Describe the systems components required in building PBIS.

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

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

www.pbis.org
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 (Covington & Sewin, 2015)
- Serves as a “de facto mental health system” (McCary 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 (Daggett et al., 2008)
  - reduced tardies (Johnson-Gros et al., 2008)

Maine PBIS Regional Professional Development Cohort

- 43.1 people per square mile spread across 35,380 square miles
- 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

This project is funded fully by a 2018 EMBRACE II-PEDES Grant from the Maine Department of Education
**Project Objectives**

mainepbis.org

**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.”

**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.”

www.pbis.org
SCTG Webinar Series:
PBIS Implementation in Rural Settings

March 24, 2021

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!”

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

Are we achieving our desired outcomes?

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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?

Cohort Participant Perspectives

Lessons Learned

As a result of this project, over 4,000 students are experiencing positive, predictable, effective and equitable school environments!
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

The Classroom Practices Video Analysis Tool

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.

www.pbis.org
CPVAT Step 2: Video + Data
(recommended 15 minutes direct instruction)

- Prompts:
  - Reminders to students about behavioral expectations that have previously been taught.

- Feedback:
  - Positive, specific feedback and/or calm quick error correction.

- Opportunities to Respond:
  - Teacher presented opportunities for students to respond. Can be 1 to 1 or can involve some or all students. Gestural, verbal, written are appropriate.

CPVAT Step 3: Guided Reflection

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

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

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

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.

**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?

**Example**

Jones, Carovano, Citzek, 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

**Resources**

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