CREATING SAFE AND EFFECTIVE SCHOOLS

USING PBIS TO LINK EFFECTIVE PRACTICES WITH SUSTAINABLE SYSTEMS

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GOALS

- Provide update on current status of PBIS in US and Idaho

- Link PBIS Practices with the “Systems” that support sustained use

- Emphasize the critical role of cultural adaptation in PBIS implementation
The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments for all students.
Research Support for PBIS


SWPBIS Experimentally Related to:

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduction in **bullying behaviors**
6. Improved **organizational efficiency**
7. Reduction in **staff turnover**
8. Increased perception of **teacher efficacy**
9. Improved **Social Emotional competence**
SCHOOLS USING PBIS AUG, 2016

- 23,363 schools
- 11,762,000 Students

3138 High Schools
SCHOOLS IMPLEMENTING PBIS BY STATE 2015-16

21 states with over 500 schools implementing PBIS

Idaho / 100 schools
PROPORTION OF SCHOOLS IMPLEMENTING PBIS BY STATE 2015-16

13 States with over 40% Implementing PBIS
Idaho: Elementary SET Scores
2014-15 N=43

Bar graph showing the distribution of % SET scores among 43 schools.
Technical Adequacy of the SWPBIS Tiered Fidelity Inventory

Kent McIntosh, PhD¹, Michelle M. Massar, MEd¹, Robert F. Algozine, PhD², Heather Peshak George, PhD³, Robert H. Horner, PhD¹, Timothy J. Lewis, PhD⁴, and Jessica Swain-Bradway, PhD⁵

Content Validity (Tier I .95; Tier II .93; Tier III .91)
Usability (12 of 14 ≥ 80%) (15 min per Tier)
Inter-rater Agreement (.95; .96; .89)
Test-retest reliability (.98; .99; .99)
Factor Analysis
SUB-SCALE REPORT

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory Demonstration School Challenged
5/5/2012 - 5/5/2013

Percentage Implemented

<table>
<thead>
<tr>
<th>Tier</th>
<th>5/5/2012</th>
<th>5/5/2013</th>
</tr>
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<tbody>
<tr>
<td>Tier I</td>
<td></td>
<td></td>
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<tr>
<td>Tier II</td>
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<tr>
<td>Tier III</td>
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### TFI Tier Report

#### Idaho State Department of Education

<table>
<thead>
<tr>
<th>School Year</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>90.00%</td>
<td>69.23%</td>
<td>26.47%</td>
</tr>
<tr>
<td>N=1</td>
<td>n=1</td>
<td>n=1</td>
<td>n=1</td>
</tr>
<tr>
<td>2015-16</td>
<td>96.67%</td>
<td>88.46%</td>
<td>58.82%</td>
</tr>
<tr>
<td>N=1</td>
<td>n=1</td>
<td>n=1</td>
<td>n=1</td>
</tr>
</tbody>
</table>

#### Average Percent Implemented

![Bar chart showing average percent implemented for Tier I, Tier II, and Tier III for 2014 and 2015, with data points at 90.00% for Tier I, 69.23% for Tier II, and 26.47% for Tier III in 2014, and 96.67% for Tier I, 88.46% for Tier II, and 58.82% for Tier III in 2015.]
Idaho: ODR/100/Day - Majors
2015-16-2016-17

Mean ODR/100/Day

- PreK-2015-16 N=0
- Elementary 2015-16 N=46
- Middle 2015-16 N=9
- High 2015-16 N=3
- PreK-8 2015-16 N=2
- PreK-12 2015-16 N=1
- Others 2015-16 N=2

-.20
-.14
-.18
-.07
-.42
-.58
-.60
Idaho: Middle - ODR by Location - (Majors Only)
201516-201617

- Bathroom/Restroom
- Bus
- Bus Leading Zone
- Cafeteria
- Classroom
- Commons/Common Area
- Computer Lab
- Gym
- Hallway/Breezeway
- Library
- Lecker Room
- Off-Campus
- Office
- Other Location
- Parking Lot
- Playground
- Special Event/Assembly/Field Trip
- Stadium
- Unknown Location
A 5-point Approach to Enhance Equity in School Discipline

Disproportionality represents one of the most significant problems in education today (Gregory, Sába, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for those with disabilities), are at significantly increased risk for exposure to exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Losen & Gibbons, 2012; Shaw & Braden, 1990). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Rottmeyer & McLaughlin, 2010). Given the well-documented negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for all students.

