DATA & BUY-IN: KEYS TO SUSTAINABILITY

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The staff member who says,

"I just don't have the time and effort to implement all of these positive behavioral strategies!"
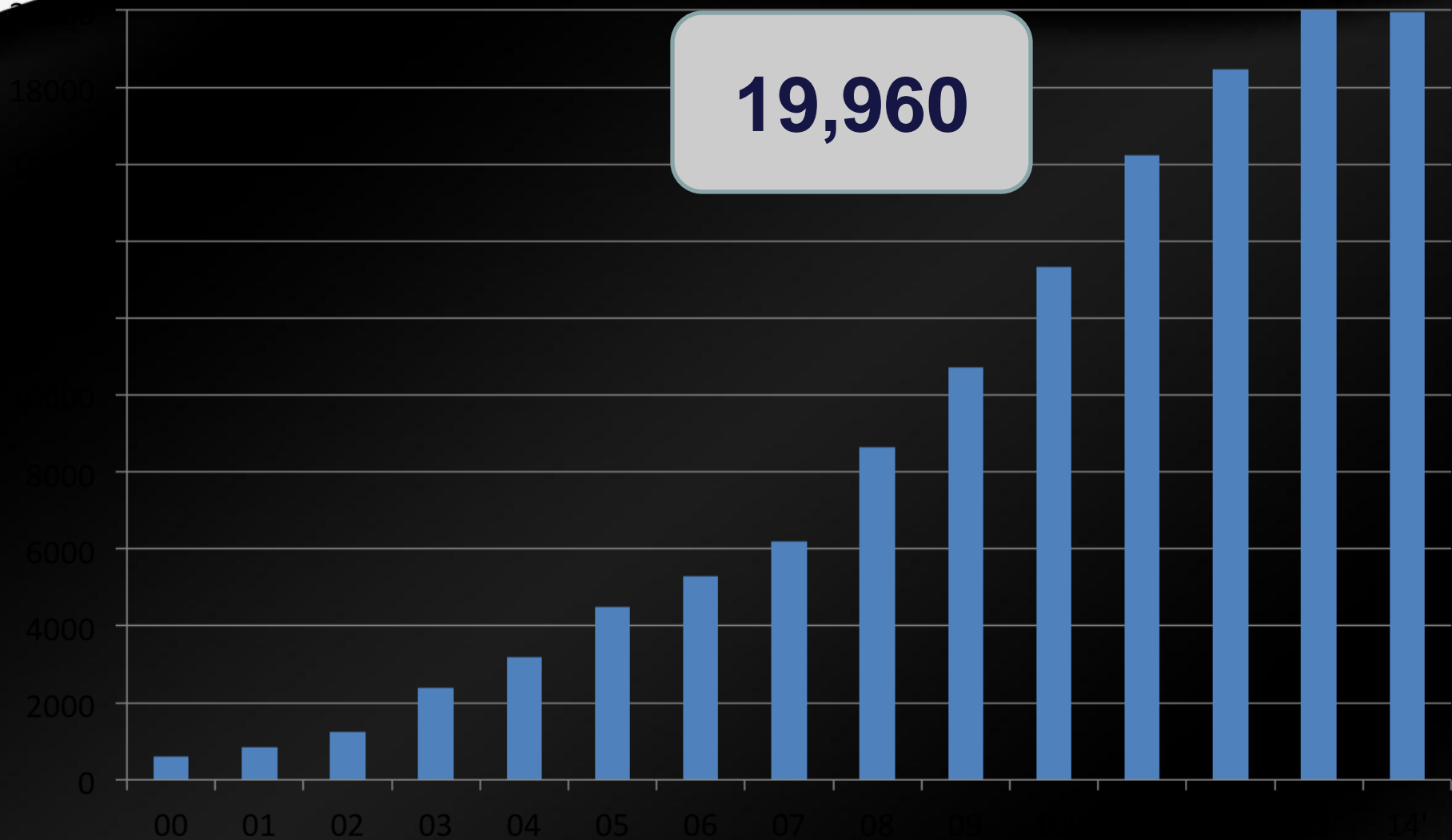
Is like the farmer who says,

"I just don't have time to build a fence ~

I am way too busy chasing the cows!!"

