Sustaining PBIS Implementation in Minnesota Schools

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Wilder Research

PBIS Institute—2014

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WILDER
FOUNDATION
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What is Wilder Research?

- Nonprofit, part of an operating Foundation

- Research and evaluation in education, health, and human services

- About 70 researchers and 30 support staff

Wilder's role in MN-PBIS

- Contracted through MDE as the evaluation partner for PBIS through 2016

- Coordination of assessments: SET and BoQ

- Gathering, compiling, cleaning, analyzing, synthesizing, and reporting implementation and outcome data

Agenda

- Background

- Key factors that enhance sustainability of PBIS
  - Use of data
  - Teaming and staff buy-in
  - Integration of PBIS into everyday practices
  - Administrator support

- Barriers to sustainability

- Issues to consider

Study background

- Wilder Research was asked by the State Leadership Team to put together a fact sheet to help answer the following:

  - "What factors help schools to sustain PBIS?"

  - "What barriers are there to PBIS sustainability?"

  - "What, if anything, can be done to encourage PBIS sustainability among schools both in and out of PBIS training?"

Study components

- Review of existing literature

- SET and BoQ sub-scale scores for schools that were considered to be Sustaining Exemplar

- Baseline SET scores for Cohort 9 schools

- Testimony from 13 of the Sustaining Exemplar Schools honored at the PBIS Institute in 2013

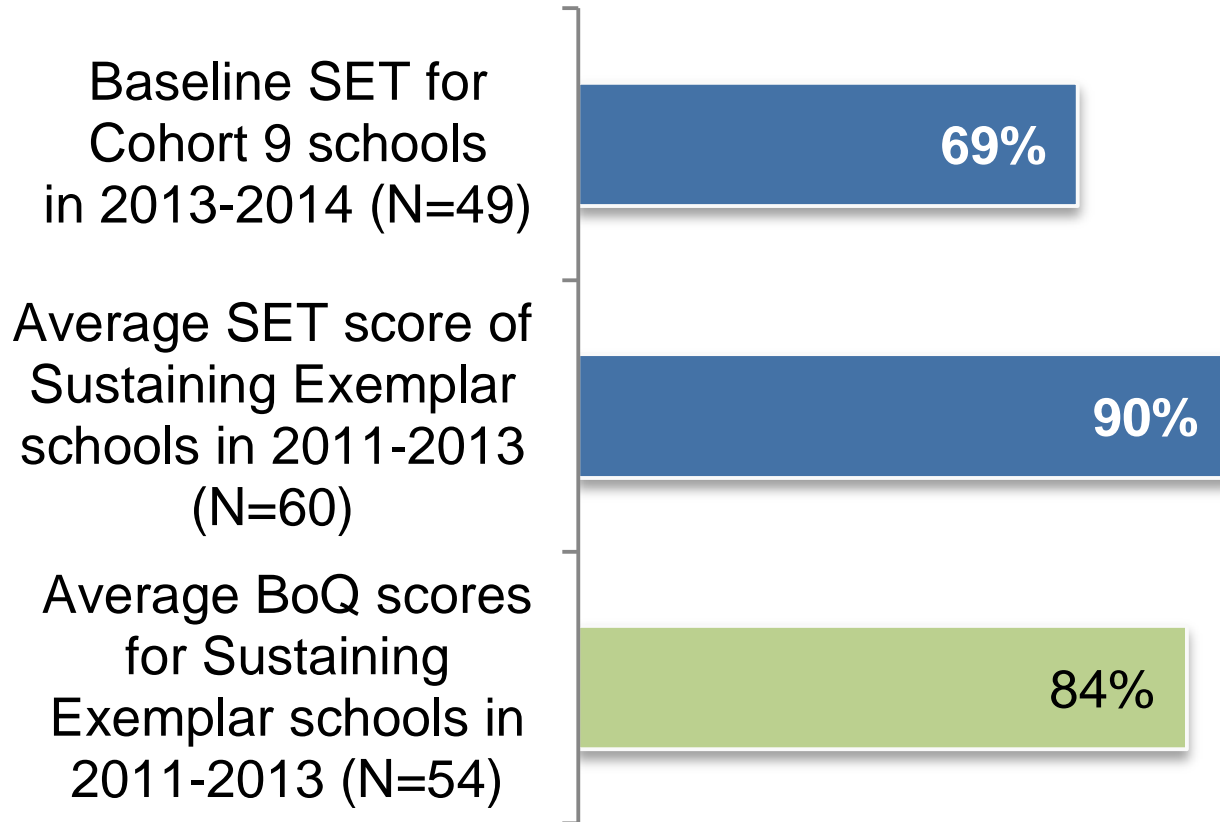# Sustaining Exemplar schools by region and grade level

