



# 5B - Working Smarter, Not Harder: Maximizing Resources to Support All Students in Rural Settings

*Presenters:*

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- **Topic:** District/State PBIS, Schoolwide, Coaching
- **Keywords:** Rural, Implementation, Training



# Who are we?



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# Learning Objectives

1. *Understand the strengths and barriers associated with PBIS rural implementation*
2. *Learn strategies to strengthen leadership team capacity for enhancing school-wide and class-wide implementation fidelity*
3. *Identify resources available through the Center on PBIS that support implementation of PBIS in rural settings*







# Rural Schools: A Snapshot

**19%**

of youth in the U.S  
attend rural  
schools

Defined as  
fringe, distant,  
or remote

**75%**

of students are  
eligible for free or  
reduced lunch

In  
approximately  
15% of rural  
schools

**28%**

of rural schools  
have vacancies in  
special education  
positions

with 20% of  
these identified  
as hard to fill

# Strengths

- 1. Families might prefer smaller schools that foster a sense of local community that can be found in rural settings*
- 1. Schools often are intertwined with how we define local culture (e.g. Rallying around athletic teams)*

*(Rude & Miller, 2018)*





# Barriers: Recruiting and Retaining Educators

1. *In order to recruit and retain high quality teachers, need to consider quality of environment and job satisfaction (Lowe, 2006)*
1. *Different types of rural locations impact retention (Rude & Miller, 2018)*
  - *Resort or recreational rural areas might be more appealing for leisure but more expensive with less affordable housing*
  - *Remote rural might have less services and options*
2. *Impact of Covid-19 on teacher retention*
  - *Increased layoffs due to budget constraints*
  - *Early retirements among older teachers*



# Barriers: Access to Resources

1. *Lack of qualified personnel (e.g, mental health specialists; special educators Steed et al., 2013)*
2. *Not enough resources*
3. *Reduced tax base for property taxes but greater taxing needs to meet services (Rude & Miller, 2018)*
4. *preschools were not able to have funding for screening (Steed et al., 2013)*
5. *Less opportunities for professional development (Lowe, 2006)*
6. *Large geographical area (Steed et al., 2013)*







CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports

## PBIS IMPLEMENTATION IN RURAL SCHOOLS IN THE U.S.

LAURA KERN, HEATHER PESHAK GEORGE,  
NICHOLE FINTEL, & EMILY BATON

August 2022

# PBIS Implementation in Rural Schools in the U.S.

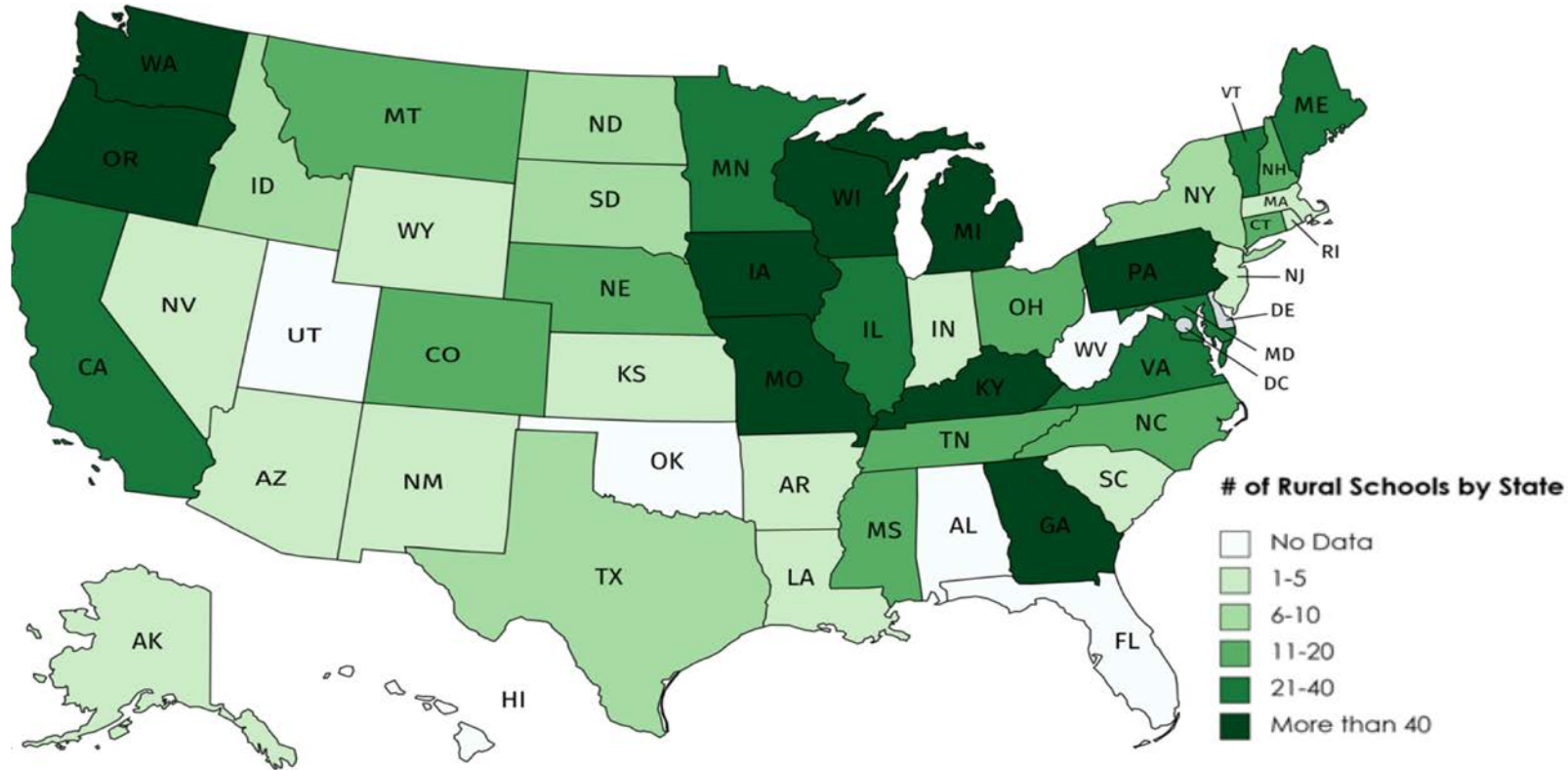
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<https://www.pbis.org/resource/pbis-implementation-in-rural-schools-in-the-u-s>

