BUILT TO LAST

Leadership to Support SW-PBS Implementation

DR. CHRIS HUBBUCH
Director of Secondary Education

SESSION OUTCOMES

- Learn about known barriers and enablers of implementation and sustainability

- Gain tips and strategies for SW-PBS leadership at the school and district levels

- Learn how to engage staff in the work of continuous improvement with the SW-PBS framework

ABSENT EFFECTIVE LEADERSHIP

Most systems and practices tend to:

a) Drift from foundational beliefs/actions

b) Display stagnation or inconsistency

c) Become increasingly incoherent

d) Become passive, rote, or bureaucratic

e) Deliver fewer positive outcomes

f) Disappear

Barriers, Enablers & Threats

BARRIERS OF IMPLEMENTATION

- Lack of staff buy-in
- Lack of external leadership or support
- Lack of time
- Lack of training
- Lack of grade level practices or resources

(Hubbuch, Graham, & Jenkins, 2016)

ENABLERS OF IMPLEMENTATION

- Staff buy-in

- External leadership or support

- Shared leadership

- Training

- Capacity building

- Data-based decision making

(Hubbuch, Graham, & Jenkins, 2016)

"Fidelity has an expiration date on it. It is only as good as what you have done recently" (Fixsen, 2016).

THREATS TO SUSTAINABILITY

Staffing

- Change in leadership
- Loss of SW-PBS champion in school or district
- Teacher attrition (11% turnover annually)

THREATS TO SUSTAINABILITY

Initiative Fatigue

- According to Fixsen (2016), Sugai's Law that states "for every new initiative we should stop two (ineffective or harmful ones) in current operation."

- Continually adding initiatives diminishes the ability to focus, prioritize, and monitor outcomes.

THREATS TO SUSTAINABILITY

Core Values

• Failure to address visible gaps between collective commitments related to SW-PBS and staff behaviors.

• An inattention to results.

• Allowing an external locus of control (e.g., students, parents, principal, district office, etc.) to influence our perception of reality.

THREATS TO SUSTAINABILITY

Strategic Planning

- Failure to prioritize SW-PBS in your SIP or CSIP.

- Assuming you have arrived once training is done.

- Failure to complete annual needs assessments, not using data for decision making, or improper consideration of succession planning.

The Case for Focusing on Organizational Health

"If you do PBIS well, these are the outcomes:

You're likely to see decreases in discipline referrals for major infractions; you're likely to see decreases in bullying; **you're likely to see increases in organizational health and school climate**.

The [PBIS] framework allows those outcomes to become real. The framework is really about helping the adults get to those kinds of outcomes."

(Sugai, 2018)

ORGANIZATIONAL HEALTH

"People in a healthy organization, beginning with the leaders, learn from one another, identify critical issues, and recover quickly from mistakes." (Lencioni, 2012)
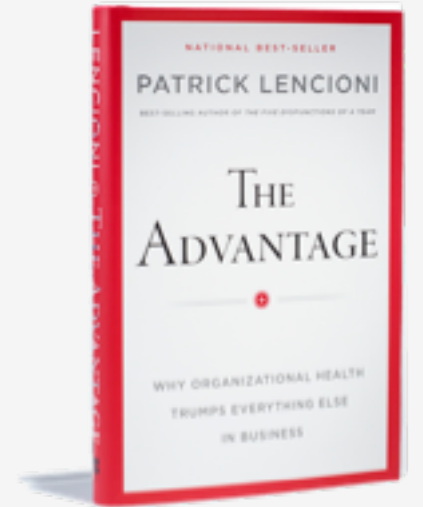
(Lencioni, 2012)

(Lencioni, 2012)

BUILD A COHESIVE LEADERSHIP TEAM

- Teams are small enough to be effective.

- Trust and honesty exists.

- Productive conflict.

- Clear, active, and specific agreements around decisions.

- Mutual accountability to commitments.

- Collective priorities are the focus.

(Lencioni, 2012)

BUILD A COHESIVE LEADERSHIP TEAM

- Building-level team SW-PBS team established.

- Team is representative of staff who is impacted.

- Principal is an active team member.

- Principal provides time and financial support.

- Shared leadership with delegated responsibilities.

