SCTG Webinar Series

PBIS Implementation in Rural Settings

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Who are we?

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Objectives

1) Describe the systems components required for successful PBIS implementation
2) Understand the strengths, barriers and needed adaptations associated with PBIS rural implementation
3) Learn strategies in building PBIS implementation capacity from regional and classroom examples
4) Become familiar with PBIS resources available
Big Ideas

Outcomes

Equity

Practices

Systems

Data

Positive, Predictable, & Safe Learning Environments

Teach
Support
Screen
Connect

Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity

Executive Team Functions

Leadership Teaming

Implementation Functions

Training
Coaching
Evaluation

Local Implementation Demonstrations

www.pbis.org
The PBIS Framework

1. Builds effective, positive school environments that increases school safety
2. Improves academic and social-emotional behavioral outcomes for all students
3. Prevents and/or reduces problem behaviors using a collaborative, assessment-based approach for developing effective instruction and interventions
4. Teaches and reinforces appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes across a multi-tiered system of supports

Developing a support system is also effective for the adults so that they may be able to best support the students!
### Improved Student Outcomes
- **Academic performance**
  - (Horner et al., 2009)
- **Social-emotional competence**
  - (Bradshaw, Waasdorp, & Leaf, 2012)
- **Social & academic outcomes for SWD**
  - (Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)
- **Reduced bullying behaviors**
  - (Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)
- **Decreased rates of student-reported drug/alcohol abuse**
  - (Bartable, Kittelman, McIntosh, & Haselton, 2015; Bradshaw et al., 2012)

### Reduced Exclusionary Discipline
- **Office discipline referrals**
  - (Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)
- **Suspensions**
  - (Bradshaw, Mitchell, & Leaf, 2010)
- **Restraint and seclusion**
  - (Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

### Improved Teacher Outcomes
- **Perception of teacher efficacy**
  - (Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)
- **School organizational health and school climate**
  - (Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)
- **Perception of school safety**
  - (Horner et al., 2009)

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**School-Wide Positive Behavior Interventions and Supports**
When thinking about your ________...

Building your Continuum of Support

What do FEW need?

What do SOME need?

What do ALL need?
Schools Implementing PBIS

U.S. Schools Using PBIS
August 2020

- 29,083 Schools Using PBIS
- >30% of all Schools
- 16,286,480 Students

PBIS is on a Scale of Social Importance


- 2014-2015: 866
- 2015-2016: 966
- 2016-2017: 1066
What is “Rural”? 

• Farms? Low economic growth areas? Strong communities? Country music?
  – Many definitions of “rural” and many different areas with diverse cultures
  – “…multifaceted concept about which there is no universal agreement” (Hart, Larson, & Lishner, 2005, p. 1149)
  – Can impact how resources are allocated; needs of location; ability to compare across research disciplines and across studies (Hawley et al., 2016)
Strengths

• Families might prefer smaller schools that foster a sense of local community that can be found in rural settings (*Rude & Miller, 2018*)

• Schools often are intertwined with how we define local culture
  – Rally around athletic teams (*Rude & Miller, 2018*)
PBIS District and School Leaders Share Strengths

- Teachers know their students: “We can build great relationships with our students.”
- Community Orientated: work with faith organizations, local vendors
- Extremely supportive administrators
- Embedded in everything they do: logos, branding--helps to promote school spirit
- Easier to get everyone on same page: “PBIS implementation is easier and takes stronger in a small district.”
Barriers: Access to Resources

• Lack of qualified personnel
  – e.g., mental health specialists, special educators (Steed et al., 2013)

• Not enough resources
  – Reduced tax base for property taxes but greater taxing needs to meet services (Rude & Miller, 2018)
  – Preschools were not able to have funding for screening (Steed et al., 2013)

• Less opportunities for professional development (Lowe, 2006)

• Large geographical area (Steed et al., 2013)
PBIS District and School Leaders Share Barriers

- Not having district buy-in
- PBIS not a priority, especially during COVID
- Need more resources
  - funding, substitute teachers, teacher planning, teacher stipends
- Struggle with recognizing students at a high praise ratio (4:1)
“They will use bucks to buy candy, but there is so much more that PBIS should be about and it’s not.”
Using PBIS to Address Rural Barriers

