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Barriers and Solutions to Schoolwide PBIS in High Schools

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**Barriers and Solutions to SWPBIS in
High Schools**
GAPBS Conference

Nov. 28, 2017





Why PBIS?

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

Predictable

Positive

Consistent

Safe



Back to Basics: HS PBIS

It's All About
School Engagement



Behavioral

- Doing school work
- Positive conduct
- Participation

Cognitive

- School relevance
- Motivation
- Ability to self-regulate

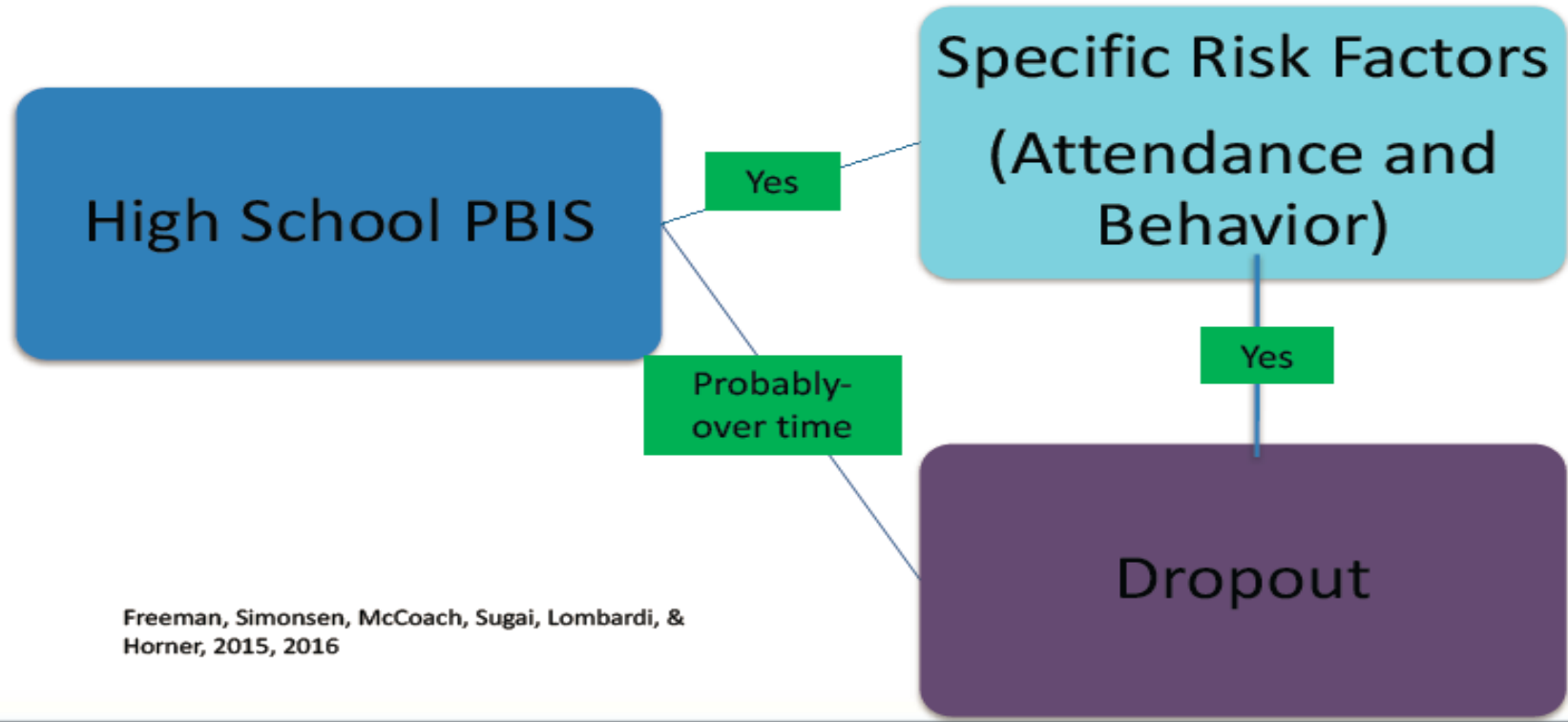
Emotional

- Belonging
- Connection to school
- Sense of support at school



Risk Factors

Why PBIS in High Schools?



Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2015, 2016



Why PBIS in High School?



Recent Research on High School

Some articles on High School

Bohanon, H., Fenning, P., Carney, K. L., M
behavior support in an urban hig
10.1177/109830070600800302

Bradshaw, C. P., Debnam, K. J., Lindstro
social, emotional, and behavior
206.

