How To Make Change Happen: Assessing Staff Needs To Drive Supports For SWPBS

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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: A case example.

Conclusions and Q&A
The Research To Practice Gap

CHALLENGES IN THE IMPLEMENTATION OF SWPBS
The Research to Practice Gap

Researchers have identified evidence-based practices.

But these practices are not implemented.

**WHY does this gap exist?**
The importance of staff in SWPBS implementation

Lack of staff buy-in associated with low implementation

Achieving staff buy-in associated with implementation

Leadership teams (Kincaid et al., 2007), SWPBS facilitators (Lohrmann, Forman, Martin, & Palmieri, 2008), and problem solving teams (Bambara, Nonnemacher, & Kern, 2009) found staff support for SWPBS to be influential in SWPBS implementation.

We’ve found this to be true! (e.g., Feuerborn, Tyre, & King, 2012)
Pop Quiz

SWPBS is a packaged program.
True or False

PLEASE EXPLAIN YOUR ANSWER.
Involvement of Stakeholders

“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?
Benefits of 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)*

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We have a tendency to infer the needs of stakeholders.

*Can you think of an example when your needs were inaccurately inferred?*
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?*
Change Is Personal
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 to two important ways - knowledge and beliefs.

(Fullan, 1985; Hall & Hord, 2006)
## Five Reasons We Resist Change

<table>
<thead>
<tr>
<th>Reason</th>
<th>Cause</th>
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</table>
| Lack of Leadership              | Low administrative support  
Ineffective leader of the change effort                             |
| Lack of Priority                | Change is not needed  
Other initiatives take priority (time)                               |
| Hopelessness                    | Poor school climate  
Staff feel disenfranchised                                               |
| Lack of knowledge               | Low knowledge and misunderstandings  
Poor professional development                                             |
| Philosophical differences       | Understand the change effort, but fundamentally disagree with it     |
As Individual’s Change, the System Changes: The S-Curve of Adoption
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 + Plan = 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.

Reframing Resistance

- 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. Allow all voices to be heard—through multiple communication modes.

- Resisters are crucial to the politics of implementation in democratic organizations, such as schools.

- Yet, we also cannot allow the vocal resistance of a few to derail a change process accepted by the majority.

  “Respect those you wish to silence.” (Heifetz, 1994)
Collecting & Using Data to Guide Your Planning

ASSESSMENT OF STAFF AND SYSTEMIC NEEDS.
Successful Change Begins with Readiness Assessment

<table>
<thead>
<tr>
<th>SYSTEMIC READINESS</th>
<th>STAFF READINESS</th>
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</table>
| Continuous assessment of the status and needs of the system with respect to implementation:  
  ▪ Focused on all readiness domains  
  ▪ Guided by a core leadership team & conducted at least annually |
| Following awareness training, assessment of staff readiness deserves special consideration. Continuous assessment of staff:  
  ▪ Knowledge and skills  
  ▪ Attitudes and beliefs  
  ▪ Conducted at least annually  
  ▪ Also guided by a core planning team |
Middle School Case Example: The School Context

- A large middle school in Washington State that has been implementing SWPBS for one year.
- 75% of students eligible for FRPL
- Predominately White (40%) and Hispanic (41%) student population
- 60 Certificated Staff and 45 Classified Staff
- Strong district-level support for implementing SWPBS.
- The school is still in the planning phases and the team recognizes the need to address the climate of the school as an important step to embracing a PBIS culture schoolwide.
School-wide Evaluation Tool

- Designed to evaluate the extent that the critical features of SWPBS are implemented in a school.
- Sources of data include a review of permanent products, observations in common areas, and staff (minimum of 10) and student (minimum of 15) interviews.
- Typically administered by a trained external evaluator on an annual basis.

(Horner, et al., 2004)

www.pbis.org
## Middle School Case Example: SET Results

<table>
<thead>
<tr>
<th>SET Domains</th>
<th>% in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations Defined</td>
<td>50%</td>
</tr>
<tr>
<td>Behavioral Expectations Taught</td>
<td>90%</td>
</tr>
<tr>
<td>On-Going System for Rewarding Behavioral Expectations</td>
<td>50%</td>
</tr>
<tr>
<td>System for Responding to Behavioral Violations</td>
<td>75%</td>
</tr>
<tr>
<td>Monitoring and Decision Making</td>
<td>88%</td>
</tr>
<tr>
<td>Management</td>
<td>94%</td>
</tr>
<tr>
<td>District-Level Support</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78%</strong></td>
</tr>
</tbody>
</table>
Additional Tools for Systemic Readiness

- 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
Assessing Staff Readiness

Following An Awareness Training...

