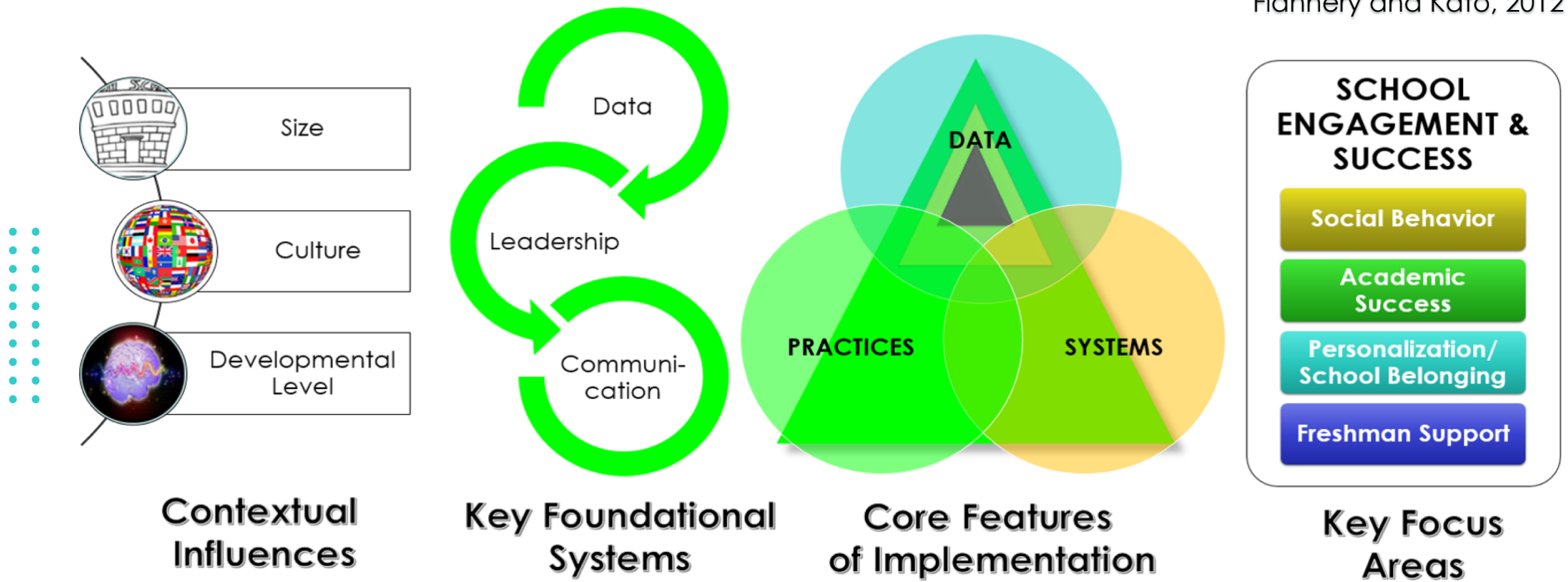


# Leveraging the PBIS Framework to Ensure College and Career Readiness for all High School Students

Jennifer Freeman PhD





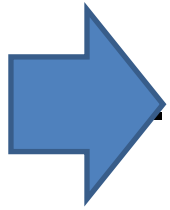
For Your Consideration



**REFLECT** *the “why”*  
**ENCOURAGE** *the dialogue*  
**CELEBRATE** *the change*

# **AUTHENTIC ENGAGEMENT**

# Agenda



1. What do we mean by College and/or Career Ready?
2. Why start with PBIS?
3. How are PBIS, CCR, School Climate, and Student Outcomes Related in Research?
4. Integrating CCR and Tier 1 practices
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6. Action Planning and Questions

# What do you want to be when you grow up?



Dolphin Trainer



Olympic Swimmer



Astronaut



- How many careers do most of us consider?
- How old were you when you started thinking about your “career”?
- Were all your options “realistic”?
- What role did your school play in this process?

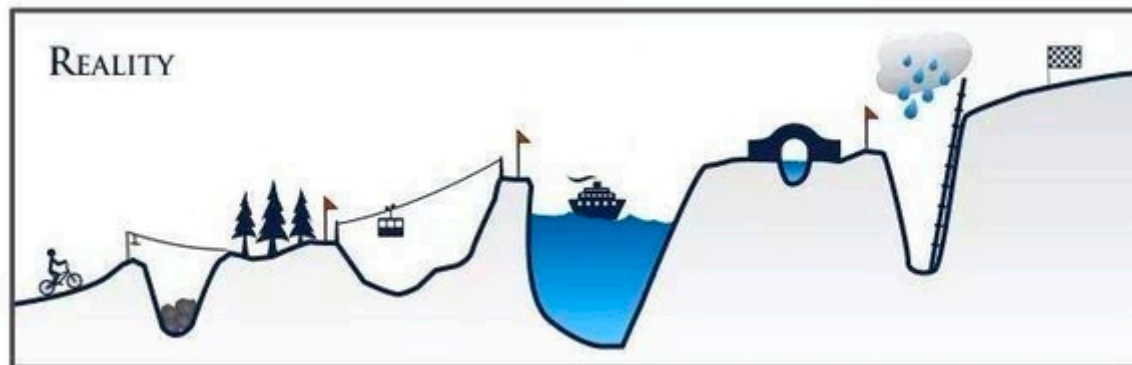
# Career Planning Reality

It's not a linear path!



They don't have "just" one goal

They started this process long before high school!

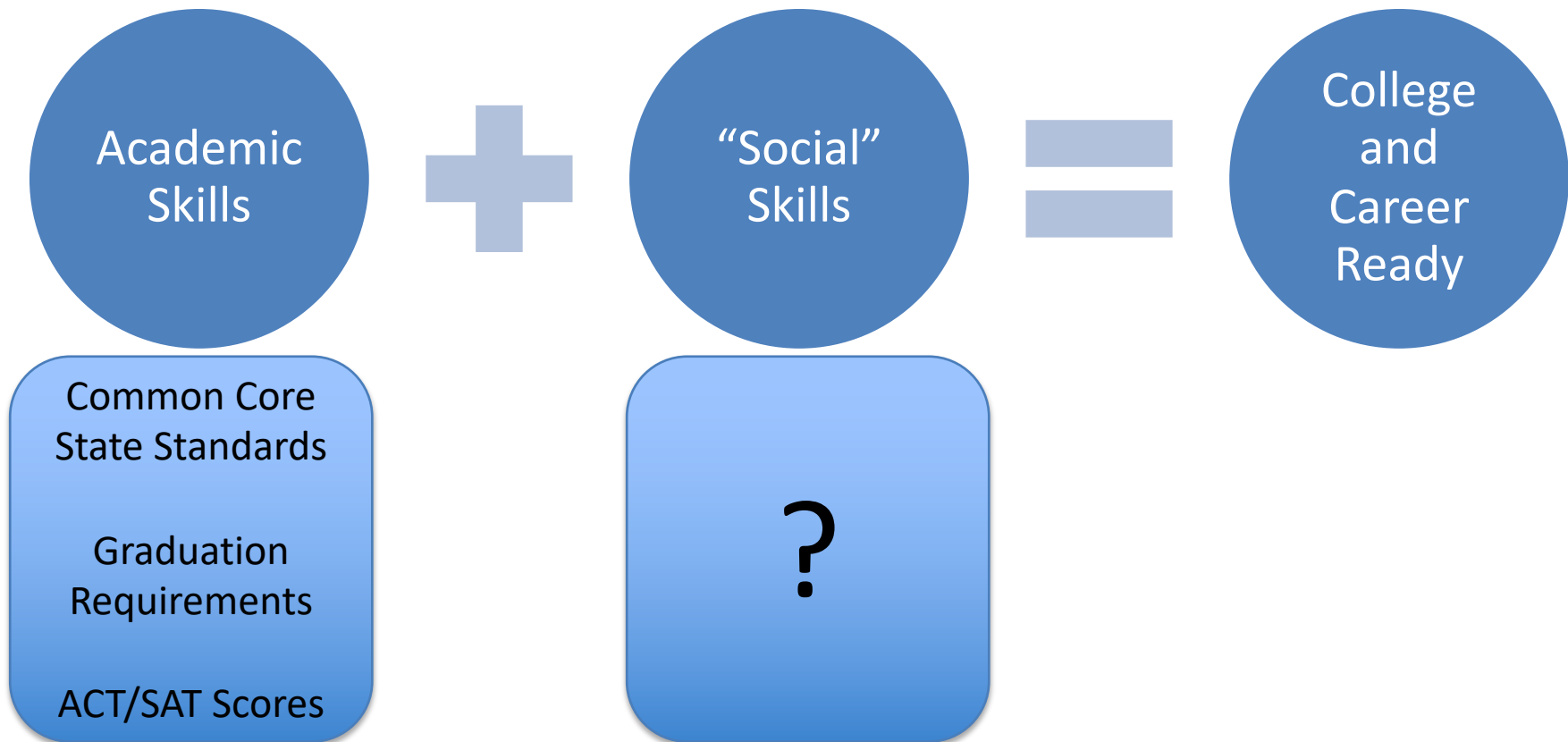


They are likely to have ~15 jobs in their adult lifetime

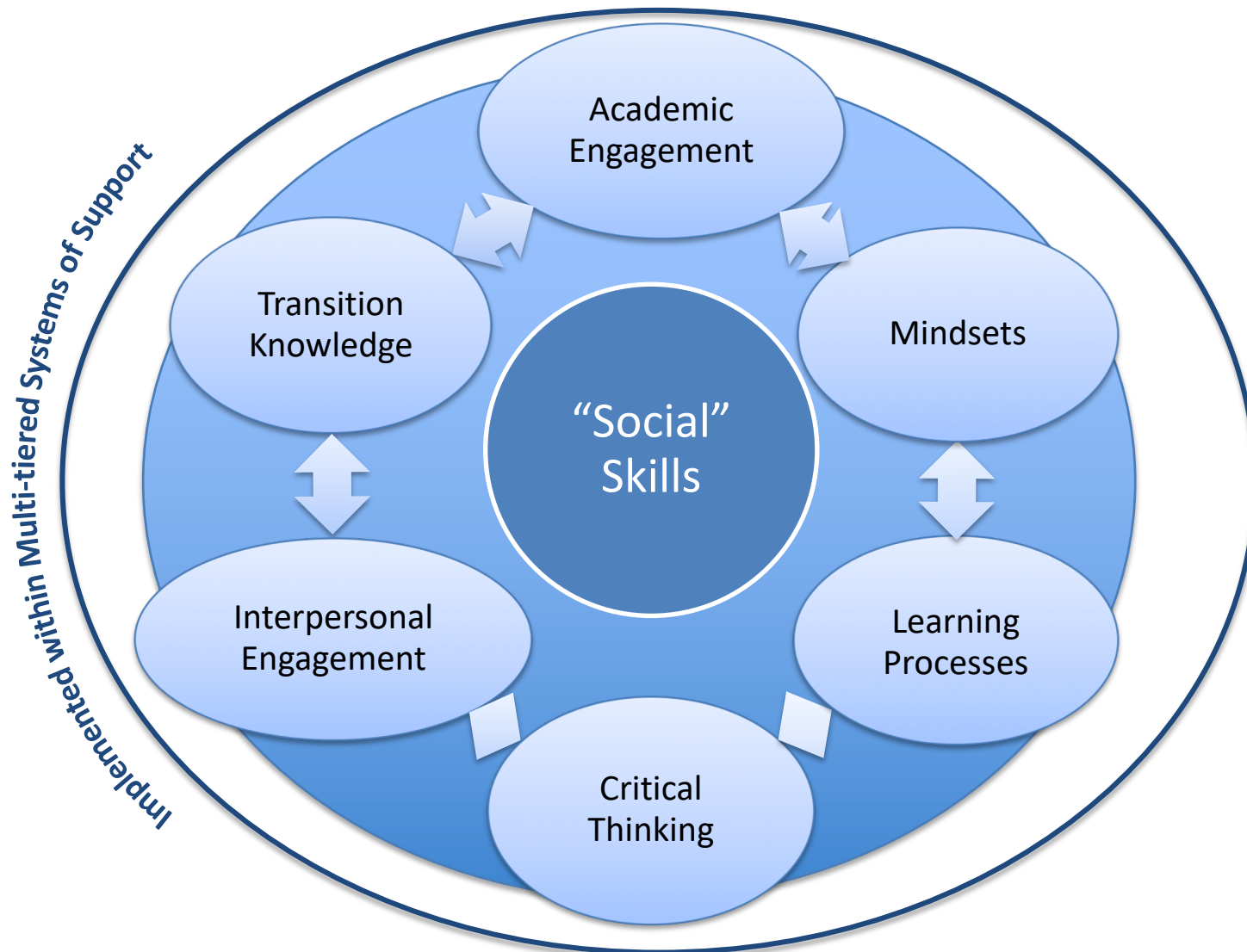
No matter what the final goal is they need BOTH **academic** skills and "**social**" skills to get there!

