

## Expanding the PBIS Framework to Improve Outcomes in High Schools

Jennifer Freeman PhD




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**Northeast PBIS Network Leadership Forum**  
*Attend the sixth Northeast PBIS Network Leadership Forum and join us to develop a professional PBIS network that will enhance our capacity to work smarter and more effectively on PBIS framework implementation in the northeast*

**SAVE THE DATE**  
**MAY 18-19, 2017**  
**Mystic Marriott Hotel & Spa**  
 625 North Road (Rte 117)  
 Groton, CT 06340

Find us on the web:  
[nepbis.org](http://nepbis.org)

**Content Strands:**

- School-wide PBIS (Tier 1)
- Class-wide PBIS (Tier 1)
- Advanced Tiers (2 & 3)
- PBIS Implementation and Training
- Special Settings
- Academic Systems
- Special Topics

**Featured Keynotes:**

- Dr. Anthony Biglan  
Oregon Research Institute
- Dr. Diane Myers  
Texas Woman's University

*Now this year, invite someone!*

Additional registration information will be available at [nepbis.org](http://nepbis.org).

Sponsored by the OSEP Center on Positive Behavioral Interventions




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OSEP Technical Assistance Center on PBIS | 2017 PBIS Leadership Forum | Chicago, IL

## PBIS: Starting, Scaling, & Sustaining

*Helping states and districts create safe and effective learning environments for all*

Hilton Chicago  
 720 S. Michigan Avenue  
 Downtown Chicago

This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in preschool-12 and alternative education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Mental Health, and Community/family partners.

Registration will open April 19<sup>th</sup>. For more information, visit the Upcoming Events page at [www.pbis.org](http://www.pbis.org) in March.

## SAVE THE DATE

September 28-29th

NEW MONTH - NEW LOCATION!

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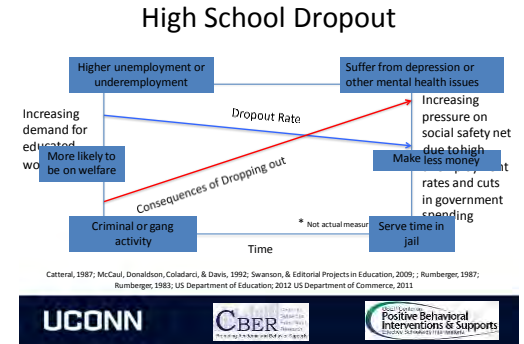
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## Advanced Organizer

1. Current dropout rates and interventions that work in the HS context
2. The smallest change to have the largest difference
3. PBIS outcomes in high schools
4. HS PBIS implementation
5. Strengthening students CCR skills and PBIS implementation in HS
6. Questions/Discussion



What do we know about current dropout rates and interventions that do work in the HS context?




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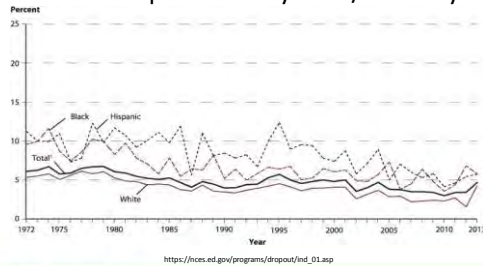
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## Event Dropout Rate by Race/Ethnicity

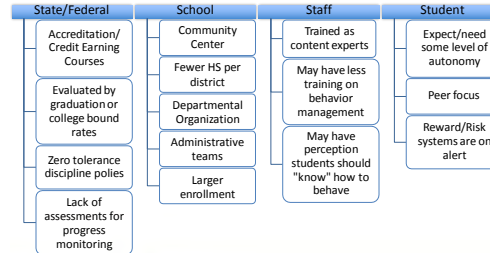


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## The High School Context



(Behan-Fanning, Borgmiller, Flannery & Mallory, 2009; Skiba & Rauch, 2006; Behan-Fanning, Flannery, Eber & Sugai, 2004; Morrison, Robertson-Laurie, & Kelly, 2002; Murphy, Beck, Crawford, Hodges, & McGaughey, 2003)

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## What works for improving graduation rates?

