

The background of the slide features a stylized mountain range. The upper portion of the mountains is a dark green, while the lower portion, which appears to be the foreground or a body of water, is a bright orange. The mountains are represented by overlapping, semi-transparent triangular shapes. The text is centered on the orange section.




# 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.

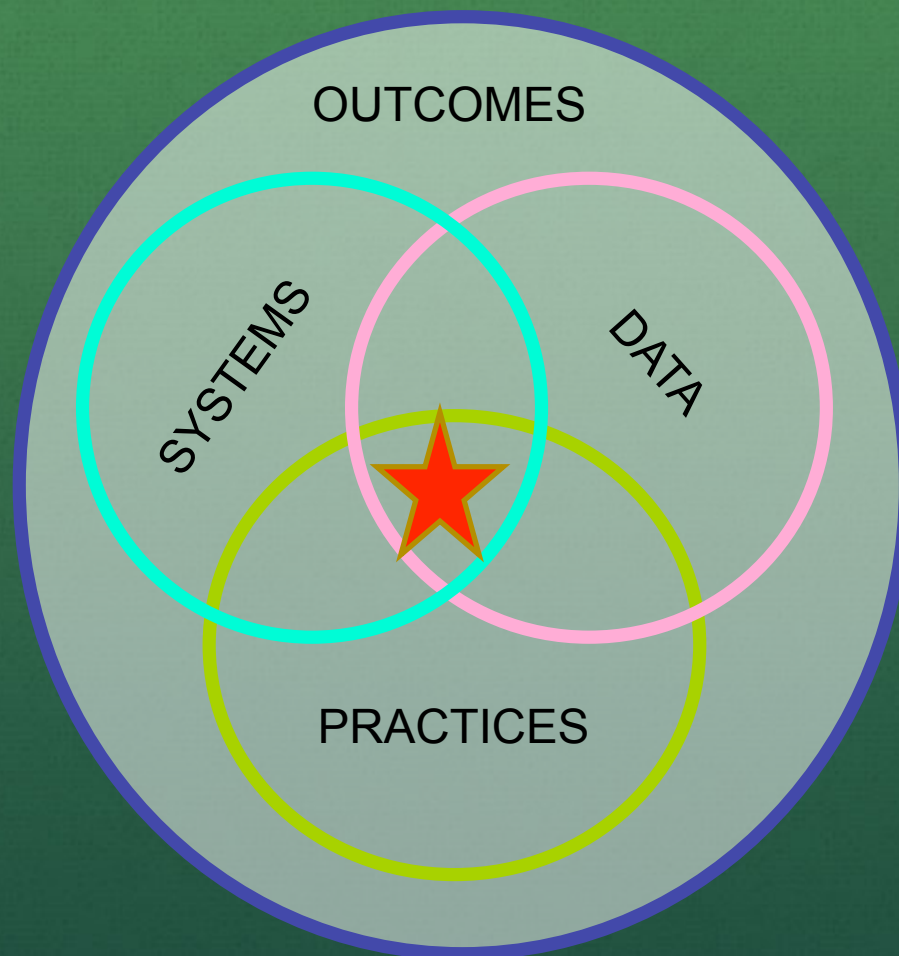


