



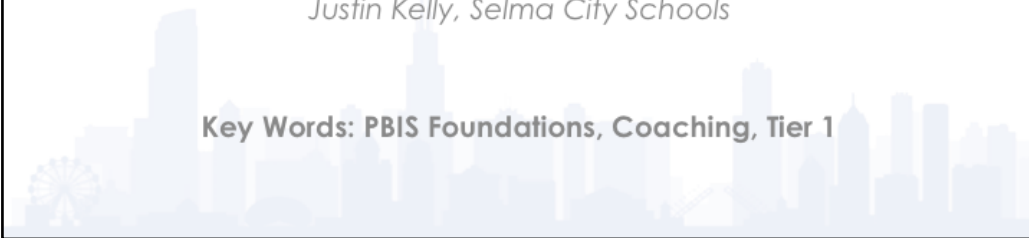
## **A13 — School-wide PBIS Implementation in Rural, High Poverty Communities**

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**Key Words: PBIS Foundations, Coaching, Tier 1**





## Session Description

Telecoaching to Support Positive Behavior Interventions and Supports in Rural Schools": Teleconsultation is an effective and more efficient replacement for in-person coaching for communities with little resources and local expertise. In this presentation we will describe a teleconsultation coaching approach to support rural, high-poverty schools in implementing universal schoolwide PBIS practices. We will describe technology usage options, coaching session components, and lessons learned after implementing this model across three school districts.



## When Working In Your Team

### Consider 5 Questions

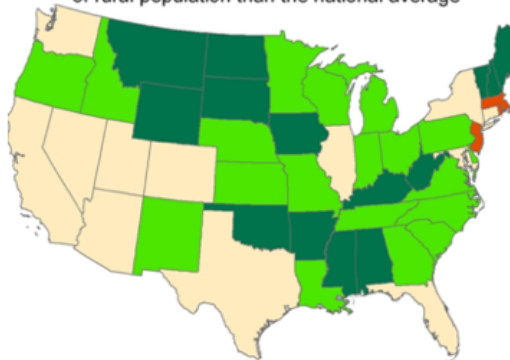
- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

## Rural Education

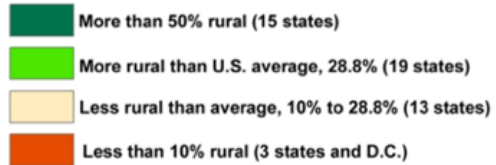
- Definition Characteristics
  - Low income
  - Long distances
  - Fewer resources
  - Access
  - Poor internet connectivity
  - Fewer schools, more grade levels
  - Limited new teachers returning to rural community (resource)

## The States of Rural America

Seven out of ten states have a larger percentage of rural population than the national average



Map shows percent of residents in each state living in rural areas or "urban clusters" of between 2,500 and 50,000.



Source: U.S. Census

# Where is PBIS?

Implementing PBIS  
in over **25911** schools and counting!

## United States State/Regional APBS Networks

Alabama PBIS Network

Arizona: Positive Behavior Interventions and Supports of Arizona (PBISAz)

California PBIS Coalition

Florida APBS (FLAPBS)

Georgia Association for Positive Behavior Supports (GaPBS)

Kansas: Positive Kansas Communities

Maine: PBIS Maine

Midwest-Illinois PBIS

Minnesota Positive Behavior Support Network

Missouri SW-PBS

Nevada Association for Positive Behavior Support Network

New Jersey Positive Behavior Support in Schools (NJ PBSIS)

Northeast PBIS

Northwest PBIS

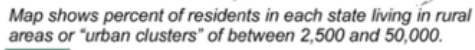
Pennsylvania Positive Behavior Support Network (PaPBS)

South Carolina

Virginia Positive Behavior Support Network

West Virginia Association for Positive Behavior Support

Seven out of ten states have a larger percentage of rural population than the national average

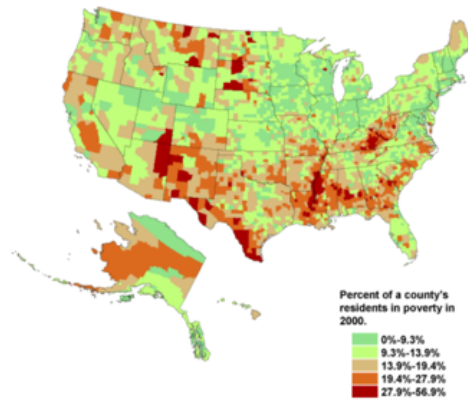


**Less than 10% rural (3 states and D.C.)**

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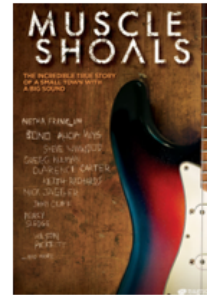
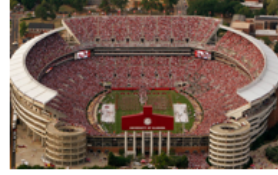
## Who else struggles with access and resources?

