Using PBIS Tier 1 Evaluation Tools: Examining Fidelity Data for Corrective Action Planning - TBS Conference: Houston, TX

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Objectives

- Understand the purpose of evaluation
- Become familiar with the various tools available to assess implementation fidelity of SWPBIS
- Learn how to use the results for corrective action planning to boost success

SAVE THE DATE

September 28-29, 2017

2017 National PBIS Leadership Forum

Hilton Chicago
720 S. Michigan Avenue
Chicago, IL
www.hiltonchicagohotel.com

More information will be available on the Upcoming Events page at www.pbis.org in March 2017

Schools Using PBIS – January, 2017

24,312 Schools Implementing PBIS
11,958,000 Students

3138 High Schools

21 States with over 500 schools using PBIS

Texas
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**Need for Evaluation**

- Data are used to guide both decisions focused on improving student supports and decisions about how best to implement SWPBIS features
- For schools to implement SWPBIS successfully, ongoing evaluation of fidelity of implementation and informed action planning based on data are essential

(McIntosh et al., 2017)

**Current Status**

- Schools with higher SWPBIS fidelity scores have better student outcomes
  - lower rates of problem behavior
  - higher achievement
  - higher emotional regulation

(e.g., Bradshaw, Waasdorp, & Leaf, 2012; Childs, Kincaid, & George, 2010; Flannery et al., 2014; Horner et al., 2009)

- Without reliable and valid assessment of fidelity, there is a danger of assuming that implementation is adequate - when it is not

**Fidelity of Implementation**

- Defined as the extent to which a program, intervention, framework, or practice, “as conceptualized in a theoretical model or manual, is implemented as intended”

(Schulte, Easton, & Parker, 2009, p. 460)

**Purpose of Evaluation**

- To examine the extent to which teams are accurately selecting and implementing PBIS systems and practices
- Allows teams to determine the extent to which target student outcomes are being and/or likely to be achieved
- To determine if teams are accurately and consistently implementing activities and practices as specified in their individualized action plan

(PBIS Evaluation Blueprint, 2010)
Factors to Consider in Developing Comprehensive Evaluation Systems

1) Systems Preparation
   - Readiness activities

2) Service Provision
   - Training and technical assistance

3) Identification and Assessment of Behavior Problems
   - Possible data sources

4) Evaluation Process
   - Timelines, data systems

5) Evaluation Data (across all three tiers)
   - Implementation Fidelity, Impact on Students, Attrition, Client Satisfaction

6) Products and Dissemination
   - Reports, materials, presentations, etc.

PBIS Evaluation Blueprint:

- Context
  - What was provided, who provided, who received

- Input
  - Professional development, value, perspective

- Fidelity/Integrity
  - Implemented as designed, w/fidelity, process evaluation

- Impact/Progress Monitoring/Outcomes
  - Behavior change, other schooling changes

- Replication, Sustainability and Improvement
  - Capacity, practice, policy
  - Expanding implementation, allocating resources

Florida’s Evaluation Model

Comprehensive Evaluation Blueprint

- Implementation Monitoring
  - 

- Implementation Integrity
  - Benchmarks of Quality

- Implementation Research
  - School-wide Evaluation Tool

Annual Self-Assessment Measures

- Designed to document the same content as the research measures but to do so more efficiently

- Most available online and provide a school team/coach with the ability to determine once a year if a school is implementing SWPBIS practices at a level that would be expected to affect student outcomes

- Always guide development of action planning to assist in efficient and continuous improvement of systems used in the school
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June 28-29, 2017

**Benchmarks of Quality (BoQ)**

- Identified items aligned with SWPBS Training process
- 53 items addressing areas of:
  - Faculty commitment
  - Effective procedures for dealing with discipline
  - Data entry and analysis plan established
  - Expectations and rules developed
  - Reward/recognition program established
  - Lesson plans for teaching
  - Implementation plan
  - Classroom
  - Evaluation

**BoQ Method of Completion**

- Coach/facilitator uses Scoring Guide to ascertain the appropriate score for each item, collects Team Member Rating forms, resolves any discrepancies, and reports back to team
- Alt. Option – Scoring Form is completed at a team meeting with all members reaching consensus on the appropriate score for each item using the Scoring Guide rubric. The team identifies areas of strength and need.