# Integrated Elements

Supporting Social Competence &  
Academic Achievement

Supporting  
Staff Behavior

Supporting  
Decision  
Making

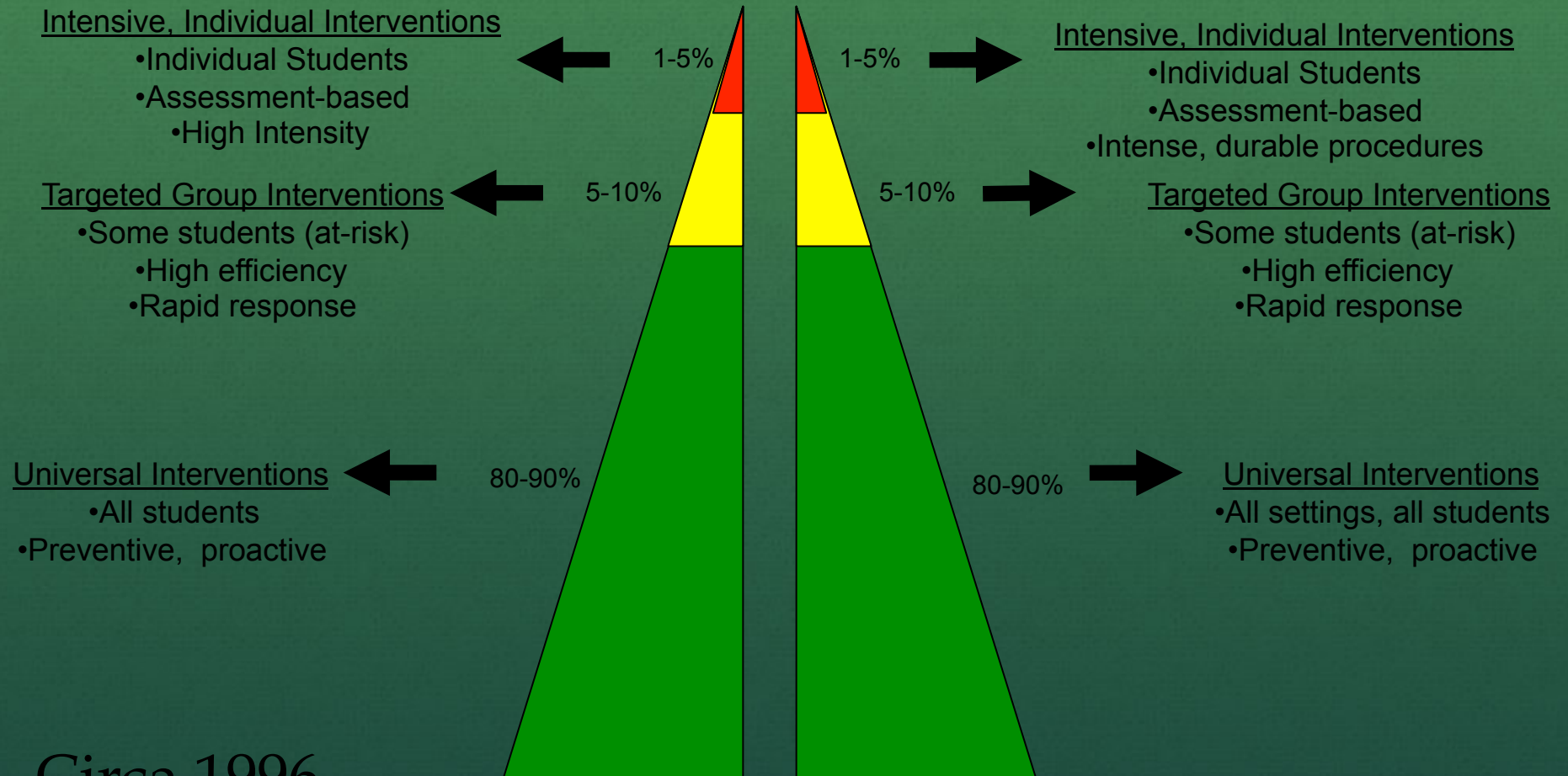


Supporting  
Student Behavior

# Responsiveness to Intervention

## Academic Systems

## Behavioral Systems



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?



