



*Florida's
Positive Behavior Support Project*

Progress Monitoring Implementation: Introduction to the PBS Implementation Checklist (PIC) and Tier 1 PBS Walkthrough

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Agenda

- Evaluation – the BIG picture
- Purpose of progress monitoring
- Introduce the PIC and Walkthrough
 - Background
 - Psychometric properties
 - Items
 - Administration and Timelines
 - Using results for action planning
- Future Implications



Purpose of Evaluation

- To examine the extent to which teams are **accurately selecting and implementing** PBS 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 Blueprint, 2005)



PBIS Evaluation Blueprint: A Work in Progress...

- **Context**
 - What was provided, who provided, who received
- **Input**
 - Professional development, value, perspective
- **Fidelity**
 - Implemented as designed, w/fidelity, process evaluation
- **Impact**
 - Behavior change, other schooling changes
- **Replication, Sustainability and Improvement**
 - Capacity, practice, policy
 - Expanding implementation, allocating resources
(PBIS Blueprint, 2010)

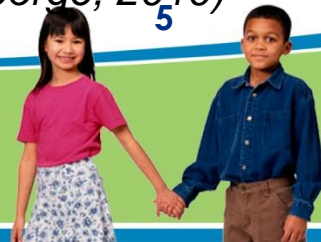


Factors to Consider in Developing Comprehensive Evaluation Systems

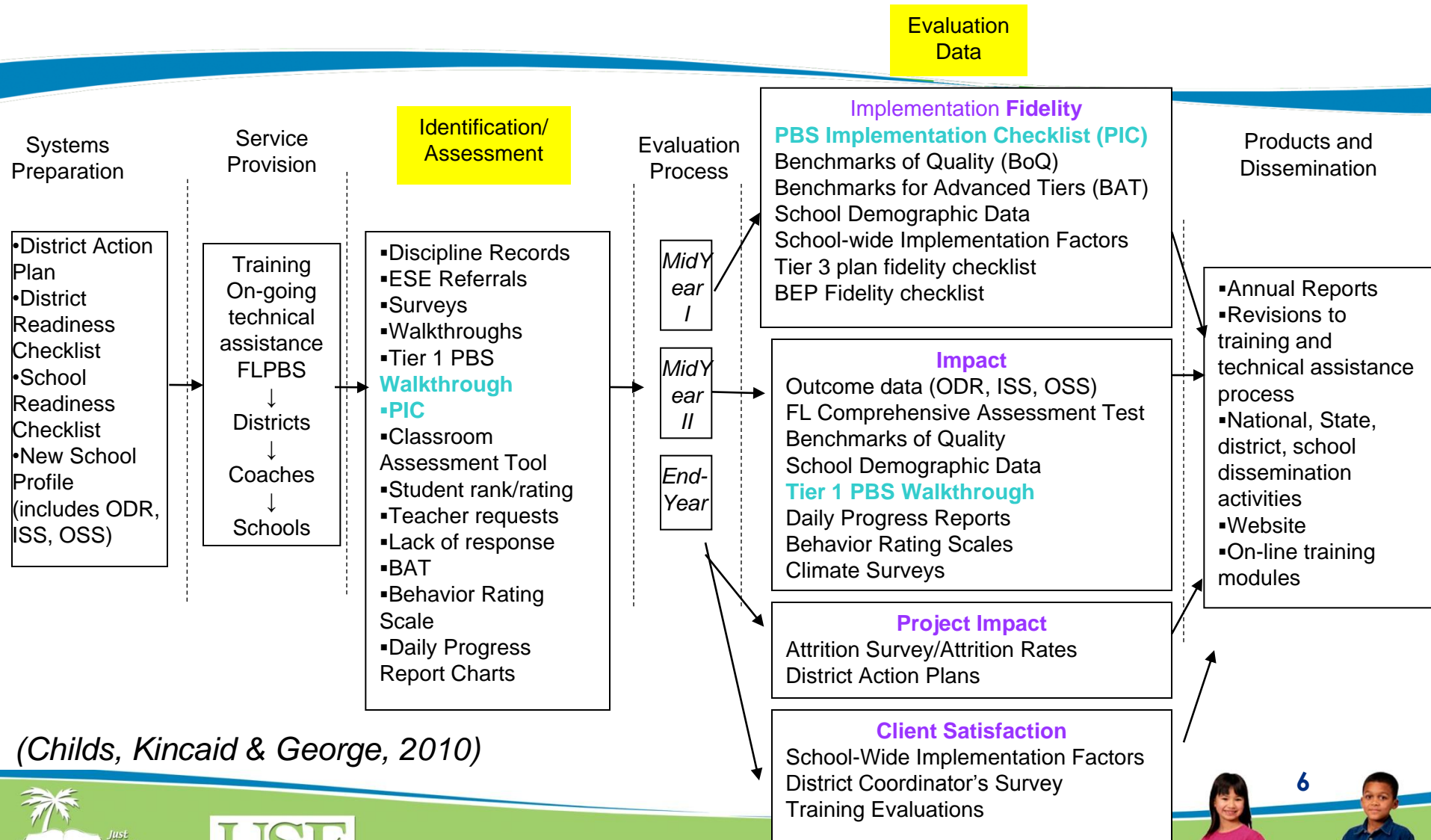
- 1) Systems Preparation
 - Readiness activities
- 2) Service Provision
 - Training and technical assistance
- 3) Identification and Assessment of Behavior Problems
 - Possible data sources
- 4) Evaluation Process
 - Timelines, data systems
- 5) Evaluation Data (Across all three Tiers)
 - Implementation Fidelity, Impact on Students, Attrition, Client Satisfaction
- 6) Products and Dissemination
 - Reports, materials, presentations, etc.

(modified from Childs, Kincaid & George, 2010)

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Florida's Evaluation Model



(Childs, Kincaid & George, 2010)



Comprehensive Evaluation Blueprint:

Implementation Monitoring	Implementation Integrity	Implementation Research
<ul style="list-style-type: none"> • TIC (1) Team Implementation Checklist <i>Sugai, Horner & Lewis-Palmer (2001)</i> • PIC (1,2,3) PBS Implementation Checklist for Schools <i>Childs, Kincaid & George (2009)</i> • Walkthrough (1) Tier 1 PBS Walkthrough <i>White, George, Childs & Martinez (2009)</i> 	<ul style="list-style-type: none"> • BoQ (1) Benchmarks of Quality <i>Kincaid, Childs & George (2005)</i> • BAT (2,3) Benchmarks for Advanced Tiers <i>Anderson, Childs, Kincaid, Horner, George, Todd, Sampson & Spaulding (2009)</i> 	<ul style="list-style-type: none"> • SET (1) School-wide Evaluation Tool <i>Sugai, Lewis-Palmer, Todd & Horner (2001)</i> • ISSET (2,3) Individual Student Systems Evaluation Tool <i>Anderson, Lewis-Palmer, Todd, Horner, Sugai & Sampson (2008)</i>



Implementation Monitoring

PBS Implementation Checklist (PIC)

<http://flpbs.fmhi.usf.edu/coachescorner.asp>



Progress Monitoring Measures

- designed to assess the same core features as the research and annual self-assessment measures
- used by school teams (typically with the support of their coach) **on a frequent basis** (e.g. monthly, every two months, or quarterly) to guide action planning during the implementation process
- requires 15-20 minutes to complete online and are used by the team, coach and trainer to tailor actions, supports, and training content associated with assisting the school to implement with high fidelity

(PBIS Blueprint, 2010)

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PIC Purpose

- Provides school teams a “snapshot” of where they are in the implementation of PBS
 - Implementation of Critical Elements at Tier 1
 - Implementation of Tiers 2 and 3
- 44 questions
- Guides action planning and team activities



PIC Development Process

- Derived from the highest point areas indicated by the Factor Analysis of the BoQ
- Expert Review
- Florida Pilot
 - Elementary, Middle, High, Center/Alt
- Coach scoring
 - Scale: 0=“No”, 1=“Somewhat” and 2=“Yes”
- Online administration
- No total score but graphic displays



Factors of the PIC: Implementation Level

- Preparation 0-8 score
- Initiation 0-18 score
- Implementation 0-18 score
- Maintenance 0-10 score
- Extension into Tier 2 0-14 score
- Extension into Tier 3 0-20 score



Factor Analysis of the PIC

- Identify factors that “hold together” and are items internally consistent/strong?
- Descriptive statistics
 - testing “internal consistency” of six PBS Implementation Checklist factors (N=398)
- Cronbach’s coefficient alpha range = 0.79-0.97
- strong internal consistency for all of the factors



Factors of the PIC: Tier 1 Critical Elements

- Coach and team 0-12 score #1,3,4,5,6,7,20
- Buy-in 0-4 score # 2,27
- Expectations 0-4 score # 8,14,15
- Rewards 0-4 score # 9,16
- Discipline 0-4 score # 17,18
- DBDM 0-12 score # 10,19,20,21,23,25
- Training 0-14 score # 3,4,8,11,12,14,23,24
- Parents/community 0-6 score # 13,22,26