**Purpose of the School-wide PBIS Tiered Fidelity Inventory**

- The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school:
  - Tier I (Universal PBIS)
  - Whole School Universal Prevention
  - Tier II (Targeted PBIS)
  - Secondary, Small Group Prevention
  - Tier III (Intensive PBIS)
  - Tertiary, Individual Support Prevention

Content Validity (Tier 1: .95; Tier II: .93; Tier III: .91)

Usability (12 of 14 > 80%) (15 min per Tier)

Inter-rater Agreement (Tier 1: .95; Tier II: .89)

Test-retest reliability (.98; .99; .99)

Factor Analysis

Available from OSEP TA-Center

www.pbis.org

www.pbisapps.org

No Cost Assessors Training PowerPoint and Assessors Training Video at www.pbisapps.org
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Tier I PBIS Core Features

- Consequences for Problem Behavior
- Classroom Systems
- Data and Decision System
- Bully Prevention
- School-wide Expectations
- Leadership Team
- Family Engagement
- System to Acknowledge Behavior

Tier II PBIS Core Features

- Increased Level of Feedback
- Tier II: Leadership Team
- Increased Structure
- Increased Intensity of Data Collection

Tier III PBIS Core Features

- Individual Student Team
- Individualized Support Planning
- Increased Family Engagement
- Increased Intensity of Data Collection

School-wide PBIS Tiered Fidelity Inventory (TFI)

- Intended to fulfill the same functions as the:
  - Team Implementation Checklist (TIC)
  - Benchmarks of Quality (BoQ)
  - Benchmarks of Advanced Tiers (BAT)
  - PBIS Self-Assessment Inventory (SAS)
  - Phases of Implementation (POI)

- Addresses all three tiers, and focuses on those elements of PBIS that are most "core" to achieving student outcomes.
- No problem continuing to use prior measures. TFI is intended to be more efficient, but other measures may be more comprehensive

TFI Administration Protocol

- The TFI is completed by a school team with a PBIS coach/facilitator.
- Before TFI Assessment: Define schedule, personnel, review existing fidelity and impact data, and obtain relevant permanent products. Conduct a building walkthrough to identify data related to the school-wide acknowledgement system.
- During TFI Assessment: For each item, review purpose, data sources, and standard. All team members vote to whether the item is not implemented, partially implemented, or fully implemented. The majority vote is recorded following an opportunity for discussion. Data are recorded on pbis.assessment.org.
- After TFI Assessment: At least one item is identified for active action planning to improve or sustain implementation.

BoQ and TFI: Possible Tier 1 Pre-Administration Documentation

- School team organizational chart (if available)
- School/District policies on social behavior/support
- Team meeting minutes (last 3 meetings)
- Student and/or Faculty handbook
- Professional development plan for past year
- Prior PBIS fidelity measures (last two years)
- Student behavioral data summary for past month
- Major ODR/Day/Month compared to the national median
- Universal screening measures and process
- Any prior evaluation reports focused on social behavior
- Any reports to school administration or board focused on social behavior
1.5 Problem Behavior Definitions

Quick Check: Problem Behavior Definitions
What is the process for identifying problem behavior?

- Self-Assessment
- Are problem behavior definitions written down and documented?
- Do the definitions clearly differentiate between staff-managed and office-managed problem behaviors?
- Are all staff and faculty members trained on the definitions?
- Are the definitions shared with families and students?

Scoring
0 = No clear definitions exist, and procedures to manage problems are not clearly documented
1 = Definitions and procedures exist but are not clear and/or not organized by staff versus office-managed problems
2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families

Summary Data and Reports

BoQ
- Total Score (Tier 1)
- Subscale (critical elements)
- Individual Items

TFI
- Total Score (across all tiers)
- Subscale (for each tier)
- Sub-subscale
- Individual Items

BoQ Max Scores per Critical Element

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>MAX SCORES PER ELEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BoQ Time</td>
<td>1</td>
</tr>
<tr>
<td>Fidelity</td>
<td>4</td>
</tr>
<tr>
<td>Collaboration</td>
<td>8</td>
</tr>
<tr>
<td>Domination</td>
<td>12</td>
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</table>
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Using Results from Fidelity Tools

1. Formative Assessment
   - Determine current SWPBIS practices in place and needed prior to launching implementation

2. Progress Monitoring
   - Self-assess SWPBIS practices by tier to guide implementation efforts, and assess progress by tier
   - Build action plan to focus implementation efforts

3. Self-Assessment
   - Self-assess annually to facilitate sustained implementation of SWPBIS

4. State Recognition
   - Determine schools warranting recognition for their fidelity of SWPBIS implementation

Using Results to Boost Implementation Success

A Multi-Tiered System of Supports
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Using Benchmarks Results

- How will you use the results of the BoQ/TFI?
  - At the school or district level?
  - As it relates to fidelity of implementation?
  - As it relates to outcomes?
  - As it relates to identifying model schools?
  - Other?

