Fidelity of Tier I SWPBIS:
a close examination of implementation

STATE EDUCATION RESOURCE CENTER · MIDDLETOWN, CT

CONNECTICUT PBIS — POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

**SERC** — Equity. Excellence. Education.

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 Self-Assessment Survey (SAS), a survey completed by all school staff members; and
- the Benchmarks of Quality (BoQ), a survey completed by the school's internal PBIS leadership team.

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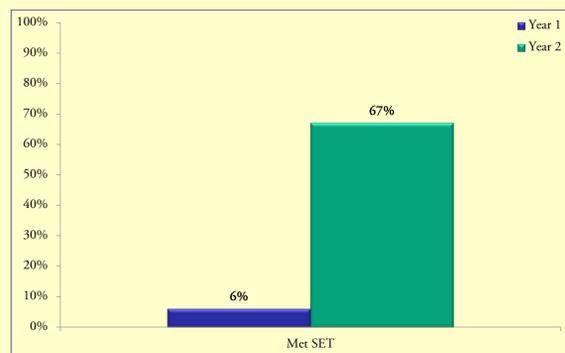
In 2012-2013, a cohort of 18 Connecticut schools entered SERC's Training Series. After Year 1 of training, generally a planning year, 6% (1 of 18) of schools met SET.

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.
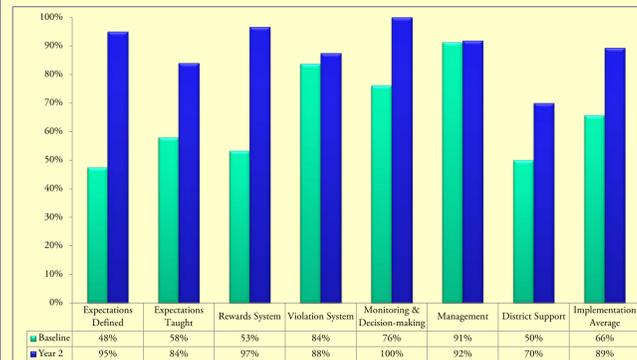

Ten of the eighteen schools who entered training in 2012-2013 completed all SET, SAS, and BoQ surveys during their first two years of training.

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.
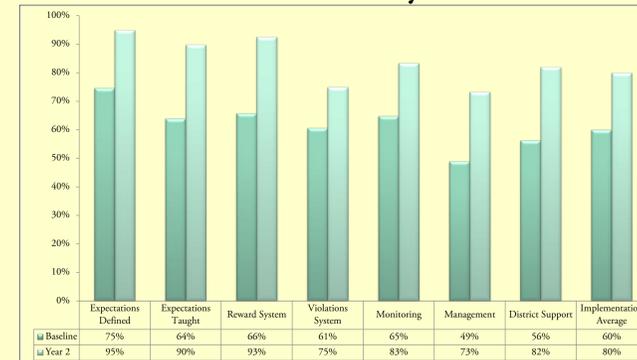
HOW THEY WORK TOGETHER

SET Subscales	SAS Subscales	BoQ Subscales
• Expectations Defined	• Expectations Defined	• Expectations Developed
• Expectations Taught	• Expectations Taught	• Lesson Plans
• Reward System	• Reward System	• Reward System
• Violations System	• Violations System	• Discipline Procedure
• Monitoring	• Monitoring	• Data Analysis
• Management	• Management	• PBIS Team
• District Support	• District Support	• Implementation Plan
		• Faculty Commitment
		• Classroom Plan
		• Evaluation

School-wide Evaluation Tool Subscale

	Expectations Defined	Expectations Taught	Rewards System	Violation System	Monitoring & Decision-making	Management	District Support	Implementation Average
Baseline	48%	58%	53%	84%	76%	91%	50%	66%
Year 2	95%	84%	97%	88%	100%	92%	70%	89%

Self-Assessment Survey Subscale

	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
Baseline	75%	64%	66%	61%	65%	49%	56%	60%
Year 2	95%	90%	93%	75%	83%	73%	82%	80%

Benchmarks of Quality Subscale

	Expectations Developed	Lesson Plans	Reward Program	Discipline Procedures	Data Analysis	Evaluation	PBS Team	Implementation Plan	Faculty Commitment	Classroom Plan
Baseline	92%	78%	79%	91%	60%	81%	93%	69%	52%	74%
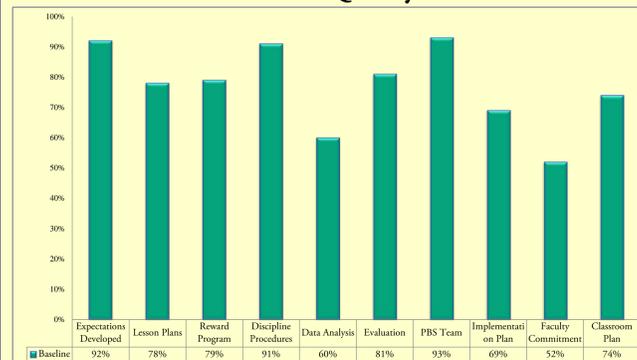
A close look at two years of SET and SAS data reveals growth of implementation across all major components (annual BoQ surveys begin in Year 2).

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.
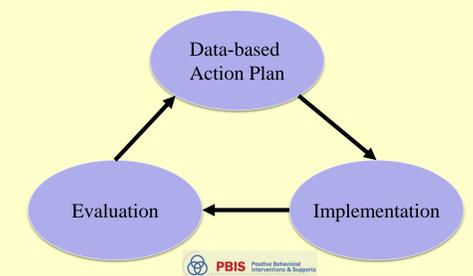

TURNING the CURVE

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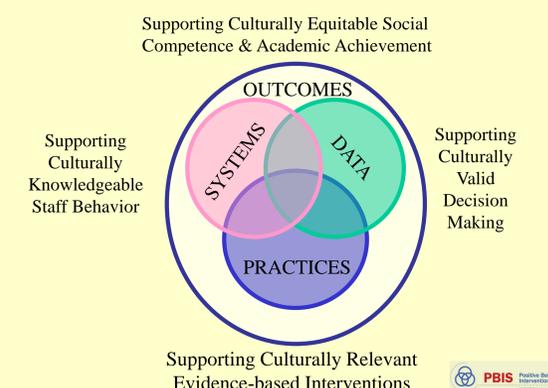
To improve implementation fidelity of the Data Analysis/Monitoring components, SERC will:

- 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

Supporting Culturally Equitable Social Competence & Academic Achievement

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

OUTCOMES · SYSTEMS · DATA · PRACTICES

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