

## Implementing PBIS in High Schools Current Trends and Future Directions

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Deb LaValley  
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NE PBIS 2019

Adapted from  
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
- Share examples from local implementers



|  |  |
|--|--|
| <p style="text-align: center;">2009</p> <p style="text-align: center; font-size: small;">Center on Positive Behavioral Interventions and Supports<br/>Monograph on SWPBS</p> <div style="background-color: #4a86e8; padding: 5px; border-radius: 10px;"> <p><b>Chapter 1:</b> Introduction<br/> <b>Chapter 2:</b> Administrator Roles and Functions<br/> <b>Chapter 3:</b> Establishing and Maintaining Staff Participation<br/> <b>Chapter 4:</b> Connecting SWPBS supports to the Academic Curriculum<br/> <b>Chapter 5:</b> Data-Based Decision Making<br/> <b>Chapter 6:</b> Secondary and Tertiary Tier Supports</p> </div> | <p style="text-align: center;">2018</p> <p style="text-align: center; font-size: small;">Lessons Learned on Implementation of PBIS</p> <div style="background-color: #4a86e8; padding: 5px; border-radius: 10px;"> <p><b>Chapter 1:</b> Introduction<br/> <b>Chapter 2:</b> Context and Foundational Systems<br/> <b>Chapter 3:</b> District Supports<br/> <b>Chapter 4:</b> Coaching<br/> <b>Chapter 5:</b> CCR and PBIS<br/> <b>Chapter 6:</b> Freshman Supports<br/> <b>Chapter 7:</b> Student Voice<br/> <b>Chapter 8:</b> Safe and Supportive Environments</p> </div> |
| Hyperlinked Resources  |  |
|    |  |



BRIDGE-RI  
Bridging Research, Implementation, & Data to Guide Educators in Rhode Island

Image by [윤미인](#) from [Pixabay](#)

## Think about...

- ✓ Action Planning
- ✓ **One** big take away (ok, maybe 2 or 3)
- ✓ Downloading both monographs

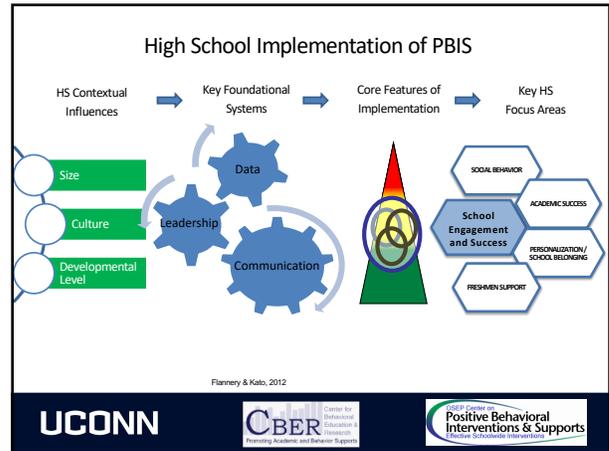
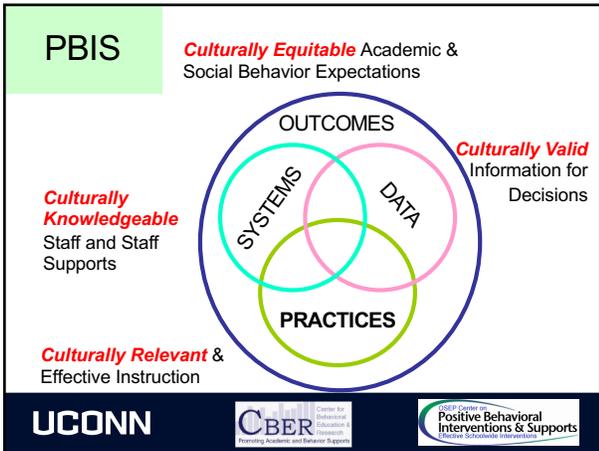
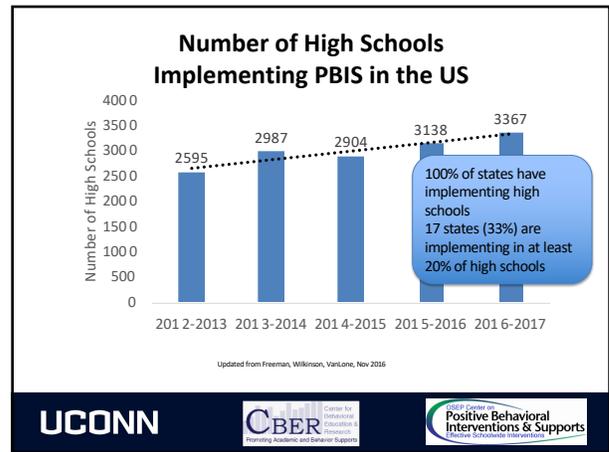