- What Works Clearinghouse (WWC) has identified programs that help students:
  - Graduate
  - Complete school
  - Stay in school
  - Progress in school
- 7 interventions meet standards for **positive or potentially positive effects on completing school**
- 1 whole class and 7 individual or small group interventions
  - 5/6 of these provide GED's to students who have already dropped out
  - Only 1 is preventative
- 3 **school level** interventions have evidence for progressing in school but **only 1 has evidence of impact on completing school**

https://ies.ed.gov/hcrs/wwc/wwcresults

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## Practice Guide Recommendations

### Limitations of Practice Guides

- Provide a menu of options and suggest a systemic approach but no advice about integration
- Unclear about which recommendations are based on expert opinion vs. research results
- Little guidance on policy interventions

Mac Iver & Mac Iver, 2010

Dynarski, Clarke, Cobb, Finn, Rumberger, & Smink, 2008; Hammond, Linton, Smink & Drew, 2007; Schargel & Smink, 2001

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## Systematic Literature Review

- Systematically examine high school dropout intervention research

- Policy
- Practice

**Practice Interventions:** affect an individual, specific group, or school  
**Examples:** wrap around services, CICO, schools within schools

- Assess the impact of those interventions on:
  - High school dropout rates
  - School completion rates

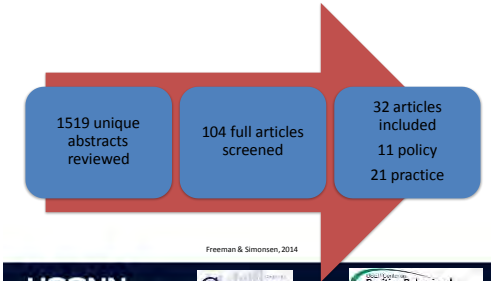
Freeman & Simonson, 2014

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## Selection Process



Freeman & Simonson, 2014

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### Findings

- Less than half incorporated two or more intervention components
- Primarily target individuals and small groups
- Primarily target high schools
- A gap exists between expert recommendations for multi-component systemic dropout interventions and the available empirical research

Freeman & Simonson, 2014

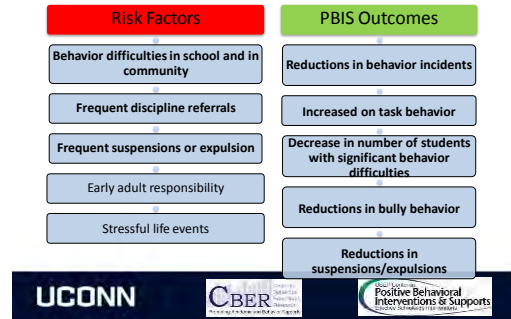
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What is the smallest change we can make to the HS context to have the largest difference?

### Behavior



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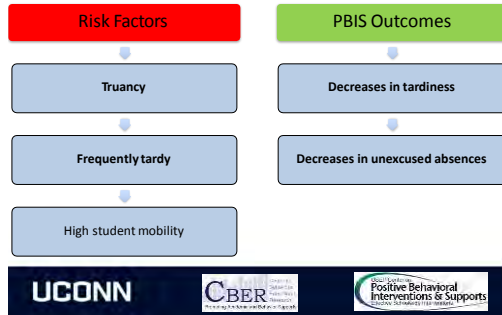
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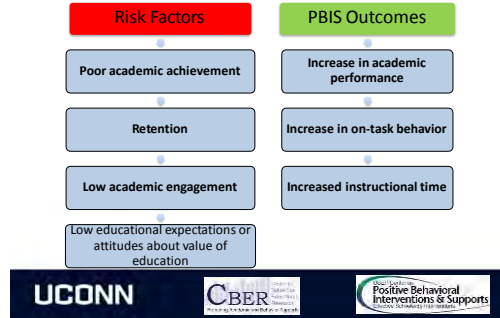
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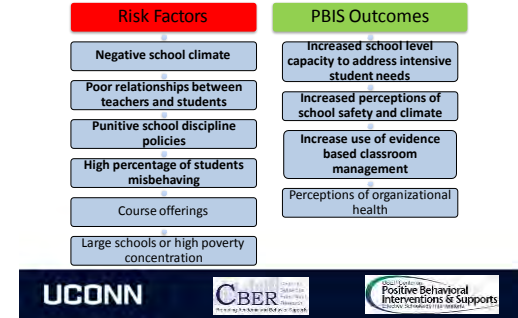
### Attendance



