

Program Fidelity



Committing to PBS:
For Better or For Worse

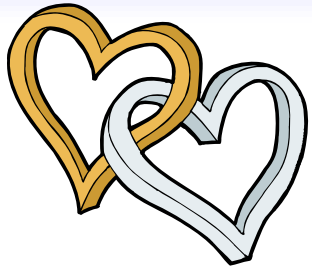
Johns & Patrick

What is Fidelity?

The degree to which something is implemented as designed, intended, and planned.



Note: Interventions are aimed at learners; fidelity focuses on the providers.



Fidelity and PBS



- ◆ Teaching Expectations
- ◆ Proactive Supervision
- ◆ Acknowledging Appropriate Behaviors
- ◆ Minor Offenses vs. Major Infractions
 - ◆ Office Referral Procedures
 - ◆ Positive Climate (4+ to 1-)
- ◆ Tier Two & Three Behavior Supports

Practices To Improve Fidelity

- ◆ Link interventions to improved outcomes (credibility)
- ◆ Clearly establish definitions for all components, processes, procedures
- ◆ Assign responsibilities



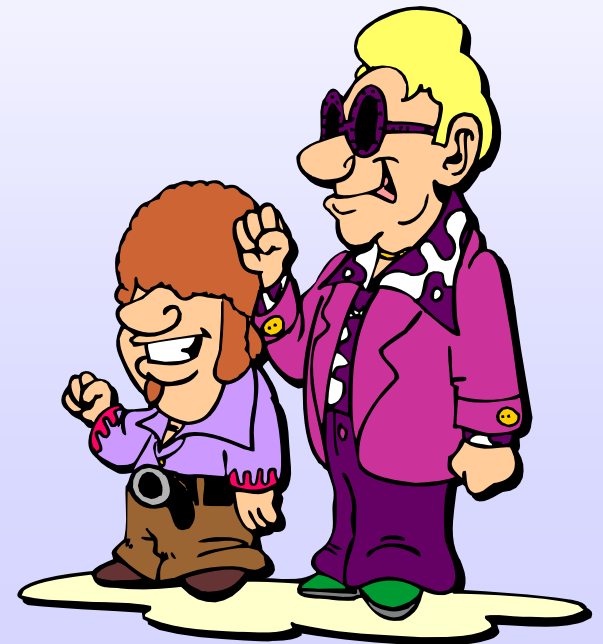
Practices To Improve Fidelity

- ◆ Measure processes and procedures regularly
- ◆ Establish feedback and decision-making processes
- ◆ Provide support and accountability for non-compliance



