

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

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# Advanced Organizer

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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

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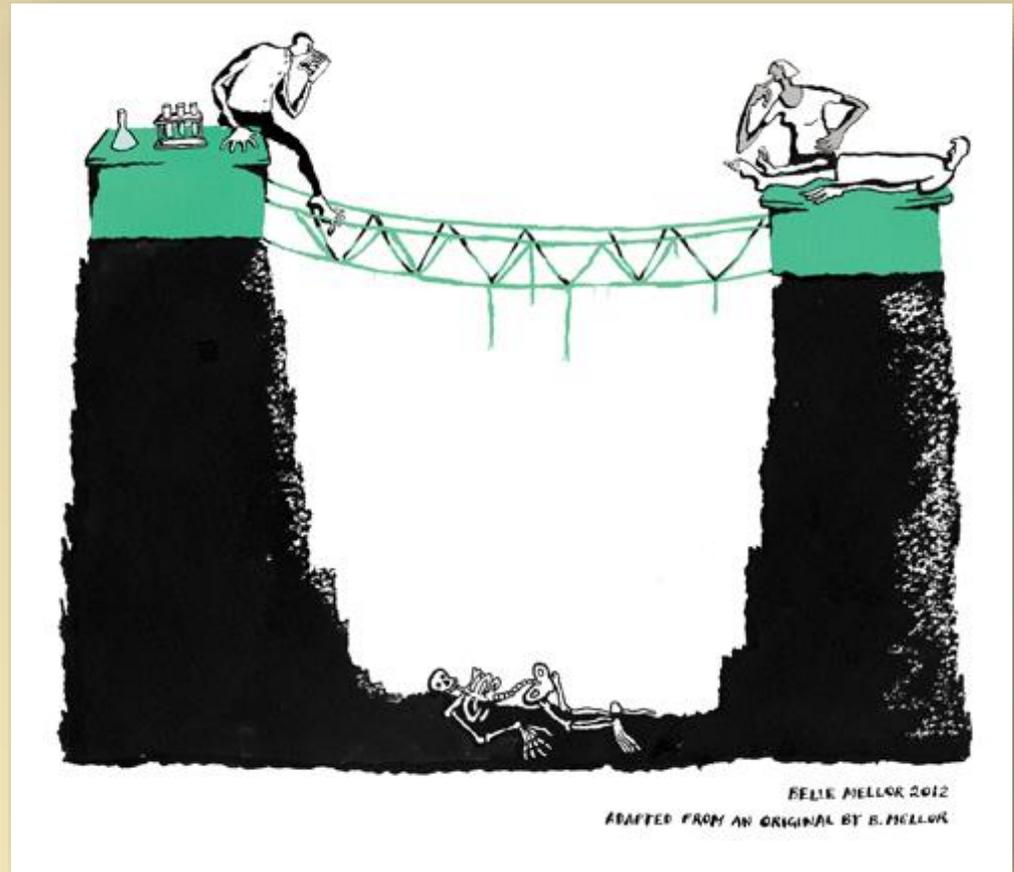
CHALLENGES IN THE  
IMPLEMENTATION OF SWPBS

# The Research to Practice Gap

Researchers have identified evidence-based practices.

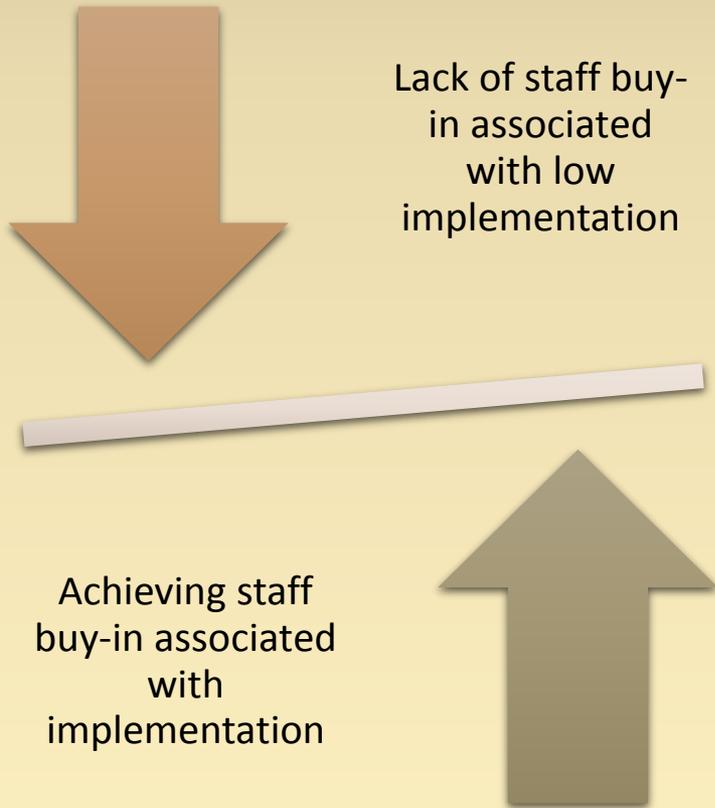
But these practices are not implemented.

**WHY does this gap exist?**



# The importance of staff in SWPBS implementation

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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**

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PLEASE EXPLAIN YOUR ANSWER.

# Involvement of Stakeholders

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“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

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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)*

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...

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## 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

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# Understanding Change

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- ◎ *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

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

Individuals must change in to two important ways-  
knowledge and beliefs.