National PBIS Leadership Forum

# Rural Schools Implementing PBIS



20% of schools  
reportedly  
implementing PBIS,  
which mirrors  
national  
implementation

FIGURE 1. MAP OF STATES WITH RURAL SCHOOLS REPORTING PBIS IMPLEMENTATION (2016-17)

Kern et al., 2022

# PBIS Can Address Rural Barriers

1. *Schools using a PBIS framework might help pool together resources (Pierce & Mueller, 2018)*
2. *PBIS can help train internal coaches to help support local implementation (Cavanaugh & Swan, 2015)*
3. *Serve as a “de facto mental health system” (McCrory et al., 2012, p. 1)*



# PBIS Supports Positive Rural Outcomes

1. *Teachers of high needs schools in rural settings have rated PBIS more positively compared to urban (McDaniel et al., 2018)*
2. *City schools were 13 times more likely to abandon PBIS compared to rural schools (Nese et al., 2016)*
3. *Rural schools using PBIS have reported positive outcomes (less suspensions; Doggett et al., 2008; reduced tardies; Johnson-Gros et al., 2008)*





# Rural Schools Brief Conclusions

*“This initial evaluation demonstrated that rural schools both (a) struggle with systems issues and challenging behavior and (b) realize positive student outcomes when implementing PBIS with fidelity, similar to schools in other locales.”*

Kern et al., 2022



# Rural School Brief Conclusions

*“...it remains critical that state and local education agencies (SEAs, LEAs) and schools continue to explore the specific strengths and needs of rural schools implementing PBIS and consider ways to address the culture and context of these settings in PBIS implementation endeavors.”*

Kern et al., 2022

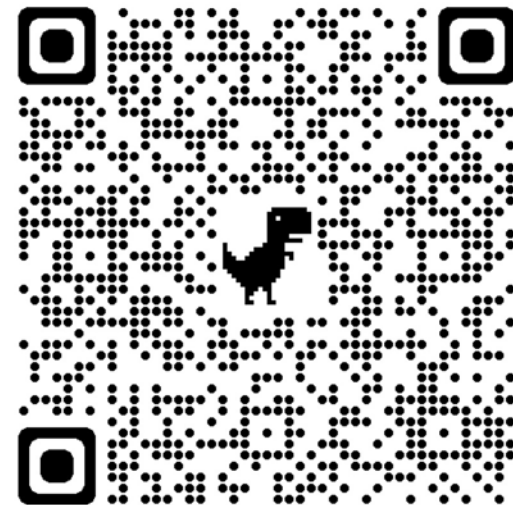


## PBIS IMPLEMENTATION IN RURAL SCHOOLS: VOICES FROM THE FIELD

LAURA KERN, HEATHER PESHAK GEORGE, & NICHOLE FINTEL

June 2022

# Voices From the Field



<https://www.pbis.org/resource/pbis-implementation-in-rural-schools-voices-from-the-field>

National PBIS Leadership Forum

**Relationships  
are essential**



**Student ,  
family, and  
staff  
involvement is  
important**



**Community  
collaboration  
is valuable**

**PBIS in Rural Settings  
Common Themes**



**The core  
features of  
PBIS look  
similar**



**Implementation  
adaptations  
might be  
necessary**



**Implementing  
in a rural  
district can be  
a strength**

**PBIS in Rural Settings  
Common Themes**



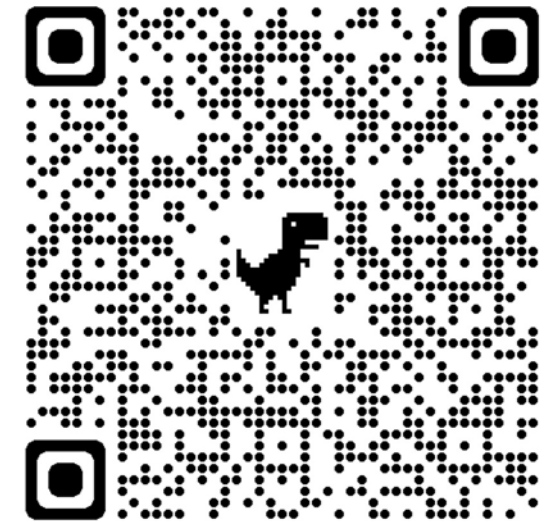
# Using a PBIS Framework: Working Smarter, Not Harder in Rural Schools

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USING A PBIS  
FRAMEWORK: WORKING  
SMARTER, NOT HARDER  
IN RURAL SCHOOLS

KAREN ROBBIE, JANET VAN LONE,  
LAURA KERN & HEATHER PESHAK GEORGE

August 2021



<https://www.pbis.org/resource/using-a-pbis-framework-working-smarter-not-harder-in-rural-schools>



National PBIS Leadership Forum

<b><i>Support well-being</i></b>	<ul style="list-style-type: none"> <li>• Develop and maintain systems to support wellness.</li> <li>• Integrate community supports into schools, such as mental health.</li> <li>• Consider ways schools can play a role in addressing other community health needs.</li> </ul>
<b><i>Maximize resources</i></b>	<ul style="list-style-type: none"> <li>• Choose programs that work together.</li> <li>• Share ways for families to connect home and school strategies.</li> <li>• Use technology to increase access to resources.</li> </ul>
<b><i>Adjust and communicate expectations</i></b>	<ul style="list-style-type: none"> <li>• Set expectations that students attend school and reward their attendance.</li> <li>• Define staff responsibilities and expectations for meetings, committee involvement, and professional development, especially during challenging times.</li> </ul>
<b><i>Recognize strengths</i></b>	<ul style="list-style-type: none"> <li>• Use universal screeners to identify specific needs and match with resources.</li> <li>• Increase support for staff, students, and community during challenges.</li> <li>• Collaborate with families and communities.</li> </ul>
<b><i>Think proactively</i></b>	<ul style="list-style-type: none"> <li>• Use data to make decisions and address challenges.</li> <li>• Identify a few interventions that work, match needs, and are done accurately.</li> </ul>

# Connects Interventions with PBIS Resources

## *Support well-being*

Develop and maintain systems to support wellness.

[Aligning and Integrating Mental Health and PBIS to Build Priority for Wellness<sup>5</sup>](#)  
[Building a Culture of Staff Wellness Through MTSS<sup>6</sup>](#)

Integrate community supports into schools, such as mental health.