Three Dimensions of Fidelity

- 1) Method
- 2) Frequency
- 3) Support Systems



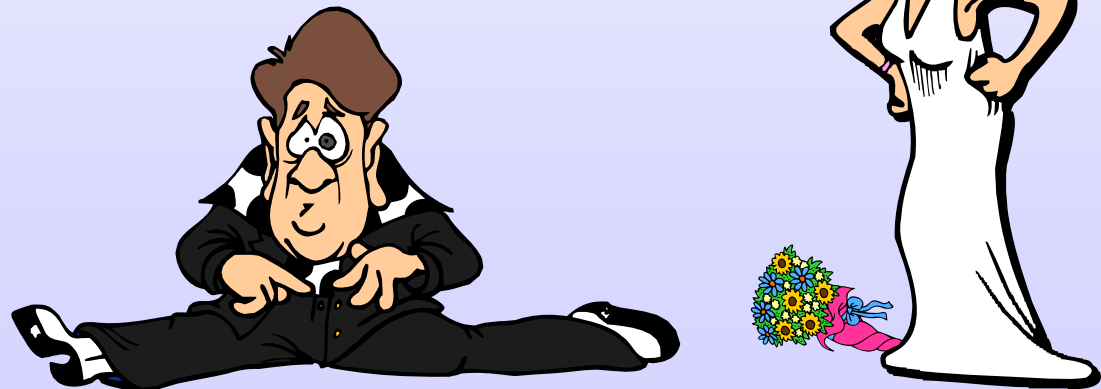
1) Method

◆ Direct Assessment

- Trained observer evaluates critical components

◆ Indirect Assessment

- Self-reports
- Rating scales
- Interviews
- Permanent products



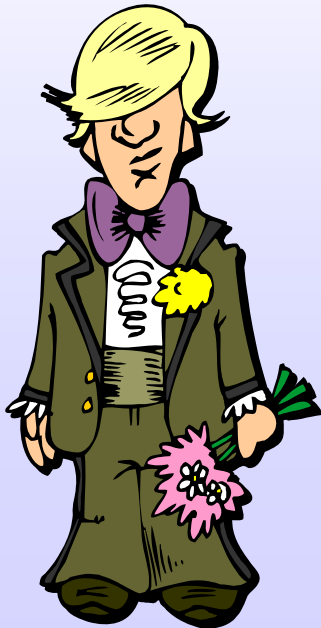
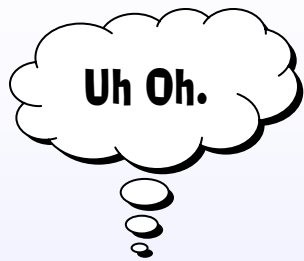
2) Frequency



Review	Method	Frequency
Step Completion	Indirect: Permanent Products, Self-Report	On-going
Reviews & Audits	Direct/Indirect: Observation, Interviews	On-going
Surveys	Indirect: Self-Report	On-going
PBS Framework	Indirect: Self-Report	End of Phase
Classroom Walkthroughs	Direct: Observation	Calendared and scheduled based on data

3) *Support Systems*

- ◆ Professional development
- ◆ Monitoring & Feedback
- ◆ Resource allocation
- ◆ Accountability



Program Evaluation Tools

School-Wide Evaluation Tool (SET)

SBCUSD PBS Framework

School _____ Date _____
 District _____ State _____
 Pre Post Annual SET Data Collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2= yes)	Discipline handbook, Instructional materials Other _____	P
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____	O
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1= states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____	P
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews Other _____	I
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____	P
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____	I
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I

Evidence:	COMMITMENT Stage 1	IMPLEMENTATION Stage 2	DURABILITY Stage 3
Positive Behavior Support (PBS) Initiative	<input checked="" type="checkbox"/> School adopts <i>PBS Framework</i> and acquires implementation Phases & Steps from District PBS Coaches. <input checked="" type="checkbox"/> PBS initiative is introduced to all staff. <input checked="" type="checkbox"/> >80% of staff commits to implementing PBS.	<input checked="" type="checkbox"/> PBS implementation progress (Phases & Steps) is shared with staff monthly. <input checked="" type="checkbox"/> An updated <i>PBS Framework</i> is posted for staff to review annually. <input checked="" type="checkbox"/> Procedures are established to train new staff on the PBS initiative.	<input type="checkbox"/> School develops goals and monitors progress based upon regular review of the <i>PBS Framework</i> . <input type="checkbox"/> PBS initiative is able to withstand staff turnover.
PBS Team	<input checked="" type="checkbox"/> School selects a PBS Team which represents all staff. <input checked="" type="checkbox"/> PBS Team commits to meeting regularly and updating staff on implementation progress.	<input checked="" type="checkbox"/> Administration supports PBS (time, funds, resources). <input checked="" type="checkbox"/> PBS agendas/minutes address implementation of Phases & Steps. <input checked="" type="checkbox"/> PBS Team recruits and trains new members.	<input checked="" type="checkbox"/> PBS Team uses a problem-solving, progress-monitoring approach. <input checked="" type="checkbox"/> PBS Team is able to withstand member turnover. <input type="checkbox"/> Sub-committees are formed to implement PBS, as needed.
Student Success Team (SST)	<input type="checkbox"/> SST is trained to identify Tier One, Tier Two and Tier Three interventions (academic and behavioral). <input type="checkbox"/> SST is trained to utilize district forms, write goals, and implement research-based interventions.	<input type="checkbox"/> Administration supports SST (time, funds, resources). <input type="checkbox"/> Team trains staff on the SST process. <input type="checkbox"/> Team implements and progress monitors research-based interventions (behavior and academic).	<input type="checkbox"/> The SST process is routinely evaluated to ensure high quality plans are being written and implemented. <input type="checkbox"/> SST and PBS Team meet annually to evaluate school-wide, group and individual supports.
Two-Way Communication	<input checked="" type="checkbox"/> School commits to building open/honest, two-way communication systems. <input checked="" type="checkbox"/> PBS Team evaluates current communication systems and identifies areas of concern.	<input checked="" type="checkbox"/> Two-way communication system is in place to link PBS Team ↔ staff/Coaches. <input checked="" type="checkbox"/> Two-way communication system is in place to link school ↔ students/parents. <input checked="" type="checkbox"/> Two-way communication system is in place to link school ↔ Guest Teachers.	<input type="checkbox"/> On-going analysis of all communication systems results in necessary modifications. <input type="checkbox"/> All communication links are routinely evaluated for their effectiveness (open/honest, two-way, and goal-directed).
School-wide PBS Trainings	<input checked="" type="checkbox"/> Administration dedicates time for staff PBS trainings. <input checked="" type="checkbox"/> Administration dedicates time for student and parent PBS trainings. <input checked="" type="checkbox"/> PBS Team identifies staff training needs. <input type="checkbox"/> PBS Team identifies student and parent training needs.	<input checked="" type="checkbox"/> An annual PBS training schedule is established for staff. <input checked="" type="checkbox"/> An annual PBS training schedule is established for students and parents (two times per year – minimum). <input checked="" type="checkbox"/> A variety of positive discipline trainings are routinely provided by District Coaches, PBS Team, and/or other personnel.	<input type="checkbox"/> Continued analysis of training schedules / content results in necessary additions and improvements. <input checked="" type="checkbox"/> Upon arrival, new staff and students are trained in PBS initiative. <input type="checkbox"/> Returning staff and students are updated on PBS elements implemented while off-track.