Sustaining Exemplar schools by region

	Number	Percent
Metro	26	41%
North	27	42%
South	11	17%
Total	64	100%

Sustaining Exemplar schools by grade level

	Number	Percent
Elementary	48	75%
Middle school	10	16%
High school	4	6%
K-12	2	3%
Total	64	100%

Average SET and BoQ Scores of Sustaining Exemplar schools

Baseline SET for Cohort 9 schools in 2013-2014 (N=49)
69%

Average SET score of Sustaining Exemplar schools in 2011-2013 (N=60)
90%

Average BoQ scores for Sustaining Exemplar schools in 2011-2013 (N=54)
84%

Key factors that enhance PBIS sustainability

- Use of data

- Teaming and staff buy-in

- Integration of PBIS into everyday practices

- Administrator support

Using data

- School staff must recognize the importance of making decisions based on school data

- Access to staff with the skills needed to analyze this data

- Sharing data with school staff and supporting them in using this data for decision-making
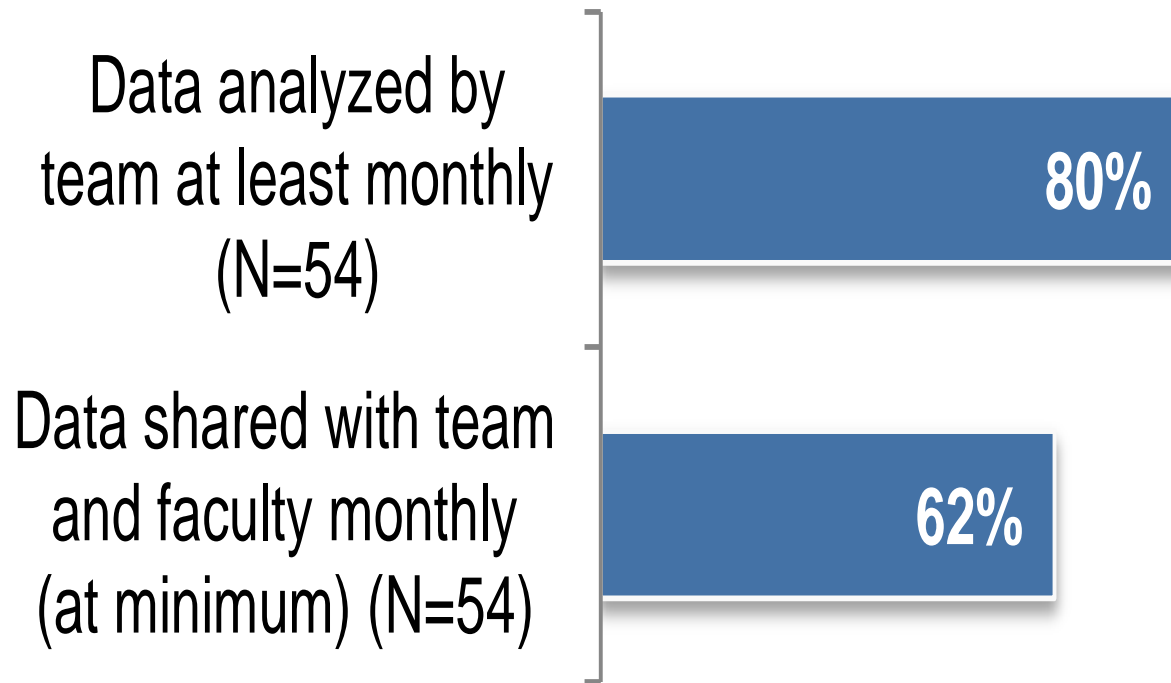
Use of data by Sustaining Exemplar schools