There is no such thing as resistance to change, it is actually inadequate preparation!

~Kent McIntosh

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Number of Schools Implementing SWPBIS since 2000
January, 2014

19,960

Chart axis values: 18000, (16000), (14000), (12000), 10000, 8000, 6000, 4000, 2000, 0

X-axis labels: 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 14'

Definitions

- **Sustainability**

  – Durable implementation of a practice at a level of fidelity that continues to produce **valued outcomes**

McIntosh et al (2009)

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

Why measure Fidelity?

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

Valuable Outcomes: Which ones?

- Students are socially and academically successful

- School environments that systematically promote evidence based practice that improve conditions for students & staff

Sustainability Enablers

- Administrative support
- Staff buy-in
- Fidelity of implementation
- Effective use of data
- On-going training
- Communication
- Coaching

Sustainability Barriers

- **Lack of**

  - Administrative support
  - Staff Buy-in
  - Fidelity of implementation
  - Effective use of data
  - On-going training
  - Coaching
  - Resources/Time
  - Academic & Behavior Relationship

But what is it?

Good feelings about PBIS?

Willingness to do the work?

NOT resisting?

Being a cheerleader?

Actually implementing the features?

Buy-In exists along a continuum

Resistant to Participating

Maybe willing but need more time/information

Ready and enthusiastic to participate

Implementation:
Revisiting Types of Buy-in

- Warming- Conceptual, non-specific support for idea/concept
- Neutrality- will allow it to happen and not get in the way
- Authorizing- Will support and advocate others to do
- Reviewer- Willing to review and offer feedback and direction, but low level time commitment
- Collaborator- Willing to work on the issue, in a team oriented approach
- Committed- Has "made it their work", reallocated from existing resources and job descriptions, memorialized commitment to the idea or concept.

How do we get it in the first place?

Let the data do the talking?

Allow their voice to be heard?

Top-down administrative mandate?

Wait for them to ask for it?

Teach them and they will love it?

Testimonials from other schools?

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How do we maintain or increase it over time?

Make changes based on staff feedback?

Let the data do the talking?

Booster sessions on the basics?

Have the administrator explain why it's important?

Pay them to do it?

Starting to answer the questions: The Minnesota survey

- Completed by 1,216 teachers and staff in MN
- All schools in cohorts 5, 7, and 8 were asked to participate
  - Cohort 8 begins training in fall 2012 so they are "pre-implementation" schools
  - Cohort 7 begins its second year of training in 2012 so they are "initial implementation" schools
  - Cohort 5 completed the two year training 1 year ago so they are "continued implementation" schools
- Administrators sent staff link to SurveyMonkey online survey
- 44.2% of schools from cohorts 5, 7, & 8 participated
- Approx. 40.5% of staff in each school participated

The Measure: PBIS-BIM

- PBIS Buy-In Measure
- 6 items rated on a 0 to 3 scale
  - 0 = No investment (I won't participate)
  - 1 = Low investment (I'm not very willing to participate)
  - 2 = Moderate investment (I'm willing to try to participate)
  - 3 = Full investment (I will fully participate)
- Internal Reliability Coefficient = 0.92
  - Very high and good for research purposes

PBIS-BIM Items

WHAT IS YOUR CURRENT INVESTMENT LEVEL IN:

1. DIRECTLY TEACHING BEHAVIOR EXPECTATIONS TO STUDENTS?

2. ACKNOWLEDGING STUDENTS FOR APPROPRIATE BEHAVIOR?

3. USING CONSISTENT DISCIPLINE STRATEGIES (E.G., SELECTING BETWEEN ADMINISTRATOR MANAGED AND STAFF-MANAGED STRATEGIES CONSISTENT WITH SCHOOL POLICY)?

4. IMPLEMENTING PBIS STRATEGIES (E.G., TEACHING PBIS BEHAVIOR EXPECTATIONS AND ACKNOWLEDGING APPROPRIATE BEHAVIOR) IN CLASSROOM SETTINGS?

5. IMPLEMENTING PBIS STRATEGIES (E.G., TEACHING PBIS BEHAVIOR EXPECTATIONS AND ACKNOWLEDGING APPROPRIATE BEHAVIOR) IN NON-CLASSROOM SETTINGS SUCH AS HALLWAYS AND LUNCHROOM?

