Implementing PBIS in High Schools
Current Trends and Future Directions

Jennifer Freeman PhD
APBS 2019

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
Chapter 2: Context and Foundational Systems

Brigid Flannery & Mimi McGrath-Kato
Number of High Schools Implementing PBIS in the US

100% of states have implementing high schools
17 states (33%) are implementing in at least 20% of high schools

PBIS

Culturally Equitable Academic & Social Behavior Expectations

Culturally Knowledgeable Staff and Staff Supports

Culturally Relevant & Effective Instruction

Culturally Valid Information for Decisions

UCONN

Updated from Freeman, Wilkinson, & VanLone, Nov 2016
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
Some Tier I Articles on High School


RESOURCE


**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
- GPA
- ACT scores
- Attendance & behavior related to dropout risk, but impact of PBIS unclear
- Relationship between dropout & PBIS & intensity

**Implementation Barriers and Myths**

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- **Developmental Level**
  - These practices are not effective with adolescents
  - PBIS doesn’t “work” in high schools
Why PBIS?

“Get Tough” doesn’t work

- Context matters
- Do more with less
- Outcomes align with dropout risk

“Get Tough” Doesn’t Work

Student Acts Out

Student escapes class

Teacher sends student to office

Teacher says no and gives initial consequence

Student becomes disrespectful

Student escapes class
“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”
- ...do **NOT** learn when presented contingent aversive consequences
- **DO** learn better ways of behaving by being taught directly and receiving positive feedback

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

**Why PBIS?**

- “Get Tough” doesn’t work
- Context matters
- Do more with less
- Outcomes align with dropout risk
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.

5,100 referrals = 76,500 min
1,275 hrs
159 days @ 8 hrs

“that student” is in this school!
Why PBIS?

- “Get Tough” doesn’t work
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Challenge

SPEED BUMP

By Dave Coverly

TIME MANAGEMENT CLINIC

NOW OPEN 48 HOURS A DAY!
### Why PBIS?

- “Get Tough” doesn’t work
- Context matters
- Do more with less
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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

Risk Factors
- Truancy
- Frequently tardy
- High student mobility

PBIS Outcomes
- Decreases in tardiness
- Decreases in unexcused absences

References:
Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2015; Freeman & Simonsen, 2014
### Academic Performance

<table>
<thead>
<tr>
<th><strong>Risk Factors</strong></th>
<th><strong>PBIS Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor academic achievement</td>
<td>Increase in academic performance</td>
</tr>
<tr>
<td>Retention</td>
<td>Increase in on-task behavior</td>
</tr>
<tr>
<td>Low academic engagement</td>
<td>Increased instructional time</td>
</tr>
<tr>
<td>Low educational expectations or attitudes about value of education</td>
<td></td>
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</tbody>
</table>

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

### School Level Factors

<table>
<thead>
<tr>
<th><strong>Risk Factors</strong></th>
<th><strong>PBIS Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative school climate</td>
<td>Increased school level capacity to address intensive student needs</td>
</tr>
<tr>
<td>Poor relationships between teachers and students</td>
<td>Increased perceptions of school safety and climate</td>
</tr>
<tr>
<td>Punitive school discipline policies</td>
<td>Increase use of evidence based classroom management</td>
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<tr>
<td>High percentage of students misbehaving</td>
<td>Perceptions of organizational health</td>
</tr>
<tr>
<td>Course offerings</td>
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<tr>
<td>Large schools or high poverty concentration</td>
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</tbody>
</table>

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


**Why PBIS?**

- “Get Tough” doesn’t work
- Context matters
- Do more with less
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Leadership Team Size/Structure

- 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
Leadership Administrative Support

- 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 and 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 hours if not at the meeting).

Student 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.
Initial 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?

Communications for Ongoing Implementation

- Regular news letters/emails
- Information/suggestion box
- Regular quick feedback surveys
- 5 min faculty updates at meetings
- Share meeting minutes
What’s your Reach?

<table>
<thead>
<tr>
<th>Organizational Unit</th>
<th>A team member talks to 50% of the membership of the “group” regularly about school-based initiatives</th>
<th>A team member talks to 50% of the membership of the “group” sporadically (monthly) about school-based initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English department Mimi MK</td>
<td></td>
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<tr>
<td></td>
<td>Career Center Joshua Pinkleman</td>
<td></td>
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</tbody>
</table>

Flannery, McGrath Kato, 2014

High Schools’ Concerns...