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

Flannery, K. B., Frank, J. L., McGrath
Analysis of eight high school

Freeman, J., Simonsen, B., McCoac
supports and academic, at
10.1177/1098300715580

Freeman, J., Simonsen, B., McCo
wide Positive Behavior I

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

Muscott, H., Mann, E., & LeBru
schoolwide positive b
10.1177/1098300708

Swain-Bradway, J., Pinkney, f
Exceptional Children

RESOURCE

Flannery, K. B. & Sugai, G. f
Oregon, Education

“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 better w/ fidelity but requires more **time & intensity**

lication of positive

volving system of
Psychiatry, 4, 194-

nd Supports and

high school settings:

avior interventions and

ementation of School-

ching *Exceptional Children*,

scale implementation of
rventions, 10, 190-205. doi:

Implementation. *Teaching*

ugene, OR: University of



Georgia Fidelity Results

- 900 Schools Implementing to complete EOY report
- 370 Installing
- 328 Emerging
- 202 Operational

99 schools reporting were high schools

Our Top 5 Implementing PBIS HSs

GRAD RATE

+88%

CCRPI

DROPOUT

-2.8%

Avg. Length of Implementation

+4 yrs.

Avg. Benchmarks of Quality

92%



High School Implementation Fidelity Study

Largest differences

- Student and staff knowledge of rules
- Establishing and using reward systems
- Use and sharing of data for decision making

These items require the most school-wide collaboration and staff buy in



High School **FACT** or **FICTION**?

- A. Lower attendance during the first 30 days of 9th grade is a stronger indicator that a student will drop out than any other 8th grade predictor, including test scores and age. **FACT**

- B. A national study demonstrated that 9th grade discipline referrals substantially outnumber those of students in the upper grades. **FACT**

- C. Research indicates that students are twice as likely to fail in a class in 9th grade than in any other grade. **FICTION3-5x**



High School 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



High School Tendencies

Respond to serious problem behavior through a “Get Tough” response

- 1) Repeating & restating consequences
- 2) Increasing aversiveness of consequences
- 3) Establishing a bottom-line (zero tolerance level)
- 4) Excluding student from “privilege” of attending through Out of School Suspension & Expulsion
- 5) Offering alternative ways of completing the high school experience (alternate placement)



“What if we don’t change at all ...
and something magical just happens?”



HS Implementation Challenges

Size of School

Developmental age of students

Academic perspective/priority

Misunderstanding about the social needs of adolescents

Over-reliance on zero tolerance/exclusionary practices

Disjunction between disciplinary policies/practices/social needs

Sustaining fidelity

(Bohanon Fenning, Borgmeier, Flannery & Malloy, 2009; Skiba & Rausch, 2006)

(Bohanon-Edmonson, Flannery, Eber & Sugai, 2004; Morrison, Robertson, Laurie, & Kelly, 2002; Murphy, Beck, Crawford, Hodges, & McGaughy, 2001).

