

# PBIS Action and Commitment Tool (PBIS-ACT)

## Summary Report for Sample School




The PBIS-ACT is an assessment tool developed at Minnesota State University, Mankato for schools to measure the level of staff commitment to implementing school-wide PBIS strategies. The PBIS-ACT measures eight specific implementation behaviors and asks school teachers and staff to describe their willingness to do each on a scale of 0-10. It also asks teachers and staff about the degree to which they value and currently implement each of these behaviors. The information provided by your school's staff has been averaged across all of these implementation behaviors to produce your school's overall level of commitment. As a general rule of thumb, schools should strive for 80% commitment from staff in order to maximize the school's efforts to implement PBIS.

Contained within this report you will find information about staff members':

- Willingness to implement PBIS strategies
- Current reported implementation of these PBIS strategies
- Personal value of these PBIS strategies.

If you have any questions about the data or how to interpret this report, please contact Kevin Filter, Ph.D., via email at: [kevin.filter@mnsu.edu](mailto:kevin.filter@mnsu.edu)

### How to Interpret Your Results

Alert	Interpretation	Implications
	<i>High Level of Commitment</i> (80% or higher)	Staff commitment indicates your school has a high likelihood of implementing this aspect of SWPBIS with fidelity. This can be highlighted as a strength in further consensus-building activities. Successful implementation is likely.
	<i>Moderate Level of Commitment</i> (50% - 79%)	This represents an area of concern. Staff may not be fully committed to implementing this aspect of SWPBIS with a high degree of fidelity. More consensus-building is recommended to ensure successful implementation.
	<i>Low Level of Commitment</i> (49% or lower)	This marks an area of concern. Staff are not committed to implementing this aspect of SWPBIS with fidelity. This marks a barrier to successful implementation. More consensus building is needed to ensure successful implementation.

When evaluating the results presented below, you may find that Overall Commitment and the three subscales (Willingness to Implement, Current Implementation, and Personal Value) may not always be consistent. Overall Commitment represents an average of the three subscale scores. This indicator provides a sum score of all responses. Current research suggests that Willingness to Implement PBIS Strategies (one of the three subscales) may be the most critical component predicting successful implementation. Therefore, when interpreting your scores, the key scores that may predict successful implementation of SWPBIS are Overall Commitment and Willingness to Implement SWPBIS. Lower scores on these indicators are thought to be significant areas of weakness in commitment and should be the focus of further consensus building in order to ensure their successful implementation.

# Sample School Summary

**Total Participants = 17**

85% of teaching and non-teaching staff at your school completed the PBIS-ACT between 1/1/2016 and 1/15/2016.




Teacher	12	70.6%
Non-teaching	5	29.4%
Not disclosed	0	0.0%

## Overall Commitment

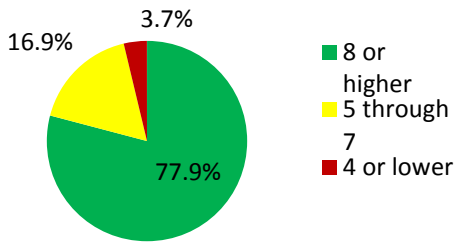
This is a measure of staff's overall commitment to implementing SWPBIS. This represents the best indicator of the likelihood of successful implementation of SWPBIS with reasonable integrity.

Your school's overall level of *commitment to implementing SWPBIS* strategies is: **78.4%**

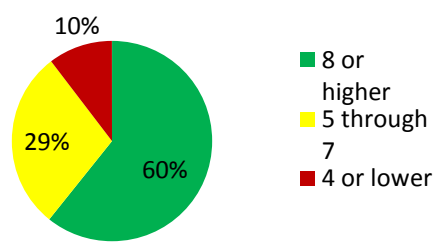
## Overall Average Subscale Scores

Staff Commitment	Average in Percentage	
Willingness to implement PBIS strategies	83.8%	
Current implementation of PBIS strategies	73.5%	
Personal Value of PBIS strategies	77.8%	