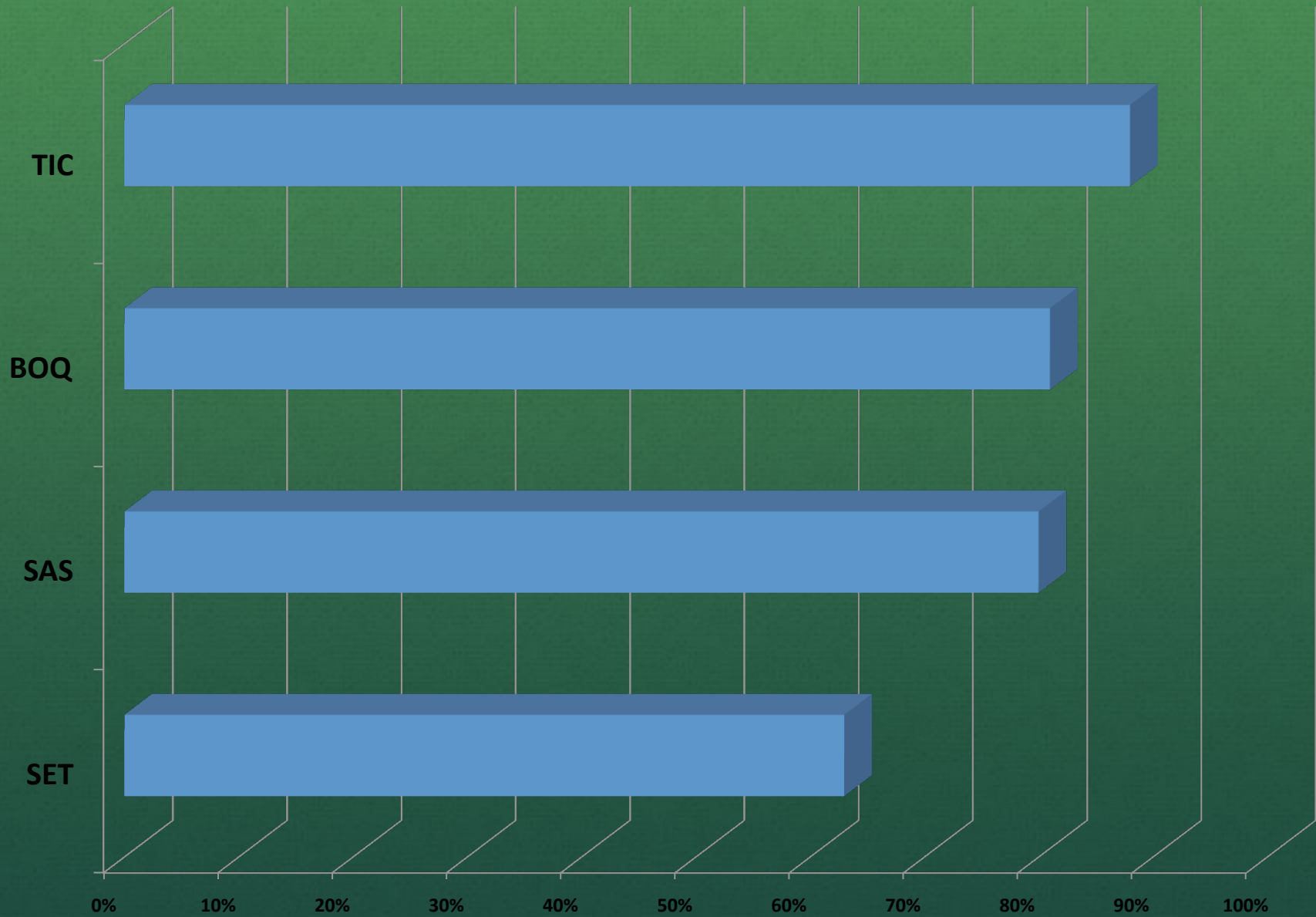
The background features a stylized landscape with green mountain peaks at the top and bottom. A wide, horizontal band of textured yellow-orange color separates the two mountain ranges. The text "PBIS Instrument Use" is centered within this yellow-orange band.

