New PBIS Tool: Staff Perceptions of Behavior and Discipline Survey

ASSOCIATION OF POSITIVE BEHAVIOR SUPPORT
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Bridging the research to practice gap: The importance of needs assessment.

Understanding resistance: What is it and why does it occur?

Using data as your guide: Assessment of staff and systemic needs.

Facilitating staff support and implementation.

Conclusions and Q&A
The research to practice gap
The importance of staff support in SWPBS implementation

Achieving staff buy-in is associated with high implementation

Lack of staff buy-in is associated with low implementation

• Leadership teams (e.g., Kincaid et al., 2007), SWPBS facilitators (e.g., Lohrmann, Forman, Martin, & Palmieri, 2008), & problem solving teams (e.g., Bambara, Nonnemacher, & Kern, 2009) all found staff support for SWPBS to be influential in SWPBS implementation.
If the benefits of SWPBS are clear...

Positive behavior change
(e.g., Kartub, Taylor-Greene, March, & Horner, 2000; Payton et al., 2008).

Improved school climate
(e.g., Metzler et al., 2001; Oswald et al., 2005).

Improved achievement...
(e.g., Algozzine, Wang, & Violette, 2011; Lassen, Steele, & Sailor, 2006).

Then why is it so difficult to get everyone on board?
The Research to Practice Gap

Researchers have identified evidence-based practices.

But these practices are not implemented in schools.

*WHY does this gap exist?*
Conditions for Successful Implementation

Vision + Skills + Incentives + Resources + Plan = Sustainable Change

Skills + Incentives + Resources + Plan = Confusion

Vision + Skills + Incentives + Resources + Plan = Anxiety

Vision + Skills + Incentives + Plan = Resistance

Vision + Skills + Incentives + Resources = Frustration

Vision + Skills + Incentives + Resources = Treadmill

Vision: The “Why are we doing this?” to combat confusion.
Skills: The skill sets needed to combat anxiety.
Incentives: Reasons, perks, advantages to combat resistance
Resources: Tools and time needed to combat frustration.

Plan: Provides the direction to eliminate the treadmill effect.

Involvement

“Stakeholders should be meaningfully involved in every aspect of system-level change efforts, beginning with initial discussions regarding potential change and continuing through implementation.”

(Curtis, Castillo, & Cohen, 2008, pp. 893)

Reflect on your experiences in schools. Is this involvement typical?
What is resistance and why does it occur?
Understanding Change

Change is a process (not an event)

Individuals often respond to change by:
◦ Seeking information about the innovation,
◦ Formulating an opinion about the innovation,
◦ *Deciding whether or not to adopt the innovation*,
◦ Evaluating the outcomes of initial implementation.

(Hall & Hord, 2011; Rogers, 2003)
Change is a Personal Experience

Individuals respond to change in different ways and change at different rates.

Individuals must change in two important ways—knowledge and beliefs.

(Fullan, 1985; Hall & Hord, 2010)
Resistance Takes Many Forms

Imagine that resistance took the form of an animal.

What animal would it be?

(Beisse, 2010)
Using data to reframe resistance

Remember:

- We all resist change in our lives.
- Resistance is natural and, in many ways, resisting change is adaptive.
- Resisters often have ideas we might have missed.
- Resisters are crucial to the politics of implementation in democratic organizations, such as schools.

Consider the function of the resistance. What needs are they trying to communicate?

“Respect those you wish to silence.” (Heifetz, 1994)
Benefits of Direct Needs Assessments

Gathering *information* that will lead to:

- Specific desirable outcomes or goals
- Agreed-upon methods for achieving these outcomes or goals

*Involving* members of the system in the change process *(Curtis & Metz, 1986)*

*Different people may perceive different needs for the same situation. It is quite possible that those observing needs may differ from the person experiencing the need* *(Nagle & Gagnon, 2008, p. 2207)*
Assessment of systemic and staff needs
Successful Change Begins with Needs Assessment

**SYSTEMIC READINESS**

Continuous assessment of the status and needs of the system with respect to implementation
- Focused on all readiness domains
- Guided by a leadership team
- Conducted annually

**STAFF READINESS**

Following awareness training, assess staff readiness with respect to implementation
- Knowledge and beliefs
- Level of support
- Needs and insights for implementation
- Guided by a leadership team
- Conducted annually
Existing PBIS Tools

- School Evaluation Tool (SET)
- SWPBIS Tiered Fidelity Inventory (TFI)
- Benchmarks of Quality (BoQ)
- Effective Behavior Support Survey (EBS 2.0)
- School Safety Survey
- Self-Assessment Survey (SAS)
- Team Implementation Checklist (TIC 3.0)

Do any of these tools assess staff readiness?

www.pbis.org/blueprint/evaluation-tools
Assessing Staff Readiness

### Assess Readiness to Implement PBIS
- Assess readiness by asking staff about their knowledge and skills, beliefs and attitudes, levels of support, and concerns and suggestions.

