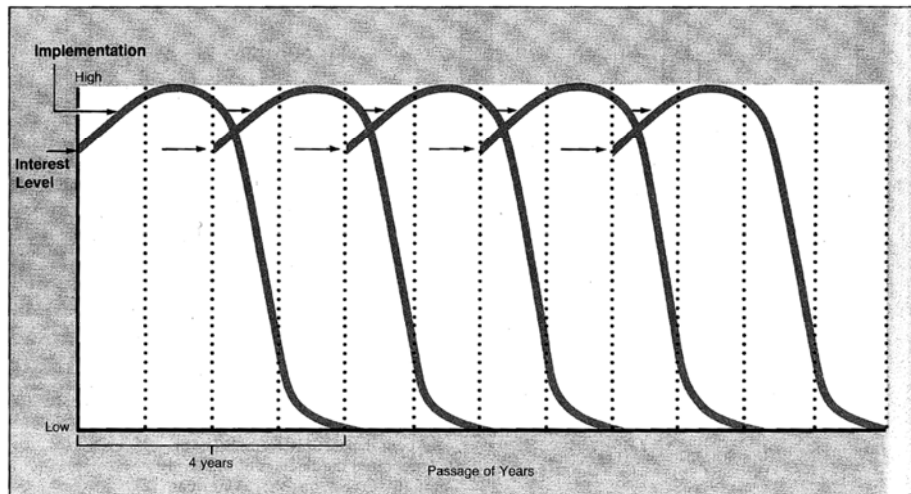
- That's up to you!

## Memo

To: School Administrators  
From: District Administrators

In keeping with the new state initiative, this fall we will be implementing an exciting new district initiative of SNI in place of LYI. All Pro-D days previously scheduled for LYI will be rescheduled as staff development for SNI. The \$500 for release time and materials for LYI will be discontinued and provided instead for SNI. By the way, you will need to create local SNI teams that meet weekly. The former members of your LYI team would be perfect for this new team. Your new SNI binders will be coming next week. Have a great year!!!

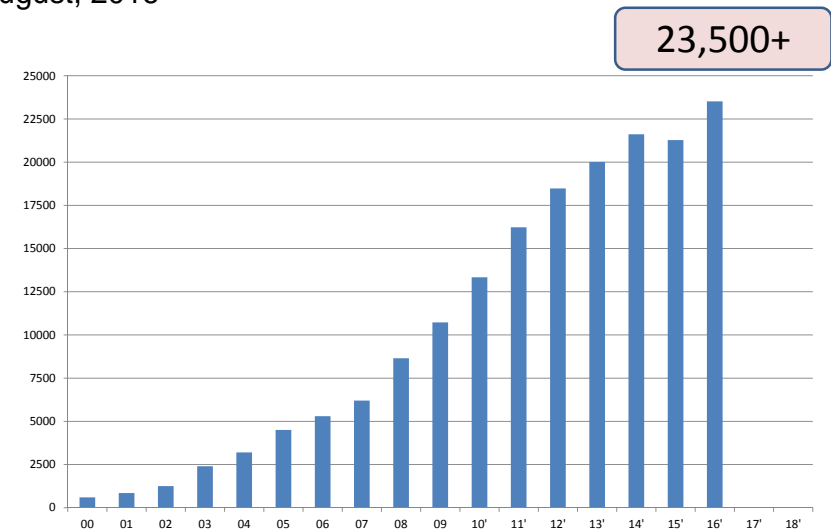
Figure 1. Birth and Death Cycles of Educational Innovations

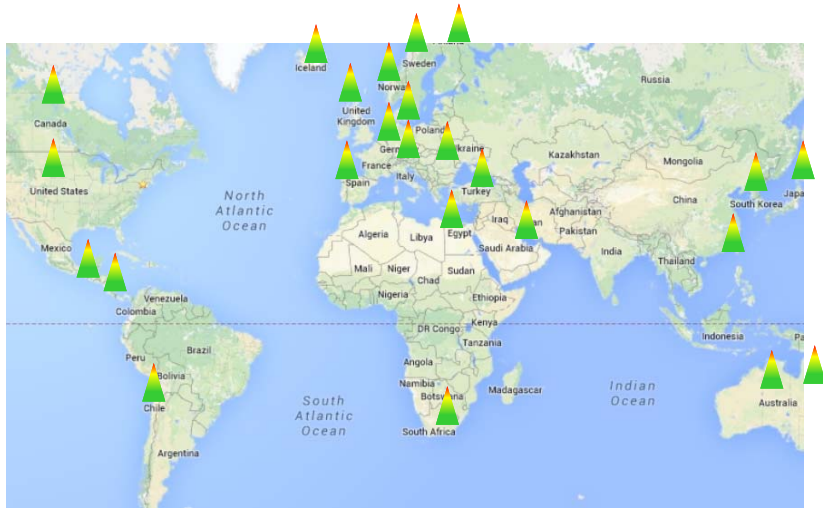


(Latham, 1988)

## US Schools implementing PBIS

August, 2016





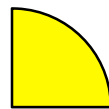
## Four Principles for Sustaining School-wide Systems

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



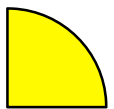
## What is **PRIORITY**?