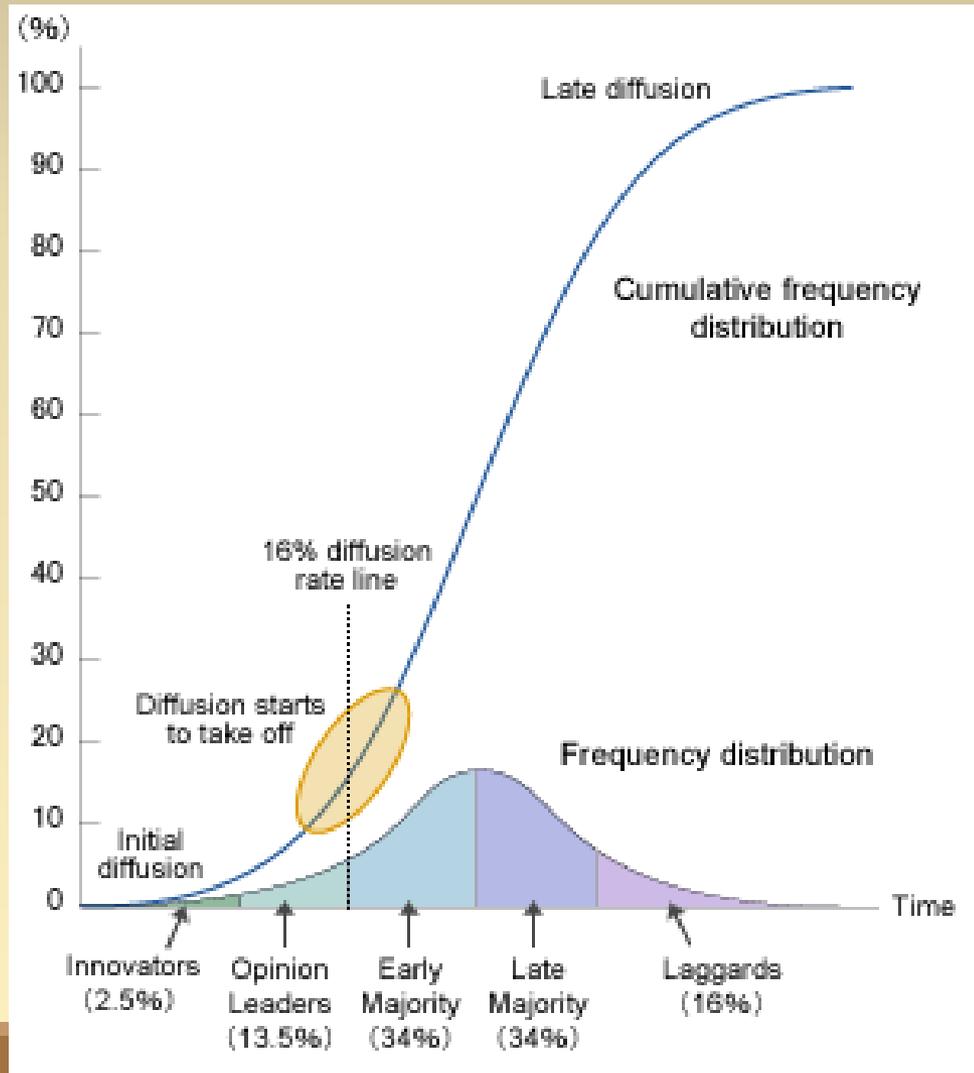
*(Fullan, 1985; Hall & Hord, 2006)*



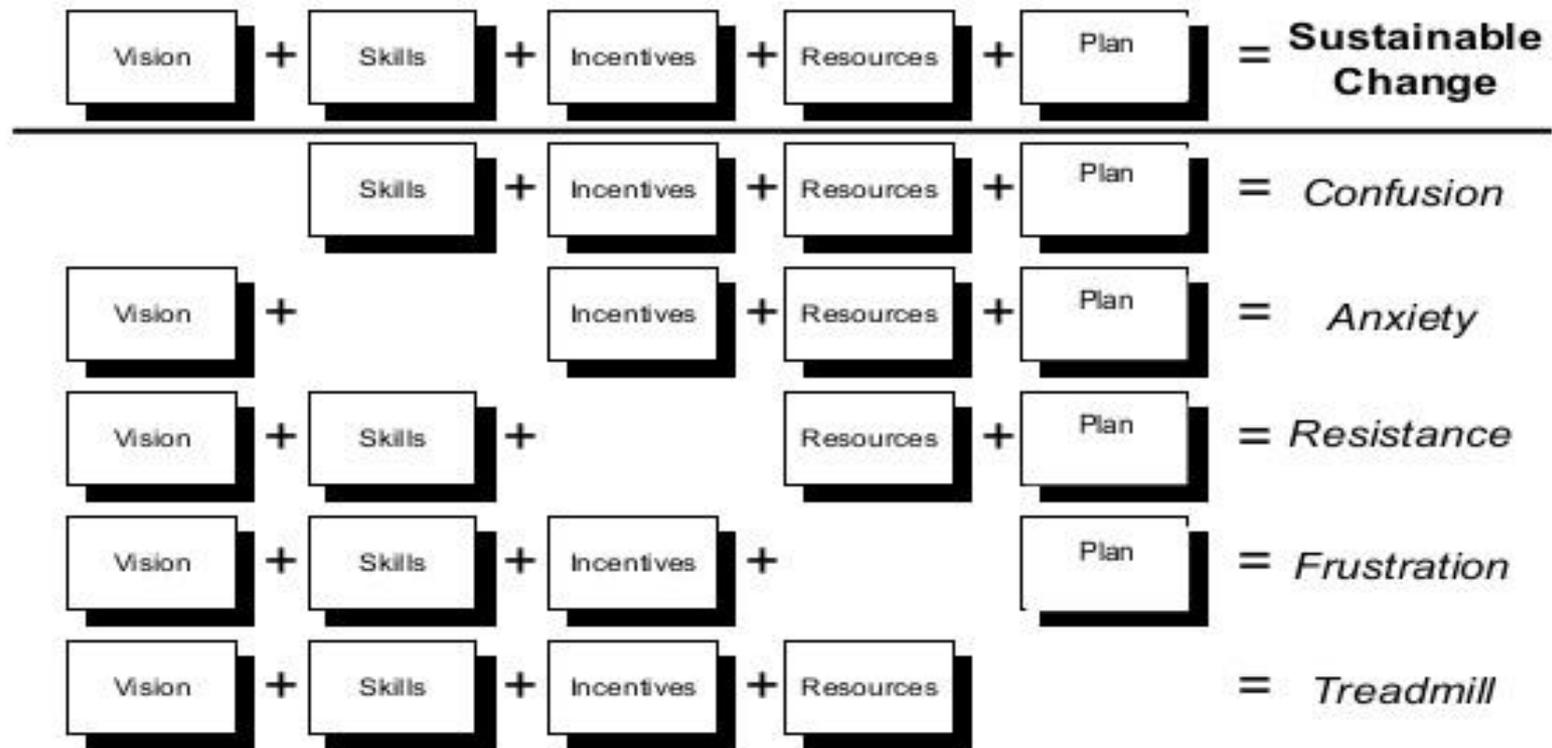
# Five Reasons We Resist Change

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:** 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

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- 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

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ASSESSMENT OF STAFF AND SYSTEMIC NEEDS.

# Successful Change Begins with Readiness Assessment

## SYSTEMIC READINESS

- Continuous assessment of the status and needs of the system with respect to implementation:
  - Focused on all readiness domains
  - Guided by a core leadership team & conducted at least annually

## STAFF READINESS

- 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

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- ❑ 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.

# SET

## 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](http://www.pbis.org)

# Middle School Case Example: SET Results

<b>SET Domains</b>	<b>% in Place</b>
Expectations Defined	50%
Behavioral Expectations Taught	90%
On-Going System for Rewarding Behavioral Expectations	50%
System for Responding to Behavioral Violations	75%
Monitoring and Decision Making	88%
Management	94%
District-Level Support	100%
Total	78%

# Additional Tools for Systemic Readiness

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- 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](http://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

# Staff Perceptions of Behavior & Discipline (SPBD) Survey

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](http://www.spbdsupport.com)).



