

TIM RUNGE: My name is Tim Runge. And I am here to have a conversation with you all in the next hour on how to sustain and expand school-wide PBIS. And it is my contention that the best way to go about doing that is actually using data that you ought to be collecting and looking at on a regular basis anyway. So the theme or the take home message, the nugget that I hope you leave with before you all start texting or sleeping or whatever else that's going -- you're going to do for the next 58 minutes, is to recognize that you have tremendous power and potential already in your computers and in your data warehousing systems at your schools that you can utilize, you can harness to help ensure that school-wide PBIS and PBIS is the framework, the three-tiered model actually is implemented with integrity at your building for a very long time. And so what I am charge with doing today is to get you thinking about what kinds of data sources you already have that you can maximize in an effort to sustain and perhaps even expand the three-tiered logic not only within your building, but across your entire districts. Again, my name Tim Runge, I am an Assistant Professor of Education at Indiana University of Pennsylvania. And I've been there for five years. I teach in the School Psychology Department. So in full disclosure, I am a School Psychologist by training and trade. I hope that's a good thing to say in this audience. I suspect that hopefully it is for many. And prior to working at IUP, I actually worked for the PaTTAN System in Harrisburg for a couple of years. I had the privilege and the luxury of learning about school-wide PBIS from some of our earliest implementers and some of you are actually sitting here in the audience today. So I had the distinct pleasure of gaining valuable experiences, learning from the pioneers of PBIS in Pennsylvania way back when it was referred to as SWEBS. And also before we added the I in PBIS. And so I'd -- I think I have some experiences to share with you about that. And then prior to that 10-year at PaTTAN, I was a School Psychologist in a Central Pennsylvania School District and I had again the luxury of working in one particular elementary school that implemented SWEBS from -- way back in SWEBS days. So I feel as though I bring to this conversation some practical experience, some technical advice and now most recently as the facilitator of the -- excuse me, the Principal Investigator for PBIS at the school-wide level for Pennsylvania some data that will hopefully help champion your cause for you back in your buildings. So, I realized that we still have a couple of other folks coming and there's plenty of room up front. I can't see hardly anybody because the lights are so blinding that I can see about two or three tables worth and then after that it's kind of a blur. But come on up front if there are still people coming in. And also just as a -- before we dive in everything, there are some housekeeping things that some PaTTAN folks are going to be sharing at the very end. Namely the code for the session which I know everybody is anxious to hear. So -- okay. Let's get this to work. So -- just couple of special things that I wanted to provide to those who are obviously many of whom are not here. I have a Co-Principal Investigator, Mark Staszkiwicz. That is how you pronounce that last name. I never thought in a million years that I would be part of a research team where my name was the easiest one to say. My colleague, Mark Staszkiwicz who was not here, but he has been instrumental in helping with the data analysis at School-Wide Positive Behavior Supports across Pennsylvania. A number of research assistants as well as PaTTAN consultants and most notably all of you -- all of you I'm assuming or at least the vast majority

of you are working in schools that are either implementing or, or about to implement PBIS, the three-tiered logic. It is because of the great efforts of all of you that we have a body of knowledge and facts that can be used to sustain and expand implementation of PBIS. Just by a show of hands, how many of you are in the frontlines, in the trenches working in schools? Just raise your hands. Either as a -- wow, educator, administrator, okay. How many of you are parents? All right. How many of you are consultants from outside agencies like IU's and maybe some of our community mental health partners? Who else am I missing? Okay. All right. So thanks to all of you we have a lot of information here in Pennsylvania that's used to sustain and expand PBIS across the commonwealth. So I hope that you can take a little bit of what we've learned and what we've done with the data that you all have provided. Thank you very much. Take that information and apply it to your own schools to the same effect. That is sustaining and expanding school-wide PBIS. So what do we -- what does it mean to sustain an educational effort? This is not a really great room to try and like get audience participation. Because I'm somewhat confined to the stage here, but use your good loud recess voice to describe what does it mean to sustain an effort? Silence. Anyone? To keep it going, do people agree with that? Thumb up if you -- if you agree with to keep it going? All right. Anything else that might be pertinent to sustaining any sort of effort?

AUDIENCE MEMBER: Enthusiasm.

TIM RUNGE: Enthusiasm. Excellent, yes. Anything else?

AUDIENCE MEMBER: Build capacity.