Average SET subscale score: The administrator reports that the team provides discipline data summary reports to the staff at least 3 times per year

Schools at baseline (2013-2014) (N=49) — 50%

Sustaining Exemplar schools (N=60) — 91%
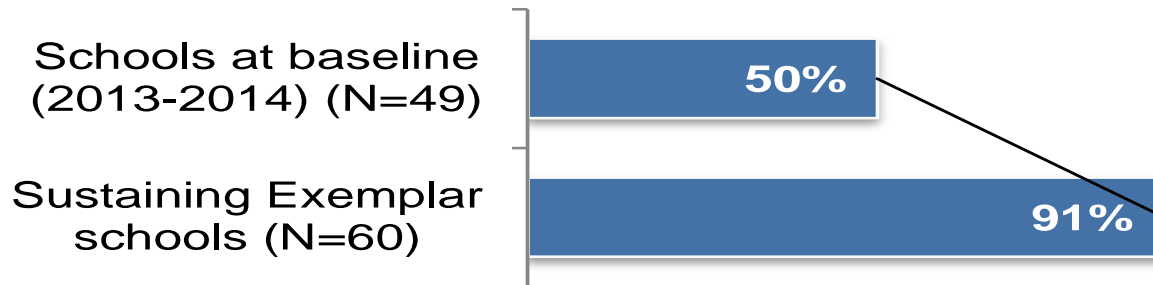
Average SET subscale score: 90% of team members asked report that discipline data is used for making decisions in designing, implementing and revising school-wide effective behavior support efforts)

Schools at baseline (2013-2014) (N=49) — 57%

Sustaining Exemplar schools (N=60) — 97%
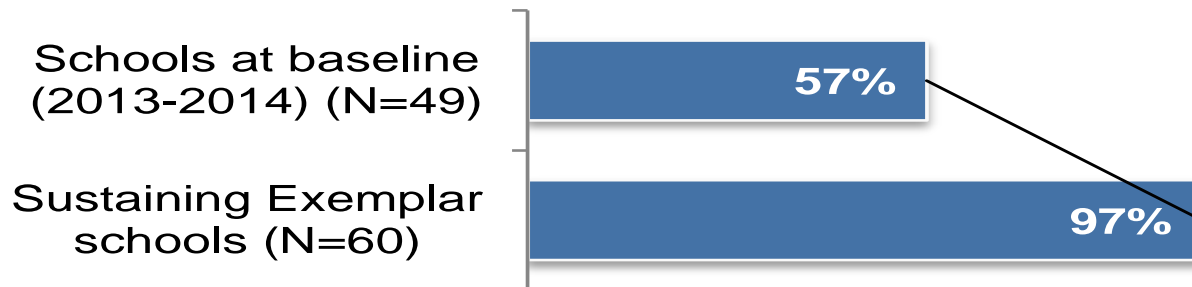
Use of Data: Average BoQ subscale scores of Sustaining Exemplar schools

Using data: Comments from Sustaining Exemplar schools

- *"We share ODR [office discipline referral] data with staff at a monthly meeting and compare our data across years and noted that our school has cut ODR referrals in half every year since we've implemented PBIS."*

- *"We review data frequently. We try to be preventive and proactive instead of reactive with student behavior."*