# 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.



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graph LR; A[1. Complete the SPBD Request] --> B[2. Send the SPBD to staff]; B --> C[3. Check the numbers]; C --> D[4. Receive your report]; D --> E[5. Share it!];
```

**1. Complete the SPBD Request**

**2. Send the SPBD to staff**

**3. Check the numbers**

**4. Receive your report**

**5. Share it!**

Utilizing the SPBD Survey Online

# SPBD: Content Development

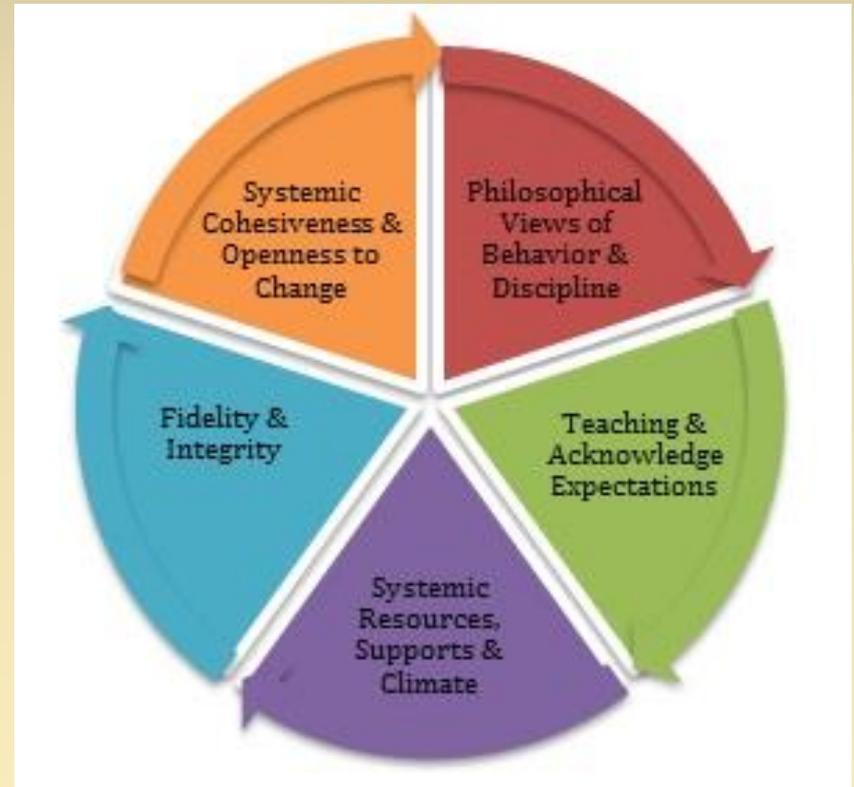
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Based on a comprehensive review of the systemic change, consultation, & PBIS literature:

- ◎ 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)



# SPBD: Relationship to Implementation Level

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- 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

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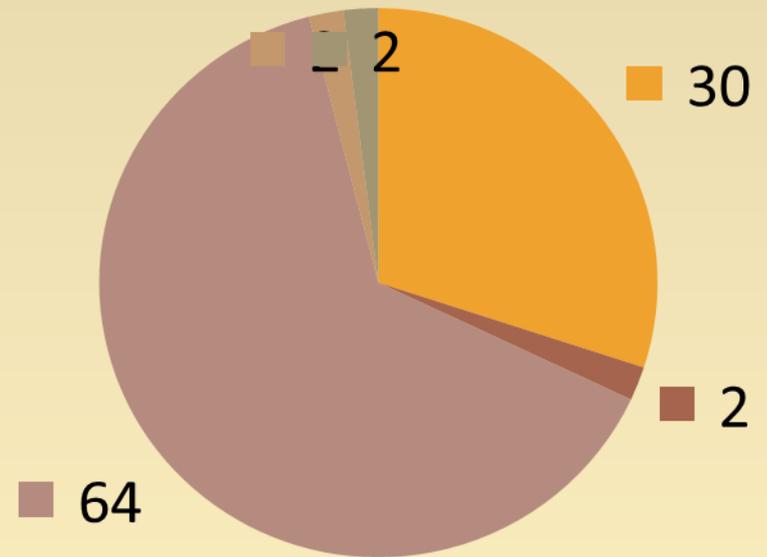
- In a sample of staff responses ( $n=993$ ) from 30 schools, HLM analyses revealed the SPBD was strongly associated with:
  - School SET scores (coefficient = 0.0043;  $p<.001$ ).
  - School level (coefficient = -0.1027;  $p<.01$ ),
