

What does it take to sustain effective practices in schools?

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Thanks and Acknowledgments

- Traditional owners and Elders
- AASE Conference Organising Committee
- Co-authors
- Participants in sustainability research

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

Goals for this Session

1. Describe 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>

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

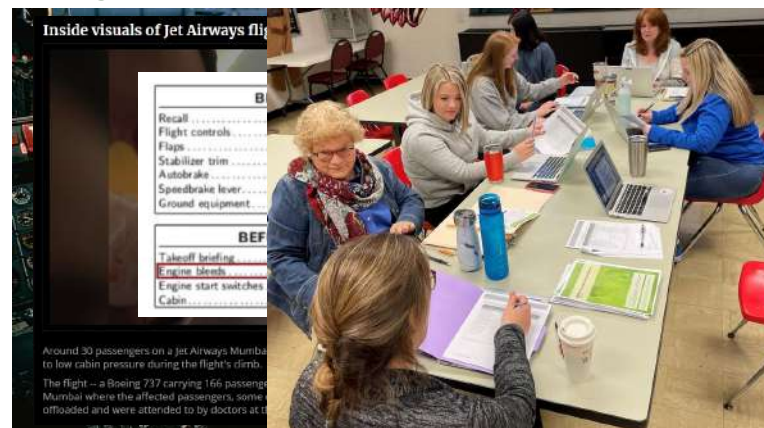
- Common perception that sustainability is a ethereal, theoretical concept (Vaughn et al., 2000)
- We all have experiences with it
- The same principles of individual behaviour still apply to systems...

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?**



What is... **fidelity of implementation?**

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

Why assess it?

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

Survey of 2,000 Educators

% of **districts** reporting using PBIS



% of **teachers** using PBIS practices frequently or very frequently

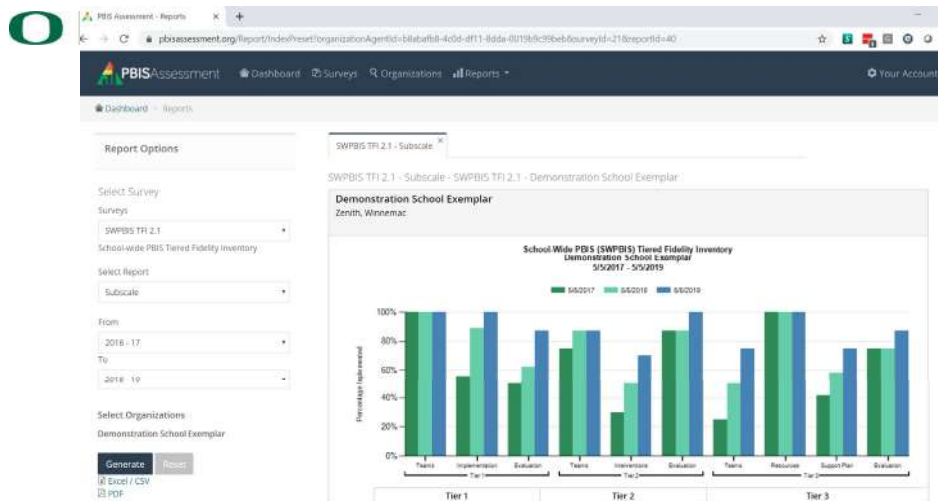


% of **districts** implementing an SEL curriculum



% of **teachers** using an SEL curriculum in their classes





Freely available: <http://www.pbisassessment.org>

Definition

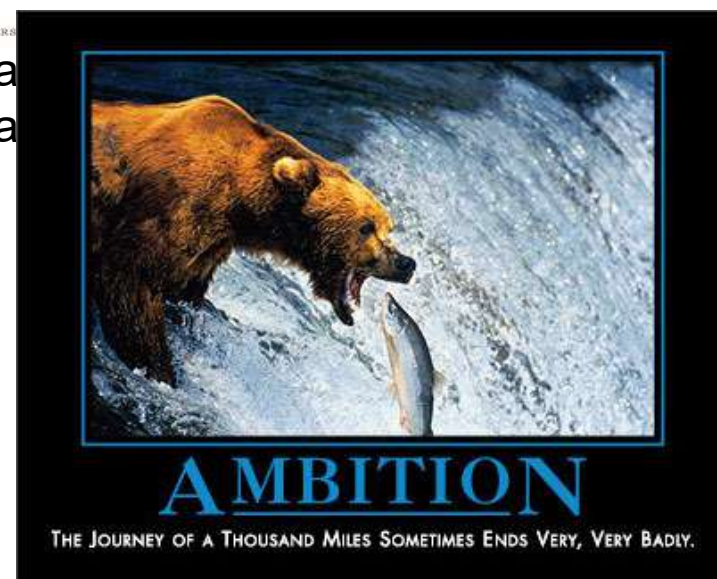
■ Sustainability

- 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!

