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The Expanding World of PBS: Science, Values, and Vision

Demystify Staff Resistance Build Support for SWPBIS Practical Strategies & Tools

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Building-wide implementation of PBIS cannot be achieved without the support of school staff.

- To this end, our primary mission:
 - Today, we will provide (a) research-based tools for understanding staff needs, concerns, and beliefs about behavior and discipline and (b) practical strategies to build staff support, ownership, and involvement.

Advance Organizer



- Introduction:
 - The importance of staff perceptions to SWPBIS
- A **TOOL** You Can Use Next Monday:
 - Staff Perceptions of Behavior & Discipline (SPBD) Survey
- Concrete, Data-Informed **STRATEGIES**:
 1. Gathering staff perceptual data
 2. Understanding it
 3. Using it

Skeptical? We were.

- Importance: Do we *really* need to do this? Can't we just skip this step and go straight to implementation?
- Application: Ok, even if we collect perceptual data, what can we really *do* about what people think or believe?

Consider the following:



High levels of staff support is associated with high levels of PBIS implementation



Low levels of staff support is associated with _____ ?

Guiding Principles & Corollaries

- If staff perceive SWPBIS favorably, then they are more apt to implement it.
 - E.g., agree with the philosophy, perceive it to be feasible in their school, believe it to be important, effective and necessary for their school community.

Over a decade of research supports these guiding principles: (*e.g.*, Bambara, Nonnemacher, & Kern, 2009; Feuerborn & Tyre, 2015; Kincaid et al., 2007; Lohrmann, Forman, Martin, & Palmieri, 2008).

Guiding Principles & Corollaries

- Conversely, if staff *disagree* with the philosophy, do not see it as feasible, or do not believe it is important, necessary, or effective for their school community, then they are *not* likely to implement SWPBIS.

Over a decade of research supports these guiding principles: (e.g., Bambara, Nonnemacher, & Kern, 2009; Feuerborn & Tyre, 2015; Kincaid et al., 2007; Lohrmann, Forman, Martin, & Palmieri, 2008).

If the benefits of SWPBIS 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?



Common approaches to change (that don't work)

- Rational empirical approach
 - *If a good program or process is provided to people, **they will do it.***
- Power coercive approach
 - *If a good program or process is delivered to people through offices of power, **they will do it.***

(Chin & Benne, 1969)



Pop Quiz

Schoolwide Positive Behavior Supports (SWPBIS)
is a packaged program.

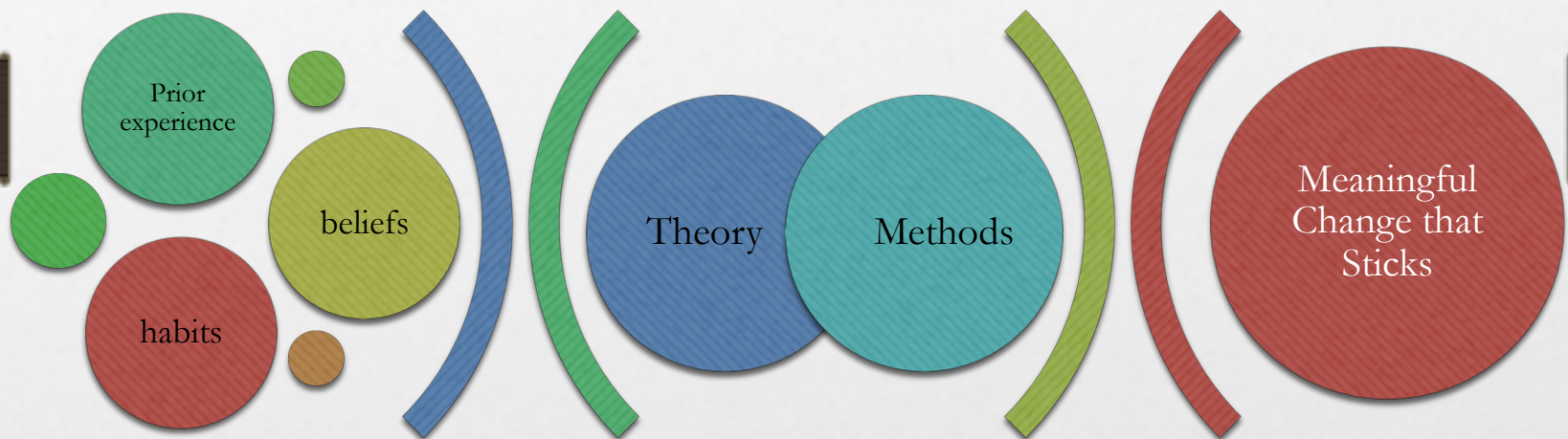
True or False

Please explain your answer.

Mind the Gap: Research to practice



Rethinking Professional Development in SWPBIS

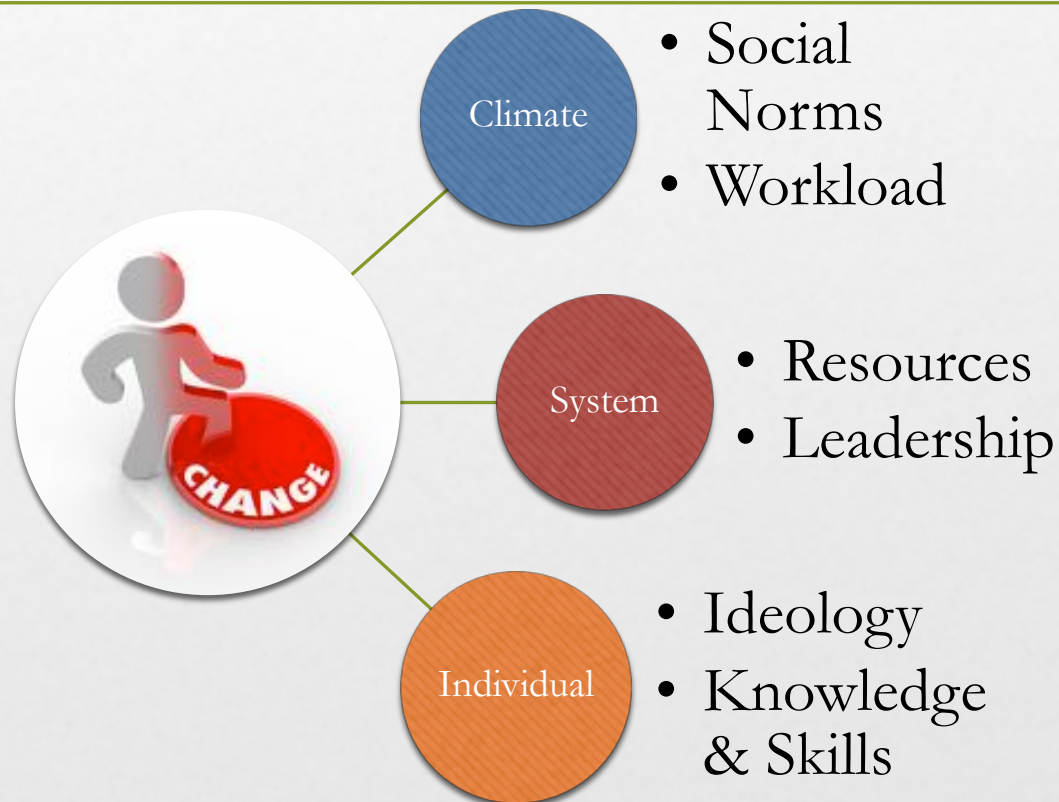


*We tend to neglect these
important mediating
variables*

Typical, standardized
professional development

Resistance?