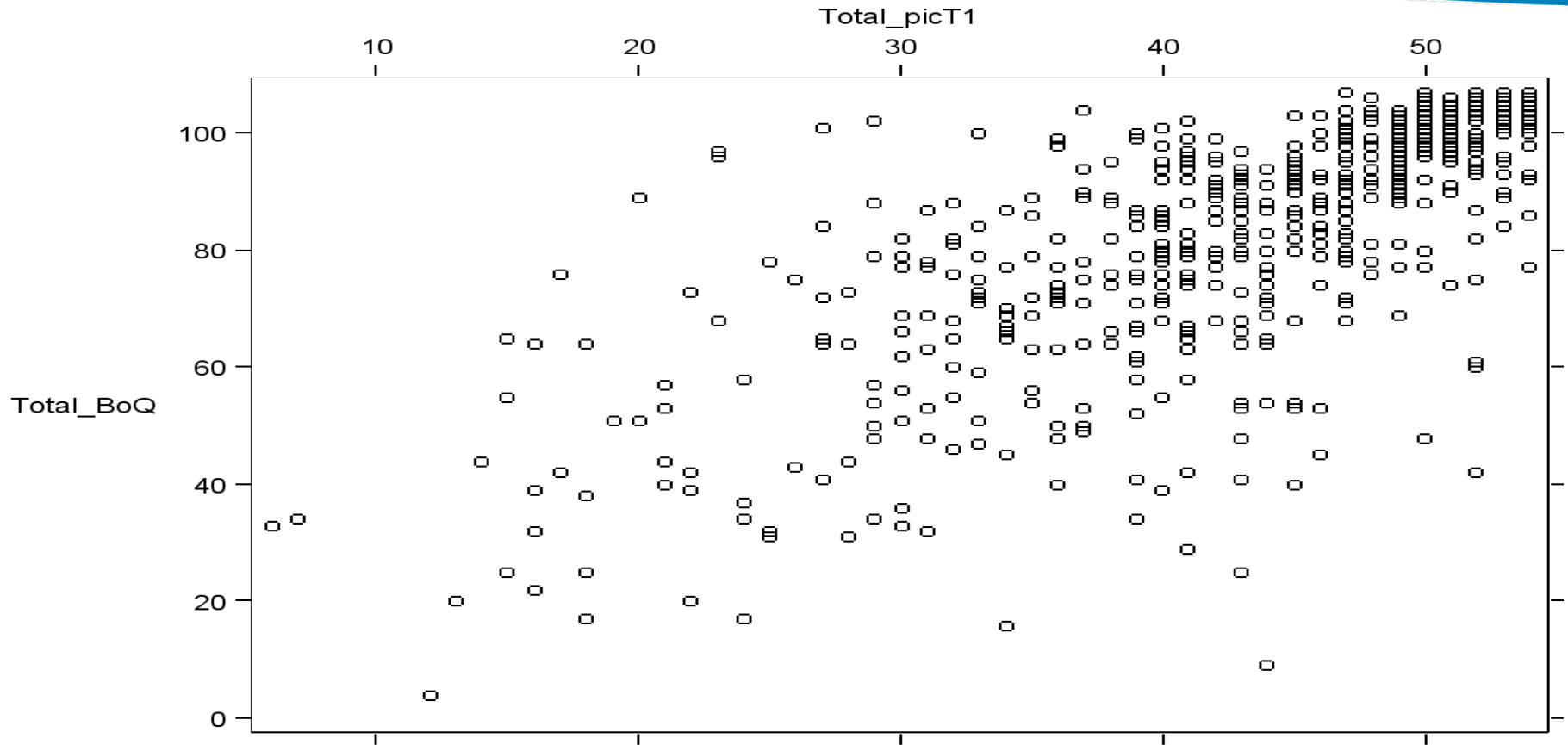
Is there a correlation between the PIC (Tier 1 section) and BoQ?

- BoQ is reliable, valid, efficient and useful for Tier 1
- Ease of use but still has some concerns:
 - Time - Not as useful for frequent action planning
 - Intended to self-assess, not progress monitor
- Results of correlation with BoQ
 - N=572 (09-10), Pearson $r=.72$ ($p<.0001$)

Variable	N	Mean	Std Dev	Median	Minimum	Maximum
Total BoQ	572	82.02	21.16	88	4	107
Total PIC Tier 1	572	42.34	9.57	44	6	54



Scatterplot of BoQ and PIC scores

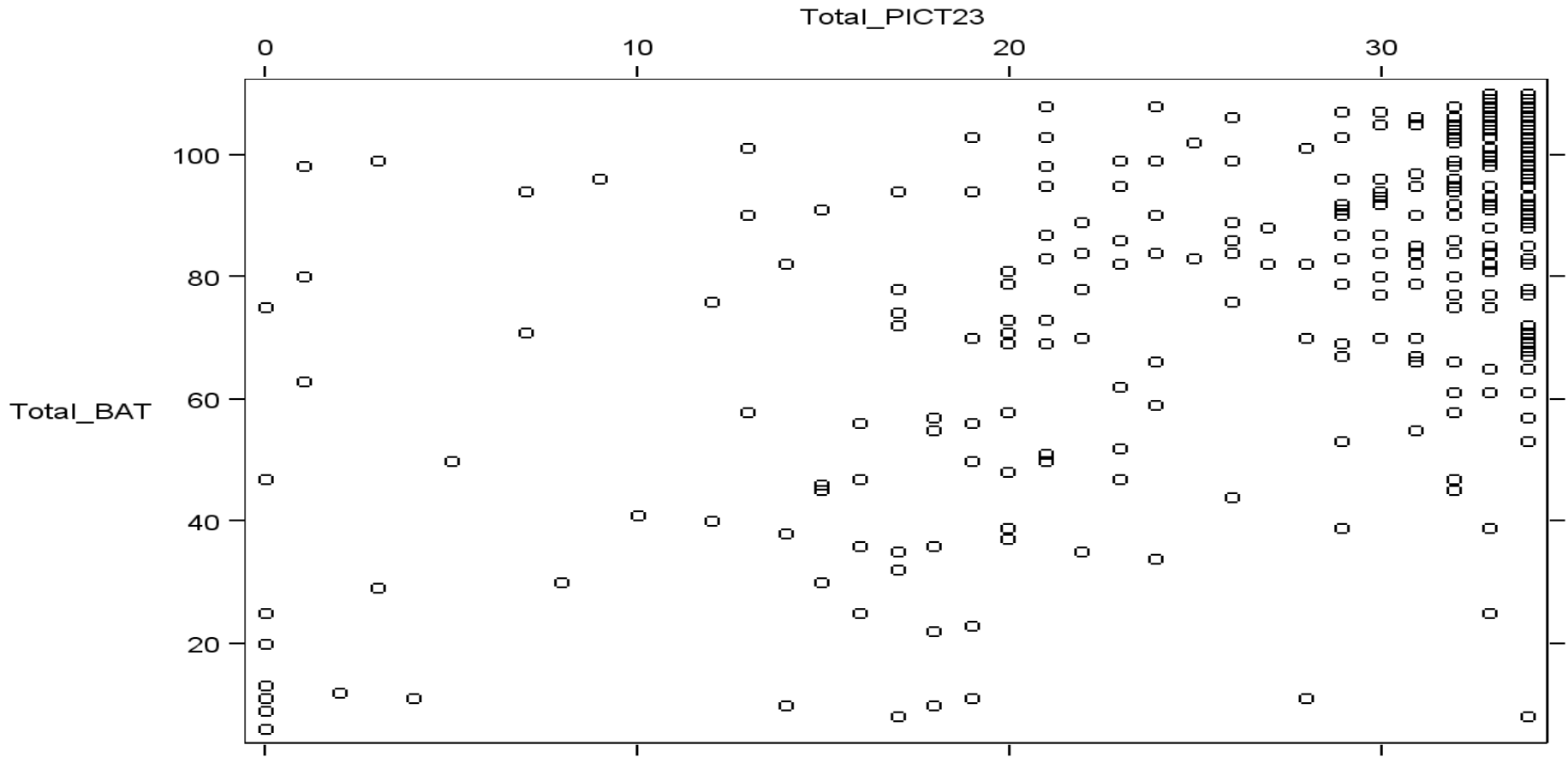


Is there a correlation between the PIC (Tiers 2-3 section) and BAT?

- BAT has strong internal consistency (factor analysis), stability in administration (test/retest), theoretical confidence (expert panel) for Tiers 2-3
- Concerns:
 - Time - Not as useful for frequent action planning
 - Intended to self-assess, not progress monitor
 - concurrent validity has yet to be demonstrated statistically
- Results of correlation with BAT
 - N=296 (09-10), Pearson $r=.57$ ($p<.0001$)

Variable	N	Mean	Std Dev	Median	Minimum	Maximum
Total BAT	296	80.06	26.73	88	6	110
Total PIC Tier 23	296	26.84	9.04	31	0	34

Scatterplot of BAT and PIC scores



Use of the PIC

- Who completes the PBS Implementation Checklist?
 - The Coach
 - Must be familiar with the school team
 - Or completed as team activity with consensus achieved on each item
- When is the PIC completed?
 - Completed 3 and 6 months into the school year
 - November 1st and March 1st annually
 - Web-based data entry



Who looks at the PIC data?

- Team
- Coach
- District Coordinators
- Trainers/State Evaluation



PBS Implementation Checklist

Tier 1 Universal PBS

0=No, 1=Somewhat, 2= Yes

Preparation:

Tier 2 Supplemental PBS

Tier 3 Intensive PBS

35. Data-based decision-making is used to identify students in need of Tier 3 supports	
36. Student's needs are prioritized to assure that students with the most intensive needs are supported	
37. An FBA is conducted that identifies the problem, the events that reliably predict the problem behavior and the consequences that maintain the problem behavior	
38. At least 1 hypothesis is developed from the FBA to explain the student's problem behavior	
39. Tier 3 interventions are matched to the function of the behavior	
40. A BIP is developed that includes procedures to prevent problem behaviors, teach appropriate behavior, and reinforce/reward appropriate behavior	
41. Teachers are "coached" in how to implement the BIP accurately and effectively	



PIC Critical Elements: Coach and Team

1. School-level administrators support PBS - active involvement, funding allocated, etc.
3. PBS Team has been established and trained - full staff representation, team meeting schedule established; attended FLPBS trainings, has a current action plan.
4. PBS Coach has been trained - attends summer trainings, attends coaches and regional meetings; knowledgeable about PBS, Behavioral Theory, and data-based decision making; skilled in facilitation, problem solving process, and public speaking.
5. PBS Team meets at least once a month.
6. PBS Coach attends those meetings.
7. PBS Team shows a good working relationship with the Coach.
20. Discipline data are used in PBS Team meetings to identify problems and guide school decisions.