Audit Examples

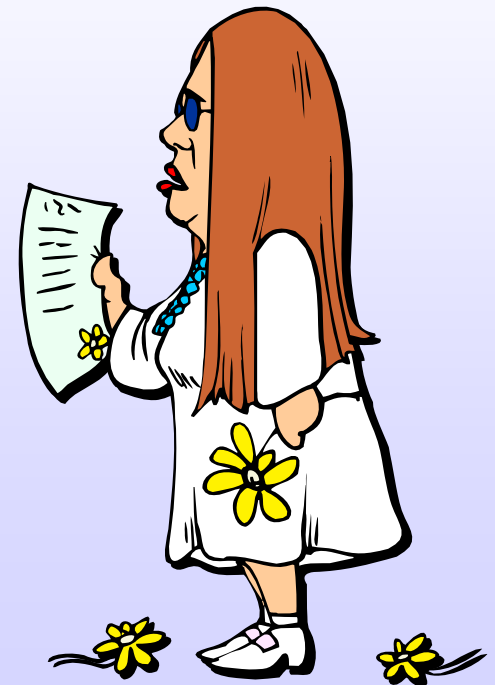
- ◆ *Developmentally Appropriate Social Skills Instruction*
- ◆ *Office Referrals: Administratively Assigned Interventions*
- ◆ *Office Referrals: Chronic Minor Offenses*
- ◆ *Office Referrals: Form Completion*
- ◆ *School Climate: Classrooms*
- ◆ *School Climate: Common Areas*
- ◆ *School-wide Behavior of the Week*
- ◆ *Student/Staff Incentive Programs*

Note: Although the PBS Unit contains audits, PBS Teams will need to create audits to answer the questions specific to their schools and systems.