Consider the Function



Ignoring → Involving

“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?**

Needs Assessments

- Used for decades in the fields of business, marketing, and organizational change to provide and create:
 - Information
 - Ownership
 - Involvement
 - Contextual fit
- In our society, we tend to infer the needs of educational staff rather than ask them directly. *This does not create change that sticks.*

Translating Research to Practice

- Staff may not be willing or able to implement for a variety of reasons.
- In order to involve staff, address their concerns and needs, and support them in the change process, **we need to develop a plan.**

In order to develop this plan, we will need: _ _ _ _

So, is all this necessary? Yes, if you seek true transformation & meaningful change.

What can you expect? A complex, non-linear process with some stumbles along the way.

Data can be your guide.

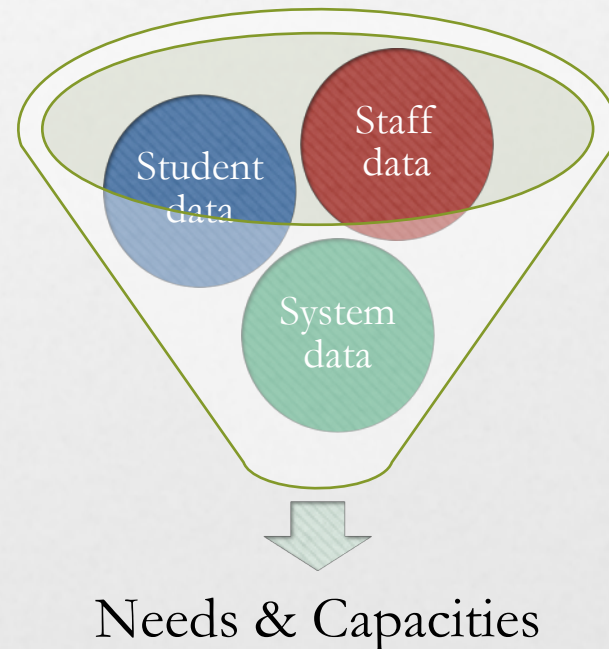


Data Inventory

- ✓ **Student social, emotional, and behavioral** (e.g., ODRs, ACES, Suspensions)
- ✓ **Student academics** (state achievement tests, grades, graduation rates)
- ✓ **Implementation and systems supports** (e.g., SET, BofQ, TFI)
- ✓ **School climate and safety** (CSCI, CCSR)
 - ☐ Staff support of SWPBIS _____?
 - ☐ Staff perceptions & beliefs of behavior and discipline _____?
 - ☐ Staff needs & concerns (personal, climate, & systems) _____?

A New Kind of Triangle

- Staff perceptual data is necessary, but not sufficient.
- *Triangulate* your data:
 - student data,
 - staff data, and
 - systemic data



SYSTEMIC & STAFF READINESS ASSESSMENT

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 implementation domains
 - Guided by a leadership team
 - Conducted annually

Staff Readiness

- Following awareness training, assess staff readiness with respect to implementation
 - Focused on support, knowledge, beliefs, and insights for moving forward
 - Guided by a leadership team
 - Conducted annually

Existing PBIS Tools

These tools assess implementation & priorities.

- 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)

www.pbis.org/blueprint/evaluation-tools

These tools do not assess staff readiness for implementation

Assessing Staff Readiness for Implementation

Following awareness training

- Assess readiness to implement PBIS by asking staff about their
 - Level of support
 - Knowledge and skills
 - Beliefs and attitudes
 - Concerns and suggestions

Assessment methods

- Open-ended concern statements
 - *“When you think about implementing PBIS, what concerns do you have?”*
- Staff surveys
- Focus groups

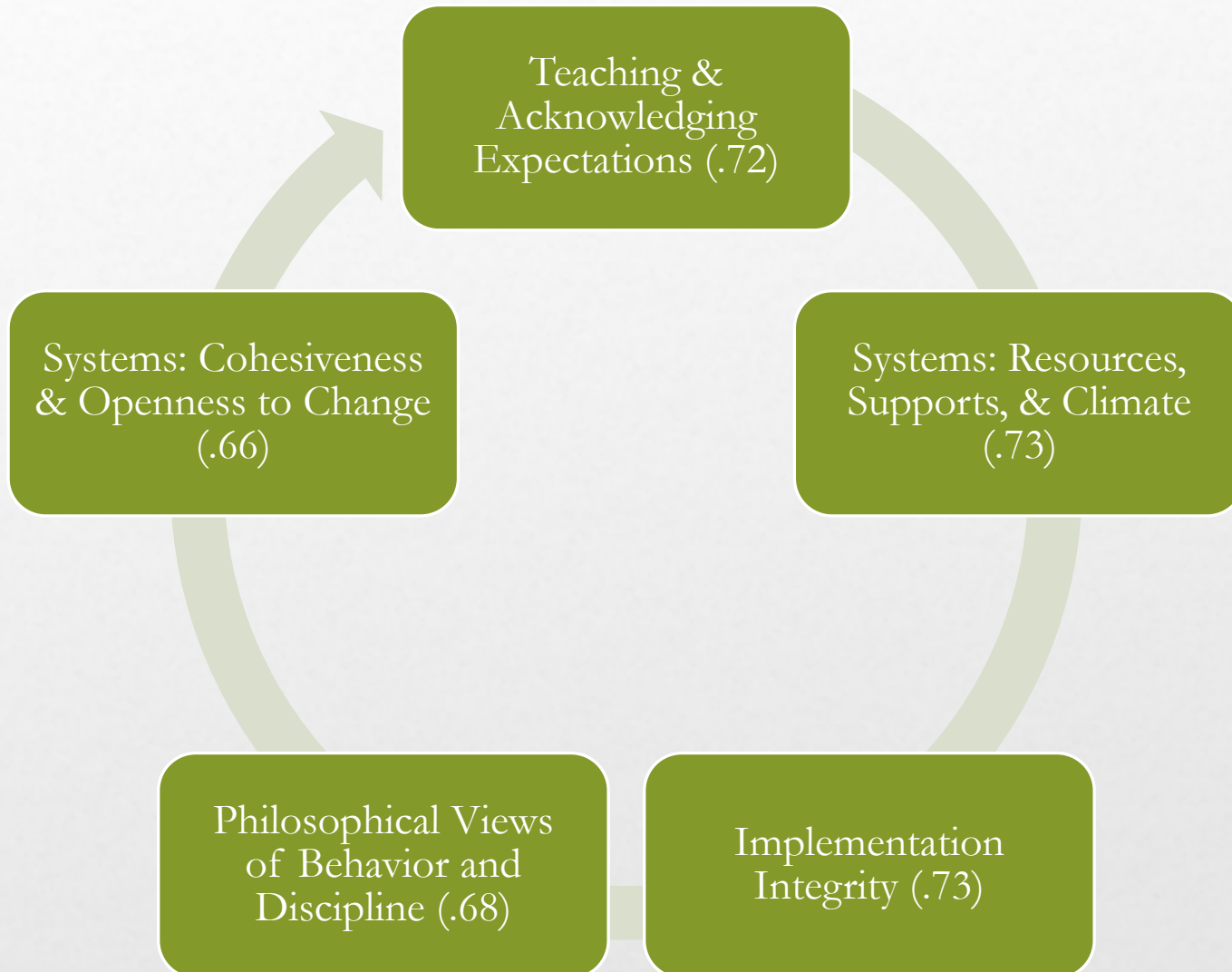
The Staff Perceptions of Behavior and Discipline (SPBD) Survey

