Overcoming PBIS Implementation Barriers in High School
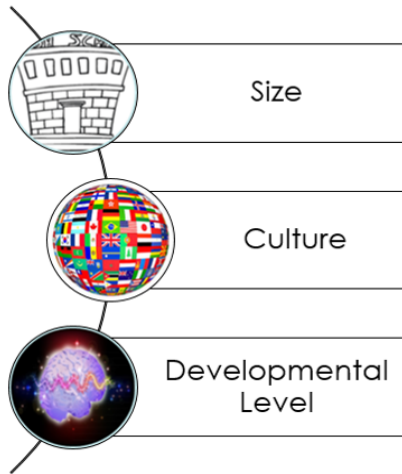
Jennifer Freeman PhD

TODAY
>>> is going to be →
AWESOME
CA High School PBIS Symposium
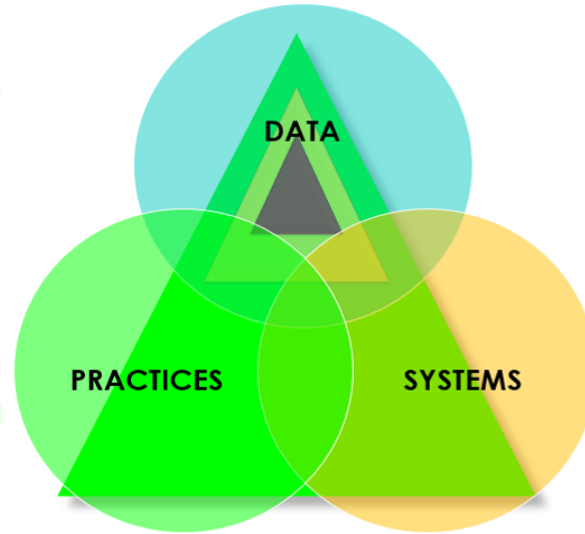
February 20, 2020
Long Beach, CA

Flannery and Kato, 2012

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

For Your Consideration

REFLECT *the "why"*
ENCOURAGE *the dialogue*
CELEBRATE *the change*

AUTHENTIC ENGAGEMENT

Objectives

- Address common myths/barriers related to PBIS in HS

- Introduce key HS resources including new HS monograph

- Provide tools and resources for action planning

2009

Center on Positive Behavioral Interventions and Supports

Monograph on SWPBS

Chapter 1: Introduction
Chapter 2: Administrator Roles and Functions
Chapter 3: Establishing and Maintaining Staff Participation
Chapter 4: Connecting SWPBIS supports to the Academic Curriculum
Chapter 5: Data-Based Decision Making
Chapter 6: Secondary and Tertiary Tier Supports

2018

Lessons Learned on Implementation of PBIS in High Schools

Chapter 1: Introduction
Chapter 2: Context and Foundational Systems
Chapter 3: District Supports
Chapter 4: Coaching
Chapter 5: CCR and PBIS
Chapter 6: Freshman Supports
Chapter 7: Student Voice
Chapter 8: Safe and Supportive Environments
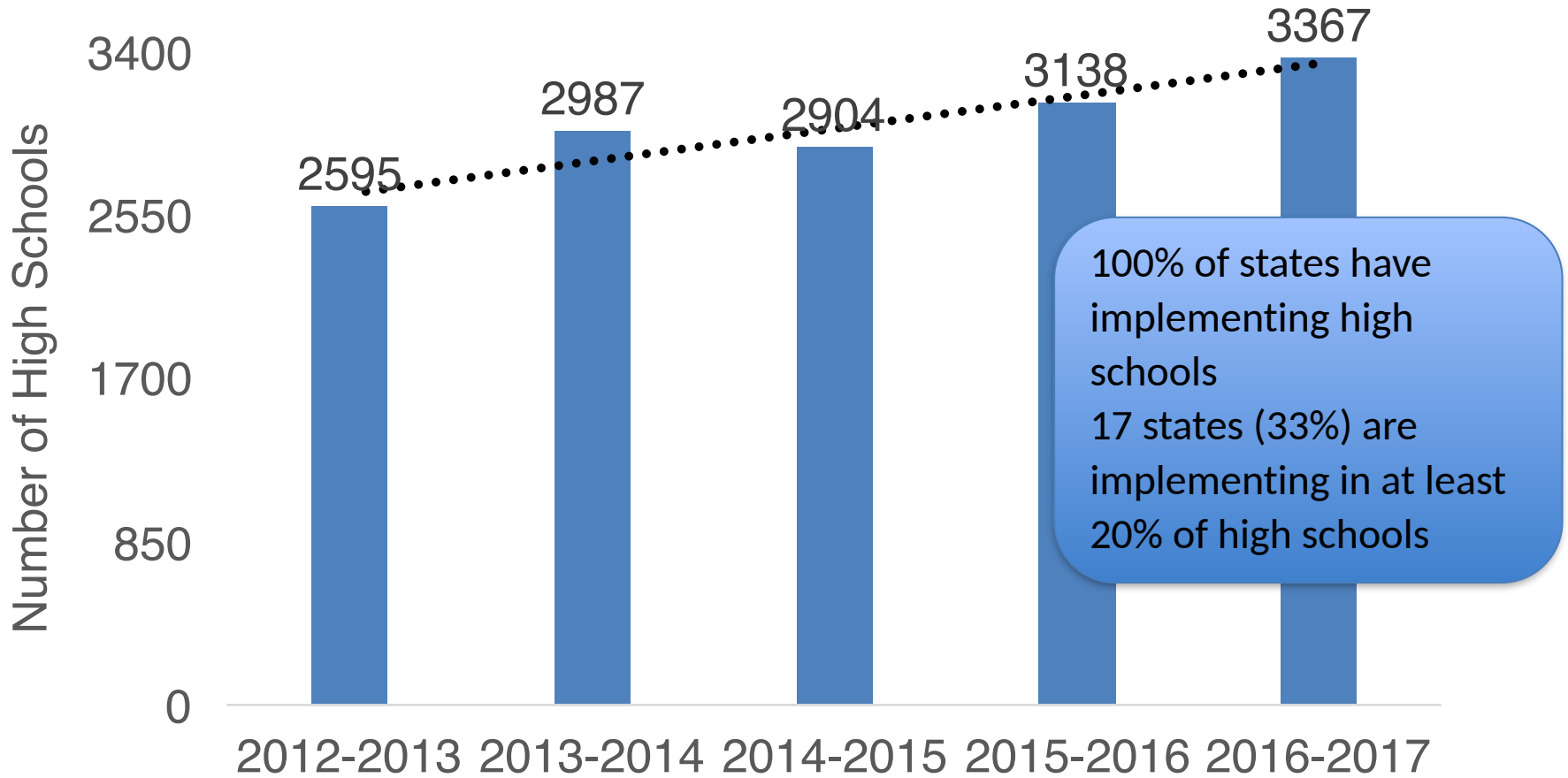
Hyperlinked Resources

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Promoting Academic and Behavior Supports

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Chapter 2: Context and Foundational Systems

Brigid Flannery & Mimi McGrath Kato
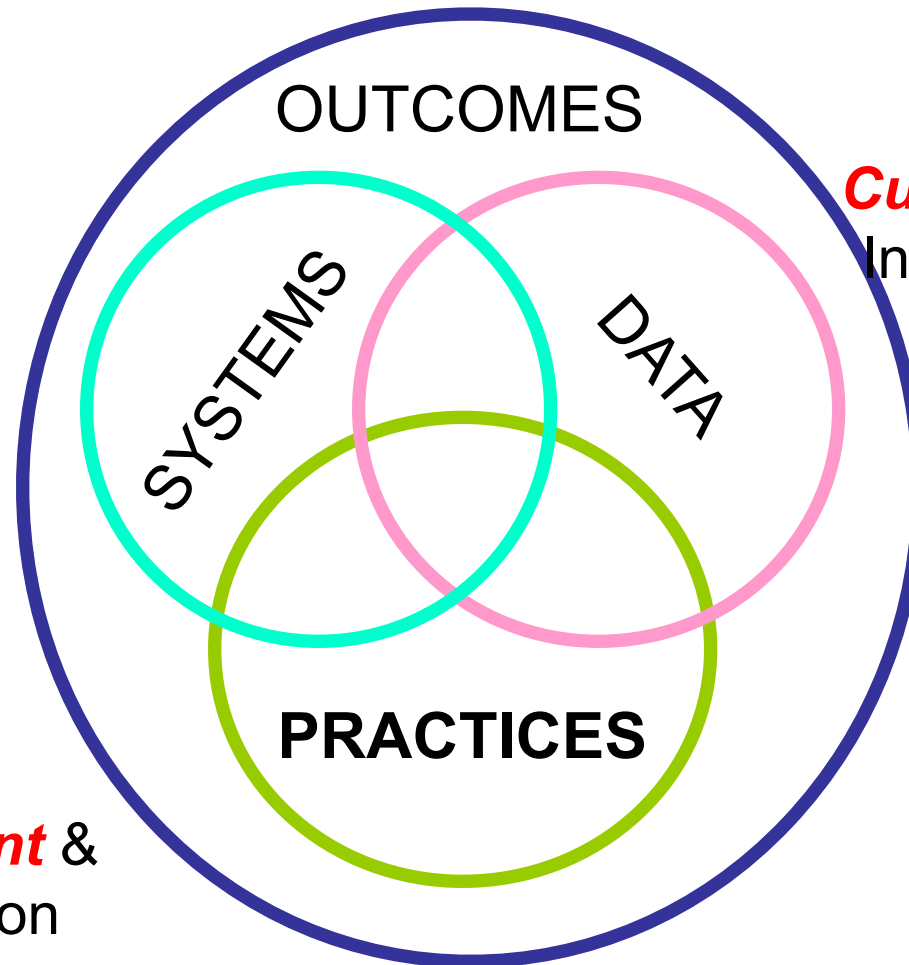
High School Implementation of PBIS