- Any low income school or district





## Let's look at Alabama



## Let's Look at Rural Alabama

## Rural Counties of Alabama 2000



Gettyimages-465399018



## Rural Education Barriers

- Poverty (not all)
- Unemployment
- Substance use
- Highest rate of child “maltreatment”
- Common attendance issues
- Corporal punishment common

## Rural Education Strengths

- \*Resourcefulness
- \*Pride
- Social Capital
  - Family
  - Closeness
- Faith
- \*Community



# Strategies for PBIS Implementation



## PBIS and Integration

- School-based integration
  - Anti- bullying and suicide prevention
  - Trauma informed
  - School-based mental health
  - SEL

## PBIS Integration

- Community-Based
  - After school and summer (out of school times)
  - Clinic
  - Attendance help (tardy bus, no Saturday and detention school)
  - Substance use prevention
  - Nutrition: take home meal, weekend and summer meals

## EXEMPLAR: SELMA AL

- Black Belt Region
- Rural, low income
- \$21,000 median household income





## Selma City Schools

- 99% Black/African American
- 78% Free Reduced Lunch
- 2,600 students
- 17% proficiency in Reading
- 35% proficiency in math
- 16% proficiency in science

## Edgewood Elementary School

- 369 students
- 99% Black/African American



# Edgewood PBIS

Edgewood Elementary School





# BEE Expectation Matrix

Edgewood's "Bee"avior Hive Behavioral Matrix

Edgewood Elementary School	Hallways	Cafeteria	Restroom	Dismissal
Respectful	My voice is off. Walk quietly. Walk to the right.	Use proper manners. Wait your turn. Raise hand if you need assistance. Only eat your food.	Respect other's privacy. Wait your turn. Voices off.	Listen to important announcements. Listen and follow directions. Follow school's procedures.
Control	Keep hands and feet to oneself. Keep eyes forward. Walk in a straight single line.	Stay in your seat while eating. Clean your area. Watch signal for transition.	Flush the toilet. Clean restroom. Enter two students at a time. Wash hands.	Keep hands, feet body and object to myself. Treat property with care. Walk at all times.
Prepared	Always carry a hall pass! Walk to the correct destination. Follow rules and Procedures for Emergency.	Display the Pillars of Character Traits. Assisting as lunchroom helper. Know your menu choices.	One person per stall. Flush the toilet. Stay with your class.	Listen to directives. Have all material that is needed. Exit with class.
Safe	Pick up litter. Do not open or close EXIT doors. Walk at all times. Keep hands and feet to oneself.	Walk at all times. Clean your area. Listen to your teacher. Stay seated.	Voice Off. Walk at all times. Refrain from playing.	Walk when exiting the building and crossing the street. Tell and adult if I'm leaving. Walk in the Pedestrian Crosswalk.

# Teaching BEE Expectations to Teachers

## PLAN/KICK OFF CELEBRATION

- ▣ What plans do you have for staff? The plans for the kick-off will be discussed at faculty meeting on Monday, September 10, 2018.
- ▣ The Assembly will kick off on August, 22, 2018 in the cafeteria.
- ▣ When will teachers teach lessons? The teachers will begin teaching the lessons in September.
- ▣ How will students be taught? The students will be taught by classroom teachers and support staff.

# Teaching BEE Expectations to Teachers

## PLAN/KICK OFF CELEBRATION

- Do lesson plans need to be developed for student/group instruction? Yes

□ Inform our parents about the kick-off on the next PTO meeting.

- How can we involve the community? The partnership will be with the local business

Community

# Teaching BEE Expectations to Students

Edgewood Elementary School		Behavior Expectation	
Demonstrate the four Bee's in the hallways.			
Rationale/Explanation for Displaying the Behavior			
<ul style="list-style-type: none"><li>There are so many students; it will be easy to transition from one place to the next.</li><li>Following the Bee's expectation, can minimizing disruptive behaviors.</li><li>Displaying the drills and procedures, will allow everyone to get to safety in a timely manner.</li><li>Showing positive reinforcement can help everyone respect others.</li></ul>			
Positive Examples		Non-Examples	
<ul style="list-style-type: none"><li>Keep hands and feet to yourself</li><li>Talk respectfully</li><li>Keep it moving</li><li>Display rules and procedures for Emergency.</li></ul>		<ul style="list-style-type: none"><li>Touching others</li><li>Using inappropriate language.</li><li>Hanging around the hallways talking and playing.</li><li>Not doing safety drills and not displaying the procedures for the Emergency Plan.</li></ul>	
Instructional Procedures/Activities			
<ul style="list-style-type: none"><li>Demonstrate the proper way to walk in a single file line in the hallway.</li><li>Model how to keep hands and feet to yourself.</li><li>Demonstrate proper mannerism.</li><li>Act out safety drills using (scenarios).</li></ul>			
Feedback in Natural Context			
Prompts	Acknowledgements		Corrections
<ul style="list-style-type: none"><li>Make sure you walk at all times.</li><li>Make sure you are walking on the right side at all times.</li><li>Be quiet in the hallway.</li></ul>	<ul style="list-style-type: none"><li>DOJO points</li><li>Treasure/prizes</li><li>Star students</li></ul>		<ul style="list-style-type: none"><li>Verbal Warning.</li><li>Call Parent.</li><li>Office referral.</li></ul>