- The SPBD survey assesses staff-related factors that act as facilitators or barriers to successful implementation.
- A free & anonymous staff survey gathering information to inform SWPBIS planning & implementation decisions.
- Completed online by all staff who work directly with students.
- Responses automatically compiled into a graphic, easy-to-interpret report with an analysis of barriers, facilitators, and recommendations.

SPBD: Content Development

- Based on a review of the literature on SWPBIS and systemic change processes :
 - Important staff perceptions that may act as facilitators and barriers were identified
 - 23 core items were retained after piloting, with additional supplemental quantitative and qualitative items (32 items total)
 - Most items contain 4 response options: strongly agree, agree, disagree, strongly disagree

SPBD Core Domains



Teaching & acknowledging expectations: Effectiveness and need

- Schoolwide behavior support 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 in my classroom.
- We should not have to teach students how to behave at school.
- I feel that rewarding students is the same as bribing them.
- Behavior plans do not work well in our school.

Systems: Resources, Supports, & 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.
- Schoolwide behavior supports is likely to be yet another fad that comes and goes in this school.

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 Behavior & Discipline

- The students at this school need to be held more responsible for their own behavior.
- When problem behaviors occur, we need to get tougher.
- I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.
- Parents in the community don't seem to care about how their children behave at school.
- If students aren't disciplined at home, they aren't likely to accept any discipline at school.

Systems: Cohesiveness & Openness to Change

- I suspect that my colleagues will not (or are not) consistently implementing the agreed upon schoolwide behavior plan.
- 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.
- This school has successfully implemented change efforts in the past.

SPBD: Supplemental Quantitative and Qualitative 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?”*

SPBD Support

Staff Perceptions of Behavior and Discipline (SPBD) Supports and Resources

"The questions were very intuitive and we learned that philosophically we are very diverse, but we are united in the desire for implementation."

- North Lake Middle School, Washington

[ABOUT](#)[SPBD REPORTS](#)[RESEARCH](#)[RELATED LINKS](#)[FAQS](#)[CONTACT US](#)[REQUEST USE OF SPBD SURVEY](#)

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.

**ALL CHANGE
MEETS
RESISTANCE...**

IF THERE IS NO
RESISTANCE,
THERE IS NO CHANGE.

**CHANGE
AHEAD**

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 Summary Report for Cloudy Day Elementary School

Developed by Laura Feuerborn, Associate Professor, University of Washington, Tacoma & Ashli Tyre,
Associate Professor, Seattle University

Please contact Laura Feuerborn with questions. Email lfeuerb@uwc.edu

What is the SPBD?

The SPBD is an anonymous, online survey completed by certificated and classified staff who work directly with students. 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).

What does the SPBD measure?

1. Based on research about staff supports for implementing SWPBS, the SPBD assesses staff perceptions and beliefs in five domains*:

Domain 1: Teaching & Acknowledging Expectations

Domain 2: Systemic Resources, Supports and Climate

Domain 3: Implementation Integrity

Domain 4: Philosophical Views of Behavior and Discipline

Domain 5: Systemic Cohesiveness and Openness to Change

2. In addition, the SPBD measures four areas that are critical to the successful implementation of SWPBS, including knowledge, training, support or buy-in, and communication.

3. Last, open-ended questions are used to allow staff to voice their concerns about SWPBS, as well as their views of the strengths and needs of the school.

**Further description of each of these domains is provided in this report. For information on the technical properties of the SPBD, please refer to the SPBD Technical Report.*

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.

This signifies a facilitator; this finding identifies a strength that can be highlighted and used as a building block.



This signifies a barrier; this finding may impede a successful implementation and requires further investigation.

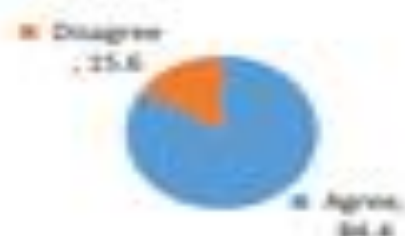


Question 15: The students at this school need to be held more responsible for their own behavior.



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.

Role	Agree	Disagree
Certified Staff	87.5 %	12.5 %
Classified Staff	81.3 %	18.8 %
Total	84.4 %	15.6 %

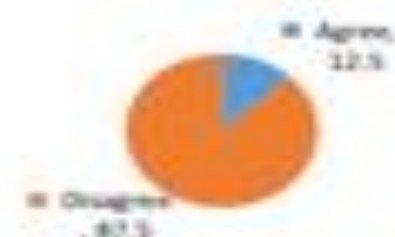


Question 16: Parents in the community don't seem to care about how their children behave at school.



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.