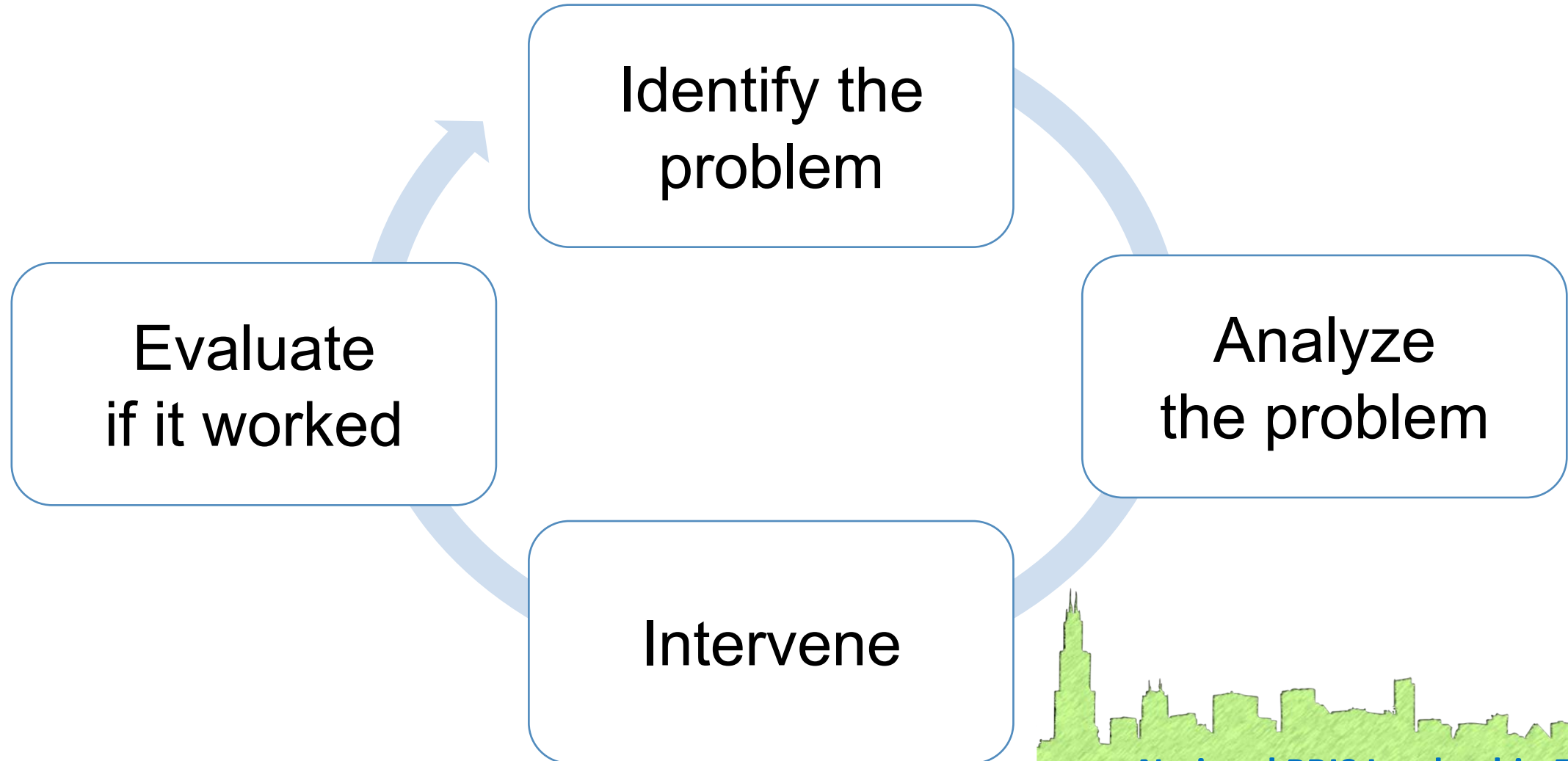
[Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support<sup>7</sup>](#)  
[Installing an Interconnected Systems Framework at the School Level: Recommendations and Examples to Guide School Leadership Teams, Practitioners and Coaches<sup>8</sup>](#)

Consider ways schools can play a role in addressing other community health needs.

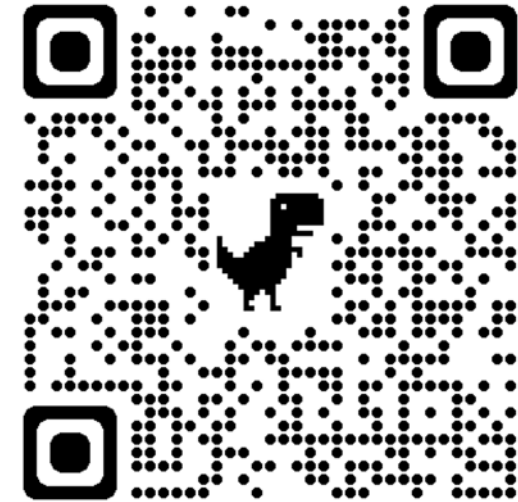
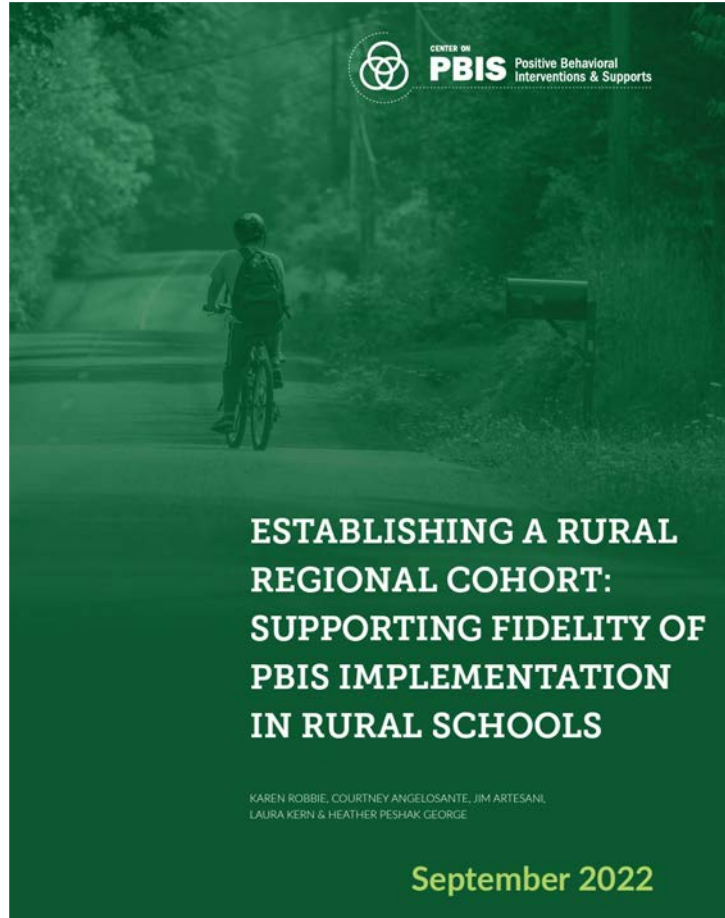
[Using the PBIS Framework to Address the Opioid Crisis in School<sup>9</sup>](#)