  - Understanding of SWPBS (coefficient = 0.0531;  $p<.01$ ),
  - Support for SWPBS (coefficient = 0.0499;  $p<.01$ ),
  - Hours of training (coefficient = 0.0169;  $p<.01$ ).

(Feuerborn, Tyre, & King, 2014)

# Case Example: Who Responded?

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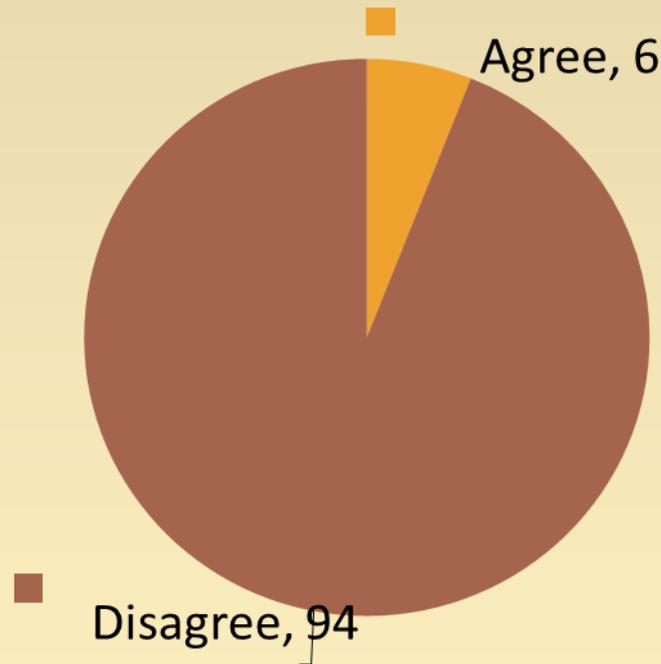
<b>Certificated teacher</b>	32	50%
<b>Classified staff</b>	15	54%
<b>Other</b>	1	
<b>Certificated support staff</b>	1	
<b>Administrator</b>	1	



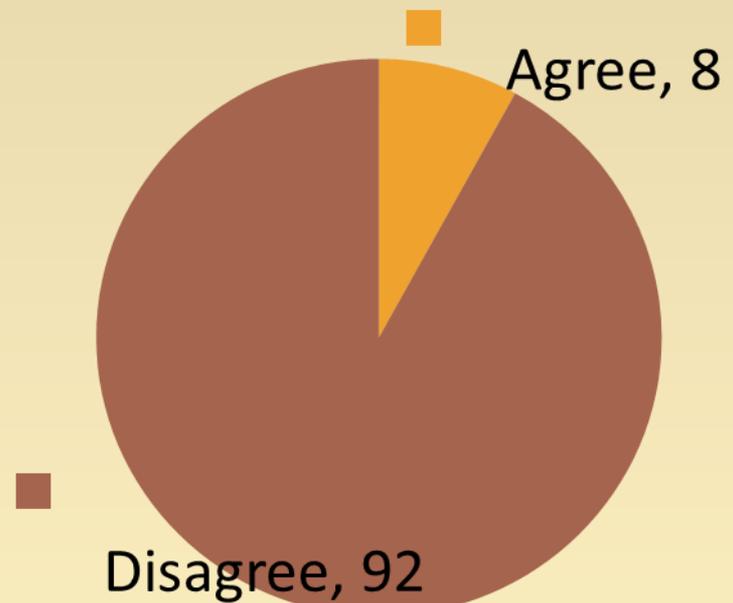
# Teaching and Acknowledging Expectations: Effectiveness and Need

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



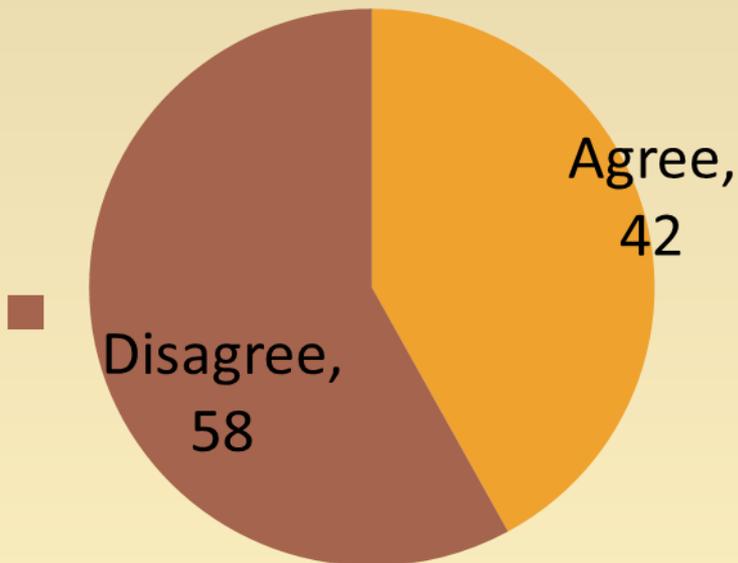
*WE SHOULD NOT HAVE TO TEACH STUDENTS HOW TO BEHAVE AT SCHOOL.*



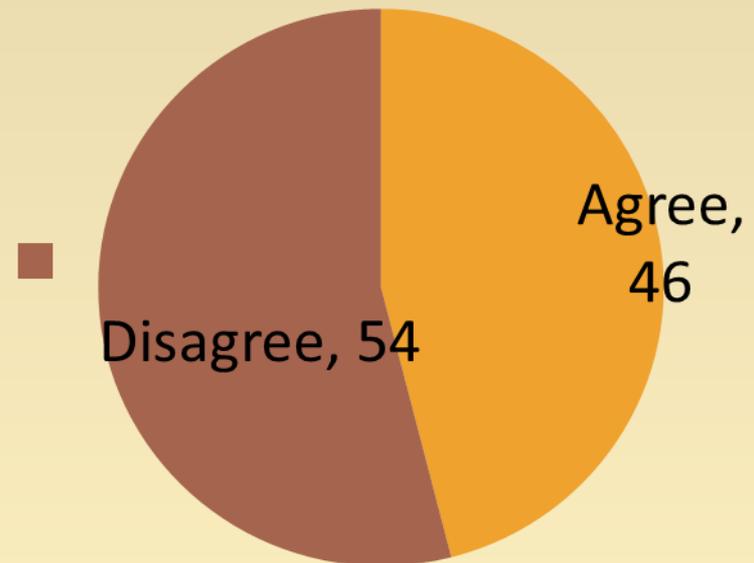
# Systems: Resources, Supports and Climate

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THE CLIMATE AT THIS SCHOOL IS POSITIVE.



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

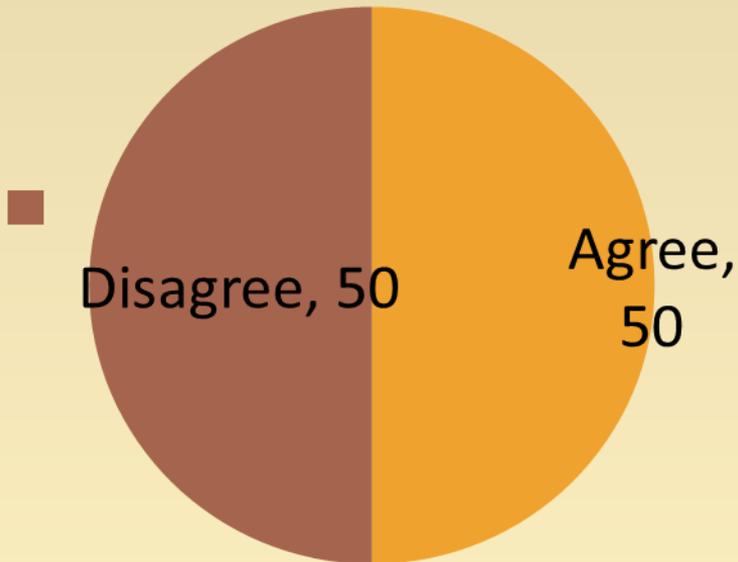


However, 78% of respondents reported they have trust in their administrator's ability to lead the change process, a facilitating factor.

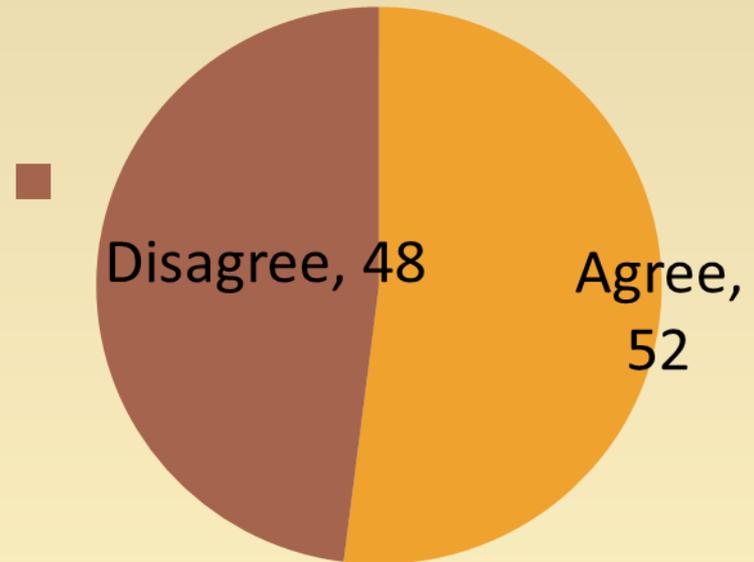