"There is no *I* in *TEAM*. But there is an *M* and an *E* and that spells *ME!*"
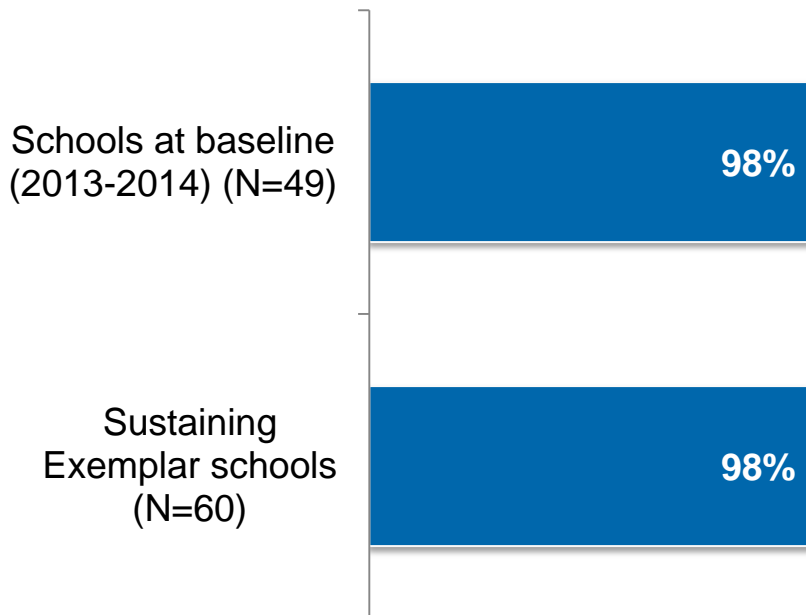
Teaming and staff buy-in

- Regular team meetings

- High level of knowledge and skills of team members

- Meeting and organization efficiency

- Administrators who prioritize PBIS by protecting regular PBIS team meeting times and are actively involved in participation at PBIS team meetings can further PBIS in their school
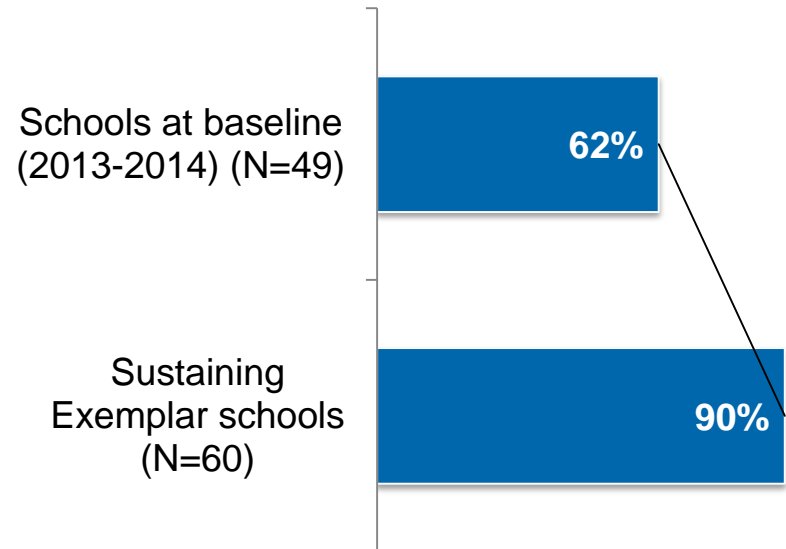
Teaming and staff buy-in of Sustaining Exemplar schools

Average SET subscale score: The administrator reports that team meetings occur at least monthly

- Schools at baseline (2013-2014) (N=49): 98%
- Sustaining Exemplar schools (N=60): 98%

Average SET subscale score: The administrator reports that the team reports progress to the staff at least four times per year

- Schools at baseline (2013-2014) (N=49): 62%
- Sustaining Exemplar schools (N=60): 90%