## Teaching BEE Expectations to Students

- <https://youtu.be/fMyARmJhJvg>

Reinforcement Station

REINFORCEMENTS

CTIONS

of 4 points a day.

points a week.

ves weekly with their points.

ly.

arts over weekly.

**ewards and Incentives**

g expected behaviors.

arn the right to be the teacher assistant.

Subject": Buy a homework pass to use for one night

ect.

from another class to eat lunch with on

g good behavior and meeting

• Fr

• point

• Treasur

• point

• Read a Book to

• Lunch with the Prin

• Certificate.

• Re-take Test/Quiz 2nd Chance

• Late Day:(student will get an extra day to turn in an

• Choose Your Seat:(student will be able to choose where he or she would like to sit in the class)

Points

Teacher

Homework

Friendly Lunch

Free Time

Treasure Box

Lunch with the

Principal/Supp

Staff

Re-take

Test/Quiz

Read a B

the C

Resourcefulness

# Classroom Managed vs. ODR

## Classroom management vs. office referral

### Classroom Management

- ❑ Tardy.
- ❑ Homework.
- ❑ Lacking Supplies.
- ❑ Inappropriate language.
- ❑ Failure to follow directions.



# Classroom Managed vs. ODR

## Classroom management vs. office referral

### Office Referral

- ▣ Fighting.
- ▣ Sexual Harassment.
- ▣ Weapon.
- ▣ Drugs.
- ▣ Repeated violation of minor behaviors.



## Pre PBIS Discipline

Infraction	Incidents	OSS	Alt School	Alt Setting	Expelled	Corporal	ISS
S05 - Assault	9	1	0	0	0	8	0
S09 - Defiance	14	1	0	0	0	13	0
S10 - Disobedience	71	3	0	0	0	75	0
S17 - Fighting	32	5	0	0	0	43	0
S18 - Fire Alarm Abuse/Tampering	1	1	0	0	0	0	0
S20 - Harassment	1	1	0	0	0	0	0
S24 - Theft/Larceny	1	0	0	0	0	1	0
S26 - Profanity/Vulgarity	2	0	0	0	0	2	0
S29 - Sexual Harassment	1	1	0	0	0	0	0
S31 - Threat/Intimidation	2	2	0	0	0	0	0
S49 - Other Weapon, Possession	1	1	0	0	0	0	0
S52 - Knife, Possession	1	1	0	0	0	0	0
Total	136	17	0	0	0	142	0

## 1 Year Post PBIS Discipline

	Incidents	+/-	OSS	Alt School	Alt Setting	Expelled	Corporal Punishment	ISS
Assault	1	-9	1	0	0	0	0	0
Defiance	1	-13	0	0	0	0	0	1
Disobedience	14	-57	0	0	0	0	0	14
Fighting	29	-3	29	0	0	0	0	0
Fire Alarm	0	-1	0	0	0	0	0	0
tampering								
Harassment	1	0	1	0	0	0	0	0
Theft	1	0	0	0	0	0	0	1
Profanity	0	-2	0	0	0	0	0	0
Sexual Harassment	0		0	0	0	0	0	0
		-1						
Threat	2	0	2	0	0	0	0	0
Other weapon	2	+1	2	0	0	0	0	0
Knife	0	-1	0	0	0	0	0	0
Other incident	8	+8	0	0	0	0	0	8
Unauthorized phone	1	+1	0	0	0	0	0	1
TOTAL	63	-73	35	0	0	0	0	24

## TFI

- 87%
- Areas of Improvement
  - Encourage all teachers to use proactive approaches to address behaviors
  - Increase PD for staff and have staff acknowledge positive behavior more consistently
  - Reward system consistently used by all faculty
  - Stakeholder feedback

## What went well...

- Reward system
- Student engagement
- Discipline data
- Corporal punishment elimination



## Areas of Improvement

- Teacher buy-in



## **Reflection: Rural Education Barriers**

- Poverty (not all)
- Unemployment
- Substance use
- Highest rate of child "maltreatment"
- Common attendance issues
- Corporal punishment common

## Reflection: Rural Education Strengths

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### Consider 5 Questions

- How does this compare to our priorities?
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Thank You!





## Questions?

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