## Chapter 2: Context and Foundational Systems

Brigid Flannery & Mimi McGrath Kato







## 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?





### Some 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





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### Why PBIS?

"Get Tough" doesn't work

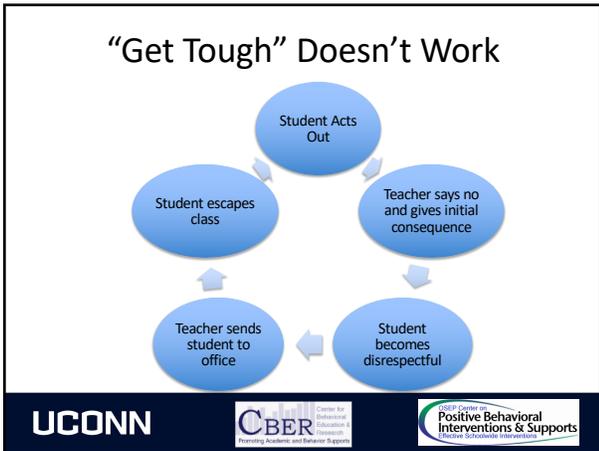
Context matters

Do more with less

Outcomes align with dropout risk







### "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*





### Why PBIS?

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

**UCONN**      **CBER** Center for Behavioral Education & Research Promoting Academic and Behavior Support      **Positive Behavioral Interventions & Supports** Center for Positive Behavioral Interventions & Supports Promoting Academic and Behavior Support

### Consider “that student”

- Pretend you have unlimited time and resources
- How would you help this student?

**UCONN**      **CBER** Center for Behavioral Education & Research Promoting Academic and Behavior Support      **Positive Behavioral Interventions & Supports** Center for Positive Behavioral Interventions & Supports Promoting Academic and Behavior Support

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.

**UCONN**      **CBER** Center for Behavioral Education & Research Promoting Academic and Behavior Support      **Positive Behavioral Interventions & Supports** Center for Positive Behavioral Interventions & Supports Promoting Academic and Behavior Support

5,100 referrals =  
76,500 min @ 15 min  
1,700 hrs  
**159 days** @ 8 hrs

*“that student” is in this school!*

**UCONN**      **CBER** Center for Behavioral Education & Research Promoting Academic and Behavior Support      **Positive Behavioral Interventions & Supports** Center for Positive Behavioral Interventions & Supports Promoting Academic and Behavior Support

### 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?**

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# How many initiatives/teams are in your school?



**UCONN** **CBER** **Positive Behavioral Interventions & Supports**



**Alignment & Integration**

| Student Outcomes | Evidence-based Practices | Implementation Systems | Data Decisions |
|------------------|--------------------------|------------------------|----------------|
|                  |                          |                        |                |
|                  |                          |                        |                |
|                  |                          |                        |                |

**UCONN** **CBER** **Positive Behavioral Interventions & Supports**

## Why PBIS?

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**UCONN** **CBER** **Positive Behavioral Interventions & Supports**

## Behavior

| Risk Factors                                     | PBIS Outcomes   |
|--|---|
| Behavior difficulties in school and in community | Reductions in behavior incidents                                      |
| Frequent discipline referrals                    | Increased on task behavior  |
| Frequent suspensions or expulsion                | Decrease in number of students with significant behavior difficulties |
| Early adult responsibility                       | Reductions in bully behavior  |
| Stressful life events                            | Reductions in suspensions/expulsions                                  |

