Preparing Students for Graduation and Post-High School Success: Linking PBIS with College and Career Readiness
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Overview
- What are CCR skills?
- Improving school completion
- Outcomes of SWPBIS in high schools
- PBIS+CCR?
- How is the SWPBIS framework being used to teach CCR skills?
- Suggestions for implementation

College and Career Readiness
- What do you know about CCR already?
- How do you measure CCR levels for all students in your schools?
- How is CCR differentiated across the school based on student needs?

What is CCR?
- Academic and Non-Academic factors
  - Non-cognitive factors
  - Soft skills
  - 21st Century skills

Academic Engagement
Behaviors
- Attendance
- Productivity (early planning)
- Work habits
- Class participation
- Adaptability/ flexibility
Mindset
- Sense of belonging
- Growth Mindset
- Ownership of Learning
- Persistence
- Self-determination

Learning Processes
- Accessing Content
  - Test-taking skills
  - Note-taking skills
  - Time management
  - Organizational skills
  - Technology skills
  - Metacognition

Critical Thinking
- Collaboration
- Assertion
- Responsibility
- Accountability
- Social awareness
- Empathy
- Adaptability

Transition Knowledge
- Early Planning
  - Career interests/goals tied to interests
  - Managing application & interview processes
  - Financial planning
  - Career Culture
  - Professionalism
  - Knowledge of career resources
- College Culture
  - Campus resources
  - Program of study
  - Faculty expectations
- Adult Roles/Responsibilities
  - Financial literacy
  - Accessing community resources
  - Health and wellness
  - Advocating supports & accommodations
  - Transportation
  - Independent living

College and Career Readiness (CCR)
- Challenges:
  - Determining what all HS students need to be successful, while also individualizing.
  - Policies increasing urgency, accountability, consequences.
  - Measures of CCR (e.g. GPA, SAT) do not necessarily align with expectations of college instructors (Brown & Conley, 2007).
- Thus, while CCR is a priority, the delivery of services, including assessment of non-academic skills, is inconsistent or absent.
Multi-Tiered Systems of Supports (MTSS)

- CCR should be delivered through MTSS
  - Addresses the challenge of implementing consistent CCR practices, programs, curricula, and support
  - Allows for individual student preferences, strengths, and weaknesses.
- Tiered continuum of academic and behavior support, with:
  - data-based decision making and screening measures for placement and progress monitoring.
  - implementation of research-based instruction and intervention.
  - fidelity of implementation to ensure adherence to appropriate research-based practices

Challenges of MTSS Implementation in High School

- Academic perspective
- Structural and organizational shifts
- Paucity of appropriate assessments
- Need for robust instructional practices
- Challenges to flexible scheduling
- Culture of professional collaboration and responsibility
- Significant professional development needs

PBIS in High Schools

- Slower adoption than in elementary schools
  - Numbers of schools
  - Time needed to reach fidelity
- Need for a modified framework with attention to braiding initiatives
- Could the PBIS framework promote school completion and the facilitate the development of CCR skills?

School Completion

- Students who do not complete high school are at higher risk for
  - Underemployment,
  - Unemployment,
  - Criminal or gang activity,
  - Incarceration,
  - Depression or other mental health issues.
- Risk for dropout increases when multiple risk factors are present
  - Most current interventions are focused on only one risk area.
  - More research on multi-component interventions is needed.
- School completion and PBIS are conceptually related

Behavior Risk Factors

- Behavior difficulties in school and in community
- Frequent discipline referrals
- Frequent suspensions or expulsion
- Early adult responsibility
- Stressful life events

PBIS Outcomes

- Reductions in behavior incidents
- Increased on task behavior
- Decrease in number of students with significant behavior difficulties
- Reductions in bullying behavior
- Reductions in suspensions/expulsions

Attendance Risk Factors

- Truancy
- Frequently tardy
- High student mobility

PBIS Outcomes

- Decreases in tardiness
- Decreases in unexcused absences
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

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

Testing HS Outcomes

School Level Data from SWPBIS Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>SWPBIS Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>No SWPBIS</td>
</tr>
<tr>
<td>2012</td>
<td>SWPBIS</td>
</tr>
</tbody>
</table>

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>-1.070*</td>
</tr>
<tr>
<td>Dropout</td>
<td>-.116</td>
<td>-.074</td>
</tr>
</tbody>
</table>

Mean Event Dropout Rate

Cumulative Fidelity Model

- High School SWPBIS (Total Fidelity)
- Middle School SWPBIS
- Academic
- Dropout
- Status Risk Factors
- Attendance

Mean Event Dropout Rate

Total Fidelity across 7 years:
Fid= 0 if no PIS implementation, 1= implementation but not at fidelity, 2= implementation at fidelity
• The solution to dropout is more than just a HS diploma it is students who are college and career ready!

PBIS+CCR

How could we use the existing structure of PBIS to implement CCR?
• Integrate CCR behaviors into Rules–within–Routines Matrix
• Universal screening of non–academic factors

Using PBIS Framework to Deliver CCR Skills

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: Classroom–Wide Systems for All Students and Classroom Staff

Six constructs of CCR:
1. Academic engagement
2. Mindset
3. Learning Processes
4. Critical Thinking
5. Social Skills
6. Transition Knowledge

Matrix Study

How do these factors translate to the matrix?
Matrix Study

• Is it possible to use the matrix as a tool to embed CCR behaviors?
• Code school matrix documents for presence of 6 constructs:
  0 = not present
  1 = potentially present
  2 = clearly present

10/19/14
6

Matrix Study

• 10 schools submitted their matrix
  - Represented Illinois, Colorado, New York
• Clearly Present: Academic Engagement, Mindset, Social Skills
• Potentially to Clearly Present: Learning Processes
• Not present to Potentially Present: Critical Thinking, Transition Knowledge

Examples: Clearly Present

• Academic Engagement:
  - Arrive and leave prepared
  - Attend every class
  - Complete homework
  - Maintain focus on the lesson
  - Stay on task

Examples: Clearly Present

• Mindset:
  - Push yourself to achieve your best
  - Ask for help appropriately
  - Communicate problems and concerns to staff
  - Talk with your teachers about improving your grade
  - Find resources to pass every class
  - Give your best effort

Examples: Clearly Present

• Social skills:
  - Treat each other kindly
  - Use appropriate language (with peers, staff)
  - Honor others’ personal space
  - Handle conflict appropriately
  - Be courteous

Examples: Potentially Present

• Learning Processes:
  - Use time productively
  - Carry planner at all times
  - Develop good study habits
  - Check grades weekly
Matrix Study

Examples: Potentially Present

- 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

Future Directions

- Would you like to measure how your students are doing in the six constructs of CCR?

Questions?