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

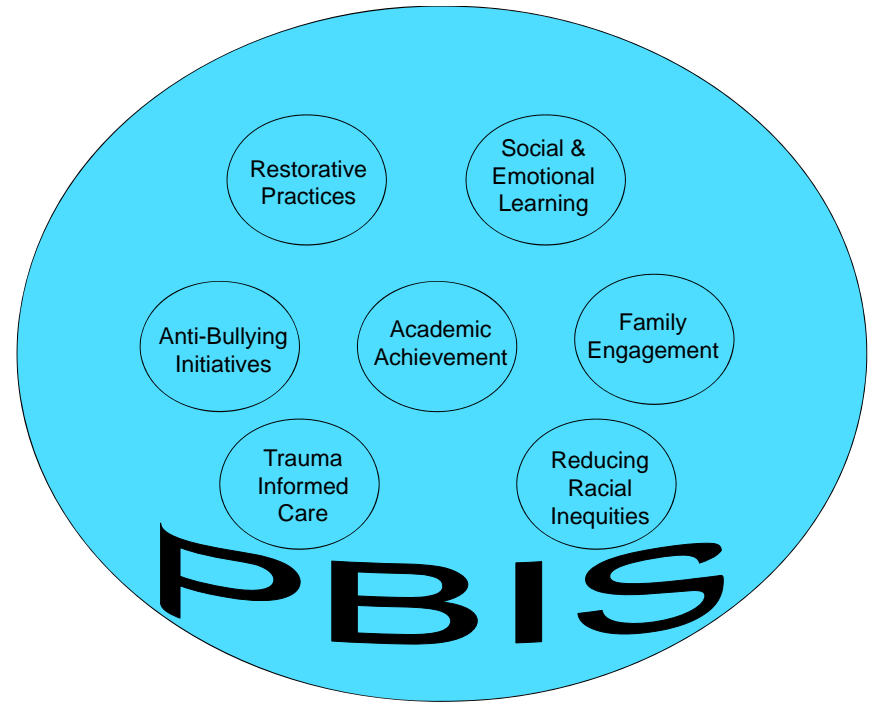
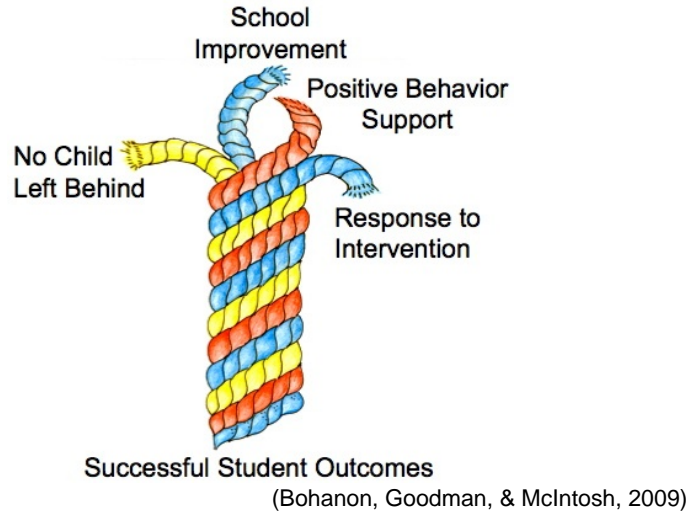


## Promoting **PRIORITY**

- 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



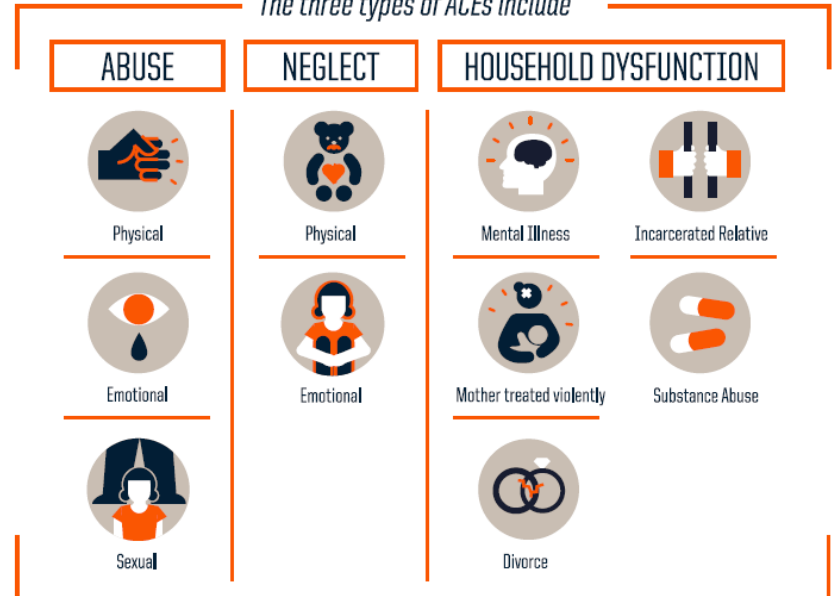
# What is braiding?