HS Contextual Influences → **Key Foundational Systems** → **Core Features of Implementation** → **Key HS Focus Areas**

- Size
- Culture
- Developmental Level

Data

Leadership

Communication

School Engagement and Success
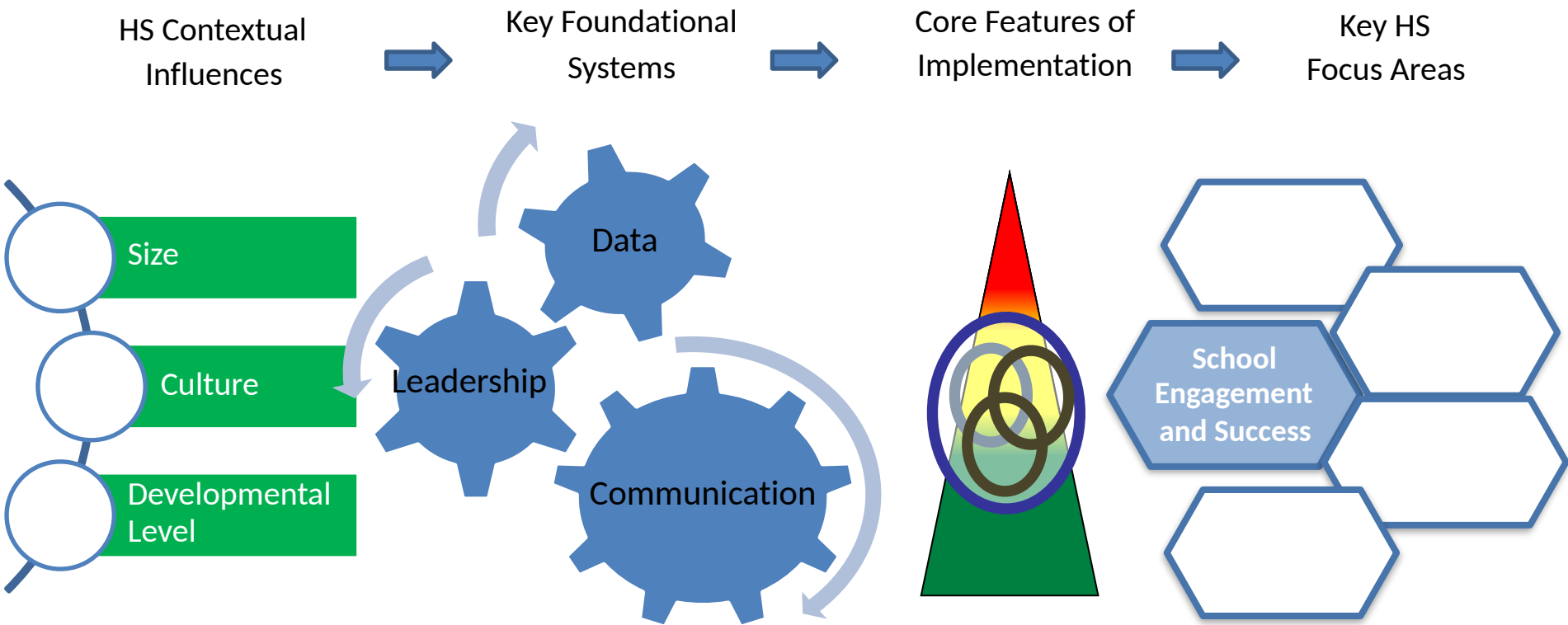
Flannery & Kato, 2012

Implementation Barriers and Myths

- **Size**
  - The school is too big to go school-wide- we'll just implement with freshman
  - Having just one administrator know about PBIS is sufficient
- **Culture**
  - My job is to teach academics
  - I shouldn't have to teach something they should already know
  - I only need to work within my department or with my designated administrator
- **Developmental Level**
  - These practices are not effective with adolescents
  - PBIS doesn't "work" in high schools

Why?

Will it work here?

How?

UCONN

Bohanon, H., Fenning, P., Carney, K. L... ...ation of positive behavior
    support in an urban high scho... ...0080030201

Bradshaw, C. P., Debnam, K. J., Lindst... ...volving system of
    social, emotional, and behav... ...t Psychiatry, 4,
    194-206.

Flannery, K. B., Fenning, P., Kato, M... ...and Supports and
    Fidelity of Implementation... ...oi: 10.1037/spq0000039

Flannery, K. B., Frank, J. L., McGra... ...h high school settings:
    Analysis of eight high sch...

Freeman, J., Simonsen, B., McCo... ...havior interventions and
    supports and academic, ...OI:
    10.1177/109830071558...

Freeman, J., Simonsen, B., Mc... ...plementation of School-wide
    Positive Behavior Inter...

Morrissey, K. L., Bohanon, H., ...aching Exceptional Children,
    42, 27-35.

Muscott, H., Mann, E., & LeB... ...scale implementation of
    schoolwide positive... ...terventions, 10, 190-205. doi:
    10.1177/10983007...

Swain-Bradway, J., Pinkney... ...of Implementation. Teaching
    Exceptional Childr...

RESOURCE

Flannery, K. B. & Sugai, G... ...Eugene, OR: University of Oregon,
    Educational and...
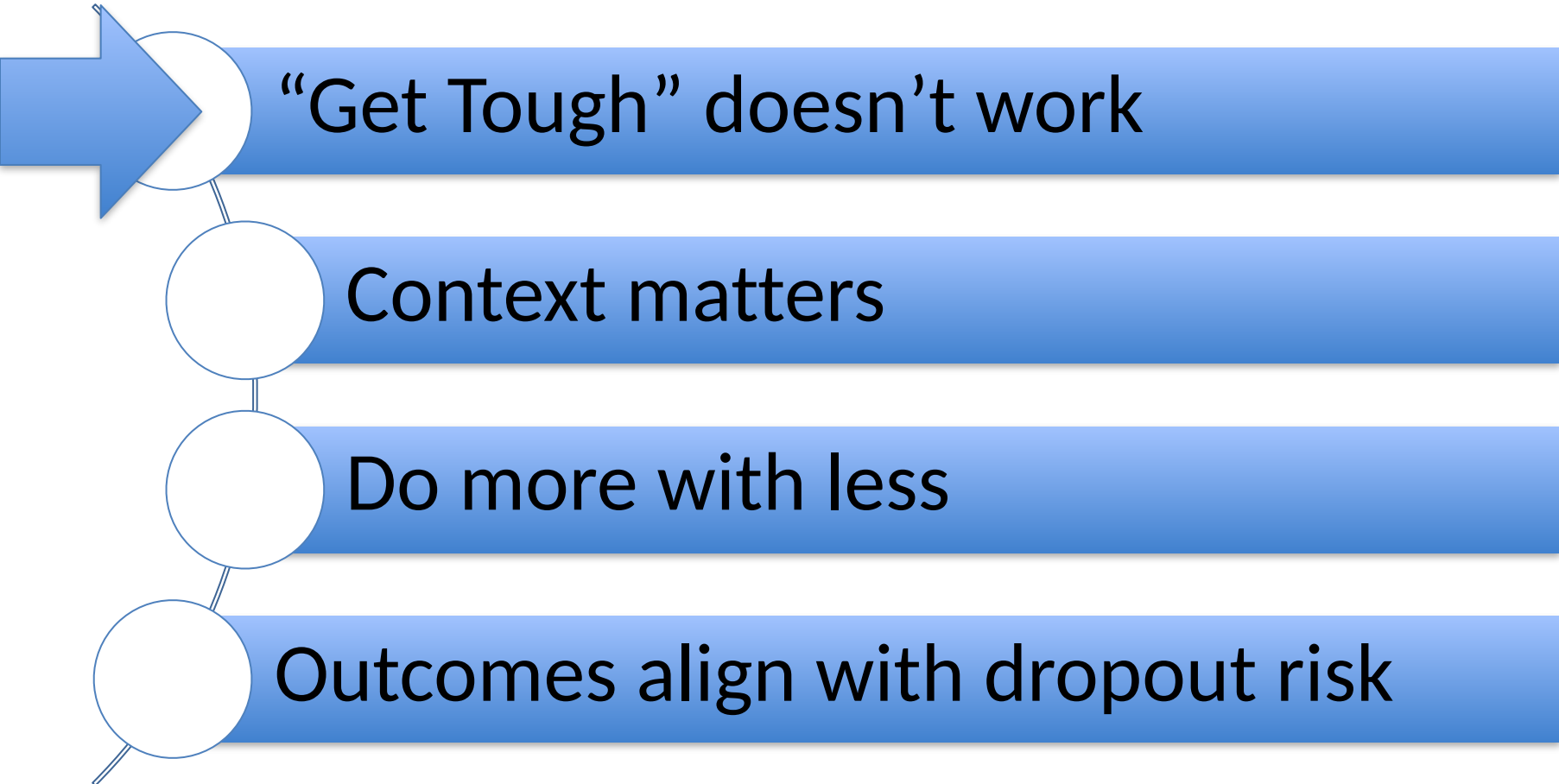
"Recent high school evidence!!"