PIC Critical Elements: Buy-In

2. Staff support PBS – staff provided overview and reached 80% agreement to implement PBS.
27. Morale is sustained among staff and students - staff and student attendance and participation in PBS efforts is high, system in place to recognize staff (and parent) contributions.



PIC Critical Elements: Expectations

8. 3-5 expectations have been clearly defined and teaching plans have been described to staff.
14. Behavior expectations and reward systems are taught formally and informally to students - occurs multiple times during the year to include transferring students, integrated into curriculums, common language used by staff and students across settings; dates for reward activities have been set and placed on school calendars.
15. Behavior expectations have been posted throughout the school - including hallways, cafeteria, playground, special rooms, restrooms, offices, and classrooms.



PIC Critical Elements: Rewards

9. System for rewarding students has been developed – written documentation required for full score.
16. Positive behaviors are rewarded consistently across staff and settings.



PIC Critical Elements: Discipline

17. Procedures for handling inappropriate behaviors are implemented consistently across staff and settings.
18. Office discipline forms are completed consistently and accurately across staff.



PIC Critical Elements: Data-based Decision-Making

10. Strategy for collecting and using discipline data has been established.
19. Discipline data are gathered and entered into the database consistently and in a timely manner.
21. Discipline data are summarized and reported to staff on a regular basis.
23. Data and staff feedback are used to make decisions regarding additional training and professional staff development.
25. Data and staff feedback are used to revise and update the PBS action plan for the school and district - reviewed and revised as needed.



PIC Critical Elements: Training

3. PBS Team has been established and trained - full staff representation, team meeting scheduled established; attended FLPBS trainings, has a current action plan.
4. PBS Coach has been trained - attends summer trainings, attends coaches and regional meetings; knowledgeable about PBS, Behavioral Theory, and data-based decision making; skilled in facilitation, problem solving process, and public speaking.
8. 3-5 expectations have been clearly defined and teaching plans have been described to staff
11. A plan has been developed to provide training and support to staff and teachers – including substitutes, student/intern teachers, and new staff.



PIC Critical Elements: Training *continued...*

12. New and returning staff have been oriented and trained in PBS processes- rationale, reward system, office vs. classroom managed behaviors, formalized procedure for handling behavior problems, flowchart developed, problem behaviors clearly defined.
14. Behavior expectations and reward systems are taught formally and informally to students – occurs multiple times during the year to include transferring students, integrated into curriculums, common language used by staff and students across settings; dates for reward activities have been set and placed on school calendars.
23. Data and staff feedback are used to make decisions regarding additional training and professional staff development.
24. A plan is in place for training new PBS team members - including new administrators, staff, and district personnel.



PIC Critical Elements: Parents/Community

13. Parents have been oriented to PBS.
22. Parents and community members are actively involved in PBS related activities, programs, and/or services.
26. Links with the community and other resources have been established to assist with funding and incentives.

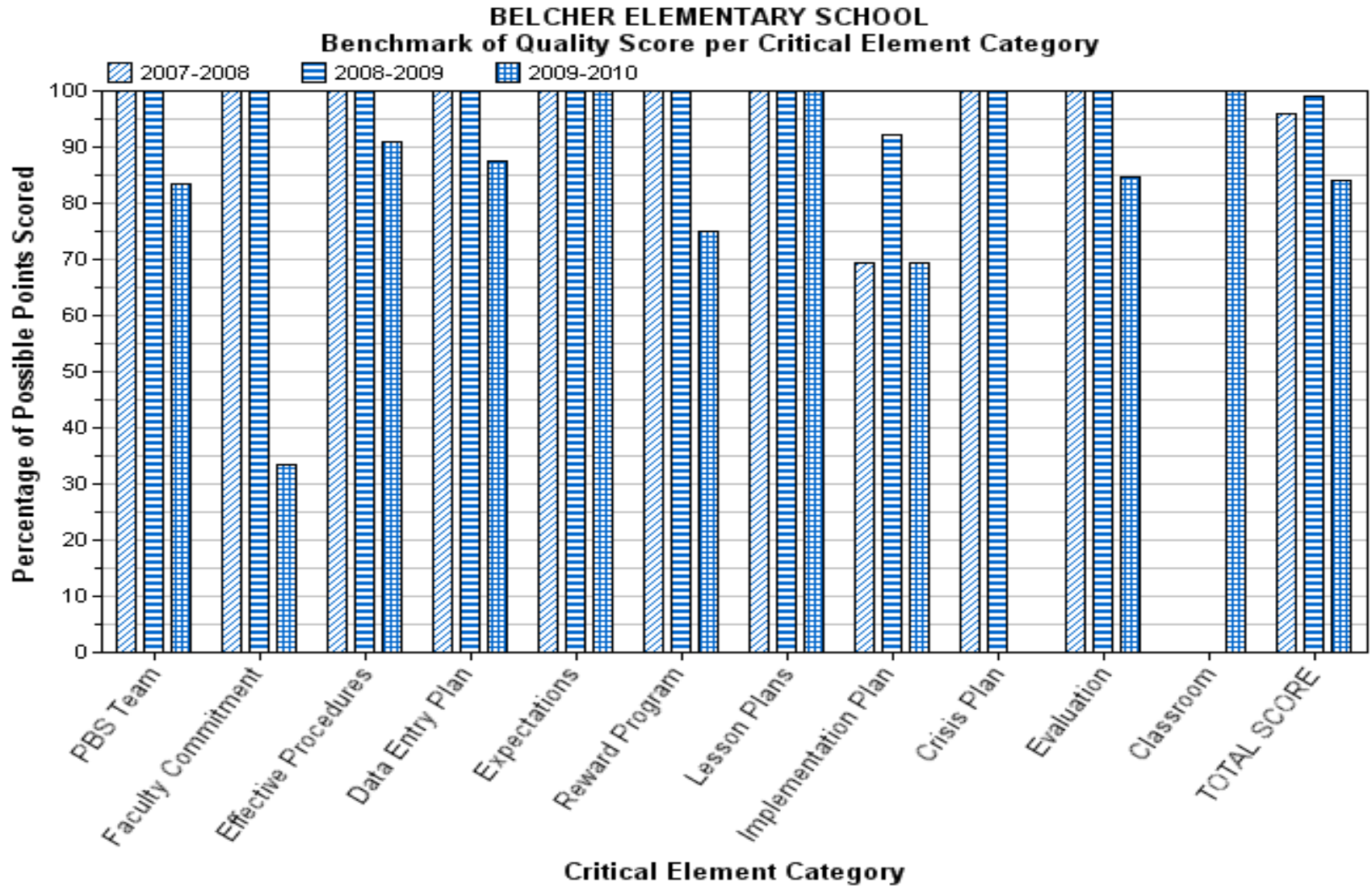


Using PIC Results

- Use the PIC to guide your PBS team towards implementation with fidelity at all three tiers
- Improvements since last BoQ?
- Are we doing what we said we would do?
 - Rtl:Behavior implementation
 - Implemented with fidelity
- Is it working?
 - sustainability of implementation
 - benefits for students, staff, community over time

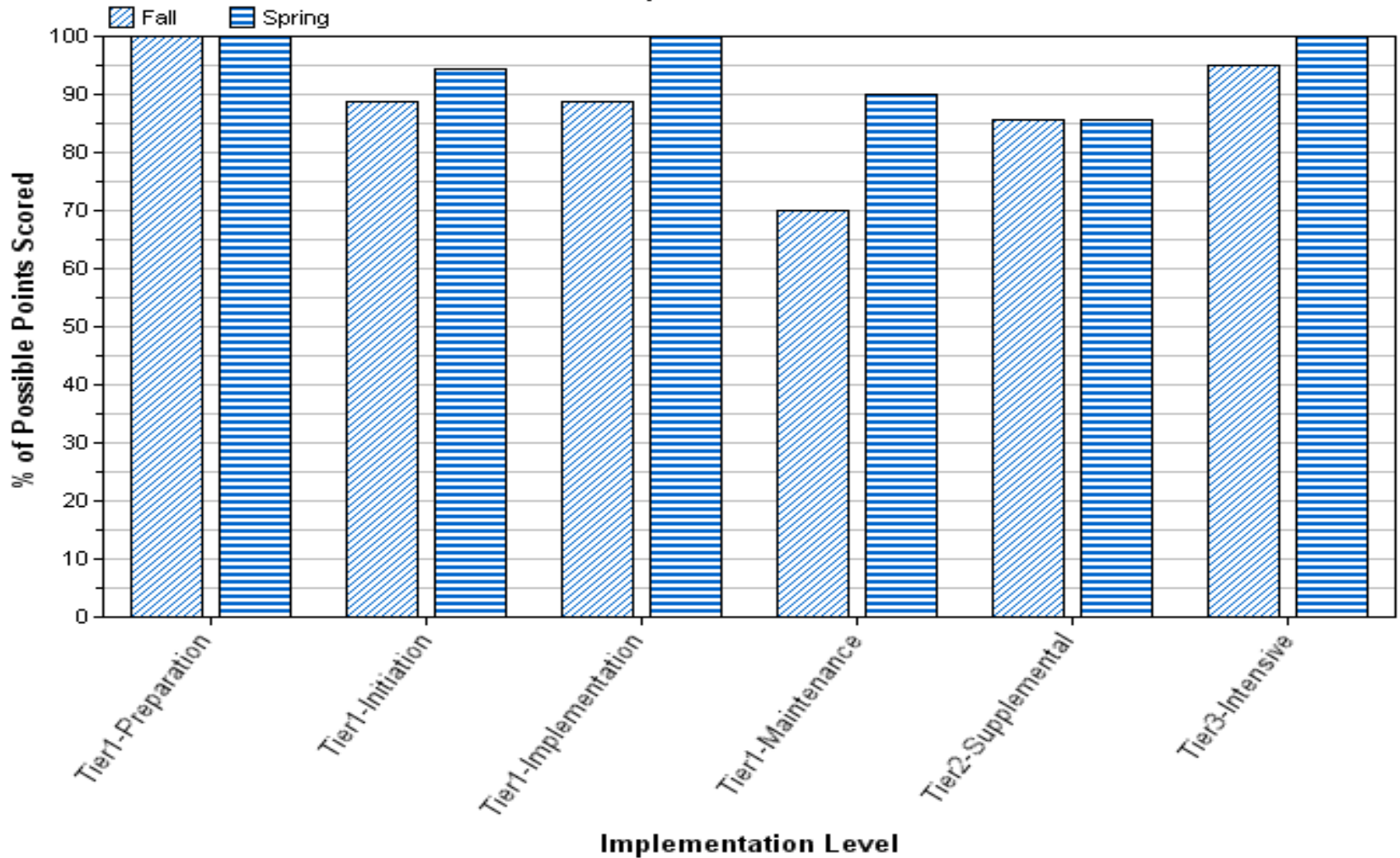


School Tier 1 Critical Elements (elementary school - BoQ)