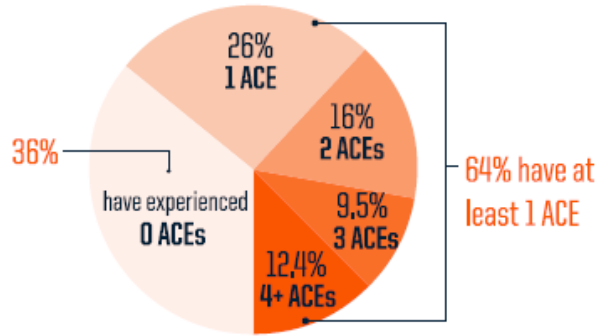
## WHAT ARE THEY?

ACEs are  
ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include

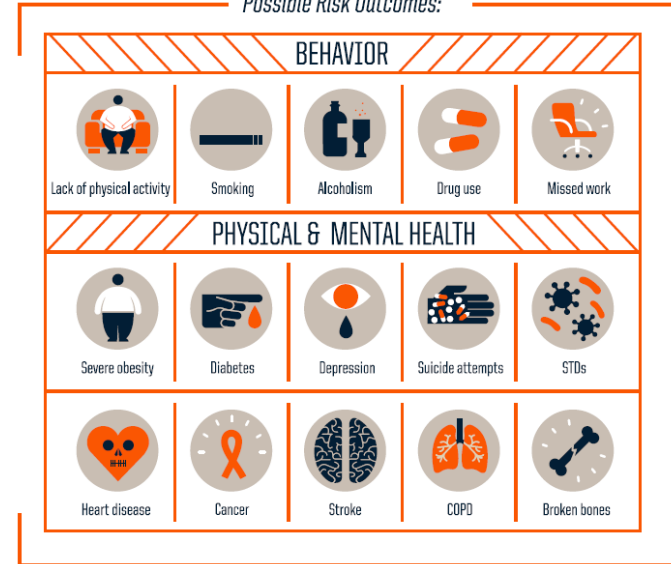


Of 17,000 ACE study participants:



rwjf.org, www.cdc.gov/ace/prevalence

Possible Risk Outcomes:



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

## Integrating initiatives example: Trauma-informed Care

- A Better Solution:
  - Create safe, predictable, and positive learning environments for **all students**, regardless of need
  - Provide more support to students who need more

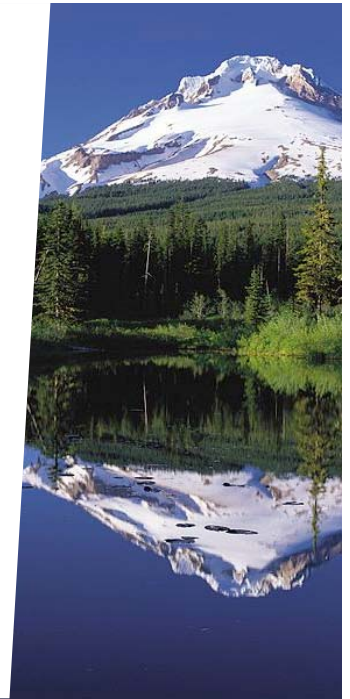


## Steps in Braiding Initiatives

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

## School Climate and Academic Achievement

Gietz, C. & McIntosh, K. (2014). Relations between student perceptions of their school environment and academic achievement. *Canadian Journal of School Psychology, 29*, 161-176.



## 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

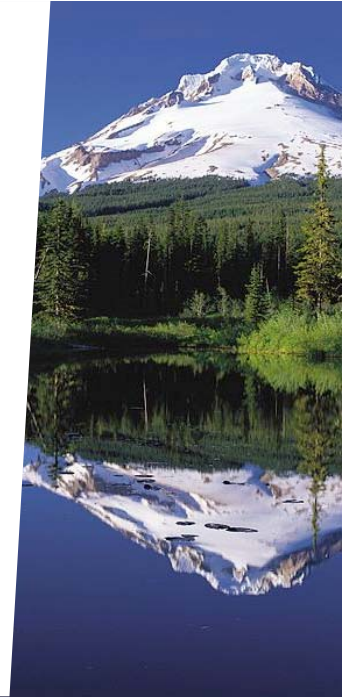
- Do you know how your school expects students to behave?
- At school, are you bullied, teased, or picked on?
- Do you feel safe at school?
- Do you feel welcome at your school?