• PBIS framework may help schools pool resources together *(Pierce & Mueller, 2018)*

• PBIS can help train internal coaches to help support local implementation *(Cavanaugh & Swan, 2015)*

• Serves as a “de facto mental health system” *(McCrary et al., 2012, p. 1)*

• Regular use of data to guide implementation has been reported as critically important for sustainability and meeting valued outcomes given that rural schools tend to have fewer resources at their disposal *(McIntosh et al., 2014)*
PBIS Supports Positive Rural Outcomes

- Teachers of high needs schools in rural settings have rated PBIS more positively compared to urban (McDaniel et al., 2018)

- City schools were 13 times more likely to abandon PBIS compared to rural schools (Nese et al., 2016)

- Rural schools using PBIS have reported positive outcomes
  - less suspensions (Doggett et al., 2008)
  - reduced tardies (Johnson-Gros et al., 2008)
Maine PBIS Regional Professional Development Cohort

This project is funded fully by a 2018 EMBRACE II -FEDES Grant from the Maine Department of Education
Least densely populated state east of the Mississippi River

Large, rural area with many sparsely-populated school districts

- 15 schools
- ~ 5000 square miles
- Student population ranges 60-1000
- Grade spans
  - PreK-8
  - K-5
  - 6-8
  - 6-12
- Diverse School Structures
  - Sole entities
  - Entire districts
  - Maine Indian Education Bureau members

43.1 people per square mile spread across 35,380 square miles
Building Capacity

1. Agreements and transparency
2. Gradual release of responsibility
3. Road map

“I like how PBIS can be incorporated and implemented with other school lessons and in the classroom. It is more of a whole plate than just part of the plate.”
I have read the PBIS Regional Professional Development Cohort Training School Agreement Form I understand and agree to meet the obligations listed above for school participation.

District Superintendent

Date

I understand and agree to meet the obligations listed above for school participation.

Principal

Building

Date
External coaching and technical assistance support

Team Training:
- Day 1
- Day 2
- Day 4
- Day 8
- Day 10
- Day 11

Coach Meetings:
- SEPTEMBER
- OCTOBER
- MAY

SEPTEMBER:
- Coach Meeting
- Team Training Day 1
- Team Training Day 2
- Coach Meeting
- Coach Meeting
- Team Training Day 7

OCTOBER:
- Coach Meeting
- Team Training Day 10

MAY:
- Coach Meeting
- Team Training Day 5
- Team Training Day 6
- Coach Meeting
- Coach Meeting
- Team Training Day 9

Events:
- INTRO MEETINGS AT SCHOOLS
- DISTRICT LEADER MEETING
- ME PBIS Conference

Key Dates:
- SEPTEMBER
- OCTOBER
- MAY
- JANUARY

Remarks:
- Year 1
- Year 2
- Year 3

Gradual Release of Responsibility While Building Internal Capacity
Getting Started with School-wide PBIS

1. Establish an effective leadership team
2. Develop brief statement of behavioral purpose
3. Identify positive SW behavioral expectations
4. Develop procedures for teaching SW expectations
5. Develop procedures for teaching class-wide expectations
6. Develop continuum for strengthening appropriate behavior
7. Develop continuum for discouraging violations of expectations
8. Develop data-based procedures for monitoring
9. Develop systems to support staff
10. Build routines to ensure on-going implementation
Maintaining Momentum

1. Clear and explicit goals
2. Accountability
3. Prompts

“I have a clear idea of the flow of implementation, we have a strong action plan and small doable steps.”
Between now and May....

Develop:
- Flowchart to clarify classroom vs. office managed behaviors
- Behavior referral form
- Complete SWIS Readiness requirements

Begin thinking about:
- Developing Classroom PBIS Supports
- Components of a PBIS Handbook for staff
Walking the walk and talking the talk by:

- **prompting** participants of goals and dates
- **acknowledging** school implementation efforts
- **sharing** cohort fidelity and outcome data
Supporting Sustainability

1. Building community
2. Networking
3. Sharing
4. Celebrating successes

“Hearing what other schools are doing well, being able to connect with them for ideas, and reviewing progress keeps the process alive!”
Consistent message...