- Positive effects on student perceptions of school climate and safety
- Positive effects on behavior & attendance
- Improvement in Academic performance reading and math assessments
- Attendance & behavior related to dropout risk, but impact of PBIS unclear
- Relationship between dropout & PBIS better w/ fidelity but requires more time & intensity

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Implementation Barriers and Myths

- **Size**
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  - Having just one administrator know about PBIS is sufficient
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  - These practices are not effective with adolescents
  - PBIS doesn't "work" in high schools

Why?

Will it work here?

How?

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Why PBIS?

"Get Tough" doesn't work

Context matters

Do more with less

Outcomes align with dropout risk

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"Get Tough" Doesn't Work

- Student Acts Out
- Teacher says no and gives initial consequence
- Student becomes disrespectful
- Teacher sends student to office
- Student escapes class

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"Get Tough" Doesn't Work
So why do we keep doing it?

What did the student learn?

What did the teacher learn?

Get Tough Approach

- Fosters environments of control
- Triggers & reinforces antisocial behavior
- Shifts accountability away from school
- Devalues child-adult relationship
- Weakens relationship between academic & social behavior programming
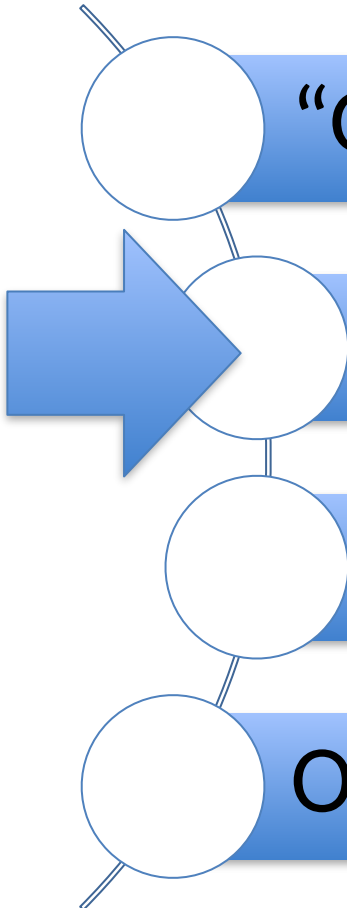
Science of behavior has taught us that students….

- …are NOT born with "bad behaviors"

-

The power of PBIS is not in the rewards, it is in the teaching!

being *taught directly & receiving positive feedback*

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Why PBIS?

"Get Tough" doesn't work

Context matters

Do more with less

Outcomes align with dropout risk

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Consider "that student"

- Pretend you have unlimited time and resources

- How would you help this student?

Intermediate/senior high school with 880 students reported over 5,100 office discipline referrals in one academic year. Nearly 2/3 of students have received at least one office discipline referral.

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5,100 referrals =

76,500 min @15

1,2??

159 days @ 8 hrs
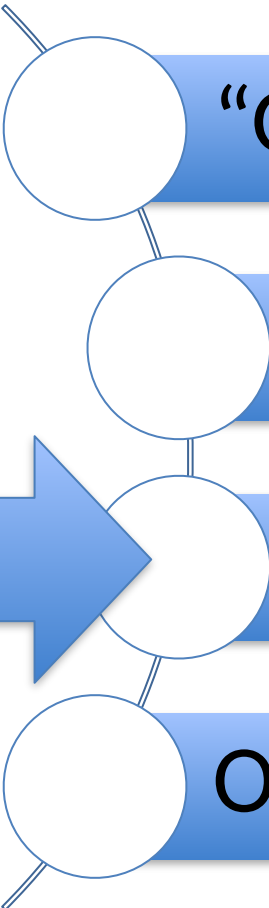
"that student" is in this school!

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Consider "that student"

- How would your ability to help "that student" change if

  – You got some of that time back by reducing the total number of ODRs?

  – The over all school environment was **safe**, **positive**, and **predictable**?

Why PBIS?

- "Get Tough" doesn't work

- Context matters

- Do more with less

- Outcomes align with dropout risk

How many initiatives/teams are in your school?
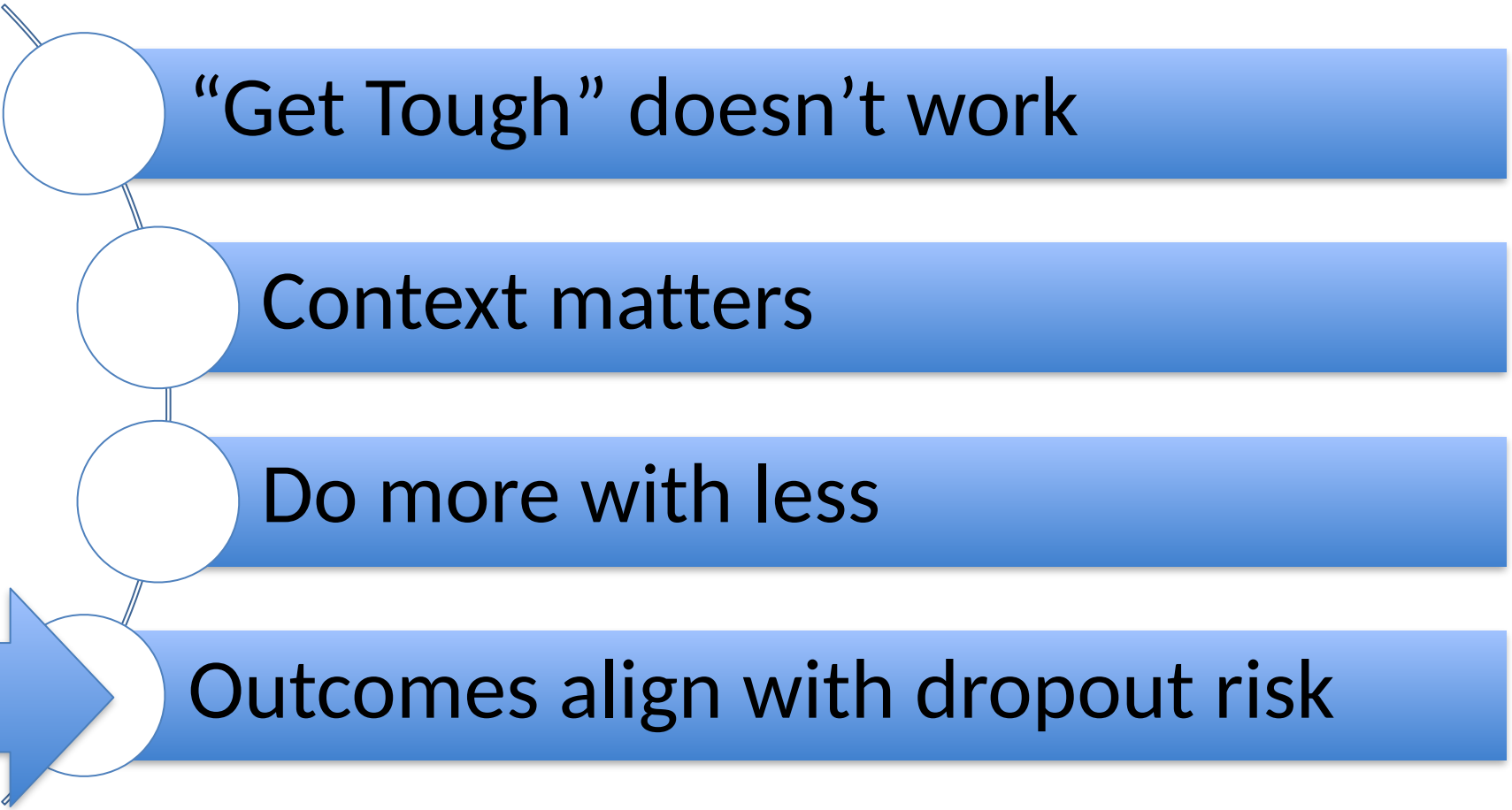
Why PBIS?