TIM RUNGE: Build capacity, yes. So building capacity that is the resources internally to make sure that it sticks even if people leave. We all have cheerleaders and the team leader of the PBIS in yours--the PBIS team in your school and if that person leaves will PBIS sustain? If it doesn't, then you have not built that internal capacity that is absolutely necessary. Other things that are related to sustaining implementation? To keep it going, with enthusiasm, to build internal capacity. I would also add that not only is it to sustain it or to keep it going and build that internal capacity but also it's making sure that what we are doing is what we should be doing and that we are getting the exact same outcomes as we did originally. In other words, we should be looking at why did we start implementing PBIS in the first place? And in particular, why do we implement school-wide PBIS in the first place? I mean, the most common answers are, well, we need to, because this is for referrals and that they have three or more positive learning environments or what they call positive at school cultural environment, that's all the reasons implementing PBIS. But if you've been implementing PBIS towards five, six, seven, eight years and some of our colleagues here I'm sure have been doing, are you still getting the same outcomes? If you're not getting the same outcomes then you all likely will not sustain implementations to what PBIS or anything that you could implement. So not only in sustaining ability in my view related to getting done to keep it going but also getting the same outcomes that you ought to get year after year after year. So think about that in the context of what data are we collecting for what purposes? And after you maximize and utilize those data so that we convince

seeing our efforts across. So what factors extends the factor influence our ability to sustain any sort of educational effort? Well, here is another one of those Proverbial Refrigerator Magnets that Rob Horne and George Guy and Lucille Eber and other -- Lucille Eber and others discussed. This is one that's talking about sustainability. If you're not really into visual representations, the next few slides have it written out. But essentially this is what it is, any educational effort that has any chance of being sustained over the long haul requires that at first be a priority. Ever notice why on the SET? Show of hands if you're familiar with the SET, School-Wide Evaluation Tool. Okay. So maybe a third. One of the key features of the SET an implementation fidelity check is whether or not a school administrative and core team has prioritized behavior as one of its top three initiatives. If creating a positive pro-social environment is not one of your top priorities then it's not going to be sustained. PBIS will not be sustained. So it has to be a priority. Make implantation of a high degree of integrity and positive outcomes be a priority. Make sure secondly, that you're noting how effective is -- are your intervention efforts. That's where the data piece comes in. Thirdly, make sure that we're working smart and very efficiently. Don't be duplicating things. I work presently right now with a junior high school. A very large junior high school that noticed that at least two if not three different teams of teachers were doing essentially the same thing related to fundraising and creating opportunities for resources to support efforts in schools. So that building administration went through a process of working more efficiently by eliminating two of those teams to become much more efficient in what we're doing. Make sure of course that your mission in terms of implementing school-wide PBIS fits in with the context of the needs of your local community. And then lastly, right smack that in the middle. Probably no big surprise to some is this notion of using data to continuously regenerate ourselves. Using data to make sure, are we implementing with integrity? Hopefully, that's a yes. If not, then go back and fix it. And then secondly, if we know that we are implementing with integrity then making sure that the outcomes that we want to achieve are actually being achieved and using those data to help us always revisit the core framework of PBIS. I've worked with some schools that have implemented school-wide PBIS now for -- wow, 15 years. One of our original pilots says 15 years or so and they are still every year going back and making sure that their universal school-wide PBIS framework is clearly intact and it's still generating the outcomes that they would like to see. So it's important that in the process of considering sustainability that we maximize our conceptual fit. How does this fit with everything else that we're doing? Make it a priority, ensure that we are being very efficient and that lastly, and this is kind of the highlight of what I wanted to talk about today is using data to continuously regenerate, sustain and if -- and if not certainly expand what we're doing. It is my view that we should always be making decisions that are based upon data. Yeah, we've been in -- those of us who've been in education for couple of years probably heard this phrase database decision making. You probably heard of that once or twice before and I don't know how many times its referenced in No Child Left Behind but it's a lot. So this concept of we need to be using data to make everyone of our decisions and that should absolutely be the case with school-wide PBIS, because it's my view and I endorse similarly what Sir Arthur Conan Doyle has indicated here that it's absolutely inappropriate to

