GOALS

- ***Provide "Context" for the Symposium***
  - High schools are improving (in U.S. and Calif)
  - Student empowerment rather than "control"
  - PBIS is a core pillar for high school improvement
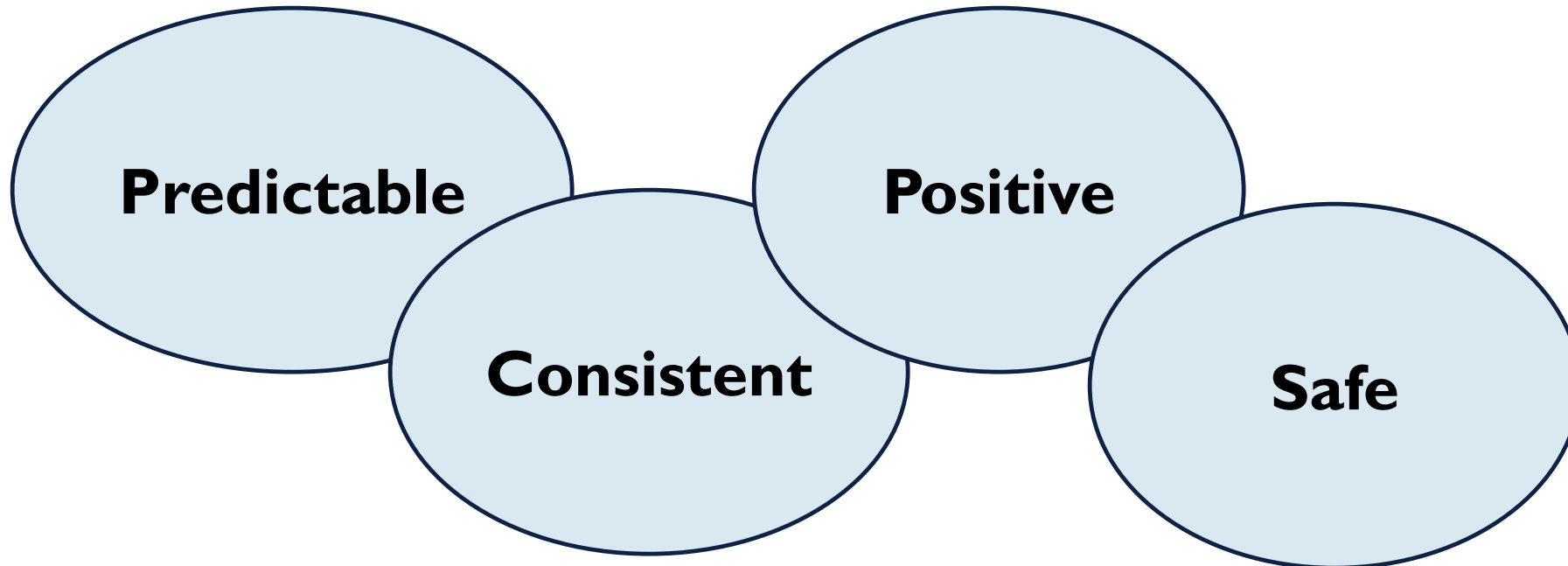
- ***Focus on Three Major Themes***
  - School-wide social culture
  - Collection and use of Data
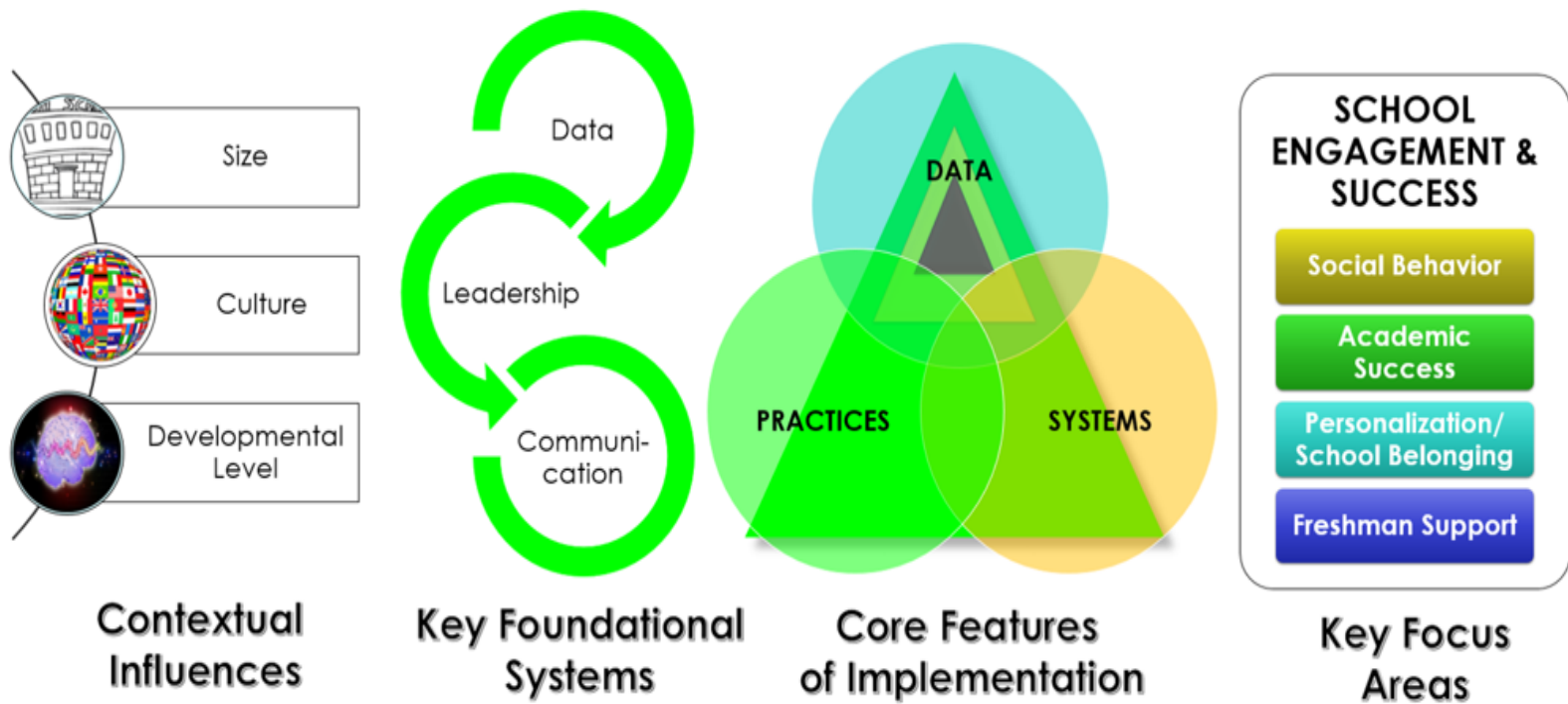 - Multiple-Tiers of Support Intensity
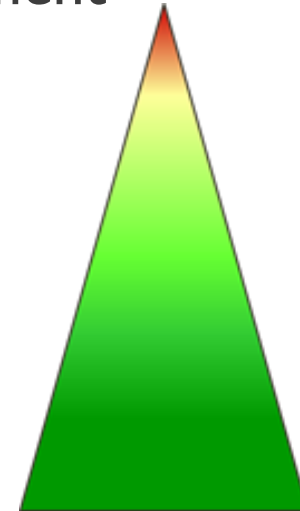
THE PURPOSE OF PBIS

- **The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments.**

Predictable

Consistent

Positive

Safe

HIGH SCHOOL IMPLEMENTATION OF PBIS

Contextual Influences: Size, Culture, Developmental Level

Key Foundational Systems: Data, Leadership, Communi-cation

Core Features of Implementation: DATA, PRACTICES, SYSTEMS

Key Focus Areas: SCHOOL ENGAGEMENT & SUCCESS — Social Behavior, Academic Success, Personalization/School Belonging, Freshman Support

Counselor Role

Academic Seminar

LEADING PBIS IMPLEMENTATION

- *Build Team Consensus*
  - What is our goal?
  - How will be measure?
  - What process will we use?

