

Fidelity of Tier I SWPBIS: a close examination of implementation

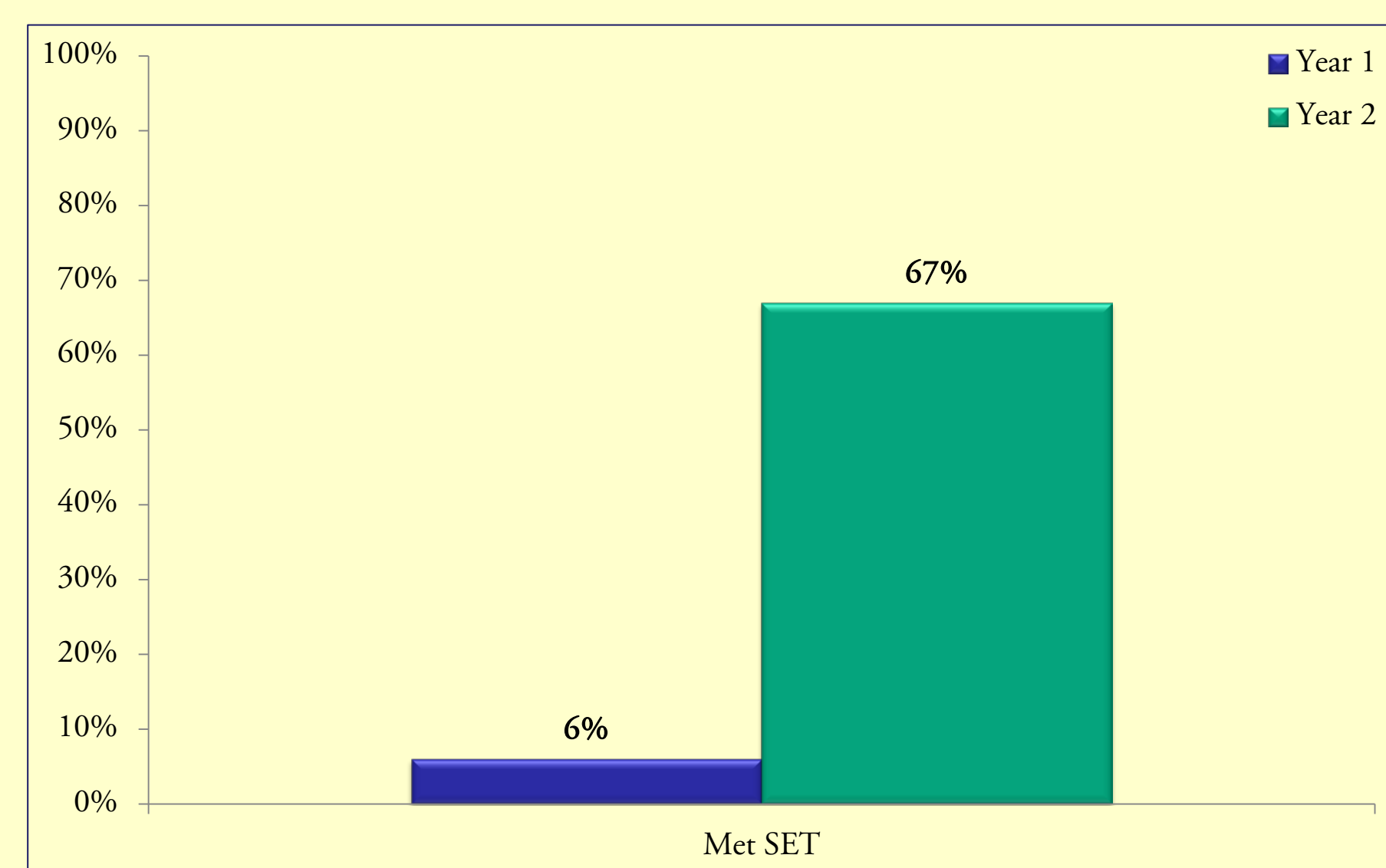
STATE EDUCATION RESOURCE CENTER · MIDDLETOWN, CT

STORY BEHIND THE BASELINE

Implementation fidelity of School-wide Positive Behavioral Interventions and Supports (SWPBIS) at Tier I is measured with a number of research-validated tools. Presented here are results from three surveys completed annually:

- the School-wide Evaluation Tool (SET), a survey performed by an external evaluator;
- the Benchmarks of Quality (BoQ), a survey completed by the school's internal PBIS leadership team; and
- the Self-Assessment Survey (SAS), a survey completed by all school staff members.