# PBIS Instrument Use

# Survey Methods

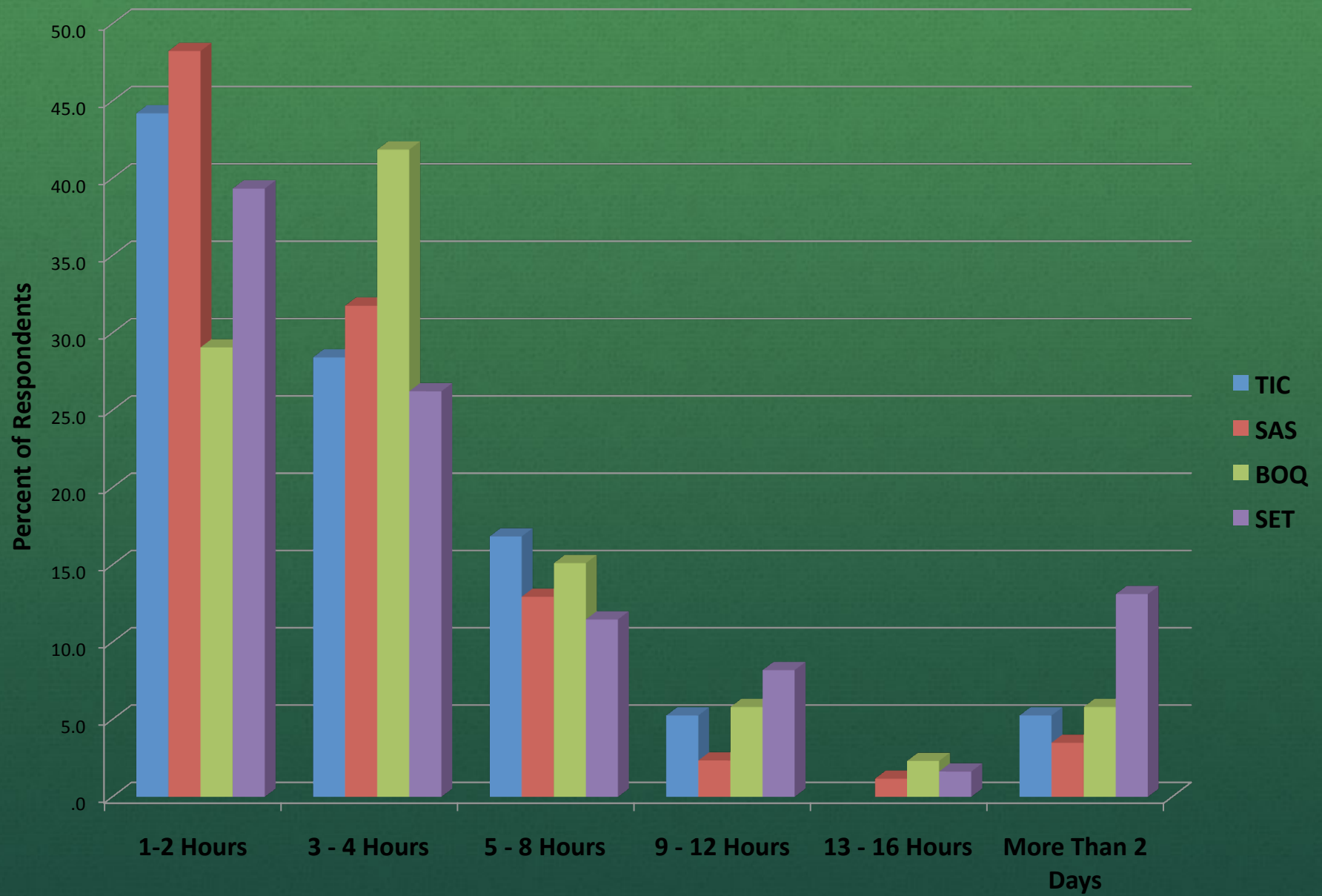
- Method of Survey
  - SurveyMonkey invite sent to school-based coaches, with one follow-up e-mail
- Response Rates
  - State 1 – 99/288 (34%)
  - State 2 – 15/30 (50%)
- Quantitative Findings
- Qualitative Findings