- *Establishing Student Support*
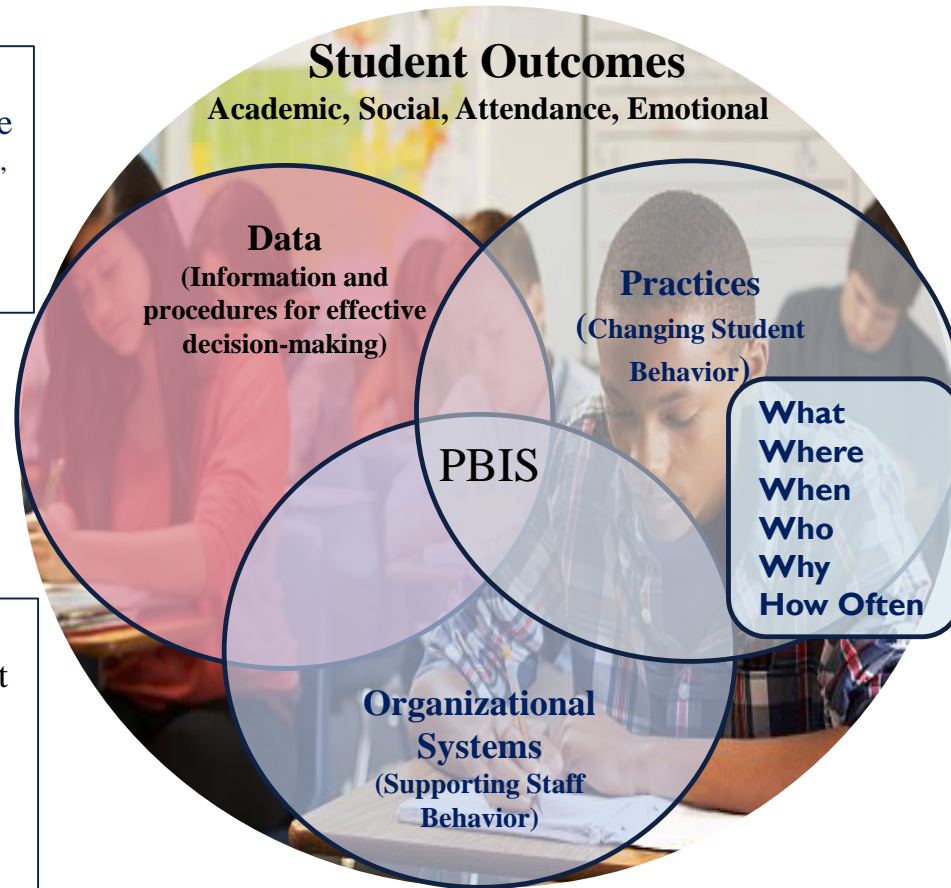
- *Recruiting Faculty Support*

Installing Positive Behavioral Interventions and Supports

Susan Barrett

Step 5: Use both fidelity and impact data to improve (Adjust practices to achieve effect, adjust systems to improve efficiency and sustainability.

Step 4: Implement organizational systems that will sustain and scale effective practices (policies, teaming, community of practice, data review, continuous improvement)

Student Outcomes
Academic, Social, Attendance, Emotional

Data
(Information and procedures for effective decision-making)

Practices
(Changing Student Behavior)

PBIS

What
Where
When
Who
Why
How Often

**Organizational Systems**
(Supporting Staff Behavior)

Step 1: Select effective practices that fit the needs and culture of the context? (ODR patterns, Attendance, Fidelity, School Climate Survey)
The most significant behavioral challenge is _____. It occurs most often ____(where/when)____. The students most likely engaging in this behavior are _____, and they appear to do this behavior to get _____.

Step 2: Combine Prevention and Clear Consequences:
Prevent: School culture that is predictable, consistent, positive, safe
Consequences: Accountable, function-based, fair, instructional

Step 3: Build a Multi-tiered Continuum of Practices:
Identification: Who
Assessment: Tailored Need
Comprehensive Supports:

SCHOOLS IMPLEMENTING PBIS IN US
AUGUST, 2017

25,911 Schools Implementing PBIS

13,832,582 Students

3367
High Schools
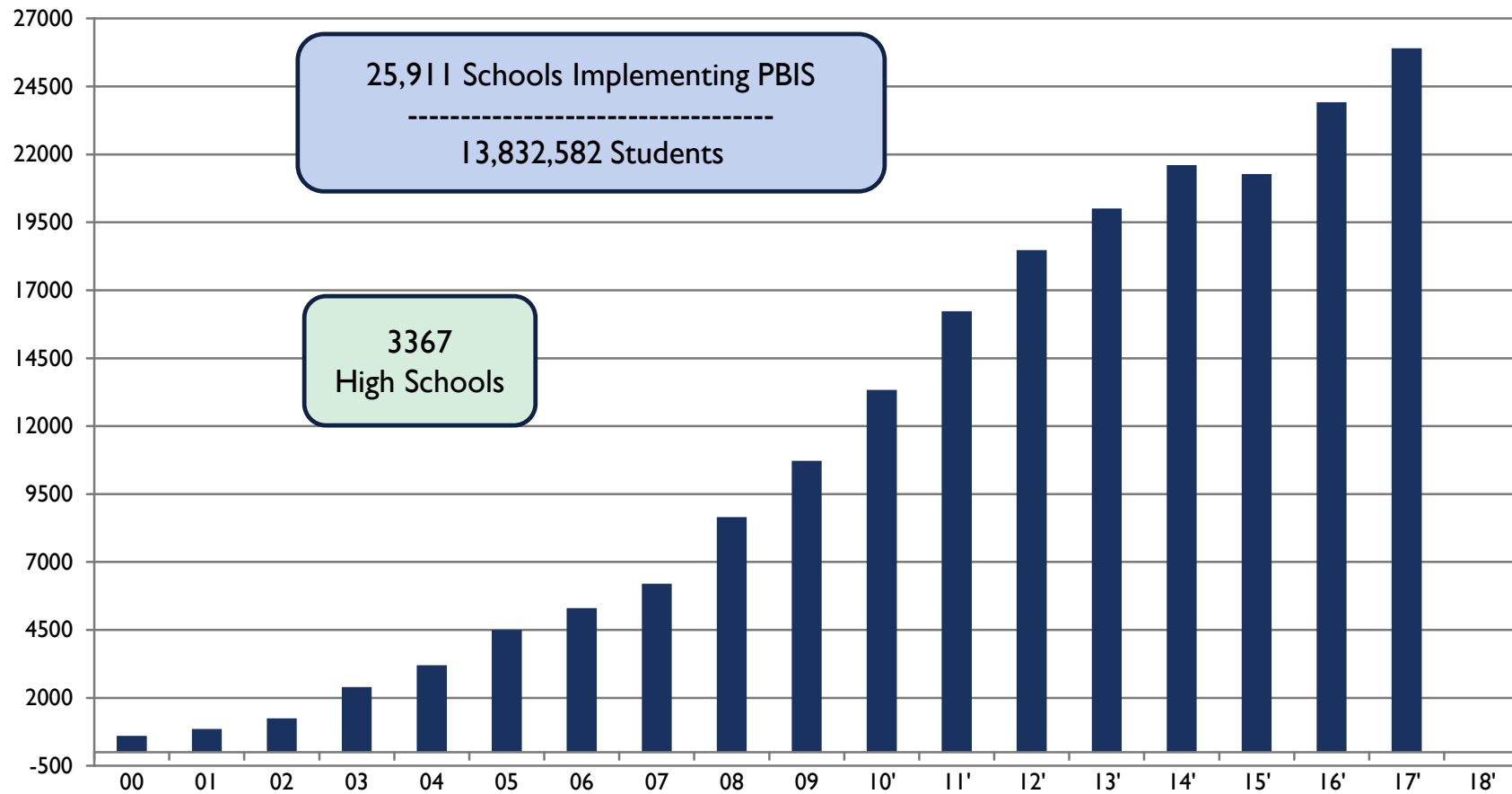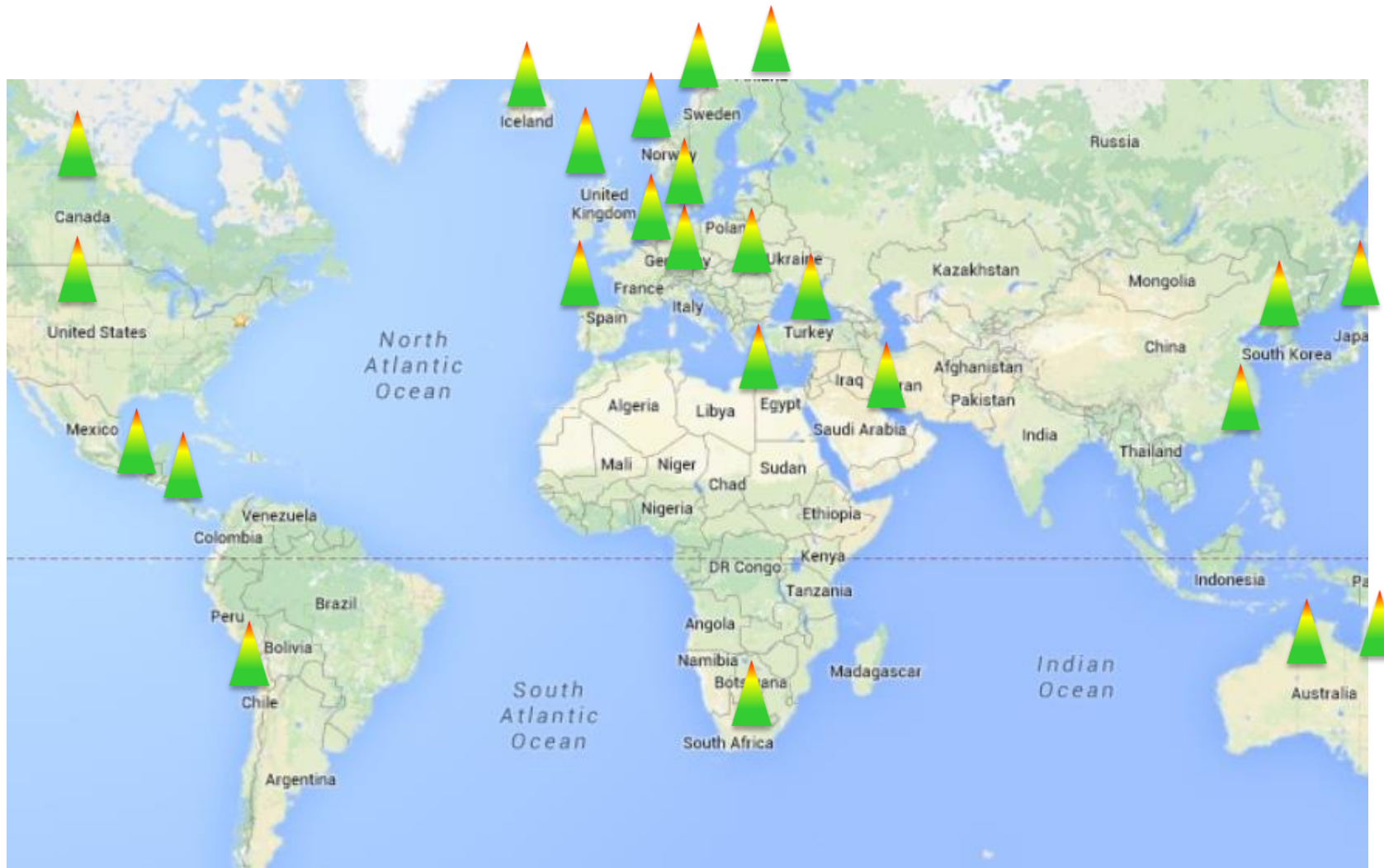
PBIS Implementation now active in 23 countries outside of U.S.

