

SCTG Webinar Series

PBIS Implementation in Rural Settings

Heather Peshak George, Laura Kern, Karen Robbie & Janet VanLone



Who are we?

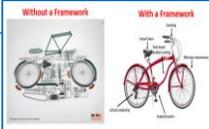
 Heather Peshak George, PhD <i>University of South Florida</i> Research Professor Co-Director, Center on PBIS Director, FL-SCTG hp@usf.edu @HeatherPGeorge	 Laura Kern, JD, PhD <i>University of South Florida</i> Research Assistant Professor lak2@usf.edu	 Karen Robbie, ABD <i>UCONN</i> Research Assistant karen.robbie@uconn.edu	 Janet VanLone, PhD <i>Bucknell University</i> Assistant Professor Janet.VanLone@bucknell.edu
---	---	---	---

www.pbis.org



Objectives

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

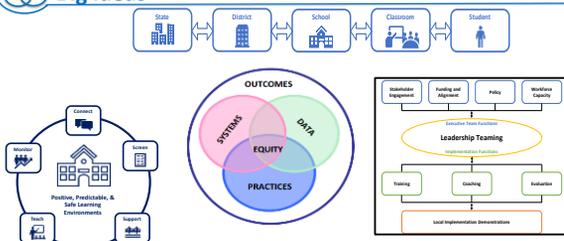


Without a framework | With a framework

www.pbis.org



Big Ideas



www.pbis.org



The PBIS Framework

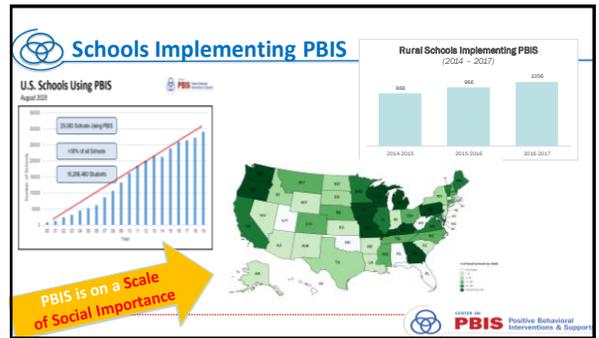
- Builds effective, **positive school environments** that increases school safety
- Improves academic and social-emotional behavioral outcomes** for all students
- Prevents** and/or reduces problem behaviors using a **collaborative, assessment-based** approach for developing effective instruction and interventions
- 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 social-emotional competence social & academic outcomes for SWD reduced bullying behaviors decreased rates of student-reported drug/alcohol abuse	 Reduced Exclusionary Discipline office discipline referrals suspensions restraint and seclusion	 Improved Teacher Outcomes perception of teacher efficacy school organizational health and school climate perception of school safety
--	---	---

School-Wide Positive Behavior Interventions and Supports



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)

www.pbis.org

CENTER ON PBIS Positive Behavioral Interventions & Support

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)

www.pbis.org

CENTER ON PBIS Positive Behavioral Interventions & Support

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."

www.pbis.org

CENTER ON PBIS Positive Behavioral Interventions & Support

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)

www.pbis.org

CENTER ON PBIS Positive Behavioral Interventions & Support

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)

www.pbis.org  **PBIS** Positive Behavioral Interventions & Support

“They will use bucks to buy candy, but there is so much more that PBIS should be about and it’s not.”

www.pbis.org  **PBIS** Positive Behavioral Interventions & Support

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*)

www.pbis.org  **PBIS** Positive Behavioral Interventions & Support

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*)

www.pbis.org  **PBIS** Positive Behavioral Interventions & Support

Maine PBIS Regional Professional Development Cohort



This project is funded fully by a 2018 EMBRACE II - FIDES Grant from the Maine Department of Education.

Large, rural area with many sparsely-populated school districts



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

Least densely populated state east of the Mississippi River

- 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

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."

clarity
openness
truth
accuracy
fair
honesty
believability
direct
forthrightness

SIGNED, SEALED, DELIVERED

Gradual Release of Responsibility While Building Internal Capacity

Year 1: SEPTEMBER (Coach Meeting, Team Training Day 1, 2), OCTOBER (Coach Meeting, Team Training Day 3, 4), NOVEMBER (Coach Meeting, Team Training Day 5, 6), DECEMBER (Coach Meeting, Team Training Day 7, 8), JANUARY (Coach Meeting, Team Training Day 9, 10), FEBRUARY (Coach Meeting, Team Training Day 11, 12), MARCH (Coach Meeting, Team Training Day 13, 14), APRIL (Coach Meeting, Team Training Day 15, 16), MAY (Coach Meeting, Team Training Day 17, 18)