### Assessment Methods
- **Open-ended concern statements**
  - “When you think about implementing PBIS, what concerns do you have?”
- **Surveys**
- **Focus groups**
The Staff Perceptions of Behavior and Discipline (SPBD) Survey

- A free and anonymous staff survey designed to gather information from staff to inform PBIS planning and implementation decisions.
- Completed online by certificated and classified staff who work directly with students.
- Assesses staff perceptions, needs, and insights for moving forward with PBIS.
- Responses are automatically compiled into a graphic, easy-to-interpret report with an analysis of barriers, facilitators, and recommendations.
Based on a comprehensive review of the systemic change, consultation, & PBIS literature:

- Important staff perceptions were identified
- 32 Likert-scaled items were developed
- 23 core items were retained after piloting, with additional supplemental quantitative and qualitative items
SPBD Core Domains: Factor Structure

- Systemic Supports and Climate
- Philosophical View of Discipline
- Effectiveness and Feasibility
- Implementation Integrity
- Cohesiveness and Openness to Change

Scree Plot

Eigenvalue

Dimension
Systemic Supports and Climate

The climate at this school is positive.

I have trust in my administrator's ability to lead us through change.

I believe our school has (or will have) the necessary resources to support schoolwide positive behavior support.

Overall, I am satisfied with my job.
Effectiveness and Feasibility

Schoolwide behavior support is likely to be yet another fad that comes and goes in this school.

Schoolwide behavior supports may work in other schools, but I doubt it will work in ours.

I don't have time to teach the schoolwide behavioral expectations.

I resent being asked to do one more thing.

Behavior plans do not work well in our school.
Cohesiveness and Openness to Change

This school has successfully implemented change efforts in the past.

The staff at this school tends to resist change with concerns such as "We don't do it that way here."

My colleagues and I share a common philosophy for behavior and discipline.

I suspect that my colleagues will not (or are not) consistently implementing the agreed upon schoolwide behavior plan.
Implementation Integrity

Currently, I teach the agreed upon schoolwide behavior expectations to students.

Currently, I acknowledge/reward students for meeting the agreed upon schoolwide behavior expectations.

Currently, I apply the agreed upon schoolwide disciplinary consequences.
Philosophical Views of Discipline

I feel that rewarding students is the same as bribing them.

When problem behaviors occur, we need to get tougher.

The students at this school need to be held more responsible for their own behavior.

Parents in the community don't seem to care about how their children behave at school.

I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.

If students are not disciplined at home, they are not likely to accept any discipline at school.

We should not have to teach students how to behave at school.
# SPBD Supplemental Items

## QUANTITATIVE ITEMS
- Staff Role
- Years in the school
- Knowledge of PBIS
- Professional development
- Support for PBIS

## QUALITATIVE ITEMS

“*When you think about implementing PBIS, what concerns do you have?*”

“*When it comes to behavior and discipline in this school, what is working well?*”

“*What would make it better?*”
The SPBD is a staff survey that provides information to help school teams implement schoolwide positive behavior supports (SWPBS or PBIS). The SPBD helps schools understand staff beliefs about behavior and discipline, including their beliefs about schoolwide expectations, school climate, and supports and resources. Understanding staff perceptions enables schools to better support staff while planning and implementing schoolwide positive behavior supports (SWPBS).

The SPBD survey is available free of charge. Upon completion of the survey, schools will receive a detailed report outlining next steps.
Utilizing the SPBD Survey

1. Complete the SPBD Request
2. Send the SPBD to staff
3. Check the numbers
4. Receive your report
5. Share it!
The Staff Perceptions of Behavior and Discipline (SPBD)

Data Report for Cloudy Day Middle School

Alerts and Recommendations: When staff responses exceed certain thresholds, an alert box is triggered and displayed as follows. These alerts are specific to the strengths and needs of the staff in your school.

<table>
<thead>
<tr>
<th>This signifies a facilitator; this finding identifies a strength that can be highlighted and used as a building block.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of brick structure]</td>
</tr>
<tr>
<td>This signifies a barrier; this finding may impede a successful implementation and requires further investigation.</td>
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<tr>
<td>![Image of magnifying glass]</td>
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This signifies a facilitator; this finding identifies a strength that can be highlighted and used as a building block.
Question 15: The students at this school need to be held more responsible for their own behavior.