## 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?

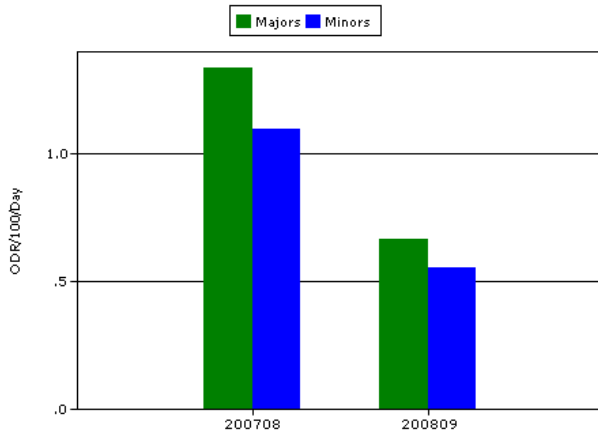
## Can PBIS lead to better academic achievement?

Kelm, J. L., McIntosh, K., & Cooley, S. (2014). Effects of implementing school-wide positive behavior support on social and academic outcomes. *Canadian Journal of School Psychology, 29*, 195-212.



## BC Elementary School Example: Office Discipline Referrals

Kay Bingham Elementary School ODR/100/Day 2007-2008



What does a reduction of 266 discipline referrals mean?

Kay Bingham Elementary

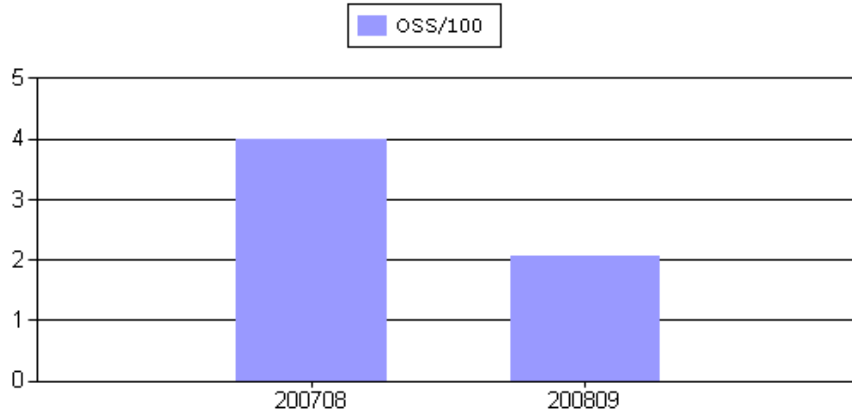
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>■ <u>Savings in School Staff time</u><br/>(ODR = 15 min)</li> <li>■ 3,990 minutes</li> <li>■ 67 hours</li> <li>■ 8 8-hour days</li> </ul> | <ul style="list-style-type: none"> <li>■ <u>Savings in Student Instructional time</u><br/>(ODR = 30 min)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

Get the cost-benefit calculator at: [www.pbismaryland.org](http://www.pbismaryland.org)



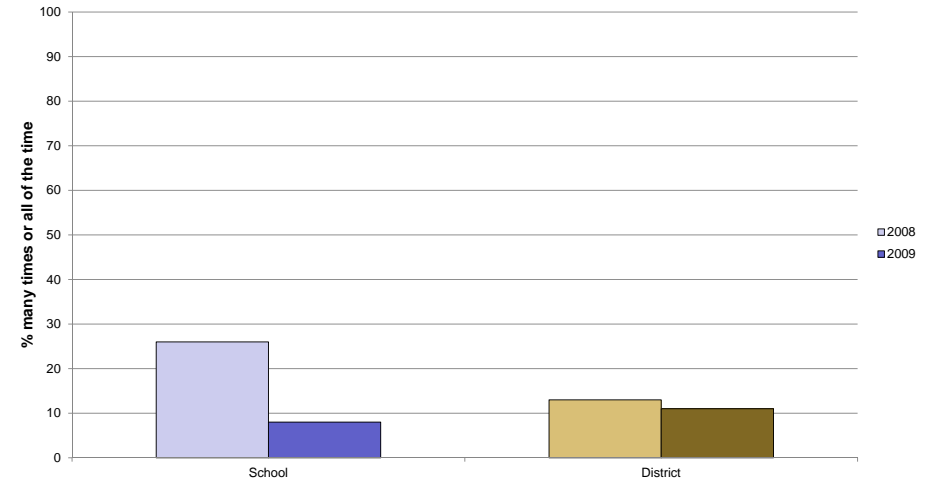
# BC Elementary School Example: Out of School Suspensions