- Assess readiness to implement PBIS by asking staff about their
  - Knowledge and skills
  - Beliefs and attitudes
  - Levels of interest and support for implementation

Readiness Assessment Methods...

- Surveys
- Open-ended concern statements
- Focus groups
- One legged interviews
The SPBD is a free and anonymous staff survey.

The SPBD assesses staff perceptions, needs, and insights for moving forward with implementation.

The survey asks questions assessing beliefs about behavior and discipline, perceptions of schoolwide expectations, school climate, systemic supports, and resources.

Administration is online with an auto-generated report (www.spbdsupport.com).
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 Online

1. Complete the SPBD Request
2. Send the SPBD to staff
3. Check the numbers
4. Receive your report
5. Share it!
SPBD: Content Development

Based on a comprehensive review of the systemic change, consultation, & PBIS literature:

- Five domains of staff perceptions were identified:
  - Effectiveness and need
  - Administrative leadership
  - Resources and supports
  - Culture of cohesiveness
  - Philosophy

- 32 Likert-scaled items were developed to assess staff perceptions in the domains

- 24 items were retained after initial piloting of the survey (Feuerborn, Tyre, & King, 2014)
SPBD: Internal Validity

- Based on analyses of staff responses (n=1210) from 36 schools:
  - Strong internal consistency for the total scale (.80)
  - Principle Component Analysis supported the following survey domains
    (Feuerborn, Tyre, & King, 2014)
The SPBD differentiates between schools that are and are not implementing SWPBS based on SET scores.

Staff in implementing schools (n=73) provided significantly higher ratings on the SPBD as compared to staff in schools with low implementation (n=125), t(2, 196)= -3.81, p=.00.

(Feuerborn & Tyre, 2012)
SPBD: Relationship to Other Variables

In a sample of staff responses (n=993) from 30 schools, HLM analyses revealed the SPBD was strongly associated with:

- **School SET scores** (coefficient = 0.0043; \( p < .001 \)).
- **School level** (coefficient = -0.1027; \( p < .01 \)),
- **Understanding of SWPBS** (coefficient = 0.0531; \( p < .01 \)),
- **Support for SWPBS** (coefficient = 0.0499; \( p < .01 \)),
- **Hours of training** (coefficient = 0.0169; \( p < .01 \)).

(Feuerborn, Tyre, & King, 2014)
Case Example: Who Responded?

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated teacher</td>
<td>32</td>
<td>50%</td>
</tr>
<tr>
<td>Classified staff</td>
<td>15</td>
<td>54%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Certificated support staff</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

- Certificated teacher: 32 respondents (50%)
- Classified staff: 15 respondents (54%)
- Other: 1 respondent
- Certificated support staff: 1 respondent
- Administrator: 1 respondent

Total respondents: 64

- Administrator: 2 respondents
- Other: 2 respondents
- Certificated support staff: 1 respondent
- Classified staff: 15 respondents
- Certificated teacher: 32 respondents
Teaching and Acknowledging Expectations: Effectiveness and Need

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

Agree, 6
Disagree, 94

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

Agree, 8
Disagree, 92
THE CLIMATE AT THIS SCHOOL IS POSITIVE.

SCHOOLWIDE BEHAVIOR SUPPORT IS LIKELY TO BE YET ANOTHER FAD THAT COMES AND GOES IN THIS SCHOOL.

However, 78% of respondents reported they have trust in their administrator’s ability to lead the change process, a facilitating factor.
Philosophical Views of Behavior & Discipline

WHEN PROBLEM BEHAVIORS OCCUR, WE NEED TO GET TOUGHER.

IF STUDENTS ARE NOT DISCIPLINED AT HOME, THEY ARE NOT LIKELY TO ACCEPT ANY DISCIPLINE AT SCHOOL.
Philosophical Views of Behavior & Discipline (Continued)

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.

Disagree, 48
Agree, 52

Disagree, 46
Agree, 54
Systems: Cohesiveness & Openness to Change

MY COLLEAGUES AND I SHARE A COMMON PHILOSOPHY FOR BEHAVIOR AND DISCIPLINE.