# Problem-Solving Process



# Exemplar: A Rural Regional Training Cohort



<https://www.pbis.org/resource/establishing-a-rural-regional-cohort>





Access to high-quality, sustainable training and technical assistance was limited

But...schools wanted to implement PBIS and needed support to do it!



# PBIS Regional Professional Development Cohort

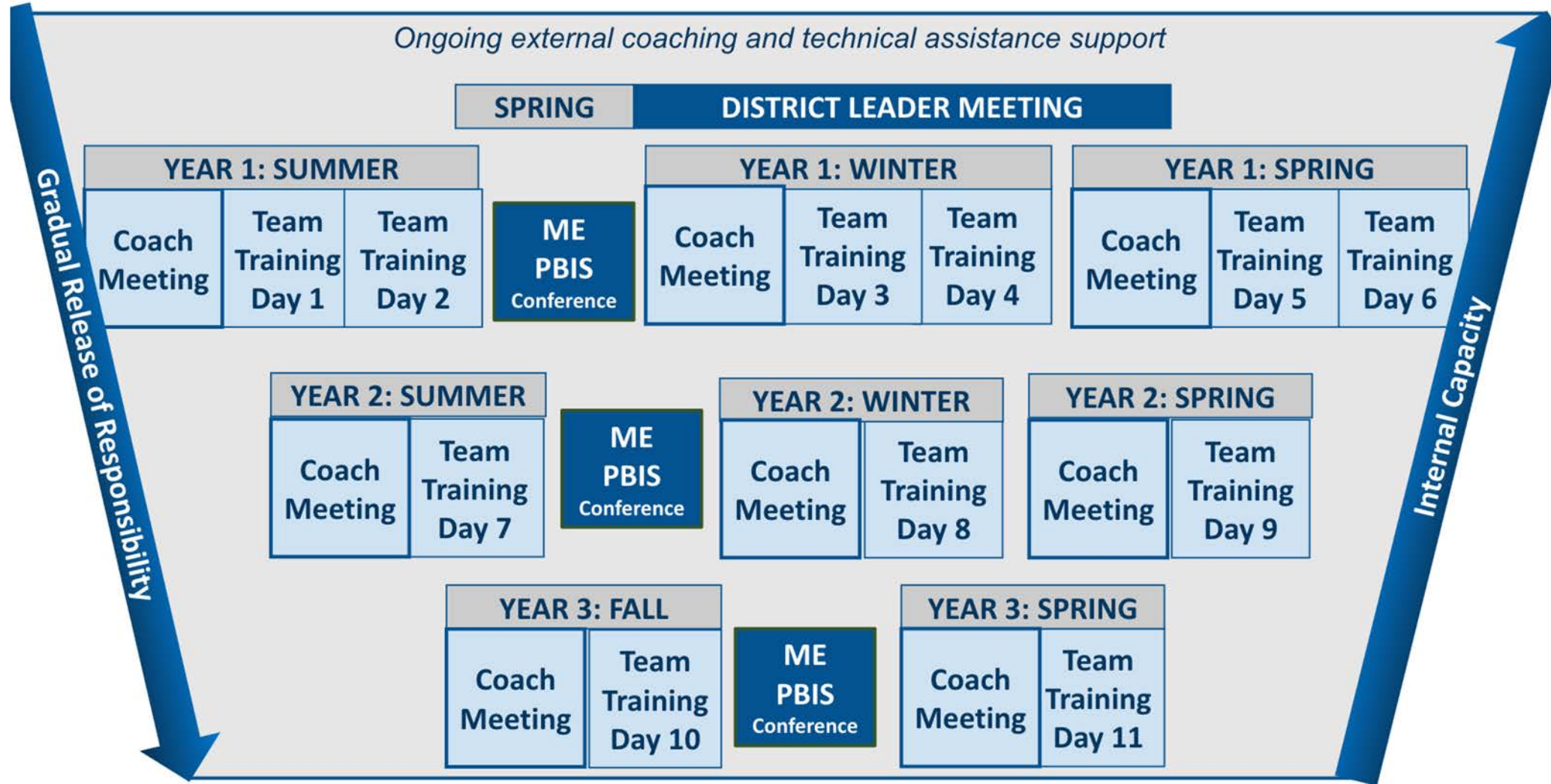


- 15 schools
- ~ 5000 square miles
- Student population ranges 60-1000
- Grade spans
  - PreK-8
  - K-5
  - 6-8
  - 6-12
- Diverse School Structures
  - Sole entities
  - Entire districts
  - Maine Indian Education Bureau members



# Capacity Building

## MAINE PBIS TIER 1 COHORT TRAINING MODEL



# More Capacity Building

**PBIS Regional Professional Development Cohort Training School Agreement Form**  
To document district and school leadership readiness and commitment to PBIS training and implementation, please review, complete, and initial the following implementation readiness checklist, and submit to project manager, Karen Robbins, by April 15, 2018.

Date Completed: \_\_\_\_\_ School Name: \_\_\_\_\_

Leadership	Print Name	Signature
Superintendent		
School Principal		
School Internal Coach		

**Superintendent Initial** \_\_\_\_\_

**District Readiness Commitment**  
If you are not participating as an entire district, these may not all be applicable.  
Please have a conversation with your external coach to understand the need for these components to be considered.