DYNAMICS OF SUCCESSFUL TEAMS

"Who is on a team matters less than how the team members interact, structure their work, and view their contributions." (Rozovsky, 2015)

(Google, 2015)

DYNAMICS OF SUCCESSFUL TEAMS

- **Psychological safety:** Can we take risks on this team without feeling insecure or embarrassed?

- **Dependability:** Can we count on each other to do high quality work on time?

- **Structure & clarity:** Are goals, roles, and execution plans on our team clear?

(Google, 2015)

DYNAMICS OF SUCCESSFUL TEAMS

- **Meaning of work:** Are we working on something that is personally important for each of us?

- **Impact of work:** Do we fundamentally believe that the work we're doing matters?
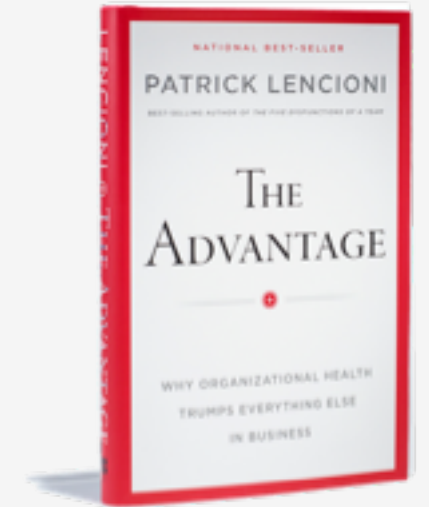

(Google, 2015)

CREATE CLARITY

Intellectual alignment and commitment to the same answers about the six critical questions below:

- Why do we exist?

- How do we behave?

- What will we do?

- How will we succeed?

- What is most important, right now?

- Who must do what?

(Lencioni, 2012)

CREATE CLARITY

The integrity and sustainability of your SW-PBS initiative is supported by the creation of clarity :

- Why do we exist? (How does our framework support our vision?)

- How do we behave? (What are our collective commitments?)

- What will we do? (DBDM; shared leadership; strategic planning)

- How will we succeed? (Strategic planning; DBDM)

- What is most important, right now? (Assessments)

- Who must do what? (Action plan; SIP)

OVERCOMMUNICATE CLARITY

- Communicate answers to the six critical questions to employees:

    - Clearly
    - Repeatedly
    - Enthusiastically
    - Repeatedly
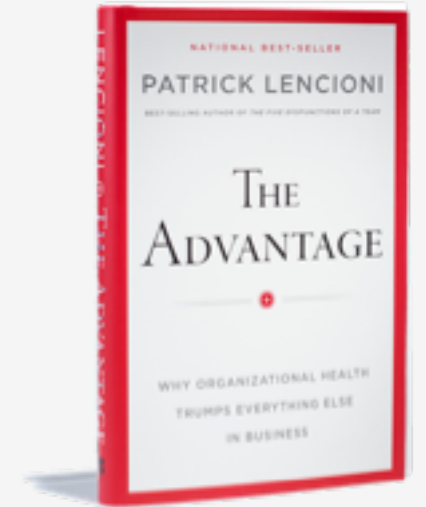
(Lencioni, 2012)

OVERCOMMUNICATE CLARITY

- Administrator states frequent and public support for SW-PBS through regular communication with stakeholders.

- Do stakeholders understand the why of SW-PBS?

- Does the leader address misconceptions about the framework or address gaps if/when they surface?

REINFORCE CLARITY

- Establish a few critical, non bureaucratic systems to reinforce clarity in every process that involves people.

- Every policy, program, and activity should be designed to remind employees what is really most important.
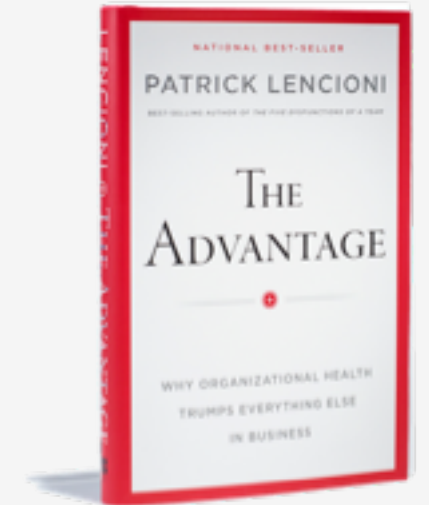
(Lencioni, 2012)

REINFORCE CLARITY

- Build systems to support fidelity and sustainability (e.g., student and staff induction processes).