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# College and Career Readiness







From: Morningstar, ME., Lombardi, A., Fowler, C.H., & Test, D.W. (2014). *Ready for college and careers? An organizing framework for secondary students with disabilities*. Submitted for Publication.

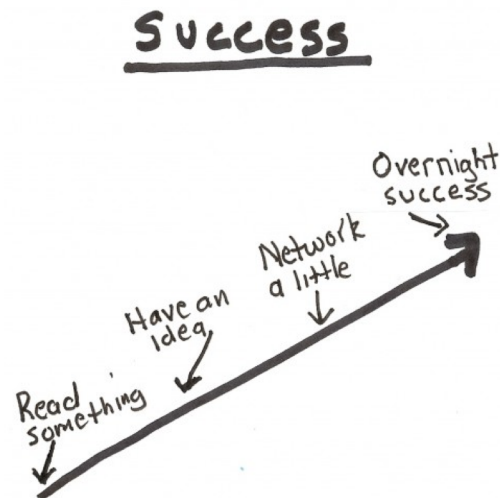
# Academic Engagement

- Attendance
- Class participation
- Productivity
- Work habits



# Mindset

Sense of belonging  
Persistence  
Growth Mindset  
Ownership of Learning  
Self-determination



What people think it looks like.



What it really looks like.

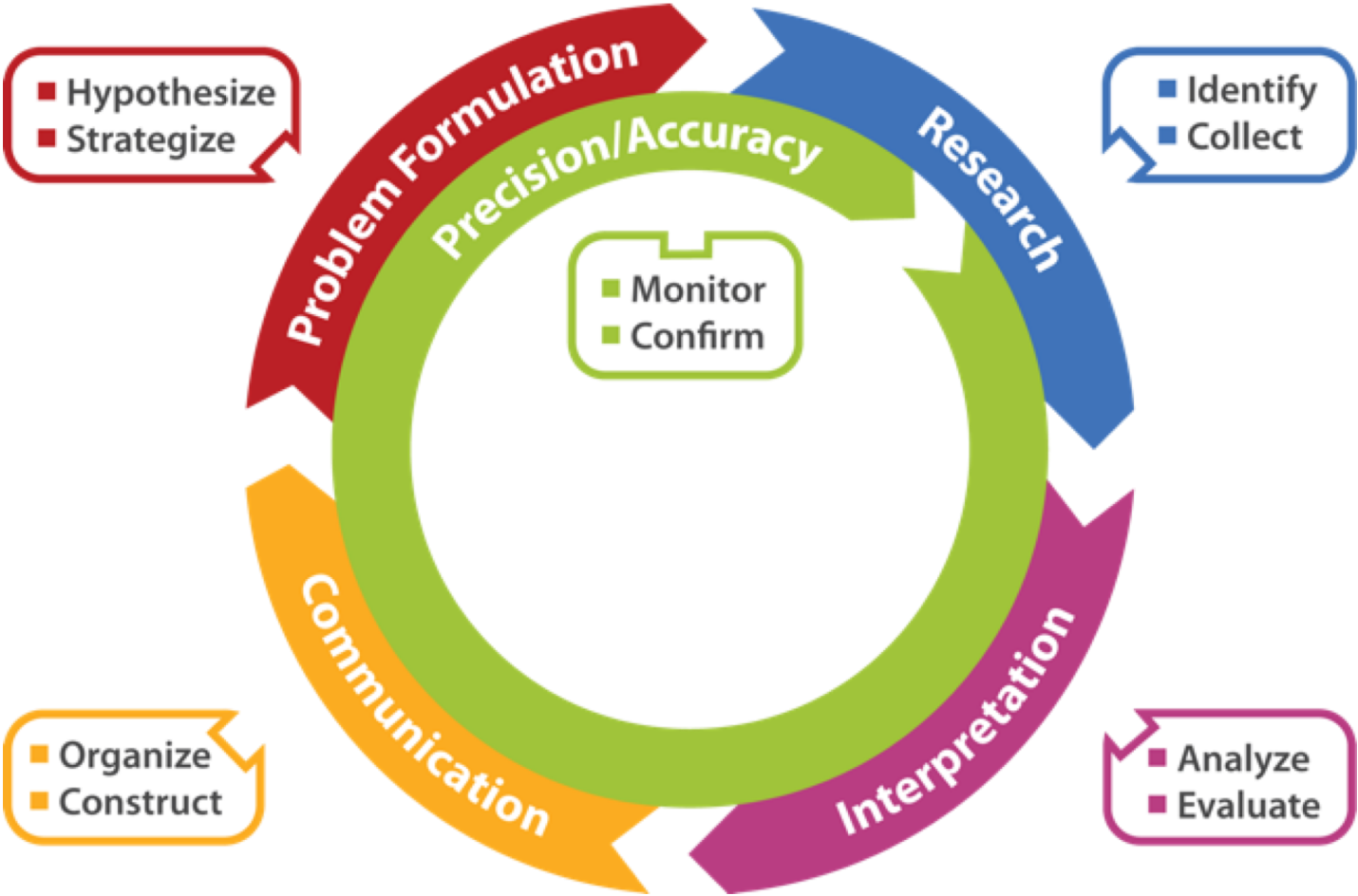
# Learning Processes

## Accessing Content

- Test-taking skills
- Note-taking skills
- Time management
- Organizational skills
- Technology skills



# Critical Thinking



# Interpersonal Engagement

## With self

- Responsibility
- Adaptability



## With others

- Collaboration
- Assertion
- Accountability
- Leadership
- Social awareness
- Empathy

# Transition Knowledge

## **Early Planning**

- Career interests/goals tied to interests
- Managing application & interview processes

## **Career Culture**

- Professionalism
- Knowledge of career resources

## **College Culture**

- Campus resources
- Program of study
- Faculty expectations

## **Adult Roles/Responsibilities**

- Financial literacy
- Accessing community resources
- Health and wellness
- Advocating supports & accommodations
- Transportation
- Independent living

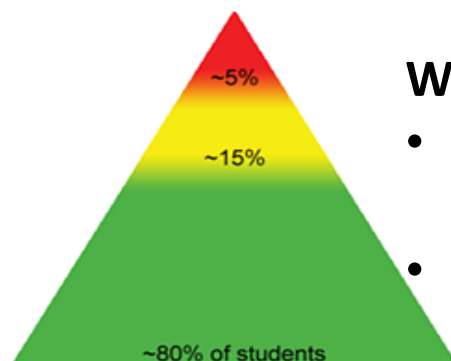


- What skills have helped you select, obtain, and maintain a career?
- How did you learn those skills?
- What role did your school play?



# Challenges of CCR

- Determining what all HS students need to be successful, while also individualizing.
- While CCR is a priority, the delivery of services, including assessment of non-academic skills, is inconsistent or absent.



## **What if we delivered CCR through an MTSS framework?**

- Addresses the challenge of implementing consistent CCR practices, programs, curricula, and support
- Allows for individual student preferences, strengths, and weaknesses.

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# Why Start with PBIS?

- High school graduation is consistently one of the best predictors of “success” for students
- Documented PBIS outcomes align closely with documented risk factors for dropout

Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2015; Freeman & Siomonsen, 2014)

# Behavior

## Risk Factors

Behavior difficulties in school and in community

Frequent discipline referrals

Frequent suspensions or expulsion

Early adult responsibility

Stressful life events

## PBIS Outcomes

Reductions in behavior incidents

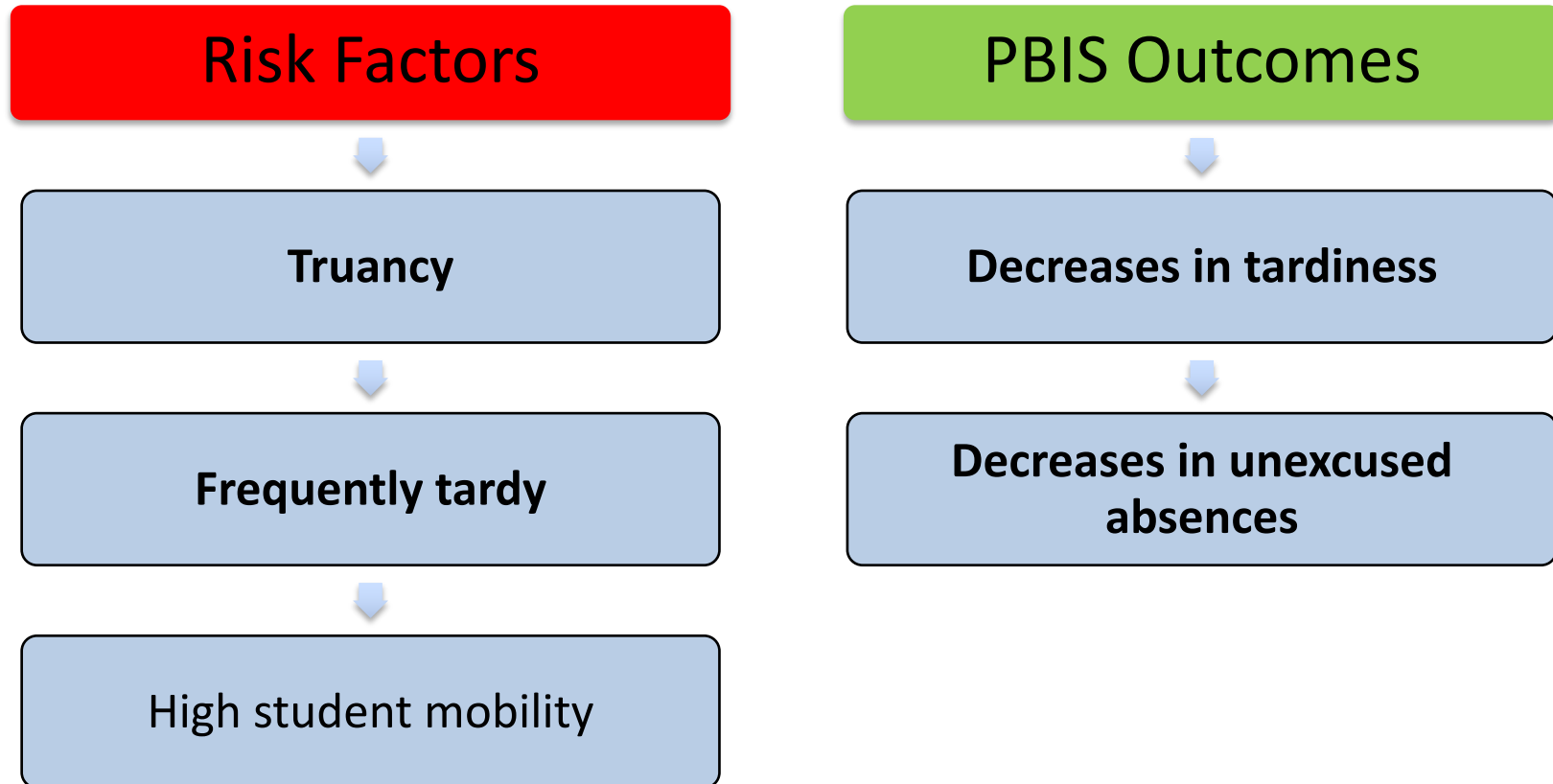
Increased on task behavior

Decrease in number of students with significant behavior difficulties

Reductions in bully behavior

Reductions in suspensions/expulsions

# Attendance



# Academic Performance

## Risk Factors

Poor academic achievement

Retention

Low academic engagement

Low educational expectations or attitudes about value of education

## PBIS Outcomes

Increase in academic performance

Increase in on-task behavior

Increased instructional time

# School Level Factors

## Risk Factors

Negative school climate

Poor relationships between teachers and students

Punitive school discipline policies

High percentage of students misbehaving

Course offerings

Large schools or high poverty concentration

## PBIS Outcomes

Increased school level capacity to address intensive student needs

Increased perceptions of school safety and climate

Increase use of evidence based classroom management

Perceptions of organizational health

# Citations

## Dropout Risk Factors

Allensworth, & Easton, 2005, 2007; Alexander, Entwisle, & Kabbani, 2001; Battin-Pearson, Newcomb, Abbott, Hill, Catalano, & Hawkins, 2000; Ekstrom, et al., 1986; Gleason, & Dynarski, 2002; Goldschmidt, & Wang, 1999; Jordan, Lara, & McParland, 1994; Lehr, Johnson, Bremer, Cosio, & Thompson, 2004; Obasohan, & Kortering, 1999; Rosenthal, 1998; Rumberger, 2001; Wehlage, & Rutter, 1986