What
initial



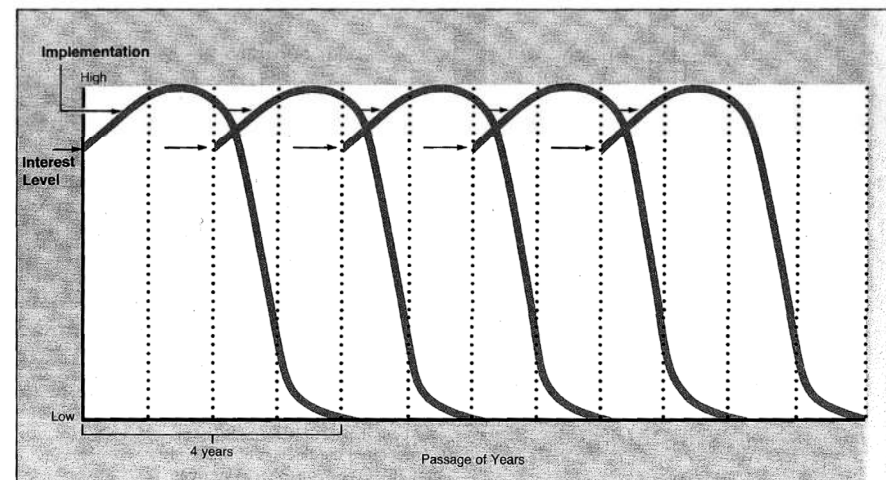
Memo

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 PD 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!!!

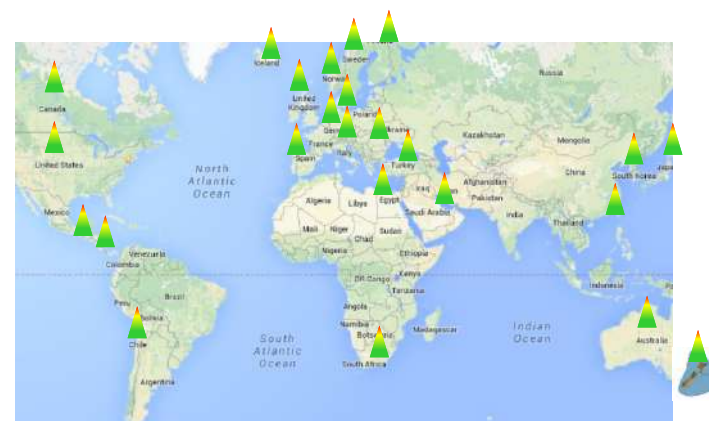
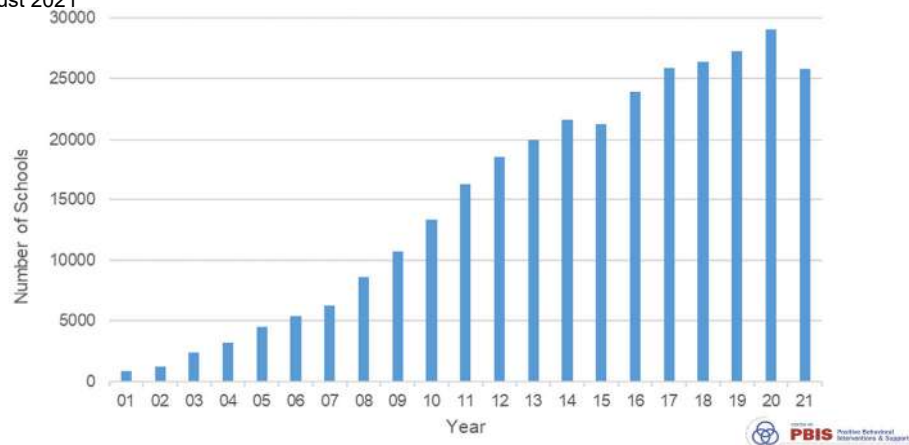
Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

U.S. Schools Using PBIS

August 2021



PBIS in the real world...

Keeping Behavior Acceptable



Diagram 3.1: Acceptable Behavior, Levels 1-4



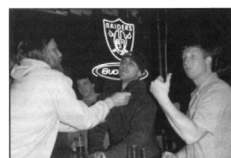
Photo Illustration of Behavior Worsening with Continued Drinking



Acceptable (Levels 1-2): Missing a beat



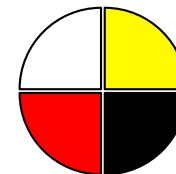
Beginning Problems (Levels 5-7): Making breaths



Serious Problems (Levels 8-9): Getting physical. Time to leave.

Four Principles for Sustaining Schoolwide Systems

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



What is **PRIORITY**?