OUTCOMES OF IMPLEMENTING PBIS

- **Reduced problem behavior**

  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002)

- **Increased prosocial behavior**

  (Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

- **Improved emotional regulation**

  (Bradshaw et al., 2012)

- **Improved academic achievement**

  (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety**

  (Horner et al., 2009)

- **Improved organizational health/ reduced staff turnover**
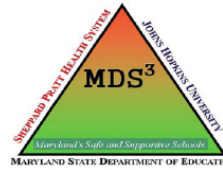
  (Bradshaw et al., 2008)

- **Improve teacher perception of academic effectiveness**

  (Ross, S. W., Endrulat, N. R., & Horner, R. H. , 2012)

TESTING THE EFFECTS OF SW-PBIS IN MARYLAND STATE

ELISE PAS, JI HOON RYOO, RASHELLE MUSCI, & CATHERINE BRADSHAW

What is SW-PBIS?

- School-wide Positive Behavioral Interventions and Supports focuses on developing data, systems, and practices to support positive behaviors through evidence-based practices.
- SW-PBIS encourages making consistent procedures to prevent and respond to disruptive behavior.

Does PBIS Work?

- Controlled research in MD and OR shows that SW-PBIS causes reduced ODRs and suspensions and improved climate and achievement. Correlational studies also show such positive associations with outcomes.
- Over 21,000 schools in all US states implement SW-PBIS.

Why Study SW-PBIS in Maryland?

- Maryland has been a nation-wide leader in PBIS dissemination and research.
- While research tells us that SW-PBIS schools involved in *research studies* have improved outcomes (i.e., efficacy), and some state-wide studies show *associations with outcomes,* we do not know if SW-PBIS *causes improvements* in outcomes, *when disseminated and implemented in regular practice* (i.e., effectiveness).
- This study causally tests the effectiveness of SW-PBIS on student behavioral and academic outcomes, by looking at *all* 1,416 MD schools open between 2006 and 2012. Statistics allow us to mimic a randomized trial.

What did we find?

- Reductions in suspensions for elementary and secondary schools implementing SW-PBIS.
- Reductions in truancy rates for secondary schools implementing SW-PBIS.
- Improvements in reading and math proficiency for elementary and secondary schools implementing SW-PBIS.

Key Takeaways:

- SW-PBIS impacts behavior *and* academics in a positive way.
- All schools in Maryland State were included in this study and there are schools in every district that implement SW-PBIS, making these findings relevant to all Maryland schools.

What Did We Find?