Teaming and staff buy-in of Sustaining Exemplar schools

Average SET subscale score: Team has an action plan that is less than 1 year old

Schools at baseline (2013-2014) (N=49): 43%

Sustaining Exemplar schools (N=60): 87%
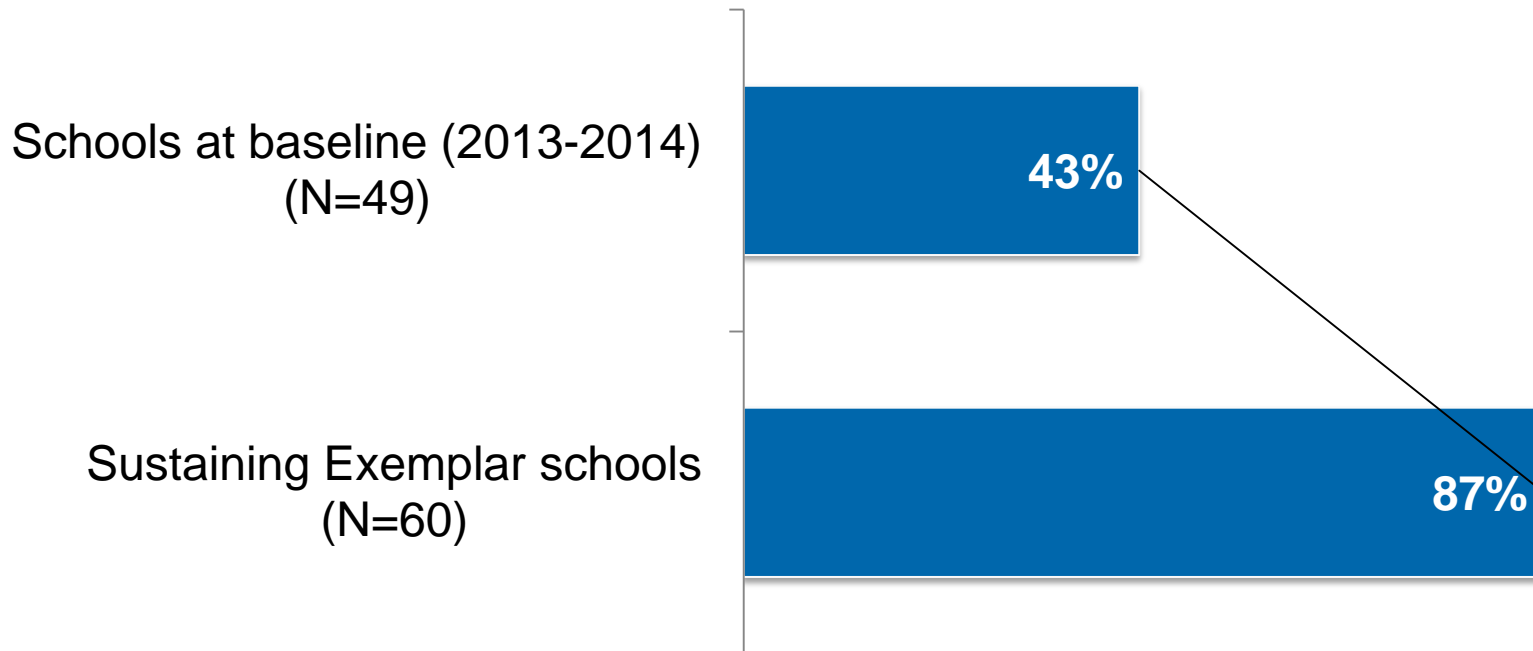
Teaming and staff buy-in of Sustaining Exemplar schools

- *"Our PBIS leadership team knows the staff and vibe of the school, and develops systems with 100% staff input and voice in every step."*

- *"We meet monthly as a district PBIS committee. We get a lot of ideas, we share ideas. When staff buy-in wasn't as high, we went back to staff on how to improve staff buy-in. Our team created videos and visuals on strategies from how to manage the classroom to how to keep staff engaged and interested."*

"I've seen this before: Combustion due to extreme resistance to change."