### Academic Performance



### School Level Factors




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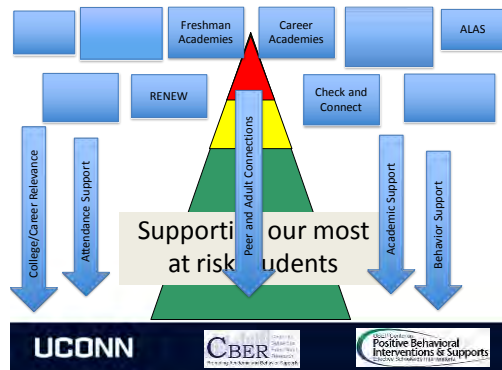
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## Citations

### Dropout Risk Factors

Unfortunately, Most of this

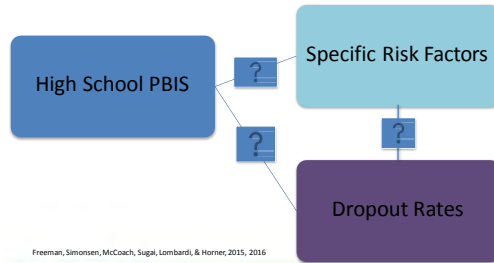
Unfortunately, Most of this research has been conducted in elementary Schools

**Algozzine, A. & Fenning, H.**  
**Carney, Mimi & Bevan, B.**  
**elementary Schools**  
 Ialongo, & Leaf, 2008; Caldarella, Schatzler, Gray, Young, & Young, 2011; Chitoyo, Makwechite-Chitoyo, Park, Ametepete, & Chitoyo, 2011; Horner, Sugai, Smolkowski, Eber, Nakasato, Todd, & Esperanza, 2009; Johnson-Gros, Lyons, & Griffin, 2008; Lussen, Stelle, & Sailor, 2006; Lewis, Powers, Kell, & Newcomer, 2002; Luiselli, Patton, Handler, & Feinberg, 2005; McIntosh, Bennett, & Price, 2011; Muscott, Mann, & LeBrun, 2008; Nelson, Martella, & Marchand-Martella, 2002; Oswald, Safran, & Johnson, 2005; Ross, & Horner, 2009; Scott, & Barrett, 2004; Scott, White, Algozzine, & Algozzine, 2009; Yeung, Mooney, Barker, & Dobla, 2009