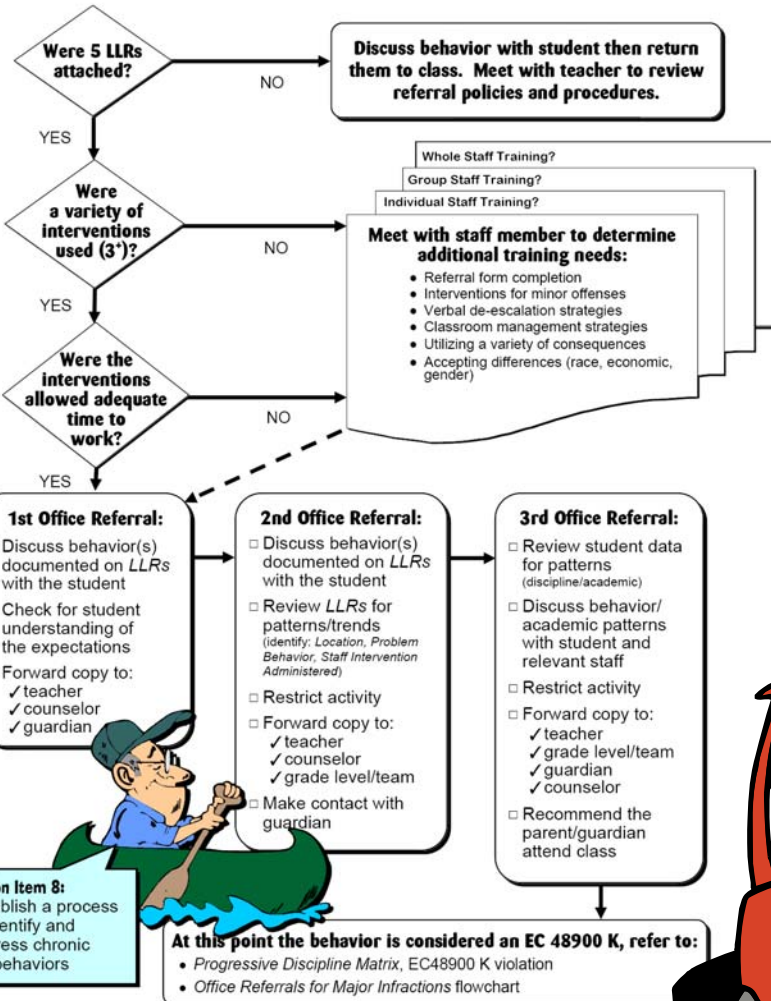


Audits Should...

- ◆ Be routinely conducted (monthly)
- ◆ Be thoughtfully selected:
 - Data results
 - Team or staff concerns
 - New processes or procedures
- ◆ Be conducted by a variety of staff
- ◆ Be shared with all staff in a timely manner
- ◆ Drive system-wide problem-solving



Low Level Referral Flowchart — Minor Offenses



Unit: Enforcement of Expectations

Audit: PDM Minor Offenses

School:		Auditors:	
Date(s) & Time(s) of Audits:		MIS#:	
Student:		Grade:	Setting:
Discipline Data for Current Academic Year:		# Referrals:	# Suspensions:
		# Days Missed:	

1st Office Referral (Chronic Minor)	2nd Office Referral (Chronic Minor)	3rd Office Referral (Chronic Minor)
Staff/Date:	Staff/Date:	Staff/Date:
Admin:	Admin:	Admin:
Behavior(s):	Behavior(s):	Behavior(s):
Were 5 LLRs attached? <input type="checkbox"/> YES <input type="checkbox"/> NO*	Were 5 LLRs attached? <input type="checkbox"/> YES <input type="checkbox"/> NO*	Were 5 LLRs attached? <input type="checkbox"/> YES <input type="checkbox"/> NO*
Were a variety of interventions provided (3)? <input type="checkbox"/> YES <input type="checkbox"/> NO*	Were a variety of interventions provided (3)? <input type="checkbox"/> YES <input type="checkbox"/> NO*	Were a variety of interventions provided (3)? <input type="checkbox"/> YES <input type="checkbox"/> NO*
Was adequate intervention time allowed? <input type="checkbox"/> YES <input type="checkbox"/> NO*	Was adequate intervention time allowed? <input type="checkbox"/> YES <input type="checkbox"/> NO*	Was adequate intervention time allowed? <input type="checkbox"/> YES <input type="checkbox"/> NO*
<input type="checkbox"/> Counseled student <input type="checkbox"/> Checked for student understanding of rules <input type="checkbox"/> Forwarded copy to: <input type="checkbox"/> teacher <input type="checkbox"/> counselor <input type="checkbox"/> guardian <input type="checkbox"/> Other:	<input type="checkbox"/> Counseled student <input type="checkbox"/> Reviewed LLRs for patterns/trends <input type="checkbox"/> Restricted activity: <input type="checkbox"/> Forwarded copy to: <input type="checkbox"/> teacher <input type="checkbox"/> counselor <input type="checkbox"/> grade level/team <input type="checkbox"/> Contacted guardian <input type="checkbox"/> Other:	<input type="checkbox"/> Reviewed student data for patterns (discipline and/or academic) <input type="checkbox"/> Discussed behavior patterns with student and relevant staff: ___/___/___ <input type="checkbox"/> Restricted activity: <input type="checkbox"/> Forwarded copy to: <input type="checkbox"/> grade level/team <input type="checkbox"/> guardian <input type="checkbox"/> counselor <input type="checkbox"/> Staff/parent/student met: ___/___/___ <input type="checkbox"/> Other:

Targeted Staff Training Provided:

Met with teacher to review office referral procedures
 OR #1 ___/___/___ OR #2 ___/___/___ OR #3 ___/___/___

Referral form completion: ___/___/___ = Group = Indiv

Interventions for minors: ___/___/___ = Group = Indiv

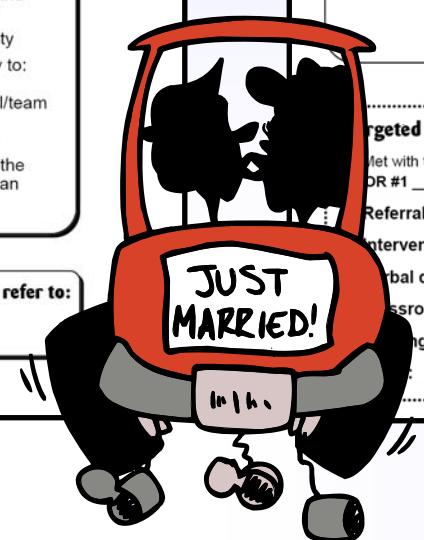
Verbal de-escalation: ___/___/___ = Group = Indiv

Classroom management: ___/___/___ = Group = Indiv

Applying consequences: ___/___/___ = Group = Indiv

Suspended for EC 48900 K: ___/___/___ # Days: ___

Procedure



Audit

Surveys Examples

Staff Survey

School Name: _____

Date: _____

Job Title: Teacher Classified in classroom Classified out of classroom
 Counselor/Psychologist Administrator

School-Wide Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially In Place	Not In Place		High	Medium	Low
			School-wide: All students, staff, settings			
			1. 3 to 5 positively stated student expectations are defined.			
			2. Expected student behaviors are taught regularly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office vs. classroom managed misbehaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behaviors occur.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning and problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to staff for active decision making on a regular basis.			
			13. School has formal strategies for informing families about expected student behaviors.			
			14. Training activities for students are developed, modified, and conducted based on school data.			
			15. School-wide behavior support team has a budget for teaching students and on-going rewards.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually			

Student Survey

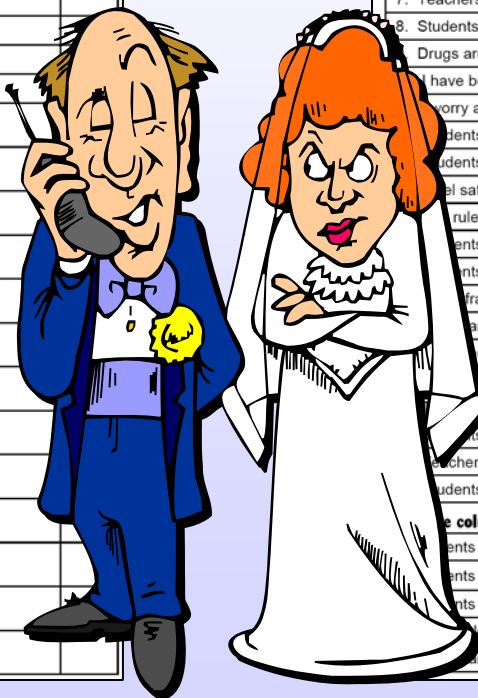
Mark your grade: 4 5 6 7 8 9 10 11 12

Mark your gender: Girl Boy

Mark your race: African American White Hispanic Asian Other

Mark the column that best shows how you feel about each statement below.