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



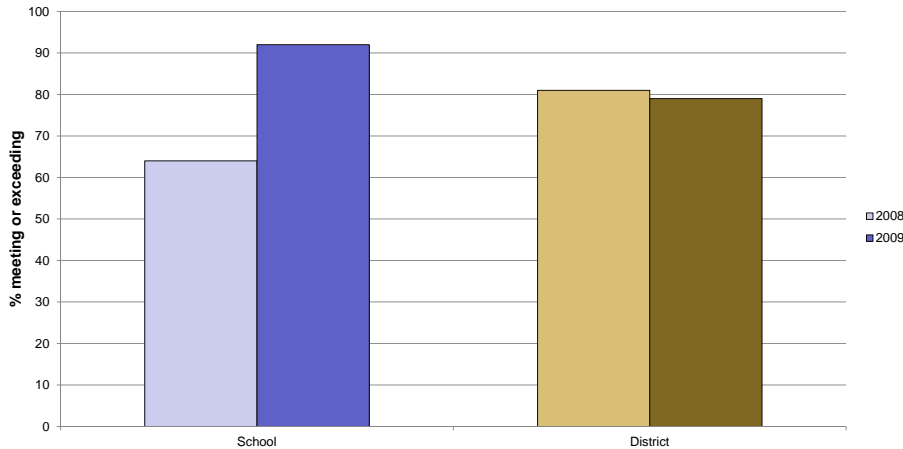
# Student Satisfaction Survey: Grade 4

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



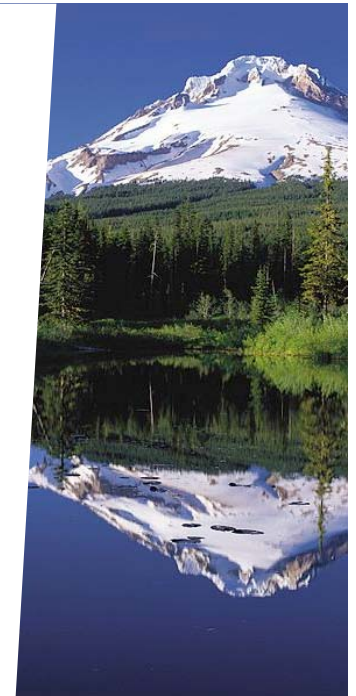
# FSA Results 2007-09: Grade 4

Reading Comprehension

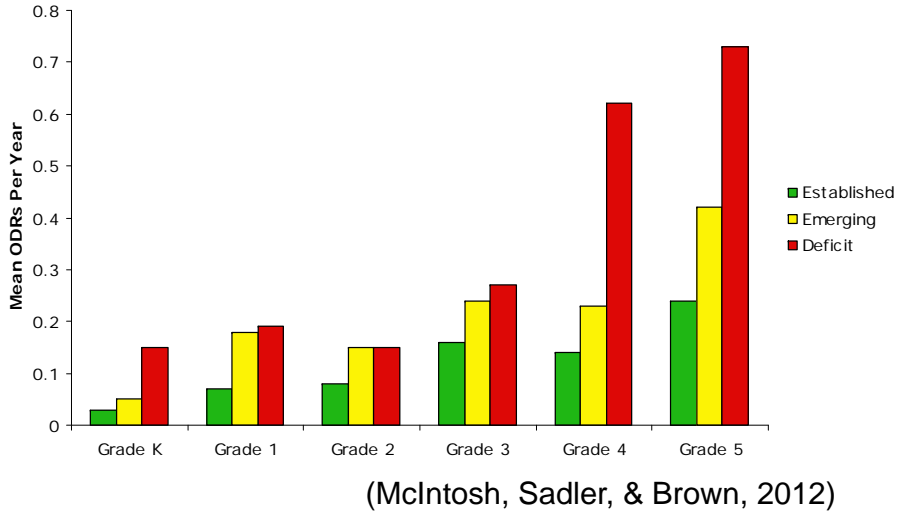


## Can quality academic instruction lead to better behavior?

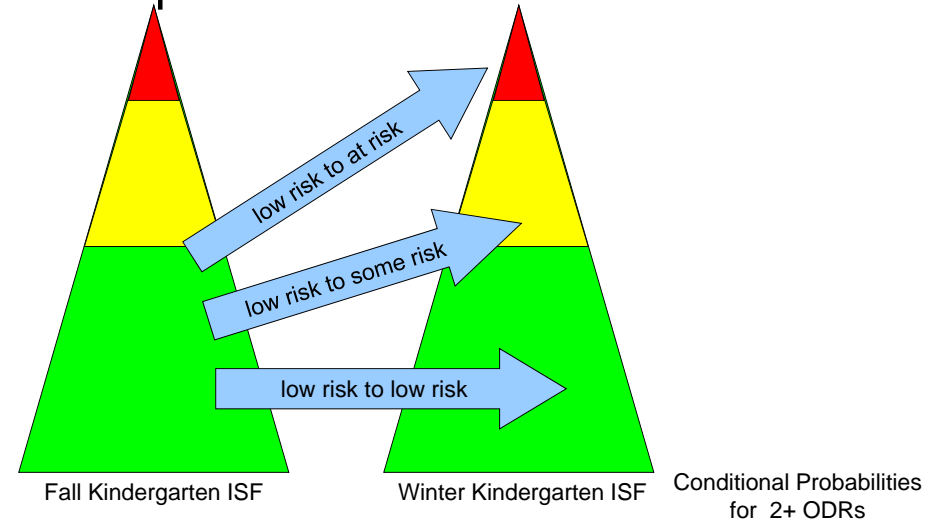
McIntosh, K., Sadler, C., & Brown, J. A. (2012). Kindergarten reading skill level and change as risk factors for chronic problem behavior. *Journal of Positive Behavior Interventions*, 14, 17-28. doi: 10.1177/1098300711403153