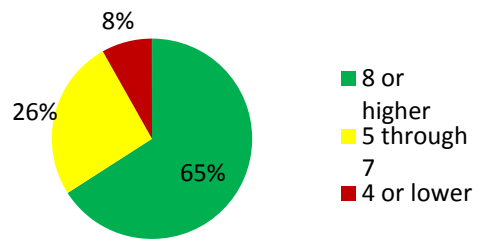
### Staff Willingness to Implement PBIS Strategies



### Current Implementation of PBIS Strategies



### Staff Value of PBIS Strategies



Your school's Overall Commitment to implementing PBIS did not meet the 80% criterion, suggesting lower than ideal levels of commitment of school staff to implement PBIS strategies with fidelity. This suggests that your school should target consensus-building amongst staff to ensure successful implementation of PBIS.

Notably, your school's score on the Willingness to implement PBIS exceeded the 80% criterion. Because Willingness to implement is hypothesized to be the main indicator of implementing PBIS strategies with fidelity, this is a strength of your school and suggests that staff may be successful at implementing school-wide PBIS with increased support. You may consider targeted consensus building activities centered around those items that were rated lowest on Personal Value that highlights staff's established consensus on Willingness to implement PBIS as a building block for greater commitment to implement those strategies that were rated lower on Personal Value.

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## Individual Item Responses

Willingness to implement each SWPBIS strategy is highlighted in the graph for the individual questions. This component is considered the most critical predictor of Commitment to implement the strategy.

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### Question 1: Directly Teaching Behavior Expectations to Students

Question 1 focuses on staff willingness to directly teach behavior expectations to students. This indicates the likelihood that staff will explicitly teach your school's PBIS behavioral expectations. Higher proportions of green responses (8 or higher) indicate that staff is willing to directly teach PBIS behavioral expectations to students, which predicts student success in meeting the school behavior expectations. Low percentages of responses that are eight or higher may indicate that your school's behavioral expectations may not be consistently taught to students, which would be expected to decreased improvement in student behavior.

**Willingness to Directly Teach Behavior Expectations**

87.6%



**Current Implementation of Directly Teach Behavior Expectations**

76.5%

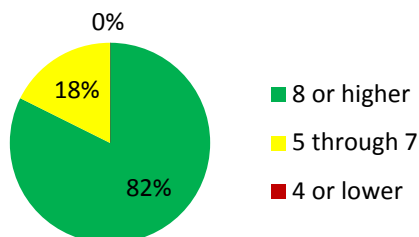


**Personal Value of Directly Teaching Behavior Expectations**

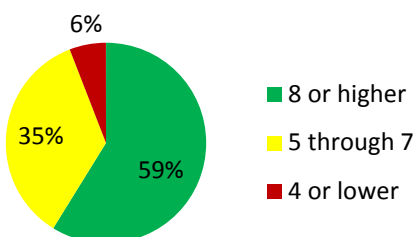
80.6%



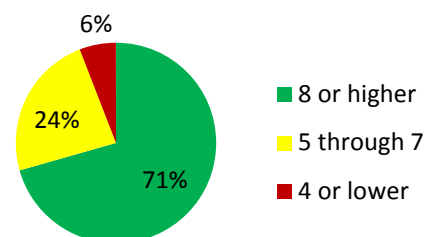
**Willingness to Implement**



**Current Level of Implementation**



**Value of Implementation**



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## Question 2: Reminding Students of Behavioral Expectations

Question 2 focuses on staff's willingness to remind students of your school's PBIS behavioral expectations. This PBIS strategy is designed to maintain students' knowledge and awareness of PBIS behavioral expectations. Schools with high levels of staff willingness to implement this strategy may find that students are more aware, and therefore, more likely to observe the school's behavioral expectations. Schools with moderate levels of staff willingness to implement this strategy may find a larger segment of the student population that do not remember the behavioral expectations, and thus may result in more disciplinary referrals. Schools with low levels of staff willingness to implement this strategy may find that most students do not remember the behavioral expectations.