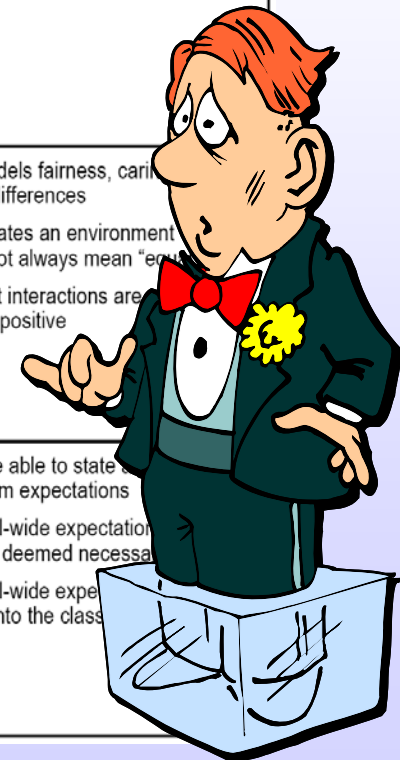
1. The school rules are fair.	Disagree A LOT	Disagree	Agree	Agree A LOT
2. Teachers treat students with respect.	Disagree A LOT	Disagree	Agree	Agree A LOT
3. Consequences for breaking school rules are fair.	Disagree A LOT	Disagree	Agree	Agree A LOT
4. Stealing is a problem in this school.	Disagree A LOT	Disagree	Agree	Agree A LOT
5. Teachers are fair when correcting misbehavior.	Disagree A LOT	Disagree	Agree	Agree A LOT
6. This school is safe.	Disagree A LOT	Disagree	Agree	Agree A LOT
7. Teachers care about their students.	Disagree A LOT	Disagree	Agree	Agree A LOT
8. Students get along with one another.	Disagree A LOT	Disagree	Agree	Agree A LOT
9. Drugs are a problem in this school.	Disagree A LOT	Disagree	Agree	Agree A LOT
10. All students have been taught the school rules.	Disagree A LOT	Disagree	Agree	Agree A LOT
11. I worry about others hurting me in school.	Disagree A LOT	Disagree	Agree	Agree A LOT
12. All students practice how to behave in school.	Disagree A LOT	Disagree	Agree	Agree A LOT
13. All students are friendly toward most other students.	Disagree A LOT	Disagree	Agree	Agree A LOT
14. I feel safe at this school.	Disagree A LOT	Disagree	Agree	Agree A LOT
15. School rules in this school are too harsh.	Disagree A LOT	Disagree	Agree	Agree A LOT
16. All students understand what the rules are.	Disagree A LOT	Disagree	Agree	Agree A LOT
17. All students really care about each other.	Disagree A LOT	Disagree	Agree	Agree A LOT
18. I am afraid of being bullied in this school.	Disagree A LOT	Disagree	Agree	Agree A LOT
19. Bullying is a problem in this school.	Disagree A LOT	Disagree	Agree	Agree A LOT
20. School rules are fair.	Disagree A LOT	Disagree	Agree	Agree A LOT
21. Teachers listen to you when you have a problem.	Disagree A LOT	Disagree	Agree	Agree A LOT
22. Teachers make it clear how we are expected to act.	Disagree A LOT	Disagree	Agree	Agree A LOT
23. No students threaten and bully others in this school.	Disagree A LOT	Disagree	Agree	Agree A LOT
24. Teachers let you know when you do a good job.	Disagree A LOT	Disagree	Agree	Agree A LOT
25. All students treat each other with respect.	Disagree A LOT	Disagree	Agree	Agree A LOT
Mark the column that shows how often each item happened during the PAST WEEK.				
26. Students were punished for disobeying school rules.	Never	1-2 Times	3-5 Times	6 or More Times
27. Students were sent out of class for misbehaving.	Never	1-2 Times	3-5 Times	6 or More Times
28. Students were yelled at by a teacher.	Never	1-2 Times	3-5 Times	6 or More Times
29. The whole class was praised for good behavior.	Never	1-2 Times	3-5 Times	6 or More Times
30. I was praised for good behavior.	Never	1-2 Times	3-5 Times	6 or More Times



Classroom Walkthroughs

Positive Behavior Supports: Classroom Management Rubric

Teacher Expectations	Below Standard	Basic	Proficient
<p>Room Environment: Create a physical environment that engages all students</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Physical environment is cluttered or unorganized: floor, walls, desks, tables, counters <input type="checkbox"/> Student movement is impeded <input type="checkbox"/> Materials are unorganized and difficult to access <p>Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Physical environment is free of clutter and organized: floor, walls, desks, tables, counters <input type="checkbox"/> Work areas are accessible <input type="checkbox"/> Materials are organized and accessible <p>Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Physical environment is clean and orderly <input type="checkbox"/> Arrangement supports flexible movement <input type="checkbox"/> Materials/technology/resources are proactively managed <p>Comments:</p>
<p>Classroom Climate: Establish a positive climate which promotes fairness and respect</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom culture does not promote fairness and/or respect for differences <input type="checkbox"/> Responses to student behavior are often unfair and/or inconsistent <input type="checkbox"/> Staff/student interactions are more negative than positive <p>Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom culture promotes fairness and respect for differences <input type="checkbox"/> Responses to student behavior are fair and consistent <input type="checkbox"/> Staff/student interactions are more positive than negative <p>Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher models fairness, caring, and respect for differences <input type="checkbox"/> Teacher creates an environment where "fair" does not always mean "equal" <input type="checkbox"/> Staff/student interactions are consistently positive <p>Comments:</p>
<p>Behavior Expectations: Establish, teach, and enforce student expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom expectations are not in place <input type="checkbox"/> Class/school-wide expectations are not taught and practiced <input type="checkbox"/> Class/school-wide expectations are not enforced <p>Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Three to five positively stated classroom expectations are established <input type="checkbox"/> Class/school-wide expectations are taught and practiced <input type="checkbox"/> Class/school-wide expectations are consistently referred to and enforced <p>Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students are able to state the classroom expectations <input type="checkbox"/> Class/school-wide expectations are re-taught as deemed necessary <input type="checkbox"/> Class/school-wide expectations are embedded into the classroom culture <p>Comments:</p>