Role	Agree	Disagree
Certified Staff	18.8 %	81.3 %
Classified Staff	8.3 %	91.8 %
Total	12.5 %	87.5 %



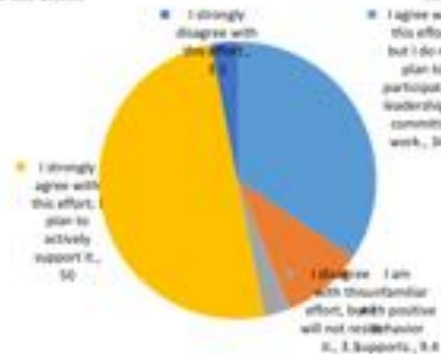
SPBD Core Item Summary			
SPBD Item	Questions to Consider	Facilitator	Barrier
Teaching & Acknowledging Expectations			
<i>I don't have time to teach the schoolwide behavioral expectations.</i>	Do staff prioritize teaching social, emotional, and behavioral expectations?	✓	
<i>Schoolwide behavior supports may work in other schools, but I doubt it will work in ours.</i>	Do staff believe SWPBS is a good fit for their students?		
<i>We should not have to teach students how to behave at school.</i>	Do staff feel that teaching behavior is their responsibility?	✓	
<i>I resent being asked to do one more thing.</i>	Do staff feel overwhelmed or a lack of control?		
<i>I feel that rewarding students is the same as bribing them.</i>	Do staff disagree with the use of rewards?		
Systemic Resources, Supports and Climate			
<i>The climate at this school is positive.</i>	Do staff believe the climate is supportive?		
<i>I have trust in my administrator's ability to lead us through change.</i>	Do staff feel supported by administrators?	✓	
<i>Overall, I am satisfied with my job.</i>	Do staff feel a sense of professional satisfaction?		
<i>I believe our school has (or will have) the necessary resources to support schoolwide positive behavior support.</i>	Will there be a long-term allocation of adequate resources to support SWPBS?		
<i>Schoolwide behavior support is likely to be yet another fad that comes and goes in this school.</i>	Is there a history of initiatives that come and go in this school?	✓	
Philosophical Views of Behavior and Discipline			
<i>When problem behaviors occur, we need to get tougher.</i>	Do staff have an over-reliance on punishment?		✓
<i>The students at this school need to be held more responsible for their own behavior.</i>	What does it mean to hold students more responsible for behavior?		✓
<i>Parents in the community don't seem to care about how their children behave at school.</i>	Is there a sound partnership with families in the community?	✓	
<i>I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.</i>	Do staff believe acknowledging students for meeting expectations lowers standards?		✓
<i>If students are not disciplined at home, they are not likely to accept any discipline at school.</i>	Do staff believe behavior can be changed at any age?	✓	
Systemic Cohesiveness and Openness to Change			
<i>The staff at this school tends to resist change with concerns such as "We don't do it that way here."</i>	Do staff tend to resist change?		
<i>This school has successfully implemented change efforts in the past.</i>	Is there a history of failed past change efforts in this school?	✓	
<i>My colleagues and I share a common philosophy for behavior and discipline.</i>	Do staff feel as if they are on the same page w/ a shared vision?		✓
<i>I suspect that my colleagues will not (or are not) consistently implementing the agreed upon schoolwide behavior plan.</i>	Do staff feel as if others will not implement and they will be alone in their efforts?	✓	

Level of Support for SWPBS

Staff support for implementing SWPBS, or staff buy-in, is associated with their actual level of implementation. In the literature, it is generally acknowledged that successful implementation requires 80% or more of staff to support—and show a commitment to—implementation. With lower levels of staff support or buy-in, it will be necessary to investigate the why.

Question 26: If you are familiar with schoolwide positive behavior supports, please indicate your current level of support or commitment.

	Certificated	Classified	Total
I agree with this effort, but I do not plan to participate in leadership or committee work.	37.5 %	31.3 %	34.4 %
I am unfamiliar with positive behavior supports.	0.0 %	18.8 %	9.4 %
I disagree with this effort, but I will not resist it.	0.0 %	6.3 %	3.1 %
I strongly agree with this effort. I plan to actively support it.	56.3 %	43.8 %	50.0 %
I strongly disagree with this effort.	6.3 %	0.0 %	3.1 %



Communication

Clear and timely communication to all staff is necessary for successful implementation of SWPBS. When concerns about communication are voiced by staff, we recommend investigating barriers to clear lines of communication. The issue may be discussed at a staff meeting or ask for input via email or comment boxes.

Question 27: Please rate the communication at this school.

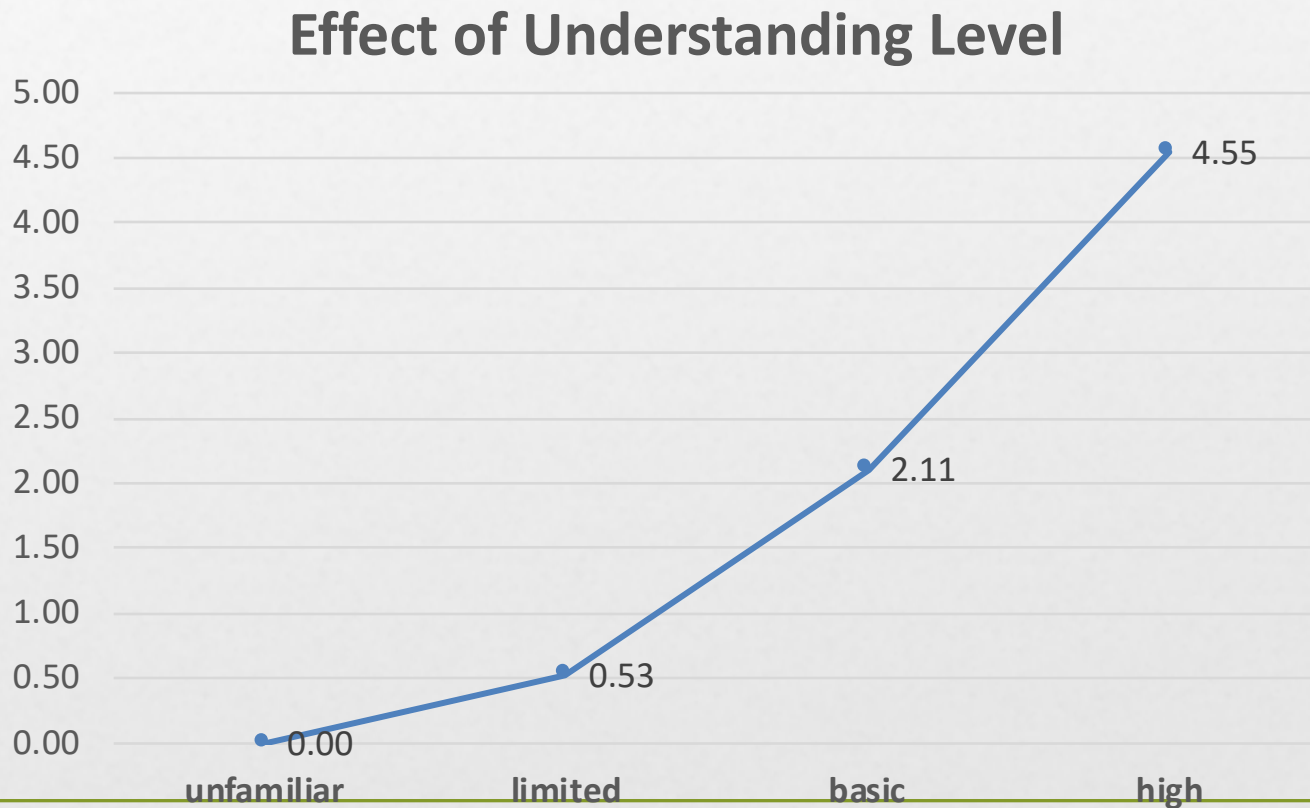
	Certificated	Classified	Total
Good: Communication is clear and timely.	37.5 %	37.5 %	37.5 %
Adequate: I tend to be aware of changes before they occur.	43.8 %	25.0 %	34.4 %
Needs improvement: I am sometimes unaware of changes.	18.8 %	37.5 %	28.1 %