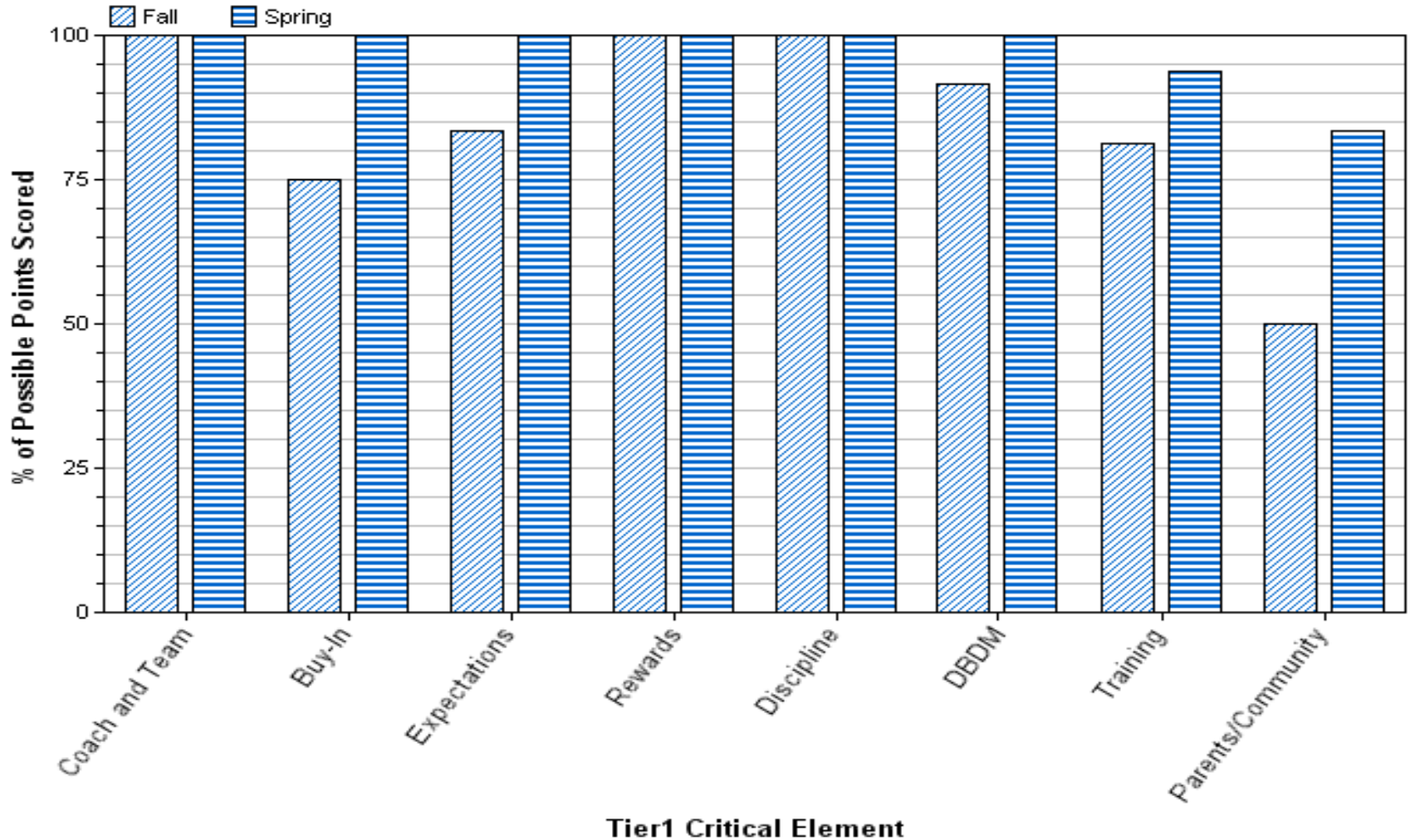
School Implementation Level (elementary school - PIC)

BELCHER ELEMENTARY SCHOOL
PIC - Implementation Level

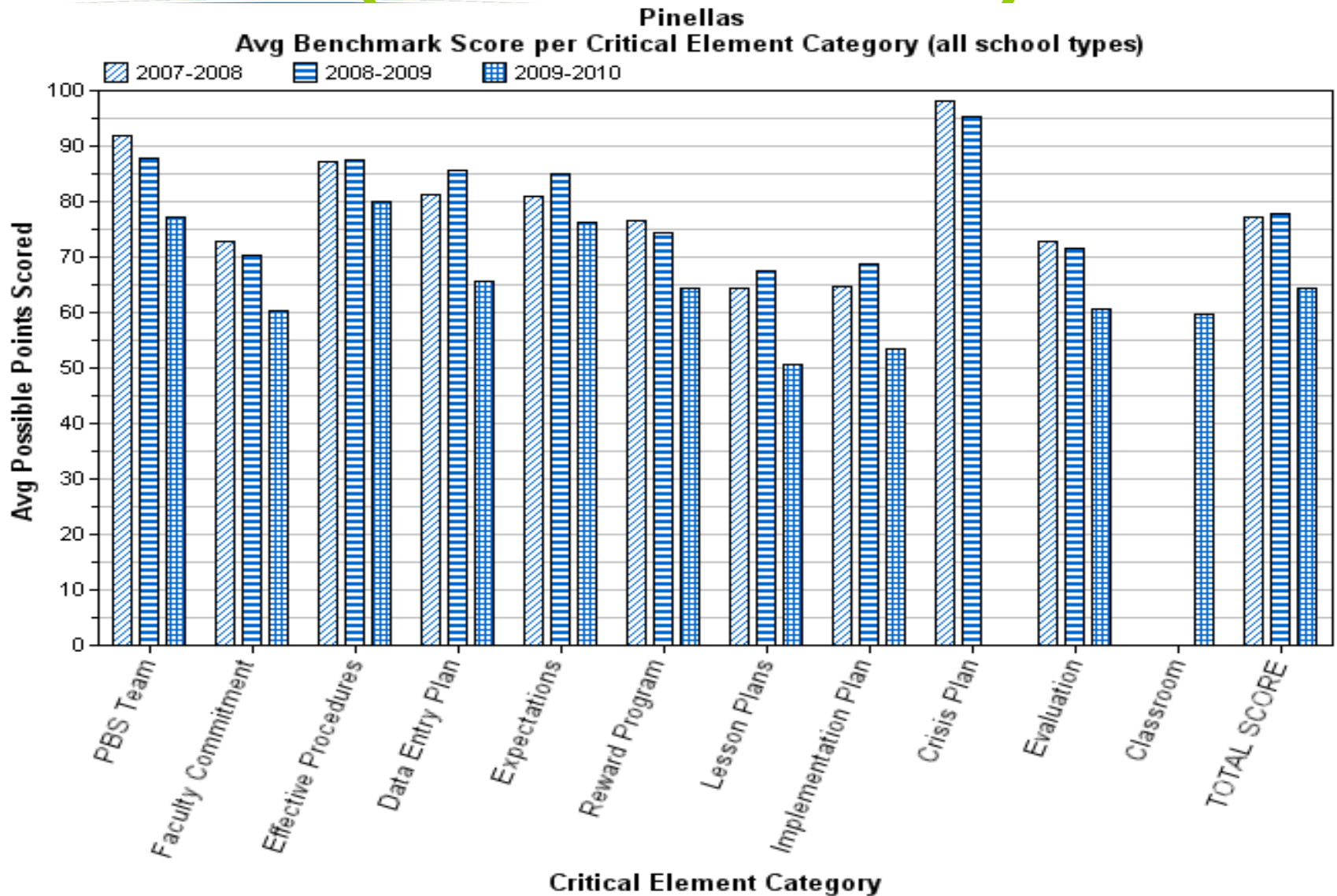


School Tier 1 Critical Elements (elementary school - PIC)