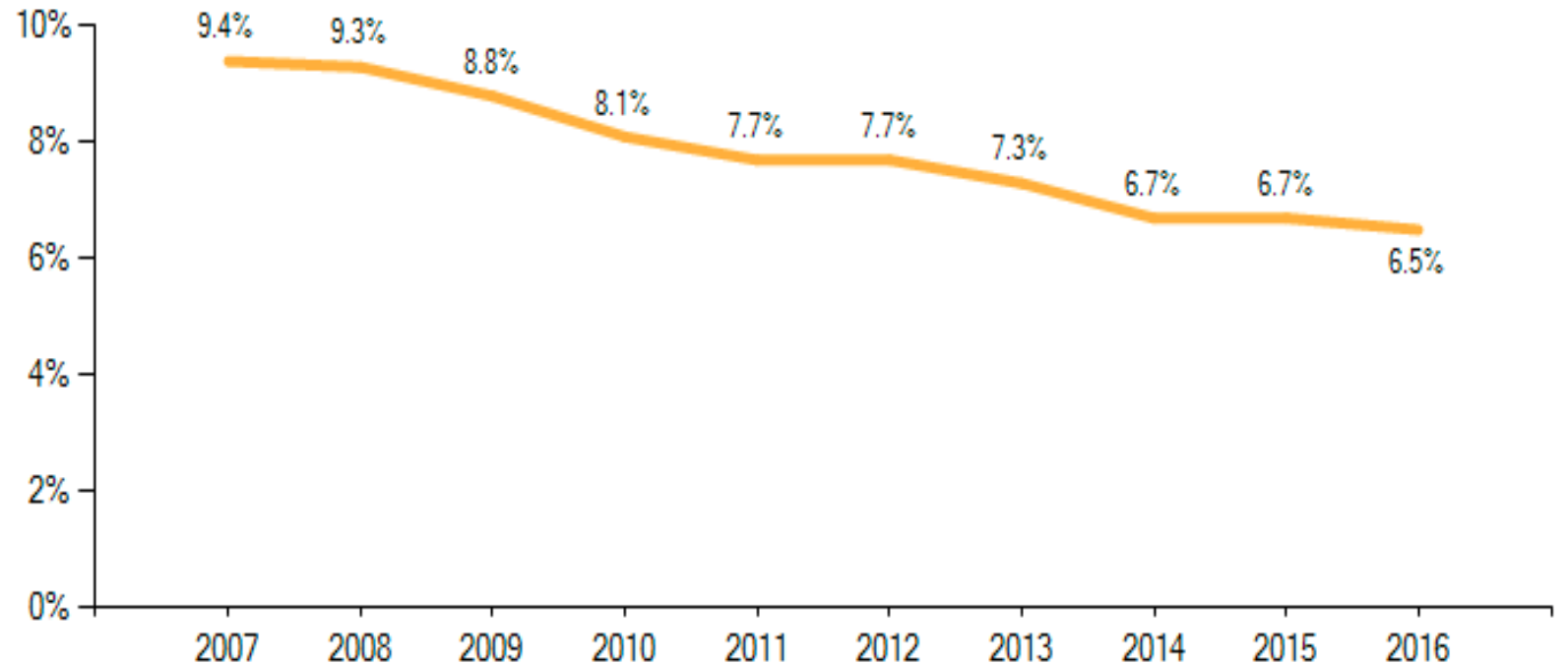


What is the smallest change we can make to the HS context to have the largest difference?