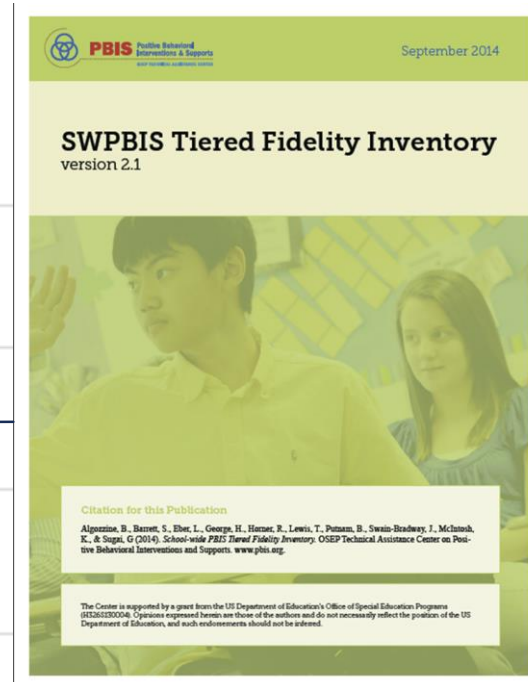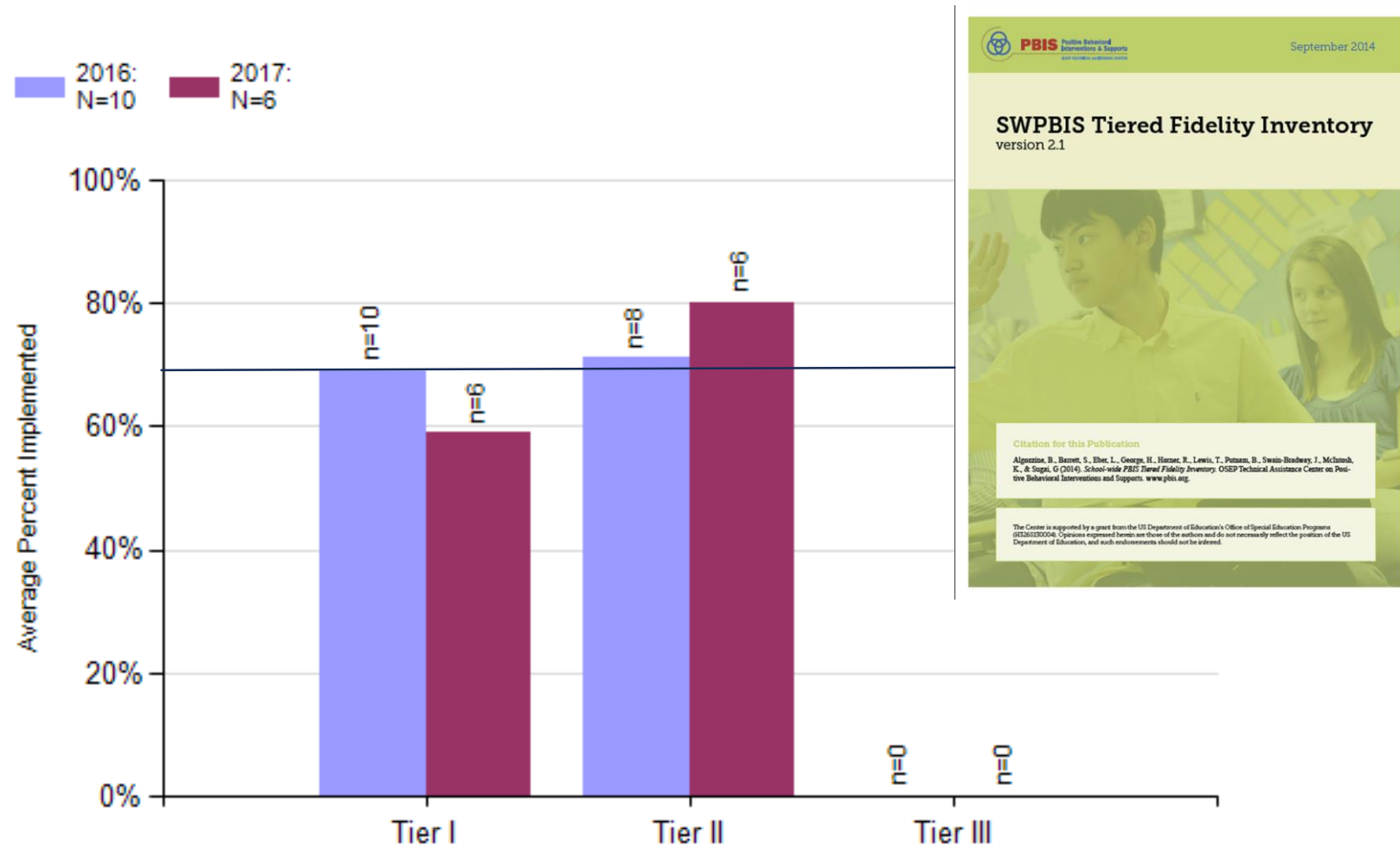**Reductions in suspensions** for elementary and secondary schools implementing SW-PBIS.

• **Reductions in truancy rates** for secondary schools implementing SW-PBIS.

• **Improvements in reading and math proficiency** for elementary and secondary schools implementing SW-PBIS
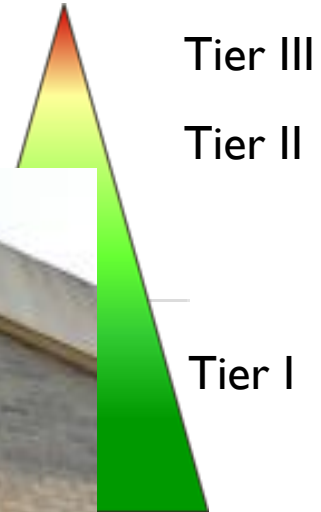
CALIFORNIA:
SCHOOLS IN CA ACTIVELY IMPLEMENTING PBIS

Over 2500 schools in California are now using PBIS… 244 High Schools
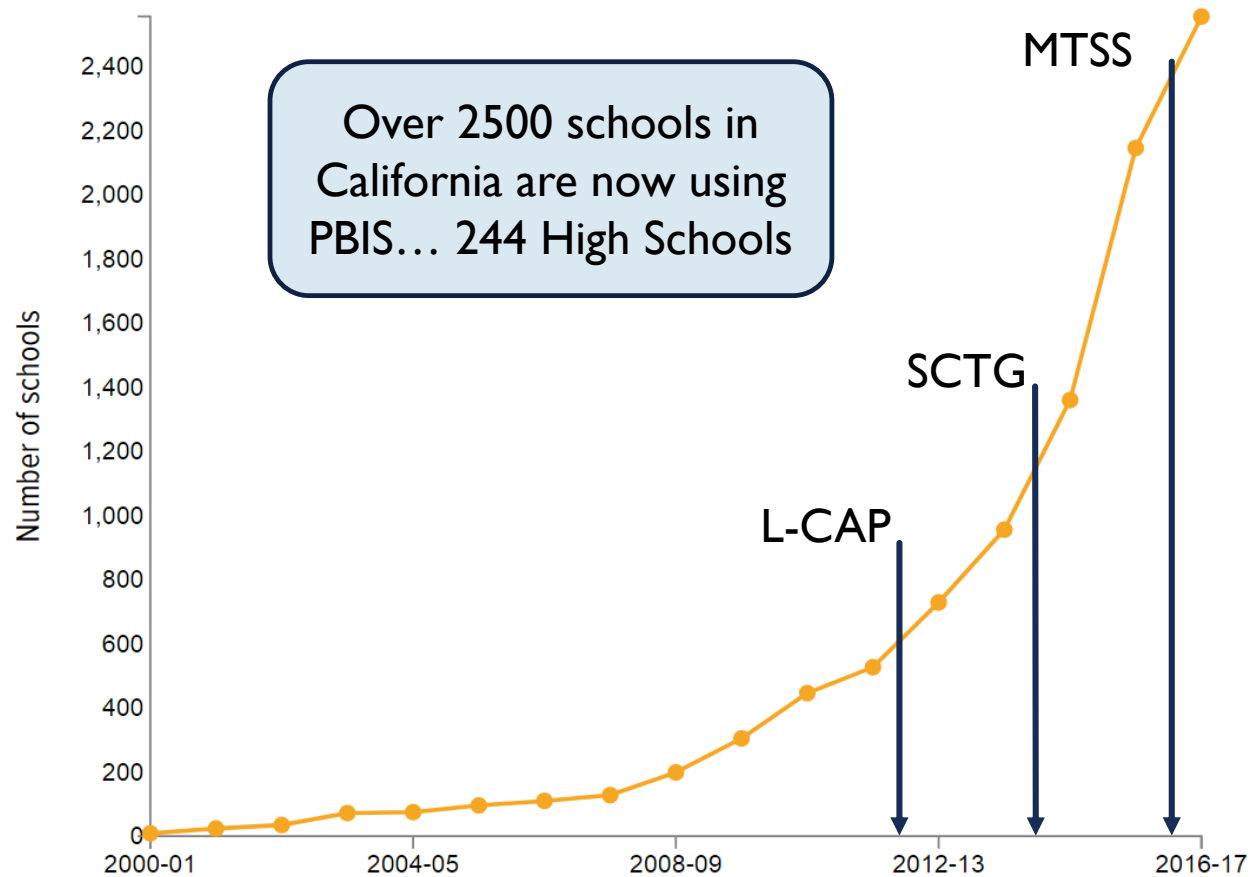
MEASURING ADOPTION OF PBIS:
TFI SCORES FOR SECONDARY SCHOOLS IN ONE CALIFORNIA DISTRICT