# Philosophical Views of Behavior & Discipline

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WHEN PROBLEM BEHAVIORS OCCUR, WE NEED TO GET TOUGHER.



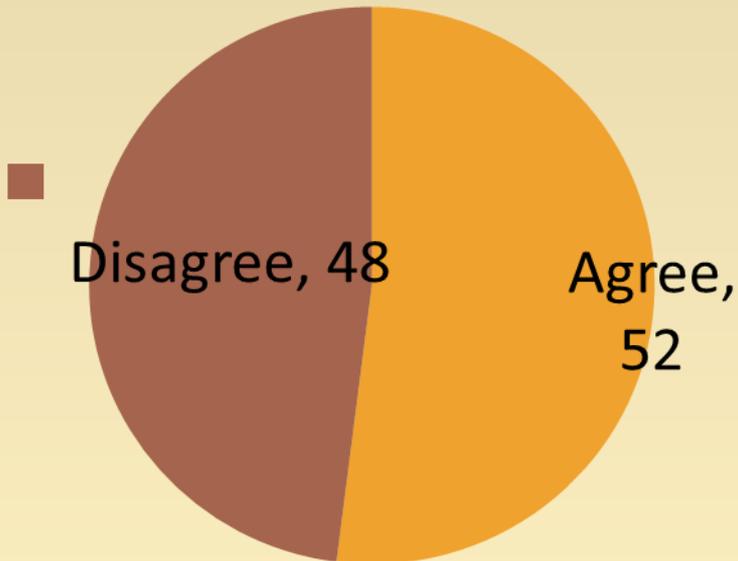
IF STUDENTS ARE NOT DISCIPLINED AT HOME, THEY ARE NOT LIKELY TO ACCEPT ANY DISCIPLINE AT SCHOOL.



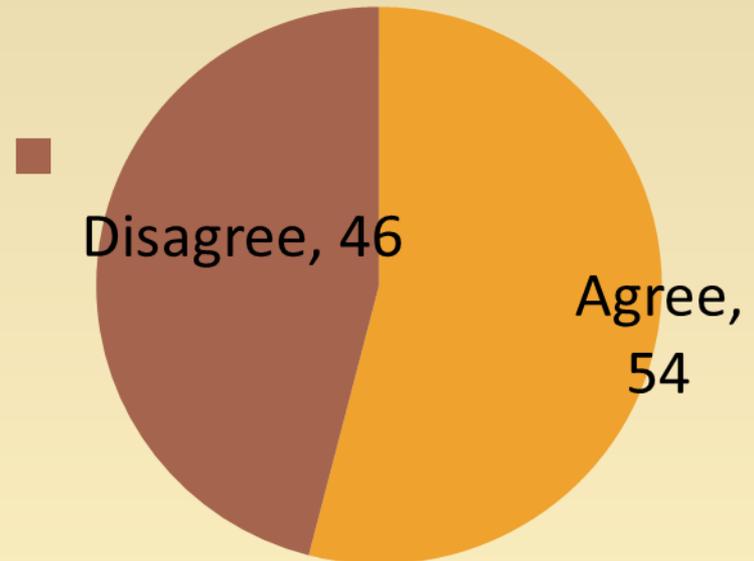
# Philosophical Views of Behavior & Discipline (Continued)

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



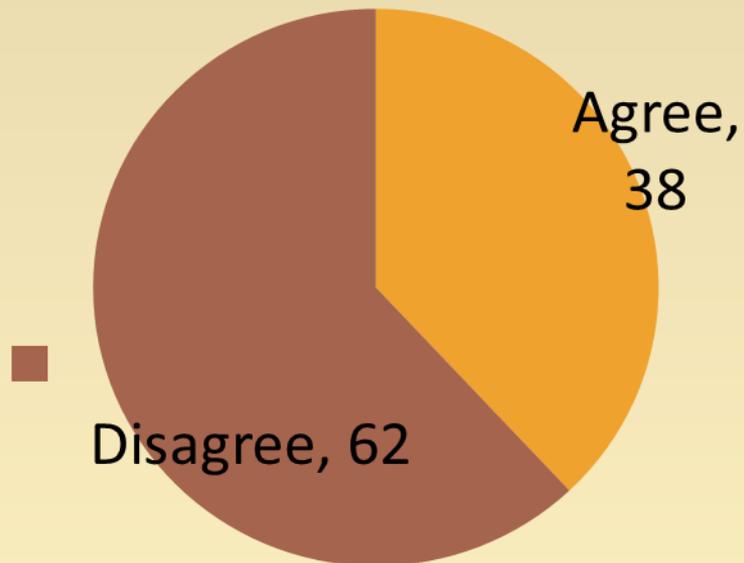
PARENTS IN THE COMMUNITY DON'T SEEM TO CARE ABOUT HOW THEIR CHILDREN BEHAVE AT SCHOOL.



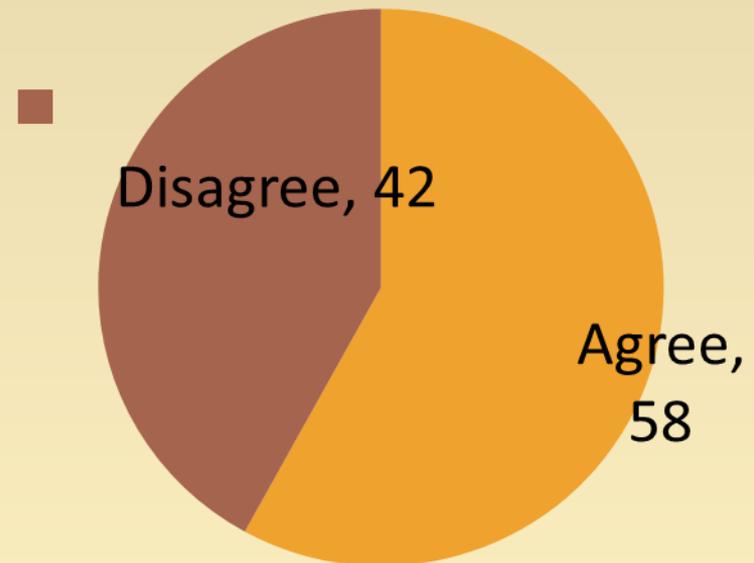
# Systems: Cohesiveness & Openness to Change

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

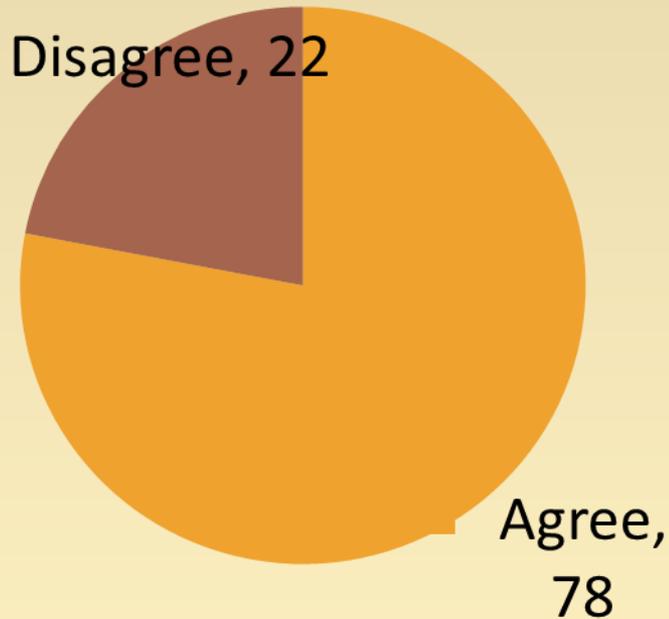


THIS SCHOOL HAS SUCCESSFULLY IMPLEMENTED CHANGE EFFORTS IN THE PAST.

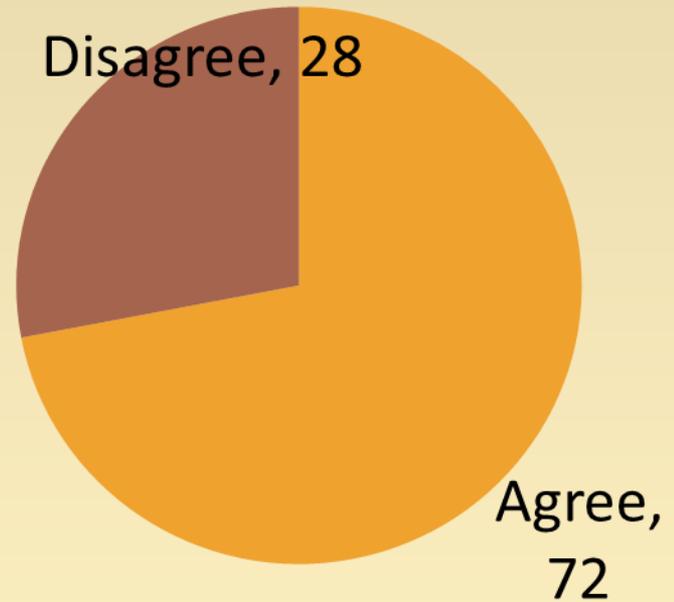


# Implementation Integrity

CURRENTLY, I TEACH THE AGREED UPON SCHOOLWIDE BEHAVIOR EXPECTATIONS TO STUDENTS.

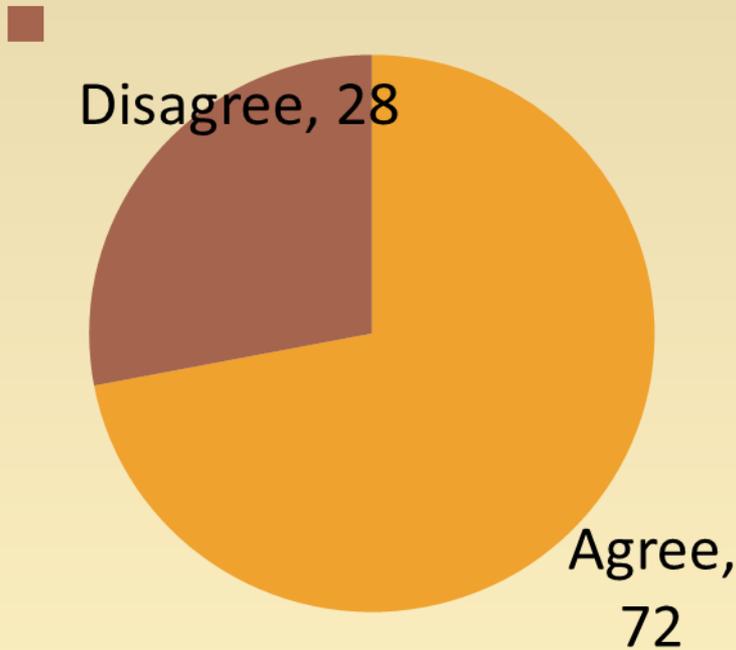


CURRENTLY, I ACKNOWLEDGE/REWARD STUDENTS FOR MEETING THE AGREED UPON SCHOOLWIDE BEHAVIOR EXPECTATIONS.

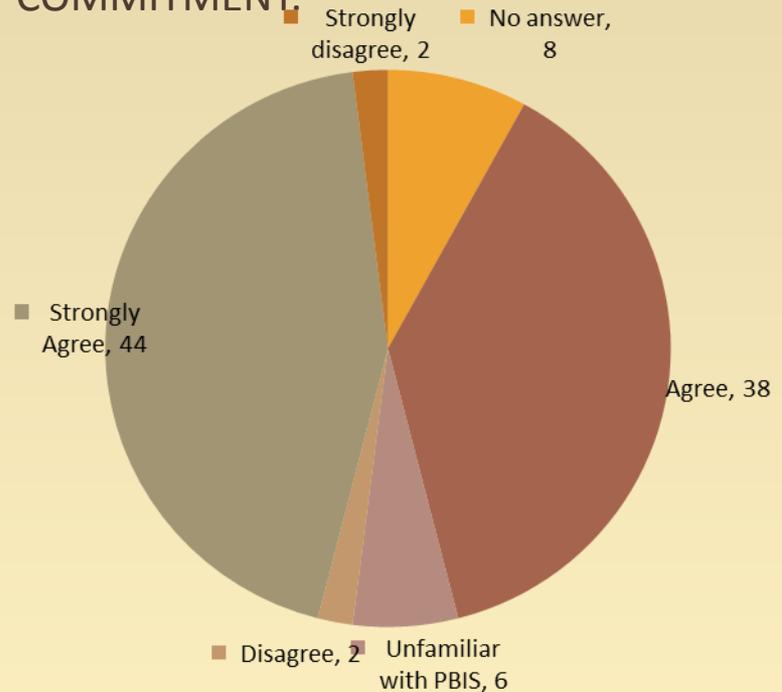


# Staff Support for SWPBS

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