make decisions and especially decisions about other people namely kids if those decisions are not rooted in some amount of data. Now, you can certainly have more objective data and subjective data but let's have a lot of data readily available so that we can always ensure that we're making decisions about kids that are based on data that we know to be reliable, strong, good, valid data because I truly believe that in education and in most facets of life data really should be the loudest voice in what we choose to continue in education as well as what we choose to maybe back away from because the data may suggest that certain practices are not effective. So data should always have the loudest voice in the decisions that we make about kids. And in full disclosure, I want to let you know that I actually do practice what I preach. So I'm going to share with you a little story about my youngest daughter, Emma Jane. Emma Jane is now five years old. This is a picture of her from last summer. And Emma Jane is of course the -- you know, the -- my world revolves around her and her sister's and my wife, of course as well. They would do harm to me if I didn't say that, but Emma Jane is five years old. And at bed time, this last academic year we would read her story -- a couple of stories. I'd read her couple of stories and -- in bed and then I put her to bed. And I've turned on her monitor and my wife and I would retire to another room to relax at last or actually pretty much crashed because we're so exhausted. And -- so we would -- we would retire to another room and within a matter of moments through the monitor we would hear Emma Jane say, "Mommy, mommy or daddy, daddy," and so one of us would get up. Go into her room and check on her and all she wanted to do was just make sure that we are still around. And she would wave. So we've give her the thumbs up and I would trace back to the -- to the family room, sit down and within a matter of moments those of you who are parents probably know what's going to happen. We hear it again. "Mommy, daddy," so I would slowly get up and walk back to her room. This was repeated many, many times. In fact, it would continue even after my wife and I would retire for the evening, go to sleep. As a consequence, our sleep was very much disrupted and this was me usually most mornings thereafter. Pretty sleep deprived, pretty actually uglier than I am right now and just in rough shape. And so my wife and I were getting quite discouraged and we thought we got to do something about this. So I, as a school psychologist thought, "Well, let's try an intervention. Let's do something about this." My wife, God Bless her was kind enough to go along with this. So I developed an intervention for Emma Jane. The intervention consisted of this, we'd put her to bed after I had read to her. And I would tell her, here is a timer. I'm going to put it at 10 minutes. If I don't hear a peek from you in 10 minutes I will be back up here to give you a thumbs up. If I hear mommy or daddy that 10 minutes is going to start over again. It's a contingent reinforcement system. My wife didn't want to really take concern for it neither did my kids. They thought it was weird but I put them on an intermittent schedule of reinforcement. And because I'm kind of odd and I love data, I decided, let's give this thing a try and let's chart some data. I kid you not, here are the data for my intervention strategy used with Emma Jane, our five-year-old daughter. It's might be a little bit hard to see especially if you're basically half a mile away from here but the very -- on the farthest left side are baseline data. And then each of the different intervention faces represent different periods of time that I was basically stretching out how long it would be from the time that I would

leave her room and come back again 15 or 20 or 30 minutes later and usually after about 17 or 18 minutes she was asleep which at the end of the day meant, woohoo, I was getting a lot of sleep. Emma Jane was a lot happier. We were all much happier. So I truly do believe and use data to make decisions about what I do with my own kids. Yeah, it seems a little strange and honestly, this is the truth. You can ask anyone of my kids. You can ask some of my colleagues. You can ask some of my students. I have my students in one of my graduate classes do a behavior project every fall. I do the same project with them. I sit down with my wife and my kids and we figure out what problem are we going to try to address this time around or what we've been doing recently. What pro-social behavior can we intervene upon to increase its likelihood of occurring? And as a result, I'm collecting data and putting them up weekly in my classes and showing to my kids and my kids just hang their head in shame and say, "We don't know you, dad." Use data. I'm using data with my own kids. I implore you to use data with your kids in your care. Maybe not your own family but certainly with the kids in your charge in your school buildings, so use data to inform, expand and sustain implementation of PBIS. That's the take home message here, but be careful sometimes the data you have maybe relatively garbage data. So we got to be careful of the data that we are collecting are accurate data. And so I implore you, encourage you to consider the source of the data that you're getting and then using those data to then validate what you're doing and why you want to continue expanding. So what data do we typically collect in a school-wide PBIS framework? Office discipline referral data just shut it out. What are the things do we typically collect?

AUDIENCE MEMBER: Attendance.

TIM RUNGE: Attendance. Thank you. And you guys were only looking already hours in attendance.

AUDIENCE MEMBER: Detentions.

TIM RUNGE: Detentions. Thank you. Suspensions, expulsions, maybe looking at that. All right. We have some schools that are tracking the receipt of tickets, the tokens which is a very ambitious effort to try to track all of that information. That's a good thing. That's tracking pro-social behaviors because typically what we track in a school-wide PBIS framework are oftentimes the negative behaviors, office discipline referrals, detentions, suspensions, attendance is a good thing. We like that. We like to have people attend. Is anybody looking at academic data with regards to the outcomes associated with PBIS? If you're not, I would strongly encourage that you do that. What do you do with those data? Well, typically it's been my experience that the core team course over this data. They say, "Oh, these three things look really good. These two things don't look so great. We're going to try and fix these two or three things," but the data rarely ever leave that room perhaps maybe the data are shared on some superficial level with the faculty at a faculty meeting but oftentimes again in my experience that is shared with faculty in a matter of five or seven minutes which may not be sufficient. All of you were going through great pains and efforts to implement school-wide PBIS. Be proud of what you're doing. Share the data with your colleagues who are not on the PBIS team. And I encourage you to share those data with your school board, your local community. Make the -- everybody aware of what you are doing. I had an opportunity