Components of Effective Intervention to Prevent and Reduce Disproportionality

The existing research is clear that no single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Use Effective Instruction to Reduce the Achievement Gap

Because of the well-documented relation between academic achievement and problem behavior (McIntosh, Sadler, &...continued on next page

Positive Behavioral Interventions & Supports (PBIS)

http://www.pbis.org/school/equity-pbis
5-POINT APPROACH TO ENHANCE EQUITY IN SCHOOL DISCIPLINE

1. Use **effective instruction** to reduce the achievement gap
2. Implement **PBIS** to build a foundation of prevention
3. Collect, use, and report disaggregated student **discipline data**
4. Develop **policies** with accountability for disciplinary equity
5. Teach **neutralizing routines** for vulnerable decision points

[http://www.pbis.org/school/equity-pbis](http://www.pbis.org/school/equity-pbis)
IDAHO DATA SUMMARY

- Implementation of PBIS in Idaho is emerging
- PBIS (Tier I) is being implemented with fidelity
- Office Discipline Referrals are lower than national medians
  - Elementary, Middle Schools
  - Focus on teaching students conflict resolution on playground, and practice how to interact effectively with adults in the classroom.
- Disproportionality in elementary schools is sufficient for students from Native American families that adjustment is needed
MAKING PBIS PERSONAL

- **Consider Luis**
  - 4th Grader
  - English Language Learner
  - Emerging reader
  - History of peer aggression
  - Low income home environment
    - (one parent)
THE PATH PBIS SUPPORTS
ONE STORY – ONE YEAR

Explicit Reading/Priming
Low Reading Fluency
Aggression
Peer Contagion
Support for Mother

School Wide Expectations

Peer support
Family Support

Social and academic struggles/failure

Before you leave the conference… share your story
katiebubak@boisestate.edu
robh@uoregon.edu
SUSTAINING SUCCESS

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

= Reduction in problem behavior
  Increase in social/emotional competence
  Increase in academic outcomes
SUSTAINABILITY: 
EFFECTIVE PRACTICES + EFFECTIVE SYSTEMS

**Effective Practices**
- Lead Teams
- Behavioral Expectations
- Acknowledgement
- Consequences
- Data / Decision System

**Effective Systems**
- Team process
- Hiring
- Orientation
- Coaching
- Evaluation
- District Data System
Culturally Equitable Academic & Social Competence

Culturally Valid Decision Making

Culturally Relevant Support for Student Behavior

Culturally Knowledgeable Staff Behavior

OUTCOMES

DATA

PRACTICES

SYSTEMS
Tier I PBIS Core Features

- Consequences for Problem Behavior
- System to Acknowledge Behavior
- School-wide Expectations
- Leadership Team
- Family Engagement
- Classroom Systems
- Data and Decision System
- Bully Prevention
Preference given to applicants with demonstrated experience and expertise in implementation of multi-tiered systems of academic and behavior support.
IMPLEMENT WITH TOOLS TO SUPPORT CONTINUOUS REGENERATION AND CONTINUOUS IMPROVEMENT

- Dynamic systems
  - Role of building administrator
  - Role of Leadership Team

- Use of Data
  - Fidelity (are we doing it?)
  - Impact (is it benefiting students?)
  - Are we using the information?

Effective Practices in the Face of Principal Turnover

M. Kathleen Strickland-Cohen, Kent McIntosh, and Robert H. Horner

Last spring, the school district informed the faculty at Pecan Creek Elementary that it was transferring the school's principal, Mr. Davies, to a lower-performing school within the district. Mr. Davies was a well-known proponent of a multi-tiered schoolwide positive behavior intervention and support (PBIS) approach, and educators considered her to be a "champion" for providing evidence-based interventions for students with behavior disorders. Under the active leadership of Ms. Davies, the school's PBIS team met every other week to discuss schoolwide data, each individual student progress, and adjust plans for students who required individualized behavior support. Ms. Davies worked hard to help the team assure high levels of implementation fidelity and for 5 years successfully managed to use site-based funds to allow release time for team members to meet during regular school hours and to attend relevant professional development training.

In the fall, Ms. Thibodeaux will become the new principal at Pecan Creek. Mr. Thibodeaux's primary focus has been on improving overall achievement. He says that he supports the PBIS initiative, but he did not make it a priority at his previous school. The team feared that he will not focus on PBIS at Pecan Creek and that problem behavior will increase, staff members will lose faith in system effectiveness, and some educators will search for alternative approaches.
WHAT IS THE STRONGEST PREDICTOR OF PBIS SUSTAINABILITY?