Percentage of Schools in 2012-2013 Cohort Meeting SET



In 2012-2013, a cohort of 18 Connecticut schools entered SERC's Training Series. After Year 1 of training, generally a planning year, 6% (1 of 18) of schools met SET.

After Year 2 of training, the first full year of implementation, 67% (12 of 18) of schools met SET. This represents an increase of sixty-one percentage points.

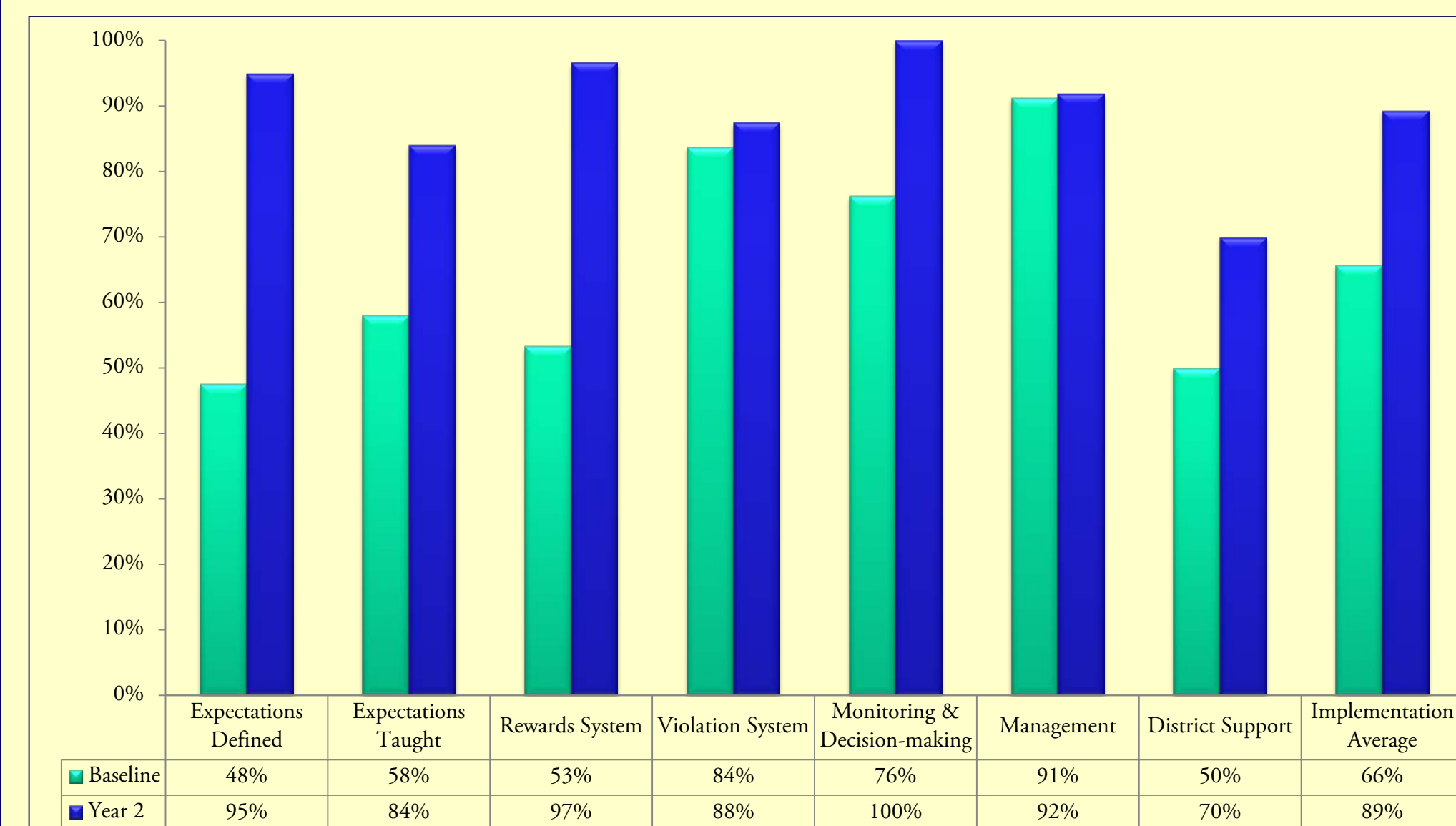
Ten of the eighteen schools who entered training in 2012-2013 completed all SET, SAS, and BoQ surveys during their first two years of training.

Each of these surveys measures similar major components of Tier I implementation. Schools are encouraged to triangulate the results from all three surveys to identify focal areas for celebration and improvement.