Historically, most of this research  
has been conducted in  
elementary schools

## PBIS Outcomes

Algozzine, & Algozzine, 2007; Barnhart, Franklin, & Alleman, 2008; Bohanon, Fenning, Carney, Minnis-Kim, Anderson-Harriss, Moroz, & Pigott, 2006; Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Caldarella, Schatzer, Gray, Young, & Young, 2011; Chitiyo, Makweche-Chitiyo, Park, Ametepee, & Chitiyo, 2011; Horner, Sugai, Smolkowski, Eber, Nakasato, Todd, & Esperanza, 2009; Johnson-Gros, Lyons, & Griffin, 2008; Lassen, Stelle, & Sailor, 2006; Lewis, Powers, Kelk, & Newcomber, 2002; Luiselli, Putnam, Handler, & Feinberg, 2005; McIntosh, Bennett, & Price, 2011; Muscott, Mann, & LeBrun, 2008; Nelson, Martella, & Marchand-Martella, 2002; Oswald, Safran, & Johanson, 2005; Ross, & Horner, 2009; Scott, & Barrett, 2004; Scott, White, Algozzine, & Algozzine, 2009; Yeung, Mooney, Barker, & Dobia, 2009



# Some Tier I Articles on High School

Bohanon, H., Fenning, P., Carney, K. L., M...  
behavior support in an urban high school.  
10.1177/10983007060080030201

Bradshaw, C. P., Debnam, K. J., Lindstrom,  
system of social, emotional, and behavioral  
*Psychiatry*, 4, 194-206.

Flannery, K. B., Fenning, P., Kato, M. M.,  
Fidelity of Implementation on Program  
10.1037/spq0000039

Flannery, K. B., Frank, J. L., McGrath,  
settings: Analysis of eight high schools.

Freeman, J., Simonsen, B., McCoach,  
interventions and supports and  
10.1177/1098300715580992

Freeman, J., Simonsen, B., McCoach,  
School-wide Positive Behavior

Morrissey, K. L., Bohanon, H., & Fenning,  
*Children*, 42, 27-35.

Muscott, H., Mann, E., & LeBrun,  
schoolwide positive behavior  
10.1177/10983007083162

Swain-Bradway, J., Pinkney, C., & Fenning,  
*Teaching Exceptional Children*. 47 (5), 2

RESOURCE

Flannery, K. B. & Sugai, G. (2010) *School-Wide PBIS Implementation in High Schools: Current Practice and Future Directions*. Eugene, OR: University of Oregon, Educational and Community Supports. Available on <http://pbis.org>

W. (2006). Schoolwide application of positive

(2014). Maryland's evolving  
schools Project. *Adolescent*

ral Interventions and Supports and  
publication. doi:

ehavior Support in high school

l-wide positive behavior  
tive Behavior Interventions. DOI:

nsHIP Between Implementation of  
The High School Journal.

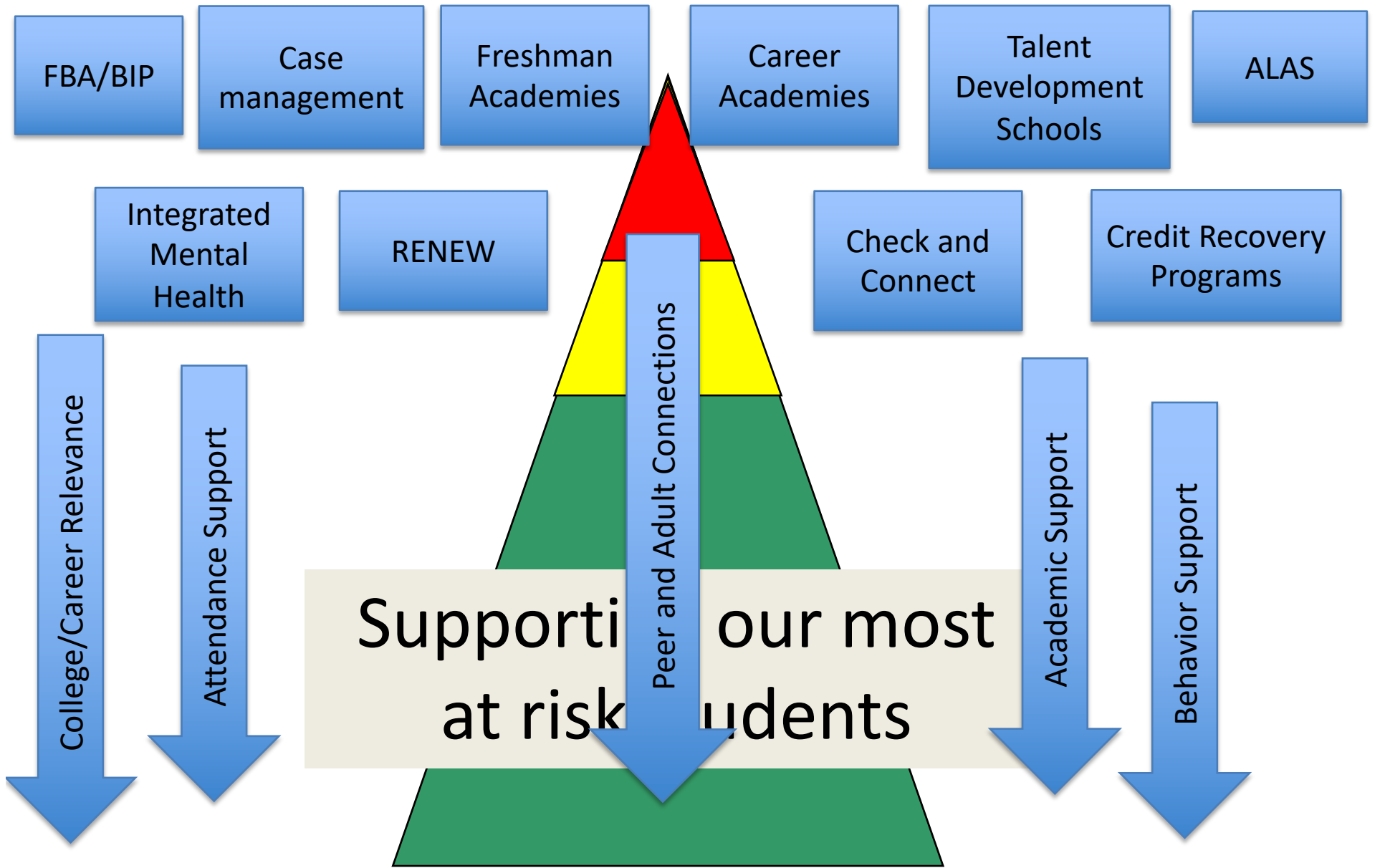
n high school. *Teaching Exceptional*

ffects of large-scale implementation of  
Behavior Interventions, 10, 190-205. doi:

ual Factors and Stages of Implementation.

- “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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FBA/BIP

Case management

Freshman Academies

Career Academies

Talent Development Schools

ALAS

Integrated Mental Health

RENEW

Check and Connect

Credit Recovery Programs

College/Career Relevance

Attendance Support

Supporting our most at risk students

Peer and Adult Connections

Academic Support


Behavior Support

UCONN

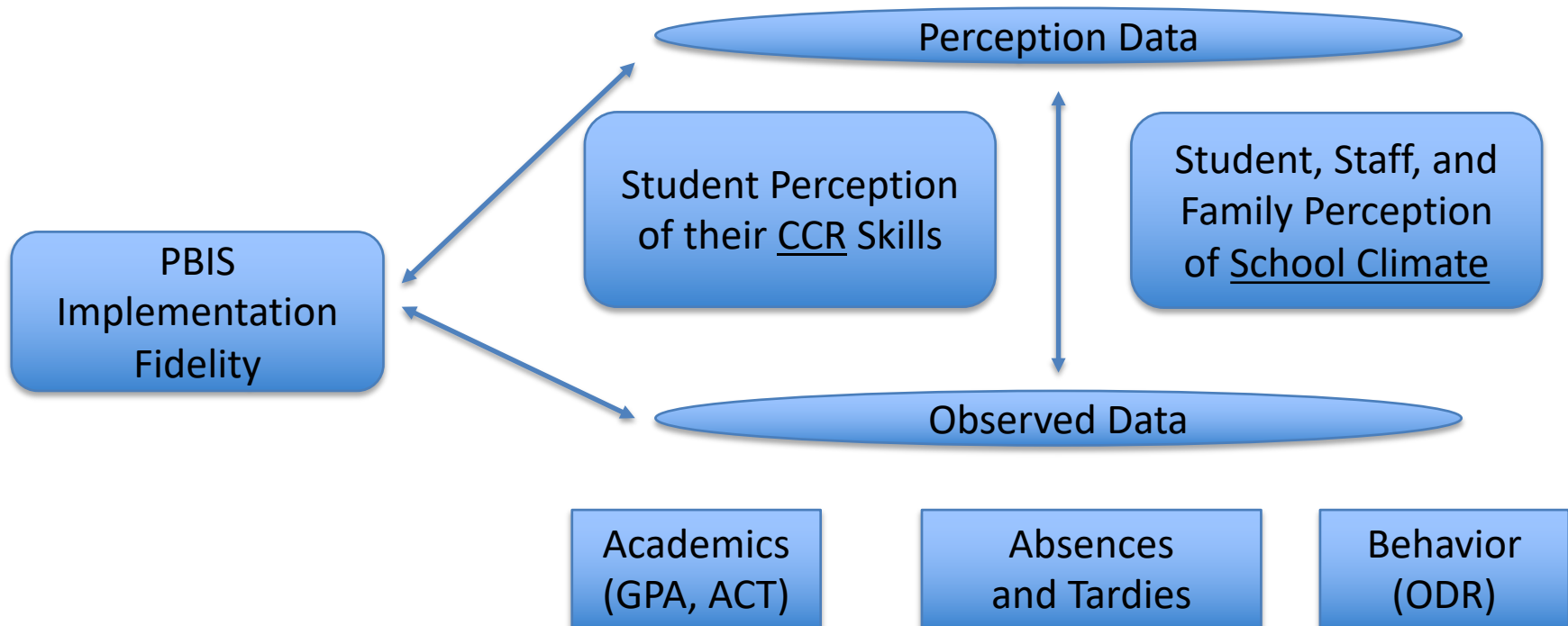
# PBIS in High Schools

- PBIS is possible in HS and we are learning about how to better support teams
- PBIS may help improve outcomes in HS and reduce risk factors for dropout
- But the solution to dropout is more than just a HS diploma it is students who are **college and career ready!**