1. District Coordinator named: \_\_\_\_\_
2. District Coach/Facilitator named: \_\_\_\_\_
3. District PBIS Leadership Team representing behavior-related personnel named: \_\_\_\_\_
4. District approves school use of [PBIS.org](http://PBIS.org)
5. District administration agrees to:
  - Ensure the District Coordinator & Coach attend team training days
  - Secure time during district leadership meetings for PBIS updates and decision making
  - Ensure that PBIS Leadership teams (including an administrator) attend all team training days
  - Provide substitutes on training days
  - Fund travel costs for team members to attend trainings
  - Provide release time for school coaches to support staff during the school day

Agreements

**SWIS PBIS Action Plan**  
School: \_\_\_\_\_  
Include the development, implementation, and management activities of your plan.

**Critical Elements of Tier 1**

A. Getting Started Steps:		B. SWIS Readiness:	
<ol style="list-style-type: none"><li>1. Establish an effective leadership team</li><li>2. Develop brief statement of behavioral purpose</li><li>3. Identify positive SW behavioral expectations</li><li>4. Develop procedures for teaching SW expectations</li><li>5. Develop procedures for teaching class-wide expectations</li><li>6. Develop continuum for strengthening appropriate behavior</li><li>7. Develop continuum for discouraging violations of expectations</li><li>8. Develop data-based procedures for monitoring</li><li>9. Develop systems to support staff</li><li>10. Build routines to ensure on-going implementation</li></ol>		<ol style="list-style-type: none"><li>1. School-wide common definitions for behaviors identified and taught to staff</li><li>2. Consistency with administrative-managed (major) vs. staff-managed (minor) incidents recognized</li><li>3. SWIS-compatible incident referral form developed</li></ol>	

**C. Sustainability:**

1. Staff buy-in assessed, encouraged and monitored
2. Plan for regularly sharing data with staff
3. Initiative alignment underway
4. PBIS procedures are incorporated into staff handbook

Critical Element	Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	How will it be shared with staff?	When/How will we evaluate it?
# _____						
# _____						

Action Planning

**GOALS**

Between now and January....

**Develop:**

- desired outcomes
- statement of behavior purpose
- common behavior expectations
- school-wide behavior matrix

**Begin thinking about:**

- clarifying classroom vs office managed behavior
- draft of a behavior referral form