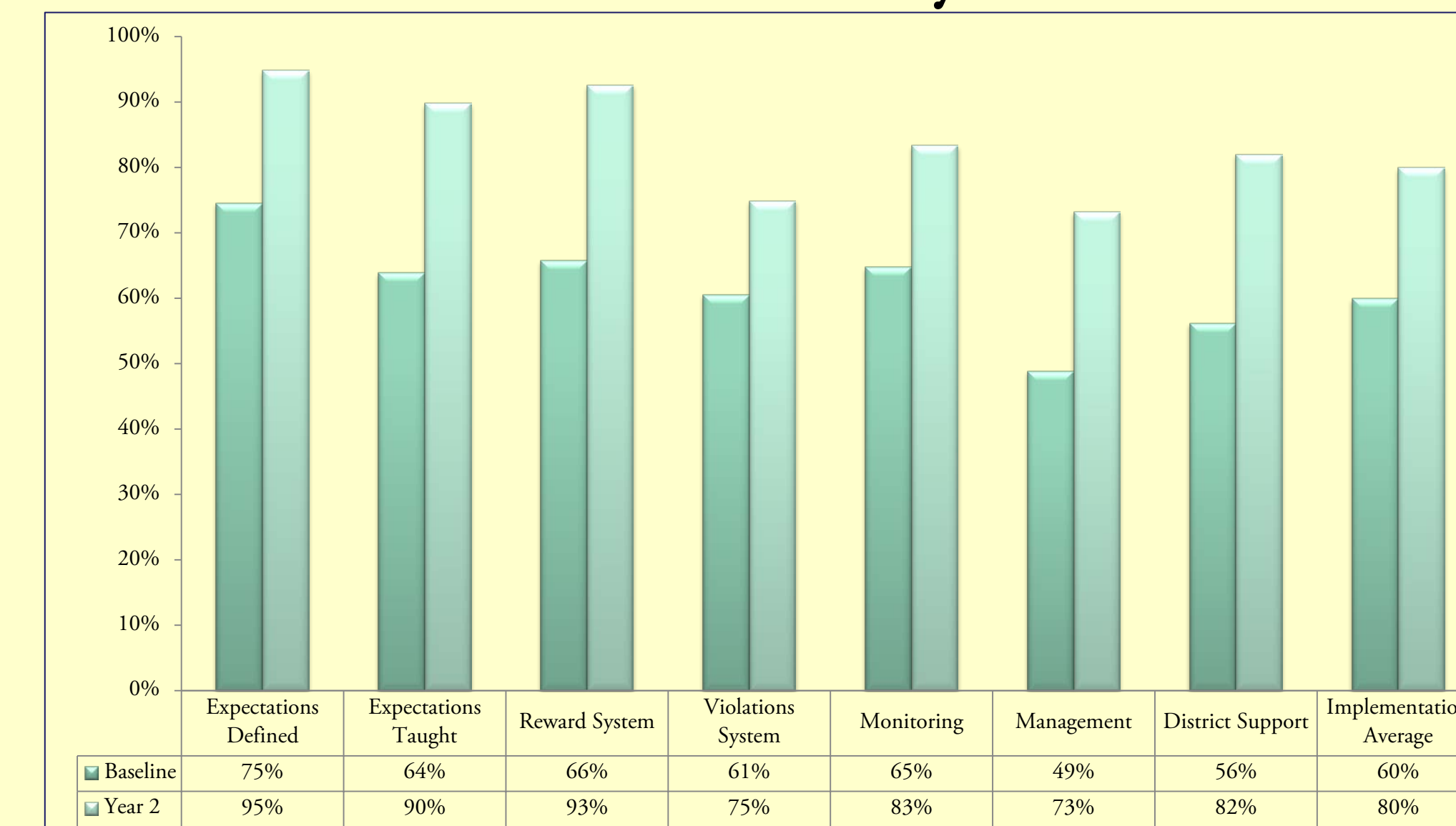
HOW THEY WORK TOGETHER

SAS Subscales	SET Subscales	BoQ Subscales
<ul style="list-style-type: none"> • Expectations Defined • Expectations Taught • Reward System • Violations System • Monitoring • Management • District Support 	<ul style="list-style-type: none"> • Expectations Defined • Expectations Taught • Reward System • Violations System • Monitoring • Management • District Support 	<ul style="list-style-type: none"> • Expectations Developed • Lesson Plans • Reward System • Discipline Procedure • Data Analysis • PBIS Team • Implementation Plan • Faculty Commitment • Classroom Plan • Evaluation

School-wide Evaluation Tool Subscale



Self-Assessment Survey Subscale



Benchmarks of Quality Subscale



A close look at two years of SET and SAS data reveals growth of implementation across all major components (annual BoQ surveys begin in Year 2).