- QUESTIONS?

How will fidelity be monitored over time?

- Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered.
- Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed.
- Fidelity also applies to the problem solving process...poor problem solving can lead to poor decisions to implement otherwise good interventions.

**Comprehensive Evaluation Blueprint:**

<table>
<thead>
<tr>
<th>Implementation Monitoring</th>
<th>Implementation Integrity</th>
<th>Implementation Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>BoQ (1)</td>
<td>BoQ (2)</td>
<td>BoQ (3)</td>
</tr>
<tr>
<td>PIC (1,2,3)</td>
<td>PIC (1)</td>
<td>PIC (1)</td>
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<tr>
<td>Walkthrough (1)</td>
<td>Tier 1 (2,3)</td>
<td>Tier 1 (2,3)</td>
</tr>
<tr>
<td>MATT (2,3)</td>
<td>MATT (2)</td>
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</tr>
<tr>
<td>SET (1)</td>
<td>SET (1)</td>
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<tr>
<td>ISSET (2,3)</td>
<td>ISSET (2)</td>
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Tier 1 PBIS Walkthrough

- Independent observation to support team’s perception of Tier 1 PBIS implementation
- Visibility of expectations and rules
  - Across campus, including 5 randomly selected classrooms
- Interview random staff, faculty & students

Who looks at the Tier 1 PBIS Walkthrough data?

- Team
- Coach
- District Coordinators (possibly)
- Trainers/State Evaluation (only if applying for State Recognition status)
- Anyone who makes a site visit can conduct a Walkthrough

On-site Tier 1 PBIS Walkthrough

- Tool is used as a quick glance during school site visit to determine SWPBIS evidence
- Adapted from the SET ("mini-SET")
- Created as a reliability measure against BOQ score and outcome data submitted
- Allows the observer to provide feedback to the PBIS Team and administration
- Completed by a peer PBS Coach or District Coordinator
  - Someone who has not been working directly with the team – outside observer
- Part of the PBIS State Recognition application process

Is there a correlation between the total score on the Walkthrough and BoQ?

- Total BoQ Sub-scales and Total Walkthrough scores Descriptive Statistics
  - N=223 (07-09), Pearson r=.20 (p<.0027)
  - N=346 (09-10), Pearson r=.58 (p<.0001)

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Implementation Monitoring Tools

- Will you progress monitor your school(s)?
  - If so, how often? Which instrument(s)?
  - Who is responsible to administer, collect and synthesize the data?
  - How will it be reported back to the team?

- How will you use the results?
  - At the school, district, or state/project level?
  - As it relates to fidelity? Outcomes?
  - Identifying potential Model Schools? Other?

Other Data to Consider that may Impact Planning

A Multi-Tiered System of Supports

Data-Based Guiding Questions

1. Is our Tier 1 system doing what it needs to do?
   a. Does the school have a 'healthy' triangle?
   b. Do 80% of students have ≥0-1 office referrals?
2. Is PBIS being implemented with fidelity?
   a. BoQ (total score) or TFI (Tier 1 subscale) = ≥70%
3. Are fewer than 40% of referrals coming from classrooms?
4. Are only a 'few' students receiving referrals?
5. Are only a 'few' staff writing referrals?
6. Are effective instruction and behavior management occurring in the classroom?
   a. PBIS Walk-Throughs
   b. CAT, Classroom Management Self-Assessment

Monitoring the Core (Behavior): Referrals per Day/Month

Knowing why and for what purpose data are being collected is critical. When the purpose and intent of data collection are known, the data can be used to make various decisions.
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Feedback: Staff Survey

What is the problem? Can you define it?

Does Dataland School have an effective core for behavior?

Dataland School Monthly Problem-Solving Meeting

An Informative Data System

Drilling into Data

Multiple Data Sources to Evaluate Implementation

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