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

-Chinese proverb



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*STEP 2: CREATE A PLAN*

# A review: The first



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? \_\_\_\_\_**

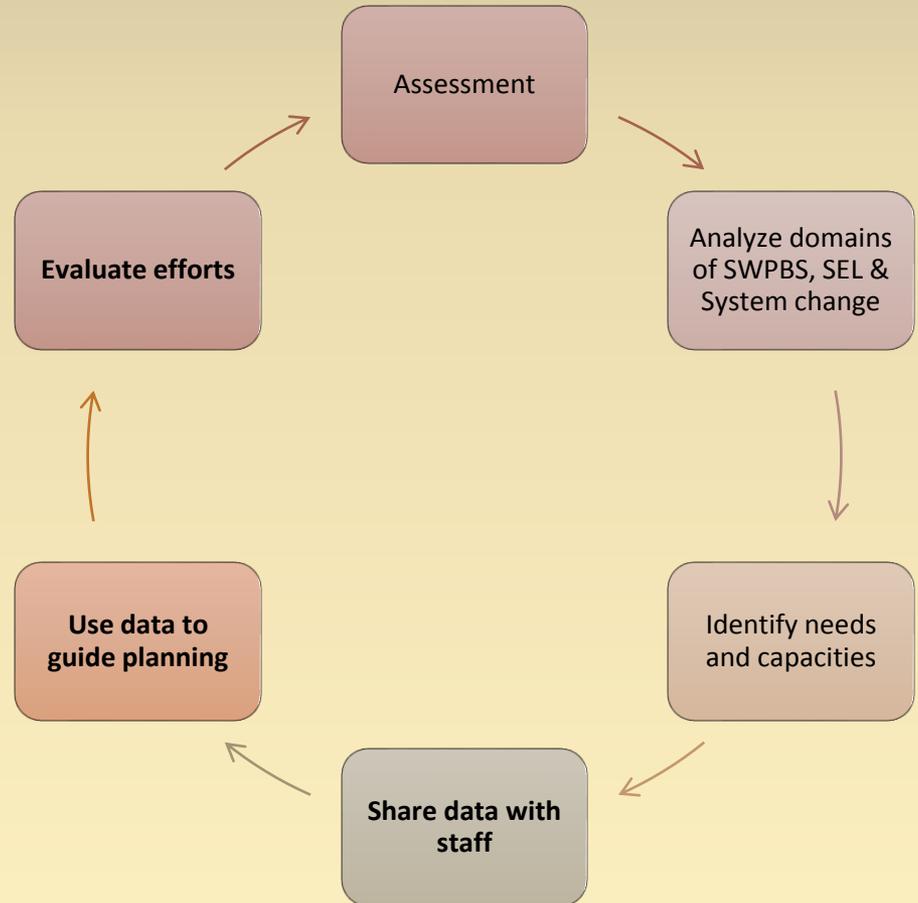
# The last

# 3 Steps

4. Share data with staff

5. Use data to guide planning

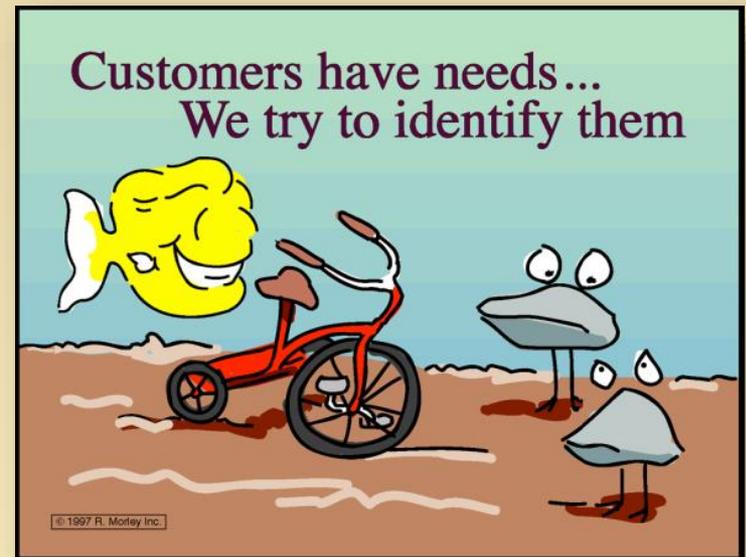
6. Collect and use data throughout all phases of the process to inform a continuous cycle of improvement



# Identify Needs & Build on Existing Capacities

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- 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

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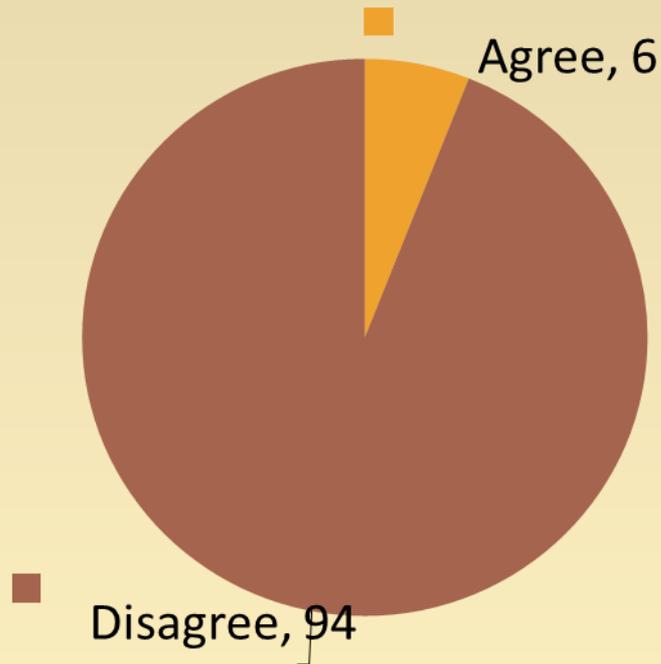
An inventory of current practices can highlight areas of existing capacity and areas in need of improvement. Identifying staff strengths and practices that are currently working well respects the knowledge and activities of staff. Also, it can reduce the amount of change necessary to reach and sustain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



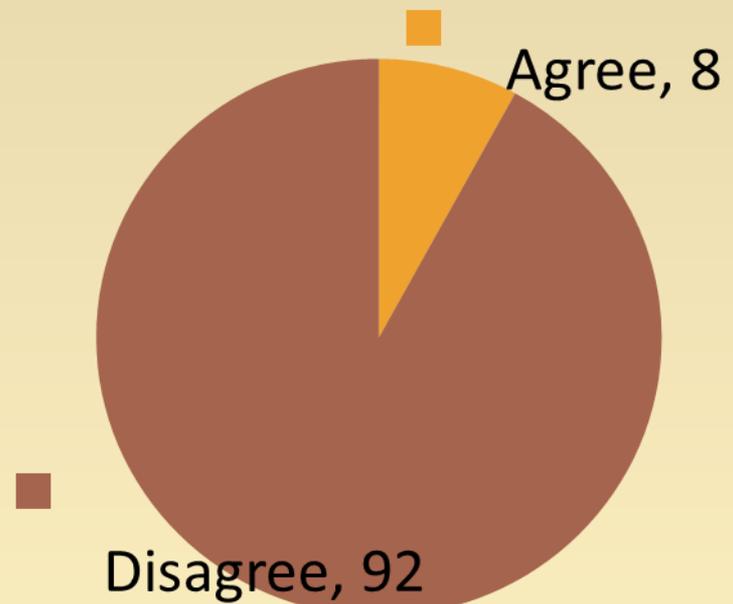
