Expanding the PBIS Framework to Improve Outcomes in High Schools

Jennifer Freeman PhD
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?

High School Dropout

- Higher unemployment or underemployment
- Increasing demand for educated workforce
- Increasing pressure on social safety net due to high rates and cuts in government spending
- More likely to be on welfare
- Serve time in jail
- Make less money
- Suffer from depression or other mental health issues
- Criminal or gang activity
- Time
- Consequences of dropping out
- * Not actual timeline


UCONN CBER UConn Policy Behavioral Interventions & Supports
The overall status dropout rate is about 6.5%
That’s 1.3 million students!
Event Dropout Rate by Race/Ethnicity

The High School Context

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/ncee/wwc/FWW/Results](https://ies.ed.gov/ncee/wwc/FWW/Results)

- [https://nces.ed.gov/programs/dropout/ind_01.asp](https://nces.ed.gov/programs/dropout/ind_01.asp)

- [https://ies.ed.gov/ncee/wwc](https://ies.ed.gov/ncee/wwc)

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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

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

Systematic Literature Review

- Systematically examine high school dropout intervention research
  - Policy
  - Practice
- Assess the impact of those interventions on:
  - High school dropout rates
  - School completion rates

Selection Process

- 1519 unique abstracts reviewed
- 104 full articles screened
- 32 articles included
  - 11 policy
  - 21 practice

Freeman & Simonsen, 2014
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

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

**Risk Factors**
- Truancy
- Frequently tardy
- High student mobility

**PBIS Outcomes**
- Decreases in tardiness
- Decreases in unexcused absences

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**Academic Performance**

**Risk Factors**
- Poor academic achievement
- Retention
- Low academic engagement
- Low educational expectations or attitudes about value of education

**PBIS Outcomes**
- Increase in academic performance
- Increase in on-task behavior
- Increased instructional time

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**School Level Factors**

**Risk Factors**
- Negative school climate
- Poor relationships between teachers and students
- Punitive school discipline policies
- High percentage of students misbehaving
- Course offerings
- Large schools or high poverty concentration

**PBIS Outcomes**
- Increased school level capacity to address intensive student needs
- Increased perceptions of school safety and climate
- Increase use of evidence based classroom management
- Perceptions of organizational health

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

What do we know about PBIS outcomes in high schools?

Citations

Dropout Risk Factors


PBIS Outcomes


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

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

What do we know about PBIS outcomes in high schools?
Purpose of this Study

High School PBIS

Specific Risk Factors

Dropout Rates

Data Base Construction

PBIS Database

Sample
- 883 High Schools
- 934 Middle Schools
- 37 States
- Middle Schools Average
  • 644 Students
  • 38% Minority
- High Schools Average
  • 1080 Students
  • P/T Ratio 16.5

NCES and Publicly Available State Data

Sample and Study Design

School Level Data from SWPBIS Implementing Schools

2005

No SWPBIS

Each school is its own control

2012

SWPBIS
Individual Growth Models
Event Dropout, Attendance, ODR, Academics

Main Effects of SWPBIS on Individual Outcome Areas

<table>
<thead>
<tr>
<th>Outcome Area</th>
<th>Effect of SWPBIS Fid=1</th>
<th>Effect of SWPBIS Fid=2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>-.129</td>
<td>.255</td>
</tr>
<tr>
<td>Attendance</td>
<td>.295*</td>
<td>.505*</td>
</tr>
<tr>
<td>Behavior</td>
<td>-.812*</td>
<td>-.070*</td>
</tr>
<tr>
<td>Dropout</td>
<td>-.116</td>
<td>-.074</td>
</tr>
</tbody>
</table>

Mean Event Dropout Rate

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

Total Fidelity across 7 years
Fid= 0 if no PBI implementation, 1= implementation but not at fidelity, 2= implementation at fidelity

Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2015, 2016
Cumulative Fidelity Model

Why PBIS in High Schools?

- High School PBIS
- Specific Risk Factors (Attendance and Behavior)
- Dropout

Follow up study using student level data

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

Small but Significant Findings

- Increases in PBIS fidelity were related to:
  - GPA* and ACT*
  - Decreases in number of absences*** and unexcused tardies*
  - Decreases in behavior incidents
    - ODR*
    - Suspensions***
    - Office Sanctions**

* statistically significant at the .05 level. ** statistically significant at the .01 level. *** statistically significant at the .001 level.
High School Implementation of PBIS

Key Features of Implementation
- Data
- Communication
- School Engagement and Success

Core Features of Implementation
- Communication
- Leadership
- Development
- Positive Behavior Supports

Key HS Focus Areas
- Social Behavior
- Academic Success
- Personalization/School Belonging

Freshmen Support

High School Implementation of PBIS

Number of High Schools Implementing PBIS in the US

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2595</td>
</tr>
<tr>
<td>2014</td>
<td>2987</td>
</tr>
<tr>
<td>2015</td>
<td>2904</td>
</tr>
<tr>
<td>2016</td>
<td>3138</td>
</tr>
</tbody>
</table>

PBIS High Schools, 13%
Other PBIS Schools, 47%
Non-PBIS High Schools, 40%

PBIS High Schools, 7%
US High Schools

Flannery & Kato, 2012
Freeman, Wilkinson, VanLone, Nov 2016

How are we measuring implementation fidelity in HS?

### 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

### 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
• 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!
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
Measure progress toward your short and long term outcomes

- Short term measures should be considered together
  - Behavior, attendance, academics
- Consider early warning systems
  
  [Link](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!

Examples of Universal Screening Measures for CCR Skills

<table>
<thead>
<tr>
<th>Measure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Skills Self-Efficacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Career Locus of Control</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CampussReady</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>GRIT scale (12-item)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Georgia Brief School Climate</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lombardi, Freeman, Rifenbark, in preparation
Ready for college and careers? An organizing framework for secondary students with disabilities.

### 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
- 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

### Social skills
- Treat each other kindly
- Use appropriate language (with peers, staff)
- Honor others personal space (3-second hugs)
- Handle conflict appropriately
- Be courteous
- Accept differences
- Use an appropriate voice level
- Follow and respond appropriately to directions
- Be a role model
- Be kind to yourself others and property
- Be polite to others
- Communicate respectfully
- Listen while others are speaking
- Dress appropriately for the activity
- Acknowledge adult directions in a positive manor
<table>
<thead>
<tr>
<th>Learning Processes</th>
<th>Critical Thinking</th>
<th>Transition Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be an active listener</td>
<td>• Practice academic honesty</td>
<td>• Monitor your lunch account</td>
</tr>
<tr>
<td>• Hand in your work on time</td>
<td>• Give and receive feedback respectfully</td>
<td>• Plan for the future</td>
</tr>
<tr>
<td>• Protect username and password</td>
<td>• Create authentic work</td>
<td>• Maintain personal hygiene</td>
</tr>
<tr>
<td>• Use planner to write daily assignments and to stay organized</td>
<td>• Think critically, creatively, and collaboratively to overcome challenges</td>
<td>• Cross at crosswalks</td>
</tr>
<tr>
<td>• Use time wisely for your own homework</td>
<td>• Know the resources available</td>
<td>• Exit safely</td>
</tr>
<tr>
<td></td>
<td>• Use the internet responsibly</td>
<td>• Flush when finished J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have money and student ID ready</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify yourself when asked to do so</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lock your locker</td>
</tr>
</tbody>
</table>
Key Systems for HS

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

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

Thinking about your school initiatives

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>SOME</td>
<td>FEW</td>
</tr>
</tbody>
</table>
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?

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