

PBIS Forum 17 Practice Brief: Evaluation Within PBIS Implementation

PBIS Leadership Forum- *Roundtable Dialogue*

December 2017

This practice brief is intended to be a practical tool and resource for educators interested in evaluating positive behavioral interventions and supports (PBIS) implementation. Updates to lessons learned, core features, evaluation measures, the evaluation process, and needs included in this practice brief were drawn from sessions and presentations focused on evaluation within PBIS implementation at the 2017 PBIS National Forum at Chicago.

Rationale

The purpose of evaluating PBIS implementation is to determine the impact that systems and practices have on students, educators, and school environments. Effective evaluation documents the extent to which the implementation process is meeting its goals, using appropriate activities, being implemented as intended, and succeeding in a manner that is generating evidence suitable for replicating, sustaining, and improving the program (Algozzine et al., 2010).

Lessons Learned

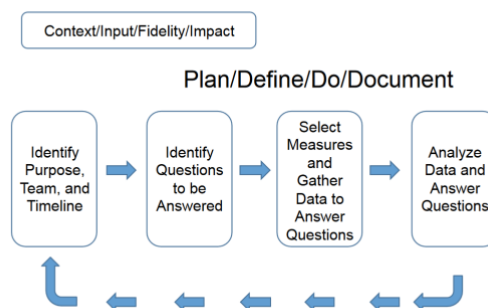
There continues to be a shift in evaluation within PBIS implementation. In the past, there has been an emphasis on large scale, multi-measure, broad evaluation often requiring considerable time and personnel. Current evaluation practices focus on targeted evaluation and the use of more efficient evaluation tools. Evaluation has also shifted from evaluation as observation to evaluation being an active part of the implementation process. This more active process includes the collection and interpretation of evaluation data and the development of an action plan—all linked to the original driving questions developed by the school, school team or derived from the Evaluation Blueprint for SWPBIS (Algozzine et al., 2010).

Along with PBIS evaluation being an active process, there is a renewed emphasis on making PBIS evaluation and reporting practical. In this light, the primary focus of evaluation is not to evaluate to submit results to district or state level leadership or teams; instead, the focus is on making evaluation an integral part of the PBIS implementation process (Horner & Olsen, 2017). When the mantra for PBIS evaluation becomes “this is just what we do”, evaluation becomes more practical and sustainable; and these practices contribute to improved evaluation and increased reporting of school, district, and state level outcomes (Putnam, Sellon, & Weise, 2017).

Core Features of Program Evaluation

The Evaluation Blueprint continues to be a practical and seminal resource that provides evaluators with a comprehensive framework that can be used to address evaluation questions, select evaluation measures, develop an evaluation schedule, and use evaluation information for decision-making (Algozzine et al., 2010). The Evaluation Blueprint is centered around core evaluation questions that address indicators related to the *context* of implementation (e.g., who, where, when, why), the *input* that directs implementation (e.g., what), the *fidelity* of implementation (e.g., how), and the *impact* of implementation on student outcomes (Algozzine et al., 2010). The core features of evaluation highlighted in the Evaluation Blueprint are illustrated in a cyclical process that includes steps to plan, define, do, and document PBIS evaluation.

Core Features of a Program Evaluation



B. Algozzine (2015)

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Developing a PBIS evaluation plan includes identifying the purpose of the evaluation, identifying a team to coordinate and facilitate the evaluation process, and determining a timeline for each of the core components of evaluation. A logic model can also be used to document and illustrate PBIS implementation during the evaluation process. Development of a logic model for PBIS includes identifying (a) targeted receivers (e.g., student, teacher, leadership team), (b) processes and activities delivered to the targeted receivers, and (c) the impact and outcomes of those activities (Goodman & Niedermeyer, 2016). After a plan is developed, the evaluation questions to be answered are identified and defined. Evaluators can find evaluation questions focused on context, input, fidelity, and input in the Evaluation Blueprint. To answer the evaluation questions, evaluation measures are selected and used to gather data. Once data is collected from the evaluation measures, the data is analyzed to document what was accomplished and the difference PBIS implementation made. The plan, define, do, and document process is repeated and continued to inform decision making related to replication, sustainability, and improvement of PBIS.