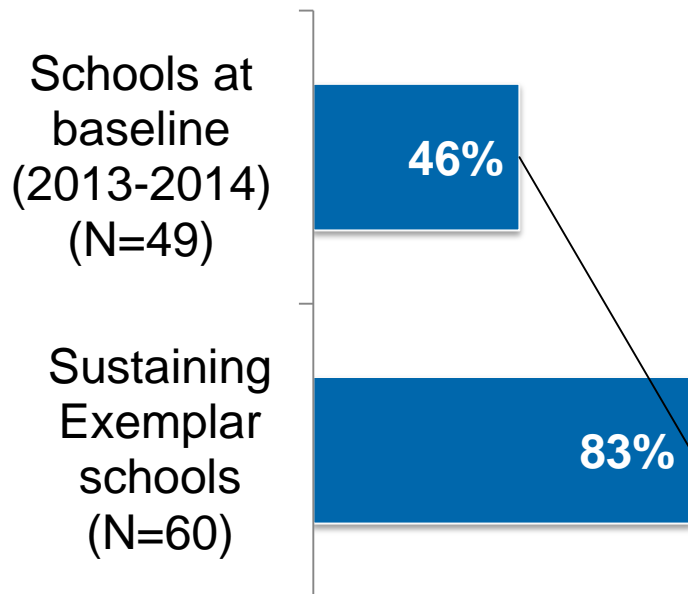# Integration of PBIS into everyday practices

- Activities and principles of the new practice are woven into existing initiatives/practices

- School teams should ensure that PBIS activities and practices are:

  - Time-efficient,

  - Address an identified gap in existing services

  - Meet diverse needs of all students in the classroom

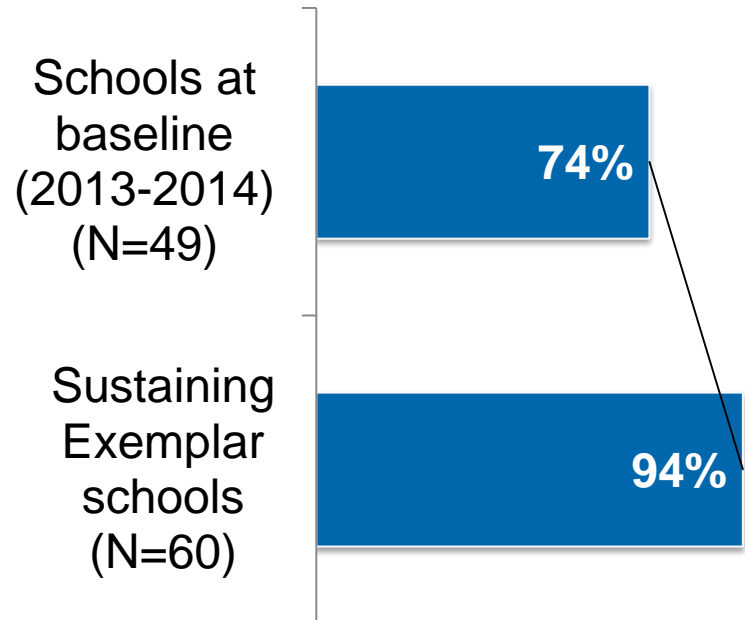# Integration of PBIS into everyday practices

- What happens in classrooms significantly impacts sustained PBIS implementation at the school level—also a predictor of the extent of problem behaviors in a school

- Critical to focus on helping school personnel translate core values into their everyday classroom teaching practices

Integration of PBIS into everyday practices

Average SET subscale score: There is a documented system for teaching behavioral expectations to students on an

Schools at baseline (2013-2014) (N=49) — 46%

Sustaining Exemplar schools (N=60) — 83%

Average SET subscale score: Teaching of behavioral expectations has occurred this