SPBD: Relationship to Important Constructs

- 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:
 - Coming from middle/ high schools (*coeff.* = -0.1027; $p < .01$)

(Feuerborn, Tyre, & King, 2015)

Perceptions are more favorable when staff understand PBIS.



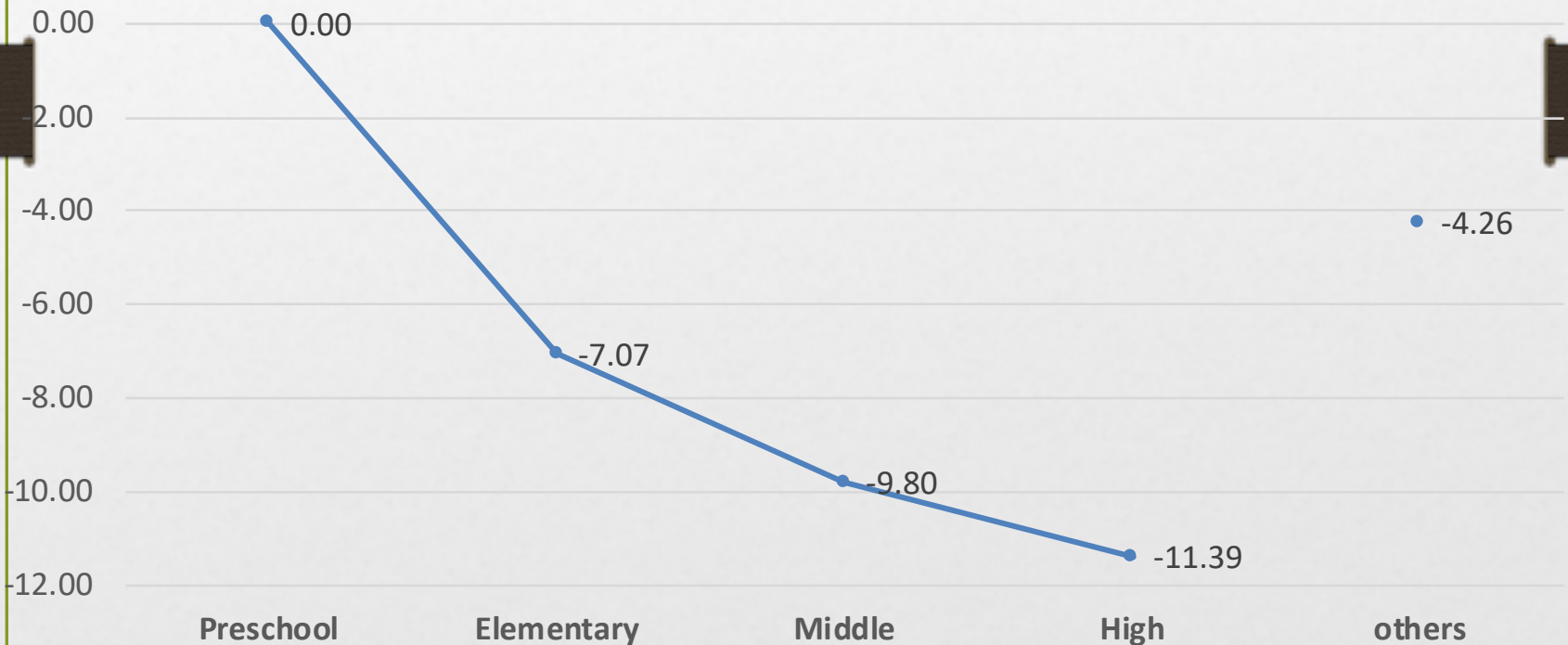
Perceptions are more favorable with professional development.

Effect of Hours of Prof Dev.



Perceptions are less favorable as school level increases.

Effect of School Level on Total Score



Qualitative Findings: Concerns of Secondary Teachers

Consensus

Resources

Philosophy

Climate

Administrator

Change
Processes

(Feuerborn, Wallace, & Tyre, 2016).

Qualitative Findings: Staff Opposed to SWPBIS

Consistency

Climate & Stress

Administrator
Support

Philosophical
Disagreement

Misunderstanding
of SWPBIS

Priority

(Tyre & Feuerborn, 2017).

Qualitative Findings: Concerns of Classified Staff

Consistency

Communication

Effectiveness

More
Discipline

Specific
Behaviors

Climate and
Stress

(Feuerborn, Tyre, & Beaudoin, 2018)

Recap of the Initial Process

- BEFORE sending it to staff, discuss the SPBD with them.
 - The Purpose; Logistics; Confidentiality; Research & Development; Use of Data (*How is it not a waste of their time?*)
- Send the link to *all staff* who work directly with students (e.g., teachers, classified, certificated support personnel).
- Provide the time, space, & technology to complete it (20 minutes).
- Check the numbers, and send out a reminder. Strive for a representative sample of staff.
- A day or two after your survey close date, receive the SPBD data report.



Use your SPBD Data to Make Data-Informed Decisions

“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)