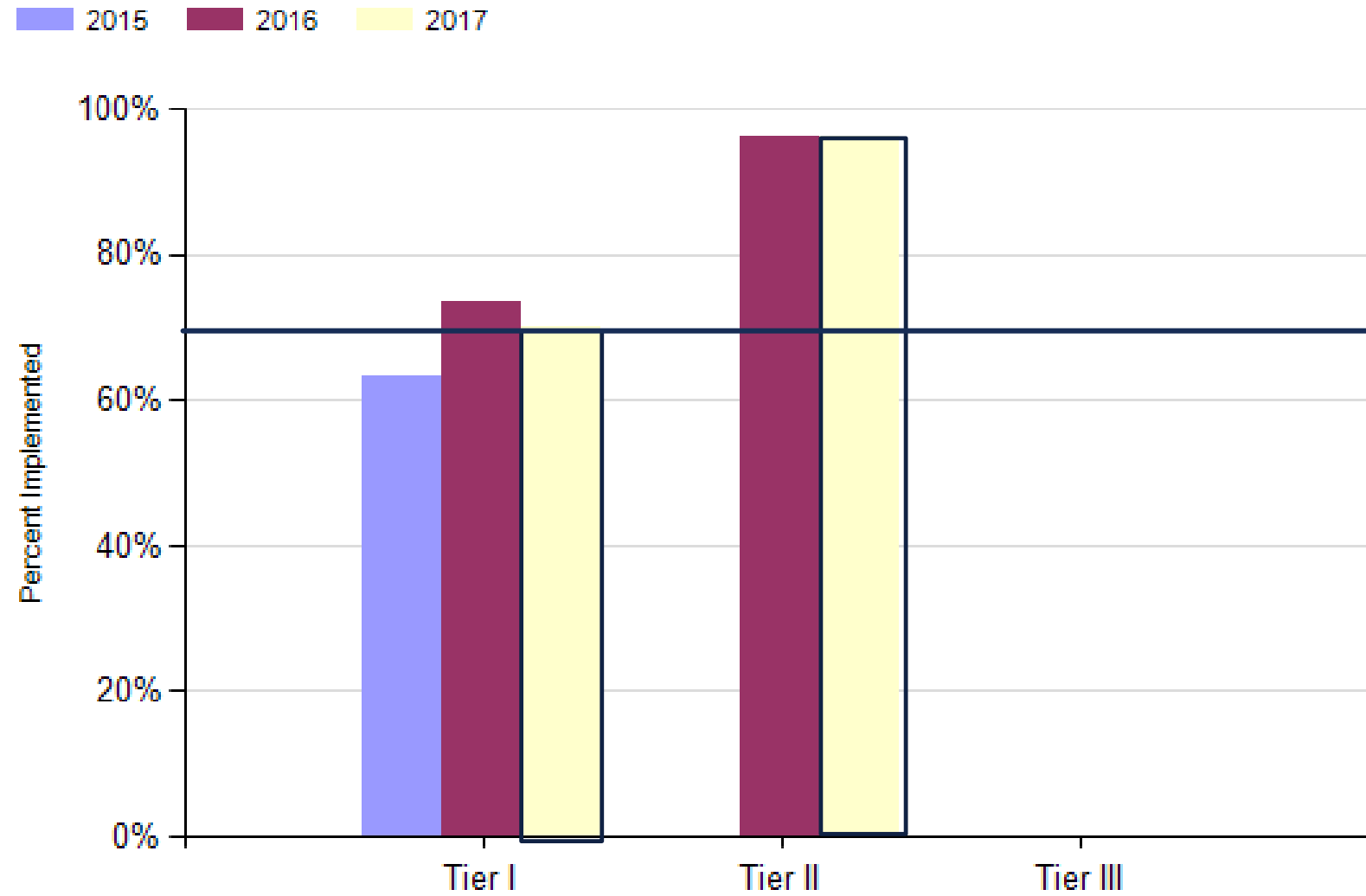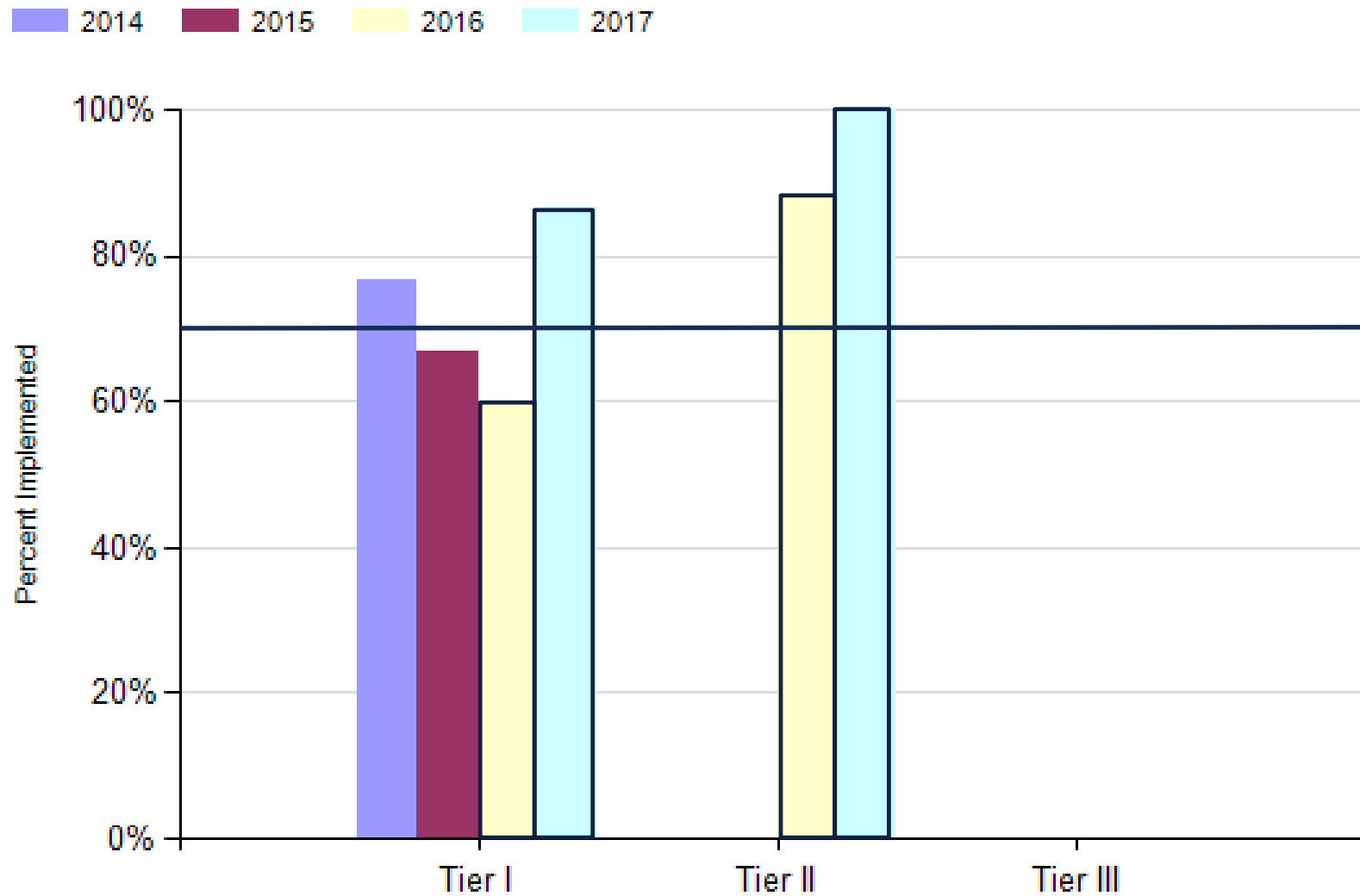One California High School 2017 … TFI Scores (implementing PBIS)

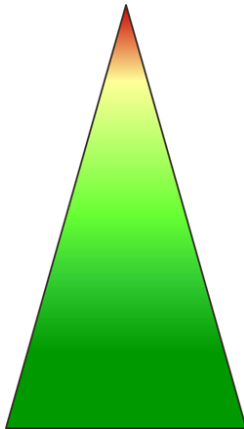It is POSSIBLE to implement PBIS in California High Schools