Goal Setting

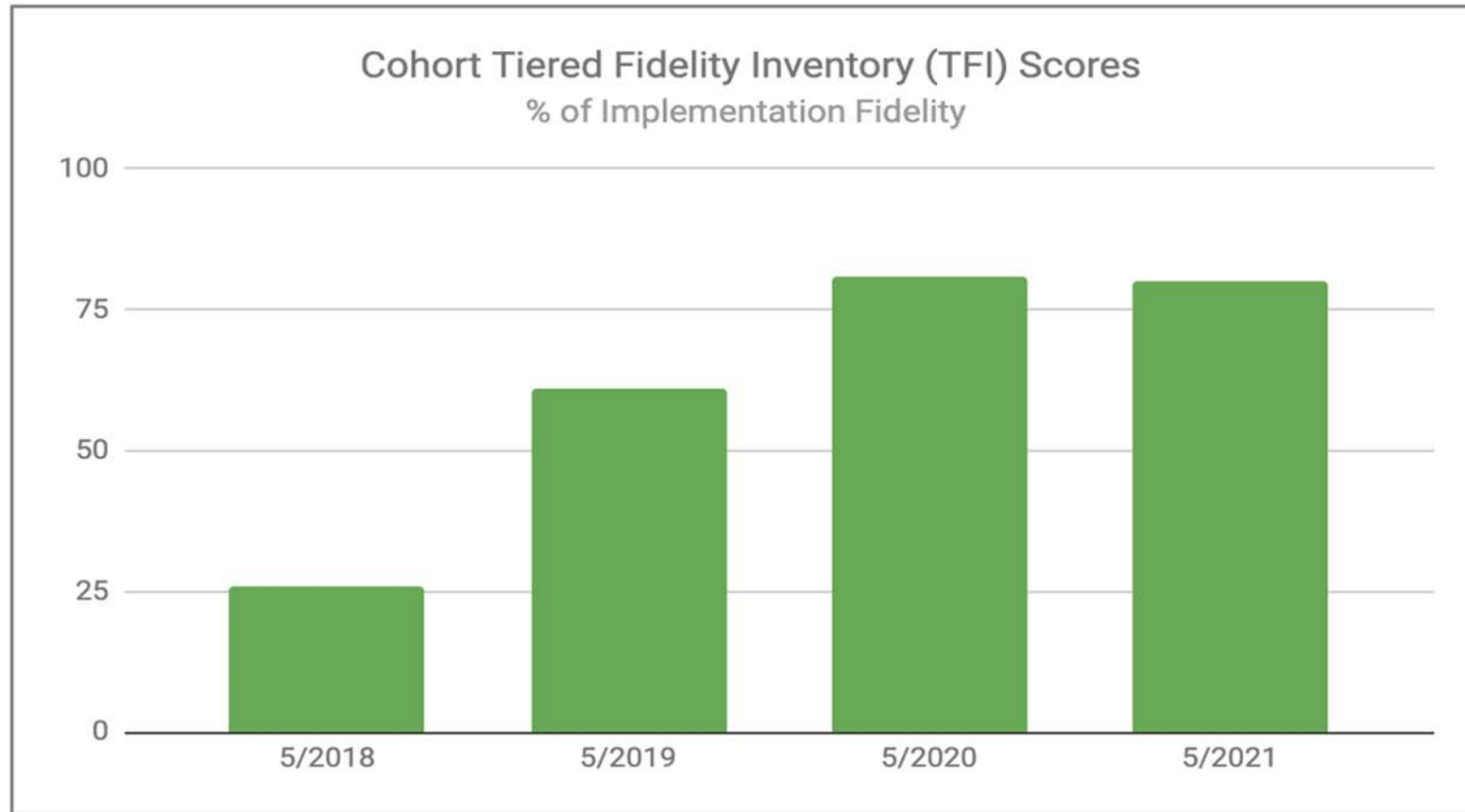


Collaboration



National PBIS Leadership Forum

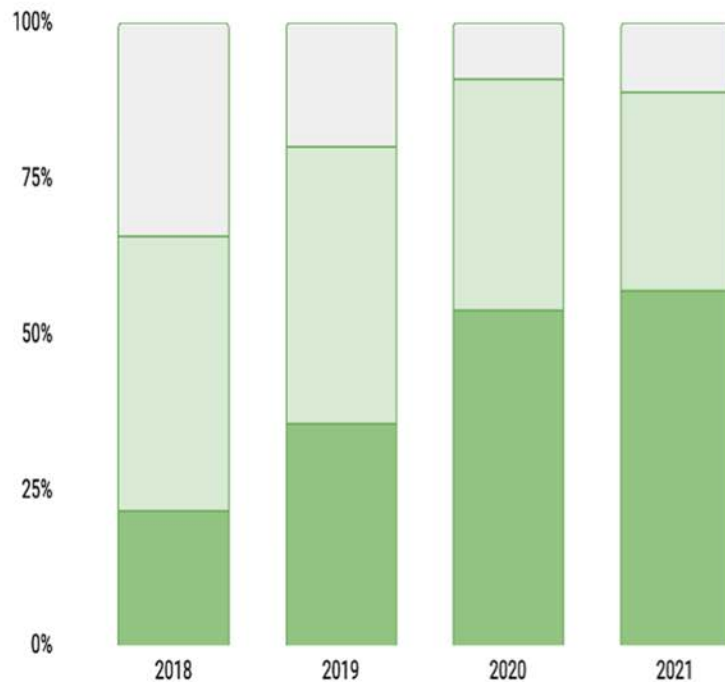
# Implementation Outcomes - Fidelity



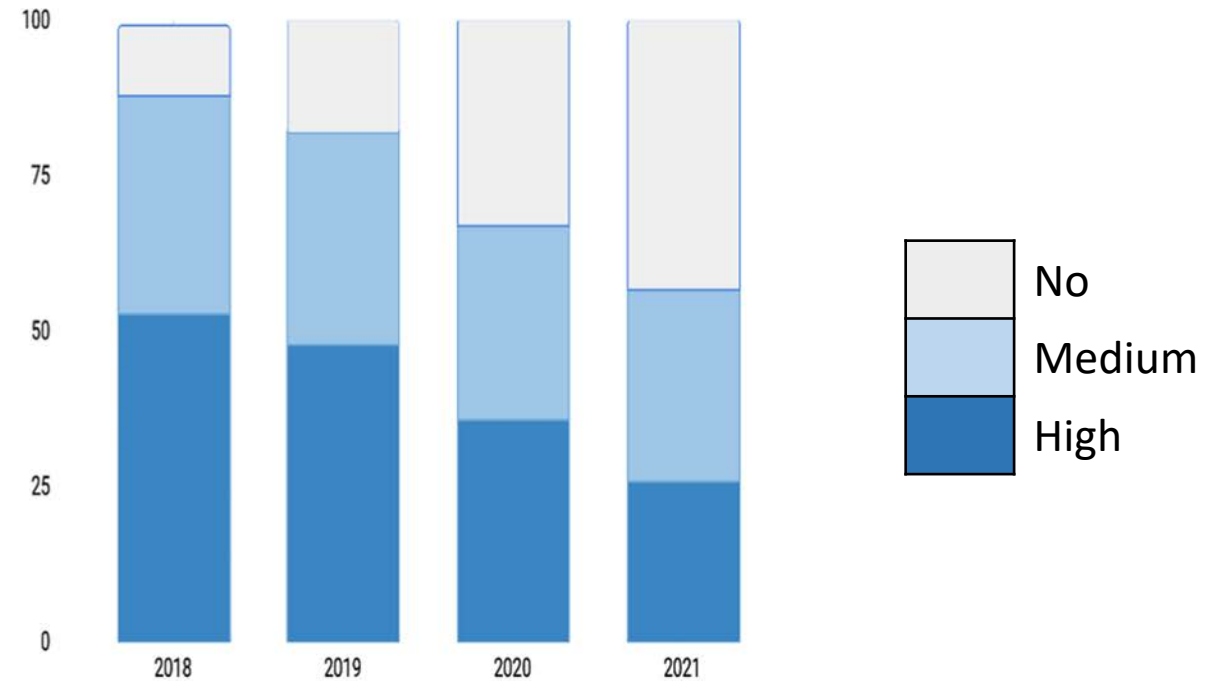
- 12 out of 15 schools reached criterion and sustained fidelity through Year 3
- 2 schools reached 67% at the end of Year 3
- 1 school discontinued halfway through Year 2