Staff feel that students in this school lack responsibility for their behavior. We recommend discussing this issue further with staff. This includes a discussion of responsibility including what it means and what it would involve to hold students more responsible. This might require that the school adopt more consistent consequences or better follow-through with agreed-upon consequences. It can also indicate staff feel a need for tougher consequences. If so, we recommend the team provide professional development to highlight the conditions under which punishment is least and most effective. We recommend the team stress the limitations of punishment, including the limitations of its long-term effectiveness and the negative impact on school climate.

<table>
<thead>
<tr>
<th>Role</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Staff</td>
<td>87.5 %</td>
<td>12.5 %</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>81.3 %</td>
<td>18.8 %</td>
</tr>
<tr>
<td>Total</td>
<td>84.4 %</td>
<td>15.6 %</td>
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Question 16: Parents in the community don't seem to care about how their children behave at school.

The majority of staff perceive parents are invested in their children’s behavior at school. This perception is a facilitator to SWPBS. We recommend teams draw on this resource and involve parents throughout all stages of implementation.

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</tr>
<tr>
<td>Classified Staff</td>
<td>6.3 %</td>
<td>93.8 %</td>
</tr>
<tr>
<td>Total</td>
<td>12.5 %</td>
<td>87.5 %</td>
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Question 26: If you are familiar with schoolwide positive behavior supports, please indicate your current level of support or commitment.

- I am unfamiliar with positive behavior supports, 20
- I disagree with this effort, but I will not resist it, 10
- I strongly agree with this effort; I plan to actively support it, 45
- I agree with this effort, but I do not plan to participate in leadership or committee work, 25
<table>
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<th>SPBD Core Item Summary</th>
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<td><strong>SPBD Item</strong></td>
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<td>Schoolwide behavior supports may work in other schools, but I doubt it will work in ours.</td>
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<td>We should not have to teach students how to behave at school.</td>
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<td>I resent being asked to do one more thing.</td>
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<th>Systemic Resources, Supports and Climate</th>
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<td><strong>The climate at this school is positive.</strong></td>
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<td><strong>I have trust in my administrator's ability to lead us through change.</strong></td>
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<td><strong>Overall, I am satisfied with my job.</strong></td>
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SPBD: Internal Consistency

Repeated analyses reveal strong internal consistency for the SPBD

- Based on 1210 responses from 36 schools in 2014, internal consistency was high (.80) (Feuerborn, Tyre, & King, 2015)
- Responses from 2168 from 58 schools in 2015, also supported high internal consistency (.85)
Staff responses are more favorable when:
- Schools are implementing PBIS (coeff. = 0.0043; 
  \( p < .001 \))
- Staff understand PBIS (coeff. = 0.0531; \( p < .01 \))
- Staff receive PD in PBIS (coeff. = 0.0169; \( p < .01 \))
- Staff support PBIS (coeff. = 0.0499; \( p < .01 \))

Staff responses are less favorable when:
- They come from middle and high schools (coeff. = 
  \(-0.1027; p < .01\))

(Feuerborn, Tyre, & King, 2015)
Perceptions are more favorable when staff understand PBIS.
Perceptions are more favorable with professional development.

Effect of Hours of Prof Dev.
Perceptions are less favorable as school level increases.

Effect of School Level on Total Score

- Preschool: 0.00
- Elementary: -7.07
- Middle: -9.80
- High: -11.39
- Others: -4.26
Concerns of Secondary Teachers

Consensus

- Resources
- Philosophy
- Climate
- Administrator
- Change Processes

(Feuerborn, Wallace, & Tyre, 2016)
Perceptions are more favorable when staff agree with PBIS.

Effect of Support Level

- unfamiliar: 0.00
- disagree: -8.26
- agree: -0.51
Staff who disagree with PBIS

Tend to be a very small number of staff (3-5%), regardless of school level.

They tend to be experienced staff members.

They receive less professional development.

Their concern statements reveal:

- Concern for the support & follow-through of colleagues, administration, and students
- Misunderstandings of PBIS
- Philosophical tensions

(Tyre & Feuerborn, Under review)
Facilitating staff support and implementation

“The initiation of needs assessment without the prior commitment to use data for planning purposes is a waste of time and resources and will likely result in conflict within the school” (Nagle & Gagnon, 2008, P. 2210)
1. Collect data
2. Analyze domains of systemic-change & SWPBS
3. Identify needs and existing capacities
4. Share data with staff
5. Use data to guide action

Collect and use data throughout all phases of the process
A closer look at Step #3

A new triangle

Review your data & triangulate.
- This should include student data, staff data, and systemic implementation data

Identify possible needs and existing capacities
Build on Existing Capacities

An inventory of current practices can highlight areas of existing capacity.