Making sense of your SPBD data

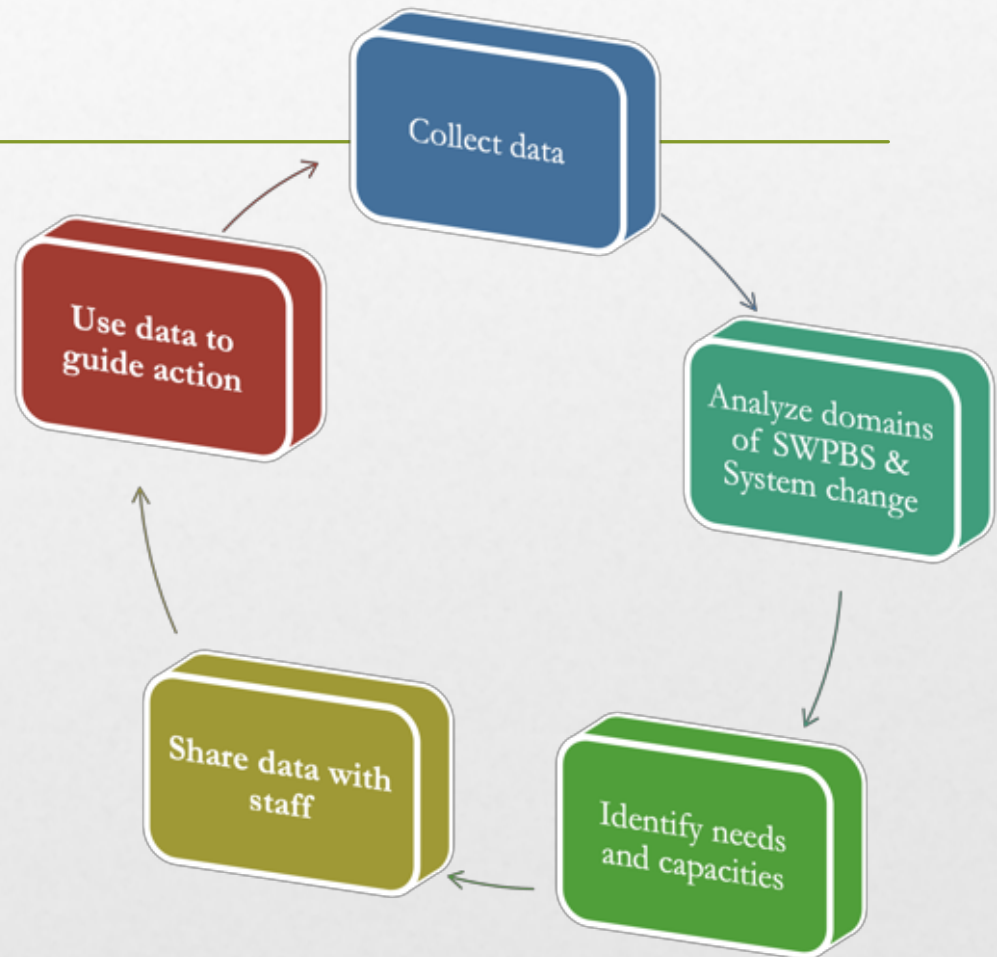
You've received your report.

Now what?

Data Informed Cycle of Improvement

- ✓ Collect data
- ✓ Integrate it
- ✓ Analyze & filter it
- ✓ Share it with staff
- ✓ Use it to determine actionable priorities

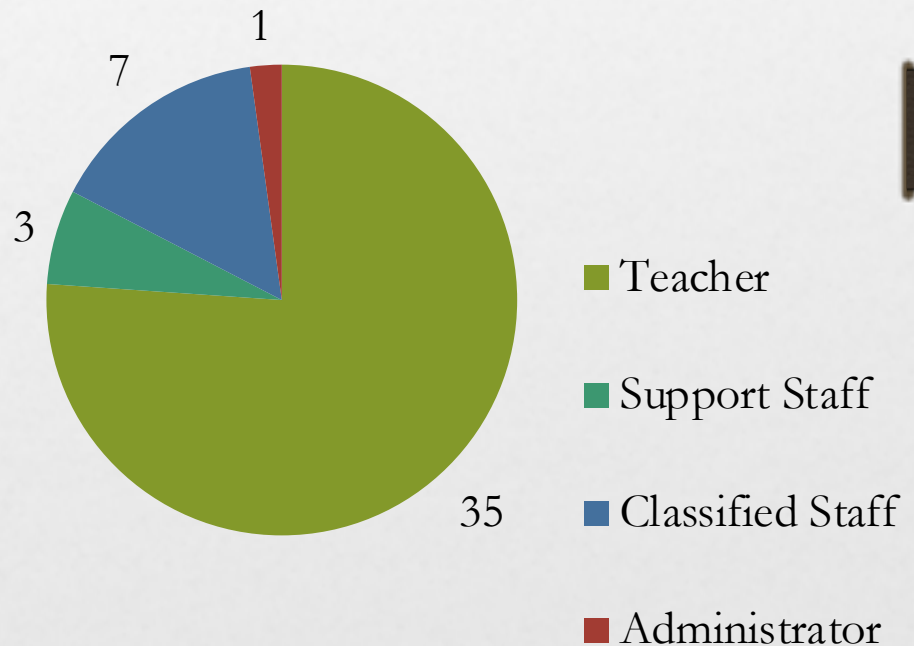
(Repeat)



First, consider who responded.

Consider response rates within the following:

- Role: Teacher, staff, support personnel, administrators, other



Second, Review the Quantitative Data.

- Use these data as indicators, to explore and identify:
 - General trends
 - Areas to celebrate
 - Areas of concern
 - Areas in need of more investigation



Third, Review the Qualitative Data.

- Use these data to investigate deeper and as diagnostics.
 - To provide context for quantitative data
 - To explain trends
 - To reveal needs not anticipated
 - To guide targeted professional development



SPBD: Qualitative Items

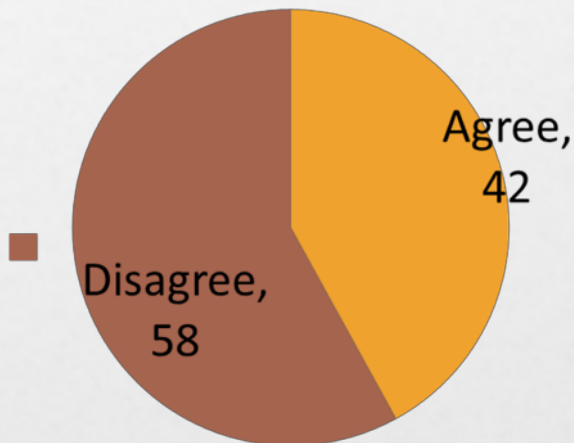
*When you think about
schoolwide positive
behavior supports, what
concerns do you have?*
(Hall & Hord, 2006)

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

*What is needed to
make it better?*

Example of Using Qualitative Data to Explain Quantitative Data

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.

Ok, now I understand
our data.

What do I do with it?

The effective communication of the results is important.

- 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.

(Nagle & Gagnon, 2008, p. 2219)

Fourth, determine how you will share the data with staff.

What data will you share the data with staff? **How? When?**

How will you share the data with those unable to attend?

How will you demonstrate that you are using the data to guide planning and decisions (and the survey wasn't a waste of their time)?

Can you use initial data sharing as an opportunity to clear up misperceptions and gather more insights?