# Implementation Outcomes – Staff Perception

## Tier 1 Implementation

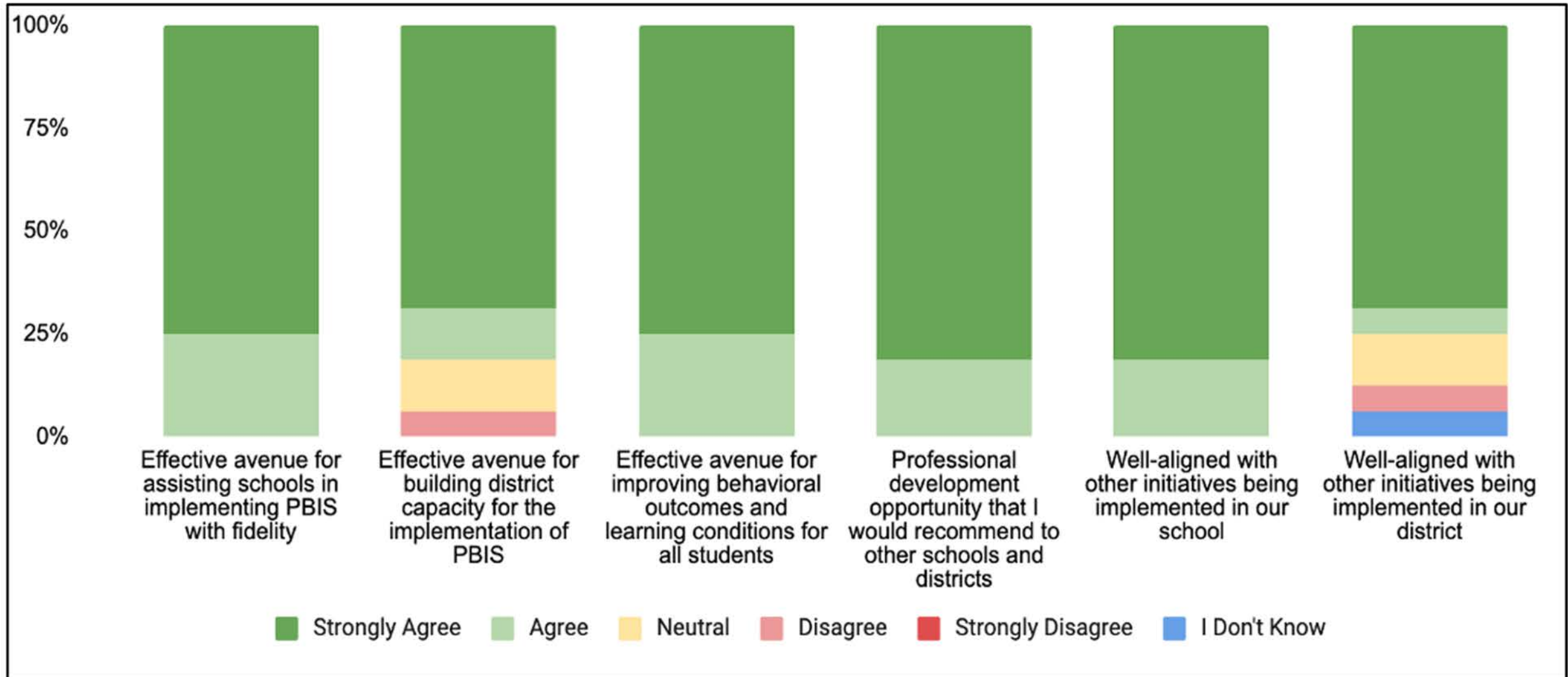


## Tier 1 Improvement Priority





# Implementation Outcomes – Implementer Satisfaction



# Lessons Learned: Establish Clear Expectations

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Date Completed	School Name
Leadership	Print Name
Superintendent	Signature
School Principal	
School Internal Coach	

**Superintendent Initial**

**District Readiness Commitment**  
If you are not participating as an entire district, please may call it as applicable. Please have a commitment with your district coach to understand the need for these components to be considered.

1. District Coordinator named
2. District Lead/Coach named
3. District PBIS Leadership Team representing behavior-related personnel named
4. District approves school use of [PBIS.org](#)
5. District administrator agrees to:
  - Ensure the District Coordinator & Coach attend team training days
  - Ensure time during district leadership meetings for PBIS updates and decision making
  - Ensure that PBIS Leadership teams (including an administrator) attend all team training days
  - Provide substitutes on training days
  - Fund travel costs for team members to attend trainings

**Principal Initial**

**School Readiness Commitment**

6. School administration agrees to:
  - Establish school climate and student behavior as a top three district priority
  - Identify a (2020) of one school-based staff person to receive additional training as an internal PBIS coach
  - Ensure meeting time for school-based PBIS leadership teams (once a month (2020), biweekly recommended)
  - Secure time during staff meetings for PBIS updates, data sharing and school-wide training
  - After initial acceptance, obtain 80% school-wide staff buy-in
  - Ensure that PBIS Leadership teams (including an administrator) attend all team training days
  - Provide substitutes on training days
  - Fund travel costs for team members to attend trainings
  - Provide release time for school coaches to support staff during the school day
  - Fund PBIS (a web-based case management system) to collect, summarize, and use student behavior data for decision making in Year 3 and beyond
  - Fund costs associated with serving the school's PBIS leadership team to the ME PBIS conference for 5 years
  - Complete and return the application found at the end of this document

I have read the PBIS Regional Professional Development Cohort Training School Agreement Form and understand the commitment to school participation.

District Representative: \_\_\_\_\_ Date: \_\_\_\_\_

School Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**SIGNED, SEALED & DELIVERED**

Maine PBIS will...

The district will...

The school will...

The school-based coach will...

# Lessons Learned: Foster Networking

“I think one of the primary strengths has been all the interactions different members of the cohort are exposed to. Seeing what other schools are doing has been highly motivating. I also think the team trainings have been fantastic for imparting information.”

Gaining knowledge and hearing how it has worked for other schools has given us the drive to dig in and try it, to be brave.

“Getting support and feedback on how to build and implement PBIS successfully and having other schools to compare/contribute ideas and strategies has been incredibly effective!”

“We would have made great use of another session talking and sharing with other schools with the same age groups, or a longer time with the group we were in. It was so helpful to share ideas!”

# Lessons Learned: Communicate Frequently

October 2018, ISSUE 7



## PBIS PROMPT

A NEWSLETTER FOR THE PBIS REGIONAL PROFESSIONAL DEVELOPMENT COHORT

Hello all!

I hope this newsletter finds you well as your school forges ahead with implementation steps. By now, you have more than likely shared more details about PBIS with your colleagues and possibly your students. While many people will be excited to hear about the positive changes ahead, you may have also experienced some questions or resistance. Change is hard! It is important to respect and honor that! It is one of the many reasons why implementation science tells us to encourage a slow, but steady implementation process. The graphic to the right is a terrific visual to share with your colleagues over the next few months. It reminds everyone that concern about change is normal and expected. Furthermore, talking about people's concerns, responding to their questions and supporting their learning will help your team grow, develop confidence and gain validity among the staff.

October is a month of transition in nature. It seems fitting for your schools to be transitioning this month as well!

Also, our Team Drive now has folders with exemplars and crosswalks for PBIS work and teacher evaluation systems. Check it out!

Keep up the great work and effort! Your schools and stakeholders will be grateful for it!

Best,  
Karen Robbie

[karen.robbie@maine.edu](mailto:karen.robbie@maine.edu)



**Maine PBIS Conference**  
Augusta Civic Center  
Friday, November 2, 2018  
Plan to stay until 4:00pm  
for a cohort check in!  
[Registration Information](#)

**Next coach meeting:**  
Friday, January 4, 2019  
At UMAINE in Orono

**Next team training days:**  
Wednesday, January 9, 2019  
Thursday, January 10, 2019

### LOOKING FORWARD

REMINDERS-EXPECTATIONS-ACKNOWLEDGEMENTS

This project/professional development, brochures, etc. is funded in part fully by a 2018 EMERGENCY B-FEDER grant from the Maine Department of Education.

## Monthly emailed newsletter:

- ***prompted*** participants of goals and dates
- ***acknowledged*** school implementation efforts
- ***modeled*** sharing cohort fidelity and outcome ***data***

### REMINDERS

Have you sent your latest action plan to your external coach yet? Have you received feedback on your action plan? Feel free to prompt as needed!



Between now and January....