6. IMPLEMENTING PBIS STRATEGIES WITH INDIVIDUAL STUDENTS OR SMALL GROUPS OF STUDENTS?

Sample staff survey question

- Ch **OUTCOMES** below that you would like to achieve at our school…

  - Increase in attendance
  - Improvement in academic performance
  - Increase in the number of appropriate student behaviors
  - Students and teachers report a more positive and calm environment
  - Reduction in the number of behavioral disruptions, referrals, and incident reports

Other items for staff survey

- What do you like about PBIS in our school?
- What have you seen students doing well because of PBIS?
- What is the most challenging aspect of PBIS implementation for you?
  – Teaching
  – Using rewards
  – Using the levels of discipline/documenting behavior problems
- What extra supports could help you to participate in the PBIS program?

General Guidelines (Beginning/ End of Year in Dropbox)

- Work as a team
- Make decisions based upon data
- Consider needs of all students
- Integrate PBIS activities into other initiatives and projects
- Begin teaching, learning, and behavioral expectations on the first day

General Guidelines Continued

- Involve students, staff, parents, and community
- Maintain typical daily instructional and behavioral routines until the last day of school
- Increase use of reminders and precorrections before and after transitions
- Increase/maintain high rates of positive acknowledgements
- Specify expected outcomes of every activity

End of School Year

- Prepare students for next grade/teachers
- Prepare teachers for new students
- Prepare students for transition to new school
- Teach/ precorrect expectations and routines for end of school year
- Review and reinforce expected behaviors

End of School Year Continued

- Arrange events to celebrate successes of all student and staff
- Survey staff on status of school-wide PBIS (e.g., SAS)
- Review and evaluation office referral and/or discipline data for year
- Review/evaluate PBIS accomplishments (action plans) for year
- Prepare proactive transition plans for at and high risk students

Beginning of School Year

- Set PBIS team meeting schedule for the year
- Review membership of PBIS team
- Update written policies and procedures
- Collect data to establish/modify PBIS action plan for next year
- Orient new staff members
- Plan for Student Kick-Off/Fall training
- Plan for Staff Kick-Off

Beginning of School Year Continued

- Plan for Parent Kick-Off (minimally a letter should be sent home describing PBIS, the school-wide expectations, rewards system and how they can contact the school for more information or if they are interested in joining the committee)
- Plan for Bus Driver Kick-Off
- Set up data management system and plan for sharing data with staff throughout the year
- Develop proactive transition plan for at- or high-risk students
- Establish schedule for communicating/reporting/problem-solving with staff for the year
- Establish schedule of celebrations/reinforcement activities

Data Indicators

- T
- SAS
- SET
- ODR'S

View data as a whole

To lead people through change, we must give them the roadmap and coach them along the way

Adapted from Sulik, 2012

We must show our confidence in people and provide them with the input, information and supports they need

Adapted from Sulik, 2012

Expect the unexpected

Administration's Roles & Responsibilities

- Administrator should play an active role in the change process
- Administrators should actively communicate their commitment to the process
- Administrator actively promotes the initiative
- Administrator puts time on staff agenda

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Predictors of Staff Buy-In

- Knowledge of the initiative (Leadership Team/Staff)
- Input into Program
- Membership on Leadership Team
- Influential Administrator

Dr. Kevin Filter/University of MN Mankato

Creating Staff Buy-in

- Provide new staff with information relating to SW-PBIS
- Involve staff from the beginning
- Continue to solicit input from staff
- Continue to listen and acknowledge staff input
- Continue to create and maintain ongoing communication
- Report progress on a regular basis

- Be transparent
- Build trust
- Demonstrate visible leadership support
- Show examples of success in your district
- Show example of success in other districts
- Continue to revisit buy-in

It's never to early to look at sustainability

Sustaining an Initiative

- Know your basics
- Adopt and adapt evidence-based practices
- Give priority to what matters
- Keep data regular, easy, and relevant
- Know your outcomes
- Celebrate successes and improvement

What Not To Say When Trying to get Buy In

- Mandated
- New Initiative
- New district directives, policy and/or practices
- "We have to do this"
- Big change in the way we do things

- This is not my idea
- Trust me
- It will eventually go away
- Beginning any statement with - state

Thank You!