**Percent of Schools Using Each PBIS Instrument**

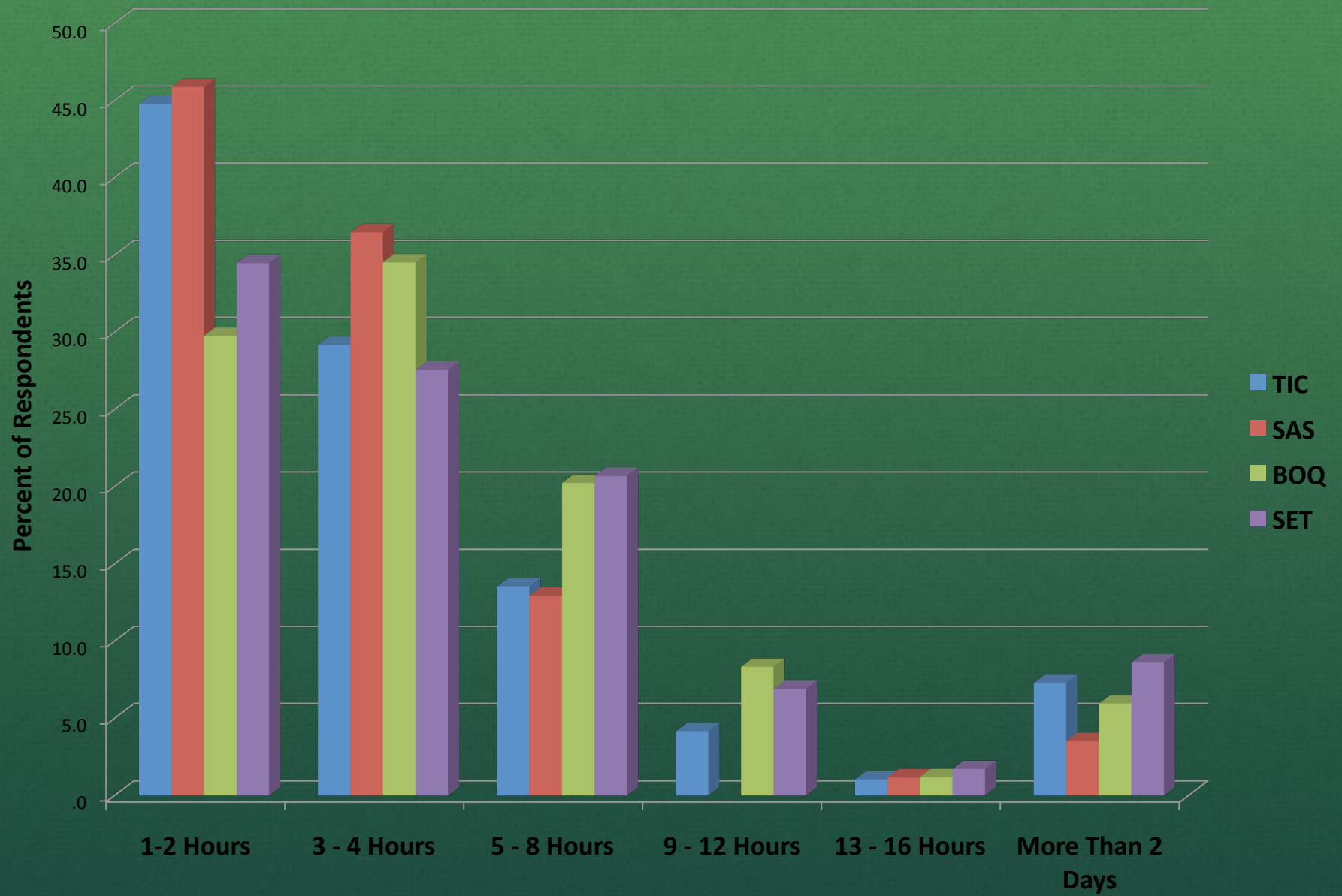




## Time Spent Collecting and Entering