Schools at baseline (2013-2014) (N=49) — 74%

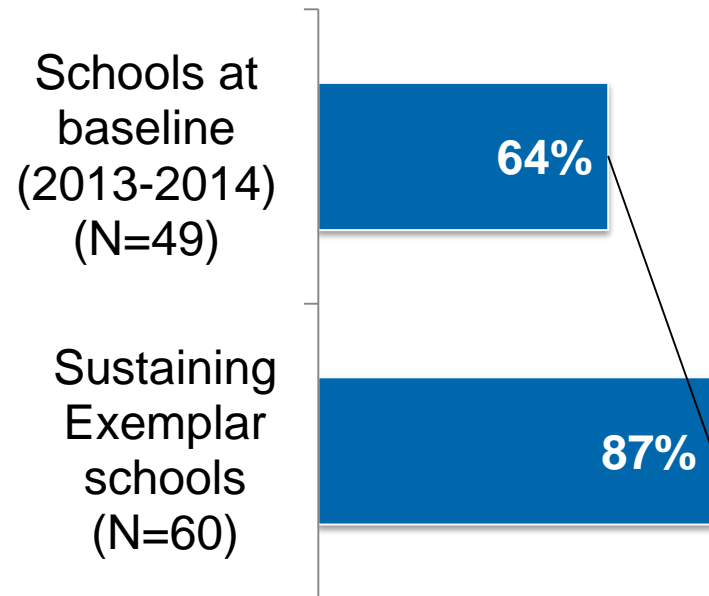Sustaining Exemplar schools (N=60) — 94%

Integration of PBIS into everyday practices

Average SET subscale score: Team members state that the school-wide behavior program has been taught/reviewed with staff on an annual basis

Schools at baseline (2013-2014) (N=49): 78%

Sustaining Exemplar schools (N=60): 97%
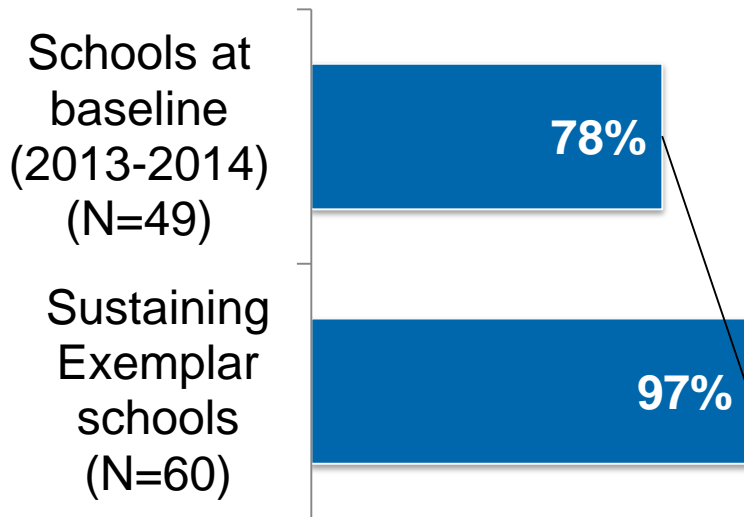
Average SET subscale score: 90% or more of staff list 2/3 of the school rules

Schools at baseline (2013-2014) (N=49): 64%

Sustaining Exemplar schools (N=60): 87%

Integration of PBIS into everyday practices

- *"Everything we do, everything we talk about, we relate it back to PBIS."*

- *"Using PBIS with existing student support systems and taking it to your staff to build school culture is advice I would give to schools just starting PBIS."*

- *It's important to include staff and have systems in place that support their work."*

"Instead of calling my mom, how would you feel about exploring a more positive and preventive strategy."
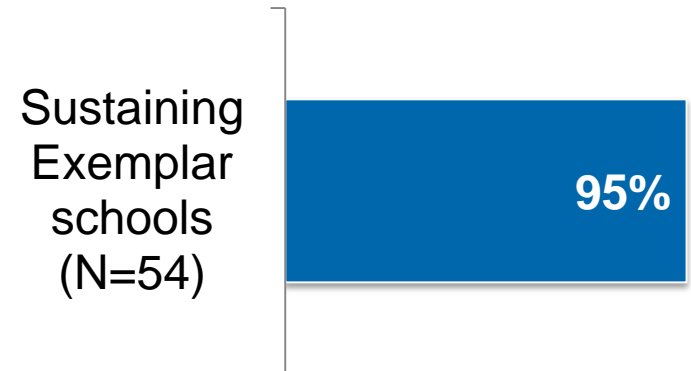
Administrator support

- Perceived to be the most critical element of sustaining PBIS
  - Administrator support is viewed as the gateway to solidifying other factors for sustainability in a school.