THIS SCHOOL HAS SUCCESSFULLY IMPLEMENTED CHANGE EFFORTS IN THE PAST.

Disagree, 62
Agree, 38

Disagree, 42
Agree, 58
Currently, I teach the agreed upon schoolwide behavior expectations to students.

Disagree, 22
Agree, 78

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

Disagree, 28
Agree, 72
I suspect that my colleagues will not (or are not) consistently implementing the agreed upon schoolwide behavior plan.

If you are familiar with schoolwide positive behavior supports, please indicate your current level of support or commitment.
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?
Creating a data-driven, strategic plan

**STEP 2: CREATE A PLAN**

*When the winds of change blow, some people build walls and others build windmills.*

- Chinese proverb
A review: The first 3 Steps

1. Collect needs assessment data

2. Analyze domains of systemic-change & SWPBS
   - Resources, supports and climate
   - Cohesiveness & openness to change
   - Teaching and acknowledging expectations: Effectiveness and need
   - Philosophical views of behavior and discipline

3. Identify needs and existing capacities.

Pop Quiz #2: What is step 4? _________
The last 3 Steps

4. Share data with staff

5. Use data to guide planning

6. Collect and use data throughout all phases of the process to inform a continuous cycle of improvement
Identify Needs & Build on Existing Capacities

- Resources, supports and climate
- Cohesiveness & openness to change
- Teaching and acknowledging expectations: Effectiveness and need
- Philosophical views of behavior and discipline
Build on Existing Capacities

An inventory of current practices can highlight areas of existing capacity and areas in need of improvement. Identifying staff strengths and practices that are currently working well respects the knowledge and activities of staff. Also, it can reduce the amount of change necessary to reach and sustain implementation.
Teaching Expectations: Need or Capacity?

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

Disagree, 94

Agree, 6

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

Disagree, 92

Agree, 8
Climate: Need or Capacity?

The climate at this school is positive.

Example statement of concern

Disagree, 58
Agree, 42
The latest MetLife Survey of the American Teacher found unprecedented levels of stress and dissatisfaction.

When teachers are stressed, they are:
- less empathetic
- less mindful.
- react to students more harshly.

This is a breeding ground for more negative student behavior.

Negative student behavior is one of the top causes of job stress and burnout. This leads to a “burnout cascade” (Jennings & Greenberg, 2009)
Philosophical Views: Need or Capacity?

When problem behaviors occur, we need to get tougher.

Example statement of concern

Disagree, 50
Agree, 50
Philosophical Views: Need or Capacity?

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

EXAMPLE STATEMENT OF CONCERN

Disagree, 48
Agree, 52
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, 2012; Lohrmann, Forman, & Martin, 2008)
Example: Common “Misses”
Misperceptions, misunderstandings, & misinformation, oh my!

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

“If it wasn’t for a handful of students (and we all know who those students are), then we wouldn’t even need this program.”
Knowledge & Training

Currently, training needs are not met at the pre-service nor the in-service level.
(e.g., Begeny & Martens, 2006; Porter et al, 2000; Shernoff et al, 2004)
A missing link to effective PD?

Training in theory & methods

Prior experiences, beliefs, attitudes, and background

We neglect an important mediating variable – the person!

Change in Practice

PD typically includes underlying principles and procedures
Identified Need: Professional Development

- "My concern is that this will be limited to a few after-school presentations..."

- “The district has consistently brought forward changes that have enormous impact on its students and have failed to supply adequate resources for professional development.”

- “I’m tired of the same recycled ‘What is PBS’ trainings every year. We need more.”
There needs to be work days for staff to work on this during the year - not after school when everyone is tired, but actual days during the year.

I think this is a great idea, although teachers need the time to collaborate and create a positive professional climate in order to implement and maintain a sustainable difference in the school. If collaboration time is not given, this has the potential to be just another fad.
Inform, Involve, & Acknowledge

Provide **ongoing information** to keep staff “in the loop” in easy to digest pieces and from various sources

**Involve staff directly** and develop ownership

Celebrate successes and **acknowledge the efforts of staff**

(e.g., Ervin & Schaughency, 2008; Lohrmann, Forman, & Martin, 2008; Rogers, 2003)
Making Change Happen
Summary of the Process

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 planning
6. Collect and use data throughout all phases of the process
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
[Consensus] is “when all points of view have been heard and the will of the group is evident—even to those who most oppose it” (DeFlour et al., 2006, p.240)
Selected works