## What do we know about PBIS outcomes in high schools?



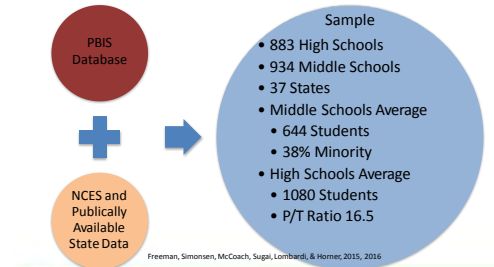
## Purpose of this Study



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



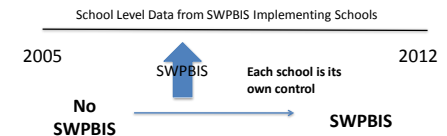
## Data Base Construction



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



## Sample and Study Design



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




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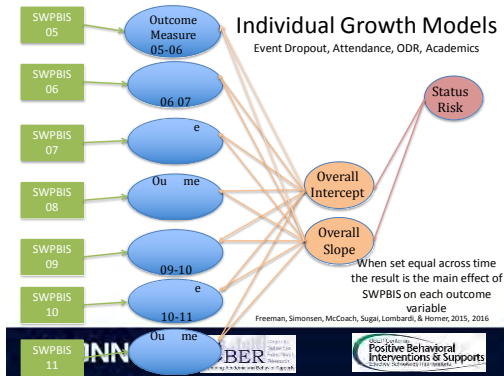
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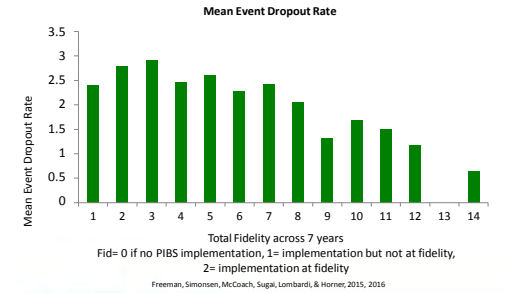
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## Main Effects of SWPBIS on Individual Outcome Areas

Outcome Area	Effect of SWPBIS Fid=1	Effect of SWPBIS Fid=2
Academics	-.129	.255
Attendance	.295*	.505*
Behavior	-.812*	-1.070*
Dropout	-.116	-.074

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




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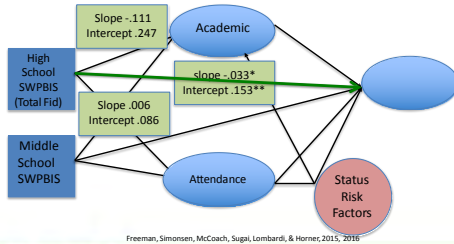
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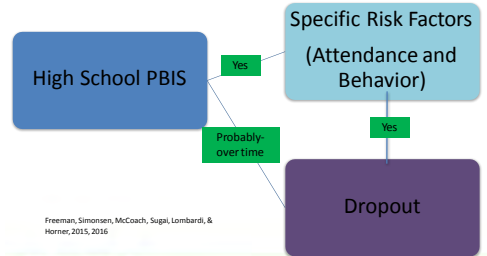
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## Cumulative Fidelity Model



## Why PBIS in High Schools?



## Follow up study using student level data

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




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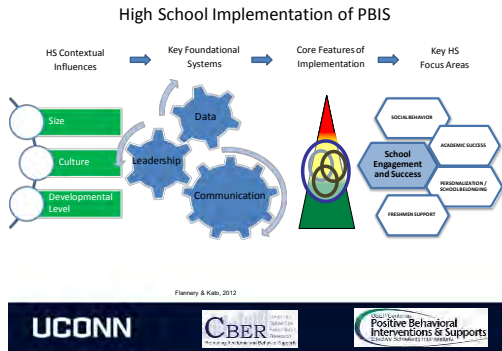
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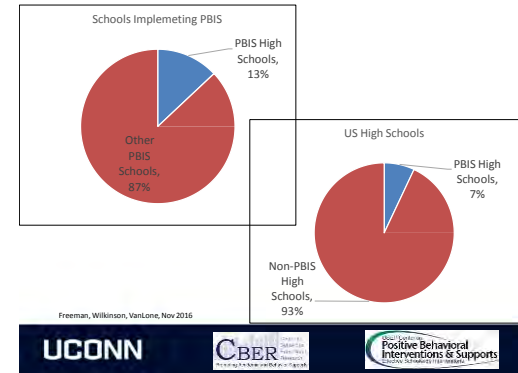
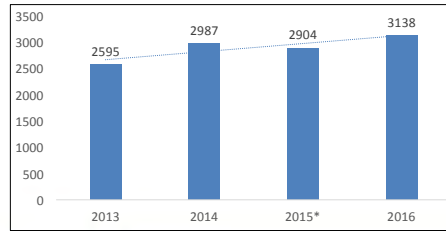
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### Number of High Schools Implementing PBIS in the US




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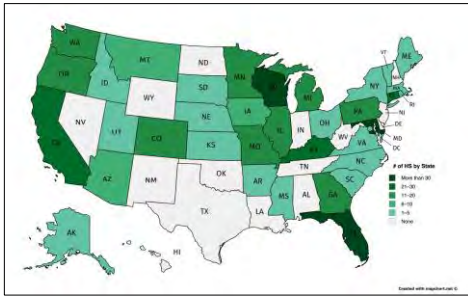
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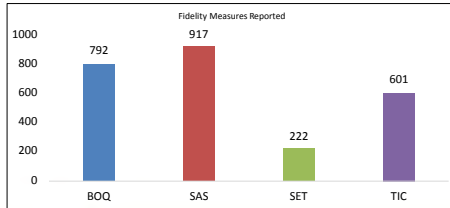
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## How are we measuring implementation fidelity in HS?