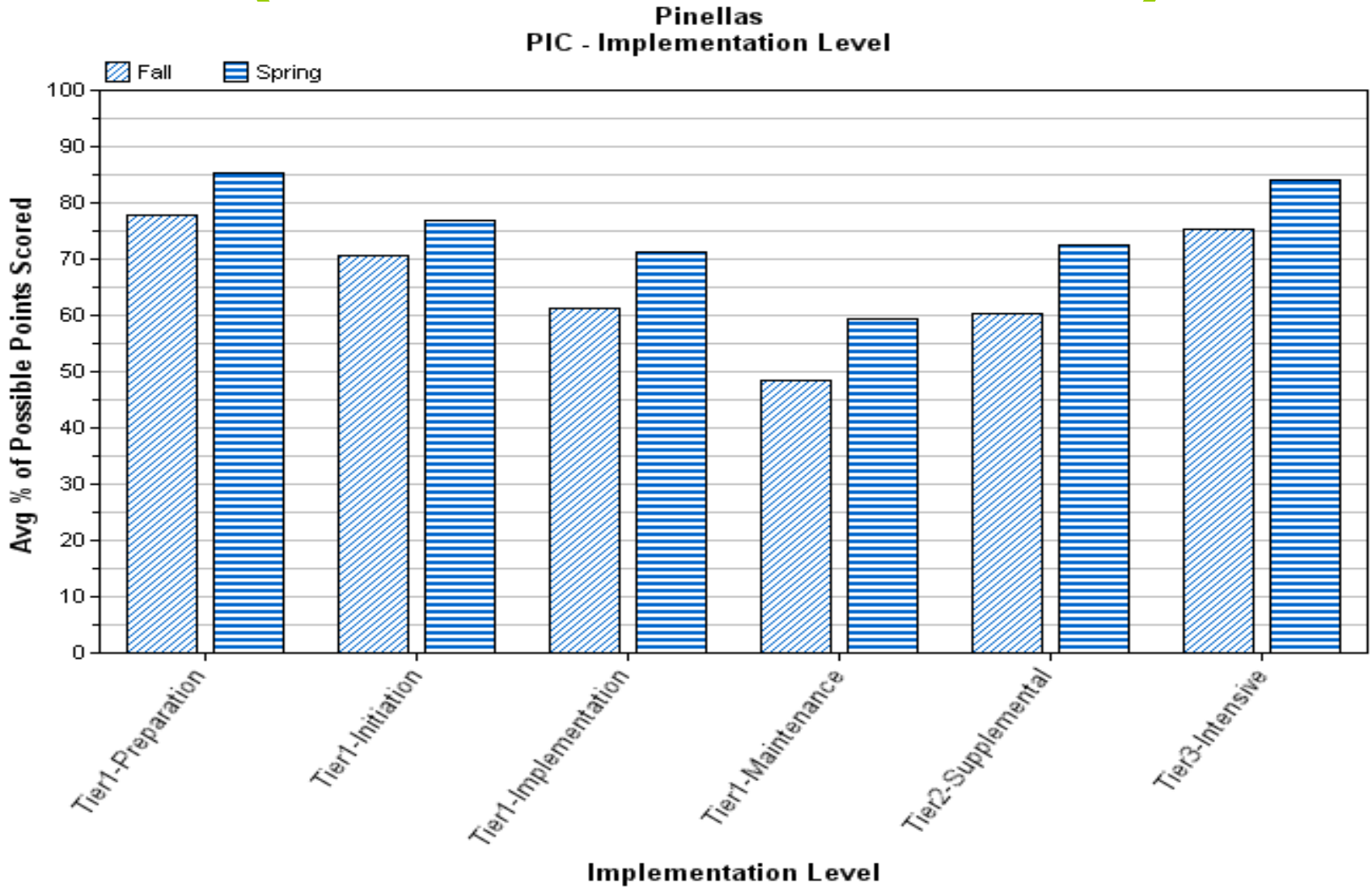
BELCHER ELEMENTARY SCHOOL
PIC - Tier1 Critical Elements



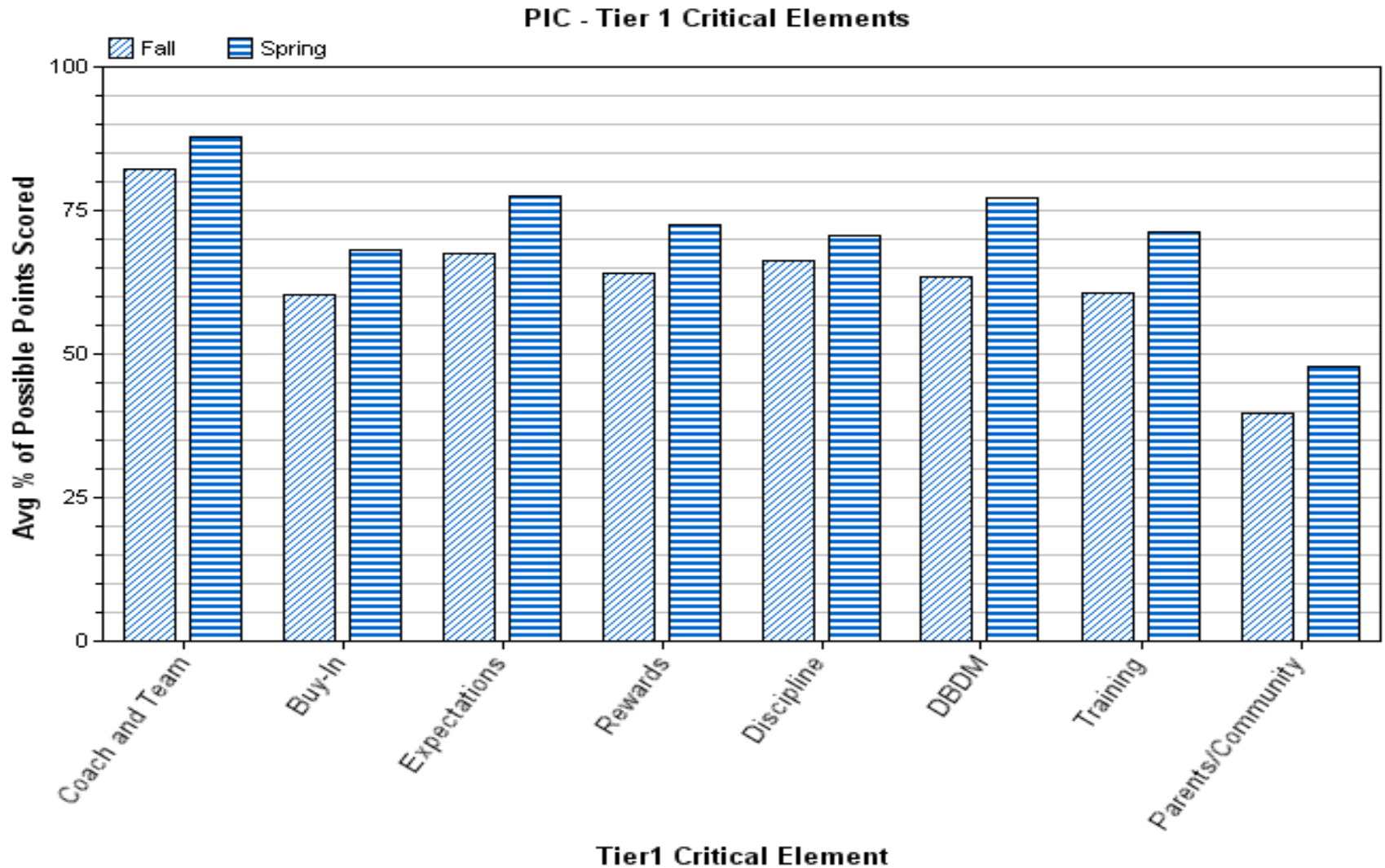
District Implementation Level (all schools - BoQ)



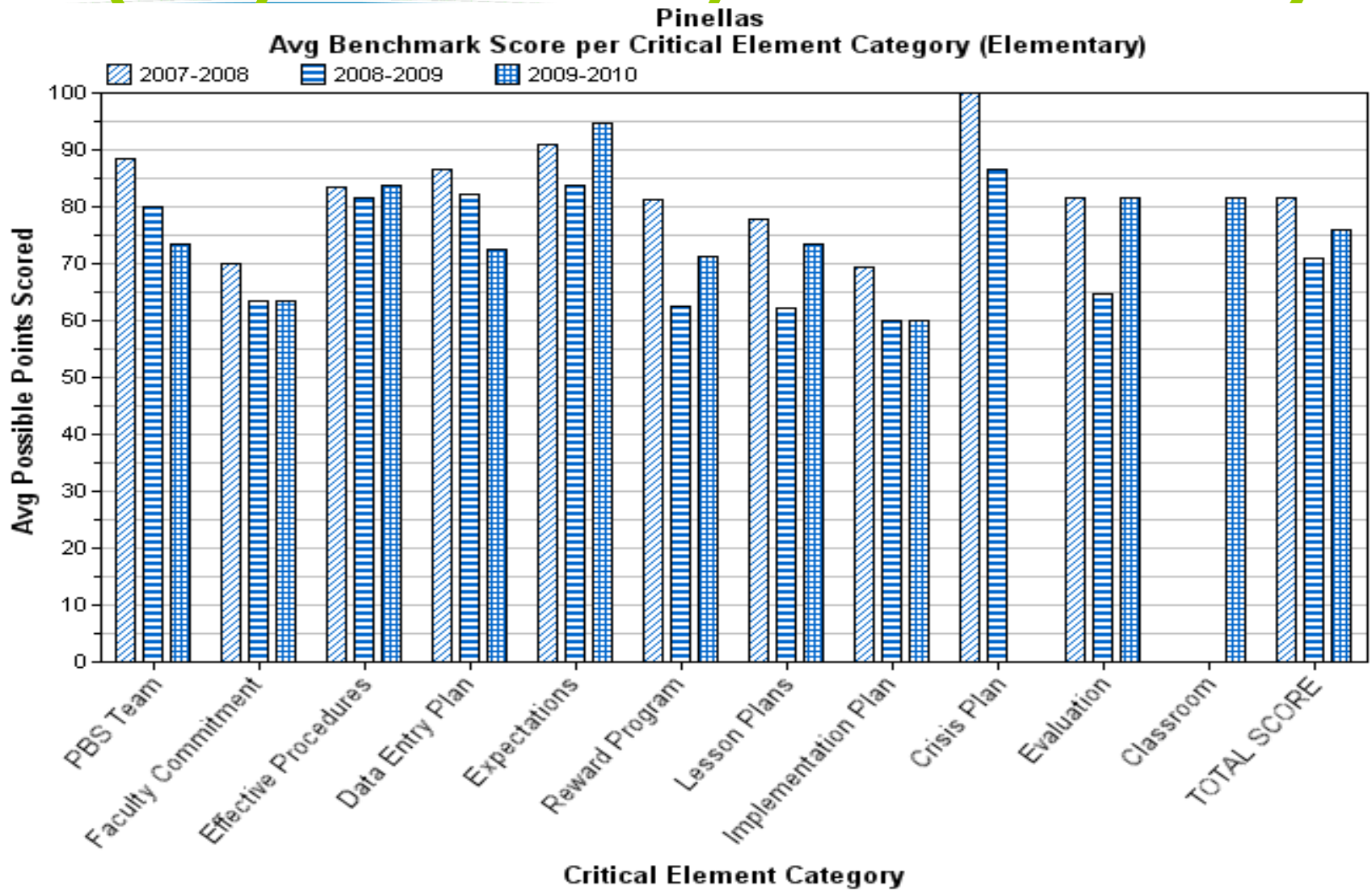
District Implementation Level (across all schools - PIC)