"Get Tough" doesn't work

Context matters

Do more with less

Outcomes align with dropout risk

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Why PBIS?

"Get Tough" doesn't work

Context matters

Do more with less

Outcomes align with dropout risk

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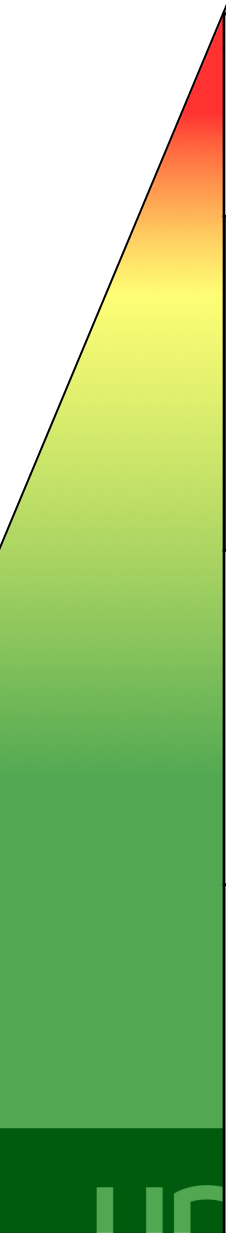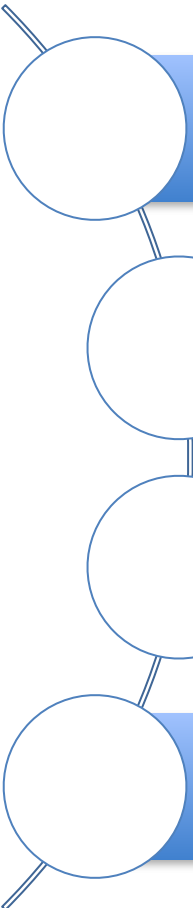
Why PBIS in your school?

- Discuss the rationale for implementing PBIS
    - What does staff knowledge and support for PBIS currently look like in your school?
    - What are the current student and staff needs in your building?
    - How can PBIS help meet those needs?
    - What messages will be important for you to take back to share with staff and build support
- Are there specific barriers you need to plan for in your building?

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**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

Buy in is a dynamic and ongoing process
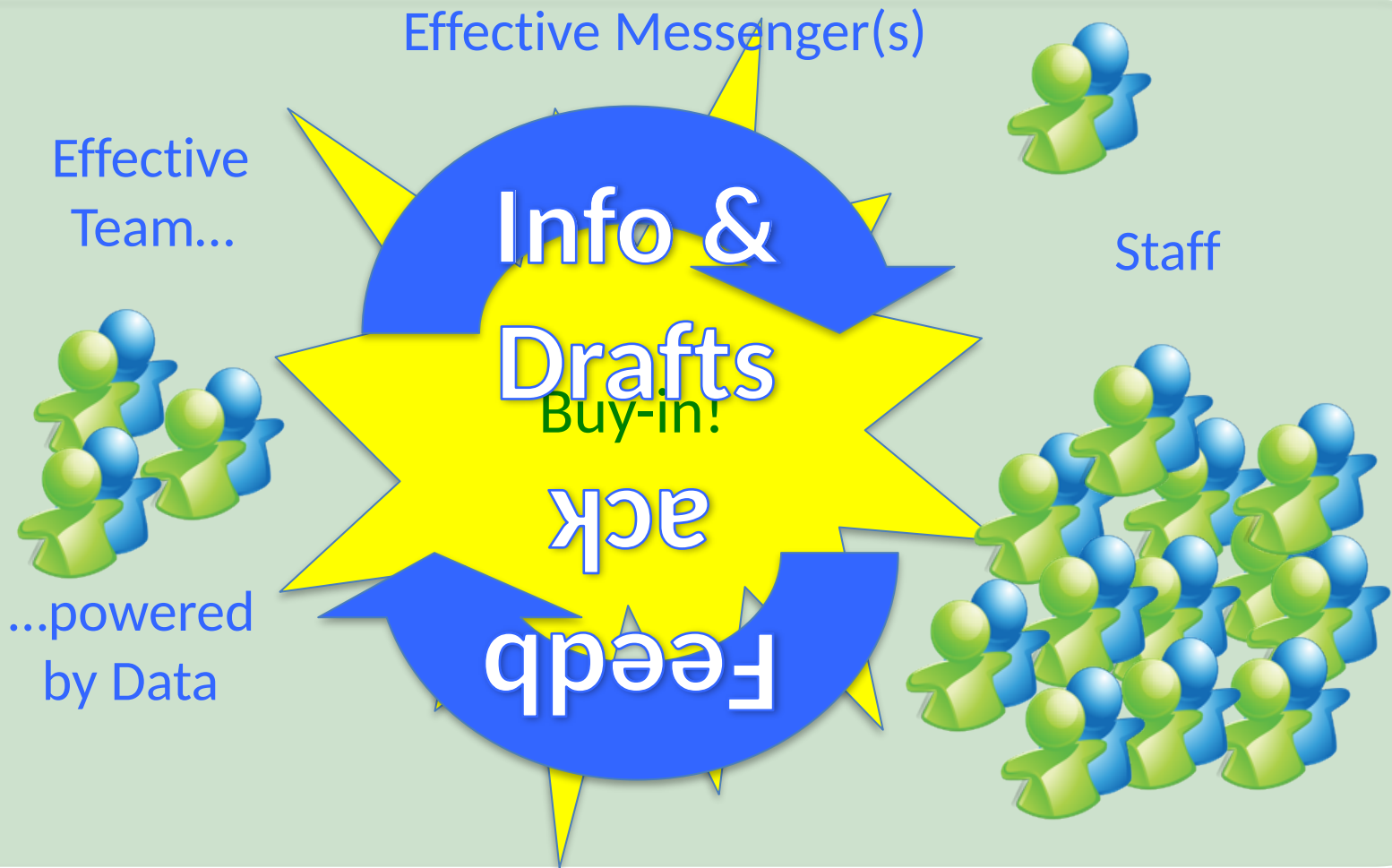
Building Buy In

- Is your leadership team representative of your faculty?

- Do you use and share data to guide your implementation?

- How are "messengers" chosen?

- In what ways do all faculty have an opportunity to provide feedback on process and products?

- Does your administrator publically support your implementation efforts and lead effectively?

Implementation Barriers and Myths

- **Size**
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How?

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Leadership Team Size/Structure

Leadership

- Consider sub-committee or ad hoc committee structures to efficiently engage more faculty members
  - E.g., communication, acknowledgements, student involvement, etc.)
- Establish a "reach out" practice to identify unrepresented departments or groups and assign communication tasks to specific leadership team members
  - "Can we say that every adult in our building is connected to a PBIS team member?"
- Plan for turnover! 2-3 coaches or team leaders or "team leader in training" format

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What's your Reach?

Organizational Unit **Brainstorm all of the 'groups' in your school and list below**	**A team member talks to 50% of the membership of the "group" regularly about school-based initiatives**	**A team member talks to 50% of the membership of the "group" sporadically (monthly) about school-based initiatives**
English department	Mimi MK	
Career Center		Joshua Pinkleman

Flannery, Mcgrath Kato, 2014

Leadership Administrative Support

Leadership

- Create a clear plan to keep the whole administration team up to date on activities and decisions.

- Principal (even if not officially on the team) has the responsibility of communicating a clear vision an united message with respect to PBIS implementation

- Create communication and feedback systems between Admin team and PBIS leadership team (e.g., review and comment on minutes within 48 hrs if not at the meeting)

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Student Leadership

Leadership

- Student standing or ad hoc committee to work with leadership team

- Use existing school clubs and leadership structures

- Work to ensure the student leadership is representative

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Initial Communication

Communication

- Communicate in MANY ways (email, in person, news letters, faculty meetings)

- Host "data conversations"

  - Share school-wide data

  - What do these data mean and what can we do?

  - If data are not complete or accurate- how can we improve?

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Communications for Ongoing Implementation

- Regular news letters/emails
- Information/suggestion box
- Regular quick feedback surveys
- 5 min faculty updates at meetings
- Share meeting minutes

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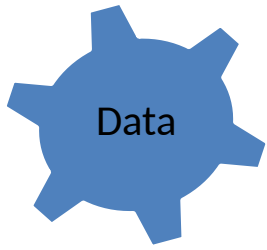
Data for Decision Making

- Consider more than "just" ODRs
  - Attendance, course failures
- Create standard graphs to be reviewed and a schedule for review
  - E.g., monthly ODRs, attendance; quarterly course failures, credit accrual
- Examine percent of students meeting a goal rather than an average
  - E.g., XX% of students have 1 or fewer absences vs the average daily attendance rate

Data

High Schools' Concerns...