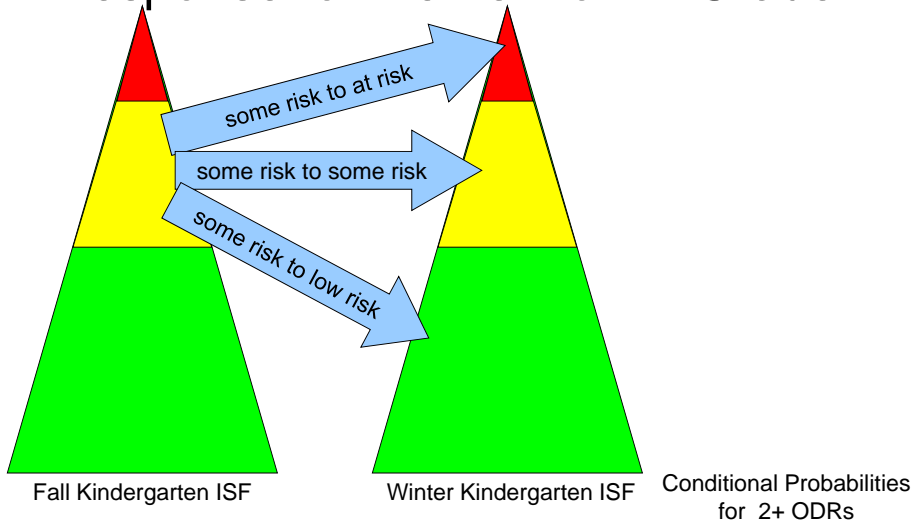
# ODRs by K *DIBELS PSF* Score



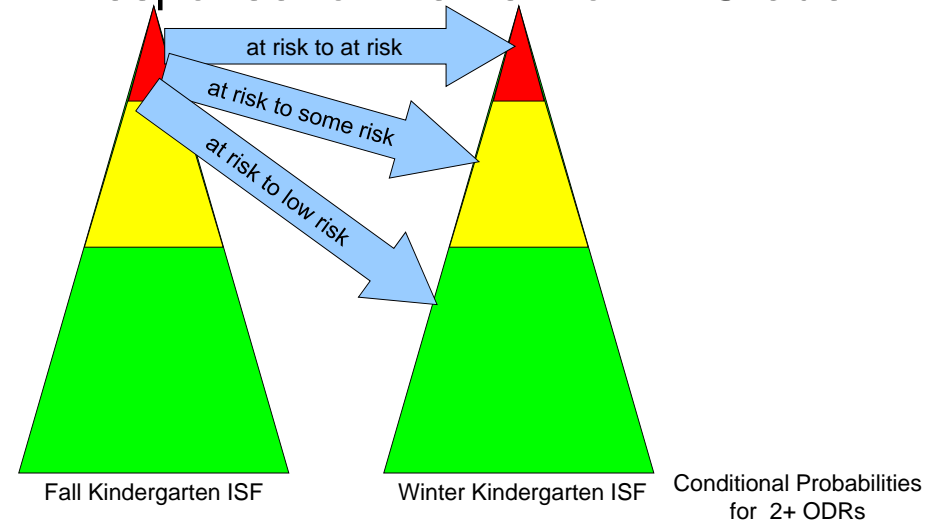
# Risk for Problem Behavior Grade 5: Response to Intervention in Grade K



# Risk for Problem Behavior Grade 5: Response to Intervention in Grade K



# Risk for Problem Behavior Grade 5: Response to Intervention in Grade K



# A 5-point Intervention Approach to Enhance Equity in School Discipline



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

# 5-point Intervention Approach

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

<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!