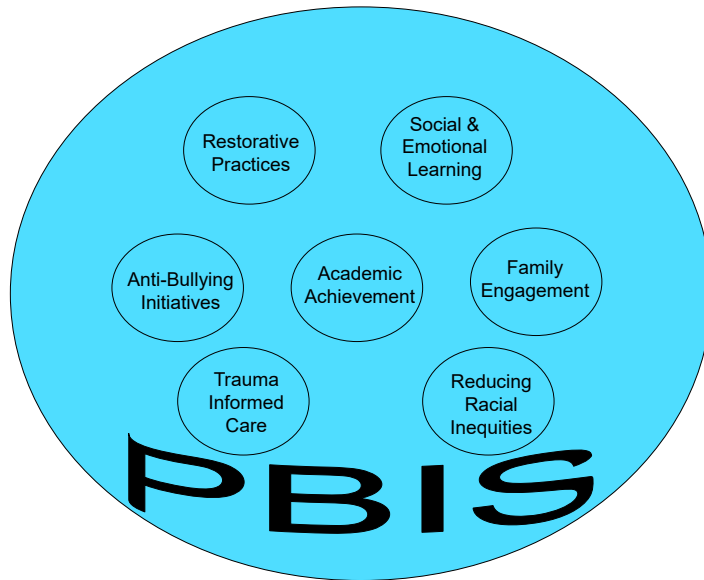
- Importance in comparison to other practices
- Incorporation into core system components
- Connection to other initiatives



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 ARE THEY?

Let's
examine

ACEs are
ADVERSE
CHILDHOOD
EXPERIENCES

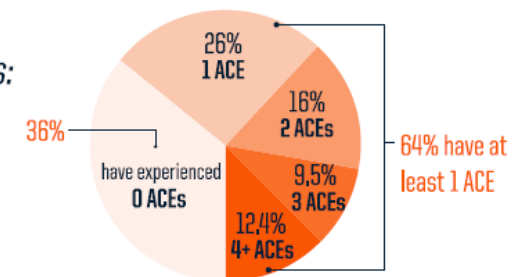
rwjf.org, www.cdc.gov/ace/prevalence

The three types of ACEs include

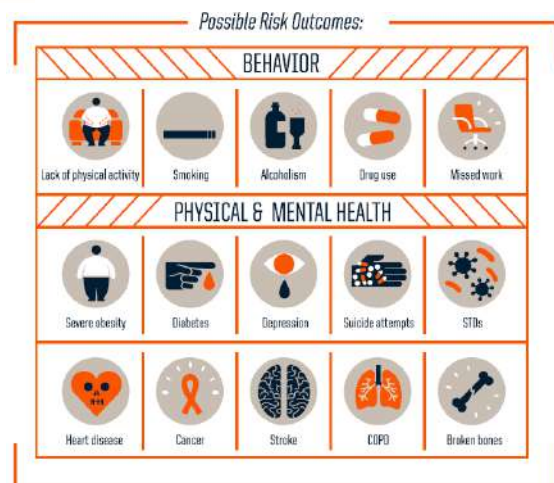


rwjf.org, www.cdc.gov/ace/prevalence

*Of 17,000 ACE
study participants:*



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



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

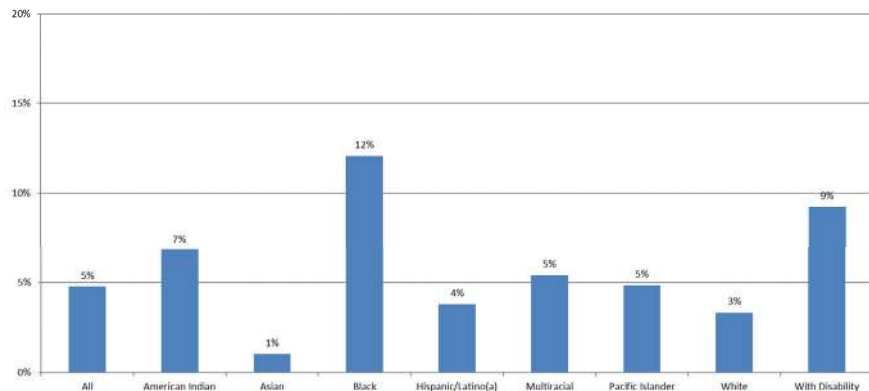
- A better solution:
 - Create safe, predictable, and positive learning environments for **all students**, regardless of need
 - Give students skills to **identify and self-regulate** their emotions
 - Provide **more support** to students who need more

MTSS Core Feature	Trauma Enhancement
1. Teams	Do district and school-based teams include an individual who has knowledge, expertise, and the ability to provide coaching/support about the impact of trauma?
2. Use of data	Do all staff know what data sources to use to determine which trauma-informed interventions are needed at which tier (i.e., all, some, few)? Is community data and student and family perception data used to provide cultural context?
3. Ensuring early access	Does the team use a formal screening process to identify children and youth needing additional support? Does the team review community/neighborhood data to determine the magnitude of needs?
4. A formal process for selecting interventions	Does the team use a formal process to select trauma-informed evidence-based practices, and determine if they can be implemented effectively?
5. Measuring fidelity and outcomes	When trauma-informed practices are added to the menu of available supports, does the team use the progress monitoring system to inform fidelity, effectiveness, and to guide improvement to implementation?
6. On-going professional development and coaching	Does the District MTSS professional development plan include opportunities for all staff to learn about trauma, its impact on youth, and the evidence-based practices that will be integrated across tiers? What types of supports are available for staff who have experienced trauma or are experiencing secondary trauma?