Freeman, Wilkinson, VanLone, Nov 2016



## High School Implementation Fidelity Study

- Patterns of performance on items and sub scales of the SET for schools that **had met** and had **not met** fidelity criteria (80/80)
- 2,666 total high schools with SET scores in data set
- From 47 states
- 1,222 met fidelity 1,444 did not meet fidelity

Kern, Freeman, Lombardi, Swain Bradley, Nese, McIntosh, Hoeslton, Kittelman, in preparation



## Conclusions

- 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

Kern, Freeman, Lombardi, Swain Bradley, Nese, McIntosh, Hoeslton, Kittelman, in preparation




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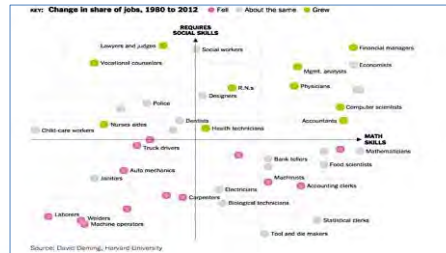
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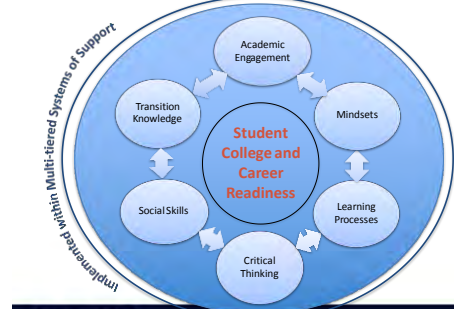
- PBIS is possible in HS and we are learning about how to better support teams
- PBIS may help improve outcomes in HS and reduce risk factors for dropout
- But the solution to dropout is more than just a HS diploma it is students who are college and career ready!



### Critical Social Skills on the Job Market



From: Morrongiue, M.L., Lombard, A., Fowler, C.H., & Teal, D.W. (2014). Ready for college and careers? An organizing framework for secondary students with disabilities. *Submitted for publication*.




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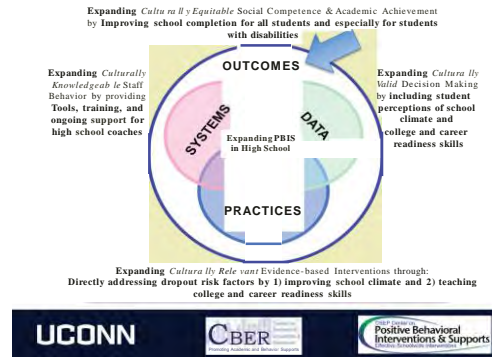
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How can we strengthen student's CCR skills and PBIS implementation in HS?



## Outcomes

- 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
  - Assess and teach CCR skills




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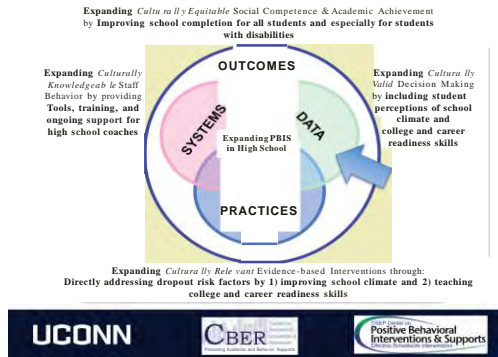
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## Measure progress toward your short and long term outcomes

- Short term measures should be considered together
  - Behavior, attendance, academics
- Consider early warning systems
  - <http://www.earlywarningsystems.org/resources/early-warning-system-high-school-implementation-guide/>
  - 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