Year 2: SEPTEMBER (Coach Meeting, Team Training Day 19, 20), OCTOBER (Coach Meeting, Team Training Day 21, 22), NOVEMBER (Coach Meeting, Team Training Day 23, 24), DECEMBER (Coach Meeting, Team Training Day 25, 26), JANUARY (Coach Meeting, Team Training Day 27, 28), FEBRUARY (Coach Meeting, Team Training Day 29, 30), MARCH (Coach Meeting, Team Training Day 31, 32), APRIL (Coach Meeting, Team Training Day 33, 34), MAY (Coach Meeting, Team Training Day 35, 36)

Year 3: SEPTEMBER (Coach Meeting, Team Training Day 37, 38), OCTOBER (Coach Meeting, Team Training Day 39, 40), NOVEMBER (Coach Meeting, Team Training Day 41, 42), DECEMBER (Coach Meeting, Team Training Day 43, 44), JANUARY (Coach Meeting, Team Training Day 45, 46), FEBRUARY (Coach Meeting, Team Training Day 47, 48), MARCH (Coach Meeting, Team Training Day 49, 50), APRIL (Coach Meeting, Team Training Day 51, 52), MAY (Coach Meeting, Team Training Day 53, 54)

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."

GOALS

Between now and May...

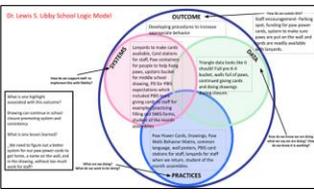
Develop:

- 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





Dr. Lewis S. Libby School Logic Model

PURPOSE: Respond to state and federal legislation for staff. The current legislation requires that all schools have a plan for addressing the needs of students with behavioral challenges. This plan must be included in the school's annual plan and be reviewed annually.

PRACTICES: How does each practice, tool, skill, or strategy address the purpose? How do these practices, tools, skills, or strategies address the purpose? How do these practices, tools, skills, or strategies address the purpose?

OUTCOME: Staff understand and use the current legislation to address the needs of students with behavioral challenges. Staff are using the current legislation to address the needs of students with behavioral challenges. Staff are using the current legislation to address the needs of students with behavioral challenges.



PBIS PROMPT

Between now and January...
 • **REMEMBERS**
 • **ACKNOWLEDGMENTS**
 • **EXPECTATIONS**
 • **RESOURCE SPOTLIGHT**

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!"



Room 112 Mount View Middle School
Room 113 Venable, Appleton, Robin Ward
Room 116 Mount View Elementary
Room 117 Saragat Elementary
Room 120 Wilcox
Room 121 Wilcox
Room 122 Wilcox

Targeted Professional Development

- Choose a focus area (consider spreading your team into different areas)
- Read for 10 minutes
- Follow discussion protocol

Effective Team Meetings — Action
 Action Planning — Room 127
 Staff Buy-In — Room 127
 Initiative Alignment — Room 129
 Family Engagement — This room
 Supporting Educator Learning — This room

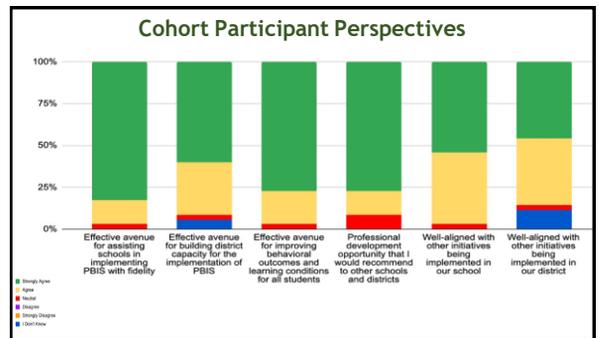
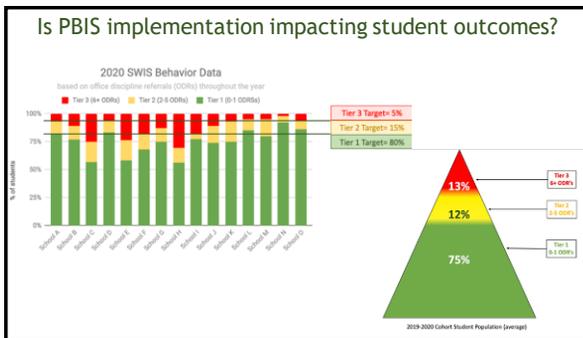
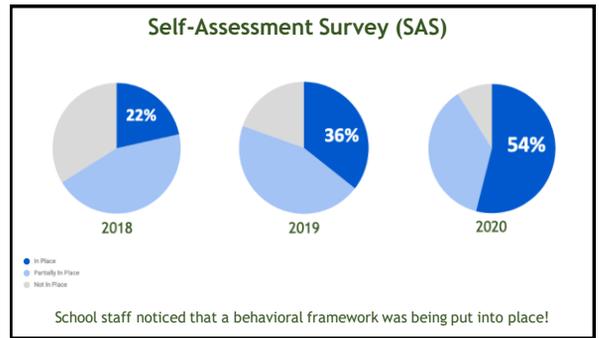
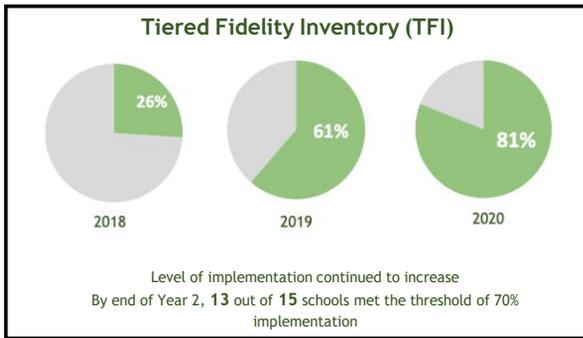


