Preliminary Validation of a Scale for Assessing Implementation and Sustainability of SW-PBIS

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Who We Are

**UQO:** *Université du Québec en Outaouais*

**CECCE:** *Conseil des écoles catholiques du Centre-Est*
French Catholic School Board of East-Central Ontario

**CEPEO:** *Conseil des écoles publiques de l’Est de l’Ontario*
French Public School Board of Eastern Ontario

**CSDCEO:** *Conseil scolaire de district catholique de l’Est ontarien*
French Catholic School Board of Eastern Ontario
Eastern Ontario Francophone Districts
The Evolution of PBIS in Our School Boards

- 2007-2008: 18
- 2008-2009: 41
- 2009-2010: 43
- 2010-2011: 47
- 2011-2012: 51
- 2012-2013: 55
- 2013-2014: 58
- 2014-2015: 57
- 2015-2016: 64

PBIS Schools

Total schools
Assessment Tools Used by Coaches

- Form A Checklist
- PBIS Self-Assessment Survey
- School-Wide Evaluation Tool (SET)
Sustaining Fidelity and Efficacy

- Scores not representative of coaches’ observations
- Tiers 2 and 3 not evaluated
- Demands of school boards’ senior administration

We needed to make some changes!
Why is it so Important?

This assessment is important because research has shown that implementation fidelity:

- Is associated with reduction in suspensions (Horner, Sugai, Todd, & Lewis-Palmer, 2005)
- Is associated with reduction in office discipline referrals (Taylor-Greene et al., 1997)
- Is associated with increases in academic performance (Nelson, Martella, & Marchand-Martella, 2002)
Why is it so Important?

- We wanted to develop a tool to use in conjunction with the SET and other data such as ODR’s to determine if SWPBIS was significantly related to change in safety, behavior and positive culture in our schools.
What is The Problem?

We observed that SET was instructive within two years of implementation, but was less informative and valid for our schools with three or more years of implementation.

That phenomenon was observed by authors such as Cohen, Kincaid, & Childs (2007).
Presentation of The Scale

Our scale is designed to assess and evaluate the most important features of SW-PBIS during an academic school year:

1. Components that are in place during implementation
2. On-going efforts and sustainability
Presentation of The Scale

Our scale is designed to assess and evaluate the most important features of SW-PBIS during an academic school year:

3. Help coaches determine the following year’s action plan for each school
4. Allow coaches and coordinators to see how the various components of the SW-PBIS are perceived by school staff
Presentation of The Scale

Steps in developing the scale:

1. Consulted PBIS website
2. Searched SWPBS literature
3. Wrote several items relating to implementation and sustainability for all tiers
4. Presented the items to coaches so we could adapt wording
Presentation of The Scale

Steps in developing the scale:

5. Pretested first version with a small sample of school personal (n=188)
6. Ran first series of validity analyses
7. Presented the results to coaches in order to remove items
Presentation of The Scale

Steps in developing the scale:

8. Tested newest version of the scale with 738 participants
9. Ran second series of validity analyses
10. First use and feedback to school personal in spring of 2015
Presentation of The Scale

A few examples of the items…

- School administration uses a procedure for dealing with student behavior problems
- Staff talks of PBIS as a priority in their school
- The initiative is discussed regularly during monthly meetings
- Staff uses a data system to gather data about students behaviors
Presentation of The Scale

A few examples of the items…

- Rewards are linked to values and expectations
- Staff uses a procedure for dealing with student behavior problems
- Values and expectations are taught with lessons plans
- Data is presented to staff during meetings
Presentation of The Scale

A few examples of the items...

- New activities are used to teach lessons plans
- Data is collected for Tier 2
- Reinforcements – praises - are diversified to maintain motivation
- Staff is given training
Presentation of The Scale

- It comprises 31 items with responses rated on a 4-point Likert scale ranging from 1 = never to 4 = always

- Items are clustered into 5 subscales:
  1. Misconduct management
  2. Commitment and coordination
  3. Values and expectations
  4. Promoting positive behavior
  5. Use of data
Rapport - Questionnaire de Maintien SCP (QMSCP)
École élémentaire catholique Arc-en-ciel

Date : 26 mai 2015
Nombre de répondants : 14

Tableau des résultats

*Veuillez noter que le seuil visé est 3.2, ce qui représente une moyenne de 80% (ligne rouge) pour chacune des catégories.
How it is Used

- Sent electronically through Google Forms to each staff member
- Completed by each staff member individually
- Coach receives the answers for each school and prepares report
- Report is presented to principal and PBIS team
Advantages

- Validated for Franco-ontarian population
- Assesses implementation of various components
- Shows how the various components of the SWPBIS framework are perceived by school staff
- Guides following year’s action plan
Benefits For Schools

- Fast and easy to complete
- Results by subscale show strengths and challenges
- Allows comparisons with other schools
Benefits For Coaches

- Interpret each subscale and discuss possible solutions and strategies
- Identify needs related to coaching and training
Benefits For School Boards

- Comparison between schools
- Identification of systemic needs related to coaching and training
- Plan for coming years
Next Steps

- Continue to assess validity of questionnaire
- Correlate results with other data
- Compare PBIS and non-PBIS schools
Questions?

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