- Low academic achievement
- Antisocial school culture & b...
  - Insubordination ... e, etc
  - Low atte... use
  - Witho... otional disturbances
  - Droppi... ance use, delinquency
- Graduation, ...eers, postsecondary
- Social skill deficits

Most of these things don't show up as ODRs!

Teaching Behavior in High School

- Use student leaders to develop strategies for teaching expectations

- Survey students for suggestions and concerns

- Use creative role-out procedures (e.g., videos, popular movies, role-playing by staff or students)

- Provide formal lesson plans

- Pilot with a small group of students

Teaching calculating hypotenuse of triangle

"Work w/ another partner & do these 4 examples...."

"$C^2 = A^2 + B^2$ where C is side opposite right angle...."

"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle...."

"Watch me,...If A = 3 & B = 4, then C^2 = 25, & C = 5...."

"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples......"

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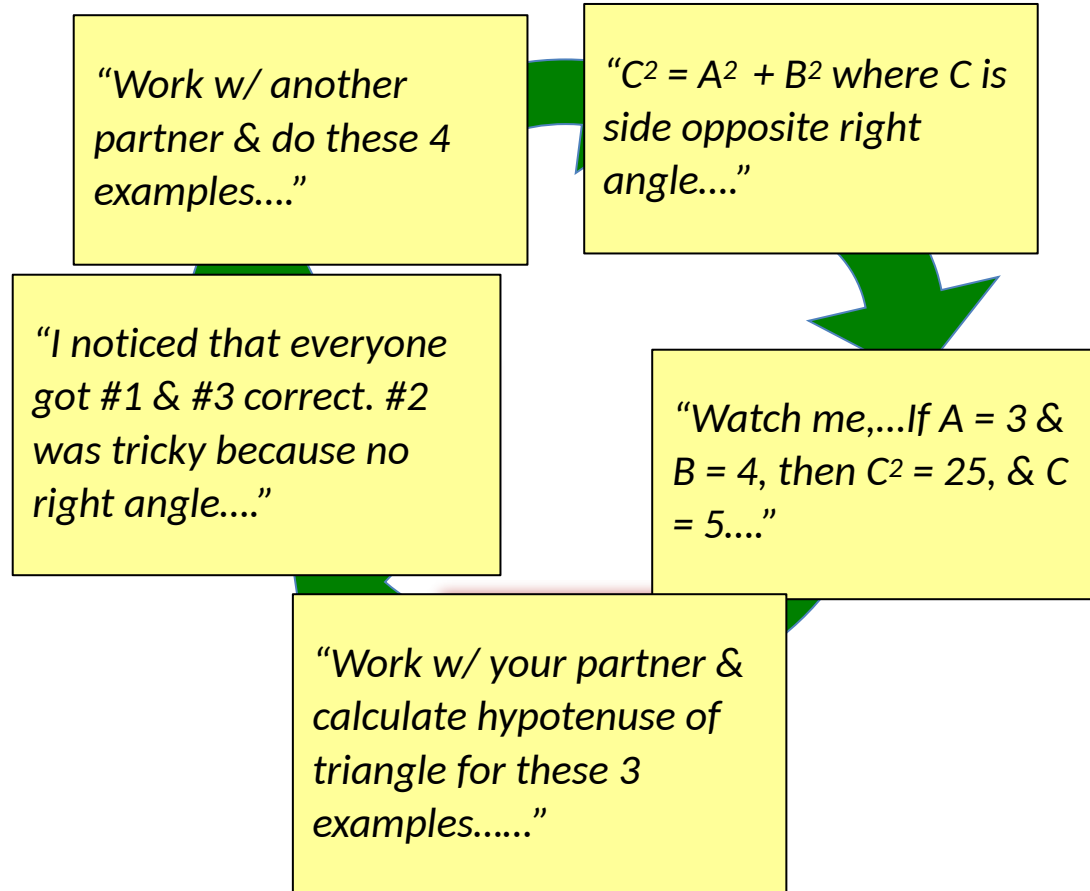
Teaching social behaviors like academic skills

"You got it. Tomorrow let's figure out how to handle cyber-teasing."

"If someone won't stop teasing your friend, you should look cool & walk away w/ your friend..."

"That was great. What would that look like if you were stuck on the bus? In the classroom?"

"Watch. This is how I would do it at a ...ert."

"Tell me how you would do it if you were in hallway."
"At school dance."

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Teaching Behavior

- Do the behaviors you are teaching align with your primary school outcomes?

- Do your teaching plans include prompting, and active supervision plans?

- How do you evaluate the implementation fidelity and effectiveness of your teaching?

Chapter 2 Summary

- PBIS is still PBIS in High School
- Strengthen key systems to support implementation in a more complex environment
  - Leadership
  - Communication
  - Data

Chapter 3: District Supports for High Schools

Steve Goodman
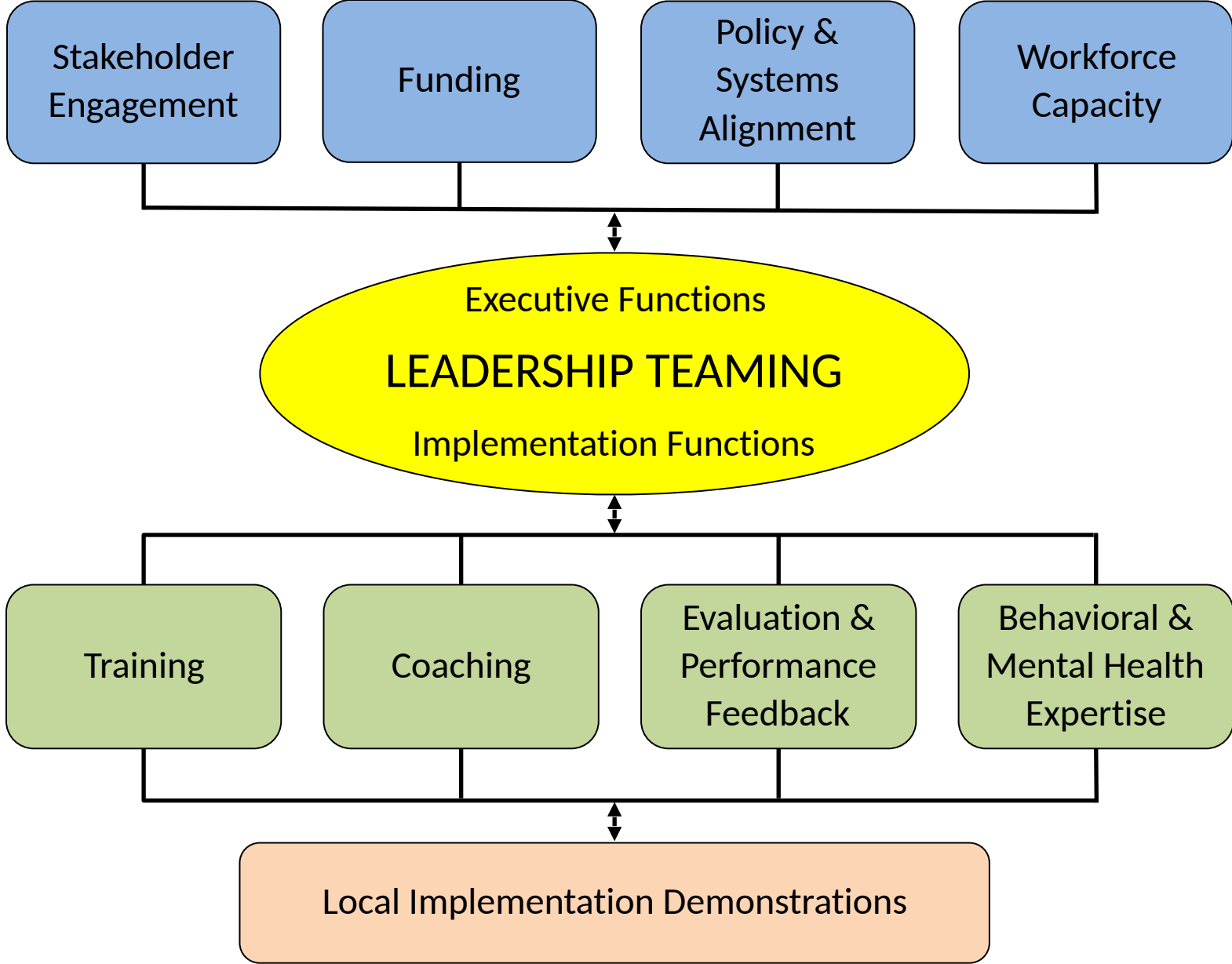
What is PBIS,
Why should we do it,
Assistance in getting it done

District Supports

Leadership and Management

Professional Development

Promoting Effective Environments

HS Leadership Team

HS Staff

Effective PBIS Implementation

Successful Student Outcomes

Figure 1. District Supports for High School PBIS Implementation

Vision

Commitment and Political Support

Secure funding and resources

Coordination
- Alignment
- Evaluation
- Implementation

Problem Solving

Communication

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Figure 1. District Supports for High School PBIS Implementation

How do we do PBIS?