<https://www.pbis.org/resource/integrating-a-trauma-informed-approach-within-a-pbis-framework>

Disproportionality in School Discipline

Out of School Suspension Risk Index
2017-18 US Schools (n = 97,632)



“If you ran a hospital, but you were only known for serving people who are healthy, well, then you wouldn’t be a very good hospital.”

- Pedro Noguera

How well are we serving all students?

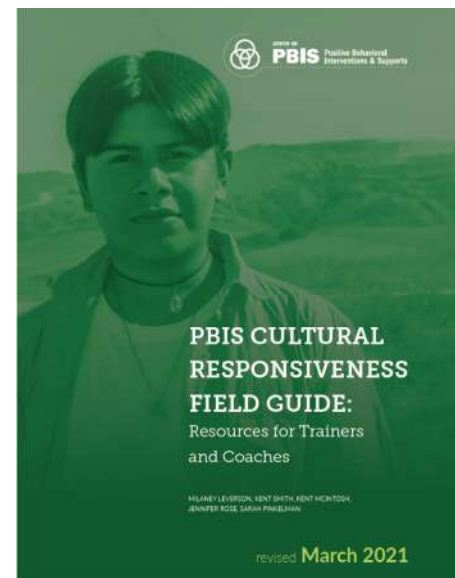


PBIS Cultural Responsiveness Field Guide

(Levenson et al., 2021)

- Three sections:
 1. Identity awareness
 2. TFI Cultural Responsiveness Companion
 3. Appendices

<https://www.pbis.org/topics/equity>



Using the Teaching Matrix to Align Practices

Teaching Matrix		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/Computer	Assembly	Bus
Expectations	Respect Ourselves	Be on time. Greet.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Use appropriate equipment.	Listen/watch. Use appropriate applause.	Watch for your stop.
	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 manners.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Respect the Environment	Recycle. Clean up after self.	Recycle. Clean up after self.	Put litter in garbage can.	Replace tray & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Specific Examples

Teaching Matrix		INCORPORATE Coping Strategies for Managing Stress						
		All Settings	Halls	Playgrounds	Lunch	Library/Computer	Assembly	Bus
Expectations	Respect	Be on time. Greet.	Have a plan.	Share equipment. Include others.	Invite those sitting alone to join in.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Watch for your stop.
	Achieving & Organized	Be on time. Greet. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet or social area. Invite friends to join me.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Responsible	Recycle. Clean up after self.	Recycle. Clean up after self.	Put litter in garbage can.	Use my breathing technique. Listen to my signals.	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Specific Examples

Teaching Matrix		INCORPORATE BULLYING PREVENTION / INTERVENTION						
		All Settings	Halls	Playgrounds	If you see Disrespect	Library/Computer	Assembly	Bus
Expectations	Respect	Be on time. Greet.	Have a plan.	Share equipment. Include others.	STOP: Interrupt & model respect, rather than watch or join in	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Achieving & Organized	Be on time. Greet. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	WALK: Invite people who are being disrespected to join you and move away.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Responsible	Recycle. Clean up after self.	Recycle. Clean up after self.	Put litter in garbage can.	Stop: Interrupt, Say "that's not ok." Walk: Walk away Don't be an audience Talk: REPORT to an adult	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Specific Examples

	Class Routines			
	Transition	Indep. Seat Work	Small Group Activities	Teacher-led Instruction
School Exps.				
We are Respectful	•Use whisper voice •Keep 8 inches between yourself and others in line	•Raise hand before talking •Turn in work you are proud of	•Eyes on speaker •Listen to each other •Accept each other's answers	•Eyes on teacher •Raise hand before talking
We are Responsible	•Start right on signal •Put materials away	•Read and follow the directions •Complete your own work	•Do your part •Use time wisely	•Listen to teacher instructions •Answer on cue •Take 2-column notes
We are Safe	•Move quickly but safely •Look out for others	•Sit with 6 feet on the floor •Stay in your space	•Keep objects out of hands •Use materials carefully	•Sit with 6 feet on the floor •Keep objects out of hands

**“Social & Academic
Instructional
Groups”**
(sample coping skills group)

Check-in Check-out (CICO) Card


NAME: _____ DATE: _____

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe Label feeling Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use calm words with peers	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Let teacher know feeling yellow or red zone	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							

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



**Perryville Elementary
Parent Newsletter**

SW-PBS

February 2011

Respectful, Responsible, Ready to Learn

The purpose of the PBS newsletter is to provide you, parent/guardian, with information to help develop positive behavior support in home as well as in the school setting. Your child will be learning what it means and what he or she can be Respectful, Responsible, and Ready to Learn. Please talk with your child to home about what he or she has learned.

Focus: Honesty—Honesty is our thing, sharing, no lying. To be honest is to be truthful and trustworthy.

Suggested Activities:

A. Talk to your child about how honesty is important in your place of work. Explain what happens when people are dishonest. (e.g., “If people are honest in my work place, I get the respect of others and I know I can count on them to be dependable.” “If people are dishonest in 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.”)