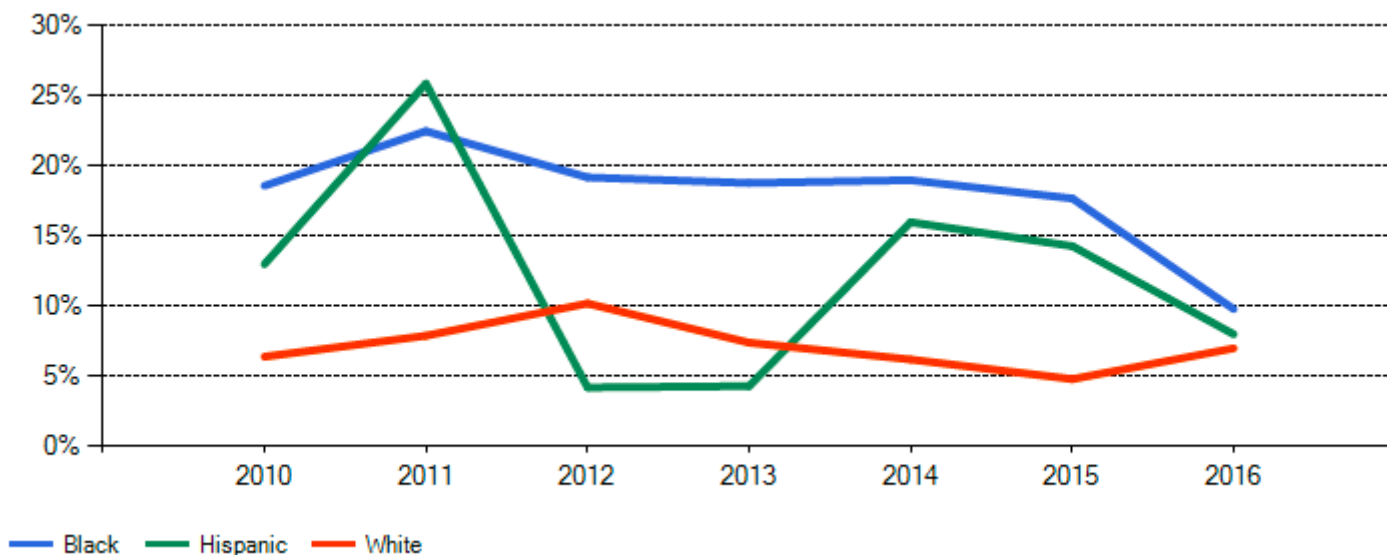
Georgia Appleseed OSS Students

State Report	District Report	School Report
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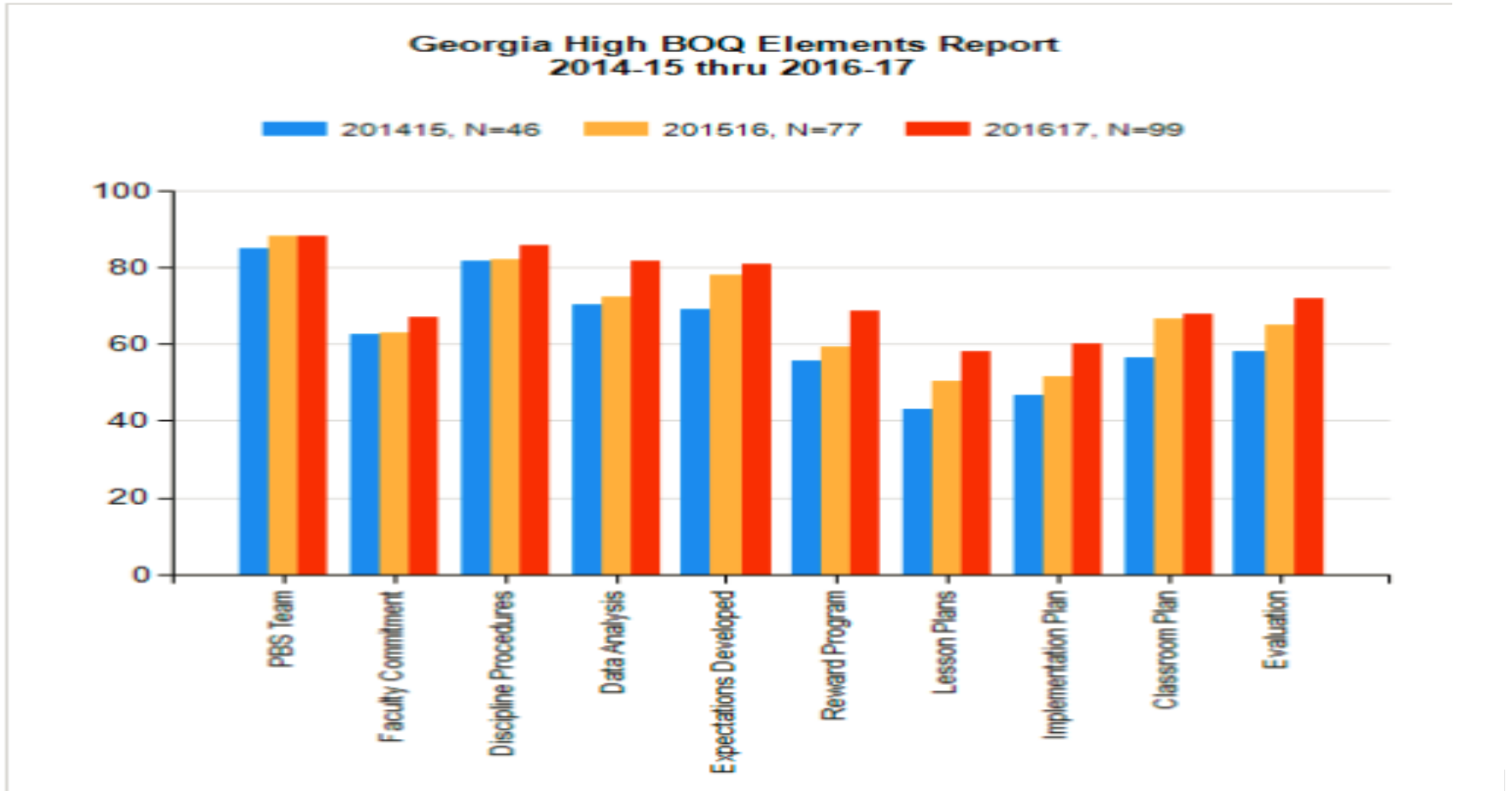


OSS Students by Race/Ethnicity





Benchmarks of Quality (BoQ)





Summarize Areas of Need





Time Cost of a Discipline Referral

(Avg. 45 minutes per incident for student 30 min for Admin 15 min for Teacher)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
Totals	1500 Hours	3000 Hours



What does a reduction of 850 office referrals and 25 suspensions mean?

- Savings in Administrative time
 - ODR = 15 min
 - Suspension = 45 min
 - 13,875 minutes
 - 231 hours
 - **29 8-hour days**
- Savings in Student Instructional time
 - ODR = 45 min
 - Suspension = 216 min
 - 43,650 minutes
 - 728 hours
 - **121 6-hour school days**