Be on the Lookout for “Misses”

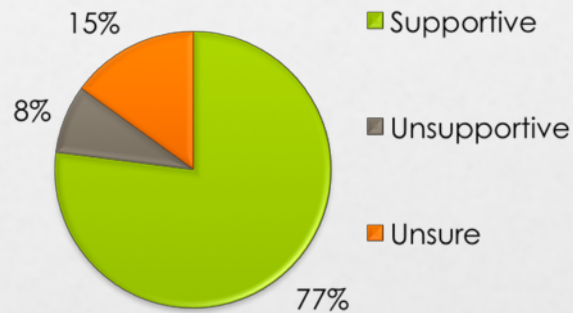
Misperceptions, misunderstandings, & misinformation

“PBIS seems like a system of more and more rewards with no true meaning behind them. Kids need consequences for their behavior.”

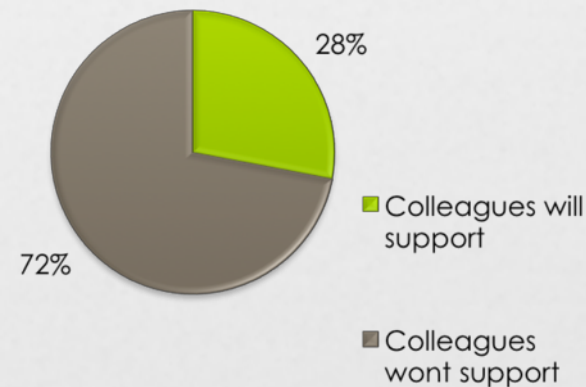
Example:

Perceived vs. Actual Support

Individual Support for
SWPBS:



Perception of Other's
Support for SWPBIS:



Goal: Identify Priorities

- Prioritize actionable pieces that proactively address resistance & create a solid contextual fit between SWPBIS & the school.
- Prioritize critical needs (e.g., safety issues)

Consider:

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

How will the priorities connect to the unified vision/mission of the school community?

How will they connect to the multi-year action plan?

Avoid a Deficit Lens: Build on Existing Capacities.

- Identify staff beliefs, strengths, and practices that you can celebrate.
- Identify practices that are currently working well
 - respects the knowledge and activities of staff
 - reduces the amount of change necessary



Using Your Data as a Mechanism for Change

**What can we really *do* about what staff
think or believe?**

High Quality Professional Development:

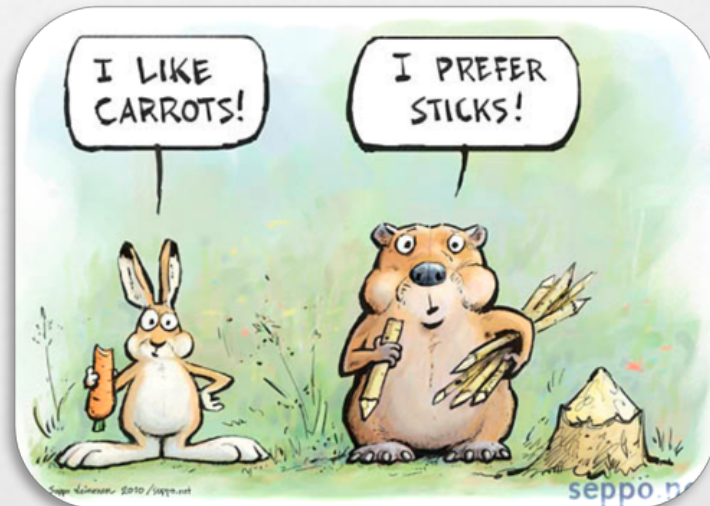
- is adapted to fit the context or setting in which it occurs.
- builds awareness, knowledge, and skills.
- promotes the development of learning communities.
- prepares educators to engage in frank conversations about bias (Togneri, 2003).

(Stollar et al, 2008; p. 876)

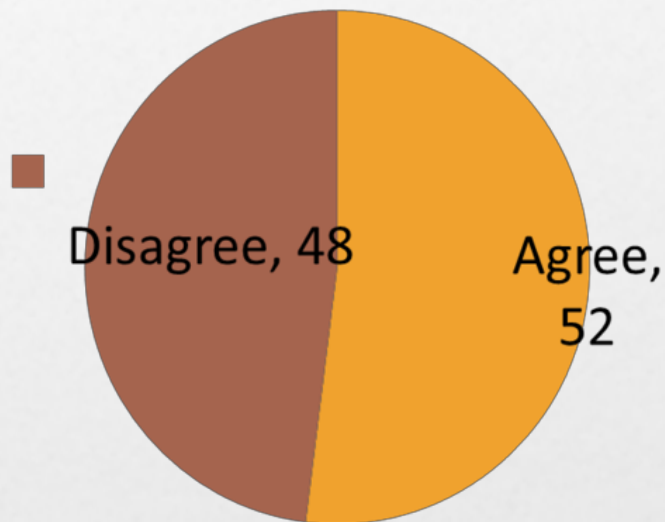
Provide opportunities for professional development & ongoing dialogue.

1. Clear up any misconceptions & misunderstandings
2. Discuss conflicting beliefs and offer alternative perspectives

(Ervin & Schaughency, 2008; Feuerborn & Chinn, 2012; Feuerborn, Wallace, & Tyre, 2016; Lohrmann, Forman, & Martin, 2008)



At first, we thought we had a philosophy issue on our hands...



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

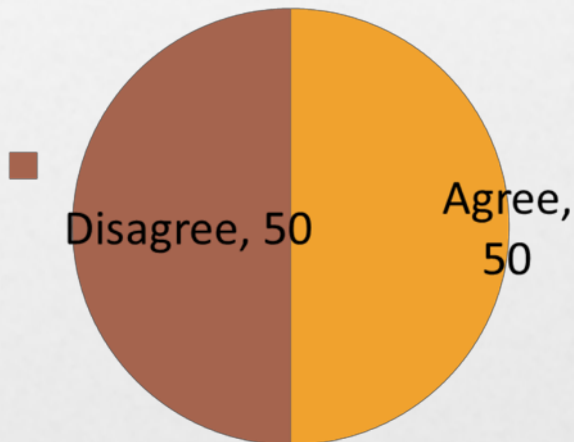
...but a closer look suggested otherwise.
If we dig, we often find the root of the issue



- *...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.*

Use Your Data as a Discussion Springboard

When problem behaviors occur, we need to get tougher.



Example statement of concern

- 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. We need something with more teeth.*

Let's Practice!

How might these responses guide your 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.

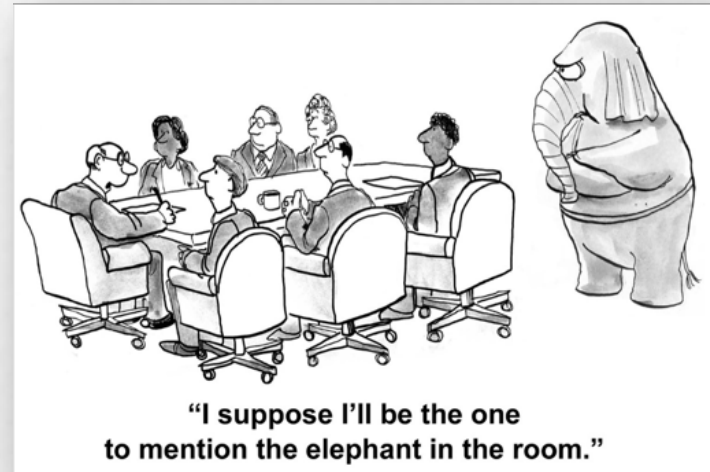
We need training that is relevant to what we actually do. My trainings are lead by people that don't even know what my job entails. Over the years, I have learned to disengage during trainings and spend the time doing something more productive for me, like catching up on email.