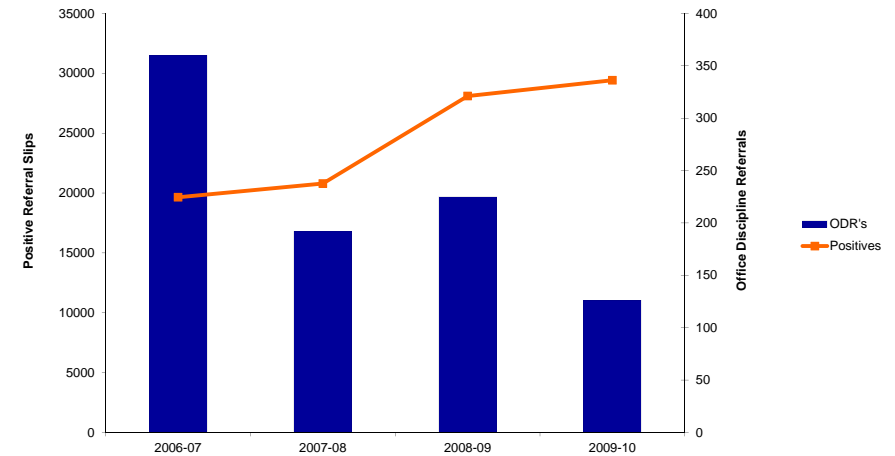
- Newsletters
  - To parents
- Monthly/quarterly reports
  - To school staff
- Formal presentations
  - To school board
  - To district administrators
  - To PTA
  - To community agencies and businesses
- Local news

## What is **EFFECTIVENESS**?

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

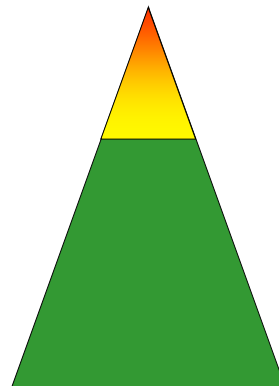


## Positive Referrals vs. ODRs: FG Leary Fine Arts School, Chilliwack, BC



## 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



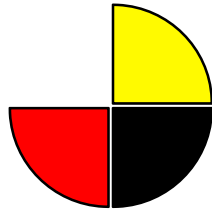
## Measures to assess FIDELITY

- 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://pbisapps.org>

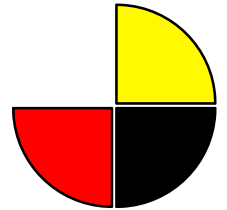
## What is **EFFICIENCY**?

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



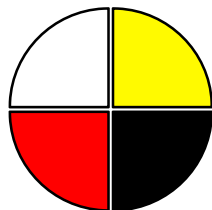
## Increasing **EFFICIENCY**

- 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



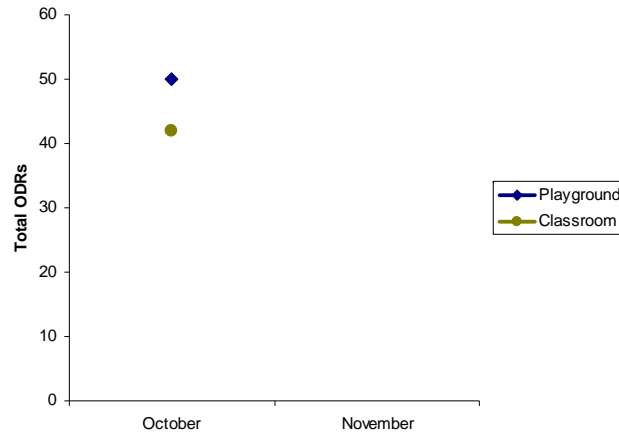
## Create Communities of Practice

- 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](http://www.pbis.org)
- [www.pbisapps.org](http://www.pbisapps.org)
- [www.pbisvideos.com](http://www.pbisvideos.com)
- [www.pbissmissouri.org](http://www.pbissmissouri.org)
- [www.pbismaryland.org](http://www.pbismaryland.org)
- [www.pbiscaltac.org](http://www.pbiscaltac.org)
- [www.modelprogram.com](http://www.modelprogram.com)