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

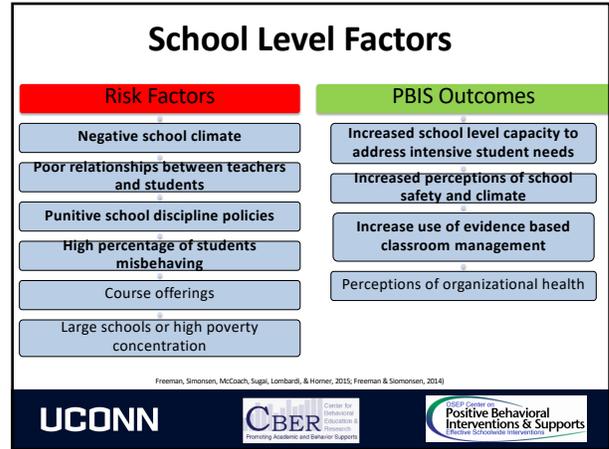
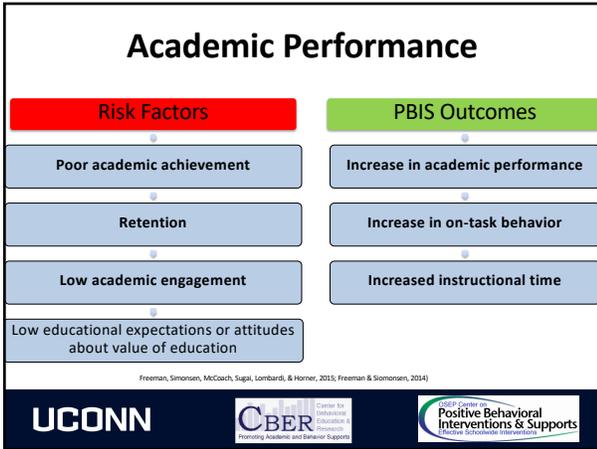
**UCONN** **CBER** **Positive Behavioral Interventions & Supports**

## Attendance

| Risk Factors          | PBIS Outcomes                   |
|-----------------------|---------------------------------|
| Truancy               | Decreases in tardiness          |
| Frequently tardy      | Decreases in unexcused absences |
| High student mobility |                                 |

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

**UCONN** **CBER** **Positive Behavioral Interventions & Supports**



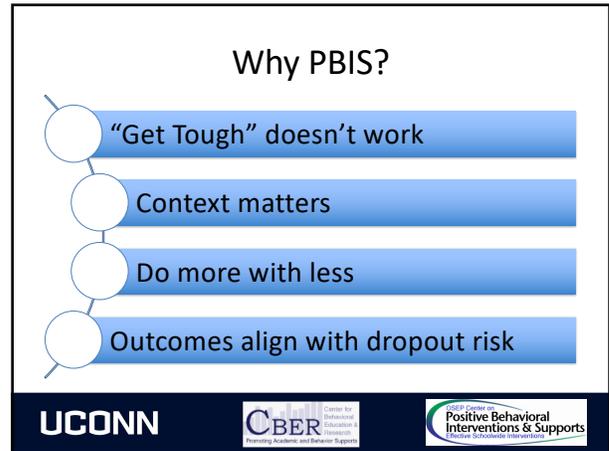
### Citations

**Dropout Risk Factors**

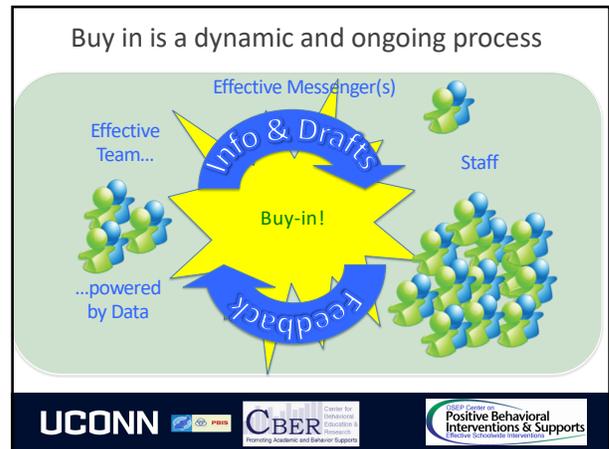
Allensworth & Easton, 2005, 2007; Alexander, Entwisle, & Kabbani, 2001; Battin-Pearson, Newcomb, Abbott, Hill, Catalano, & Hawkins, 2000; Ekstrom, et al., 1986; Gleason, & Dynarski, 2002; Goldschmidt, & Wang, 1999; Jordan, Lara, & McParland, 1994; Lehr, Johnson, Bremer, Cosio, & Thompson, 2004; Obasohan, & Kortering, 1999; Rosenthal, 1998; Rumberger, 2001; Wehlage, & Rutter, 1996