Authentic Feedback & Ideas from Real Schools

*What are some other schools doing
with their SPBD data?*

How was the SPBD helpful?

- *It gave the staff a voice. They are working day in and day out with challenging students and they deserve a right to confidently describe how they feel, what they need, and what could be improved.*
- *This was a big eye opener! Staff had a chance to vent their frustrations and we got a better sense of the climate.*



...gave us language to face some of our difficulties and barriers.

How did you use your SPBD data?

- *Created specific training:* including discussions around zero-tolerance and the importance of being proactive rather than discipline-focused.
- *Changed training:* to include student-teacher relationships and bias.
- *Developed Task Forces:* in PLCs to work on issues associated with climate, consequences, and rewards.
- *Changed procedures/process:* Consistency was a recurring theme, so the team worked on revising and condensing behavior referral sheets and providing a list of behavior definitions and a flowchart for addressing behaviors
- *Included classified staff* in our trainings!!! There was a huge discrepancy between classified and certificated staff that we didn't know existed.

Area Schools Using the SPBD Across Time

- *From last year's results, we made many changes! We targeted areas for training, secured greater administrator support, greater integration of initiatives, and developed coordinated action plans. We also improved our communication strategies and our Red Zone systems.*
- *It was great to see improvement over the years! And, the changes were a direct result of last year's information from the initial administration of the survey. Real success!*

What about this one?

- *We did not share the survey results. We took it at the end of the year and used it for our PBIS team to inform planning.*



Continuous Assessment

Decision makers and regulatory agencies have always known that what is measured or monitored is given more attention. A change effort will be given more attention if facilitators continually check on how implementation is going.

(Hall & Hord, 2011, p. 150)

How to Start Next Monday

- If you would like to request use of the SPBD, go to:
- www.spbdsupport.com
- and to <http://spbdsupport.com/RequestSurvey>

Request The Survey

Please complete the information below so that we may create your survey. Once your survey is created, we will send your link to the SPBD, and you can then send it to your certificated and classified staff working directly with students.

Please provide your contact information:

First Name

Last Name

Email address

Please provide information about your school. If you have multiple schools, please fill out separate request forms for each school.

Country

State or Province

School District

School

School Level

SPBD at a Glance: The 10 Step Process

1. Request the survey <http://spbdsupport.com/RequestSurvey> to receive your link.
2. Before sending the SPBD link to staff, discuss it with them. This includes classified staff, teachers, and certificated support personnel. Discuss the purpose; logistics; confidentiality; SPBD research & development; and most importantly, the use of the survey data (i.e., *How is it not a waste of their time?*)
3. Send the link to *all staff* who work directly with students (e.g., teachers, classified, certificated support personnel).
4. Provide the time, space, & technology to complete it (20 minutes).
5. Check the numbers, and send out a reminder. Strive for a representative sample.
6. A day or two after your survey close date, receive the SPBD data report. After you receive your report, check to see how many responded and by role.

10 Steps of the SPBD (continued)

7. Review the quantitative data. Check for trends and indicators of areas of success and areas in need of more growth. Review the “facilitators and barriers” page.
8. Review qualitative data. These data can help contextualize, explain, or “diagnose” problems, identify unexpected strengths, and provide additional insights.
9. Determine how, when, and where you will share these data with staff, along with how you intend to identify priorities from these data alongside of data from other sources (e.g., students, climate, and implementation).
10. Act on the data through training and implementation decisions. Review these session slides for suggestions. If encountering resistance, consider the function. What is the person trying to communicate by resistance? Consider: climate issues such as stress & norms; systems issues such as leadership & resources; and implementer/individual issues such as knowledge, skills, & ideology.

It's not easy, but it's worth it!



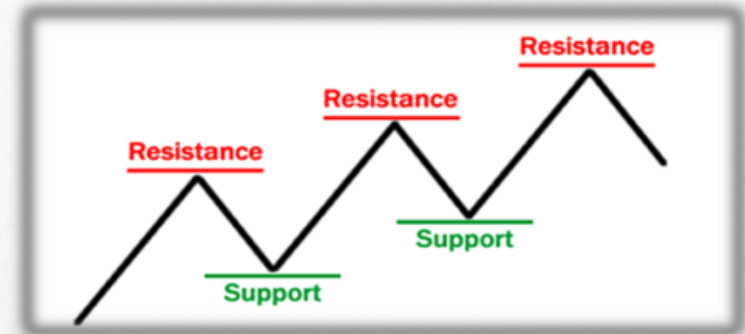
Questions?

Want to know more or be a part of our
working collaborative?

Please contact Laura Feuerborn:

feuerl@uw.edu

Selected works



- Feuerborn, L., Tyre, A., & Zečević, M. (in press). Factor Validation of the Staff Perceptions of Behavior and Discipline (SPBD) Survey. *Remedial & Special Education*.
- Feuerborn, L., Tyre, A., & Beaudoin, K. (2017). Classified staff perceptions of behavior & discipline: Implications for SWPBIS. *Journal of Positive Behavior Interventions*.
- Tyre, A. & Feuerborn, L. (2017). The minority report: Understanding the concerns of staff in opposition to SWPBIS. *Journal of Psychological and Educational Consultation*, 1-28.
- Feuerborn, L., Wallace, C., & Tyre, A. (2016). A qualitative analysis of middle and high school teacher perceptions of schoolwide positive behavior supports. *Journal of Positive Behavior Interventions*.

Selected works (continued)

- Feuerborn, L., Tyre, A., & King, J. (2015). The Staff Perceptions of Behavior and Discipline (SPBD) Survey: A tool to help achieve systemic change through schoolwide positive behavior supports. *Journal of Positive Behavior Interventions*.
- Feuerborn, L. & Tyre, A. (2015). How do staff perceive schoolwide positive behavior supports? Implications for teams in planning and implementing schools. *Preventing School Failure*.
- Feuerborn, L., Wallace, C., & Tyre, A. (2013). Gaining staff support for schoolwide positive behavior supports: A guide for teams. *Beyond Behavior*, 27-34.
- Feuerborn, L. & Chinn, D. (2012). Teacher perceptions of student needs: Implications for positive behavior supports. *Behavior Disorders*, 37(4).