# Teaching Expectations: Need or Capacity?

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



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

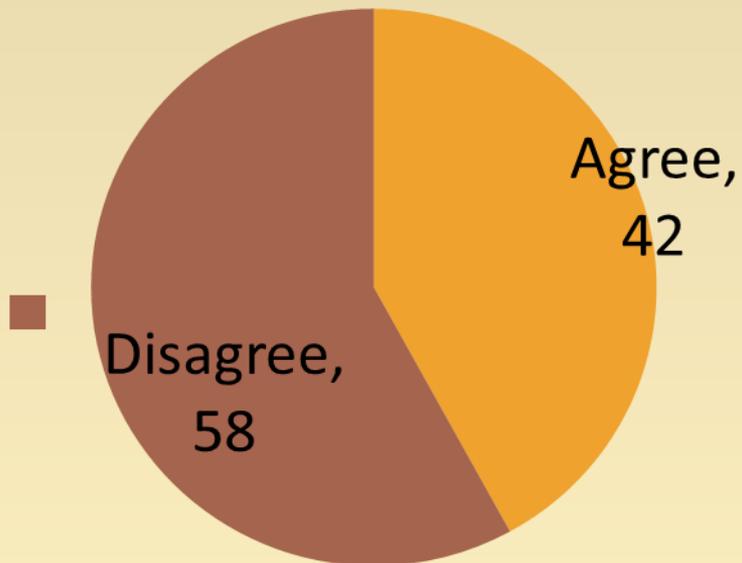


# Climate: Need or Capacity?

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THE CLIMATE AT THIS SCHOOL IS POSITIVE.

EXAMPLE STATEMENT OF CONCERN



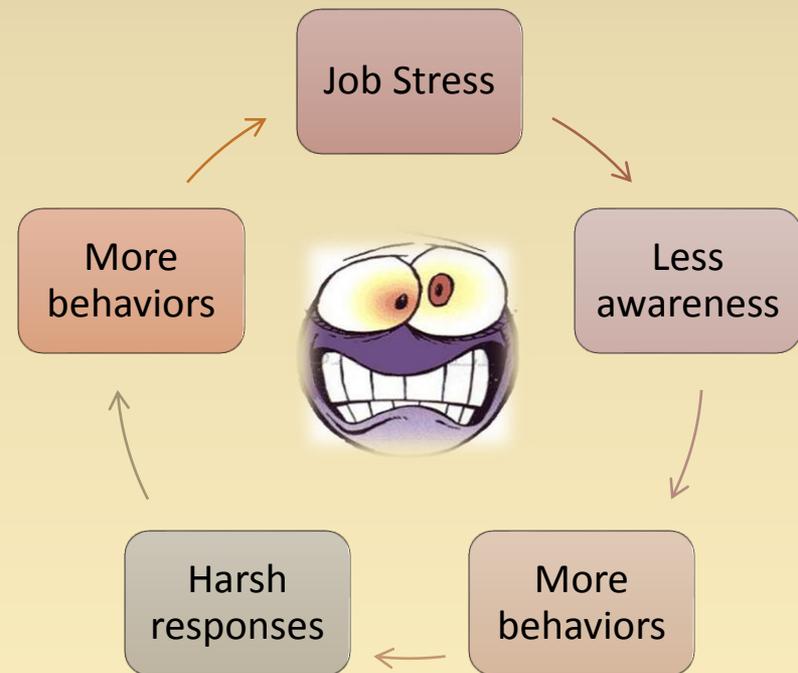
# The latest MetLife Survey of the American Teacher found unprecedented levels of stress and dissatisfaction.

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)

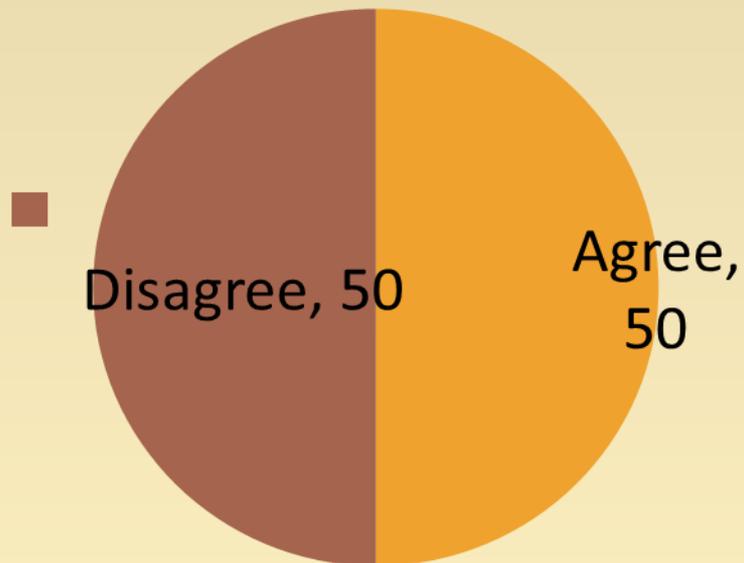


# Philosophical Views: Need or Capacity?

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WHEN PROBLEM BEHAVIORS OCCUR, WE NEED TO GET TOUGHER.

EXAMPLE STATEMENT OF CONCERN

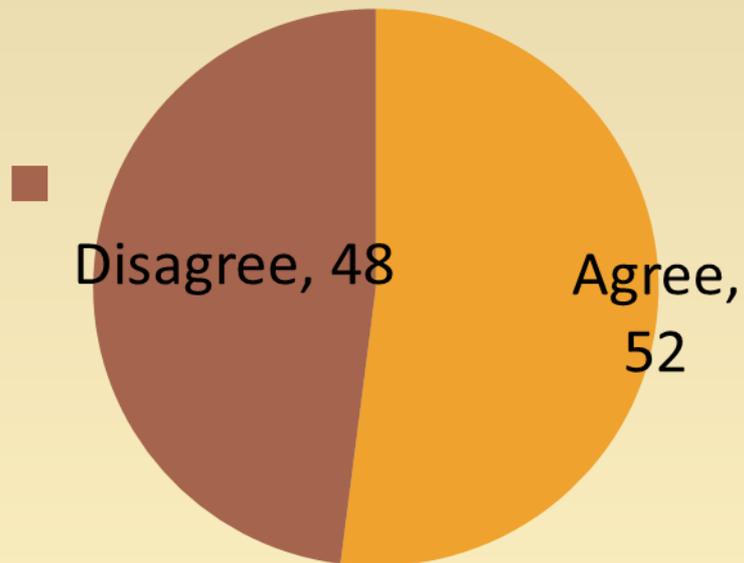


# Philosophical Views: Need or Capacity?

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

EXAMPLE STATEMENT OF CONCERN



# Provide opportunities for professional development & ongoing dialogue

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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!*

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*“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