School Climate Dashboard



School Name

Enrollment
1,764,215



School District
Georgia

Positive Behavioral Interventions and Supports
PBIS Designation



For students: the number of students with less than six unexcused absences divided by the total enrollment. For teachers, staff, and admin: total leave days divided by total attendance days.



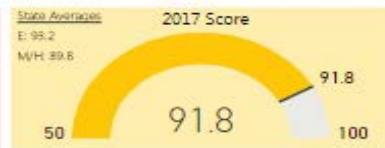
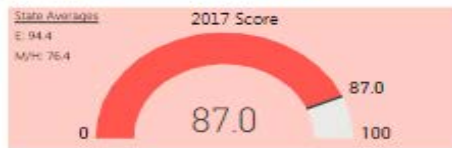
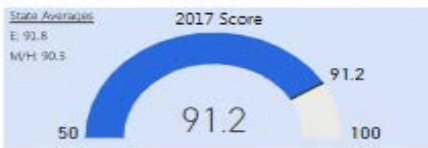
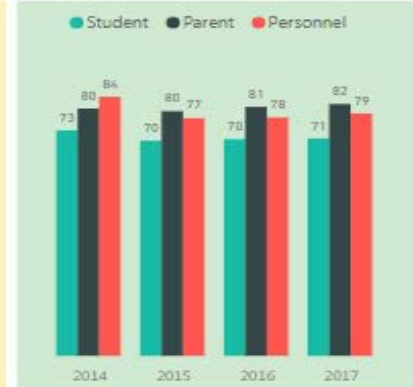
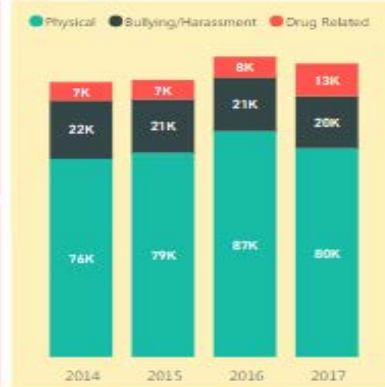
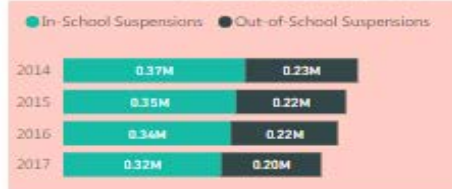
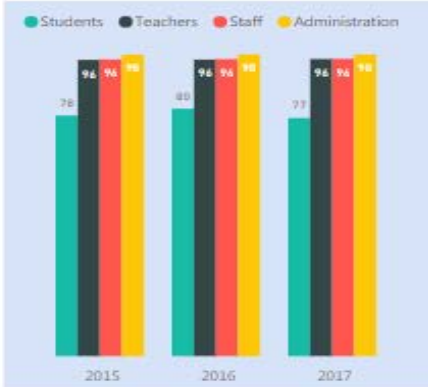
Disciplinary actions are weighted and given a point value. The final score is an inverse of weighted suspension rate and total enrollment: higher scores = fewer disciplinary actions.