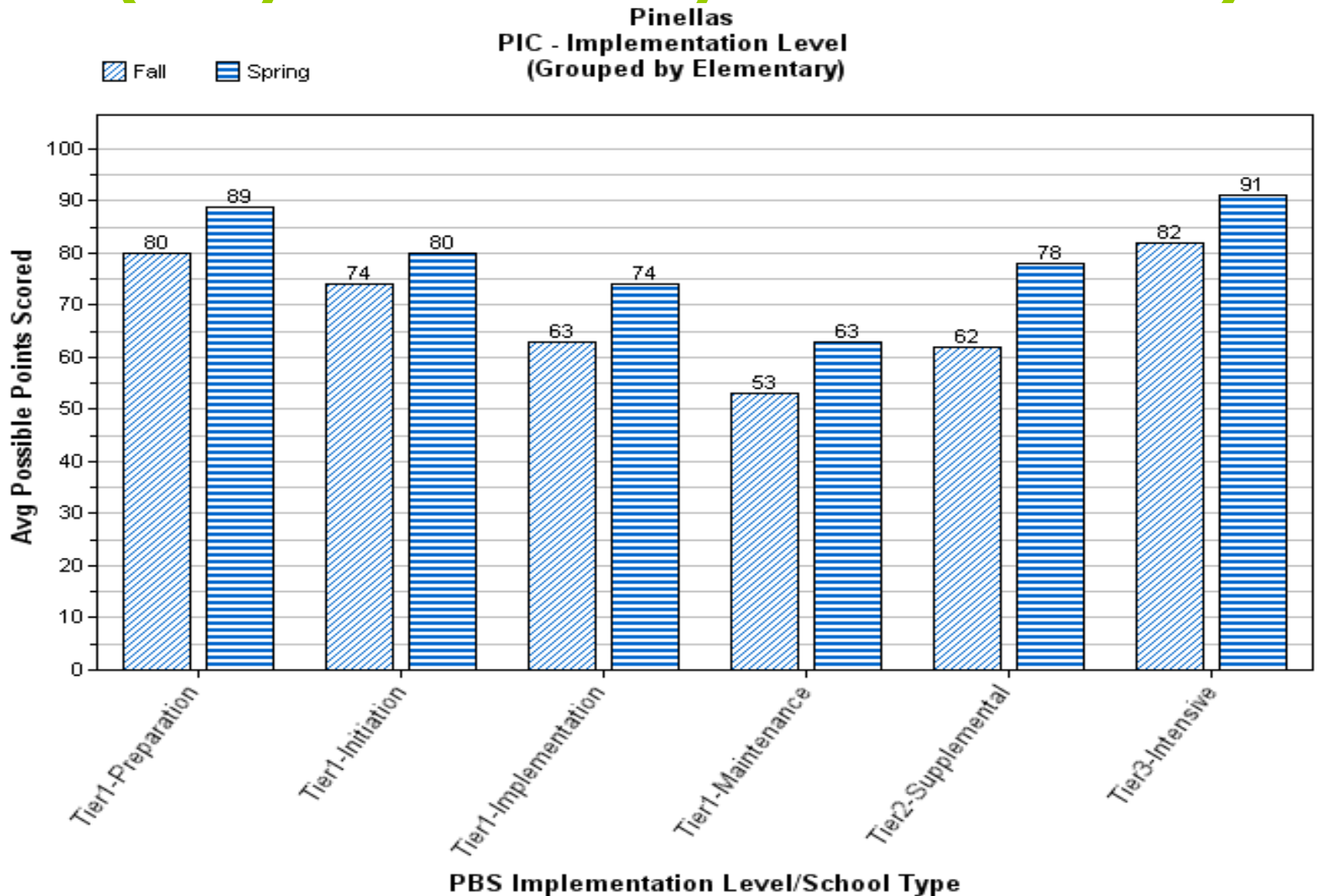
District Tier 1 Critical Elements (all schools - PIC)



District Implementation Level (only elementary schools - BoQ)

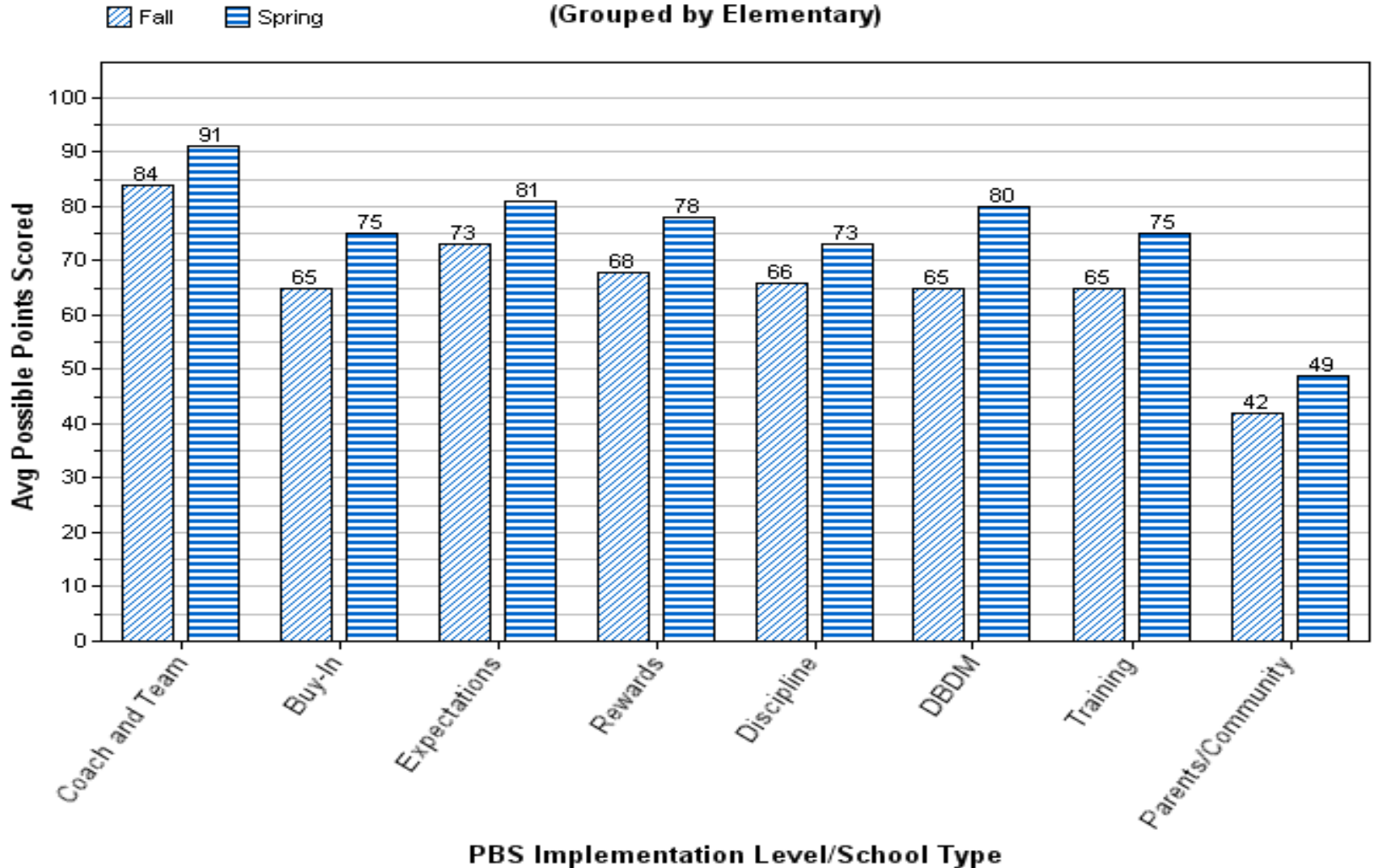


District Implementation Level (only elementary schools - PIC)