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# A Conceptual Model



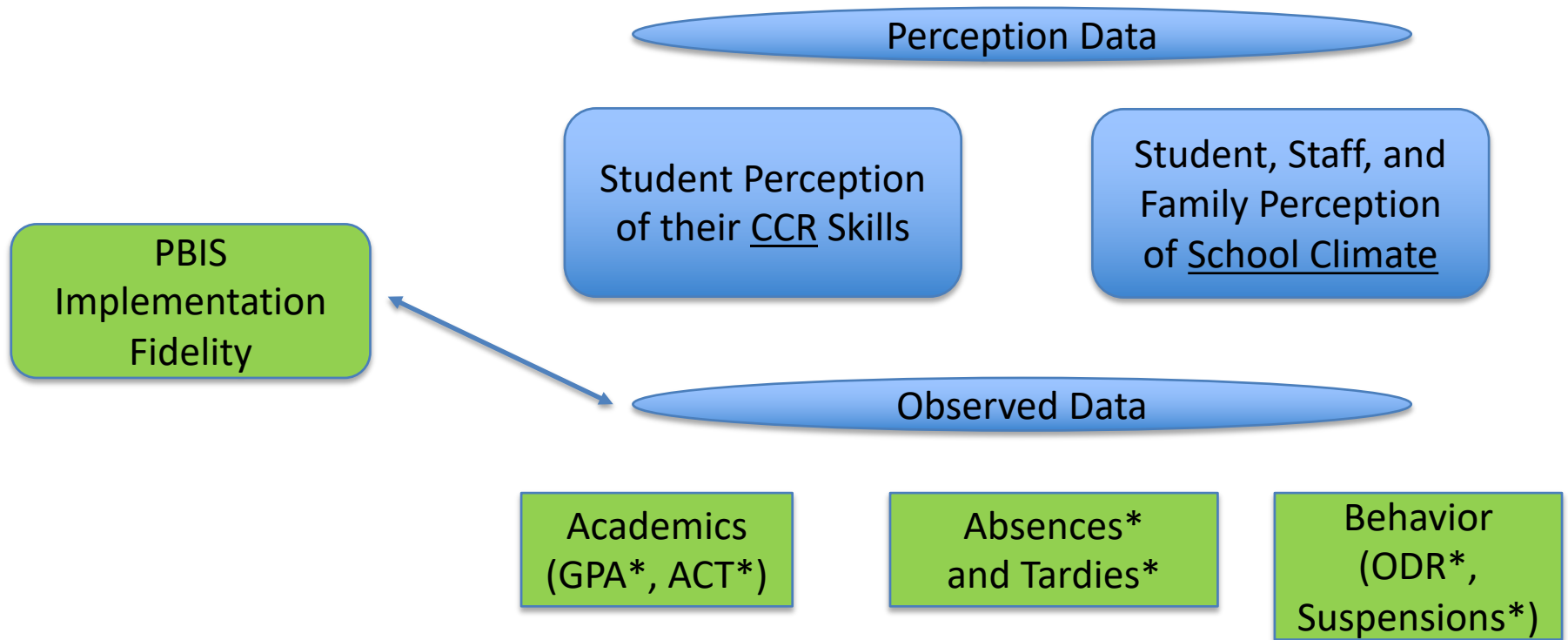
# Pilot Study

- 15 High schools
  - Average enrollment 808
  - % minority 25%
  - % Free/Reduced lunch 64%
  - % students on IEPs 22%

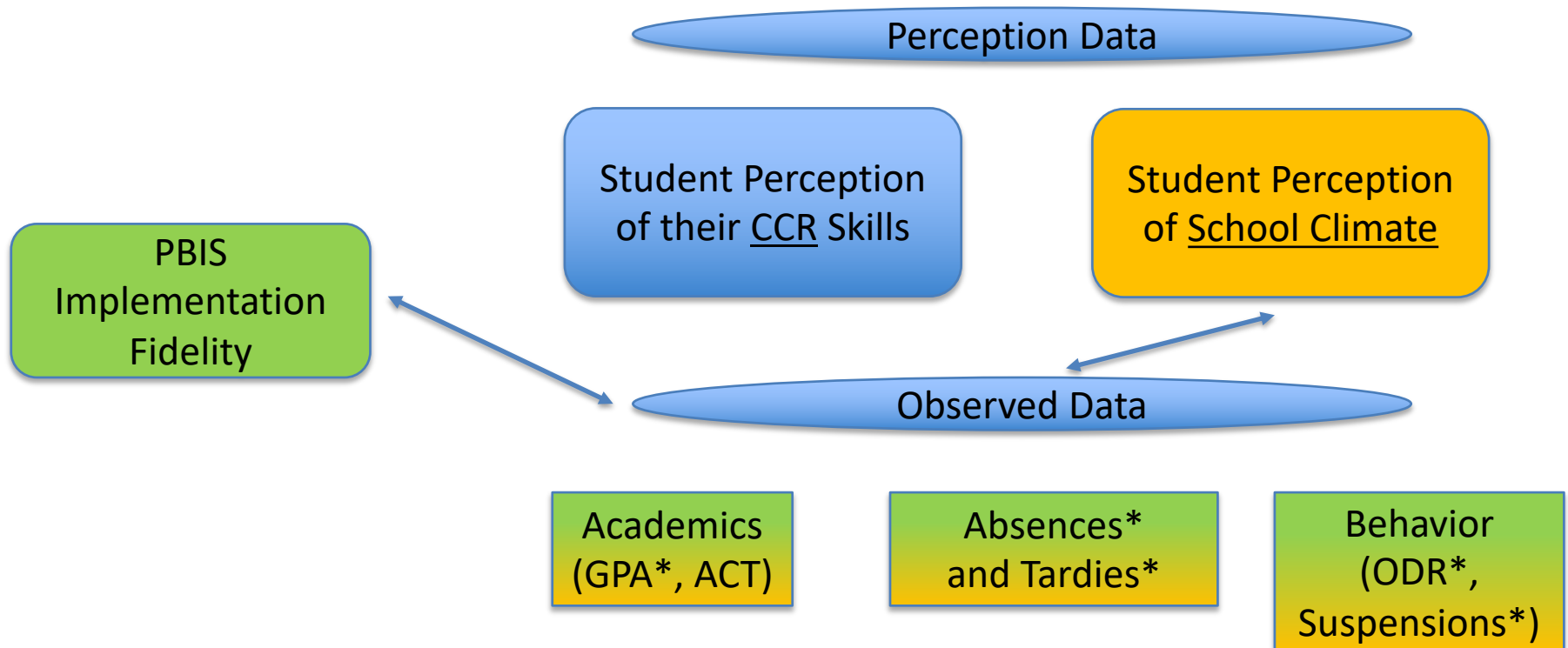
Freeman, Kern, Gambino, Lombardi, Kowitt, (under review).

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# A Conceptual Model

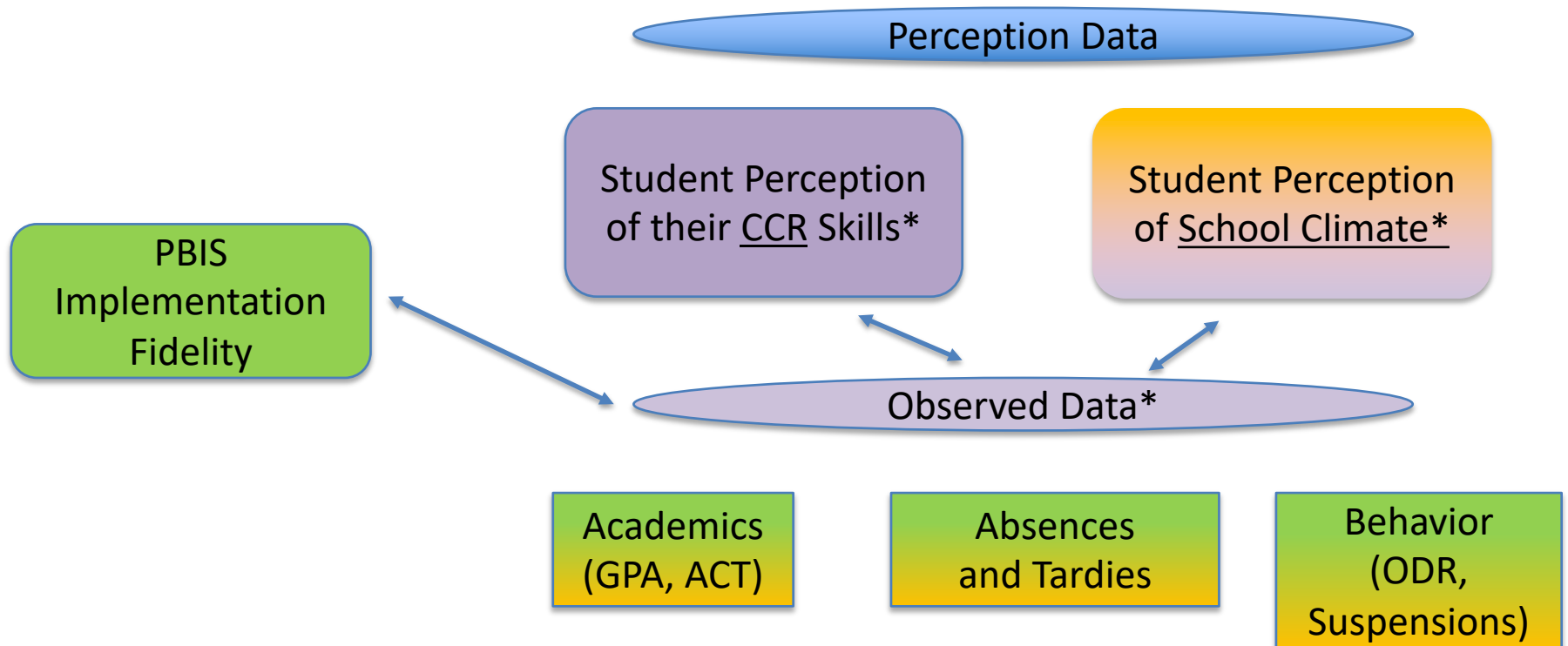


# A Conceptual Model



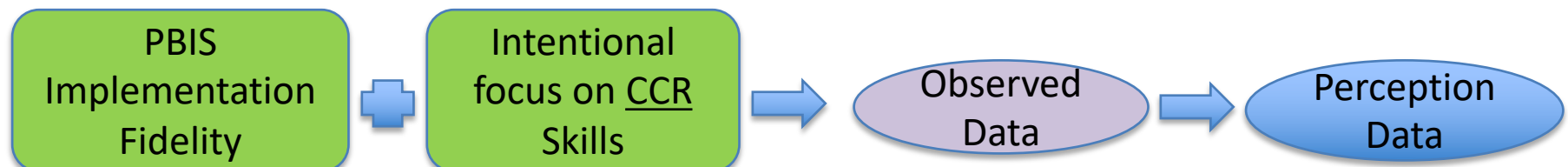


# A Conceptual Model

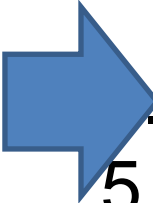


# Conclusions

- PBIS directly impacts observed academic, attendance, and behavior outcomes in high schools
- School climate perceptions are also related to those same observed outcomes
- Students perceptions of their CCR are influenced by BOTH school climate and observed outcomes
- These constructs appear to be related!
- We should integrate our work using MTSS!

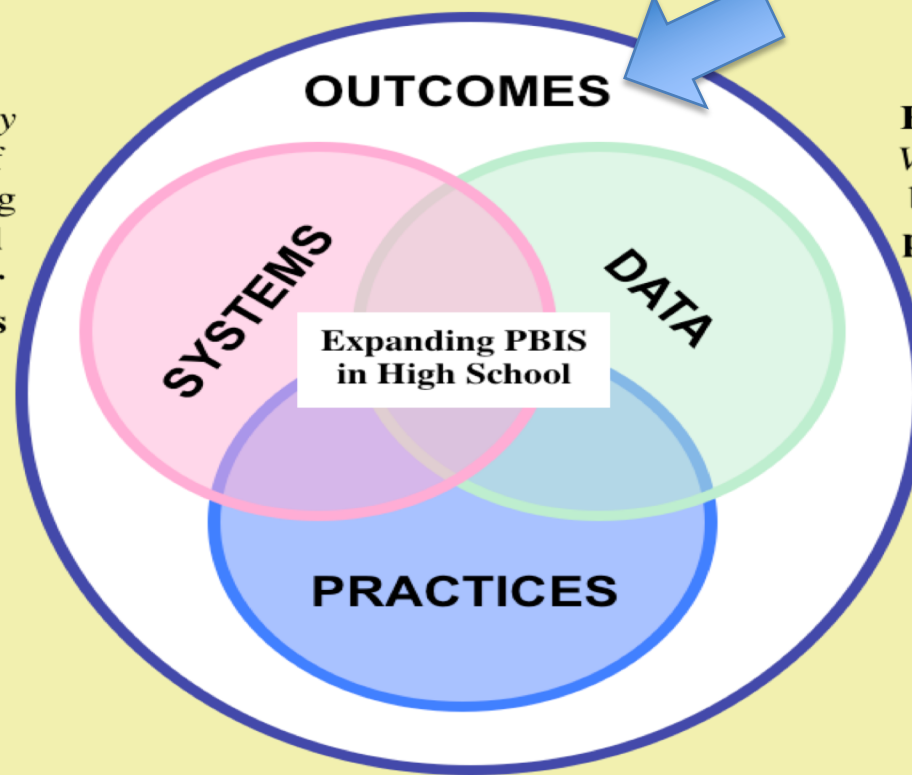


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**Expanding *Culturally Equitable* Social Competence & Academic Achievement by **Improving school completion for all students and especially for students with disabilities****