Recorded incidents are divided into groups, and calculated with responses to student surveys (only Middle and High schools use survey responses).



Survey responses are coded and averaged by group (students, parents, and personnel). A 75% participation rate is required for students and personnel responses to be included.



Microsoft Power BI



Compare your school's performance to schools with similar demographics

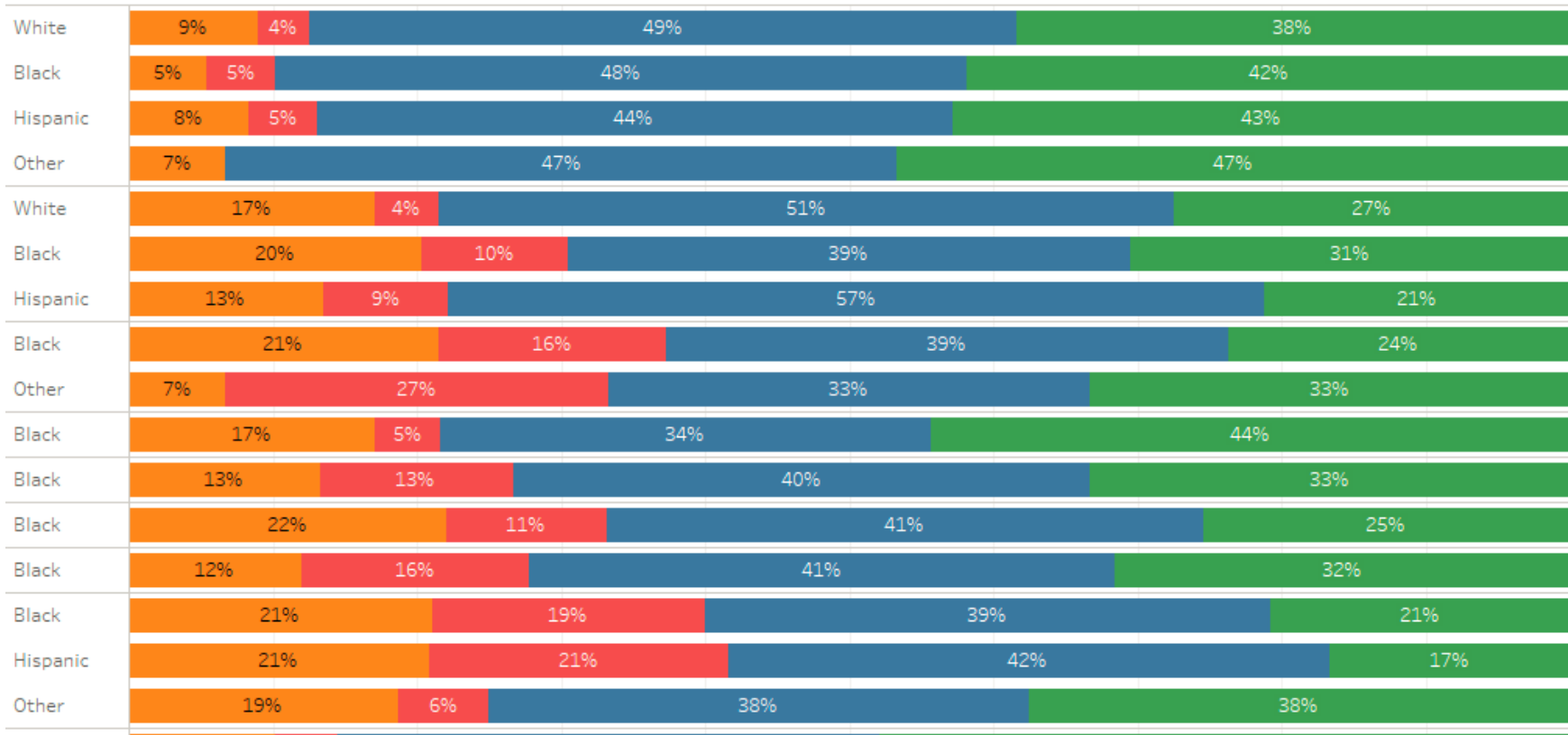
- School Climate Star Ratings - Calculation Guide
- Georgia School Climate Star Ratings Introductory Video