to work with one particular school in which I was encouraging the principal, share your data with the school board. And the principal was very, very hesitant. Very hesitant to do so, oh, no, I'm just -- you know, apparently this was the situation in which essentially if the school board was involved with a great - - had a--had a great deal of knowledge about what was going on. There was fear of scrutiny being placed on the principal and the school building. So, after a number of months of encouragement and trying to get the principal to do this and as well encouragement from other administrators to do so, the principal in fact did go before the school board and was absolutely amazed at the positive reception from the school board to the extent that the school board then started considering, how can we expand these efforts in other buildings? Because why are you doing it in just this one building but it's not happening in the eight other elementary schools. Why is that? So using and communicating the data to all individuals not just your core team is essential for sustaining and expanding school-wide PBIS. So consider, what data are you collecting? Are they the important data that will drive home the message that this is an important effort? And then how were -- how were you communicating those data and to whom? It's absolutely critical that you do that. So we use data within the PBIS three-tiered logic. We use data to help inform sustainability and expanded implementation at the national level, at the state level. And then I hope that all of you take something home today and actually these two days at this conference to help you sustain your implementation at the district level and certainly at the building level. So I'm going to share with you a little bit about some of the information, the data that we have that indicates how PBIS is being sustained at the national level and also at the state level. So at the national level, we certainly have large scale program evaluations of PBIS across multiple states. We got Maryland and Catherine Bradshaw and colleagues at Johns Hopkins. Florida, Duncan Cade and others in South Florida. Lucille Eber at Illinois, Michigan, Colorado, lots of states have been in increasing numbers as well. Their large scale studies of implementation efforts related to PBIS as well as positive outcomes associated with high fidelity implementation. So that's good for us. It's good that we have a national voice indicating that there are strong outcomes associated within high fidelity implementation. We have those advocates. Some of whom are actually here this -- at this conference as well. We've invited some of these other speakers in previous conferences and I'm sure you'll get to see some of these others in future conferences. And we also have in legislation, an emphasis noted numerous times and especially education law for example noting that our intervention efforts for all students and in particular students with disabilities should focused on positive pro-social and proactive interventions to promote the behaviors we want to see in kids. So that's all good news for a sustained and expanded implementation of PBIS across the nation. What about at state level? Here are some data. Again, I apologize that these might be a little too small if not impossible to see because they're so small but if anybody is interested in an executive summary for Pennsylvania's PBIS program evaluation you can visit the PAPBS.org website and you can download a couple of the last few executive summaries related to implementation efforts in Pennsylvania. These are data from our most recent program evaluation indicating the number of schools that have implemented with integrity universal school-wide PBIS since our revitalization of what used to be called SWEBS back

in fall of 2007. Now, the gray bars -- again to help you since they are quite small. The gray bars represent elementary schools, the -- I guess, it's kind of a bluish bar are middle schools and then the bluish green, bad color of choice, sorry, a little too close to the middle. The blue green bars represent high school and then the purple are those--typically those are the K-8 schools or schools that don't fit neatly into elementary, middle or high school. So clearly, I--it doesn't take advance degrees to see that the bars are getting bigger as you go further right. And so what that's clearly indicating is that we have more and more schools implementing with integrity, the universal PBIS framework. Certainly, and not surprisingly this is not unique to Pennsylvania. The majority of schools that are implementing with integrity in Pennsylvania are elementary schools. But what is extremely exciting for me and I hope for many of you as well is that we're seeing also increases in middle schools and high schools and in our most recent evaluation although it doesn't appear in this particular slide, we've got a number of preschool programs as well. So the message is clearly quite loud that PBIS is being implemented in a number of schools across Pennsylvania and that number is in fact growing exponentially. That's fantastic. But it begs the question, how did we get here? Why are more and more schools getting on board? Is it just another bandwagon here that we have in education? Or is there something else to this effort that is truly convincing local communities to make a concerted effort to implement with integrity school-wide PBIS. And I think one of those reasons why you see the bar is getting bigger as you go further to the right is because the data are indicating that if you implement with integrity you will get a host of positive outcomes. So here are just a few. Again, these are much more eloquently summarized in our executive summary which you can find on the web. Here's just a snippet of data from some elementary schools, these are launched juvenile data. What are these? These are office discipline referral rate per 100 students per school year. And so this is the average number of offices upon referrals per 100 students. The black bar represents the schools ODR rates prior to implementation of high fidelity school-wide PBIS and then the green bars represent four years of sustaining high fidelity implementation. Again, you don't need an advance degree to see that the green bars are a lot shorter than the black bars. And when we run the school analysis it indicated that the decrease is rather substantial. So we see obviously a mark of decrease in ODR's. And I would imagine that the vast majority of you -- of those of you who are in schools that are implementing high fidelity school-wide PBIS are seeing similar trends, a mark of decrease in the first year of implementation and if you're implementing with integrity sustained low rate -- lower rates of ODR's. It's kind of hard to take this data to the administrator or a school board or a parent and say, "You know what? Yeah, let's give up on this effort because you know what? We actually do like having more ODR's." That's crazy -- that's crazy talk. So if we have data that indicate ODR's are dramatically reduced, this will speak volumes for your efforts to attempt sustained and expanded implementation. We've also got triangle data so these are data that indicate the percentage of all the kids in the school building who get zero to one ODR that's represented by the green areas. The percentage of kids who get two to five ODR's that's the yellow areas and then the kids who get six or more ODR's, it's the red area. And what we see is very consistent actually across all schools in Pennsylvania but also