Effective Data Use and Sustainability

CHAR RYAN

Bob Braun and Char Ryan

BIG IDEAS

1   Teams have to be effective

1   Teams have to achieve and maintain fidelity

1   Teams have to effectively use data in problem solving

1   Achieve and continue to achieve valuable outcomes

| What is data-based decision making? | Still learning and growing | We know how to do it, now we're working to sustain it | Very fluent and very effective |

Becoming Data Based

How are you currently embracing a data-based decision making process that leads to results?

GOTTA ASK YOURSELF THE QUESTION WHERE ARE YOU NOW?

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Valuable Outcomes

- School environments systematically use evidence based practices that improve conditions for staff and students

- Students are socially and academically successful

Effective use of data

Current research tells us that schools who "sustain" PBIS 3 years and longer continue to attain valuable outcomes and demonstrate effective team process and use data-based problem solving.

People aren't tired from solving problems – they are tired from solving the same problem over and over.

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Effective Team Process

MEETING FOUNDATIONS

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Basic Meeting Foundations

- Purpose of the team/ purpose of the meeting is clear & functional
- Team agreements about meeting processes are defined
- Roles & responsibilities are defined
  - Formal roles (facilitator, recorder, data analyst)
  - Identify Primary and Back up persons for roles
- Team member communication is efficient
  - Accessibility to email, phone, meeting minutes
- Annual calendar of meeting dates, times, location is determined
- Electronic meeting minutes are used (available in 24 hours)

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Four Keys to Effective Meetings

1. Organization
   - Team roles, predictable meeting process, meeting minute format
   - Separate agenda items into three types
     - Review status of previous problems
     - Administrative logistics
     - Problem Solving to determine if there are new problems
2. Data
   - Access to the right information at right time in right format
3. Skills
   - Problems defined with precision including a goal
   - Comprehensive solution plans that "fit"
   - Evaluation measures defined & monitored
   - For each data source, define
     - Implementation fidelity plan for each problem
     - Impact of solutions for each problem
   - For both fidelity and impact (outcome) define
     - the data that will be gathered
     - how/when those data are gathered & reported
4. Adapt Solutions in response to data

TIPS II Training Manual (2013)

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So what data and how do we use it

- Start with your fidelity data

- Remember:

Fidelity is the extent to which the critical features of PBIS are implemented

(7 steps)

Perspective on Fidelity Indicators

Gilliam, Ripple, Zigler, and Leiter (2000) point out the importance of documenting process (or fidelity) evaluation indicators:

"Outcome evaluations should not be attempted until well after quality and participation have been maximized and documented in a process evaluation. Although outcome data can determine the effectiveness of a program, process data determine whether a program exists in the first place" (p. 56).

Evaluation Blueprint (2009), (pbis.org)

"A critical feature of high quality implementation is evidence of the extent to which critical features of SWPBIS are being or have been implemented as intended."

The Gold Standard

Fidelity indicators document how faithfully the program was implemented relative to its original design and focus