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.”)

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: Peeples feelings get hurt)

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.

Tip of the Month
Read Jane & Fred Guder’s Chapter Poems 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.

Resources by: Real-World Social Skills by Pat Crisley

School Expectations (Parent Pick-Up)

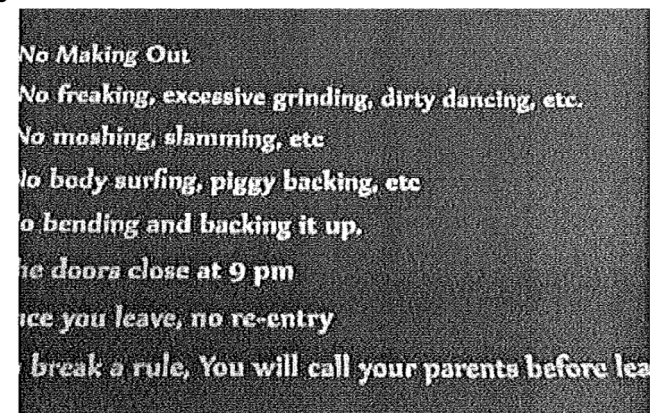
Voice level 2

- We keep hands, feet, and other objects to ourselves.
- We stay out of landscaped areas.
- We do our best to sit, stand and wait under waiting 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.

Voice Levels

- 4 - Outside Voice
- 3 - Classroom Voice
- 2 - Table Voice
- 1 - Partner Voice
- 0 - No talking

Non-example of Family Communication



What is **EFFECTIVENESS**?

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



How is my driving?

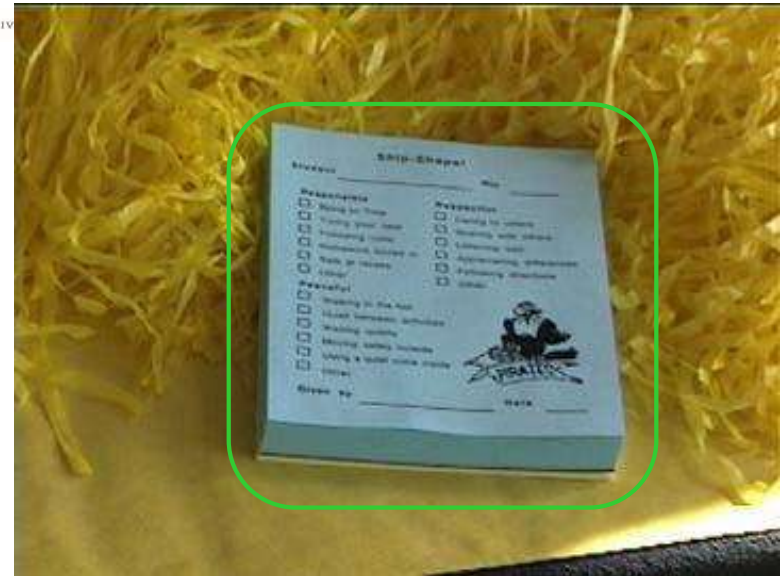
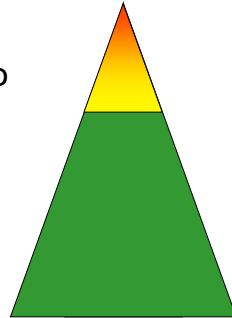


What is... **fidelity of implementation?**



Ensuring **EFFECTIVENESS**

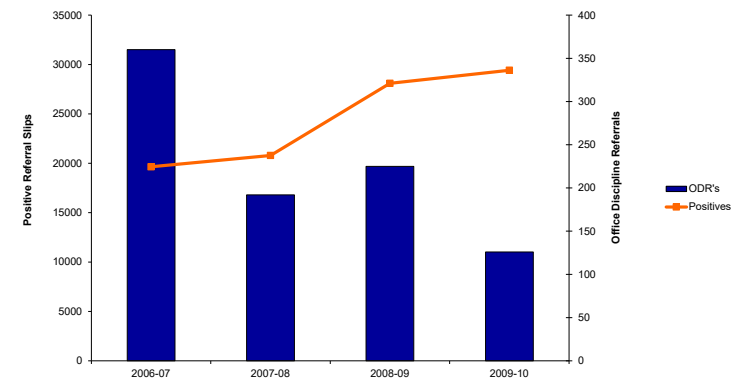
- Focus on **FIDELITY OF IMPLEMENTATION**
- Assess it regularly
- Use it to enhance what you already do
- Share data showing how fidelity is related to effects