nationally as well. We see large percentages of kids at all grade levels, elementary, middle, high school and those kindergartens through eight grade schools. We see large percentages of kids who are demonstrating pro-social behaviors to the extent that they are getting one or no ODR's in an entire academic year. And it's truly just a very small fraction of students who get the vast majority of the ODR's. So I would encourage you, if you are implementing school-wide PBIS or if you're considering implementing school-wide PBIS to look at your triangle data and if you're using SWIS, School-Wide Information System to track your ODR's this will do it automatically for you. If you're not using SWIS, we have some excel spreadsheets that will do it for you relatively easily. It's a simple thing to do that can speak volumes to how effective are your intervention efforts. It's hard to look at this data and say, "Yeah, you know PBIS just really doesn't work for us. Let's abandon it." It's really hard to change course when you've got strong data indicating this is a good thing for kids. What are the data that we have? Well, here are out-of-school suspension rates across three elementary schools, this is a pre-post. So prior to implementation they were averaging 3.8 days of out-of-school suspension per 100 students and actually after four years sustained implementation of significant decrease to just over one and a half. So look at office or excuse me out-of-school suspension rates as another indicator that this thing is working. This framework that we have invested time, resources and energy into is actually working. Academic data, this is just one slide but I've got lots of lots of academic data indicated in the executive summary. What we've noticed is in this graph probably doesn't highlight it as nicely as I should, what we've noticed is over a four-year span schools that implement school-wide PBI -- elementary schools that implement school-wide PBIS at the universal level with integrity outperform their non-implementing school-wide PBIS schools across Pennsylvania in both Mathematics and Reading. Granted, we're looking -- these are PSSA data and yeah, I heard some other PSSA is changing, right? So we're going to re-conceptualize how we're analyzing this data in years to come, but that's my problem not yours. The take home message here is we've got real solid evidence that in Pennsylvania schools that implement high fidelity school-wide PBIS actually get better academic outcomes in Reading and Mathematics. That's a hard thing to deny when you've got data staring you in the face saying, "This works for kids." Now, if you don't really think that the PSSA is all that terribly helpful or if you maybe have other outcome measures that you want to consider or if you're just maybe not from Pennsylvania. We've got national studies using randomized control design, experimental designs in which not we but other's colleagues have them in which we see that kids improved their Reading and Mathematics performance when they are educated in schools and implement school-wide PBIS with integrity. It's undeniable by now. It is absolutely undeniable to suggest that PBIS really doesn't work for kids. It actually does, it works beautiful for kids. It decreases ODR's. It eliminates or not -- it doesn't eliminate, it reduces off out-of-school suspension rates. It increases students and staff attendance. It's doing wonderful things for academic outcomes. If you have all of these data and you should if you're implementing with integrity because you should be looking at these data. Then it's really hard to make an argument to stop implementing PBIS. So please consider the data that you are collecting which ought to be a part of your overall universal school-wide PBIS