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**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?

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# Identified Need: Professional Development

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- "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."***

# Identified Need: Time to collaborate

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- *"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)*

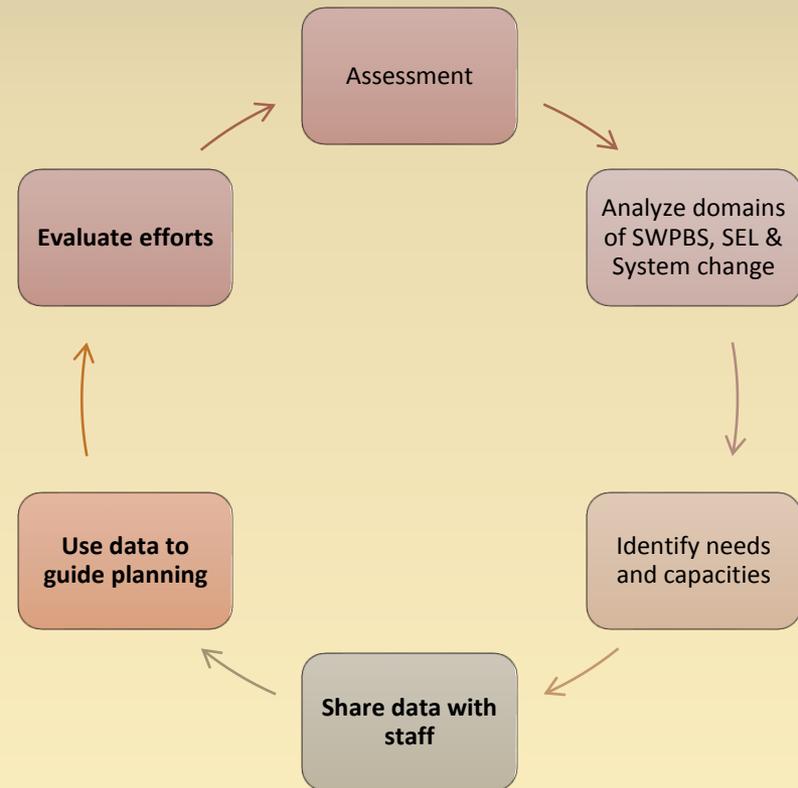


# Making Change Happen

## Summary of the Process

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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](http://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



**[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

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- Feuerborn, L., Tyre, A., & King, J. (2014). 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*, 1-11.
- 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. (In press). A qualitative analysis of middle and high school teacher perceptions of schoolwide positive behavior supports. *Journal of Positive Behavior Interventions*.
- 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).