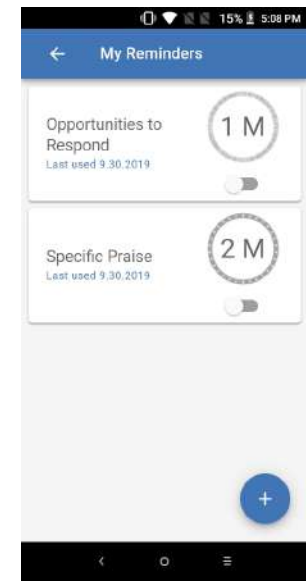
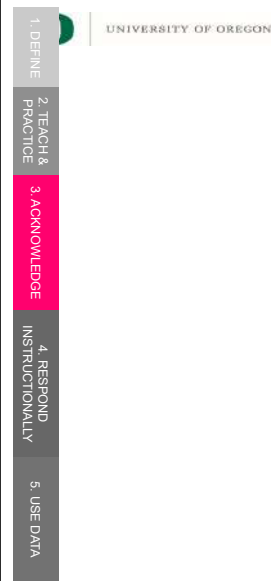
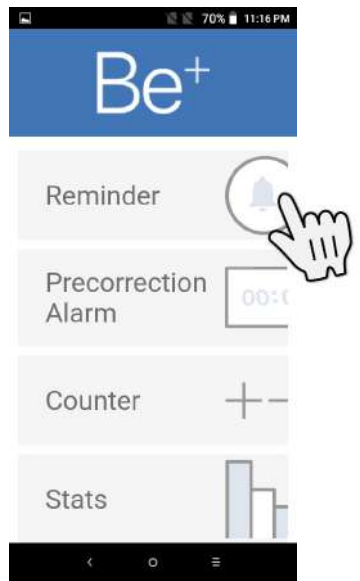
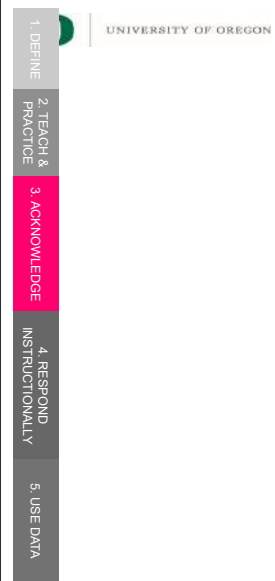
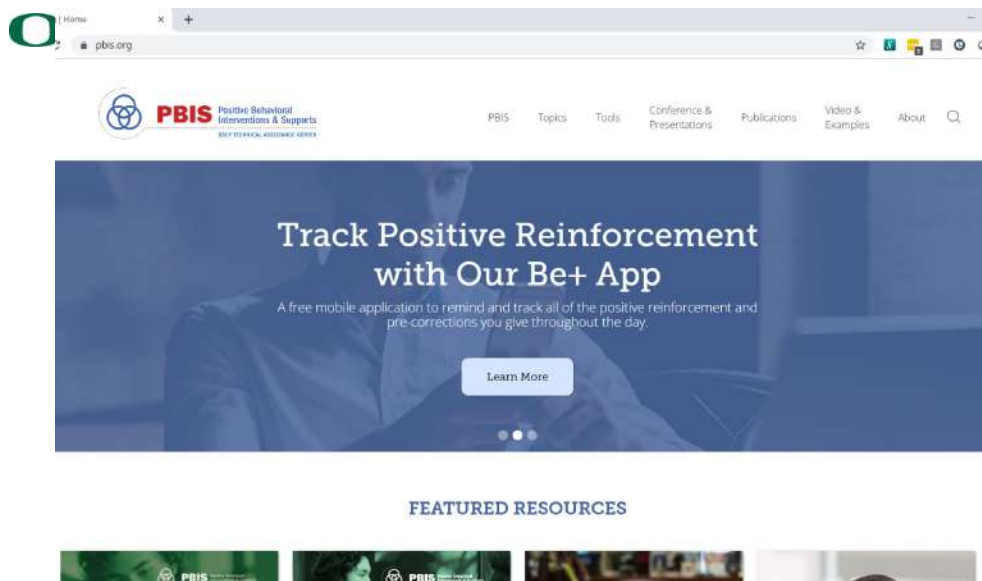


School-wide Information System (www.swis.org)



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





Get Positive!

- Android:
 - https://play.google.com/store/apps/details?id=edu.uoregon.emberex_bpositive
- iOS:
 - <https://apps.apple.com/us/app/be-be-positive/id1500031427?ls=1>

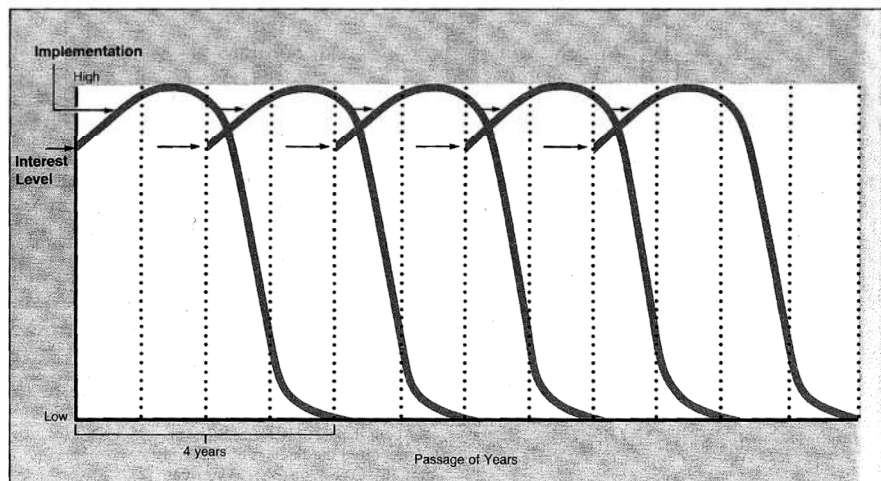


What is **EFFICIENCY**?