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



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

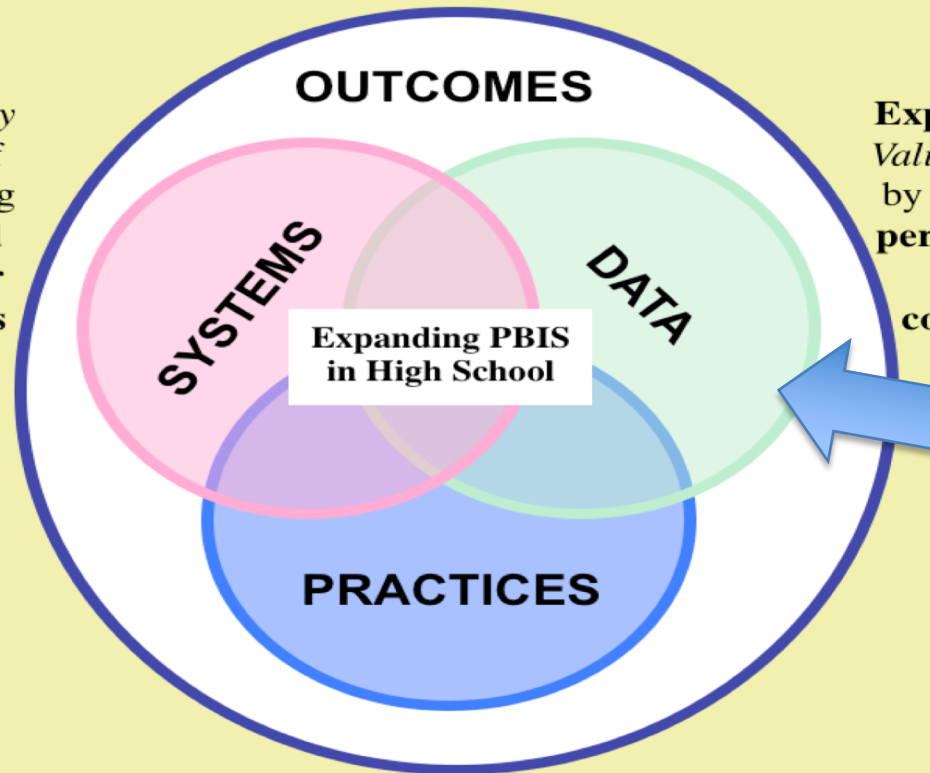
**Expanding *Culturally Relevant* Evidence-based Interventions through: **Directly addressing dropout risk factors by 1) improving school climate and 2) teaching college and career readiness skills****

# Consider Short and Long Term Outcomes

- **Long Term**
  - High school graduation is consistently one of the best predictors of “success” for students
  - College or Career Ready
- **Short Term**
  - Address risk factors related to dropout
    - Behavior
    - Attendance
    - Academics

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

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# Measure progress toward your short and long term outcomes

- Short term measures should be considered together
  - Behavior, attendance, academics
- [Consider early warning systems](#)
  - Used before school year starts, 20-30 days in, at end of each grading period and at end of year
- Monitor school climate and CCR through student/teacher report and observable variables
- USE the data you collect to guide practices!

# Wisconsin Risk Indicators

## Use your ABCs

Attendance	<ul style="list-style-type: none"><li>• <b>Attendance/tardies</b></li><li>• <b>Chronic absenteeism</b></li></ul>	<ul style="list-style-type: none"><li>• Mobility</li><li>• Engagement</li><li>• Participation</li></ul>
Behavior Social-Emotional	<ul style="list-style-type: none"><li>• <b>Office referrals</b></li><li>• <b>Suspensions</b></li><li>• Behavioral screening</li><li>• Internalizing behaviors</li></ul>	<ul style="list-style-type: none"><li>• Developmental assets</li><li>• At-risk support</li><li>• Behavioral plan</li><li>• Family stressors</li></ul>
Coursework	<ul style="list-style-type: none"><li>• <b>Academic screening</b></li><li>• <b>Common assessments</b></li><li>• <b>Standardized testing</b></li><li>• <b>Grades</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Retention</b></li><li>• Accelerated learning</li><li>• Interventions, Title I</li><li>• Head Start, Summer School</li></ul>

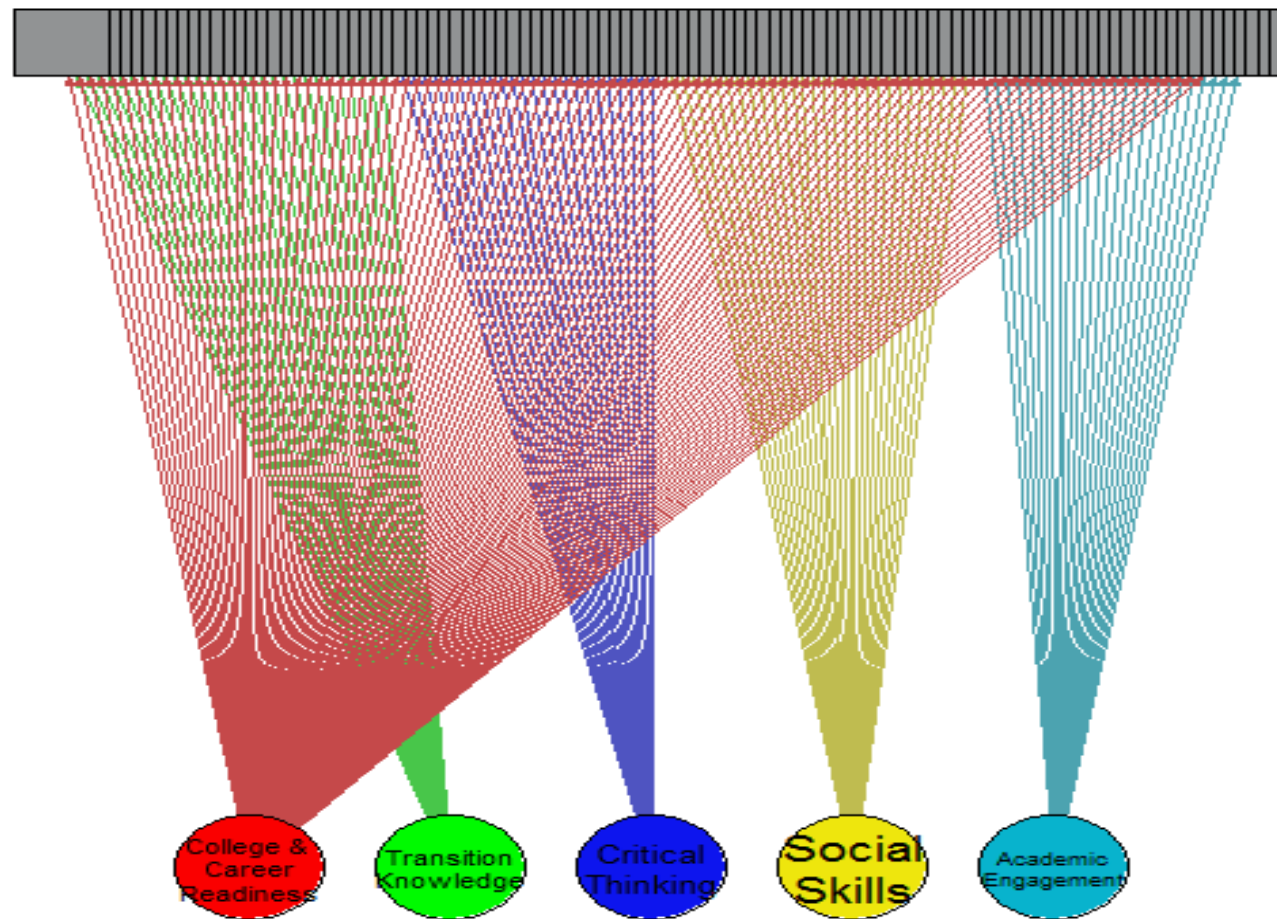


# Examples of Universal Screening Measures for CCR Skills

Measure	Critical Thinking	Engagement	Mindsets	Learning Processes	Interpersonal Engagement	Transition Knowledge
Vocational Skills Self-Efficacy						X
Career Locus of Control						X
CampusReady	X			X		
GRIT scale (12-item)			X			
Georgia Brief School Climate		X	X		X	