Georgia Student Health Survey Dashboard



< I feel my school has high standards for achievement.
 My school sets clear rules for behavior.
 The behaviors in my classroom allow the teacher to teach so I can learn.
 Students are frequently recognized for good behavior.
 I know an adult at school that I can talk with if I need help.
 >





Other Data to Consider

- We traditionally look at ODR/OSS/ISS
- For high schools also consider
 - Attendance
 - Course completion/failures





Emphasize Data

- **Faculty won't buy into a new practice unless they understand why it's being implemented (buy-in)**
- **Consider different kinds of data: dropouts, re-taking courses, truancy, etc...**
- **Use the problem-solving process for behavior and academics - Core team makes recommendations to faculty, they may accept, or amend & implement**
- **At least 1-2x/month, look at fidelity & effectiveness (are we doing what we said we would, & is it working?).**
- **Identify weak system components**



HS PBIS Practice Recommendations

- Use data systems to identify students at-risk early
- Provide adult advocates to students at risk
- Provide academic support and enrichment
- Implement programs to improve students' classroom behavior and social skills
- Provide personalized learning environments and individualized instruction
- Provide rigorous and relevant instruction to better engage students in learning



Back to Basics: It's About Data-Based Decision Making

THE ABC'S OF IDENTIFYING POTENTIAL DROPOUTS

Attendance: 62% of dropouts surveyed had been skipping school at least once a week*

Atte

Behavior: 25% of 3rd, 4th, and 5th graders had been suspended at least once*

Classwork: More than 40% of dropouts had failed at least 2 classes*

*According to 2009 report, "Youth Voices on the DC Graduation Crisis," by S.T.E.P., UP/DC.



Action Planning

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

Staff Buy-In



Effective team-
Powered
By Data

Effective
messengers

Staff



BUY IN



Effective Leadership



Different words...different meanings

Buy-in: signifies the commitment of interested or affected parties to a decision -

to agree to give it support, often by having been involved in its formulation.

Participate: to take or have a part or share

Engage: become involved

Involve: to engage, require, demand



Building Staff Buy-In

In High School

- **Main focus of activities prior to training**
- **May take a year or longer to obtain 80%**
- **Ensure involvement of all stakeholders**
 - **Parents**
 - **Students**



Getting and Maintaining Staff Buy-In

In High School

- **Least amount of work for those not on team**
- **Big bang effect—small focus with largest effect**
- **Share data and celebrate success**
- **Reward staff behavior**
- **Survey staff AND make changes based on survey results**



Staff and Student Participation

In High School

- **Challenges**
 - ✓ Staff expectations for teaching academics
 - ✓ Staff expectations concerning discipline
 - ✓ Behavioral data are not public and values
- **Staff understanding of SWPBS**
 - ✓ Use data from other high schools
 - ✓ Student involvement
 - ✓ Consider student team or student members on the core team
 - ✓ Student leaders should be given public roles



Ensuring Staff Buy-In

- **Embedded (effective) Professional Development**

- Explicit training
- Coaching/Prompting
- Performance Feedback

- **Staff Recognition**

- Sincere
- Share Improvement



Staff/Faculty Communication and Feedback Loops

- Grade level, core, vertical, department meetings
- Staff/Faculty Meetings
- Personal 1:1 contact; Yeah buts
- Newsletters, handbooks, announcements; bulletin boards
- Google Docs, SharePoint, or other virtual sharing mechanisms
- Feedback box; Surveys; Gallery Walk;
- Professional development days; Communities of Learners



Responding to Problem Behavior

In High School

- Office vs. Class vs. Dean vs. Security must be clear
- Consistency is difficult (teacher and administrator)
- Do not forget tardies- attendance
- Prepare your staff to redirect not confront/ combat students



You need...

- All staff to **buy-in** (or at least not sabotage)
- Majority of staff to **participate** – 80%
- Some staff to be **engaged** and ready to be **involved**
- Some staff to be active!





Ongoing Communication

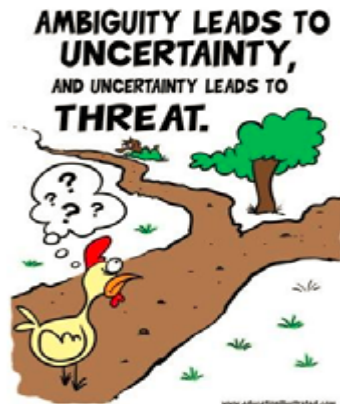
Provide ongoing communication to

Expand knowledge/understanding

Systematically and predictably allow for input-feedback

Acknowledge appropriate behavior of adults - celebrate

Communication and acknowledgement provides understanding, trust, transparency, ownership





What are some of the “Yeah, But...”?