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



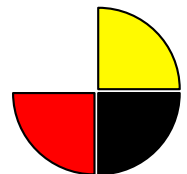
Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

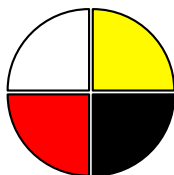
Increasing **EFFICIENCY**

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



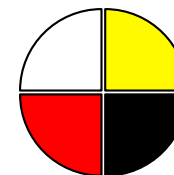
What is **CONTINUOUS REGENERATION**?

- 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**

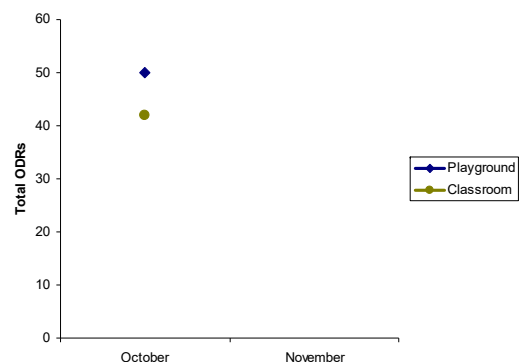
- Share fairs, networking sessions, district mini-conferences, web-based sharing
- Opportunities for school teams
 - Celebrate successes
 - Learn from peers
 - Steal ideas
 - Continue momentum
 - Invite important stakeholders



Websites to Steal Stuff From

- www.pbis.org
- www.pbisapps.org
- www.pbisvideos.com
- www.pbissmissouri.org
- www.pbismaryland.org
- www.swis.org
- www.pbsisnj.org

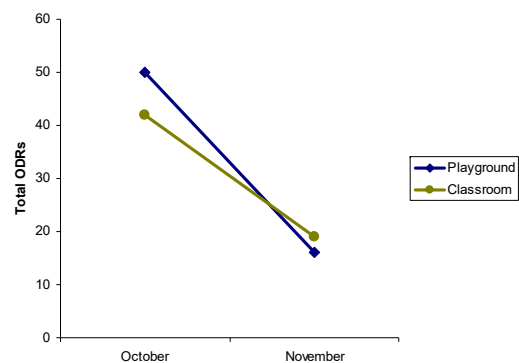
Using Data for Decision Making Sifton Elementary, Vancouver, WA



Sifton Playground Challenge

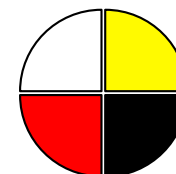


Using Data for Decision Making Sifton Elementary, Vancouver, WA



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!



Another **LETHAL MUTATION**



- Praise can be public...
corrections should be private



A thought experiment...

■ Ask...

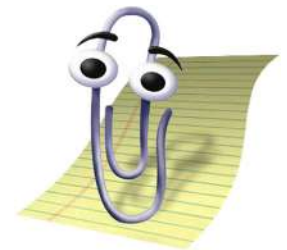
“Who are the students who are always on red?”

“Point Positive”



Ways to #DitchtheClip

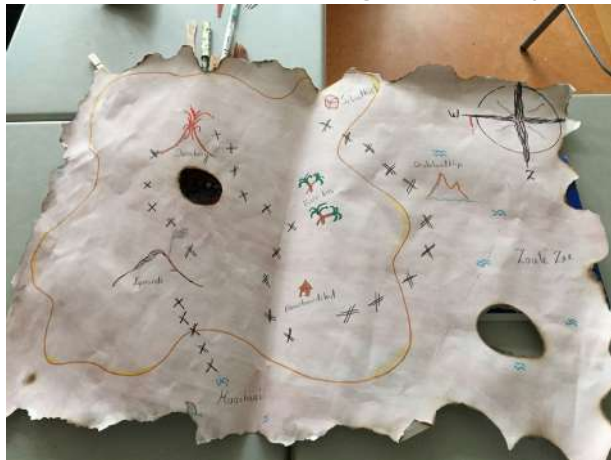
- “Praise around”
- Nonverbal signal + time delay
- Interdependent group reward systems
- Be+ app



Consider Interdependent Group Acknowledgement Systems



Intermediate Acknowledgment System



Research on PBIS Sustainability





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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.



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What is more important to sustainability?