“Please provide more time to talk and learn from one another!”

“I would like to see more interactions between schools, so people can hear more about what other schools are doing or the different schools can help one another.”

“More time to break out in small groups to share and make connections!”
Targeted Professional Development

1. Choose a focus area
   (consider spreading your team into different areas)

2. Read for 10 minutes

2. Follow discussion protocol

- Effective Team Meetings --- Atrium
- Action Planning --- Atrium
- Staff Buy-In --- Room 127
- Initiative Alignment --- Room 129
- Family Engagement --- This room
- Supporting Educator Learning --- This room
Are we achieving our desired outcomes?
Level of implementation continued to increase
By end of Year 2, 13 out of 15 schools met the threshold of 70% implementation
School staff noticed that a behavioral framework was being put into place!
Is PBIS implementation impacting student outcomes?

2020 SWIS Behavior Data
Based on office discipline referrals (ODRs) throughout the year

- Tier 3 (6+ ODRs)
- Tier 2 (2-5 ODRs)
- Tier 1 (0-1 ODRs)

- Tier 3 Target = 5%
- Tier 2 Target = 15%
- Tier 1 Target = 80%

2019-2020 Cohort Student Population (average)
Cohort Participant Perspectives

- Effective avenue for assisting schools in implementing PBIS with fidelity
- Effective avenue for building district capacity for the implementation of PBIS
- Effective avenue for improving behavioral outcomes and learning conditions for all students
- Professional development opportunity that I would recommend to other schools and districts
- Well-aligned with other initiatives being implemented in our school
- Well-aligned with other initiatives being implemented in our district

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I Don't Know
Lessons Learned
As a result of this project, over 4,000 students are experiencing positive, predictable, effective and equitable school environments!

Every problem is an opportunity in disguise.

— John Adams
Strategies to support early career teachers in class-wide PBIS practices

Why focus on early career teachers?

○ Support retention efforts
○ Impact of Covid-19 on new teacher self-efficacy
  - contributes to disruptions in student teaching placements
  - contributes to increased attrition

Research Suggests:

○ Provide high-quality mentoring and induction to beginning teachers
○ Include observation and feedback
○ Focus on classroom management practices
Class-wide PBIS practices = A Foundation
Professional Development in Rural Schools

Peer Coaching

+ Video Analysis

+ Guided Reflection

= Development of HABITS

Effective | Efficient | Accessible
GROUNDING IN RESEARCH

• Research results have demonstrated that video analysis and peer coaching is an effective strategy and can be beneficial for both in-service and pre-service teachers.
The Classroom Practices Video Analysis Tool

**Classroom Practices Video Analysis Guided Reflection Tool**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This form was completed with <strong>(circle one):</strong></td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>Coach</td>
</tr>
</tbody>
</table>

**Evidence-Based Practices: The “Big Five” [1]**

1. Maximize structure in your classroom
2. Post, teach, review, monitor, and reinforce positively stated expectations
3. Actively engage students in observable ways
4. Establish a continuum of strategies for responding to appropriate behavior
5. Establish a continuum of strategies for responding to inappropriate behavior

I read/discussed “The Big Five” and reviewed operational definitions of teaching strategies

**Directions:** Watch 15 minutes of your teaching video. Select video clips where you are actively engaged with students for the best results (i.e. direct instruction). While you are watching the video put a tally when you observe the following:

<table>
<thead>
<tr>
<th>Teaching Strategies:</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompts/Pre-corrects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIFIC PRAISE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORRECTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varied Opportunities to respond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 STUDENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MORE THAN 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relational Contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In a few sentences for each question, discuss and respond in writing to the following reflection questions after watching the video clip:

1) How do you maximize structure?
2) Have students been taught routines and expectations in class? Is there a need for any reteaching?
3) Were any prompts or pre-corrects used? If so, what was the result? How can you use them in the future?
4) How was specific, contingent praise used during this video? What was the purpose and possible result? Can you identify a time that it could have been used?
5) Were OTRs appropriately engaging for the type of instruction? Was there some variation to the types of OTRs used? Were students actively or passively engaged?
6) On a scale of 1-10 (1 being lowest, 10 being highest) rate the level of active supervision (walking/looking around, closely monitoring students) by adults. What was the result?
7) Did you notice any instances of relational contact? How is this useful? Are there ways to increase these positive teacher-student interactions?
8) What would you like to change/improve this week regarding your use of these skills?