the gold standard

Fidelity Tools

SET

BOQ

TIC

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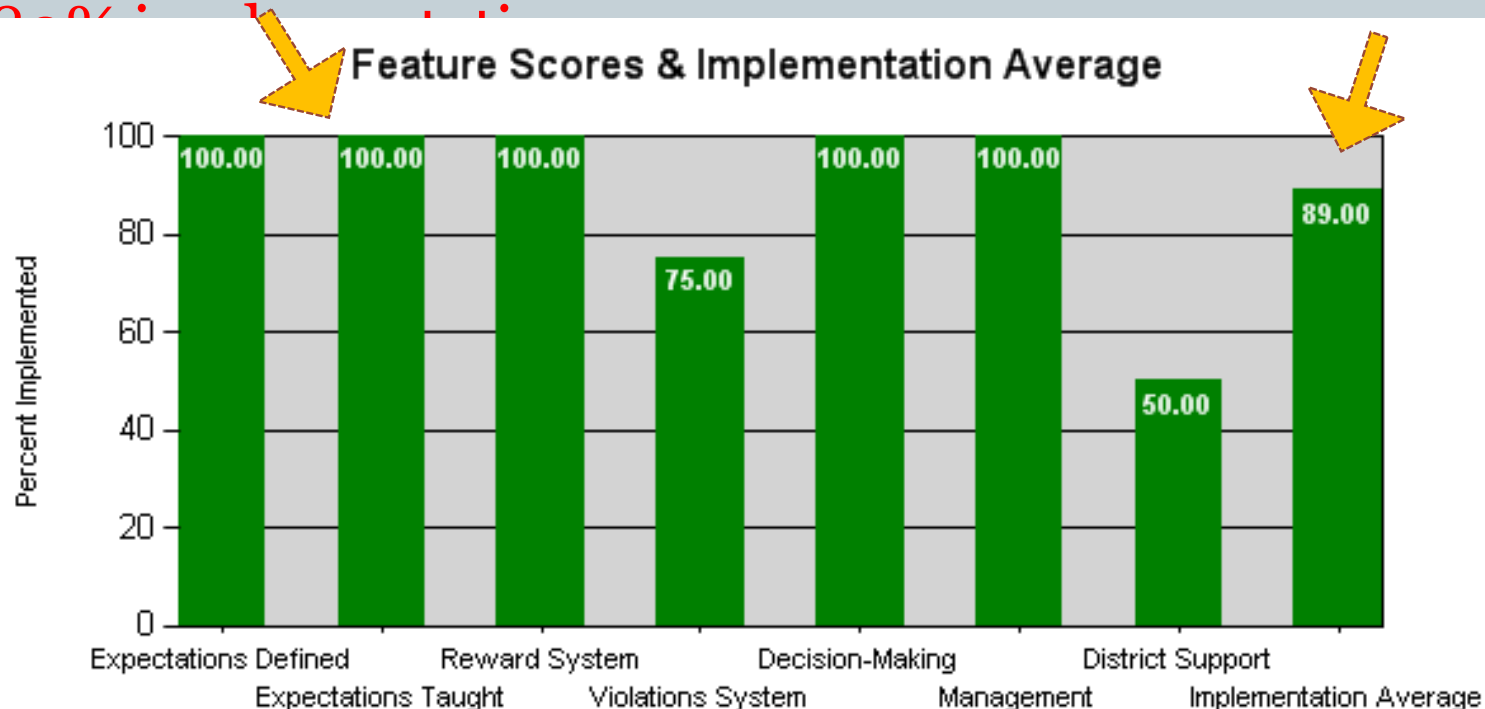
PRIMARY GOAL-New Schools

- **_After two years of training_, all schools should be at (and stay at) the _80/80_ criterion on the SET**
  - 80% implementation of teaching behavior expectations

Feature Scores & Implementation Average

Benchmarks of Quality

The Benchmarks of Quality or BoQ is an annual self-assessment tool for teams to use to identify areas of success and areas for improvement for the implementation of SW-PBIS.

Describe & Report Fidelity

If I came to your school of Monday and met with you or a member of your team, how long would it take you to tell me specifically where your school is with fidelity of implementation?

5 min 15 min 30 min 1 hr 4 hrs never

Effective Data-Based Problem Solving

As decision makers, we need a deliberate process to guide us through the examination and analysis of data. Without this, we may be apt to substitute strongly held opinions for the fact-based conclusions that would be derived from a review of the actual data.

- *—Douglas B. Reeves,*
- *The Leader's Guide to*
- *Standards, 2002*

Identifying the Problem

The statement of a problem is important for team-based problem solving.

Everyone must be working on the same problem with the same assumptions.

Problems often are framed in "primary" form. That form raises awareness and concern, but is not useful for problem solving.

Frame primary problems based on initial review of data

Use a more detailed review of the data to build precise problem statements which are solvable

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Asking the Right Questions

What are the data we need for a decision?

Precise problem statements include information about the following:

What is the problem behavior?

How often is the problem happening?

Where is the problem happening?

Who is engaged in the behavior?

When is the problem most likely to occur?

Why is the problem sustaining?