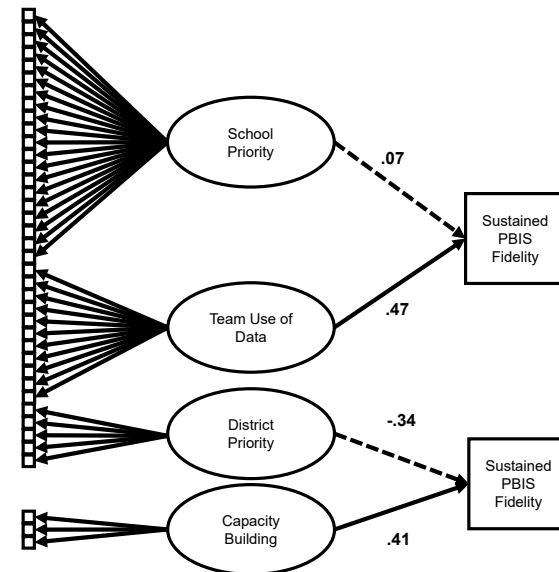
- Having a supportive administrator?
- Having a strong PBIS team?



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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, $p < .05$)



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, 2016)

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 behaviour?
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

Year: 1 2 3 

Which system best predicts student outcomes (ODRs) 3 years later?

- ☐ School-wide
- ☐ Non-classroom
- ☐ Classroom
- ☐ Individual

Year: 1 2 3 

Which features best predict sustained implementation?

- Expected behaviours defined clearly
- Problem behaviours defined clearly
- Expected behaviours taught
- Expected behaviours 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

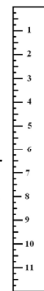
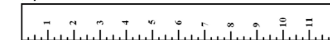
Lessons learned for sustaining schoolwide PBIS

- Focus on bringing PBIS into the classroom
 - Consistency with schoolwide systems
 - High rates of acknowledgment for prosocial behaviour
- 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.	

SCHOOL VALUES	Classroom Routines				
	Class-wide	Arrival	Group Work	Independent Work	Whole Group
	Classroom reset routine:				
Respect					
Personal Best					
Safety					

SCHOOL VALUES	Classroom Routines				
	Class-wide	Arrival	Group Work	Independent Work	Whole Group
	When it gets hard, we TRY our best				
Respect	<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
Personal Best	<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 neighbor 	<ul style="list-style-type: none"> Follow directions Take notes Participate when asked
Safety	<ul style="list-style-type: none"> Keep hands, feet, and objects to self Organize yourself 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



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Something for Tomorrow



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“Positive Family Postcards”

- Give teachers 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



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“Positive Family Postcards”

- Basic Steps:**
 - Purchase or print one postcard for each student in the school
 - Add stamps and address labels for each student's home address
 - Provide the postcards to classroom teachers
 - Ask teachers to send home a positive note about the student's behaviour to each family by the end of the year (or term)

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

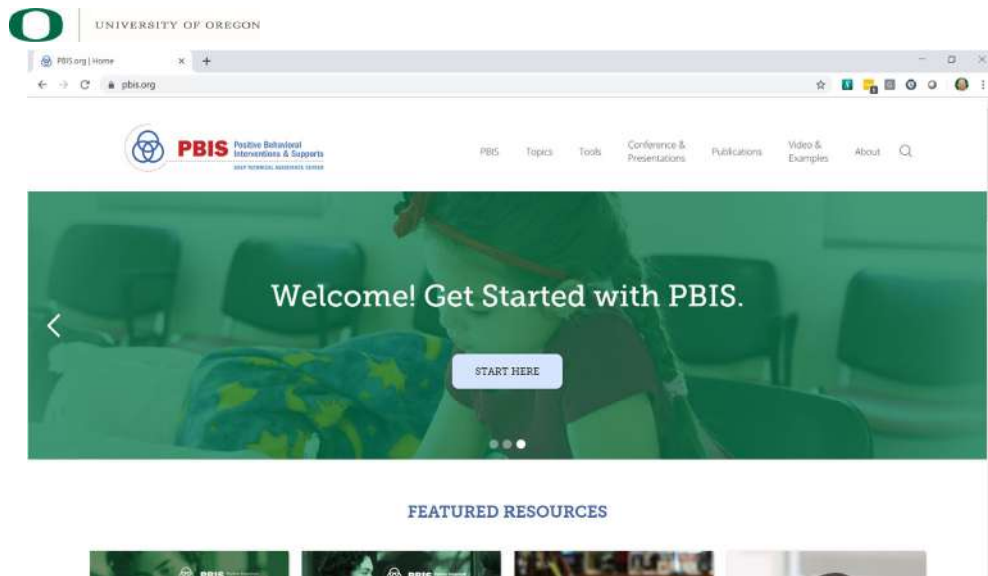
- Let the outcomes drive the selection of practices
- Identify the valued outcomes for everyone
 - ☐ No one has ever been bullied or nagged into long-term sustainability
- Measure and use data in decision making

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 **WON'T** 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



Support for these projects:

- IES: NCSE (R324A120278, R324A180027)
- OSEP: TA Center on PBIS (H326S18001)
- Social Sciences and Humanities Council of Canada (SRG F09-05052)
- Hampton Endowment Fund (J07-0038)



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