Identifying staff strengths and practices that are currently working well respects the knowledge and activities of staff.

Also, this can reduce the amount of change necessary to reach and sustain implementation.
Example:
Is this a need or capacity?

I DON'T HAVE TIME TO TEACH THE SCHOOLWIDE BEHAVIORAL EXPECTATIONS.

WE SHOULD NOT HAVE TO TEACH STUDENTS HOW TO BEHAVE AT SCHOOL.

Agree, 6
Disagree, 94

Agree, 8
Disagree, 92
An *closer* look at the last steps:

Use the SPBD **quantitative** items to identify existing capacities and needs.

Use the SPBD **qualitative** items to provide more “diagnostic” information.
The climate at this school is positive.

Example statement of concern

I do believe that the staff cares about our kids deeply, but we are so overwhelmed by the problems we face on a daily basis that fatigue sets in and we just need help. We have tremendous staff turnover and all these inexperienced staff members take a toll on the climate.
How will priorities be determined among the identified needs and capacities?

_Prioritize actionable pieces that proactively address resistance & create a solid contextual fit between SWPBS & the school._

_Also prioritize imminent needs._

Consider:
How will the team gain input from various stakeholders to identify priorities?

How the priorities connect to the unified vision/mission of the school community, and how they connect to the multi-year action plan.
Interpreting & Reporting Results

(Nagle & Gagnon, 2008, p. 2219)

• The effective communication of the results of the needs assessment is important (McKillip, 1987)

• Needs assessment teams tend to focus most of their attention on the evaluative process and much less on dissemination (Carter, 1996)

• Decision makers will act on the needs assessment information only when they can understand the findings and see a clear connection between the results and planning.

Note: It is important to consider your audience throughout this process.
When problem behaviors occur, we need to get tougher.

When problem behaviors occur, we need to get tougher.

Example statement of concern

One of my students, who has over 20 tardies, informed me that he was going to be late every day. He told me that he is "going for the record." He does fine once he is in his seat, but was very honest with me when he said "they don't do anything about it so why should I hurry?" I wrote over 10 referrals on one student who continued to be late.

I called to send a student down to admin, and it was full. Kids return from suspension and the behavior continues. Students ask if they can have detention. They get to leave early and get lunch first. I've had students disappointed to not having. Does not seem effective at all.
Philosophical Views: Need or Capacity?

I BELIEVE WE SHOULD RESERVE REWARDS FOR STUDENTS EXCEEDING EXPECTATIONS, NOT SIMPLY FOR MEETING THEM.

EXAMPLE STATEMENT OF CONCERN

We are spending TOO many resources rewarding kids for doing what they are supposed to be doing. Rewarding students for something they should already be doing is ridiculous.

Students will expect a reward for doing what is expected. My concern is how this will apply to their future life expectations.
I still grapple with giving kids rewards for doing what they are supposed to be doing. I love to reward kids who go above and beyond and always do the right thing yet in life I do not get a lollipop because I have not committed a crime.

- Often this year the students laugh at the reward tickets I give. If we are going to make this work the kids have to care and right now I feel they are not interested in the rewards. I have seen PBIS work great in Elementary but we need a system that meets the middle school needs.

- Our students don't care if they receive a pencil or a donut with the principal; you have to think like one of our kids. What matters to them, what do they value? Food, basketball, music, etc.
Effective Professional Development in SWPBS

We tend to neglect these important mediating variables

Typical, standardized professional development

Sustainable, meaningful change
High Quality Professional development

- is adapted to fit the context or setting in which it occurs.
- promotes the development of learning communities.
- builds the capacity of the system to engage in ongoing collaborative strategic planning and data-based decision making.

- builds awareness, knowledge, and skills.
- prepares educators to engage in frank conversations about systemic bias (Togneri, 2003)

(Stoller et al, 2008; p. 876)
How might these responses guide recommendations for PD?

I have been doing this for years, but now I’m treated as if I haven’t and I know nothing. I find these trainings to be insulting.

We need training that is relevant to what we actually do. My trainings are lead by people that don’t even know what my job entails. Over the years, I have learned to disengage during trainings and spend the time doing something more productive for me, like catching up on email.
Comparison of Staff Concerns

PLANNING SCHOOLS

IMPLEMENTING SCHOOLS
Ready to get started?

If you would like to request use of the SPBD, go to:

www.spbdsupport.com

and to

http://spbdsupport.com/RequestSurvey
References