#### Try to:

- Use TIPS Model for at least 1 meeting
- Get an active family member for your team
- Introduce staff to Classroom PBIS practices

#### Begin thinking about:

- Systems to support Classroom PBIS
- Family Engagement Activities

### EXPECTATIONS

Your entire team is expected to attend the ME PBIS conference at the Augusta Civic Center on Friday, November 1<sup>st</sup>. Registration is now open at: <https://umaine.edu/pbis/maine-pbis-conference-2019>

Attached to your email, you will find some materials to support your team during the conference so that you are able to make the most use of your day.

We will plan on meeting in the main room from 3:30-4:00pm to connect as a cohort. You will have an opportunity to meet with your team, share your learning, add to your action plan, seek guidance from external coaches/trainers. This is always an amazing day. See you there!

### RESOURCE SPOTLIGHT

Teach by Design, a monthly newsletter by PBIS Apps, always provides terrific and timely insight into PBIS implementation. This month's focus is on developing a better definition of defiance. This may be especially helpful to share with staff so that a consistent message is promoted throughout your building! <https://www.pbisapps.org/community/Pages/Putting-a-Definition-Back-in-Defiance.aspx>

### ACKNOWLEDGMENTS

Kudos to those of you who submitted proposals to the Maine PBIS conference on Friday, November 1<sup>st</sup>! We are excited to see what you will share with others!

Monroe, Morse, Walker and Troy Schools have developed parent brochures to explain what PBIS is all about in their school. This is a great way to promote family engagement and to share information!

Each Monday morning, Vassalboro's coaches send out a brief podcast highlighting a PBIS outcome, practice, system or data set. What an innovative way to deliver needed PD in a meaningful and effective manner! Nicely done!



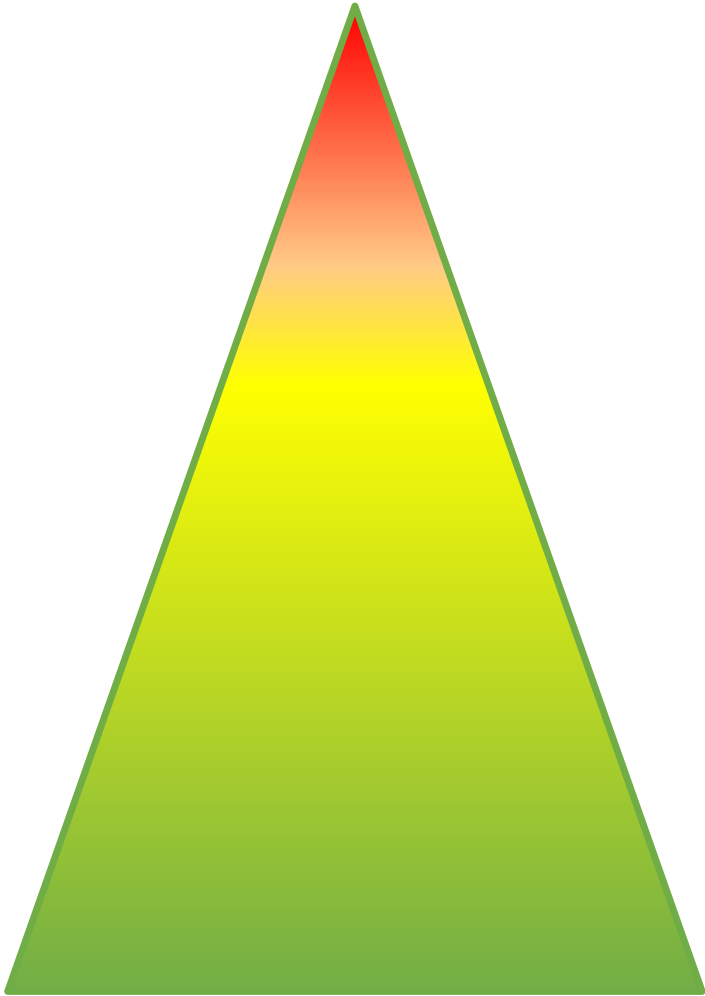
# Lessons Learned: Provide Explicit Training

## EXAMPLE

### End-of-Year School Activities

<b>Year 1</b>	<b>I Do</b>	<ul style="list-style-type: none"><li>· University-based trainer provided a report of the school's fidelity outcomes</li><li>· School coach and team collaborated with the external coach to identify goals for the upcoming year</li></ul>
<b>Year 2</b>	<b>We Do</b>	<ul style="list-style-type: none"><li>· University-based trainer provided a template for reporting fidelity outcomes and offered considerations for next steps</li><li>· School coach and team gathered their fidelity data, input the data into the template, and identified their goals for the upcoming year</li></ul>
<b>Year 3</b>	<b>You Do</b>	<ul style="list-style-type: none"><li>· School coach and team gathered their fidelity data, created their own report, identified goals for the upcoming year</li><li>· University-based trainer provided feedback and was available as needed</li></ul>

# Lessons Learned: Maintain a Gradual Release of Responsibility



**Few** schools required ongoing professional development and coaching

**Some** schools needed additional supports, prompts, and technical assistance to maintain activities associated with high implementation

**Most** participating schools maintained high levels of implementation with the universal gradual release of responsibility model



# Key Takeaway

“The original goal of overcoming limited access to professional development and using resources efficiently provided an **unexpected benefit**.

Cohort participants, who often experienced limited opportunities to interact with colleagues beyond their own school, were able to **learn from, collaborate with, and support their peers** in implementing the PBIS framework in their schools....

By using a gradual release of responsibility, this rural cohort provided layered supports that included **prompts, inspiration, and specific needs-based guidance to keep teams moving forward.**”

(Robbie et al., 2022)



# State-wide Scale-up in Progress



As a result of this project, over 4,000 students benefitted from positive, predictable, effective and equitable school environments and Maine is now using this model to strengthen state-wide scale-up!







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**National PBIS Leadership Forum**

# Please Complete this Session's Evaluation

**10/28/22**

**5B** – Working Smarter, Not Harder: Maximizing Resources to Support All Student in Rural Settings

## Four options, pick one!

### 1. Mobile App

Click "Take Survey" under the session description.

### 2. QR Code

Scan the code on this slide.



### 3. Online

Click on the link located next to the downloadable session materials posted online at:

[www.pbis.org/conference-and-presentations/pbis-leadership-forum](http://www.pbis.org/conference-and-presentations/pbis-leadership-forum)

### 4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

**National PBIS Leadership Forum**