In Year 2, both BoQ data (PBIS leadership teams) and SAS data (school staff members) show 'Expectations Defined' and 'Reward System' to be strengths within the cohort. The SET data (external evaluators) confirmed implementation fidelity of these components.

TURNING the CURVE

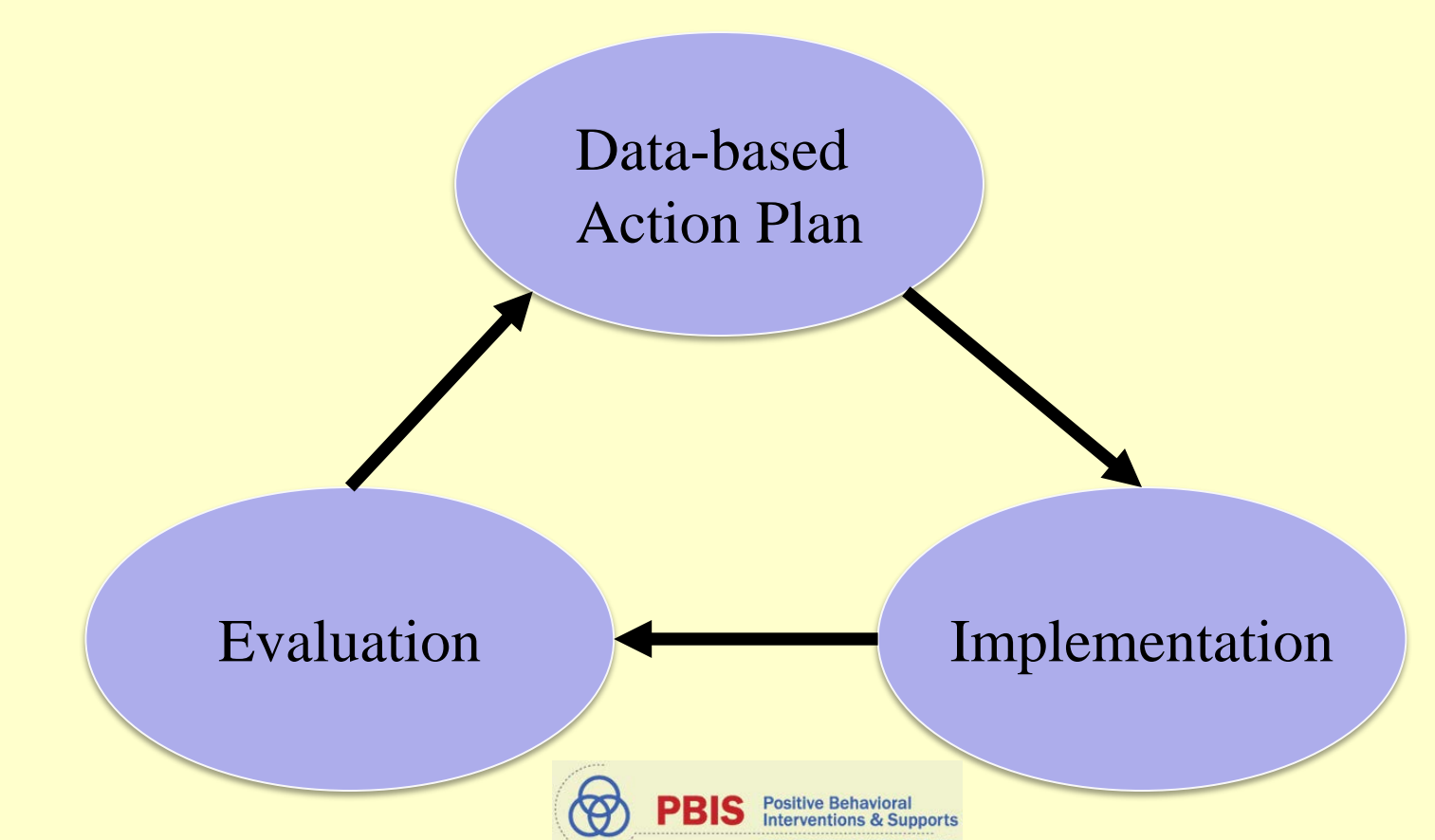
Discrepancies between results from the three surveys indicate an area in which there is a need for further investigation and/or improvement.

