TIER 1 IMPLEMENTATION ON THE HIGH SCHOOL LEVEL
Research and Recommendations

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PURPOSE AND RESEARCH QUESTIONS OF THE STUDY

Purpose of Study

Understand and identify:

1. The perceptions of Missouri high school principals' concerning the implementation and sustainability of PBIS.

2. The barriers and enablers to the successful implementation of PBIS at the high school level.

Research Questions

1. Are there particular **components** of PBIS that Missouri high schools find **problematic** in implementation?

2. What are the **enablers** regarding the implementation of PBIS?

Research Questions

3. What are the **hindrances** regarding the implementation of PBIS?

4. How has the **culture changed** as a result of implementation?

MEASURES, PROCEDURES, PARTICIPANTS & ANALYSES

Measure

- 25 items were adapted from the School-wide Universal Behavior Sustainability Index - School Teams 2.0 (SUBSIST 2.0)

- 4 open ended items were included to examine the research questions

Measure

- 2014 PBIS Self-Assessment Survey used for discrepancy analysis

1,788 respondents from schools in Missouri that had any high school students enrolled

Needs assessment that considers four distinct systems at school (school-wide, non-classroom, classroom, systems for individual students)

Procedure

- Survey sent to 70 Missouri high school principals identified as participating in the MO SW-PBS initiative during 2014-15.

- 35.7% response rate (25/70)

How many years has your school been implementing PBIS?

PBIS Implementation	Percent	Count
3 years	28%	7
4 years	24%	6
1 year	16%	4
5 years	12%	3
7 years	8%	2
6 years	4%	1
2 years	4%	1

What is your role?

Respondents	Percent	Count
Principal	76%	19
Assistant Principal	12%	3
PBIS Coach	8%	2
Counselor	4%	1

Did your school receive training from the MO SW-PBS state initiative during the 2014-15 school year?

MO SW-PBS Training	Percent	Count
Yes	84%	21
No	16%	4

If yes, which RPDC provided the training?

Regions Represented	Percent	Count
Southwest – Springfield	20%	5
Heart of Missouri – Columbia	16%	4
Northwest – Maryville	16%	4
Education Plus – St. Louis	12%	3
Kansas City	8%	2
Southeast – Cape Girardeau	8%	2
Northeast – Kirksville	4%	1
South Central – Rolla	4%	1
Central – Warrensburg	4%	1

Design & Analyses

Quantitative Items (25)

- The Pearson r correlation coefficient calculated for the items adapted from the SUBSIST 2.0 Checklist.

Pearson r Demographic Variables

- Years of Implementation

- Role of Respondent

- Received Training in 2014-15

- RPDC Provider of Training

Design & Analyses

Qualitative Items (4)

- Responses were copied verbatim and were organized and divided into meaningful data sets.

- Each response was read several times by team members who generated and noted emergent categories, patterns and themes.

Design & Analyses

Self-Assessment Data

- Summary of items rated *"not in place"* included in section 3 of the study as background information.

- Data compared with principal survey results (see section 7) to explore perceptual differences between teaching and administrative staff.

SIGNIFICANT FINDINGS FROM QUANTITATIVE SURVEY ITEMS

Item 12

Efforts are taken to build consensus on the school's core values, beliefs and goals as they relate to PBIS.

- There was a moderate, positive correlation between the schools that received training from the MO SW-PBS state initiative and efforts taken to build consensus on the school's core values, beliefs and goals as they relate to PBIS with a value of r = .507.

Item 14

To address general school turnover, the PBIS team is representative and communicates with groups across the school.

- There was a moderate, positive correlation between the schools that received training from the MO SW-PBS state initiative and the PBIS team is representative and communicates with groups across the school with a value of r = .535.

Item 15

To address "champion" turnover, the leadership and expertise for implementing PBIS is shared among a number of school personnel.

- There was a moderate, positive correlation between the schools that received training from the MO SW-PBS state initiative and the leadership and expertise for implementing PBIS is shared among a number of school personnel with a value of r = .423.

Item 17

The school team implementing PBIS is well organized and operates efficiently.