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The CPVAT Step 1: The Big Five

- Maximize **structure** in your classroom.
- Post, teach, review, monitor, and reinforce a small number of positively stated **expectations**.
- Actively **engage** students in observable ways.
- Establish a continuum of strategies to acknowledge appropriate behavior.
- Establish a continuum of strategies to respond to inappropriate behavior.
### CPVAT Step 2: Video + Data
(recommended 15 minutes direct instruction)

<table>
<thead>
<tr>
<th>Prompts</th>
<th>Feedback</th>
<th>Opportunities to Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminders to students about behavioral expectations that have previously been taught.</td>
<td>Positive, specific feedback and/ or calm quick error correction.</td>
<td>Teacher presented opportunities for students to respond. Can be 1 to 1 or can involve some or all students. Gestural, verbal, written are appropriate.</td>
</tr>
</tbody>
</table>
CPVAT Step 3: Guided Reflection

Focus on “The Big Five”
Discuss structure and routines, reteaching that is necessary, active supervision

Analyze Data
Ratio of + to - feedback
Student engagement from OTRs

Use Data to Make Decisions
Target areas for improvement
Discuss strategies for building habits.
Process

1. Explicit instruction
   With school-based expert or through webinar

2. Examples and non-examples
   For each teaching behavior

3. Ongoing use of tool with peer
   Include Goal Setting
Lessons Learned
Common Strengths & Barriers

Strengths
• Strong Sense of Community
• Teachers can develop strong relationships with students
• Might have supportive administrators
• Easier to coordinate

Barriers
• Funding
• Time
• Lack of resources
• Misunderstanding of PBIS
• Competing priorities
Advice from District and School Leaders

• “Take it slow at every level of implementation”
• Use TFI and action planning to guide you
• Prioritize what can be done
• Select people who are passionate about the work to lead PBIS
• Support teachers and team with funding, time (planning period)
• Include all staff: substitute teachers, custodians, bus drivers
• Consider partnering with other districts
It’s not just a list of strategies but a consideration of the context.
Critical Features

Supporting *Culturally Equitable* Social Competence & Academic Achievement

Supporting *Culturally Valid* Decision Making

Supporting *Culturally Relevant* Evidence-based Interventions

**PRACTICES**

Supporting *Culturally Knowledgeable* Staff Behavior

**SYSTEMS**

Supporting *Culturally Equitable* Social Competence & Academic Achievement

**DATA**

Supporting *Culturally Valid* Decision Making

**OUTCOMES**

Supporting *Culturally Relevant* Evidence-based Interventions
Things to Consider

• How do we make our practices contextually appropriate?
• How do we make our systems contextually appropriate?
• How do we collect data that are contextually appropriate?

that are equitable for all?
Example

*Jones, Caravaca, Cizek, Horner, & Vincent (2006)*

- Reviewed original expectations with students; students were not able to name the expected behaviors
- Team worked with families and community to develop culturally responsive lesson plans to incorporate the Dine (Navajo) language and values
- Based the lesson plans on biographies of historical and contemporary people that represent the named expectations and were cultural leaders
- Encouraged students self-reflection based on the behaviors important to the Dine (Navajo) culture
Questions
Resources

• Brief on addressing barriers and building strengths in rural settings implementing PBIS: https://www.pbis.org/resource/pbis-in-rural-america-addressing-barriers-and-building-on-strengths


• Building Momentum in High Needs Districts: https://www.pbis.org/resource/building-momentum-for-pbis-implementation-in-high-need-districts

• **Coming Soon!** Remote Instruction Strategy Matrix for Collaboration with Families and Guardians