For example, results from the BoQ indicate 'Data Analysis' as one of the lowest scoring components. However, SET and SAS data indicate Monitoring (comparable to Data Analysis) as one of the highest scoring components.

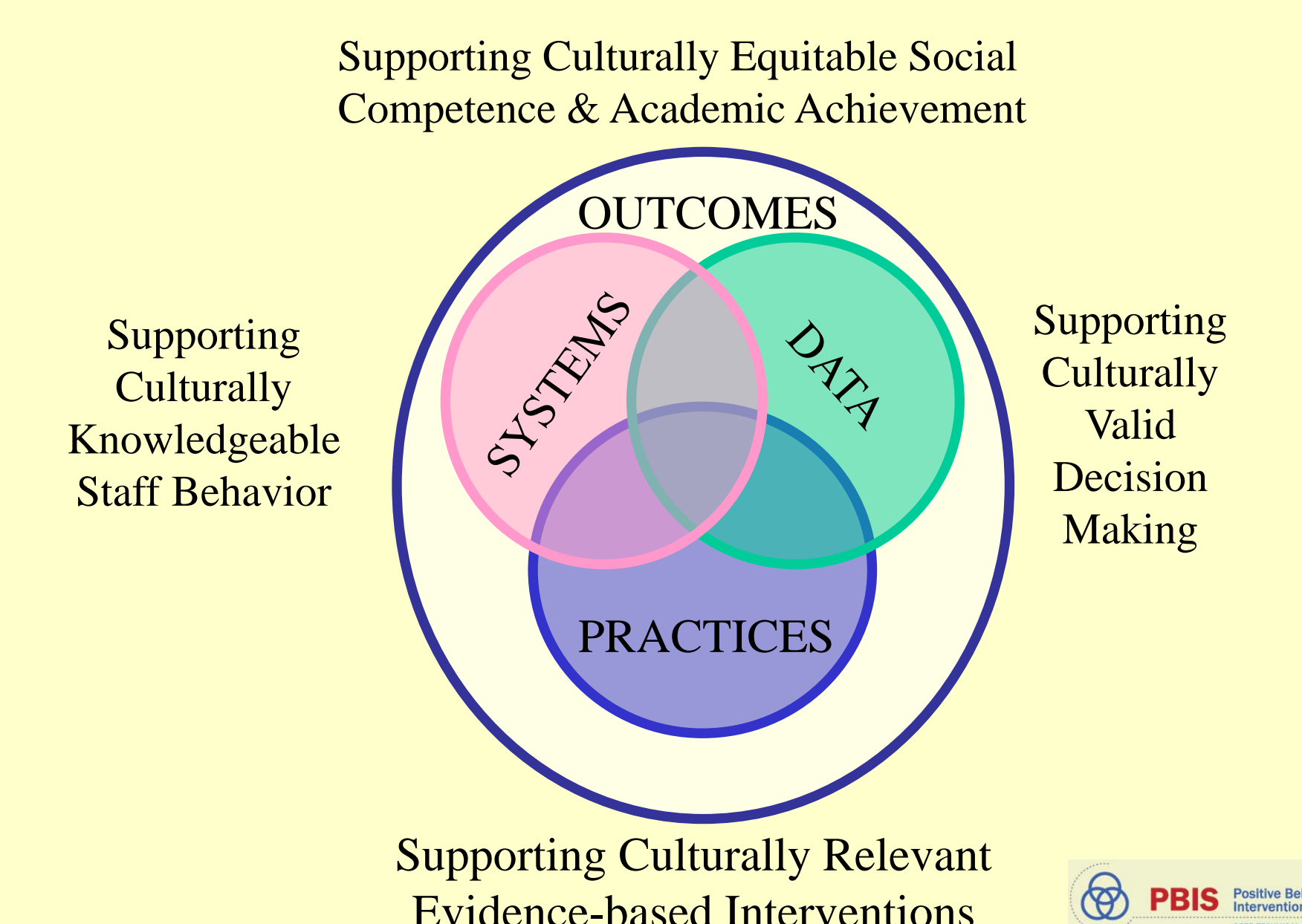
To improve implementation fidelity of the Data Analysis/Monitoring components, SERC will:

- train PBIS teams to drill down in data and investigate root cause(s);
- train PBIS teams to employ Data-based Action Planning practices; and
- provide PBIS Coaches with training on data analysis and triangulation during annual Coaches Meetings.

Data-based Action Planning



PBIS Integrated Elements



SERC's PBIS Initiative

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