Primary vs. Precision Statements

Primary Statements	Precision Statement
Too many referrals	There are more ODRs for aggression on the playground than last year.
September has more suspensions than last year	
Gang behavior is increasing	These are most likely to occur during first recess, with a large number of students, and the aggression is related to getting access to the new playground equipment.
The cafeteria is out of control	
Student disrespect is out of control	

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Hallway Study Precision Statement

There are **more ODRs for disruption** (loud, rowdy behavior) in the **hallway**. These are most likely to occur **after morning class**, with a **large number of students across grade levels**, and the disruption is related to **getting peer attention**.

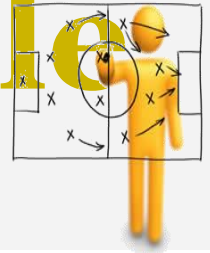| **What?**	More ODRs for disruption	**When?**	After morning class
Where?	In the hallway	**Why?**	To gain peer attention
Who?	A large number of students across grade levels		

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Identify a Measureable Goal

Goals allow you to analyze, monitor, and adjust professional practice.

Reduce hallway ODRs by 50% per month (currently 24 per month average).

Specific?

Relevant?

Measurable?

Timely?

Achievable?

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Solution Development & Action Planning – 6 parts

Prevention — How can we avoid the problem context?

Teaching — How can we define, teach, and monitor what we want?

Recognition — How can we build in systematic rewards for positive behavior?

Extinction — How can we prevent problem behavior from being rewarded?

Consequences — What are efficient, consistent consequences for problem behavior?

Data — How will we collect and use data for evaluation?

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Solution Development & Action Planning Steps 1-6

Solution Component	Action Step(s)
Prevention	How can we avoid the problem context? *Ex: schedule lunch times, change lighting*
Teaching	How can we define, teach, and monitor what we want? *Ex: build "Quiet" curriculum, teach hallway expectations, buy decibel meter*
Recognition	How can we build in systematic rewards for positive behavior? *Ex: 3 quiet days = 5 extra minutes of social time (at lunch or end of day)*
Extinction	How can we prevent problem behavior from being rewarded? *Ex: public posting of results*
Corrective Consequence	What are efficient, consistent consequences for problem behavior? *Ex: continue current system (Major/Minor ODR)*
Data Collection	Implementation fidelity? *Ex: walkthrough reports, observations, self-assessments* Impact on student outcomes? *Ex: SWIS ODR data*

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Precise Problem Statement: Many students across grade levels are engaging in disruptive (loud, rowdy) behavior in the hallway after morning class, and the behavior is maintained by peer attention.
Goal: Reduce hallway ODRs by 50% per month (currently 24 per month average)

Solution Components	What are the Action Steps?	Who is Responsible?	By When?	How will Fidelity be Measured?	Notes/Updates
Prevention	Schedule lunch times and change Lighting	• Custodial staff to adjust lighting • Principal to adjust schedule	Ongoing Nov 10	• New lunch schedule • Walkthrough report	
Teaching	Build "Quiet" curriculum, buy decibel meter, teach hallway expectations/reminders	Ben & Mary	Nov 12	• Permanent product • Staff self assessment	
Recognition	Continue current acknowledgment system **and** add an extra five minutes of social time (at lunch or at end of school) after three days of quiet in hallway	Reiko & Principal	Nov 9 (announcements & chart up)	• Announcement made • Chart made	
Extinction	Public posting of results of decibel readings	Re...			
Corrective Consequence	Continue current system (Minor/Major ODR)	Hal... Cafeteria supervisors	Ongoing	Reports	

> **Extinction is frequently misunderstood and overlooked. Publicly posting the results will reduce the likelihood of the inappropriate behavior being reinforced. This example raises the social status of following hallway expectations and reduces the likelihood of getting peer attention for inappropriate behavior.**

Solution Development & Action Planning-Step 6 (continued)

	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection	ODR record Supervisor weekly report	SWIS Data Entry person and Principal share report with supervisors	Weekly	In supervisor meeting and posted in the faculty lounge on the PBIS bulletin board	All staff

What can you say about your school

- Did you do what you said you would do?

- Did it make a difference for students?
  - Reduced ODR
  - Decreases in suspension/expulsion
  - Increases in attendance

Thank you!

QUESTIONS?

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Resources

- SWIS – PBISApps.org

- SET – PBISApps.org

- BoQ – PBISApps.org

- Team Initiated Problem Solving (TIPS) – training on team functioning and data based decision-making from the University of Oregon