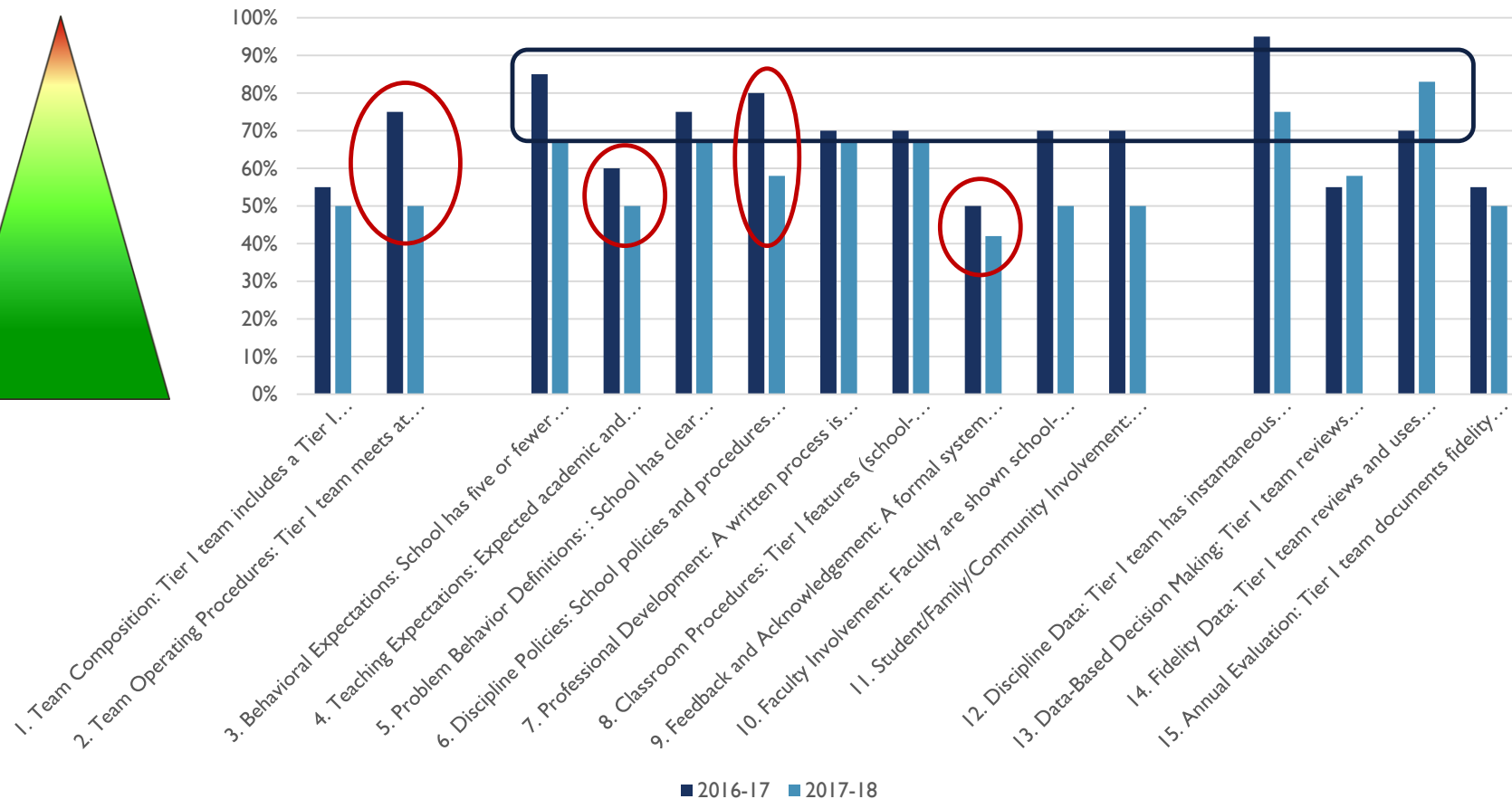One California High School 2017 … TFI Scores (implementing PBIS)

One California High School 2017 … TFI Scores (implementing PBIS)

TFI ITEM MEANS IN SECONDARY SCHOOLS IN ONE CALIFORNIA DISTRICT

Secondary Schools (one California District): Tier I PBIS Implementation

MEAN AND MEDIAN MAJOR ODR PER SCHOOL DAY
HIGH SCHOOLS USING PBIS IN US OVER LAST 13 YEARS

Legend: ● Mean ● Median

Y-axis: 0, 0.2, 0.4, 0.6, 0.8, 1, 1.2

.28 median major ODR per day
931 mean enrollment

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
N	76	104	155	198	250	330	391	479	503	458	437	469	526
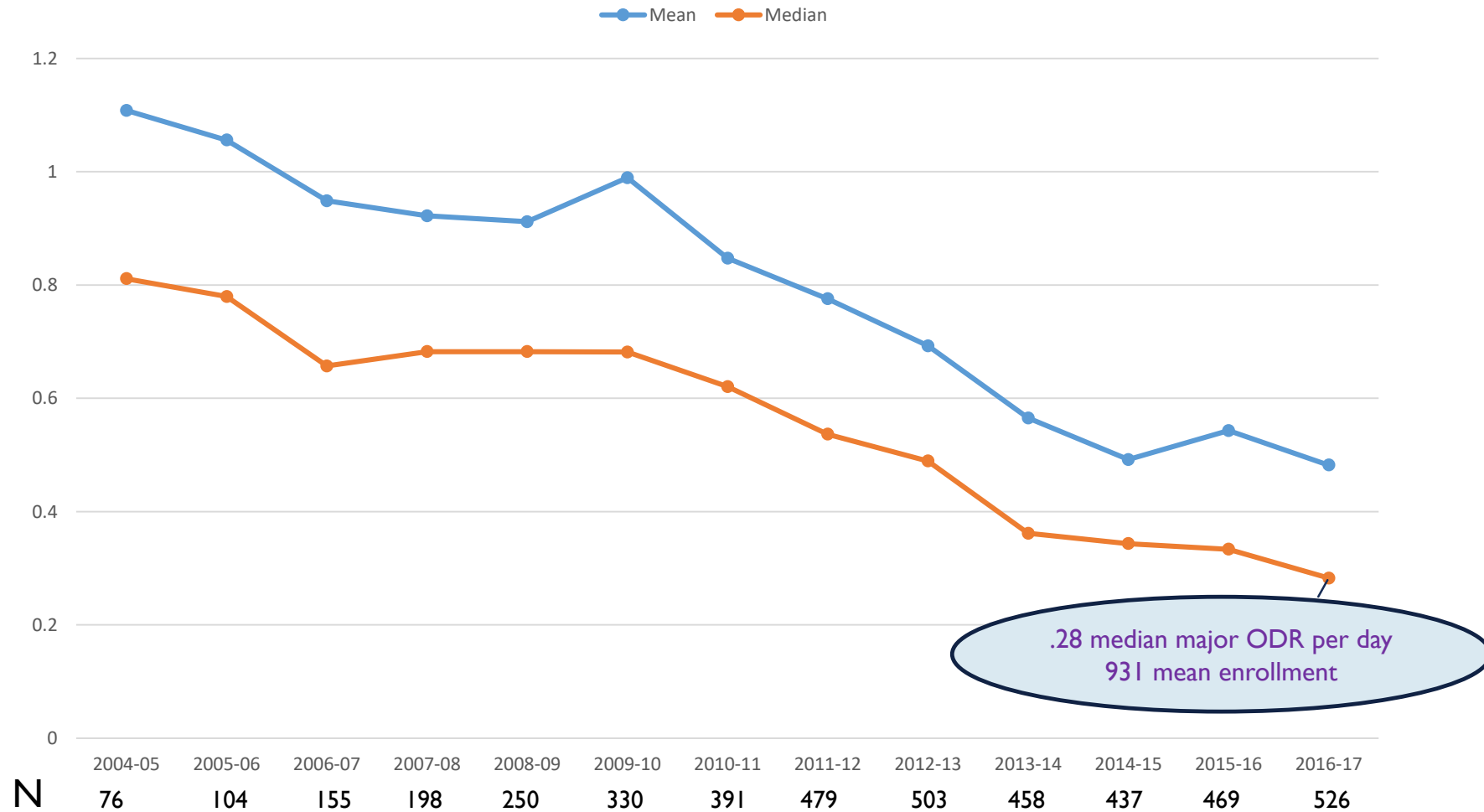
HIGH SCHOOL GRADUATION RATE
U.S. AND CALIFORNIA................(US DEPT OF ED)