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**Willingness to Remind Students of Behavior Expectations**

89.4%



**Current Implementation of Directly Teach Behavior Expectations**

82.9%

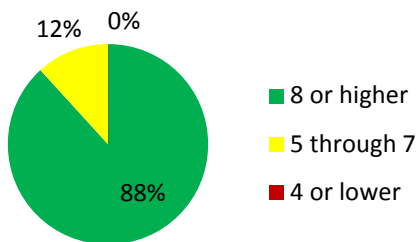


**Personal Value of Directly Teaching Behavior Expectations**

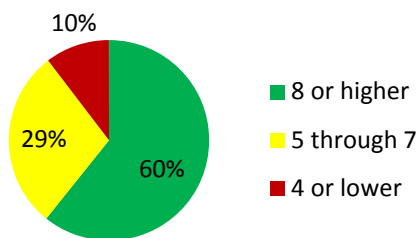
82.9%



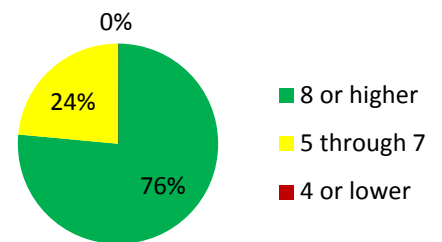
**Willingness to Implement**



**Current Level of Implementation**



**Value of Implementation**



### Question 3: Acknowledging Students for Appropriate Behavior with Praise

Question 3 focuses on staff’s willingness to acknowledge appropriate behavior with praise. This PBIS strategy is important for ensuring student’s both maintain and increase compliance with behavioral expectations. Schools with high levels of staff willingness to praise students for appropriate behavior will likely observe an increase in behaviors consistent with PBIS expectations. School’s with moderate levels of staff willingness to praise appropriate behavior may find that students compliance with behavioral expectations is not consistent, being higher in those settings where they are more likely to be praised. Schools with low levels of willingness to praise appropriate behavior may find that students behavior does not change significantly.

**Willingness to Acknowledge Appropriate Behavior with Praise**

85.3%



**Current Implementation of Acknowledging Appropriate Behavior with Praise**

74.7%

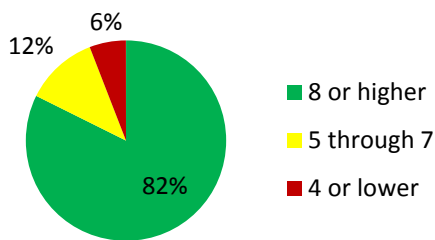


**Personal Value of Acknowledging Appropriate Behavior with Praise**

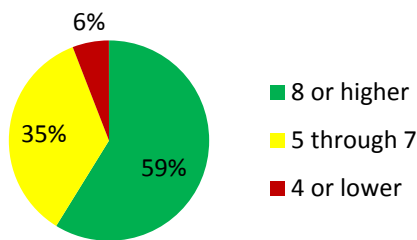
80.6%



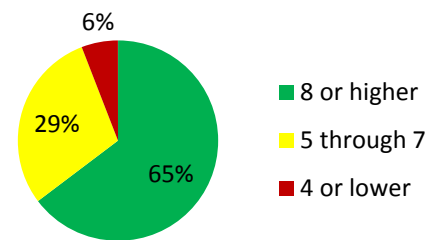
**Willingness to Implement**



**Current Level of Implementation**



**Value of Implementation**



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## Question 4: Acknowledging Students for Appropriate Behavior with Tangible Rewards

Question 4 focuses on staff's willingness to acknowledge appropriate behavior with tangible rewards (e.g., positive behavior tickets). This PBIS strategy is important for ensuring student's both maintain and increase compliance with behavioral expectations. Schools with high levels of staff willingness to acknowledge students for appropriate behavior will likely observe an increase in behaviors consistent with PBIS expectations. School's with moderate levels of staff willingness to acknowledge appropriate behavior may find that students compliance with behavioral expectations is not consistent, being higher in those settings where they are more likely to earn tangible rewards. Schools with low levels of willingness to acknowledge appropriate behavior may find that students' behavior does not change significantly.