framework, right? That's high fidelity implementation is you're collecting data on a regular basis and analyzing that data and then using those data to make decisions so why not take those same data and then share them beyond the 8th or 12th people on your core team. Use those data in an effort to make your case with the stakeholders and those individuals who make the big time decisions about whether or not we sustain this effort at the building level and then also expand it to other buildings as well. So at the state level, we have -- as I'm sure some of you are aware of, there is a State Leadership Team that meets on a fairly regular basis. And in fact we just met last week to talk about how our effort is going with increasing the presence of PBI -- the PBIS logic across all schools in Pennsylvania. So we meet on a regular basis and we are advocating through multiple sources on how we can blend, bridge, raid resources to help sustain these efforts. So we have folks from Department of Public Welfare, of course, Department of Public--excuse me, yeah, Department of Education, we've got advocacy groups, we've got the Education of Law Center. We've got all these different organizations that are working behind the scenes, helping to make sure that what you all are doing is not lost or is not done in vain. That in fact you can continue to do what you're doing and expand what you're doing to other buildings. So we've got the State Leadership Team of course, hopefully all of you are currently in or will be in the PAPBS network and I would encourage every school to apply for affiliation in the network. You've got your local, regional and your state level advocacy groups. So look -- turn to your IU's, turn to a neighboring school districts to help advocate for your efforts. We've got of course an army of trained individuals who facilitate and work with schools in order to implement with high -- the --with high -- with integrity. And then of course, all of the numerous, countless hours and efforts that all of you have done. So consider, there's a national push for sustaining implementation of school-Wide PBIS, the Three-Tiered Logic, school wide at the universal level. There's a state level effort to do this kind of work. Now, what all can you do within your districts? Consider what data do you already have that can be use within your context to help educate the individuals who make those tough decisions about what's sustained and what's not. And then use those data with them to justify your cause. I don't have the answers. I certainly don't. I just have some -- perhaps maybe some okay ideas but I think that you all need to consider what are the key outcomes that are relevant to your communities. Maybe decreasing office discipline referrals is not a huge priority because you're one of the fortunate individuals to work in a school where they have five office discipline referrals in a year. And yes, I had an opportunity to work with an elementary school that average, I think eight office discipline referrals in a year. And I kind of scratch my head, wondering, "Well, maybe PBIS isn't necessarily the thing you need right now." I don't know. Let's just kind of consider what is relevant. So consider what are the needs of your local community? What are they looking for? What data then can you access that likely are already available, so that you can be much more efficient in your efforts. I know all of us are over worked. We've got a lot on our plates and especially all of you working in public education. So let's consider what data are already available in a school building that we can access that will help justify our cause for sustained and expanded implementation. There's no need in my opinion to necessarily come up with elaborate schemes of gathering additional data because oftentimes that

requires a lot of extra work. Instead, consider what data are you already collecting. Someone mentioned much earlier, attendance. There is someone in your district who is keeping track of not only student attendance but also in another type of attendance you want to be looking at, staff attendance. So your HR department is very carefully watching staff attendance, so find out who has those data. And then access those data in some capacity to help again view through a different lens the outcomes associated with your sustained implementation. So consider, what's relevant, what's salient, what's important for us? What's going to help justify our cause, our existence and our expansion of school-Wide PBIS and then find out where we can get those data. I'm not necessarily suggesting you create new elaborate data systems or come up new surveys or task someone with finding a new and noble way of collecting data. No, no, no, no. Figure out what data you already readily have available and use it, maximize it. As a researcher, working in higher education, I am always amazed of how much data schools are sitting on that they don't use. And in fact again, as a researcher I start to drool because I think of all the wonderful opportunities. So you -- I think -- many -- and when I was in public education, I didn't quite understand just the vast amount of data that was already available. So consider what you already are sitting on because likely you're sitting on a ton of data that will help speak to your cause. Who should you share those data with? That becomes the next question. So once you've determined what's important data to collect, how to access it, maybe you have to find out which support person has access to the database that will get you the data that you need and then send them flowers every couple -- every once in a while. Give them a reinforcer for helping access those data, right? Or chocolate candies or whatever. Hey, we're here in Hershey, get him some candies here while you're here. So get those data and then who -- with whom do you share those data? It is my suggestion that you share those data with building principal, of course that individual should clearly be on the school-Wide PBIS team anyway but share those data with building level administrators, central level administrators, school board and the local community. I made reference a little while back to a junior high school that I've been working with for a number of years. They've -- they put together a -- I guess it's not -- it's somewhat regular newsletter that's then posted on their website. And they draw parents' attention to it. And what they discovered is that, actually a fair numbers of parents were actually looking at it and reading it. And one of the parents happens to be a school board member and was wondering why aren't we hearing about school-Wide PBIS at a school board meeting. I and the school board member was indicating that well, she was reading about it on a newsletter as a parent but wasn't hearing about it at the school board. That was a lost opportunity, a missed opportunity. Now, then the core team decided, you know, it's probably a good idea to go talk about this with the school board and they did in fact do that. So again, since school boards oftentimes make those decisions that really impact whether or not an effort is sustained in a building. Make the school board aware of it, make parents aware of it, make the community aware of it, make businesses aware of it. It's amazing to me how many businesses partner with schools to help support financially implementation of PBIS with gift certificates and stuff that kids can get with their tokens. So if we get businesses informed about our efforts and demonstrate to them that "Hey, this is a good thing for kids."