PBIS Data

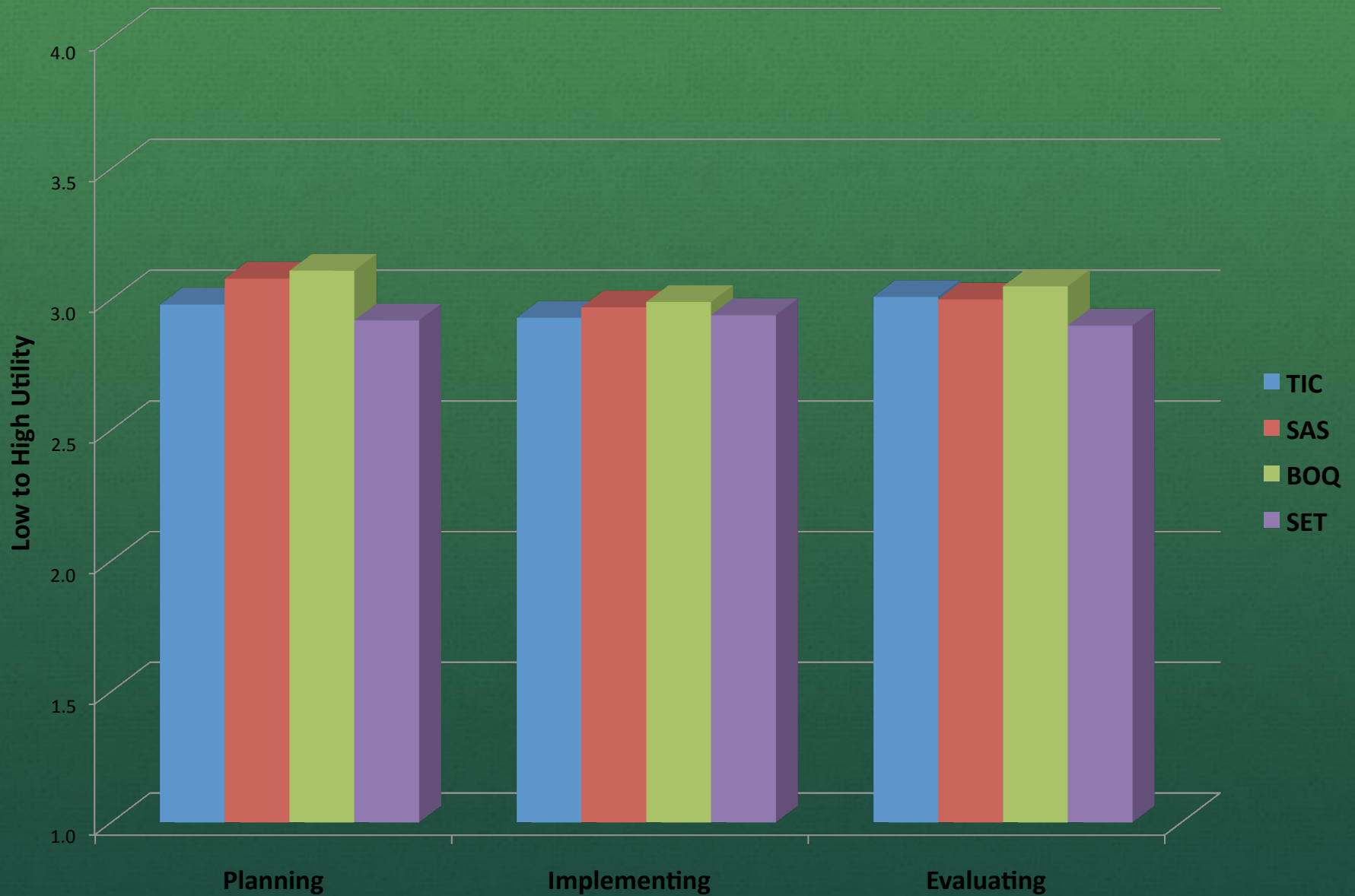


## Time Spent Analyzing and Reporting PBIS Data



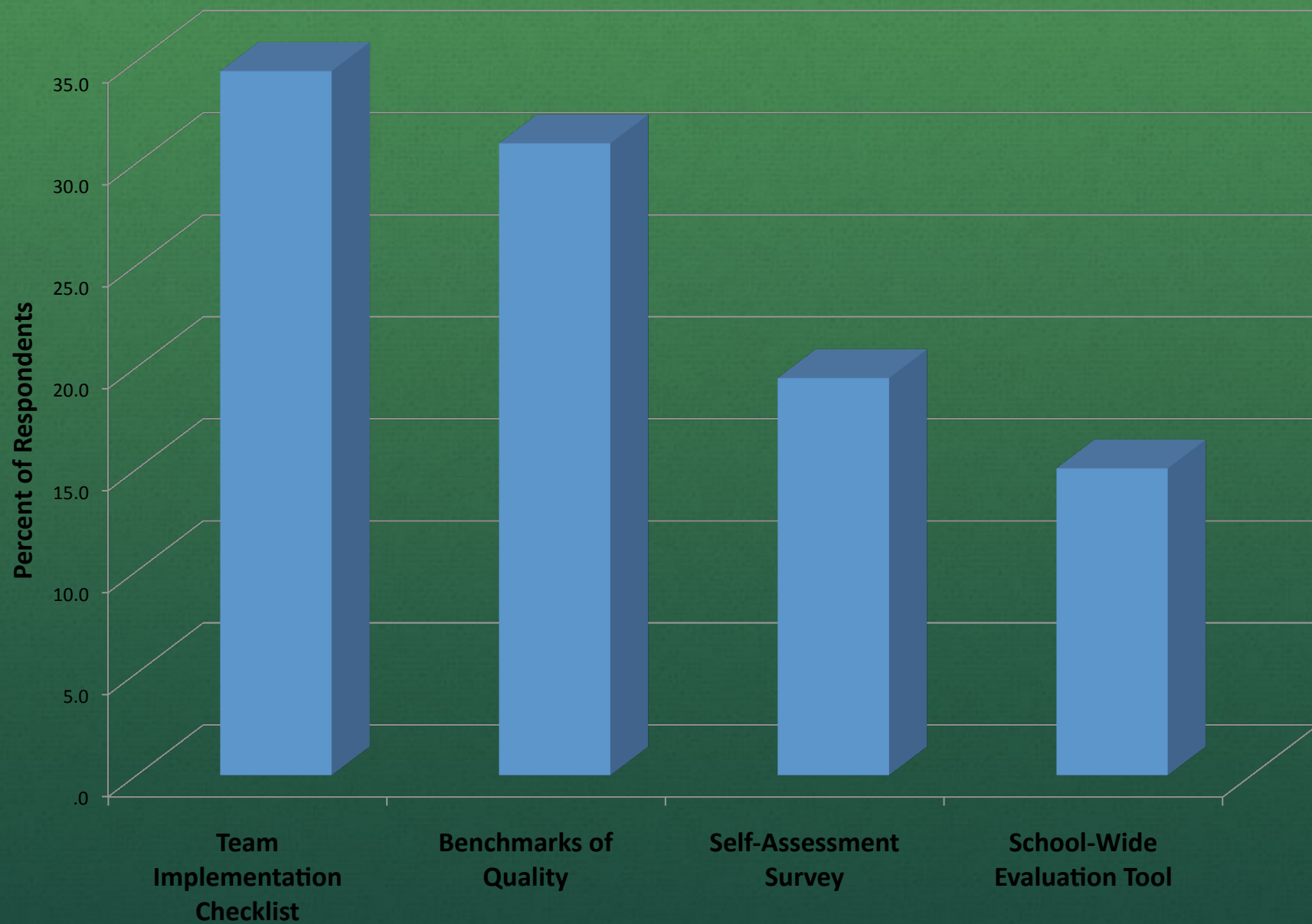
## Utility of PBIS Instruments for Planning, Implementing, and Evaluating

(1 = Not Useful, 4 = Very Useful)