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**Willingness to Acknowledge Appropriate Behavior with Tangibles**

68.2%



**Current Implementation of Acknowledging Appropriate Behavior with Tangibles**

57.6%

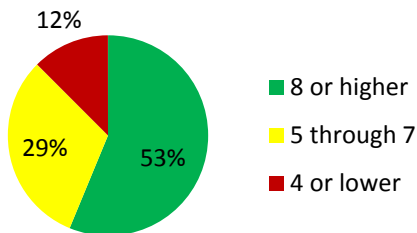


**Personal Value of Acknowledging Appropriate Behavior with Tangibles**

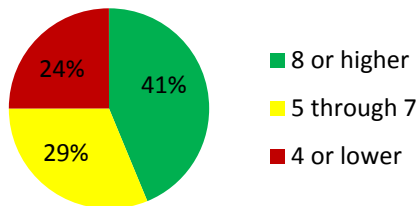
62.4%



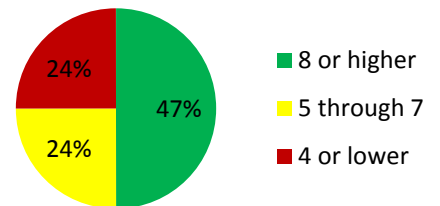
### Willingness to Implement



### Current Level of Implementation



### Value of Implementation



## Question 5: Documenting Major Behavior Violations

Question 5 focuses on staff willingness to document major behavior violations. This aspect of PBIS requires that staff have a full understanding of what constitutes a major violation. Schools with a high level of willingness may indicate that teachers have a full understanding of the school’s disciplinary system. Schools with a moderate level of willingness to document major behavior violations may find inconsistent behavioral referrals. Schools with a low level of willingness to document referrals may find little agreement within staff utilization of behavior referrals.

**Willingness to Document Major Behavior Violations**

87.6%



**Current Implementation of Documenting Major Behavior Violations**

75.3%

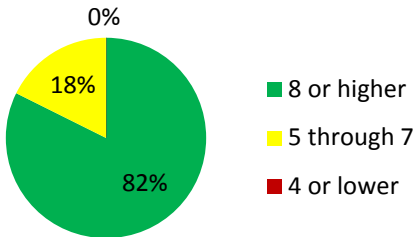


**Personal Value of Documenting Major Behavior Violations**

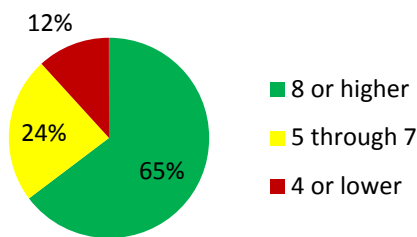
78.2%



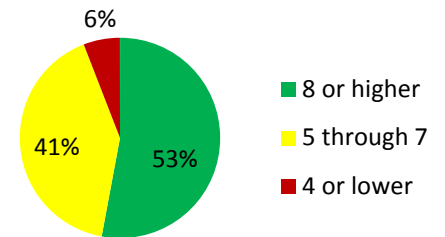
### Willingness to Implement



### Current Level of Implementation



### Value of Implementation



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## Question 6: Managing Minor Behavior Violations

Question 6 focuses on managing minor behavior violations within the classroom or setting in which they occur. Schools with high levels of willingness to manage minor behavior violations may find that staff is consistently distinguishing between major and minor violations, reducing office referrals. Schools with moderate levels of willingness to manage minor behavior violations may find that staff is not consistently discriminating between major and minor violations, leading to more office referrals. Schools with low levels of willingness to manage minor behavior violations are more likely to see similar levels of office referrals.

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**Willingness to Manage Minor Behavior Violations**