**PBIS Outcomes**

Algozzine, & Algozzine, 2007; Barnhart, Franklin, & Alleman, 2008; Bohanon, Fenning, Carney, Minnis-Kim, Anderson-Harriss, Moroz, & Pigott, 2006; Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008; Caldarella, Schatzer, Gray, Young, & Young, 2011; Chitoyo, Makweche-Chitoyo, Park, Ameteppee, & Chitoyo, 2011; Horner, Sugai, Smolkowski, Eber, Nakasato, Todd, & Esperanza, 2005; Johnson-Gris, Lyons, & Griffin, 2008; Lassen, Stolle, & Saylor, 2006; Lewis, Powers, Kelly, & 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



- ### 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?
- 
- 



**Leadership** 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





What’s your Reach?

| Organizational Unit | 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** 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 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)





**Leadership** 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





**Communication** 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?





**Communication** Communications for Ongoing Implementation

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





## Data 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

## High Schools’ Concerns...

- Low academic achievement
- Antisocial school culture
  - Insubordination
  - Low attendance
  - Withholding assignments
  - Dropping out
- Graduation rates, careers, postsecondary
- Social skill deficits

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

## 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?

## Chapter 2 Summary

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

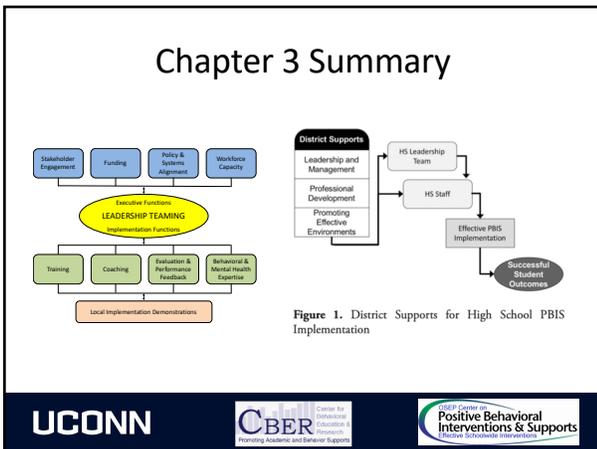
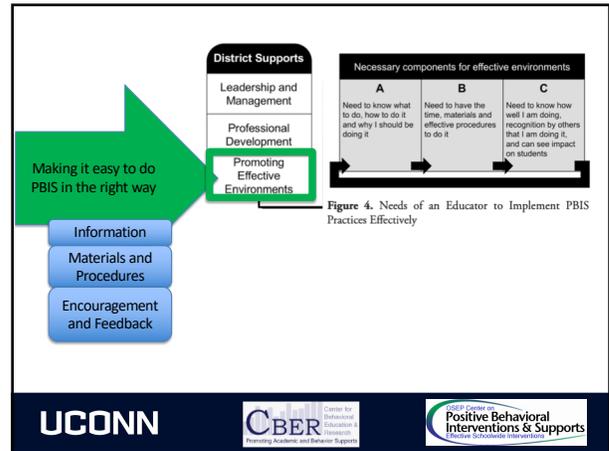
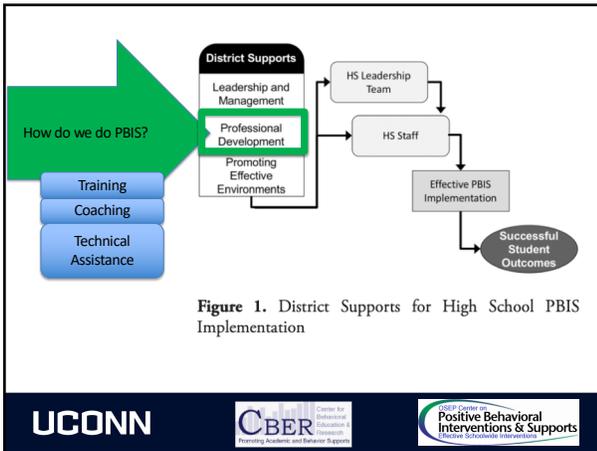
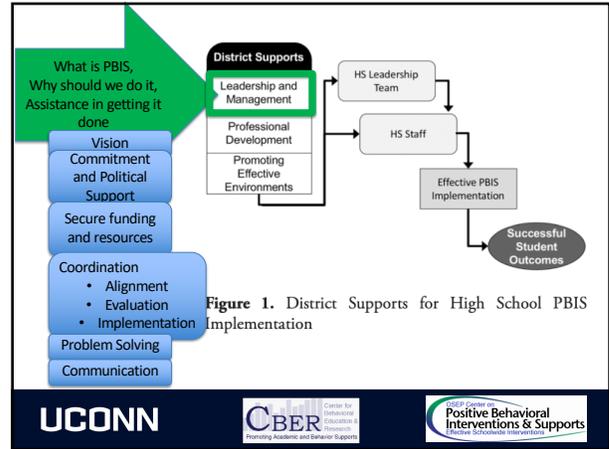
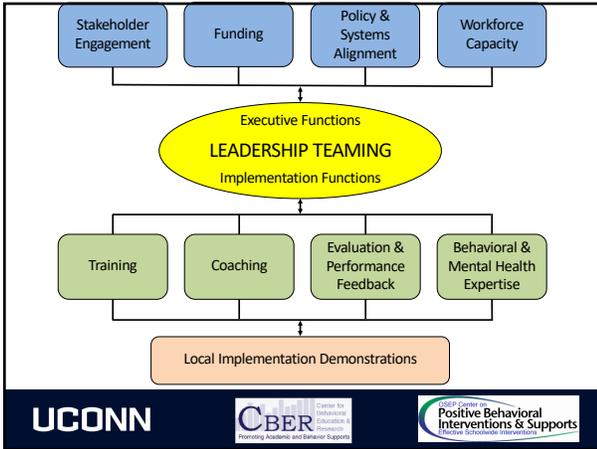
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Why? Will it work here? How?

## Chapter 3: District Supports for High Schools

Steve Goodman



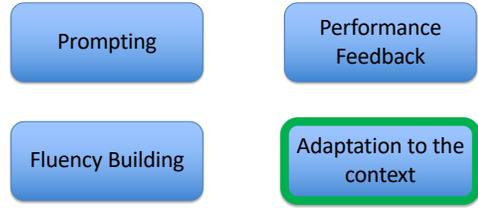
Chapter 4: Coaching PBIS in High School  
 Patricia Hershfeldt, Ami Flammini, & Erin Matheson

### Administrative Support for Coaching

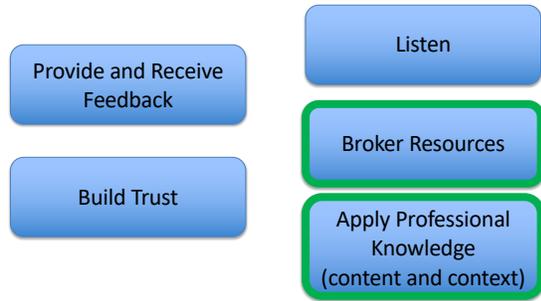
- Select effective coaches
- Time/Resources
- Meet with coaches regularly
- Develop written job descriptions and policies to evaluate coaching
- Training and support provided to coaches