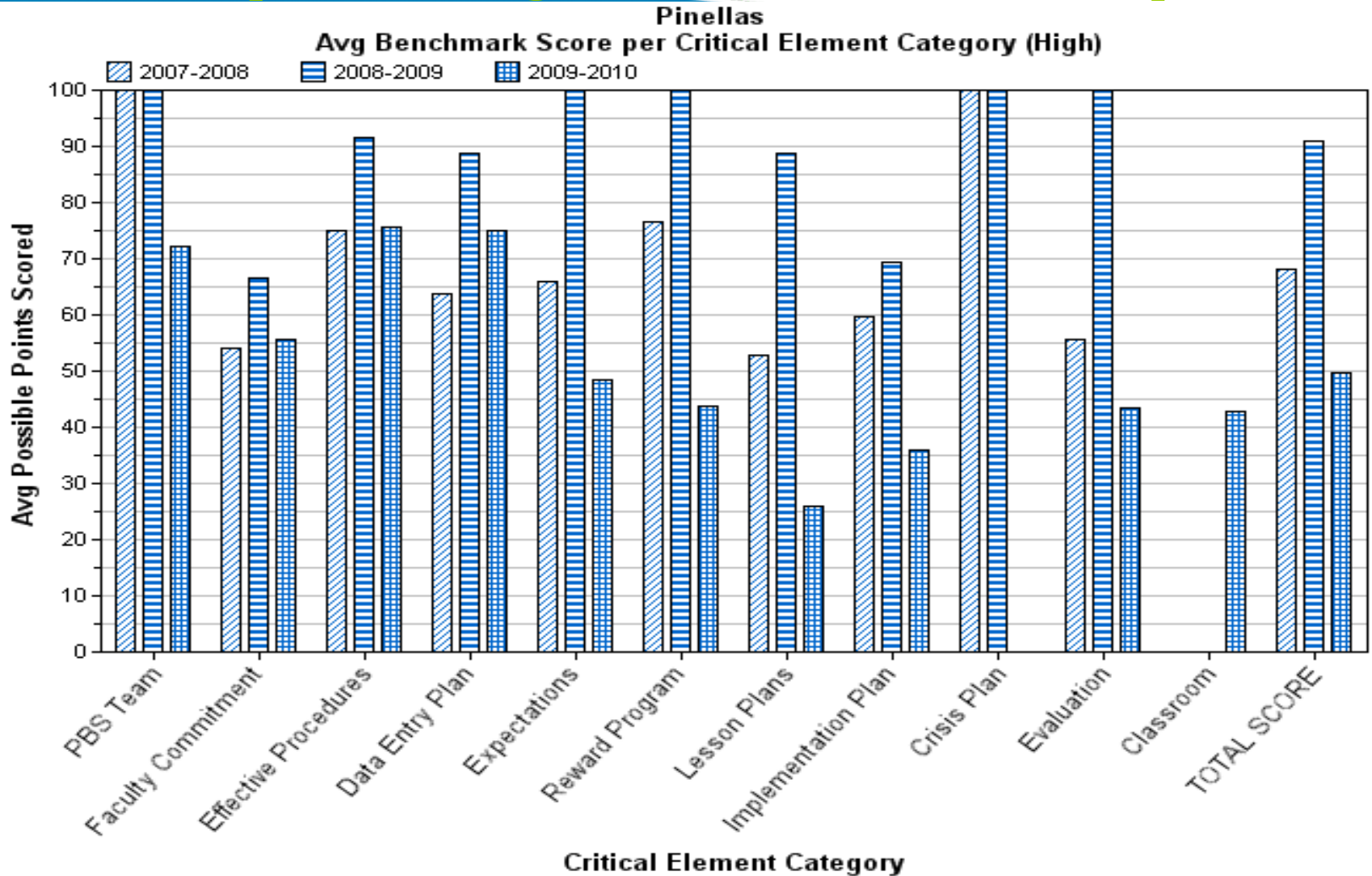


District Tier 1 Critical Elements (only elementary schools - PIC)

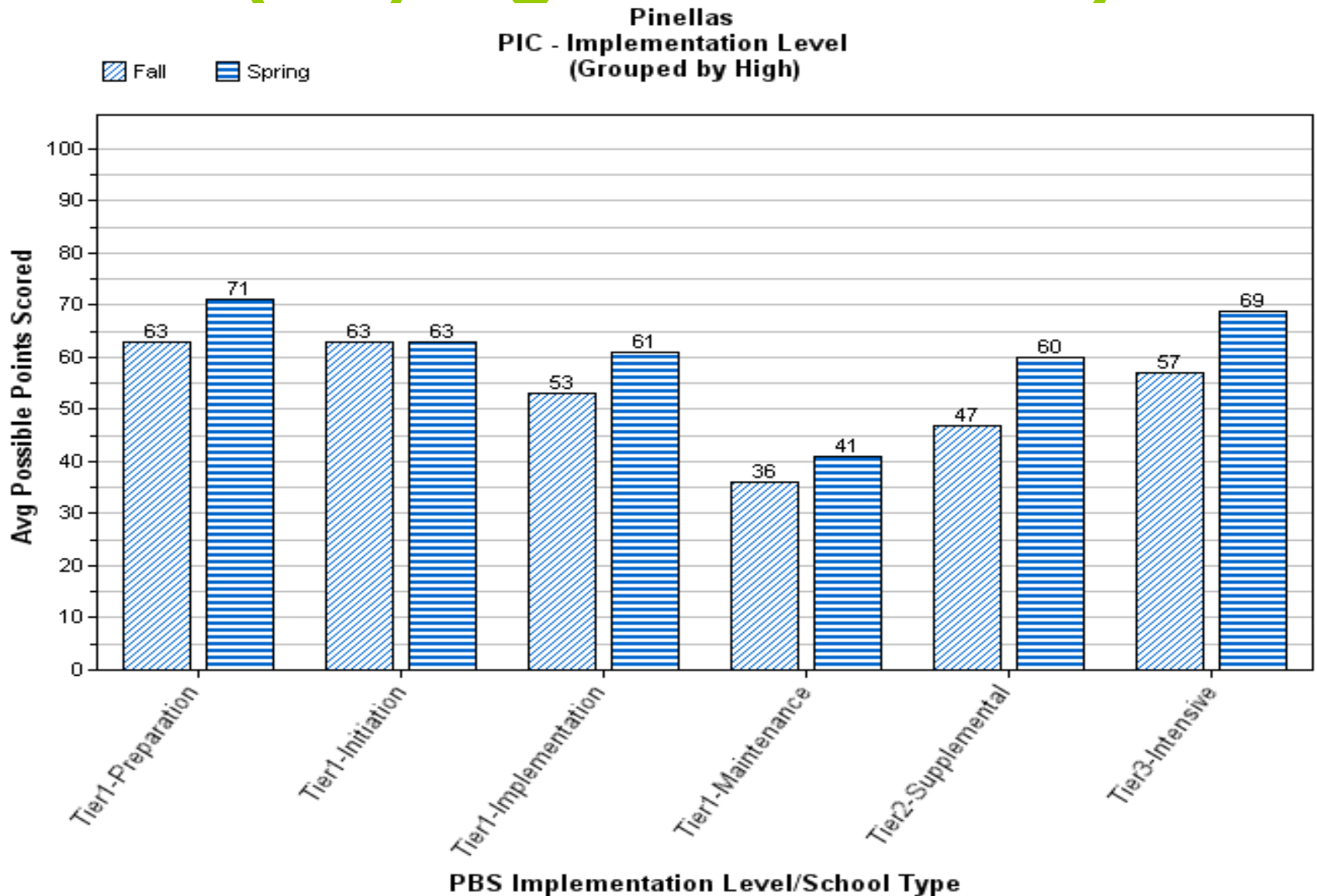
Pinellas
PIC - Tier 1 Critical Elements
(Grouped by Elementary)



District Implementation Level (only high schools - BoQ)

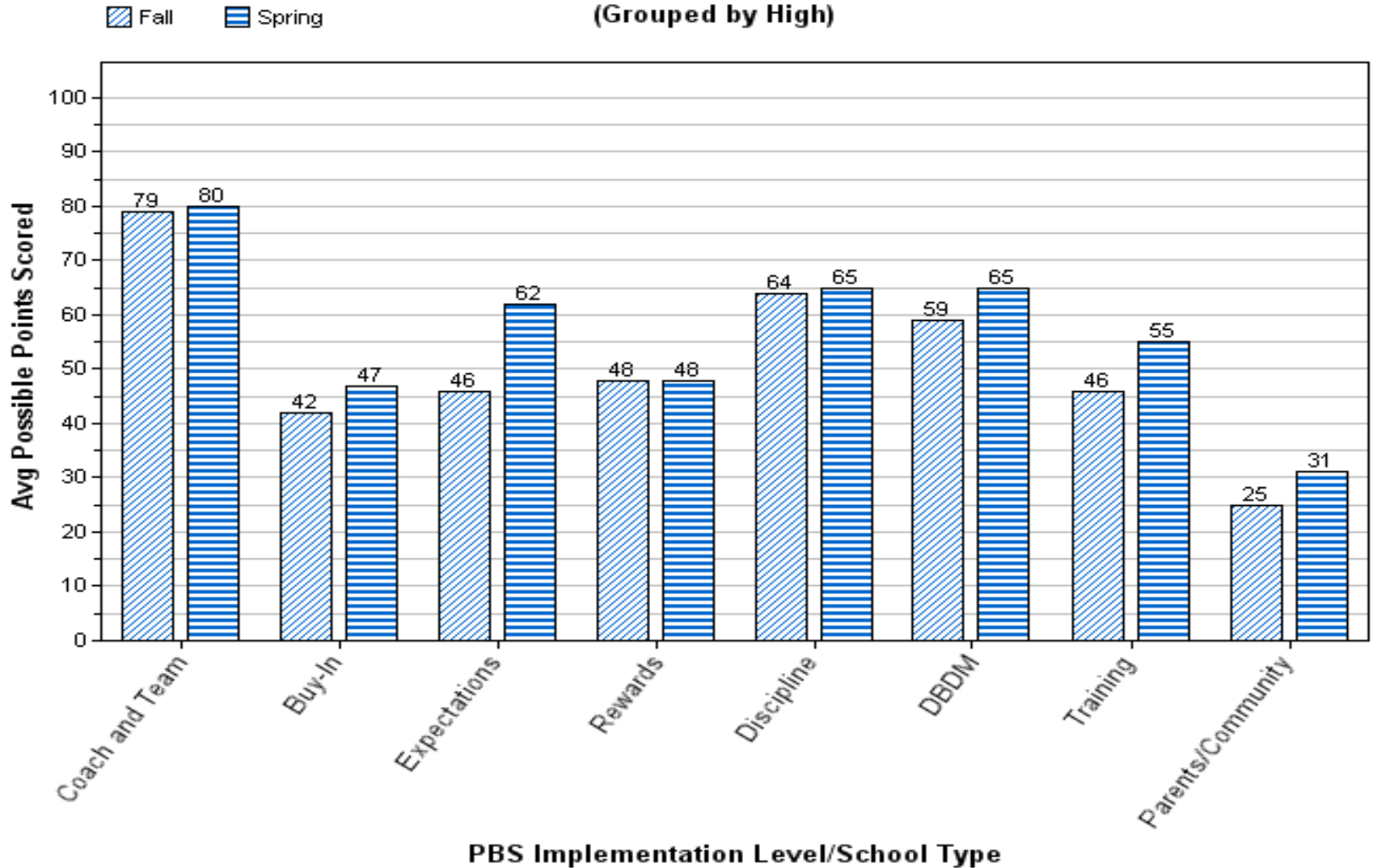


District Implementation Level (only high schools - PIC)