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** ($B = .98, SE = .43, p < .05$)
SCHOOL/DISTRICT/STATE: PREDICTORS OF SUSTAINABILITY

State
- State Leadership Teams
- Centralized Training Systems
- Standardized Training Curriculum
- Blueprint Self-assessment

District
- District Training Systems
- District Coaching Systems
- Communities of Practice
- Demonstration or Model Sites for Visits

School
- Effective and Efficient Teaming
- Data Collection and Use
- Sharing Data with Whole Staff
- Classroom PBIS Systems

Hume & McIntosh (2013), McIntosh et al. (2013), McIntosh et al. (2015), Childs et al. (2016), Mathews et al. (2014), McIntosh et al. (2016a), McIntosh et al. (2016b)
FOR YOUR PLANNING AND DISCUSSION

- **Social Competence** of Students is a Key Goal for our school
- Start with District commitment to **Equity**
- Implement the **Practices of PBIS (Tier I, Tier II, Tier III)**
- Combine PBIS practices with **Systems** of Academic and Behavior Support
  - Hiring
  - Orientation
  - Professional Development
    - Training
    - Coaching
    - Evaluation
- **Measure and use data** about both Fidelity of PBIS and Impact on Students
**Effective Systems Adapt to the Local Culture**

- Focus on core features
- Systems should facilitate adoption and sustained use of the core features that benefit students.
Adapting Tier III Behavior Support to Local Culture
Manuel Monzalve, Ph.D.
CONTEXTUAL FIT

Behavior Support Plan

- Setting Event
  No breakfast

- Antecedent
  Group activity

- Problem Behavior
  J runs around the classroom

- Maintaining Consequences
  Gets teacher attention

- Replacement Behavior
  Receive teacher attention

Intervention Strategies

- Setting Event Strategies
  Have snack available in classroom.

- Antecedent Strategies
  Check in with student giving a thumbs up or smile every 3-4 minutes

- Teaching Strategies
  Teach student to ask teacher "How am I doing?" or "Look at this" to get teacher's attention

- Consequence Strategies
  Minimize attentions. Redirect to seat away from activity.

- Replacement Behavior
  Praise, provide attention when asks appropriately

Technically Sound

Contextual Fit

Values
Skills
Resources
Admin Support
Contextual Fit Enhancement Protocol

Contextual Fit (CF)

**Knowledge**
- **Poor CF**
  - Assess implementers' knowledge level of BIPs
  - Establish materials and procedures to provide support
  - Provide implementers with detailed info about BIP procedures
- **Good CF**
  - Evaluate and monitor plan implementation
  - Assess and define procedures that are consistent with implementers' values

**Values**
- **Poor CF**
  - Identify cultural/valued components of the plan that are problematic
  - Include cultural/valued adaptations in the plan
- **Good CF**
  - Evaluate and monitor plan implementation
  - Provide training, coaching, and performance feedback

**Skills**
- **Poor CF**
  - Evaluate implementers' skill level
  - Adjust BIP breaches plan with perception of effectiveness
- **Good CF**
  - Evaluate and monitor plan implementation
  - Provide training, coaching, and performance feedback

**Effectiveness & Efficiency**
- **Poor CF**
  - Define desired impact
- **Good CF**
  - Evaluate and monitor plan implementation
  - Adjust BIP breaches plan with perception of effectiveness

**Resources**
- **Poor CF**
  - Identify resources needed
  - Establish organizational systems that ensure time, materials and funding for implementation
- **Good CF**
  - Evaluate and monitor plan implementation
  - Provide relevant resources or shift plan to match current resources

**Administrative Support**
- **Poor CF**
  - Evaluate extent of administrative commitment to support implementation
- **Good CF**
  - Evaluate and monitor plan implementation
  - Implement strategies/procedures for improvement
Use of Contextual Fit Protocol Led to Improved Implementation of Support Plan by teaching staff.

Figure 2. Percentage of BSP Components implemented during 20 minute observations.
Improve Use of the Support Plan
Led to Improved Student Behavior
THE IMPACT OF EFFECTIVE TIER III DATA SYSTEMS

- Dr. Sarah Pinkelman, George Mason University.
SUMMARY

- PBIS is emerging in Idaho
  - Expanding PBIS implementation will require commitment and capacity building at the **district level**.

- Focus as much on building the district “**systems**” as on establishing the specific core features.

- Implement PBIS at **all three tiers** with systems that can adapt to fit the local culture.

Send Us Your Examples of how PBIS affects Individual Students.