- Assures school staff that implementation will be supported by allocating resources (like time, incentives, training) and communicating expectations and addressing competing practices that may decrease resources

Administrator support

Average SET sub-scale score: the administrator is an active PBIS team member

Schools at baseline (2013-2014) (N=49): 96%

Sustaining Exemplar schools (N=60): 97%
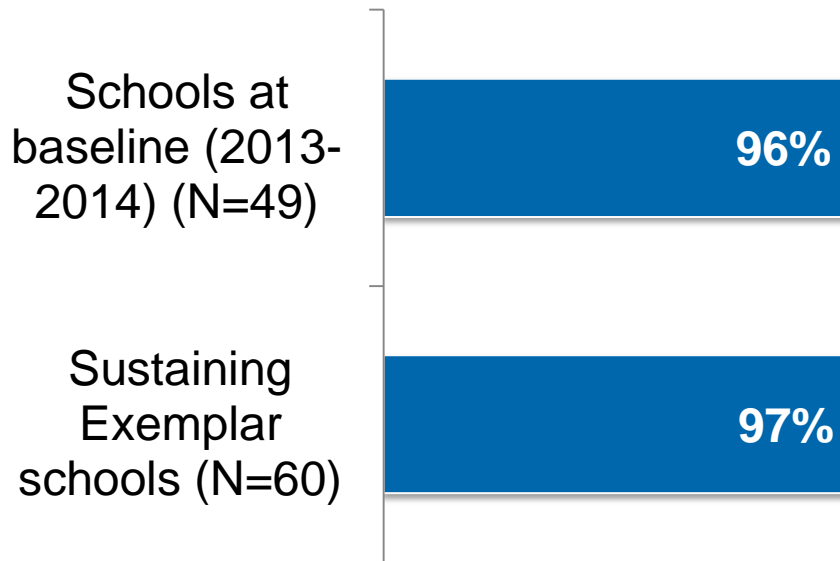
Average BoQ sub-scale score: Team has administrative support (BoQ)

Sustaining Exemplar schools (N=54): 95%
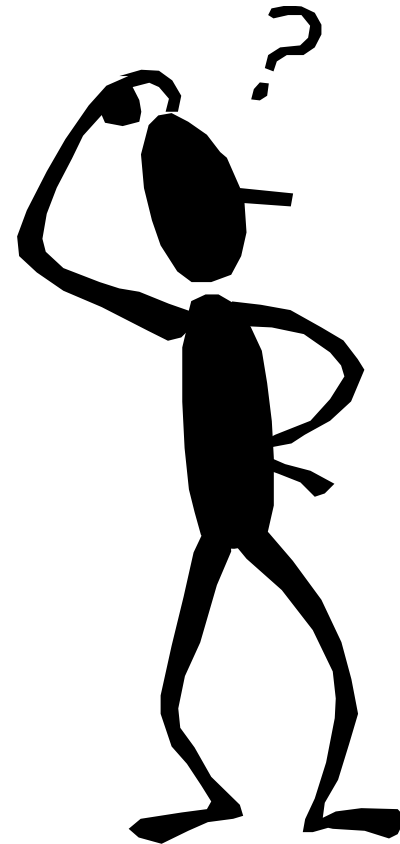
Administrator support

- *"Our principal is a leader. We [PBIS team] don't have to fight or way onto meeting agendas or to get money."*

- *"We have strong administrator support. Our administrator 'lives and dies' by PBIS."*

However…

- Results from an empirical study show that administrator support was strongly correlated with sustained implementation, **but** when compared with **effective teaming** and **use of data,** it did **not** make a statistically significant independent contribution

So…what does this mean?

- A strong administrator alone is unlikely to implement lasting change without building a broad base of staff support and expertise

- Therefore, administrators are most effective when they empower the PBIS team to implement effectively and use data for decision-making

Barriers to sustainability

- Lack of resources (time, money)

- Lack of administrator support

- Removal of coaching and technical assistance

Issues to consider

- Explore two-year training sequence—how does it encourage and prepare schools for sustainability

- Encourage the use of the SUBSIST tool to help schools out of training

- Consider providing additional training, support, and technical assistance for schools out of training who are sustaining PBIS

- Additional research—why do schools abandon PBIS, ways schools use data to inform decsions

Thank you!!

Questions?

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