- Low academic achievement
- Antisocial school culture & behavior
  - Insubordination, dress code, language use, etc
  - Low attendance, tardies, substance use
  - Withdrawal, depression, emotional disturbances
  - Dropping out, substance use, delinquency
- Graduation, careers, postsecondary
- Social skill deficits

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

Chapter 2 Summary

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

• **Size**
  – The school is too big to go school-wide - we’ll just implement with freshman
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• **Culture**
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• **Developmental Level**
  – These practices are not effective with adolescents
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Chapter 3: District Supports for High Schools
Steve Goodman
LEADERSHIP TEAMING

Executive Functions

Implementation Functions

- Stakeholder Engagement
- Funding
- Policy & Systems Alignment
- Workforce Capacity

- Training
- Coaching
- Evaluation & Performance Feedback
- Behavioral & Mental Health Expertise

Local Implementation Demonstrations

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

- Vision
- Commitment and Political Support
- Secure funding and resources
- Coordination
  - Alignment
  - Evaluation
  - Implementation
- Problem Solving
- Communication

Figure 1. District Supports for High School PBIS Implementation
How do we do PBIS?

- Training
- Coaching
- Technical Assistance

Making it easy to do PBIS in the right way

- Information
- Materials and Procedures
- Encouragement and Feedback

**Figure 1.** District Supports for High School PBIS Implementation

**Figure 4.** Needs of an Educator to Implement PBIS Practices Effectively
Chapter 3 Summary

Figure 1. District Supports for High School PBIS Implementation

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

Components of Effective Coaching

- Prompting
- Performance Feedback
- Fluency Building
- Adaptation to the context
Characteristics of Effective Coaches

- Provide and Receive Feedback
- Build Trust
- Listen
- Broker Resources
- Apply Professional Knowledge (content and context)

Chapter 5: College and Career Readiness & PBIS
Jennifer Freeman, Laura Kern, Allison Lombardi, Jessica Swain-Bradway, & George Sugai
What is CCR?

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!

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Examples of Universal Screening Measures for CCR Skills

<table>
<thead>
<tr>
<th>Measure</th>
<th>Critical Thinking</th>
<th>Engagement</th>
<th>Mindsets</th>
<th>Learning Processes</th>
<th>Social Skills</th>
<th>Transition Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Skills Self-Efficacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Career Locus of Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>CampusReady</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>GRIT scale (12-item)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Georgia Brief School Climate</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Lombardi, Freeman, Rifenbark in press
What if we add a Learning Column focused on CCR skills?

- Complete assignments with a professional appearance
- Have goals and a plan to achieve them
- Be attentive and ready to learn
- Keep track of missed assignments and have a plan to make them up
- Use course/reading content to answer questions
- Self-monitor your learning by asking clarifying questions
Or add an expectation focused on post HS success.
Rewards are especially important for helping motivate a student to build early competence (fluency) with new skills.

Effective use of reinforcement
Supporting Teachers

• Embedded (effective) Professional Development
  – Explicit training
  – Coaching/Prompting
  – Performance Feedback
• Staff Recognition
  – Sincere
  – Share Improvement

Do teachers know what skills to teach?

Do teachers know how to teach CCR?

Are teachers reinforced for teaching and reinforcing CCR?

Chapter 6: Investing in Freshmen
Mimi McGrath Kato, Brigid Flannery, Danielle Triplet, & Sun Sueteurn
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!

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
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

Data

• Collect use and report disaggregated discipline data
• Screen for behavioral or mental health risk
• Use multiple data sources
  – E.g., perception and observed
Communications

• Use preferred methods
• Involve families
• Consider positive referrals

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

Hyperlinked resources

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
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

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Your Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data</strong></td>
<td></td>
</tr>
<tr>
<td>• Monitor student risk factors and protective factors early</td>
<td></td>
</tr>
<tr>
<td>• Use data to target specific school-wide and student needs</td>
<td></td>
</tr>
<tr>
<td><strong>Practices</strong></td>
<td></td>
</tr>
<tr>
<td>• Don’t forget tier III!</td>
<td></td>
</tr>
<tr>
<td>• Use evidence based practices to prevent issues and to address specific student needs</td>
<td></td>
</tr>
<tr>
<td><strong>Systems</strong></td>
<td></td>
</tr>
<tr>
<td>• Plan to support staff and build systems to ensure fidelity of implementation</td>
<td></td>
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<tr>
<td>• Consider integrating student support teams</td>
<td></td>
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<tr>
<td><strong>Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>• Set clear goals</td>
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<tr>
<td>• Monitor progress toward those goals and adjust as needed</td>
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</tr>
<tr>
<td>• Consider the cost and benefit to the system</td>
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Thank you!

Questions? Discussion?

jennifer.freeman@uconn.edu