91.2%



**Current Implementation of Managing Minor Behavior Violations**

82.4%

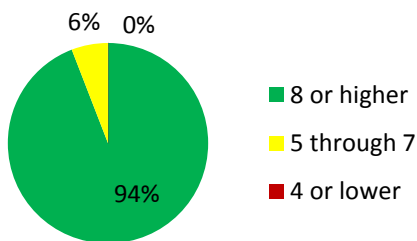


**Personal Value of Managing Minor Behavior Violations**

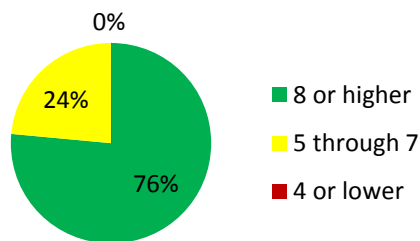
87.6%



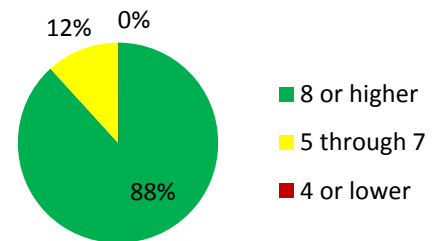
### Willingness to Implement



### Current Level of Implementation



### Value of Implementation





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## Question 7: Implementing PBIS Strategies in Classroom Settings

Question 7 focuses on staff willingness to implement PBIS strategies into the classroom. Schools with high levels of willingness to implement PBIS strategies in the classroom are likely to implement the strategies school-wide with fidelity. Schools with moderate levels of willingness to implement PBIS strategies in the classroom are likely to find moderate success in school-wide implementation with fidelity. Schools with low levels of willingness to implement PBIS strategies in the classroom are likely to find low levels of success in implementation with fidelity.

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**Willingness to Implement PBIS Strategies in Classroom Settings**

74.1%



**Current Implementation of PBIS Strategies in Classroom Settings**

65.3%

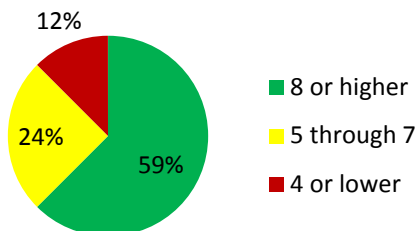


**Personal Value of Implementing PBIS Strategies in Classroom Settings**

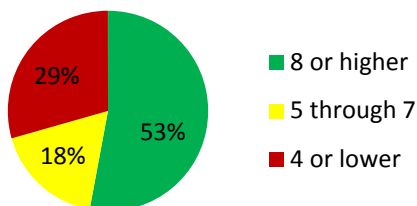
71.2%



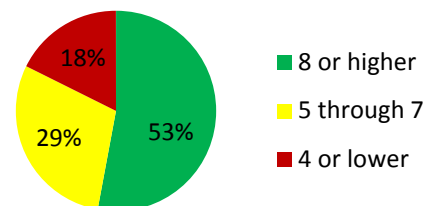
### Willingness to Implement



### Current Level of Implementation



### Value of Implementation



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## Question 8: Implementing PBIS Strategies in Non-Classroom Settings

Question 8 focuses on staff willingness to implement PBIS strategies in all settings outside the classroom. Schools with high levels of staff willingness to implement PBIS strategies in all settings outside the classroom are likely to implement the strategies school-wide with fidelity. Schools with moderate levels of willingness to implement PBIS strategies outside the classroom are likely to find moderate success in school-wide implementation with fidelity. Schools with low levels of willingness to implement PBIS strategies outside the classroom are likely to find low levels of success in implementation with fidelity.

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**Willingness to Implement PBIS Strategies in Non-Classroom Settings**

86.5%



**Current Implementation of PBIS Strategies in Non-Classroom Settings**

73.5%

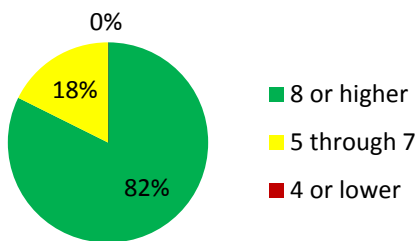


**Personal Value of Implementing PBIS Strategies in Non-Classroom Settings**

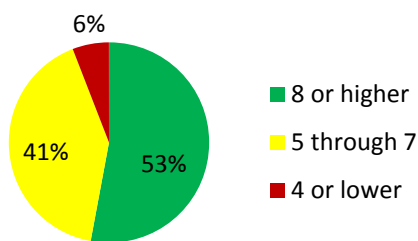
78.8%



### Willingness to Implement



### Current Level of Implementation



### Value of Implementation