- There was a moderate, positive correlation between the schools that received training from the MO SW-PBS state initiative and the school team implementing SW-PBIS is well organized and operates efficiently with a value of r = .402.

Item 19

Needs assessments (e.g., PBIS Self Assessment Survey) are conducted.

- There was a moderate, positive correlation between the schools that received training from the MO SW-PBS state initiative and needs assessments are conducted with a value of r = .405.

Item 23

Data are presented to all school personnel at least four times per year.

- There was a moderate, positive correlation between the schools that received training from the MO SW-PBS state initiative and data are presented to all school personnel at least four times per year with a value of r = .409.

Item 25

Data are used for problem solving, decision making, and action planning.

- There was a moderate, negative correlation between the role of the respondent completing the survey and data are used for problem solving, decision making, and action planning with a value of r = -.413.

EMERGENT THEMES FROM QUALITATIVE SURVEY ITEMS

Are there particular components of PBIS that Missouri High Schools find problematic in implementation?

Emergent Themes	Percent	Count
Grade Level Practices and Resources	48%	12
Staff Buy-in	32%	9
External Leadership	28%	7
Time	28%	7
Student Entitlement	12%	3

What are the enablers regarding the implementation of PBIS?

Emergent Themes	Percent	Count
Staff Buy-in	52%	13
External Leadership	28%	7
Shared Leadership	28%	7
Training	28%	7
Capacity Building	24%	6
Data-Based Decision Making	16%	4

What are the hindrances regarding the implementation of PBIS?

Emergent Themes	Percent	Count
Lack of Staff Buy-in	52%	13
Lack of External Leadership or Support	40%	10
Lack of Time	24%	6
Lack of Training	24%	6
Lack of Grade Level Practices or Resources	20%	5

How has the culture changed as a result of implementation?

Emergent Themes	Percent	Count
Improved Student and Staff Relations	56%	14
Reduction in Problem Behavior	36%	9
Shared Beliefs and Expectations	32%	8
Collaborative Culture	28%	7
Continuity	28%	7
Data-Driven Decision Making	16%	4

MAJOR FINDINGS ABOUT TIER 1 IMPLEMENTATION

FINDING 1

PBIS implementation at the high school level appears problematic, and evidence points to the existence of gaps between the perceptions of high school administrators/PBIS representatives and the perceptions of high school faculties and staff regarding implementation levels of PBIS.

FINDING 2

One factor consistently confronting high school administrators/PBIS representatives is the notion of staff buy-in, which was listed as both a strong enabler and strong barrier according to responses from survey participants.

FINDING 3

Both resources and support were identified by respondents as problematic components of PBIS.

FINDING 4

If building and district leaders are unable to invest in ongoing training, communication seems irregular, expectations become nebulous, outcomes flatline or worsen, and finally PBIS implementation turns to abandonment.

FINDING 5

Shared leadership was found to be another key factor influencing implementation of PBIS at the high school level and discovered the inability to distribute leadership among high school faculties and staff may result in lack of staff buy-in.

FINDING 6

Data from the team's survey along with background data from the Self-Assessment Survey suggests a discrepancy between how building leaders and teachers perceive staff engagement with data for problem solving, decision making, and action planning.

SUMMARY OF FINDINGS

The factors influencing implementation of PBIS most represented in this study were staff buy-in, ongoing training, shared leadership and data-based decision making.

RECOMMENDATIONS ABOUT TIER 1 IMPLEMENTATION

PRIORITIZE TRAINING

1. Prioritize professional development through the MO SW-PBS initiative.

2. Engage in ongoing training on the regional and local district level.

3. Engage in social media and other online learning networks.

SHARED LEADERSHIP

1. Audit teams to ensure composition reflects all needs and perspectives.

2. Prioritize teacher leadership within teams and distribute opportunities for leadership and training.

3. Student voice should be encouraged. Develop leadership teams/panels.

DATA-BASED DECISIONS

1. Prioritize regular team meetings to review data, plan next steps, and monitor progress of efforts.

2. Share data with faculty quarterly and with external stakeholders annually.

3. Conduct a needs assessments and review fidelity of implementation data annually.

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