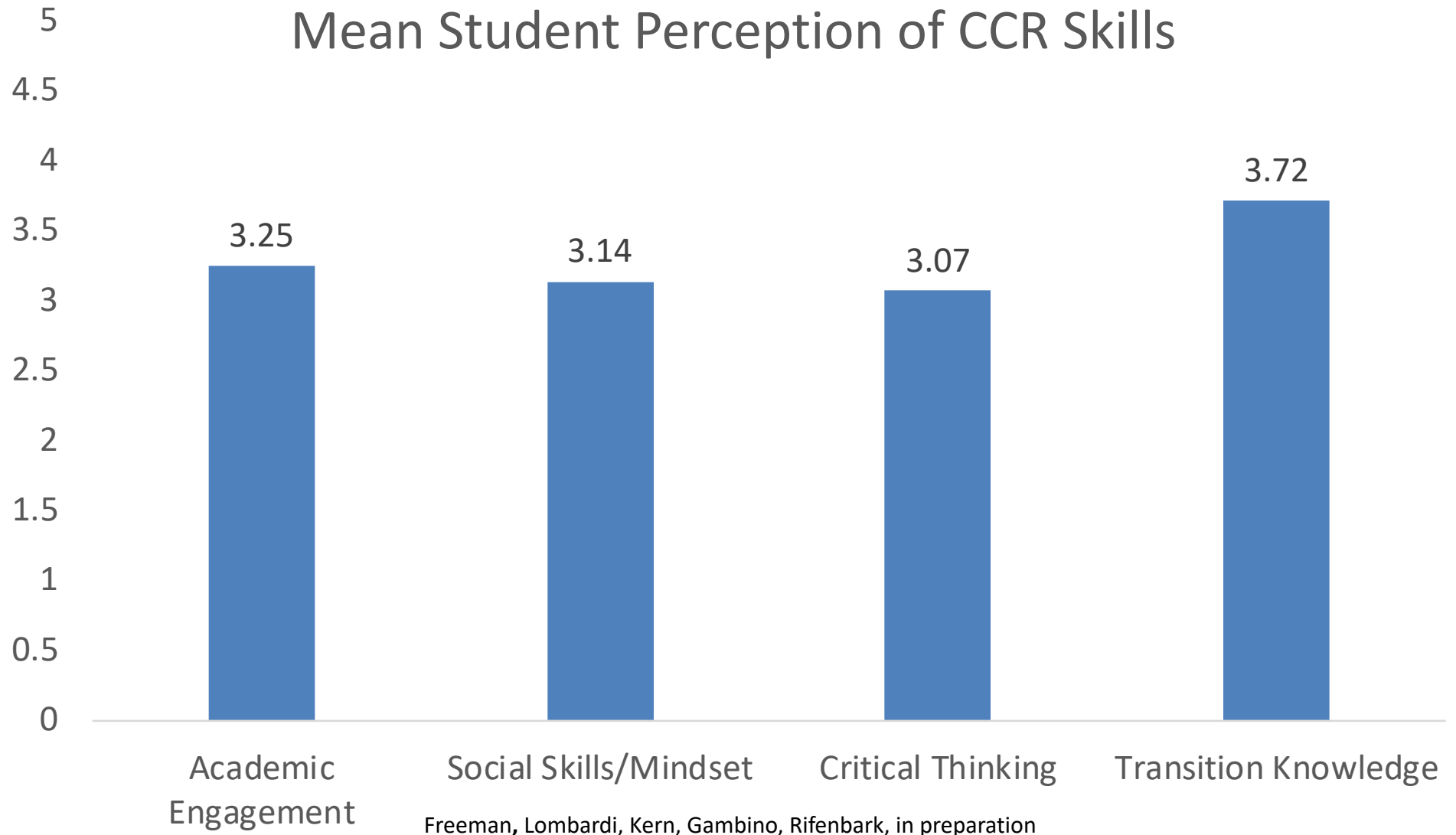
Lombardi, Freeman, Rifenbark, in press

# Bi-Factor Model of College and Career Readiness



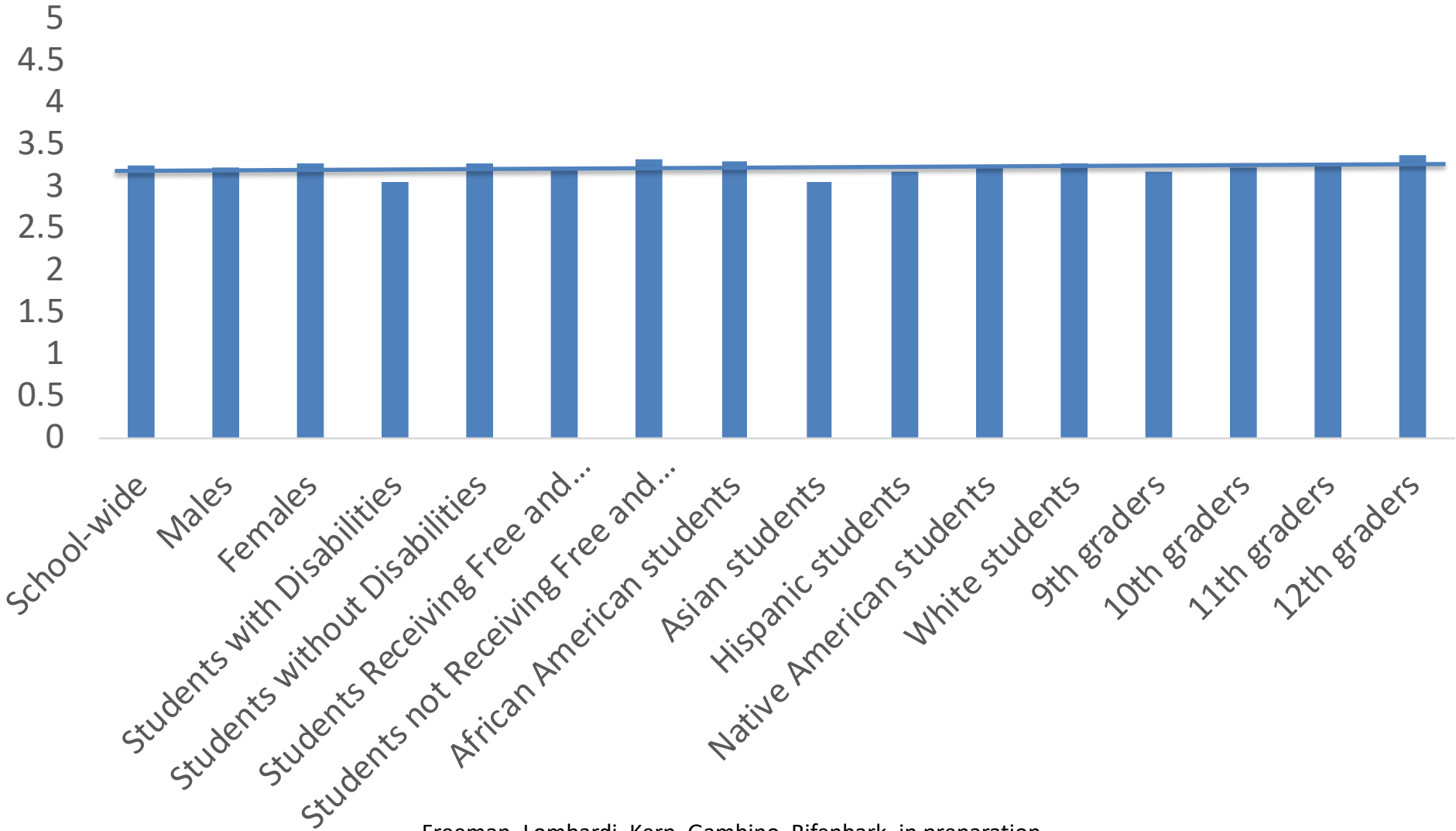
Lombardi, Freeman, Rifenburg, in preparation

## Mean Student Perception of CCR Skills



Freeman, Lombardi, Kern, Gambino, Rifenbark, in preparation

# Overall Critical Thinking Mean



Freeman, Lombardi, Kern, Gambino, Rifenshank, in preparation

# College and Career Readiness for Transition (CCR4T)

## Development and Validation of a Student Measure

**Measurement Study funded by the Institute of Educational Sciences to be carried out from 2019-2023**

**Key personnel:** Allison Lombardi, Mary Morningstar, Valerie Mazzotti, Jennifer Freeman, Hariharan Swaminathan, and Jane Rogers

### *Seeking school partners to:*

- 2019-20 – participate in virtual focus groups, specifically secondary general and special education teachers, other school personnel
- 2020-21 OR 2021-22 - Field-test the measure in schools. Administer the CCR4T to students school-wide in an online survey format, which will take about 30-50 minutes (potentially a class period)
- 2021-22 Provide feedback on usefulness of scores, data reports. *Access to data will be provided to all school partners.*
- *Interested in participating in focus groups?* Fill out a form, visit <http://ccr4t.education.uconn.edu>
- *Questions?* Email us [allison.lombardi@uconn.edu](mailto:allison.lombardi@uconn.edu) or [jennifer.freeman@uconn.edu](mailto:jennifer.freeman@uconn.edu)



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**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**



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## Rules within Routines Matrix PBIS+CCR

	Cafeteria	Hallway	Bus	LEARNING
Respect				<ul style="list-style-type: none"> <li>•Complete assignments with a professional appearance</li> <li>•Have goals and a plan to achieve them</li> </ul>
Responsibility				<ul style="list-style-type: none"> <li>•Be attentive and ready to learn</li> <li>•Keep track of missed assignments and have a plan to make them up</li> </ul>
Be Informed				<ul style="list-style-type: none"> <li>•Use course/reading content to answer questions</li> <li>•Self monitor your learning by asking clarifying questions</li> </ul>

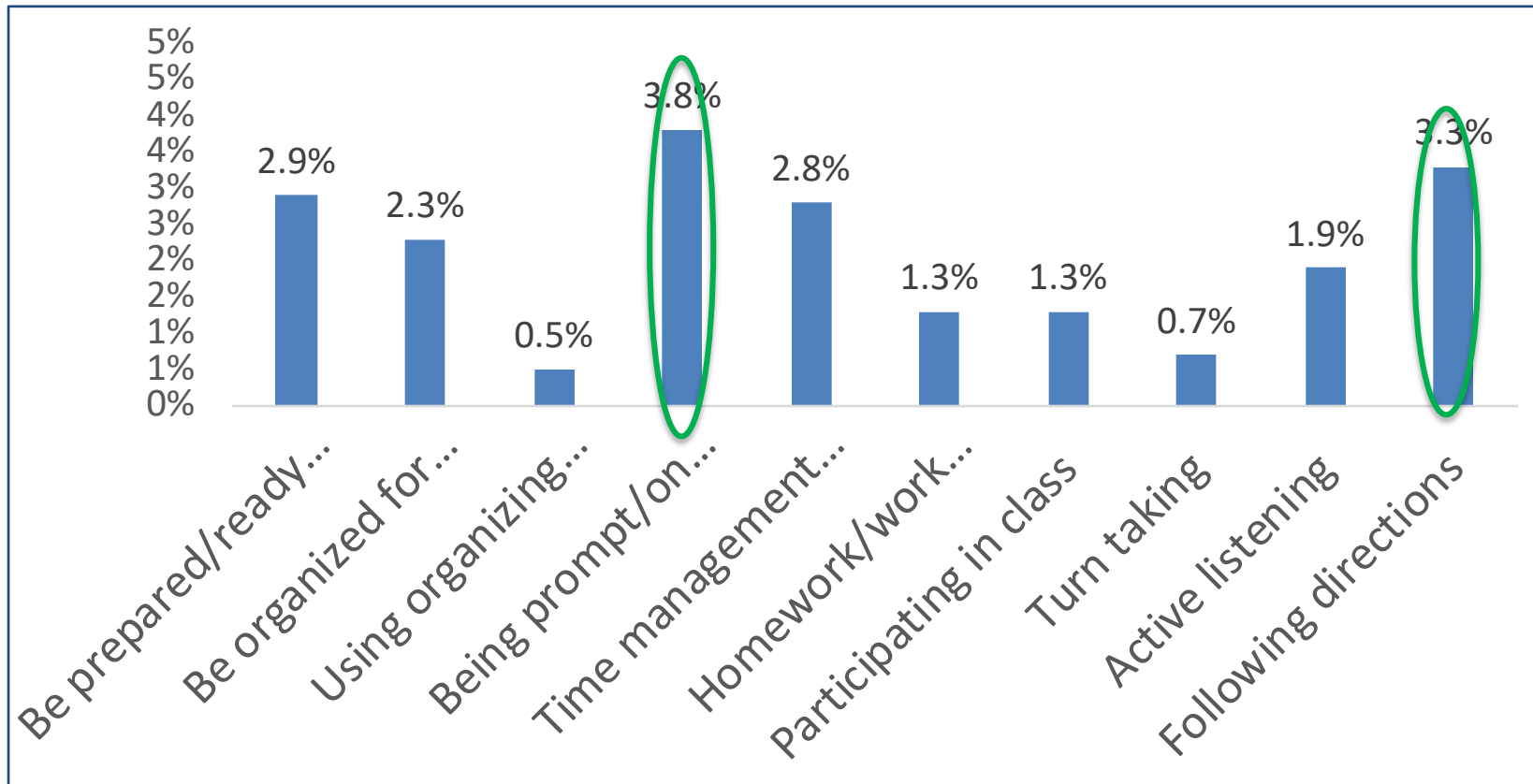
Stewardson-Strasburg High School Behavior Matrix

Expectations	Hall	Cafeteria	Classroom	Bus	Locker Room/ Gym	Parking Lot	Extra-Curricular	All Settings
<b>Respectful</b>	Avoid distracting students in the classroom	Practice good manners	Address peers and staff appropriately	Use proper language	Follow instructions	Follow rules of the road	Participate in a positive manner	Be courteous
	Walk all times	Wait your turn	Honor others personal space	Obey the bus driver	Be courteous	Be courteous	Encourage others	Avoid physical contact
<b>Responsible</b>	Be quiet	Talk quietly		Talk quietly	Encourage others	Be considerate of other's property		Use appropriate language
			Use equipment appropriately	Follow all safety rules	Follow school dress code			Practice good manners
<b>Ready to Succeed</b>	Bring all necessary materials to class	Bring all necessary materials to class	Use equipment appropriately	Follow all safety rules	Lock up all items	Drive cautiously	Leave no trace	Talk quietly
	Bring all necessary materials to class	Bring all necessary materials to class	Bring all necessary materials to class	Help younger students when needed	Pick up after yourself	Do a safety check of your vehicle and the area around it	Adhere to daytime school rules	Comply with all rules
<b>Ready to Succeed</b>	Be at bus stop on time	Be at bus stop on time	Be attentive and ready to learn	Be at bus stop on time	Never less than your best	Keep vehicle clean and organized	Display a positive attitude	Follow directions and procedures
	Have all items needed for the school day	Have all items needed for the school day	Use correct English and grammar	Have all items needed for the school day	Display a positive attitude	Bring all needed items for the day into the building		Do your own work
	Maintain a clean and organized locker	Monitor your lunch account balance						Listen carefully
								Follow school dress code
								Be prepared for classes and other activities
								Have goals and a plan to achieve them
								Carry planner at all times