They will likely and it's been my experience anecdotally that they will buy into the effort as well and they will support it. Thus, again supporting your cause for sustaining and expanding school-Wide PBIS ultimately it comes down to what are the key factors associated with school-Wide PBIS and its implementation over the long haul? We recently concluded a study that some of you might have actually been participants of. We surveyed a number of schools in Pennsylvania that have been implementing school-Wide PBIS for a number of years and we also approached a couple of schools that implemented school-Wide PBIS for a few years and then stopped implementing it. They fell off the radar. Because we are curious about, you know, why are some schools able to sustain and other schools are not able to sustain? And so we wanted to look at this through the lens of the current environment in Pennsylvania and then embed that into what is the national research indicating about what are barriers to sustain implementation and what are the factors that promote or enhance expansion of school-Wide PBIS. So we invited a number of educators to complete an online survey called the Subsist. Kent McIntosh out of University of Oregon has developed it and utilizes it in some of his national studies. He was kind enough to let us utilize his survey as well. And what we find was this, -- what we found, excuse me, was this, we had -- how many participants do we have? I guess we had 92 participants from 15 different schools that either presently were implementing school-Wide PBIS or had ceased implementing with integrity after a couple of years. And we rank ordered what's the number one reason why schools fail to sustain implementation of school-Wide PBIS. Our results has indicated right here, actually nearly similar with the national data. That is first and foremost, why does PBIS not sustained? Because staff don't buy into it. In fact, almost a quarter of all schools that responded who failed to sustain implementation efforts indicated that the number one reason why it failed was lack of staff buy-in. So it begs the question for me, how do you get staff to buy into it? One perspective might be to show them some data. I don't know. That's what I've done in a number of schools before -- in some schools that I have helped trained from the beginning, I'll get their ODR data together with the principal and then we'll share those ODR data with the staff and it's surprising to me how few staffs are actually aware of how many discipline referrals are logged each day in a building. And so it's been my experience, a very humbling experience but my experience that when I've shared these data at a faculty meeting, there are a lot of gasps. People are actually freaked out by the sheered volume of office discipline referrals that are generating in their skill -- in their schools. Likely because they are very knowledgeable about go -- about what goes out in their building but not so much about -- or in their classroom but not so knowledgeable about what's going on in other classrooms. And until they see those data, they have no idea just how bad the problem might be. So if we can use data to help staff buy-in to this concept, that's just one way. There are many other ways of helping to increase staff buy-in but notably what we get from our research as well as research from other states, is that if we don't have that staff buy-in, school-Wide PBIS is dead in the water. You absolutely need to have staff buy-in. Second highest ranked barrier for sustained implementation is lack of consistency. And by the way, this is the lack of consistency not by administrators, in terms of their disciplinary actions taken up on kids but it's actually the lack of consistency of staff implementing the

framework. So, you got to have each other's back and supporting each other to make sure that what you are doing is exactly what the next person is doing and what the next person after that is doing. Kids are pretty good about figuring out which teacher they can get away with certain behaviors. That's problematic. Adults do the same thing. Think about when you're driving on a highway and you know where there is likely to be a state trooper versus where there is not likely to be a state trooper. I bet your behavior changes. Kids do the same thing. We got to have consistent implementation of the framework in order to sustain our efforts. Certainly, as we go further that at least the percentage decreases rather dramatically but I think the take home message here are two things -- three things actually, increased staff buy-in, lack of consistency and then this lack of time. Meaning we got to be much more efficient with the limited amount of time that all of you have. So, be smart about how we're doing things. Now, the flipside of this survey was looking at what things actually promote sustained implementation. Here's the positive elements, what are the things that actually helped. Not surprisingly, the number one thing, administration buy-in and support. And I see a number of people nodding their heads, so either they're asleep or they're falling asleep or they agree. Hopefully it's the latter. So, getting administration to buy-in and not --this is not just building level administration, this is a central office and school board administration. Now, when we did some focus groups and chat with people in the trenches such as you about this. It's not again just a building level group. I have administration that are key, although they are a key. It is a certainly central administration as well as school board. Improving the -- improving in the school environment is another element that is associated with sustained implementation. So, creating a positive culture that is embracing of all the students, accepting of all students needs and embracing student diversity. That is key to sustained implementation. And then also this team collaborative approach. Again, I'm taking the top three kind of nomination here with regard to this -- factors that are affiliated with sustained implementation. So, having a team approached, that you don't just have one person who's doing all the work, making sure that there's an adequate or sufficient division of labor. So take this information back to your teams and recognize that you need data to sustain implementation and expand it. You also need to make sure that you have administrator buy-in. You need to promote a positive school culture and climate that's embracing of all students and all the staff and a team collaborative approach. Those will be the keys to sustain implementation school-wide PBIS. As someone had mentioned earlier, you also need to remember that you got to be looking at the fidelity with which you're implementing and that is absolutely critical as well. And so it is my view that the first question that we should be looking at is, what are the key characteristics or outcomes that we want to see in our implementation of school-wide PBIS. ODR's notably -- probably, the number one thing that school's track, out of school suspension, instructional time, opportunities to learn. These are all just some general ideas about things that PBIS has been demonstrated to positively effect and improve safety in climate. It can be use to decrease referrals to special education and out of school placement of kids with disabilities, so embracing the notion of least restrictive environment. Hey, there's a noble idea. Let's create an environment in which all kids are welcome and we can meet their needs here and their