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 preparation




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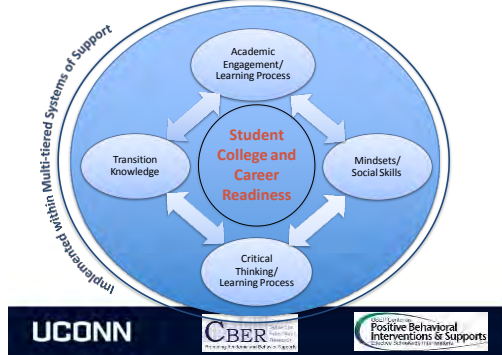
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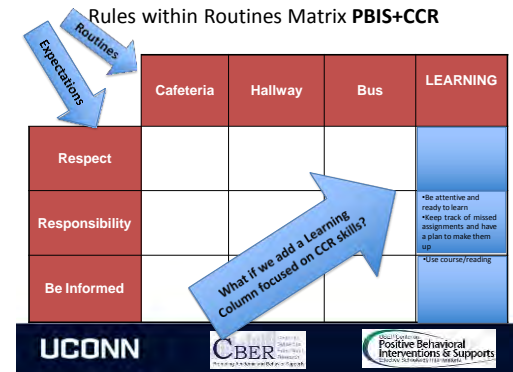
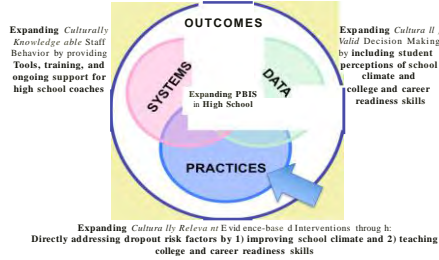
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From: Morningstar, ME., Lombardi, A., Fowler, C.H., & Teal, D.W. (2014). Ready for college and careers? An organizing framework for secondary students with disabilities. *Submitted for publication*.



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




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### 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

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### 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

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### Social skills

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

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### 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

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### 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

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### Transition Knowledge

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

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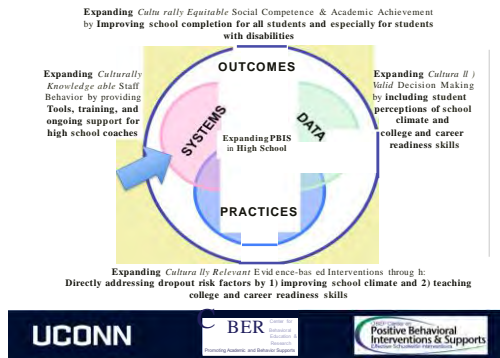
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## Key Systems for HS

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




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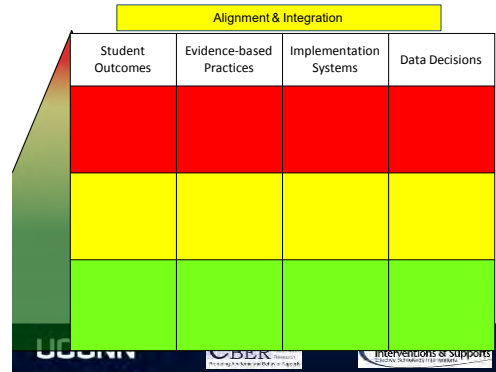
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## Supporting Teachers

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



## 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						




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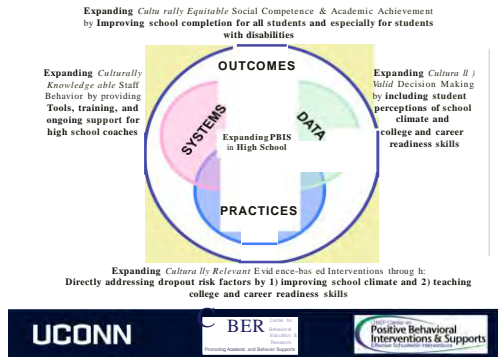
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## Conclusions

- Improving student graduation rates and their CCR is critical!
- The PBIS framework provides a foundation and a way to organize this work
- When PBIS is implemented with fidelity student outcomes improve in high schools!
- Consider outcomes, data, practices, and systems when expanding PBIS implementation to include CCR skills
- More research is needed in HS!

Thank you!

Questions? Discussion?

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




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