Or add an expectation focused on post HS success

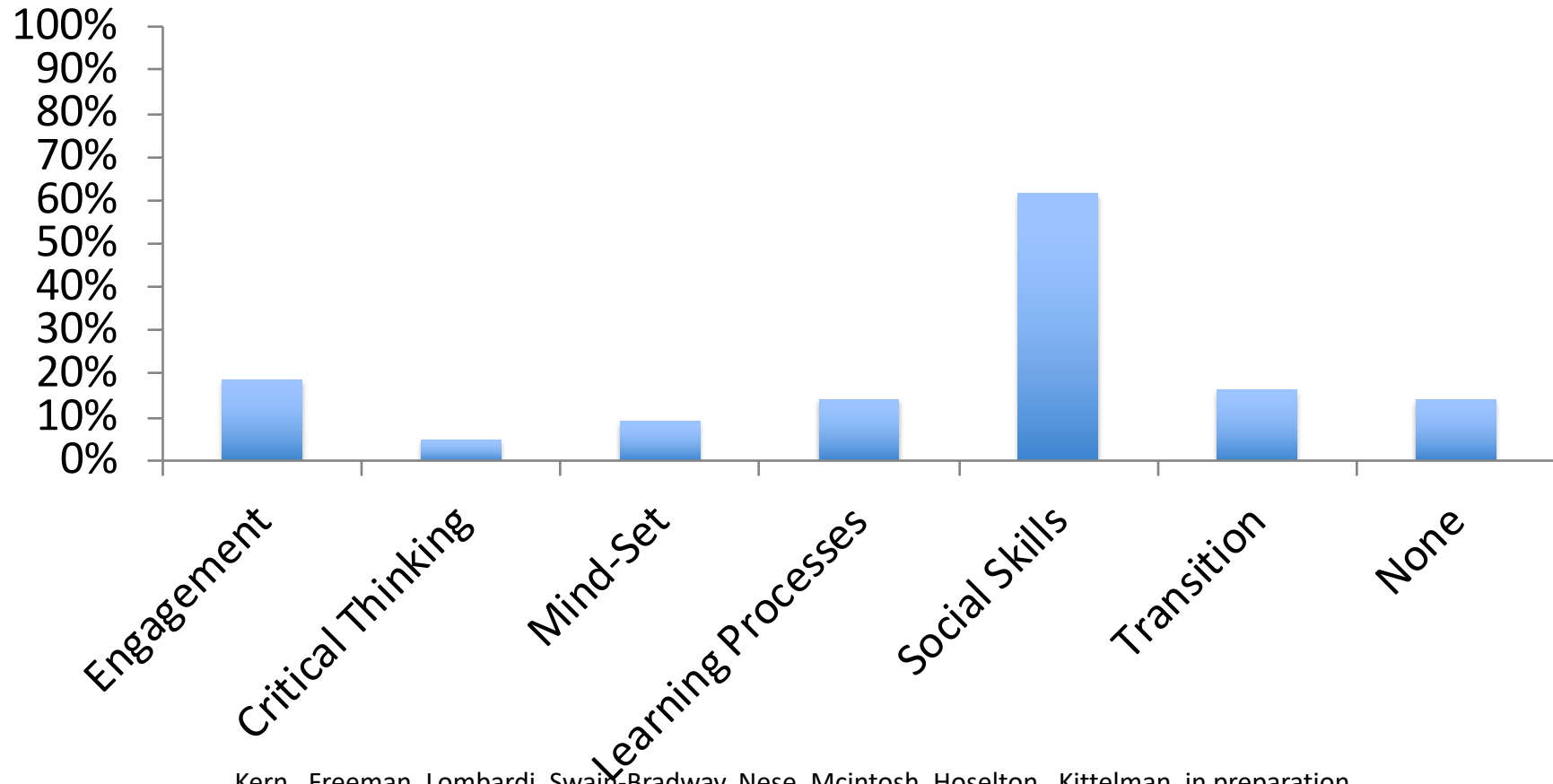






Kern, Freeman, Lombardi, Swain-Bradway, Nese, Mcintosh, Hoselton, Kittelman, in preparation

## Percentage of CCR Constructs across Total Rules (n=754)



Kern, Freeman, Lombardi, Swain-Bradway, Nese, McIntosh, Hoselton, Kittelman, in preparation

# Learning Processes

- Be an active listener
- Hand in your work on time
- Protect username and password
- Use planner to write daily assignments and to stay organized
- Use time wisely for your own homework

# Transition Knowledge

- Monitor your lunch account
- Plan for the future
- Maintain personal hygiene
- Cross at crosswalks
- Exit safely
- Flush when finished 😊
- Have money and student ID ready
- Identify yourself when asked to do so
- Lock your locker

# Academic Engagement

- Actively participate in class and ask for assistance when needed
- Arrive on time and be ready to work
- Be prepared with assignments and materials
- Ask permission to use materials
- Be an active listener/participant
- Challenge yourself to produce quality work
- Complete work on time
- Keep cell phones and other electronic devices off and put it away except with teacher permission
- Take an active, positive role in classroom activities

# Critical Thinking

- Practice academic honesty
- Give and receive feedback respectfully
- Create authentic work
- Think critically, creatively, and collaboratively to overcome challenges
- Know the resources available
- Use the internet responsibly

# Mindset

- Accept responsibility for your actions
- Ask for help
- Contributed to a positive environment
- Have a purpose and stay on task
- Support each other with praise and recognition
- Do your own best work
- Display self control
- Push yourself to achieve your best
- Communicate problems and concerns to staff
- Talk with your teachers about improving your grade
- Find resources to pass every class

# Interpersonal Engagement

- Treat each other kindly
- Use appropriate language (with peers, staff)
- Honor others personal space /3-second hugs
- Handle conflict appropriately
- Be courteous
- Accept differences
- Use an appropriate voice level
- Follow and respond appropriately to directions
- Be a role model
- Be kind to yourself others and property
- Be polite to others
- Communicate respectfully
- Listen while others are speaking
- Dress appropriately for the activity
- Acknowledge adult directions in a positive manor





## Teaching CCR with PBIS

- In what ways are you already teaching CCR skills in your school?
- Are there ways you can expand what you are doing to include knowledge, skills, and habits?
- Are there ways you can expand what you are doing to include ALL students?

**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**



**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**

# Reinforcement Basics

- When a person gets something desirable following a **behavior**, that behavior is **strengthened and more likely to occur** again
- Examples
  - if a student is removed from the classroom after refusing to do a difficult assignment, the student will likely act up later when he does not want to (or cannot) complete work
  - if a student is given verbal praise for persisting with a difficult assignment, the student is likely to persist on later difficult assignments

# Considerations for the Effective Use of Rewards

- Provide reinforcement consistent with the students phase of learning (e.g., more reinforcement when a skill is new)
- Provide reinforcement in a manner that is considerate of the student's developmental and cultural characteristics and learning history
- Be Specific!

# Acknowledgement Systems for Older Students?

- Adolescents typically have a heightened flight or fight response and may perceive neutral interactions as threatening
- Adolescents typically need a more intense experience to recognize it as rewarding
- Adolescents need acknowledgement that is:
  - Frequent and immediately following the expected behavior
  - Varied
  - Specific
  - Genuine & Meaningful

(Blakemore et al., 2007; Sprague, 2008)

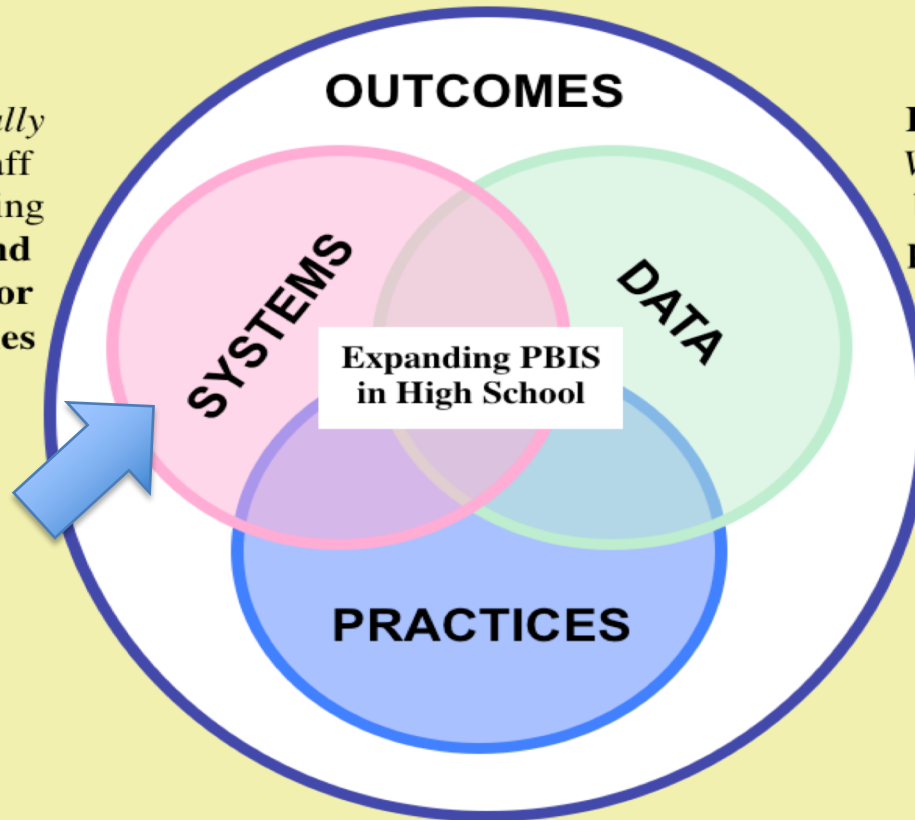


## Reinforcing CCR with PBIS

- In what ways are you already reinforcing CCR skills in your school?
- Are there ways you can expand what you are doing to include knowledge, skills, and habits?
- Are there ways you can expand what you are doing to include ALL students?

**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**



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**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**

# Key Systems for HS

- Securing staff buy in
- Support teachers – changing habits is HARD even when you want to!
- Work smarter not harder



# Staff Buy-In



# Supporting Teachers

- Embedded (effective) Professional Development

- Explicit training
- Coaching/Prompting
- Performance Feedback

Do teachers know what skills to teach?

Do teachers know how to teach CCR?

- Staff Recognition

- Sincere
- Share Improvement

Are teachers reinforced for teaching and reinforcing CCR?

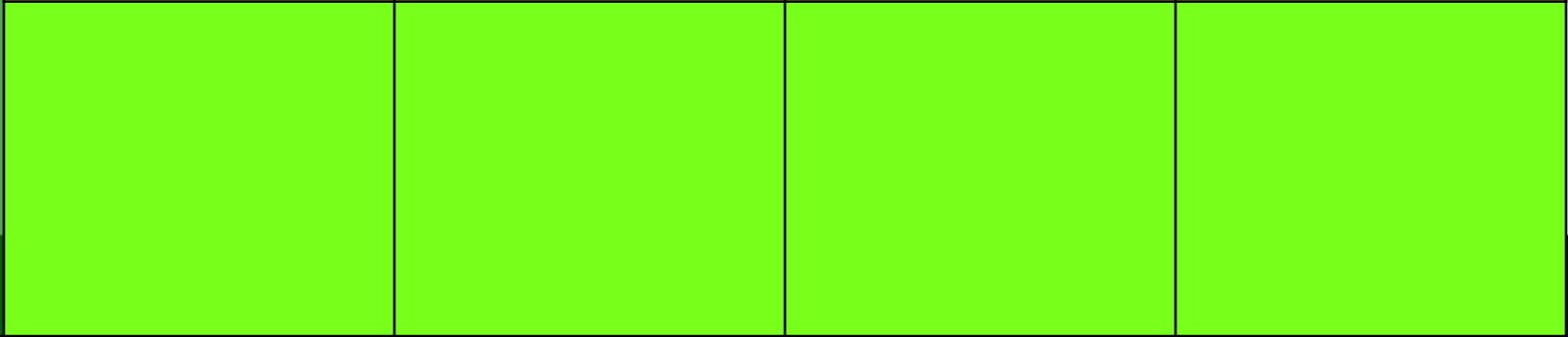
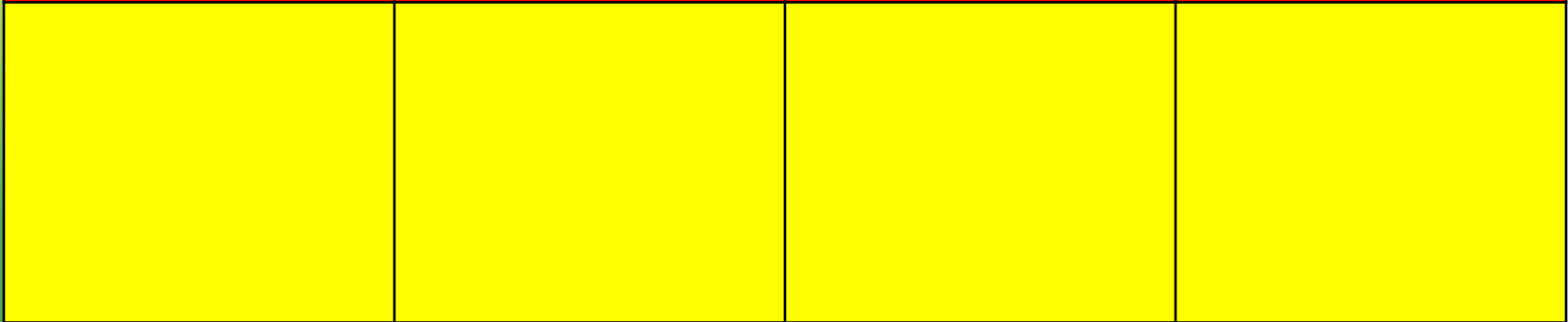
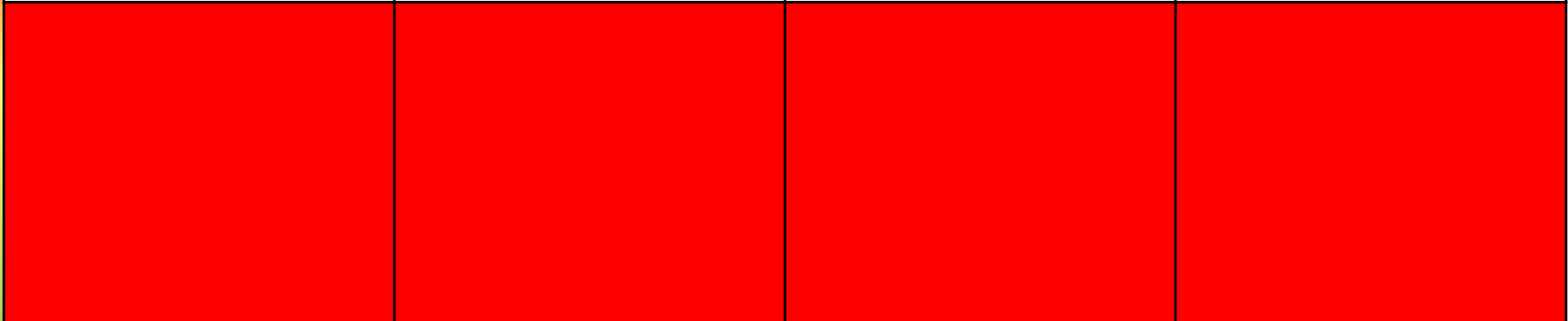
# Alignment & Integration