Evaluation Measures

As indicated in the plan, define, do, and document steps of the evaluation process, a core feature of evaluation within PBIS implementation is the selection of evaluation measures. A review of PBIS evaluation measures indicates that there are over eight tools available to evaluate universal, secondary, and tertiary levels of PBIS implementation. As evaluation shifts to a more active and practical process, emphasis is placed on using fewer measures that are comprehensive, effective, and efficient. One such measure is the Tiered Fidelity Inventory (TFI; Algozzine et al., 2014).

The TFI measures the extent to which school personnel are implementing core features of Tiers I, II, and III of PBIS (Algozzine et al., 2014). The TFI is based on existing PBIS evaluation measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT) and it is an efficient, but also valid and reliable, evaluation measure that can be used to guide initial and sustained PBIS implementation (Algozzine et al., 2014). There are also several resources for school teams within the TFI including a Walkthrough Tool Interview and Observation Form, Action Planning Form, and a Targeted Interventions Reference Guide. There is no cost for the TFI or the scoring and reporting features online, allowing school teams to easily access the measure and the resources included.

Simply completing evaluation measures to evaluate PBIS implementation is insufficient. To increase effectiveness, sustainability, and accountability, evaluation should be done with coaching (Olsen & Horner, 2017; Pohlman, Van Acker, & Moss, 2017). In addition, it is essential that evaluation results be used for intentional action planning and program improvement (Olsen & Horner, 2017; Pohlman et al., 2017). Evaluating with coaching support and emphasizing the use of results for action planning and program improvement contribute to practical and sustainable systems and practices.

Evaluation Process

The evaluation practices and resources presented at the PBIS National Forum and summarized in this brief describe a process. A snapshot of this process is outlined below. The resources that apply to each step of the process are included in parenthesis.

Where to Start

- Make a plan: Identify the purpose for evaluation, a team to facilitate evaluation, and a timeline to conduct the evaluation and report results (see Evaluation Blueprint and Goodman & Niedermeyer, 2016 for logic model)
- Identify evaluation questions (see Evaluation Blueprint)
- Select appropriate evaluation measures (e.g., TFI) and gather data that will answer the evaluation questions (see Conley & Sampson, 2016 for data gathering and Evaluation Blueprint for questions)

Where to Go

- Analyze data and answer evaluation questions
- Develop actionable plans: Identify what will improve implementation, based on information from

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- evaluation measures and data collection (see Evaluation Blueprint and TFI Action Planning Form)
- Report evaluation results. When developing reports, consider the breadth and depth (determined by needs of audience, length of PBIS implementation, and complexity of results data and information). Additional considerations should include the audience of the reports, appropriate timing, communication style, appearance, accuracy, and nature of the information. As a guide for developing PBIS evaluation reports, include the following recommended content: (1) executive summary, (2) purpose, timeframe, and summary, (3) vision, mission, and foundations of SWPBIS program (4) current implementation efforts, (5) extent of implementation, (6) outcomes, (7) capacity, (8) implications and next steps, and (9) supporting materials (Olsen, Bodger, & Santos, 2017; see also Evaluation Blueprint and pbis.org/evaluation for examples).

Needs

Despite continued advancement in evaluation practices within PBIS, there continues to be expressed needs to develop Pre-K evaluation tools; increase evaluation coaching support; expand PBIS team capacity to collect, analyze, use, and report evaluation data; and explore unique aspects of PBIS evaluation in a variety of settings (e.g., alternative schools, school and mental health interconnected systems frameworks). Future research, training, and presentations should address these needs.

This practice brief provided an overview of evaluation within PBIS implementation drawn from sessions and presentations at the 2017 PBIS National Forum at Chicago. The updated lessons learned, core features, evaluation measures, and evaluation process described in this brief can be used as a starting point for conceptualizing evaluation within PBIS; and direct those involved in the evaluation process to additional resources to carry out effective and efficient evaluation.

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