### Components of Effective Coaching



### Characteristics of Effective Coaches

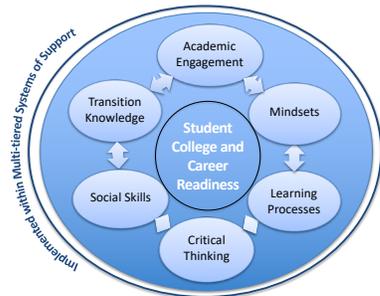


### Chapter 5: College and Career Readiness & PBIS

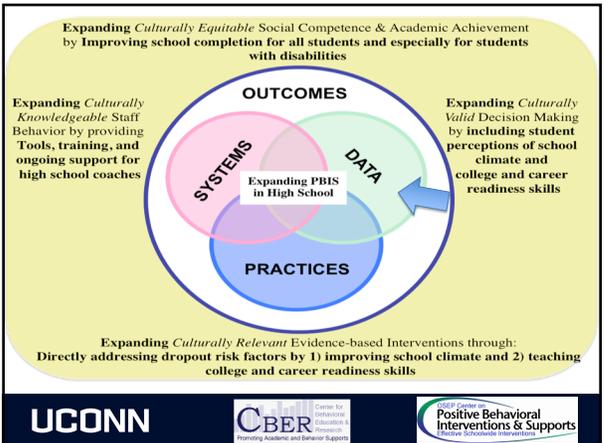
Jennifer Freeman, Laura Kern, Allison Lombardi, Jessica Swain-Bradway, & George Sugai



### What is CCR?



From: Merrittigan, M., Lombardi, A., Traylor, C.H., & Toss, D.W. (2016). Ready for college and career? An organizing framework for secondary students with disabilities. Submitted for publication.



## 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!

## Examples of Universal Screening Measures for CCR Skills

| Measure                         | Critical Thinking | Engagement | Mindsets | Learning Processes | Social Skills | 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

### 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

### 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> |

What if we add a Learning Column focused on CCR skills?

### Stewardson-Simsburg High School Behavior Matrix

| Expectations     | Hall  | Cafeteria             | Classroom                             | Bus                         | Locker Room/ Gym        | Parking Lot              | Extra-Curricular        | All Settings            |
|------------------|---|-----------------------|---------------------------------------|-----------------------------|-------------------------|--------------------------|-------------------------|-------------------------|
| Respectful       | Avoid distracting activities in the classroom | Practice good manners | Address peers and staff appropriately | Have others' personal space | Use proper language     | Follow rules of the road | Be courteous            | Be courteous            |
| Responsible      | Walk your team                                | Have your team        | Follow all safety rules               | Follow all safety rules     | Follow all safety rules | Follow all safety rules  | Follow all safety rules | Follow all safety rules |
| Ready to Succeed | Be on time                                    | Be on time            | Be on time                            | Be on time                  | Be on time              | Be on time               | Be on time              | Be on time              |

Or add an expectation focused on post HS success

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## Effective use of reinforcement

- Rewards are especially important for helping motivate a student to build early competence (fluency) with new skills.

Acquisition      Fluency      Maintenance      Generalization

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

**OUTCOMES**  
 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 PBIS in High School**  
**PRACTICES**

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

## 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 Suetourn

## Emphasize PBIS in 9<sup>th</sup> Grade

- Consistent expectations and organizational structures across 9<sup>th</sup> 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

## Chapter 7: Student Voice

Stephanie Martinez & Anna Winneker

## 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

## How do you know you belong?

|                                      |                                |
|--------------------------------------|--------------------------------|
| Someone knows your name?             | Familiar physical environment? |
| Shared rules/routines?               | They look like you?            |
| Contributions are acknowledged?      | Shared learning histories?     |
| Shared vocabulary, language/accents? | 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

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

**School Climate Survey**

The School Climate Survey (SCS) is a set of multi-dimensional surveys to measure student perceptions of school climate. The survey is 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

## 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: Mandi Miller, S. Andrea Gardner, Kathleen Tomlinson

Hyperlinked resource

## 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

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## Policy

- Clarify discipline infraction definitions and procedures



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 essential 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
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2018

Lessons Learned on Implementation of PBIS in High Schools

- Chapter 1:** Introduction
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- 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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## Southbridge High School

### Southbridge High School

- Located in Central MA- right outside of Sturbridge (Route 84 and 90)
- Currently in Receivership (school district has been taken over by the state because of many years of under performance)
- About 480 students enrolled (58% Hispanic 38% White)
- 66% Economically disadvantaged, 75% High Needs, 21% students with disabilities
- PBIS has been "done" in the school since 2015 but has never been done with fidelity or consistency- it has changed each year a new administrator comes in.