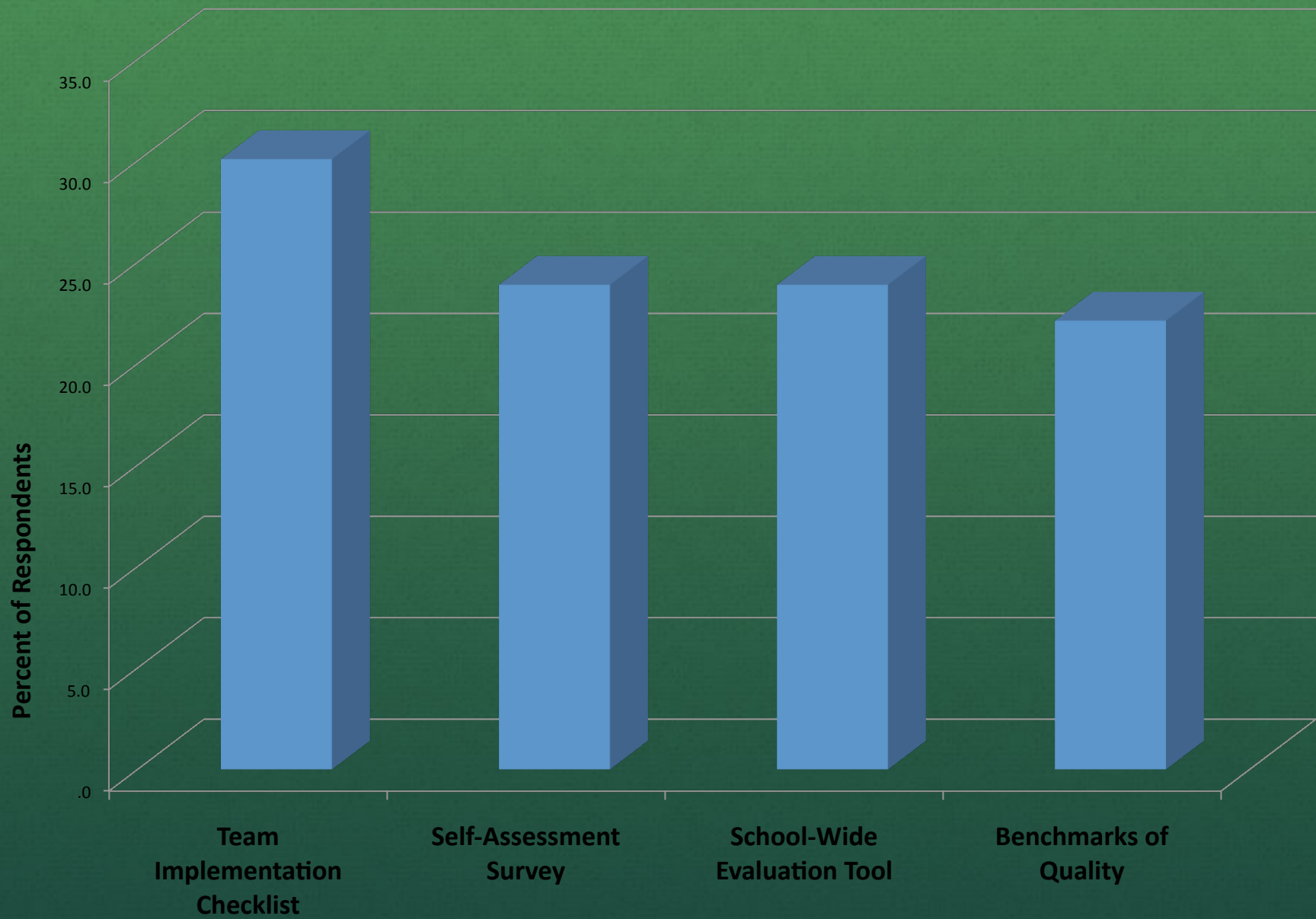




## Which PBIS Instrument Is Most Useful to Your School



## Which PBIS Instrument Is Least Useful to Your School



# 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

- Algozzine, B., Horner, R. H., Sugai, G., Barrett, S., Dickey, S. R., Eber, L., Kincaid, D., et al. (2010). *Evaluation blueprint for school-wide positive behavior support*. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. Retrieved from [www.pbis.org](http://www.pbis.org)
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