- Training
- Coaching
- Technical Assistance

District Supports
- Leadership and Management
- Professional Development
- Promoting Effective Environments

HS Leadership Team → HS Staff → Effective PBIS Implementation → Successful Student Outcomes
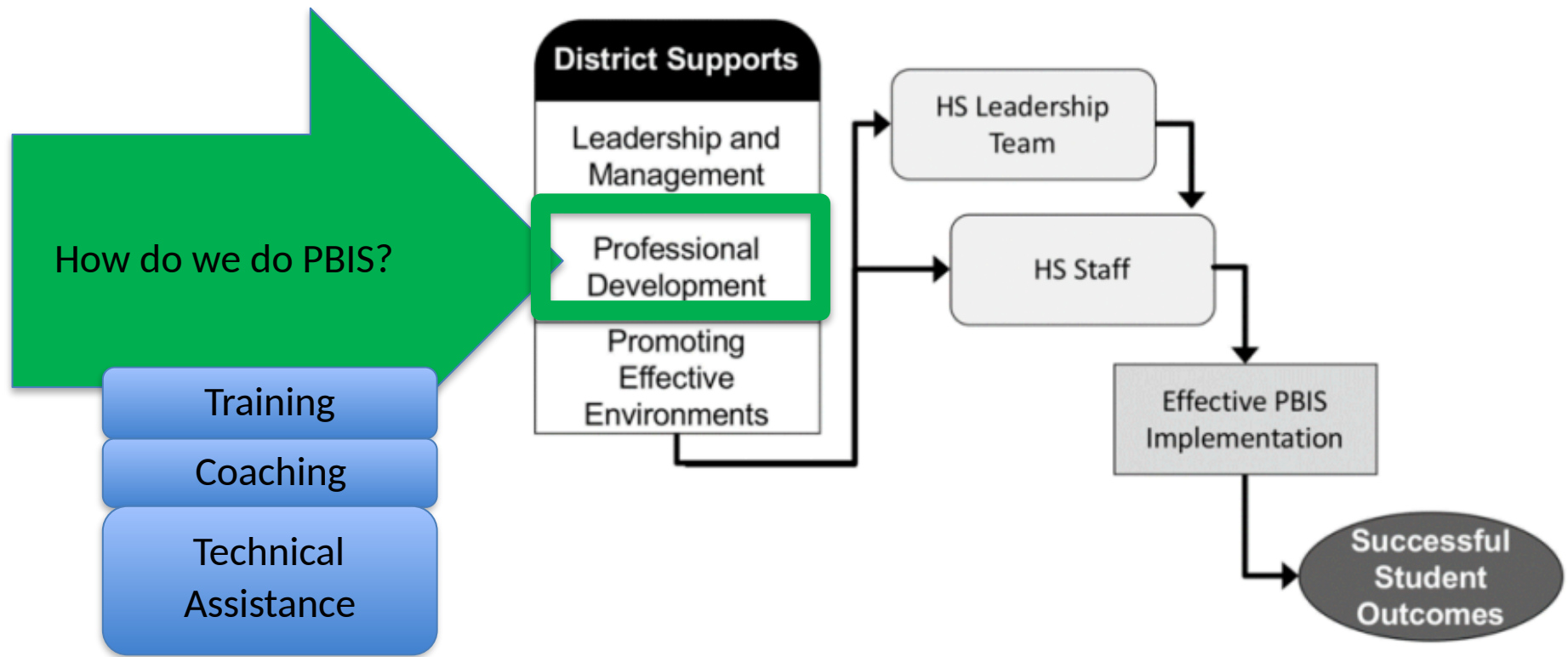
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Making it easy to do PBIS in the right way

District Supports
- Leadership and Management
- Professional Development
- Promoting Effective Environments

Information

Materials and Procedures

Encouragement and Feedback

Necessary components for effective environments

A	B	C
Need to know what to do, how to do it and why I should be doing it	Need to have the time, materials and effective procedures to do it	Need to know how well I am doing, recognition by others that I am doing it, and can see impact on students

Figure 4. Needs of an Educator to Implement PBIS Practices Effectively

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Chapter 3 Summary
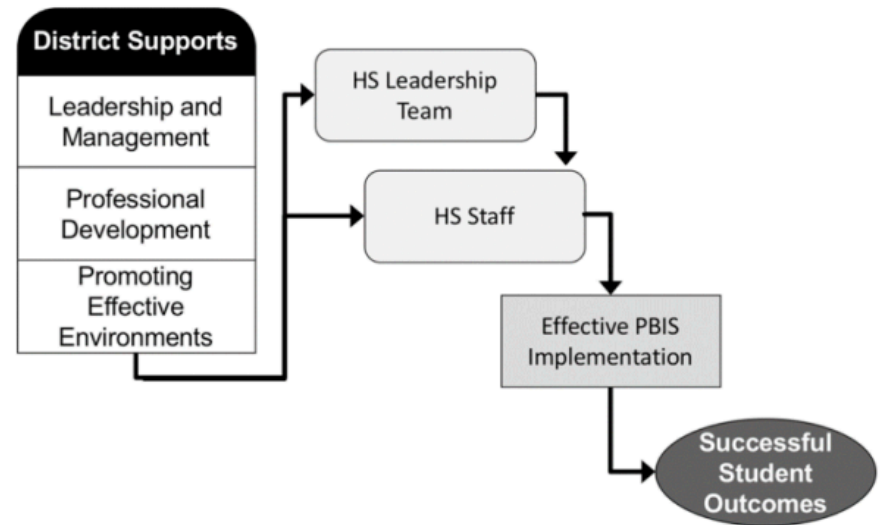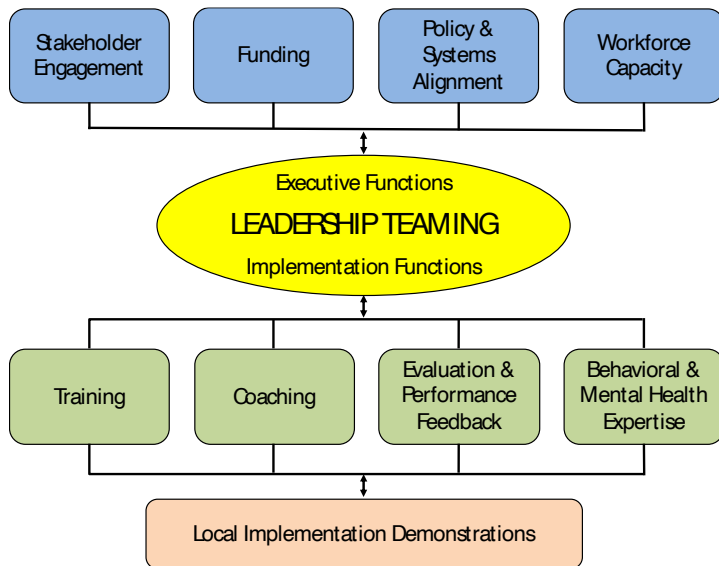
Figure 1. District Supports for High School PBIS Implementation

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Chapter 4: Coaching PBIS in High School

Patricia Hershfeldt, Ami Flammini, & Erin Matheson

Administrative Support for Coaching

- Select effective coaches

- Time/Resources

- Meet with coaches regularly

- Develop written job descriptions and policies to evaluate coaching

- Training and support provided to coaches

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Components of Effective Coaching

Prompting

Performance Feedback

Fluency Building

Adaptation to the context

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Characteristics of Effective Coaches

Provide and Receive Feedback

Build Trust

Listen

Broker Resources

Apply Professional Knowledge
(content and context)

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Chapter 5: College and Career Readiness & PBIS

Jennifer Freeman, Laura Kern, Allison Lombardi, Jessica Swain-Bradway, & George Sugai

Expanding *Culturally Equitable* **Social Competence & Academic Achievement by Improving school completion for all students and especially for students with disabilities**

Expanding *Culturally Knowledgeable* **Staff** Behavior by providing **Tools, training, and ongoing support for high school coaches**