## Admin Support

### Lessons Learned:

Having an admin be apart of the PBIS team can be tricky because the team runs off from shared leadership. When you have a person of authority on your team more times than not the team looks for that person to make a decision when it should be shared one. Also, if that person of authority makes a suggestion more often than not people won't challenge that suggestion or think twice about it, they will just go along with it.

Creating norms and revisiting those norms frequently has helped our team around challenges with admin and decision making. It has helped the team feel more confident, feel like they have the power to make decisions, and follow through on those decisions.

## Team Norms

- a. Decision Making - Nothing unilateral
  - i. Every item shared regardless of role/position (this is a team not a hierarchy)
- b. Role of this team
  - i. Leadership team that guides the mission
  - ii. Protect the teams primary mission (teaching the expectations and support the staff to use an acknowledgement system)(teaching and acknowledgement)
  - iii. Can we change the narrative around the purpose of the team?
  - iv. Team must be advocates for students.
  - v. Possible to join leadership teams.
  - vi. Working smarter matrix is a valuable tool that will identify the need and function of each leadership group
- c. No Communication without ALL Persons made aware
  - i. If sensitive information, coaches made aware
- d. Anything new bought in advance will be put on the agenda
- e. Attendance and constant recruitment of new members
- f. No fear of failure

## Communication

### Lessons Learned:

Norms had to be set around including the whole team on email chains not just the coaches. Communication to staff has been an area that the team has been working on. (A big setback was a presentation to staff about the team's first lesson plan on Accountability, the team didn't organize the agenda correctly and started with the acknowledgment system, a non PBIS team member presented on that acknowledgment system, staff got stuck on the "tickets" and missed the big picture of teaching behavior! The communication with staff that followed was confusing and the team continued to change its mind which confused staff even more)

### We have created a procedure for around communicating with staff:

- All emails are pre-crafted and set for a specific date to be sent out
- If team presents to staff an email recapping the information will go out 24 hours later
- When teaching students expectations an email will go out 24 hours later with reinforcement expectations/ and Behavior Specific Praise (BSP) examples
- Booster emails to remind staff to reteach expectations and give out BSP (weekly)
- Timeline reminder for acknowledgment/ teaching (when needed)

## Implementation Barriers

- Teaching first ever lesson plans went really well; taught through one department (History), because two of the PBIS team members were a part of that department, one of strongest departments and made supporting them easy.
  - A downside - not all teachers were exposed to the lessons... they weren't asked to teach the full lesson to their students therefore missed out on great discussions that came out around accountability and respect and what that means to the students.
  - The other departments may not feel as comfortable re-teaching expectations because they never taught it at the start!
- Changing mindsets around not having to teach behavior has been an ongoing "battle"
  - We have used many examples around making academic errors and behavioral errors and how we would fix them
  - We have spoken a lot around habit forming and that many students have been allowed to form habit around problem behavior to get what they need (habits take a long time to change good or bad)

## Implementation Barriers

- The lesson plans were created around an open discussion with a focus around WHY we are doing this.
  - We spent a lot of time talking with students and staff about WHY we are doing this (College and Career readiness)
  - We used our climate data with both staff and students to show their voices are important and that we are listening
- Lastly, lessons not being re-taught with fidelity (there really hasn't been any accountability for teachers to continue teaching expectations)
  - Potential resolutions- walkthroughs, department heads checking in??

## Springfield, MA Public School District

### Springfield, MA Public School District Leadership/Management

- District initiative since 2010
- 44 school teams have been trained
- 6 high schools: 4 traditional and 2 alternative
- Yearly cohort trainings for new and existing teams
- Funding for before/after-school team meetings
- Funding for team summer work

```

    graph TD
      A[District Superintendent of Ops] --> B[Consultants/Trainers from CTEC]
      B --> C[10 District Coaches]
      C --> D[4-5 schools per coach]
    
```

### PBIS District Showcase

### Coaching Tools

A SWOB analysis is a method used to evaluate a school's Strengths, Weaknesses, Opportunities, and Barriers. Using a SWOB analysis helps you identify areas your school can improve and maximize opportunities, while simultaneously determining negative factors that might hinder your chances of success.