Keeping Track

Happy Anniversary

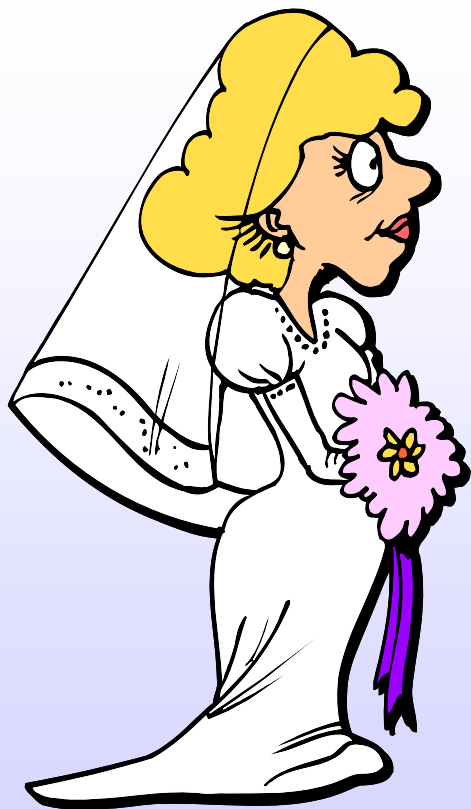


Program Evaluation/Audit Tracking Form

Evaluation Tool	Date Completed	Date Completed	Date Completed	Date Completed	Date Completed
School-wide Evaluation Tool (SET)					
PBS Framework Review					
Developmentally Appropriate Social Skills Instruction					
Office Referrals — Administratively Assigned Interventions					
Office Referrals — Chronic Minor Offenses					
Office Referrals — Form Completion					
School Climate — Classrooms					
School Climate — Common Areas					
School-Wide Behavior of the Week					
Student Incentive Program — Staff Survey					
Student Incentive Program — Student Interview					
Student Incentive Program — Reinforcer Survey					
Other:					
Other:					
Other:					
Other:					
Other:					



PBS Coaches

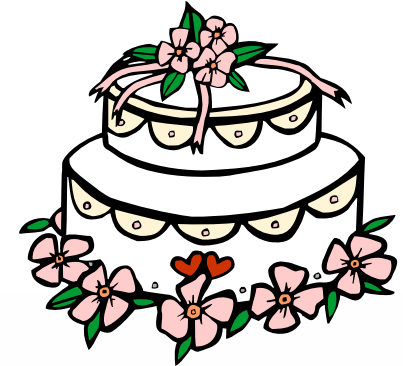


Jacquelin Patrick



Suzy Johns

References



- ◆ Gresham, F.M. (1989). Assessment of treatment integrity in school consultation and pre-referral intervention. *School Psychology Review*, 18 (1), 37-50.
- ◆ Gresham, F.M., MacMillan, D.L., Beebe-Frankenberger, M.E., & Bocian, K.M. (2000). Treatment integrity in learning disabilities intervention research: Do we really know how treatments are implemented? *Learning Disabilities Research & Practice*, 15 (4), 198-205.
- ◆ National Center on Response to Intervention: www.rti4success.org.
- ◆ Reschly, D.J., & Gresham, F.M. (2006, April). Implementation fidelity of SLD identification procedures. Presentation at the National SEA Conference on SLD Determination: Integrating RTI within the SLD Determination Process, Kansas City, MO (PDF PowerPoint).