OUTCOMES

SYSTEMS

DATA

Expanding PBIS in High School

PRACTICES
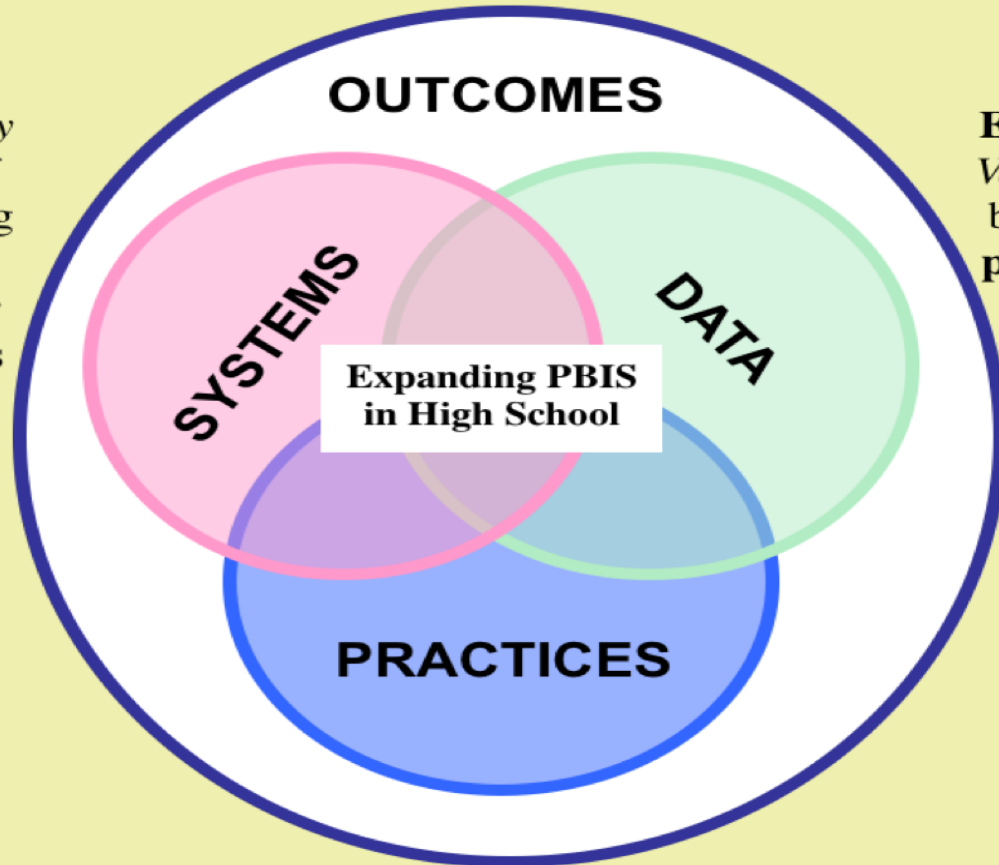
Expanding *Culturally Valid* **Decision Making** by **including student perceptions of school climate and college and career readiness skills**

Expanding *Culturally Relevant* **Evidence-based Interventions through:** **Directly addressing dropout risk factors by 1) improving school climate and 2) teaching college and career readiness skills**

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Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Chapter 6: Investing in Freshmen

Mimi McGrath Kato, Brigid Flannery, Danielle Triplet, & Sun Sueteurn

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OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Emphasize PBIS in 9th Grade

- Consistent expectations and organizational structures across 9th grade classes

- Increase teaching

- Increase acknowledgements (new skills in a new context!)

- Classroom implementation!

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Additional Freshman Supports

- Sub-committee of leadership team focused on freshman implementation

- Increase monitoring of behavior, attendance, and course performance

- Identify and teach skills for success (e.g., CCR!)

  - Work completion, organization, study skills, credit requirements, how to get help

- Utilize upperclassmen (near peers) to support teaching and acknowledgement

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Continuum of Student Leadership

- Informed and Assigned
  - Students are assigned to specific tasks (e.g., creating posters, decorating a space, teaching key skills)
- Informed and consulted
  - Students give input on key components (e.g., acknowledgement system or lesson plans)
- Adult initiated, shared decisions
  - Students as equal team members
- Student initiated student led decisions
  - Faculty advisor but students lead the work and the decisions
- Student initiated shared decision making
  - Students identify problem and equally share in decision making to address it

Chapter 8: Safe & Supportive Environment for All

Therese Sandomierski, Stephanie Martinez, & Jennifer Freeman

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OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

How do you know you belong?

School-Wide Positive Behavior Support

Someone knows your name?

Familiar physical environment?

Safe

Shared rules/ routines?

They look like you?

Predictable

Contributions are acknowledged?

Shared learning histories?

Positive

Shared vocabulary language/accent?

Shared goals?
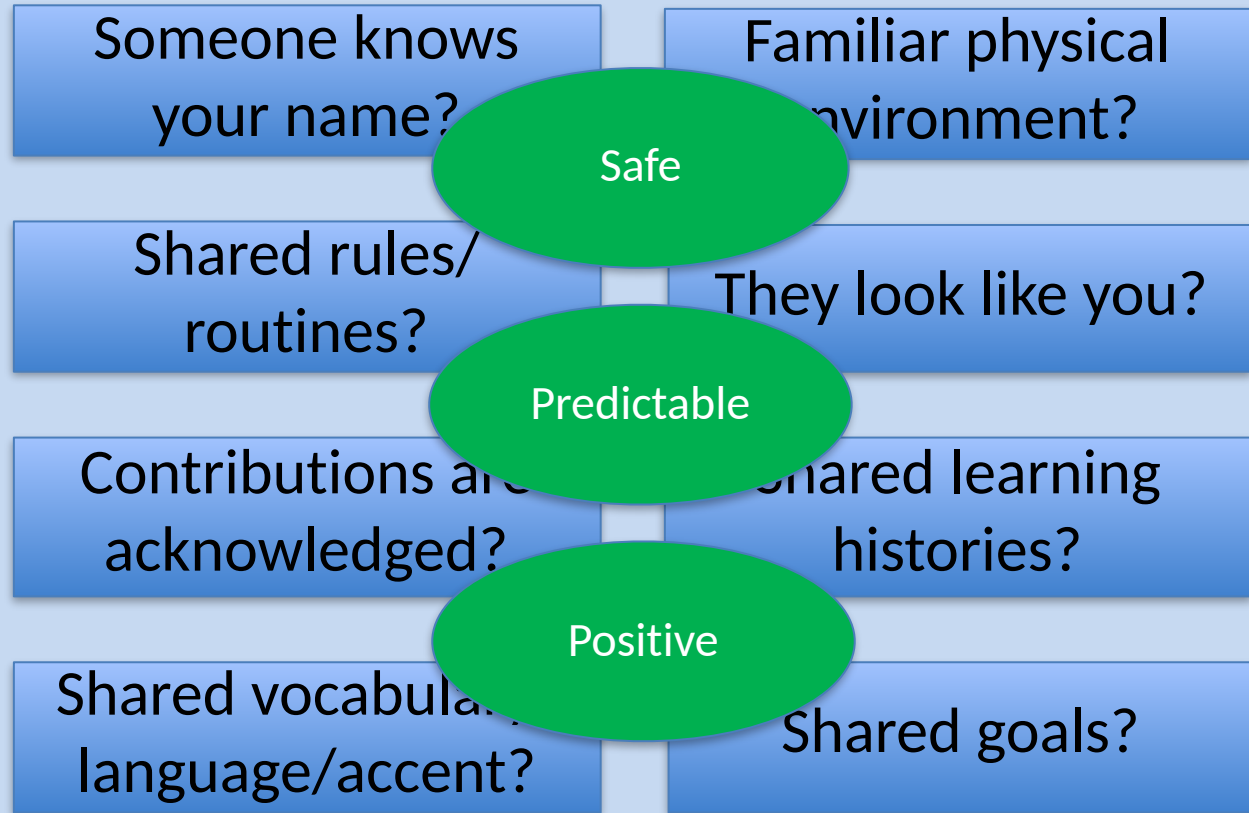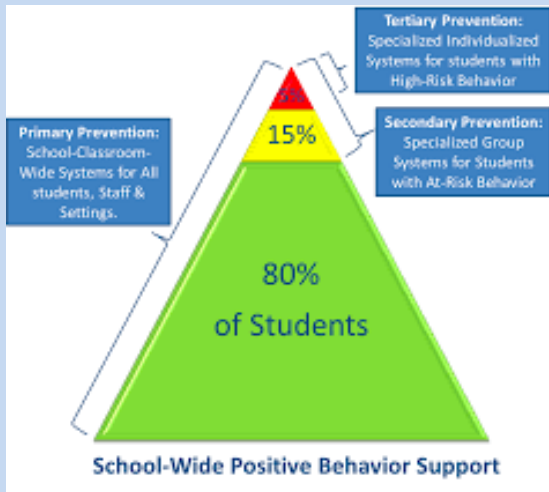
Data

- Collect use and report disaggregated discipline data

- Screen for behavioral or mental health risk

- Use multiple data sources
  - E.g., perception and observed

September 2014

Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include effective instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, effective policies, and reducing bias in discipline decisions. This guide addresses use of data.

