Fidelity Instruments and School Burden

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Session Overview

- Positive Behavioral Interventions & Support Model (PBIS)…What is PBIS? What is RTI?
- Review of 4 key PBIS fidelity instruments
- Overview of PBIS survey from 2 states
- PBIS survey results
- Implications of the survey findings
PBIS is...

- A **framework** for enhancing adoption & implementation of
- A **continuum of evidence-based interventions** to achieve
- **Academically & behaviorally important outcomes** for
- **All students.**
PBIS emphasizes 4 integrated elements:

- **data** for decision making,
- measurable **outcomes** supported and evaluated by data,
- **practices** with evidence that these outcomes are achievable, and
- **systems** that efficiently and effectively support implementation of these practices.
Integrated Elements

Supporting Staff Behavior

Supporting Student Behavior

Supporting Social Competence & Academic Achievement

Supporting Decision Making

PRACTICES

SYSTEMS

DATA

OUTCOMES
Intensive, Individual Interventions
• Individual Students
• Assessment-based
• High Intensity

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All students
• Preventive, proactive

Intensive, Individual Interventions
• Individual Students
• Assessment-based
• High, durable procedures

Targeted Group Interventions
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Universal Interventions
• All settings, all students
• Preventive, proactive

Circa 1996
Evaluation Blueprint

- **Context:** goals & objectives; who provided & received support
- **Input:** PD provided; who participated; perceived value of the PD
- **Fidelity:** implemented as designed & with fidelity
- **Impact:** changes in student outcomes
- **Replication, Sustainability & Improvement:** improved state/local capacity; changes in educational/behavioral policy; systemic educational practice
Fidelity Instruments

- Team Implementation Checklist
- Self-Assessment Survey
- School-wide Evaluation Tool
- Benchmarks of Quality
Team Implementation Checklist (TIC)

- Progress monitoring measure for assessing Universal practices
- 22-item self-assessment completed by school team & coach
- Typically administered 2-3 times per year
- Criterion = > 80%
- Information is used to build an action plan for improving implementation fidelity
Self-Assessment Survey (SAS)

- Formerly titled the Effective Behavior Support (EBS) Survey
- Administered to entire school staff to assist with action planning & assessing progress over time
- Conducted annually, preferably in spring
- Purpose is to assess 4 behavior systems:
  - school-wide discipline
  - non-classroom management (e.g., cafeteria, hallway, playground)
  - classroom management
  - systems for individual students
- Of the 4 instruments, this is the only one completed by all school faculty and staff.
School-wide Evaluation Tool (SET)

- Designed to assess & evaluate critical features across each academic year
- Conducted annually
- Takes a 2-3 hour review of PBIS systems by an external evaluator. Often there is a cost for the evaluator.
- One state in this study only uses the SET as tool for determining model schools. The other state used SET extensively up until the last two years and has been transitioning to the BOQ.
Benchmarks of Quality (BOQ)

- Developed by personnel at the University of South Florida.
- 53-item self-assessment measure of Universal Tier
- Is completed by a school team & PBIS coach at the end of the academic year
- Takes 30-45 minutes to complete
- Leads to summary scores & action planning steps
- Score > 70% is considered to be implementing at criterion
Practical Concerns

- Differences between “research” methods and “evaluation” methods.
- 3-4 PBIS instruments are being recommended with multiple administration times for at least one of those instruments.
- It is not uncommon for schools to have multiple initiatives, each with their data collection procedures.
- PBIS has been plagued in many states by lack of comparable data across years.
- Are we placing a burden on schools that impacts their ability to fully implement the model?
- Is this current system of data collection sustainable?
PBIS Instrument Use
Survey Methods

• Method of Survey
  • SurveyMonkey invite sent to school-based coaches, with one follow-up e-mail

• Response Rates
  • State 1 – 99/288 (34%)
  • State 2 – 15/30 (50%)

• Quantitative Findings

• Qualitative Findings
Percent of Schools Using Each PBIS Instrument

- TIC
- BOQ
- SAS
- SET
Time Spent Collecting and Entering PBIS Data

- 1-2 Hours
- 3-4 Hours
- 5-8 Hours
- 9-12 Hours
- 13-16 Hours
- More Than 2 Days

Percent of Respondents

- TIC
- SAS
- BOQ
- SET
Time Spent Analyzing and Reporting PBIS Data
Utility of PBIS Instruments for Planning, Implementing, and Evaluating

(1 = Not Useful, 4 = Very Useful)
Which PBIS Instrument Is Most Useful to Your School

- Team Implementation Checklist: 35.0%
- Benchmarks of Quality: 32.0%
- Self-Assessment Survey: 22.0%
- School-Wide Evaluation Tool: 15.0%
Which PBIS Instrument Is Least Useful to Your School

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Percent of Respondents</th>
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<tr>
<td>Team Implementation Checklist</td>
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<tr>
<td>Self-Assessment Survey</td>
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<tr>
<td>School-Wide Evaluation Tool</td>
<td>25.0</td>
</tr>
<tr>
<td>Benchmarks of Quality</td>
<td>22.0</td>
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Qualitative Data

- The TIC really helps us stay on target and helps us make sure we are implementing all of the components, thereby getting the most from our PBIS.

- The SAS allows us to know where we are and how we are going to get where we are going.

- The BOQ showed our strengths and weaknesses. We saw areas that needed improving. We could see our "glows" and "grows." It gave us a vision of what needed to happen.

- The SET Tool allowed us to have a framework to work from during each year. It was a great guide and helped keep you focused on the goal.
Why Respondents Don’t Like Particular Instruments

- **SAS**
  - Could be more useful if staff clearly understood some of the descriptors--data is often inaccurate due to lack of understanding.
  - EBS is challenging to get every staff member to participate.
  - Hard for staff to interpret with the types of graphs used.

- **BOQ**
  - Time consuming and provides similar information as the other documents.
  - Does not really show me anything other than what we already know.
  - Challenge is to get an understanding of the questions and have it filled out correctly.
  - Process is confusing and pits the Coach against the team.

- **SET**
  - The SET was too time intensive.
Challenges to Using PBIS Instruments

- **Time**
  - Often we find the various forms loathsome and time consuming when completing. In turn we spend less time working on refining our PBIS strategies.
  - We have a small staff and it is difficult to find the time to collect the information for these instruments.
  - Although it does not take a lot of time, we have so many other things to manage that sometimes it is hard to find a few minutes.
  - Our schools biggest challenge is finding a time to meet each month with the entire team.
Challenges to Using PBIS Instruments

- **Buy-In**
  - Lack of support and understanding of PBIS principles.
  - It has been a challenge for teachers and administrators to buy-in to PBIS. I believe the PBIS process can work if you have a good foundation as well as administrators who want a better school.
  - Lack of administrative support and time to work as a team.
  - The instruments are all great! Our only challenge involves the turnover in leadership and working to gain their support.
Discussion Points

• Evaluation versus research
• Other initiatives at school
• School-based teams
• Sustainability
References


• [www.pbis.org](http://www.pbis.org). Presentation by George Sugai, VT Statewide PBIS Conference. 9/30/10
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