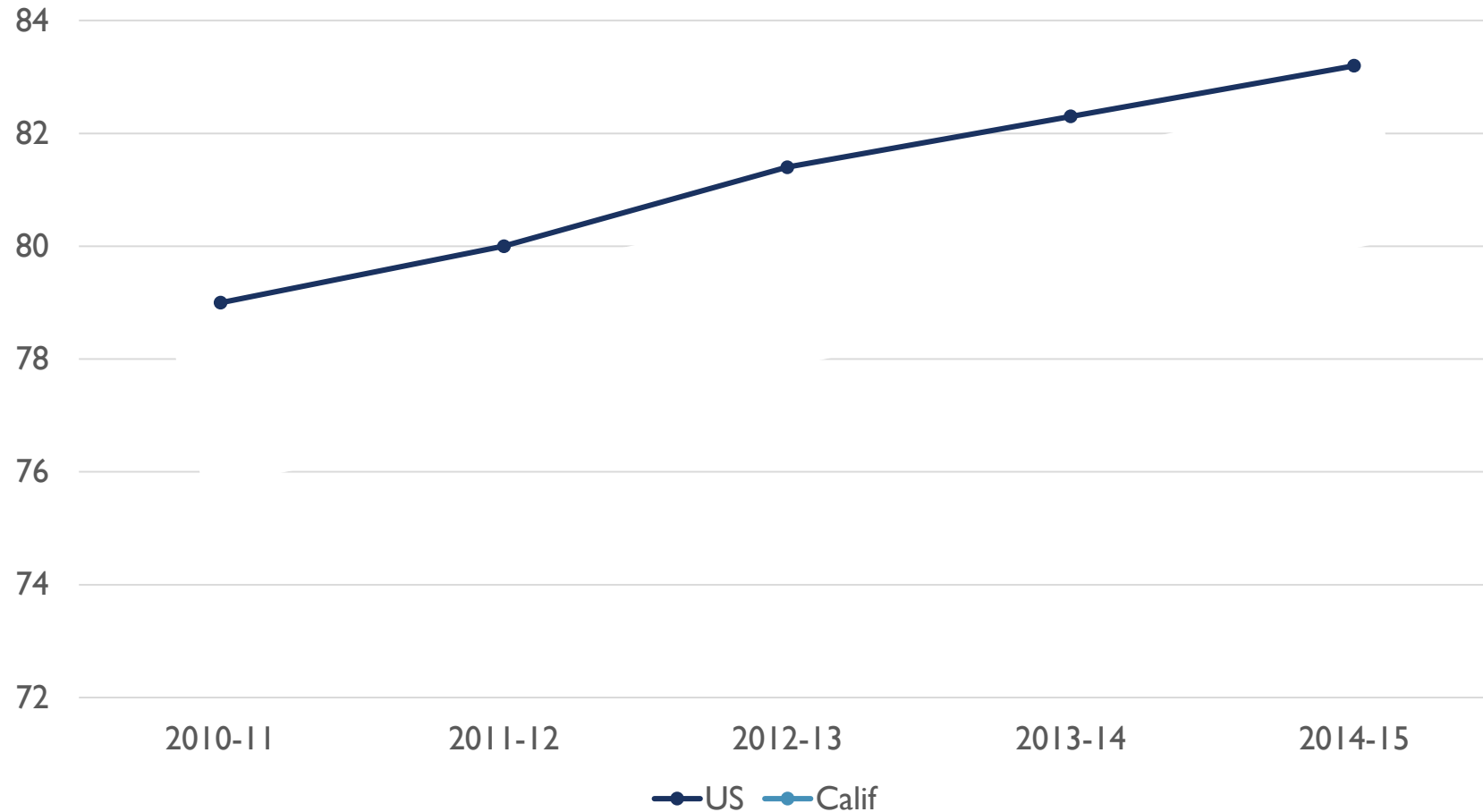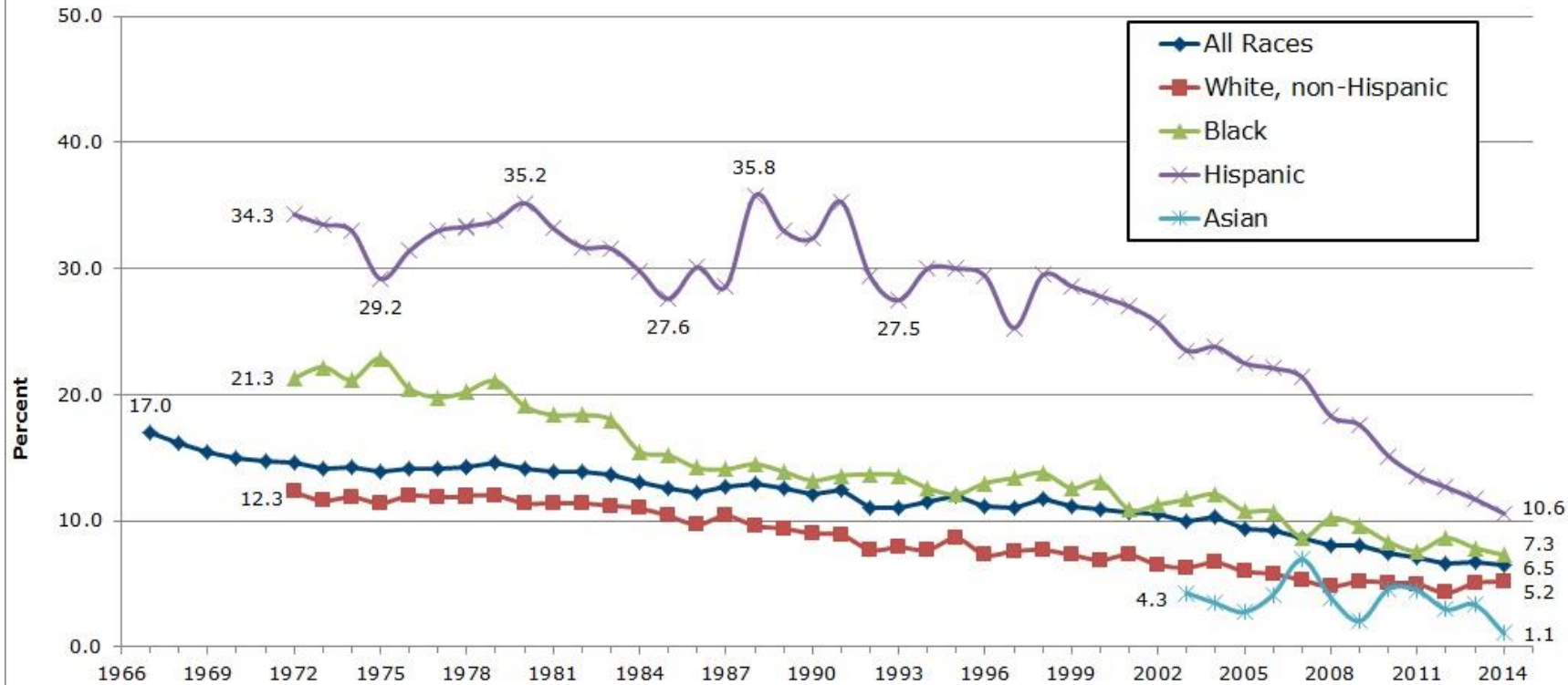Figure 1

Status Dropout* Rates Among Youth Ages 16 to 24, by Race and Hispanic Origin:** October 1967-2014

*The status dropout rate measures the percentage of young adults aged 16 to 24 who were not enrolled in school and had not received a high school diploma or obtained a GED. This measure excludes people in the military and those who are incarcerated, but includes immigrants who never attended US schools.

**Due to changes in the race categories, estimates from 2003 are not strictly comparable to estimates from 2002 and before. After 2001, the black race category includes Hispanics.