pbis maine
positive behavioral interventions and supports

Are we achieving our desired outcomes?



Evaluate
DATA
Plan
Implement



Lessons Learned

Every problem is an opportunity in disguise.

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

GROUNDED 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

Name: _____ Date: _____

This form was completed with (check one):
 Administrator _____ Coach _____ Peer _____ Self only _____

Guidelines Based Practices: The "Big Five"

- (1) Maximize structure in your classroom.
- (2) Actively engage students in observable ways.
- (3) Establish a continuum of strategies for responding to inappropriate behavior.
- (4) Establish a continuum of strategies for responding to appropriate behavior.

Standards: Which 15 minutes of your teaching video, below, takes place when you are actively engaged with students for the best results? (4 or more minutes). Which you are watching the video are only when you observe the following:

Teaching Strategies	Yield	Total
Feedback	SPECIFIC PRAISE	CORRECTION
Valid Opportunities to Respond	1-3 SECONDS	MORE THAN 1

Behavioral Context

In 150 words for each question, discuss and respond to writing to the following reflective questions after watching the video clip:

- 1) How do you maximize structure?
- 2) How do you actively engage students and respond to them? Is there a need for any coaching?
- 3) How do you establish a continuum of strategies for responding to inappropriate behavior?
- 4) How do you establish a continuum of strategies for responding to appropriate behavior?
- 5) How do you establish a continuum of strategies for responding to inappropriate behavior?
- 6) How do you establish a continuum of strategies for responding to appropriate behavior?
- 7) How do you establish a continuum of strategies for responding to inappropriate behavior?
- 8) How do you establish a continuum of strategies for responding to appropriate behavior?
- 9) How do you establish a continuum of strategies for responding to inappropriate behavior?
- 10) How do you establish a continuum of strategies for responding to appropriate behavior?

© Thomas R. Coyle, K. Bailey, & Peter L. Hays, 2010. All rights reserved. Permission is granted to reproduce this document for personal or professional use only. For more information, visit www.pbis.org.

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)

Prompts	Feedback	Opportunities to Respond
Reminders to students about behavioral expectations that have previously been taught.	Positive, specific feedback and/ or calm quick error correction.	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 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 <ul style="list-style-type: none"> • Strong Sense of Community • Teachers can develop strong relationships with students • Might have supportive administrators • Easier to coordinate 	Barriers <ul style="list-style-type: none"> • Funding • Time • Lack of resources • Misunderstanding of PBIS • Competing priorities
---	--

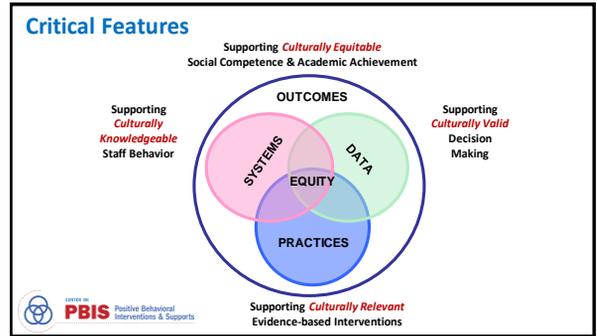
www.pbis.org Positive Behavioral Interventions & Support

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

www.pbis.org Positive Behavioral Interventions & Support

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?

← that are equitable for all?

www.pbis.org

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

www.pbis.org



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>
- Remote Instruction Strategy Matrix for Rural Settings: <https://www.pbis.org/resource/adapting-pbis-practices-for-rural-settings-remote-instruction-strategy-matrix>
- 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

www.pbis.org