## Using Data for Decision Making Sifton Elementary, Vancouver, WA



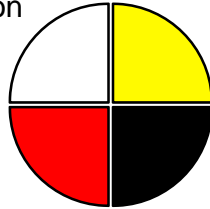
## Sifton Playground Challenge





## 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://kentmcintosh.wordpress.com>

## Research on PBIS Sustainability





## 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 Behavior Support. *Exceptional Children*, 79, 293-311.

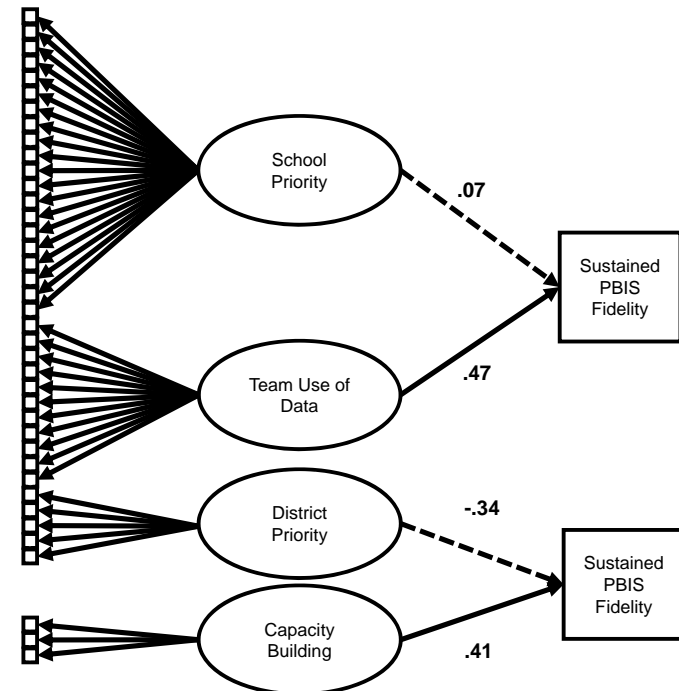
## What is more important to sustainability?

- 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 keel in the school's boat

(McIntosh & Goodman, in press)

## What critical features predict sustained PBIS implementation?

Mathews, S., McIntosh, K., Frank, J. L., & May, S. (2014). Critical features predicting sustained implementation of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 16, 168-178.



## 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

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.	

SCHOOL VALUES	Classroom Routines				
	Class-wide	Arrival	Group Work	Independent Work	Whole Group
<i>When it gets hard, we TRY our best</i>					
Respect	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Use inside voice</li> <li>• Use kind words</li> <li>• Ask permission</li> </ul>	<ul style="list-style-type: none"> <li>• Enter/exit classroom prepared</li> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Accept differences</li> <li>• Use kind words</li> <li>• Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voice</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Eyes/ears on speaker</li> <li>• Raise hand to speak</li> <li>• Contribute to learning</li> </ul>
Personal Best	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Follow directions</li> <li>• Be a problem solver</li> <li>• Make choices that support your goals</li> </ul>	<ul style="list-style-type: none"> <li>• Place materials in correct area</li> <li>• Begin warm-up promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Use time wisely</li> <li>• Contribute</li> <li>• Complete your part</li> </ul>	<ul style="list-style-type: none"> <li>• Be a task master</li> <li>• Use your neighbor</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Take notes</li> <li>• Participate when asked</li> </ul>
Safety	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> <li>• Organize yourself</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Stay at seat</li> <li>• Keep hands, feet, and objects to self</li> </ul>



## Something for September



## “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



## Create a Plan to Sustain from the Start

- **“Train and Hope”**
  - Not an effective approach to implement a practice
- **“Implement and Hope”**
  - Not an effective way to sustain a practice

3 big ideas to plan for sustainability...



## 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](http://www.PBIS.org)

**PBIS** Positive Behavioral Interventions & Supports  
OSEP TECHNICAL ASSISTANCE CENTER

SCHOOL FAMILY COMMUNITY EVALUATION RESEARCH TRAINING

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

**current topics**

**What's NEW**  
Check all of our latest updates

**SCTG Webinar Video**

**school climate transform grants**  
PBIS Materials for School Climate Transformation Grants (SCTG) awardees. Webinar videos, contact

**presentations**  
Slides from Training & Conference Presentations. Please check the left-side menu for 2015 Leadership Forum and previous Leadership

**pbis blueprints**  
Blueprints for implementation, professional development, and evaluation of PBIS. Please check our updated 'Implementation Blueprint'

# SAVE THE DATE

● ● ● October 27-28, 2016

2016 National PBIS Leadership Forum

## PBIS: Systems for Enhancing Climate & Culture

Donald Stephens Convention Center  
Rosemont, IL

Including strands specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partners!

This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

PBIS Foundations  
Classroom Applications  
Tier 2 Systems & Practices  
Tier 3 Systems & Practices  
Aligning Systems  
Juvenile Justice  
Mental Health Integration  
Equity  
Applied Evaluation  
Special Topics

Visit the Upcoming Events page at [www.pbis.org](http://www.pbis.org) for more information

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Cannon Beach, Oregon  
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Handouts: <http://www.pbis.org>

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