|   |  |
|---|--|
| <p style="text-align: center; margin: 0;"><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>Work well as a team</li> <li>Prepared for meetings w/agenda &amp; data</li> <li>Have calendar</li> <li>Evaluates current practices</li> <li>Positive attitude</li> <li>Action Plan completed</li> </ul> | <p style="text-align: center; margin: 0;"><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>Administrator is unpredictable</li> <li>Interventionists are not always on the same page</li> <li>The team is new and is still trying to figure it out</li> </ul> |
| <p style="text-align: center; margin: 0;"><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>Way to provide feedback to staff re: implementation</li> <li>Encourage/Utilize student input</li> <li>Involve student/parent as part of the team</li> <li>Consider community partner</li> </ul>     | <p style="text-align: center; margin: 0;"><b>BARRIERS</b></p> <ul style="list-style-type: none"> <li>Money for incentives</li> <li>Student/Staff buy-in</li> </ul>   |

### Core Values & Expectations

**At HSST we show PRIDE by**

**RESPECT**

- Having cell phones/keys/water turned off and turned into the test proctor.
- Using appropriate volume, tone, and language
- Keeping hallways clear and open for students who are testing, minimizing time in the hallways.
- Keeping testing rooms quiet for everyone testing.

**RESPONSIBILITY**

- Reporting to your testing classroom quickly and on time.
- Having pencils, calculators and materials for the test
- Turning in cell phones and parking backpacks away.
- Having additional school work to complete when finished with testing and remaining quiet.

**SAFETY**

- Keeping our hands and feet to ourselves.
- Following the directions of the test proctor and assisting teachers.

**In the Hallways we support our CyberCATS through**

**COLLABORATION**

- Move to class with a sense of urgency
- Hold doors open for peers and faculty members
- Use appropriate tone and language

**ATTENDANCE**

- Be in your classroom before the bell rings
- Attend every class every day

**TENACITY**

- Be on time to every class
- Go directly to class

**SCHOLARSHIP**

- Know where you need to be
- Be in the right place at the right time
- Have a plan

### Student Voice: Core Values

### Student Voice: Core Values

### PBIS and CPI

<https://www.crisisprevention.com/CPI/media/Media/Resources/alignments/PBIS-Alignment-2013.pdf>

Parallel PBIS Concepts:

- Encourage prosocial behavior nonverbally.
- Direct individual to make good choices with redirection and limit setting.
- Remain professional with Rational Detachment.
- Consider the function of the behavior by understanding Precipitating Factors.
- Build confidence through Therapeutic Rapport.
- The power of relationship and positive Integrated Experiences.



ALIGNMENT  
The Nonviolent Crisis Intervention®  
Training Program and Positive Behavior Support

cpi  
Crisis Prevention Institute

### Action Planning

|                  | Recommendations  | Your Next Steps |
|------------------|--|-----------------|
| <b>Data</b>      | <ul style="list-style-type: none"> <li>Monitor student risk factors and protective factors early</li> <li>Use data to target specific school-wide and student needs</li> </ul>           |                 |
| <b>Practices</b> | <ul style="list-style-type: none"> <li>Don't forget tier !!</li> <li>Use evidence based practices to prevent issues and to address specific student needs</li> </ul>                     |                 |
| <b>Systems</b>   | <ul style="list-style-type: none"> <li>Plan to support staff and build systems to ensure fidelity of implementation</li> <li>Consider integrating student support teams</li> </ul>       |                 |
| <b>Outcomes</b>  | <ul style="list-style-type: none"> <li>Set clear goals</li> <li>Monitor progress toward those goals and adjust as needed</li> <li>Consider the cost and benefit to the system</li> </ul> |                 |





## Think about...

- ✓ Action Planning
- ✓ **One** big take away (ok, maybe 2 or 3)
- ✓ Downloading both monographs



## Interested in continuing the conversation?

Interest survey for an online Community of Practice

<https://forms.gle/KZVGB1QWCUXh9uF8>





### 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
- Share examples from local implementers





## Questions???





Image by [Stafford GREEN](#) from [Pixabay](#).

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