I don't have time to....

I already do that in my own way...OR I have my own system for that.

The students in my classes don't need this.

Kids will see through this.

Kids needs to learn how to be flexible and respond to differing expectations – we're preparing them for the real world. Why should we baby them?



What skills/ behaviors are we teaching in high schools?





Teaching Expectations

In High School

- **Include students**
- **Use variety of teaching methods**
- **Do not rely on role play alone**
- **Incorporated into instruction**
- **Can include self-determination components**
- **Prepare your staff to teach behavior**



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



Mindset

- **Accept responsibility** for your actions
 - Ask for help
 - Contribute 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



Social Skills

Treat each other kindly

Use **appropriate** language (with peers, staff)

Honor others' personal space

Handle conflict **appropriately**

Be courteous

Accept differences

Acknowledge adult directions in a **positive manor**

Use an **appropriate** voice level

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

Follow and respond appropriately to directions



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



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



Transition Knowledge

Monitor your lunch account

Plan for the future

Maintain personal hygiene

Cross at crosswalks

Exit safely

Flush when finished

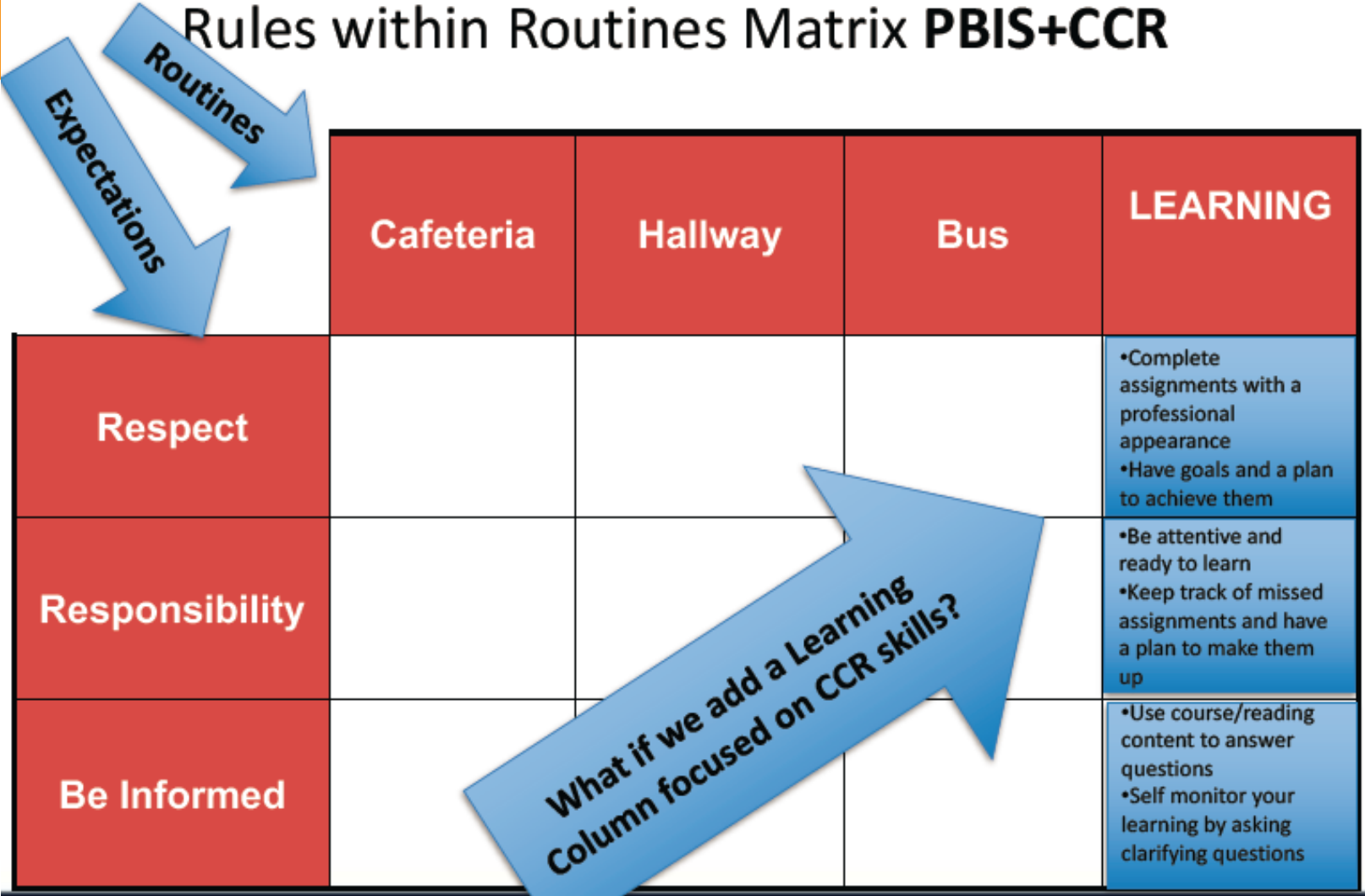
Have money/ student ID ready

Identify yourself when asked to do so

Lock your locker

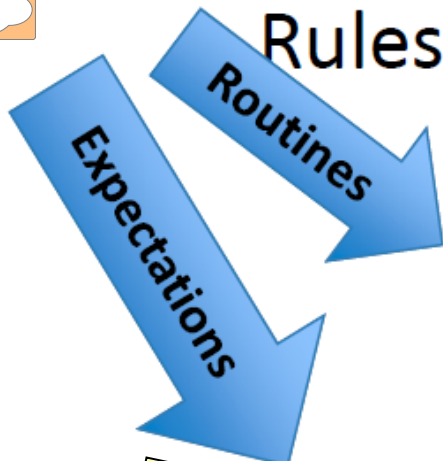
Incorporating CCR into your Matrix

Rules within Routines Matrix PBIS+CCR



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

Rules within Routines Matrix PBIS+CCR



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

Professionals in Training



Connecting PBS to Academics

In High School

- **Challenges**
 - ✓ Social behavior is a prerequisite to job market or post-secondary
 - ✓ Belief that it is the student's responsibility...
 - ✓ Content over student need
 - ✓ Struggling students have behavior addressed outside of general classroom

All staff need to get the message





Don't forget to bring new staff and subs
on board

Substitute folder from main office

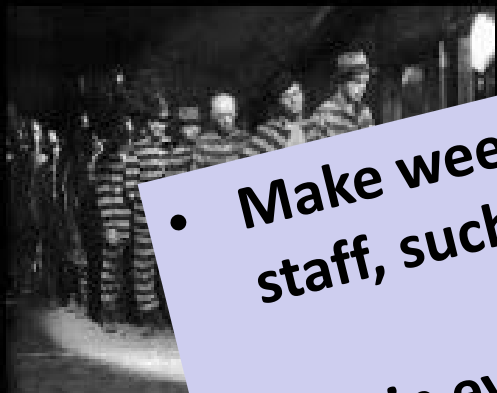
Video intro and have new students
watch as part of orientation

Other ideas? ...what have you used??

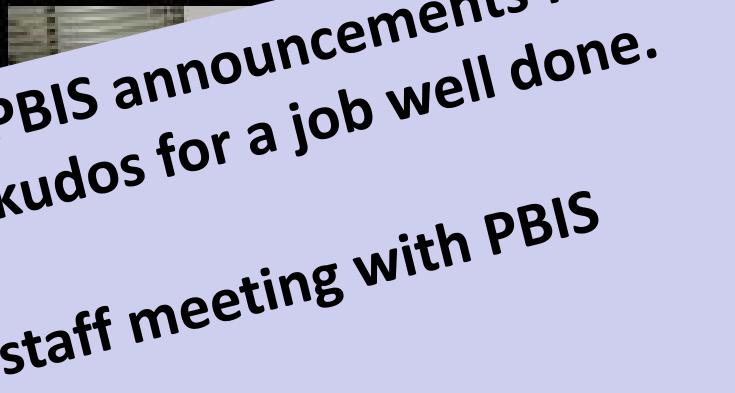


School Administrator

- Make weekly PBIS announcements for staff, such as kudos for a job well done.
- Begin every staff meeting with PBIS updates.
- Sharing positive data at each staff meeting.
- Hand out “shout-outs” or acknowledgements at staff meetings.



What students



... thinks I do.



What my mom thinks I do.



What I think I do.



What I actually do.



High School PBIS

Announcements from the High School Workgroup of the National PBIS TA Center

- High School page on www.PBIS.org with new content and resources!
 - <http://www.pbis.org/school/high-school-pbis>
- There is a National Leadership Academy developing for Secondary PBIS Implementers – visit www.nepbis.org to learn more and to complete a survey.



Resources for Lesson Planning

- <https://cse.google.com/cse/publicurl?q=Lesson+Plans+for+high+schools&cx=007043712608328557950%3Aub8cgv-o36s>
- [https://www.pbis.org/common/cms/files/pbisresources/Tiered Intervention HS LessonsLearnedGuide 2010.pdf](https://www.pbis.org/common/cms/files/pbisresources/Tiered%20Intervention%20HS%20Lessons%20Learned%20Guide%202010.pdf)
- <https://midwestpbis.adobeconnect.com/p9cskoyw7xr/?proto=true>



Additional Resources...

- **Web Resources:**

- Ideas for Free Incentives:

<http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/Rewards-Incentives/Ideas%20for%20Free%20Incentives.pdf>

- Increasing the Effectiveness of Reward Systems (non-token economy based):

<http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/Rewards-Incentives/Increasing%20the%20Effectiveness%20of%20Reward%20Systems.pdf>