The recommendations and guides are available at:
http://www.pbis.org/school/equity-pbis

Introduction

The purpose of this guide is to provide a reference for SWPBIS school teams in the use of discipline data (e.g., office discipline referrals, suspensions) in the area of racial and ethnic disproportionality in school discipline. The guide will describe a framework and steps for identifying levels of disproportionality, analyzing data to determine solutions, and monitoring the effectiveness of action plans in addressing disproportionality. Specific practices to address disproportionality are described in other guides in this series.

Audience

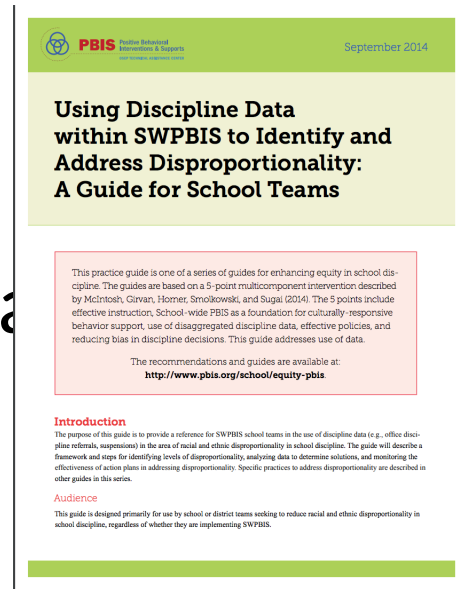This guide is designed primarily for use by school or district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS.

PBIS TECHNICAL GUIDE ON CLASSROOM DATA:
USING DATA TO SUPPORT IMPLEMENTATION OF POSITIVE CLASSROOM BEHAVIOR SUPPORT PRACTICES AND SYSTEMS
Prepared by: Jessica Swain-Bradway, Robert Putnam, Jennifer Freeman, Brandi Simonsen, Heather George, Steve Goodman, Kimberly Yanek, Kathleen Lane, & Jeffrey Sprague[1]
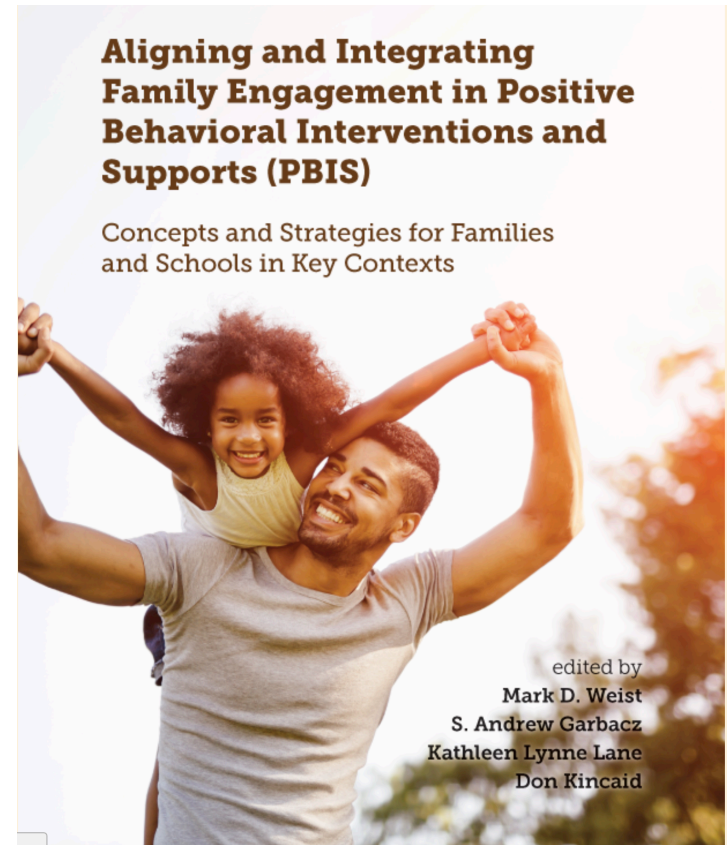
School Climate Survey

The School Climate Survey (PDF) is a set of multi-dimensional surveys to measure student perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response options. Surveys include:

- School Climate Survey: Elementary
- School Climate Survey: Middle/High

Hyperlinked resources

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Communications

- Use preferred methods

- Involve families

- Consider positive referrals

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts

edited by
Mark D. Weist
S. Andrew Garbacz
Kathleen Lynne Lane
Don Kincaid

Hyperlinked resource

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Teaching

- Engage students in teaching
- Use inclusive language and preferred names
- Identify [safe spaces](#)/staff
- Implement a school-wide bully prevention program ([Elementary](#), [Secondary](#))
- Teach an inclusive curriculum ([Teaching tolerance](#), [Inclusive Curricular](#) (GLSEN), [Lesson plans](#) (HRC)
- Engage student leaders

Policy

- Clarify discipline infraction definitions and procedures

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at: **http://www.pbis.org/school/equity-pbis**.

Introduction
The purpose of this guide is to provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. The guide will describe and provide examples of key elements for policy and their application in schools. It also provides a process and tool for assessing aspects of policies to enhance equitable discipline.

Audience
This guide is designed primarily for use by district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBIS. It provides examples of content that could be included in board policies or district administrative rules and regulations. School teams may also use this guide in developing school-specific policies and procedures. This guide is not intended to replace legal counsel for policies required by local, state, and federal legislation.

A Model Code on Education and Dignity

PRESENTING A HUMAN RIGHTS FRAMEWORK FOR SCHOOLS
Revised October 2013

PREPARED BY THE DIGNITY IN SCHOOLS CAMPAIGN
www.dignityinschools.org

GLSEN ENSURING SAFE AND EFFECTIVE SCHOOLS FOR ALL

MODEL DISTRICT ANTI-BULLYING & HARASSMENT POLICY

MODEL LANGUAGE, COMMENTARY & RESOURCES

GLSEN National Center for TRANSGENDER EQUALITY

MODEL DISTRICT POLICY ON TRANSGENDER AND GENDER NONCONFORMING STUDENTS

REVISED FEBRUARY 2016

Model Language, Commentary & Resources

Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Programs
The Department has released a significant guidance document in the form of a Dear Colleague Letter (DCL), which emphasizes the requirement that schools provide positive behavioral supports to students with disabilities who need them. It also clarifies that the repeated use of disciplinary actions may suggest that many children with disabilities may not be receiving appropriate behavioral interventions and supports.

Dear Colleague Letter: Preventing Racial Discrimination in Special Education

Hyperlinked resources

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Systems

- Teachers and administrators are well intentioned but that doesn't mean they all have the skills or data they need
  - Professional development + supportive coaching
    - [Professional Development Tool Kits](GLSEN)
    - [Webinars](GLSEN)
    - [Workshops](GLSEN)
    - [Answering challenging questions](HRC)
    - [School guidance and resources](HRC)
- Teach a school or class-wide [neutralizing routine]
- Align initiatives at the district or school level

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2009

Center on Positive Behavioral Interventions and Supports

Monograph on SWPBS

Chapter 1: Introduction

Chapter 2: Administrator Roles and Functions

Chapter 3: Establishing and Maintaining Staff Participation

Chapter 4: Connecting SWPBIS supports to the Academic Curriculum

Chapter 5: Data-Based Decision Making

Chapter 6: Secondary and Tertiary Tier Supports

2018

Lessons Learned on Implementation of PBIS in High Schools

Chapter 1: Introduction

Chapter 2: Context and Foundational Systems

Chapter 3: District Supports

Chapter 4: Coaching

Chapter 5: CCR and PBIS

Chapter 6: Freshman Supports

Chapter 7: Student Voice

Chapter 8: Safe and Supportive Environments

Hyperlinked Resources

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CBER
Center for Behavioral Education & Research
Promoting Academic and Behavior Supports

OSEP Center on
Positive Behavioral
Interventions & Supports
Effective Schoolwide Interventions

Objectives

- Address common myths/barriers related to PBIS in HS

- Introduce key HS resources including new HS monograph

- Provide tools and resources for action planning

Action Planning

	Recommendations	Your Next Steps
Data	• Monitor student risk factors and protective factors early • Use data to target specific school-wide and student needs	
Practices	• Don't forget tier 1! • Use evidence based practices to prevent issues and to address specific student needs	
Systems	• Plan to support staff and build systems to ensure fidelity of implementation • Consider integrating student support teams	
Outcomes	• Set clear goals • Monitor progress toward those goals and adjust as needed • Consider the cost and benefit to the system	

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Effective Schoolwide Interventions

Thank you!

Questions? Discussion?

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