District Tier 1 Critical Elements (only high schools - PIC)

Pinellas
PIC - Tier 1 Critical Elements
(Grouped by High)



Action Planning with the PIC

- Define items marked “No” or “Somewhat” in place
- Identify the items that will make the biggest impact
- Define a task analysis of activities to achieve items
- Allocate tasks to people, time, reporting event



Using the PIC Results

- Action plan to increase fidelity of implementation
 - School
 - District
 - State/project
- Outcome reporting
- Identification of Model school candidates
 - Indication of who should apply



What if I Question the Results?

- District Level verification
- 2nd completion by internal/external coach
- On-site Walk-through



Implementation Monitoring

Tier 1 PBS Walkthrough

<http://flpbs.fmhi.usf.edu/modelschools.asp>



On-site Tier 1 PBS Walkthrough

- Tool is used as a quick glance during school site visit to determine SWPBS 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 PBS 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 PBS Model School application process

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Is there a correlation between the total score of Walkthrough and the BoQ item scores?

- Small correlations between the individual items on both BoQ measurement items and walkthrough instrument, but over 94% of those correlations are significant ($p < 0.05$)



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

Total BoQ Sub-scales and Total Walkthrough scores Descriptive Statistics

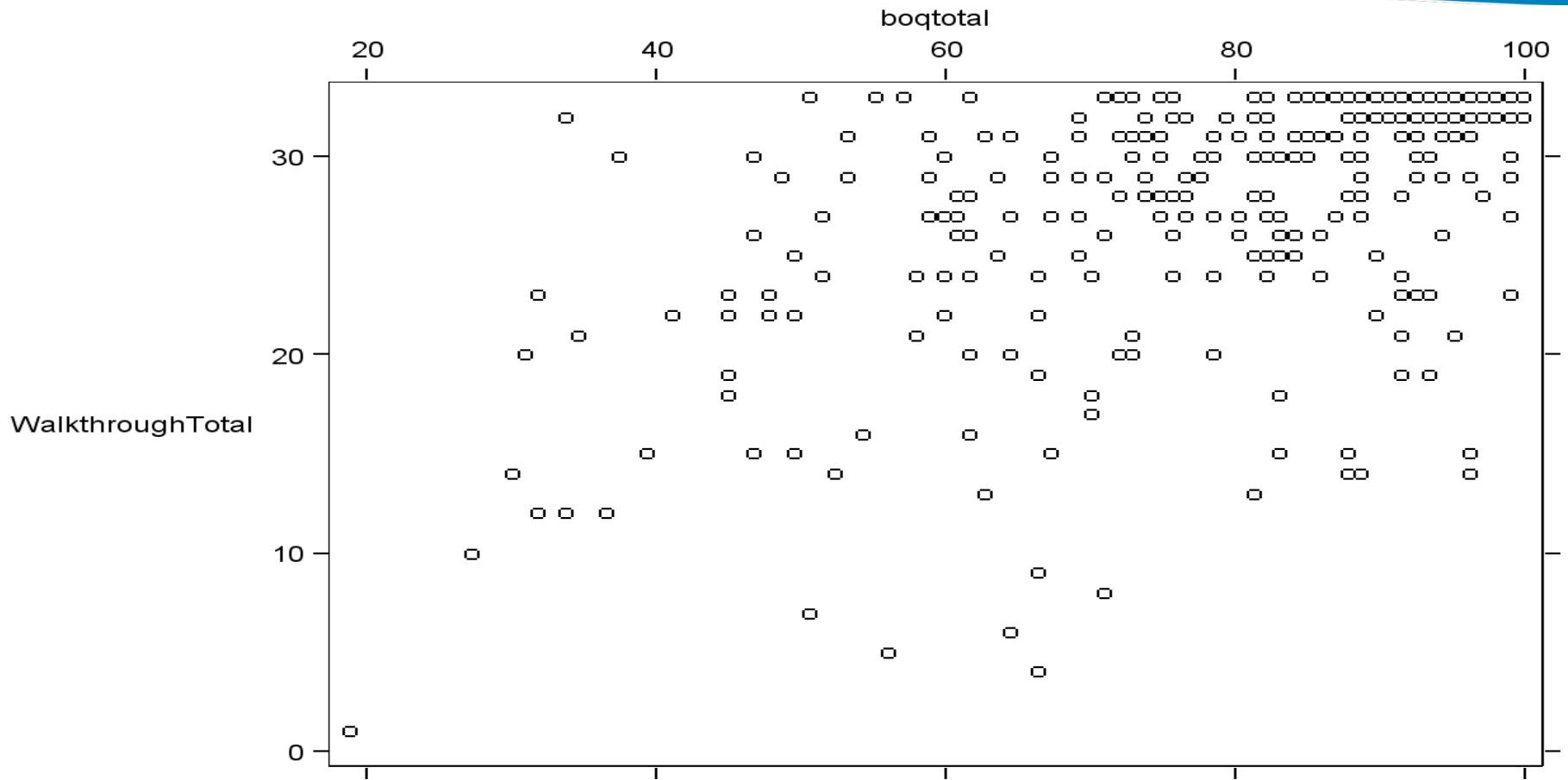
	N	Mean	Std Dev	Minimum	Maximum
Walkthrough Total	346	28.16	6.26	1	33
BoQ Total	346	80.67	17.46	18.69	100

Results of correlation with BoQ Total Scores

- N=346, Pearson $r=.58$ ($p<.0001$)



Scatterplot of BoQ and Walkthrough Total Scores





Tier 1 PBS Walkthrough

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBS:RtIB is evident. It will allow the observer to provide feedback to the PBS:RtIB team and administration. The *Tier 1 PBS Walkthrough* is to be completed by a peer PBS:RtIB Coach or District Coordinator and is a required element of the Model School application.

School: _____

Observer: _____ Date: _____

School Expectations

_____	_____
_____	_____
_____	_____
_____	_____

Visibility

Visit each area on campus listed below and indicate where *Expectation Posters* are visible:

YES	YES	YES	YES
<input type="checkbox"/> Hallways	<input type="checkbox"/> Main Office	<input type="checkbox"/> Classrooms	<input type="checkbox"/> Cafeteria
<input type="checkbox"/> Media Center	<input type="checkbox"/> Gym/Playground	<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Other: _____

Based upon the school's data, record the most problematic areas on campus in the spaces below. Then indicate whether *Rules Posters* are visible in the areas by checking Yes or No under each setting listed.

Problem Area	_____	_____	_____	_____
Poster Visible	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Classrooms (Visit a total of 5 classrooms from a variety of classes/grades)

- Visit 5 classrooms (maximum) to determine if Rules Posters are visible. 1 2 3 4 5
Indicate how many classrooms had visible Rules Posters.

Students (Ask a total of 5 students from a variety of classes/grades)

- Ask 5 students (maximum) if they know the Expectations. *Indicate how many students are able to tell you all the expectations.* 1 2 3 4 5

Staff (Ask a total of 5 staff members the following questions)

- Do you have a school-wide team to address behavior/discipline across campus? *Indicate how many staff know about the team.* 1 2 3 4 5
- Can you name the School-wide Expectations? *Indicate how many staff are able to tell you all the expectations.* 1 2 3 4 5
- Have you taught the School-wide Expectations? *Indicate how many staff report teaching all the expectations.* 1 2 3 4 5
- Have you seen the school's discipline data this year? *Indicate how many staff report seeing the data.* 1 2 3 4 5



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School: _____

Observer: _____ Date: _____

School Expectations

_____	_____
_____	_____
_____	_____
_____	_____

Visibility

Visit each area on campus listed below and indicate where ***Expectation Posters*** are visible:

- | | | | |
|--|---|---|---|
| YES
<input type="checkbox"/> Hallways | YES
<input type="checkbox"/> Main Office | YES
<input type="checkbox"/> Classrooms | YES
<input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Media Center | <input type="checkbox"/> Gym/Playground | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Other: _____ |

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- Have you seen the school's discipline data this year? *Indicate how many staff report seeing the data.* 1 2 3 4 5

Who looks at the Tier 1 PBS Walkthrough data?

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



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?



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Students choose an additional two out of six elective courses (6 hours of electives) which might include the fourth core course, behavioral health or children's mental health courses, or an independent study course.

The certificate will benefit students by equipping them with necessary skills to provide systemic applications of PBS. The applications vary from understanding consultation at the individual level in the home and community, with young children in preschool settings, and/or school-age children

within classrooms and schools. The mental and behavioral health electives round out the certificate.

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