- Align collective commitments about SW-PBS with your school improvement plan.

- Acknowledgement of exemplars (students & staff)

- Develop a SW-PBS handbook as a resource.

What Research Says About Sustained Implementation

(McIntosh et al., 2013)

PROCEDURE

- The School-wide Universal Behavior Support Sustainability Index: School Teams (**SUBSIST**; McIntosh, Doolittle, Vincent, Horner, & Ervin, 2009) was used to assess sustainability factors of SW-PBS implementation.

(McIntosh et al., 2013)

SUSTAINABILITY FACTORS

School Level

- School Priority
- Team Use of Data

District Level

- District Priority
- Capacity Building

(McIntosh et al., 2013)

SCHOOL LEVEL FACTORS

- "School team functioning, especially the use of data for decision making, had the strongest association with sustained implementation."

- "School administrators seeking to enhance sustainability can focus their efforts on ensuring school team effectiveness."

(McIntosh et al., 2013)

DISTRICT LEVEL FACTORS

- "District coaching, professional development, and connection to a community of practice were effective district supports in supporting sustainability."

(McIntosh et al., 2013)

What Research Says About SW-PBS Implementation in Missouri High Schools

(Hubbuch, Graham, & Jenkins, 2016)

PROCEDURE

- A principal survey was developed with 25 items from the **SUBSIST 2.0** and four open ended items about the research questions.

- Results from the 2014 **PBIS Self-Assessment Survey** were used to complete a discrepancy analysis.

(Hubbuch, Graham, & Jenkins, 2016)

FINDINGS

- There was a visible **difference in perception** of the effectiveness of implementation by principals and teachers.

- **Staff Buy-in** was identified as a barrier and enabler.

- **Ongoing training** is essential to maintain clarity about practices and fidelity of implementation.

(Hubbuch, Graham, & Jenkins, 2016)

FINDINGS

- **Shared leadership** is a driver for staff buy-in of implementation.

- Principals appeared to **overestimate the use of data** for problem-solving, decision making, and action planning.

(Hubbuch, Graham, & Jenkins, 2016)

RECOMMENDATIONS: 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.

(Hubbuch, Graham, & Jenkins, 2016)

RECOMMENDATIONS: 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.

(Hubbuch, Graham, & Jenkins, 2016)

RECOMMENDATIONS: DATA USAGE

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.

(Hubbuch, Graham, & Jenkins, 2016)

Suggestions to Guide Continuous Improvement

ACKNOWLEDGEMENT SYSTEMS

- Avoid the overemphasis of extrinsic incentives.

- Maintain clarity about what is being recognized.

- Utilize the element of surprise.

- Seek opportunities to partner with the community.

BUILDING CAPACITY

- Ensure that professional development is ongoing.

- Consider placing new staff on your Tier 1 Team.

- Cultivate psychological safety and trust on your SW-PBS teams to facilitate honest discussions of issues and a regular study of data to inform practice.

COMMUNICATION

- Administrators hold the responsibility to know the research that underpins the SW-PBS framework.

- Examine why your practices exist and be prepared to articulate the rationale to stakeholders.

- Tell your school or district's story. Seek opportunities to celebrate the good from your learning community.

FOCUS ON TEAMWORK

- School teams can benefit from a focus on running efficient meetings and using data for effective decision making (McIntosh et al., 2013).

- Explicit training in running meetings and using data for decision making can improve school team functioning (McIntosh et al., 2013).

REFLECTION

- Developing a feedback loop for your SW-PBS systems is an essential part of continuous improvement.

- Use available needs assessments (SAS, SSS) and fidelity assessments (TFI) on an annual basis as part of your program evaluation and strategic planning.

STUDENT VOICE

- Include students from the very start of SW-PBS implementation.

- Including student voice strengthens implementation and improves ownership of practices by stakeholders.

VISION CASTING

- Everyone in your organization has a role in casting the vision for your SW-PBS initiative.

- Start where you are, use what you can, and do what you can (Stanley, 2014).

- Each day, staff should ask, "What did I do today to cast vision for my organization?" (Stanley, 2014)

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QUESTIONS?

chris.hubbuch@sjsd.k12.mo.us

@DrChrisHubbuch

MO SW-PBS

CREATING PLACES
WHERE EVERYONE BELONGS

ST. JOSEPH
SCHOOL DISTRICT