neighborhood school. So, we know that PBIS can affect those indecisive to LRE, out of school placements that are indicated and we know that it also affects academic performance. But first and foremost, what is absolutely critical in my view that we asked of the school-wide PBIS framework is this, how well are you actually implementing it. And I know that's not necessarily the most glamorous or exciting question to ask but it's my -- but it is my view that the basic or foundation of sustained implementation of school-wide PBIS is considering how well are you actually implementing the framework. If you don't know how well you're implementing it then in my view, you're not implanting school-wide PBIS. You have to know how well you're doing it because ultimately school-wide PBIS, there is a blueprint, there is a framework, there is a recipe, like this recipe for a cake. If you don't follow the recipe, you end up with this. Lord only knows what you have. If you're not following the school-wide PBIS framework, who knows what you have and then the outcomes that you're viewing, you cannot attribute them to the framework. You're going to tribute them to the faces of the moon or the tides or the humidity level or whatever. You cannot associate it however with PBIS unless you can demonstrate . So, you've got a beautiful cake, a beautiful, magnificent, elegant school-wide PBIS framework. So, again not very glamorous or glitzy or exciting for many but for me it is. Note how well are you implementing school-wide PBIS. We've got a bundle of fidelity checks. Many of them I would imagine a fair amount of you in this room are quite familiar with. First is School-wide Evaluation Tool. We don't usually do that on an annual basis. Usually about every five or seven years but that's a really strong indicator, actually the best indicator of implementation fidelity. On an annual basis, you should be looking at Benchmarks of Quality, BoQ. Benchmarks of Quality, is an annual fidelity measure that all schools ought to be utilizing. If you're in a school -- if you are working in a school that is implementing school-wide PBIS and you don't fill out a BoQ annually or some other fidelity measure, then you're not implementing school-wide PBIS. I hate to say it but one of the hallmarks key features of school-wide PBIS is that you're monitoring fidelity on an annual basis. So, look at BoQ data or Team Implementation Checklist, TIC data. There's a couple of others that are kind of in their development stages, the PIC and the Walkthrough. But essentially, if you are implementing or think you are implementing school-wide PBIS then you should be collecting fidelity data on a regular basis. Know how well you are following the recipe. And if you find that you are deviating from that recipe, then go back to the recipe and fix it. Add another egg, add a little bit more flour or sugar. Do something to improve the quality of your framework. If you note from your fidelity checks on an annual basis that you're implementing with integrity, pat yourself on the back, speak loudly about how well you're implementing, not just with your peers in your core team but to the whole building, to administration, to the school board, to your local community. Speak loudly about that and then figure out where do we go next. Because ultimately any changes that you observed in outcome data affiliated with any effort and in this context school-wide PBIS, any outcome data that we're monitoring on a annual basis need be attributed to the implementation of something and you got to have that. You need to know what kind or how well have you followed the recipe. So, the only way to know that you are truly having a positive outcome associated with your implementation to school-wide PBIS is to monitor A,

implementation fidelity and then B, what are the outcome variables or data that you need to be looking at that are relevant, salient for your school, your district, your community. Once you've implemented with integrity and you've got a lot of strong outcome data to support that yes, we're doing good things and yes, this something that we should stand behind, continue to support and sustain and in fact expand to other buildings. Then you have the next challenge which is considering we've got Tier 1 down, now we've got to move on to Tiers 2 and 3. Lest we forget that school-wide PBIS is just the green zone of the Three-Tiered Logic for PBIS. Nail down green zone interventions universally across all kids. Monitor implementation fidelity. Hone in on those key outcome variables that are relevant to your school, your district, your community. Once you've got that, it is really hard for state -- for decision makers to make decisions that undermine your school-wide PBIS framework because you've got data to support that what you're doing adds value to your community. That's a really hard thing to say no to. It's really hard to say no to an effort that enhances the education of our students. So, get that green zone universal School-wide PBIS solidly in placed. Monitor outcomes and then embrace the next set of challenges, that is Tiers 2 and Tier 3 which of course is going to be for another breakout session. Ultimately make sure that data are the things that you are using to justify your cause to sustain and expand school-wide PBIS. If you're not using data for those purposes, then you're not implementing school-wide PBIS with integrity. So, I know all of you are implementing or will be implementing school-wide PBIS with integrity which means of course, you're going to have a host of data that you're looking at on a regular basis which in turn means now you just use those data with a different audience. Educate others. Make them well aware of the good work that you're doing and make it really hard for them to say "No, we can't support that anymore." I appreciate your time. I'm sorry that in this large format, it didn't really lend itself to questions or anything like that but I will stick around. And in the interest and being sensitive to the next presenters, I'm not going to -- I'll probably take it outside after a few moments. But I do appreciate your time, your attention. And I am truly indebted to all of you for the great work that you do as front liners working in schools with kids, families, teachers, educators and the whole community. Thank you. Thank you.