Student  
Outcomes

Evidence-based  
Practices

Implementation  
Systems

Data Decisions



# Thinking about your school initiatives ...

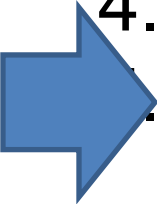
	Academic engagement	Mindsets	Learning processes	Critical Thinking	Interpersonal Engagement	Transition Competencies
Tier 1 ALL						
Tier 2 SOME						
Tier 3 FEW						



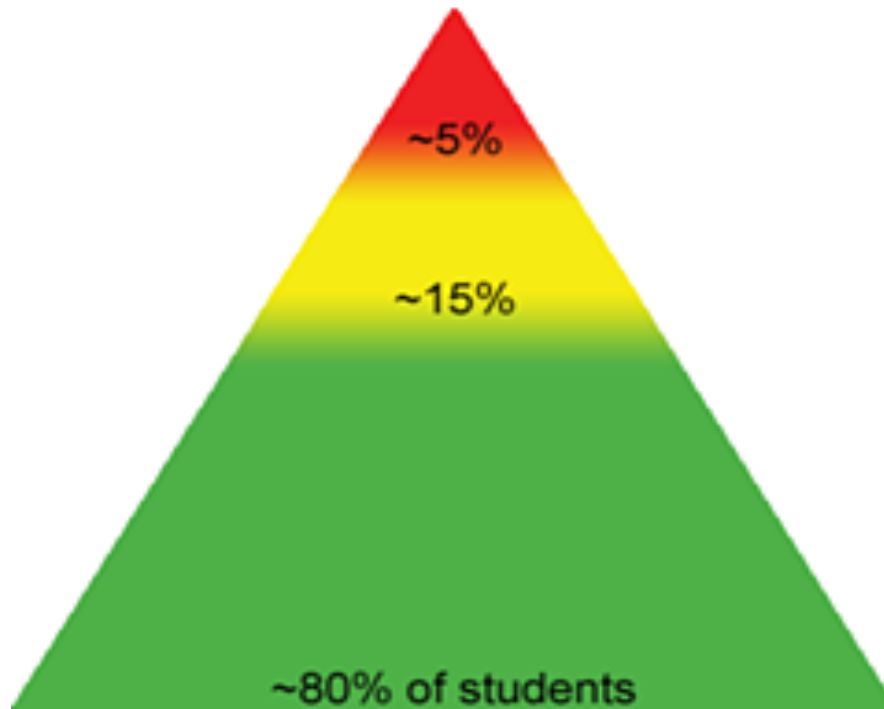
## Systems to Support Staff with CCR

- In what ways are you already providing effective PD to your staff on CCR?
- In what ways are you already providing reinforcement to your staff on CCR?
- Are there ways you can expand what you are doing to include knowledge, skills, and habits?
- Are there ways you can expand what you are
- doing to include ALL staff?

# Agenda

1. What do we mean by College and/or Career Ready?
2. Why start with PBIS?
3. How are PBIS, CCR, School Climate, and Student Outcomes Related in Research?
4. Integrating CCR and Tier 1 practices
-  5. Considerations for intensifying CCR practices for tier 2
6. Action Planning and Questions

If < 70-80% of your students are not successful with Tier 1 supports – you need to intensify Tier 1



If you build it  
they will come!

# Tier 2 Readiness Guide

Is Tier 1 implemented with fidelity across *all* settings and effective in your school?



Are Tier 1 school-wide data consistently collected, reviewed, and used for decision-making?

Has the school

See full readiness guide for examples of specific data sources for each question and a team self assessment and action planning guide

ation?

Is a plan in place to implement

of Tier 2  
es?

Has a Tier 2 Behavior

pbis.org ([tier 2 systems readiness guide](https://www.pbis.org/tier-2-systems-readiness-guide))

ning, guide and

Has the district committed to supporting Tier 2 implementation?



Does the school-wide discipline data system support Tier 2 information?



Is a plan in place to identify possible Tier 2 intervention/s for implementation?



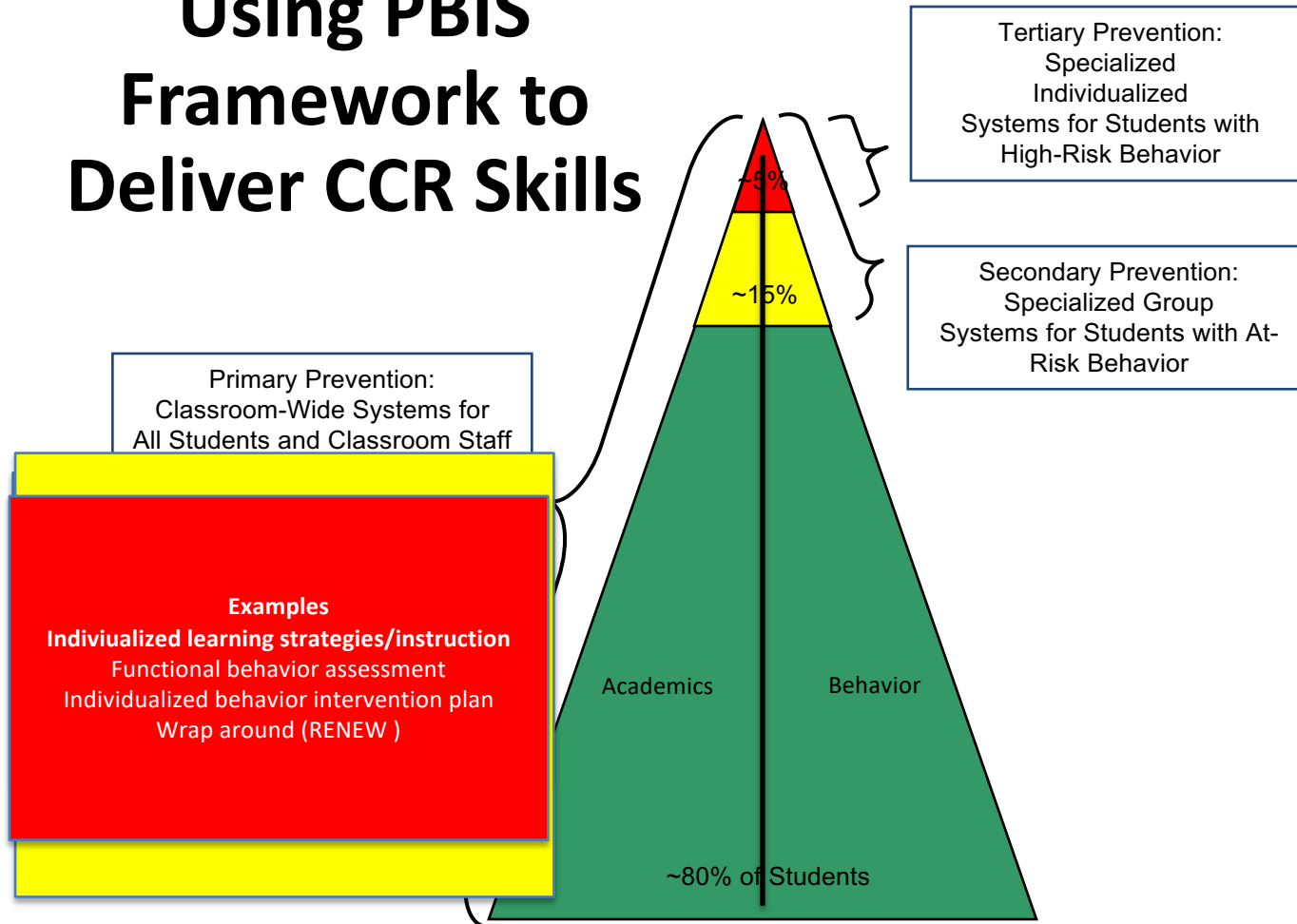
# Potential Resources for Intensifying Supports

Resource	Citation(s) and/or website	CCR objective covered
EnvisionIT	Izzo, Yurick, Nagaraja, and Novak (2010)  <u>Website:</u> <a href="http://nisonger.osu.edu/specialed-transition/envisionit">http://nisonger.osu.edu/specialed-transition/envisionit</a>	Academic Engagement, Learning Processes, Interpersonal Engagement, Transition Competencies
Post-school Achievement Through Higher Skills (PATHS)	Lindstrom, Doren, Post, and Lombardi (2013)	Mindset, Interpersonal Engagement, Transition Competencies
Working At Gaining Employment Skills (WAGES)	Johnson, Bullis, Benz, and Hollenbeck, (2004)	Critical Thinking, Interpersonal Engagement, Transition Competencies

# Potential Resources for Intensifying Supports

Resource	Citation(s) and/or website	CCR objective covered
Check and Connect	Sinclair, Christenson, and Thurlow (2005)  <u>Website:</u> <a href="http://checkandconnect.org">http://checkandconnect.org</a>	Academic Engagement, Mindset, Learning Processes, Interpersonal Engagement
Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW)	Malloy (2013)  <u>Website:</u> <a href="http://www.iod.unh.edu/Projects/renew/renew_main.aspx">http://www.iod.unh.edu/Projects/renew/renew_main.aspx</a>	Mindset, Interpersonal Engagement, Transition Competencies
The Self-Determined Model of Instruction	Wehmeyer, Palmer, Agran, Mithaug, and Martin (2000)  <u>Website:</u> <a href="http://www.beachcenter.org">http://www.beachcenter.org</a>	Mindset, Transition Competencies
ThinkReady	Conley, Lombardi, Seburn, and McGaughy (2009)  <u>Website:</u> <a href="https://collegereadyinfo.epiconline.org/thinkready/">https://collegereadyinfo.epiconline.org/thinkready/</a>	Academic Engagement, Critical Thinking

# Using PBIS Framework to Deliver CCR Skills



**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**



**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**

# Conclusions

- Improving student graduation rates and their CCR is critical!
- The PBIS framework provides a foundation and a way to organize this work
- PBIS implementation, School climate, and CCR appear to be closely related- so our implementation should be as well
- Consider outcomes, data, practices, and systems when expanding PBIS implementation to include CCR skills

# Action Planning Guide

## Data

- How will you identify CCR strengths and needs for your students?
- Who?, When?, Why?

## Practices

- How will you align your current PBIS practices with the strengths and needs you identify?
  - Teaching
  - Reinforcing

## Systems

- What supports do your faculty need to implement the practices you have identified?
- Who?, When?, Why?

# Thank you and Questions

[jennifer.freeman@uconn.edu](mailto:jennifer.freeman@uconn.edu)

**UConn**