Source: Child Trends' calculations of U.S. Census Bureau, *School Enrollment in the United States: October 2014:* Detailed Tables: Table 1. http://www.census.gov/hhes/school/data/cps/2014/tables.html

Child Trends
DATABANK

PBIS IMPROVES EQUITY

Kent McIntosh, Cody Gion, & Eoin Bastable
University of Oregon
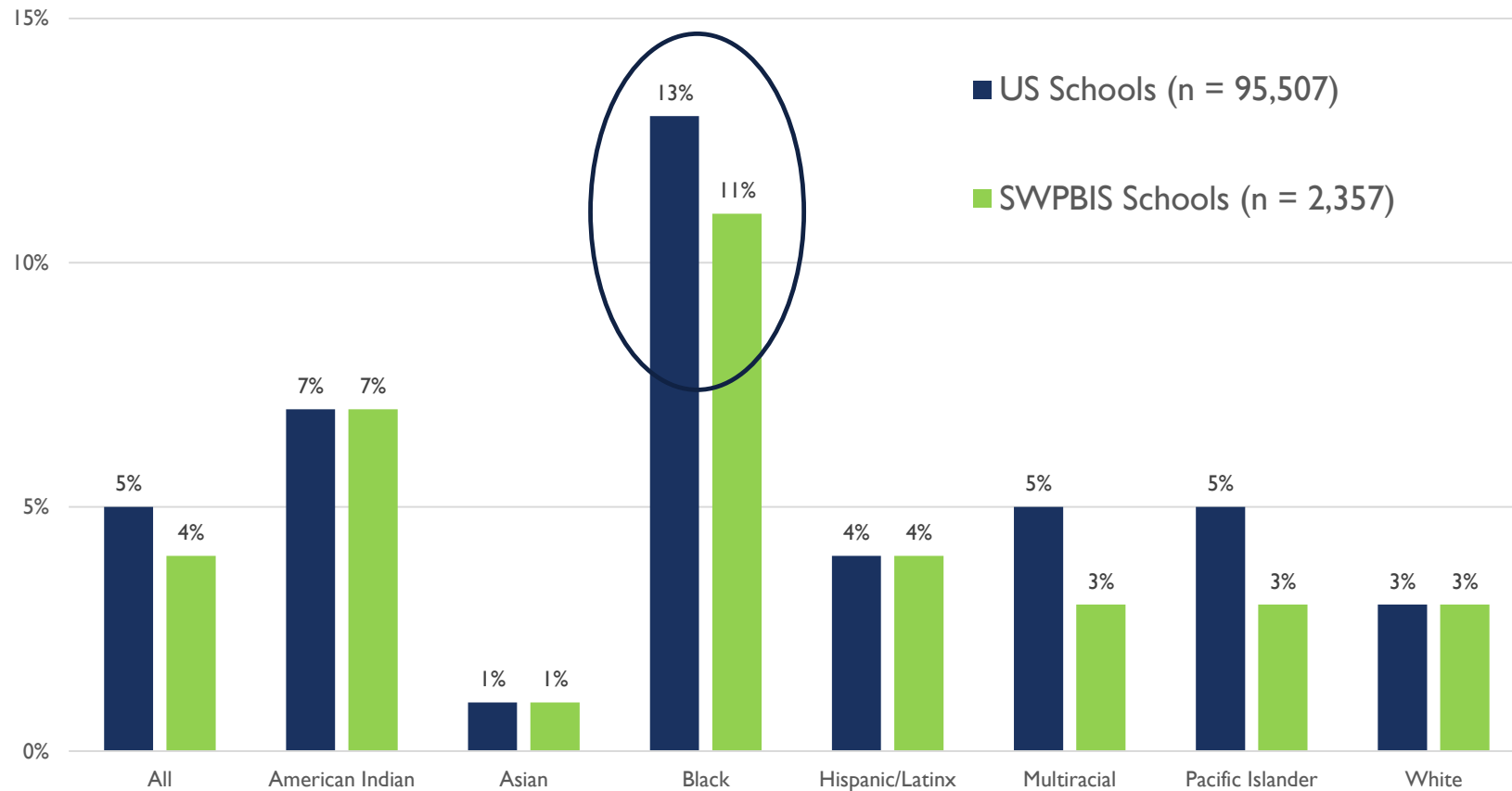
Figure 1. *Out of School Suspension Risk Indices by school type (2013-2014 school year).*

http://www.pbis.org/school/equity-pbis.

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

- 1. Engaging Instruction

- 2. Use PBIS: A behavioral framework that is preventive, multi-tiered and culturally responsive

- 3. Collect and use disaggregated discipline data

- 4. Develop and use policies with accountability for disciplinary equity (explicit bias)

- 5. Teach strategies for neutralizing implicit bias in discipline decisions.

TYPE OF PROBLEM BEHAVIOR IN HIGH SCHOOL
SOURCE: 526 HIGH SCHOOLS IN U.S. USING SWIS (2016-17)

10.4 - Problem Behavior: High

Truancy/ Tardy = 42%
Defiance/ Disruption = 22%
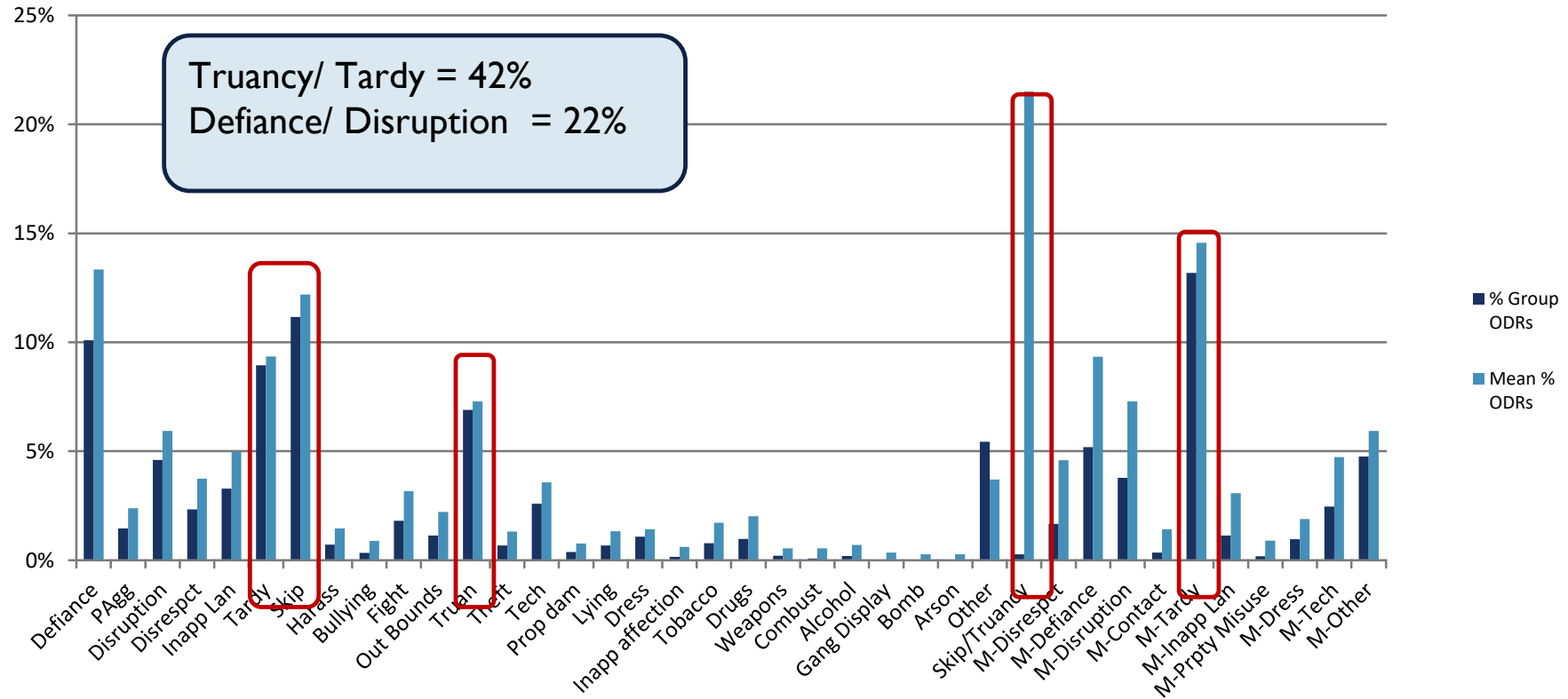
CHALLENGES FOR STUDENTS, STATE, NATION

California High School Dropouts Cost State $46.4 Billion Annually

By George Yatchisin

Wednesday, August 22, 2007 – 17:00   Santa Barbara, CA

100,000 High School Students in California Dropout Annually… at a cost to the state of $380,000-580,000 per student

----

$37 – 56 Billion per high school cohort.
                    -- Clive Belfield, 2014

WHAT IS WORKING?

- **1. Establish Positive School-wide Social Culture**
  - Prevention

- **2. Monitor A, B, Cs/ Use Information**
  - **A**ttendance
  - **B**ehavior
  - **C**lassroom Progress

- **3. Multi-tiered Support**
  - Personalized support, intervene early

EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

Preventing Dropout in Secondary Schools

Russell Rumberger et al. 2017,

NCEE 2017-4028
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences