Promoting College and Career Readiness through PBIS

Jennifer Freeman, Ph.D.

With support from Allison Lombardi, Ph.D. and Graham Rifenbark

Advanced Organizer

1. Context and need for CCR
   - Why start with PBIS?
2. What is CCR?
3. How are PBIS, CCR, School Climate, and Student Outcomes Related in Research?
4. Integrating CCR and Tier 1 practices
5. Considerations for intensifying CCR practices for tier 2
6. Questions

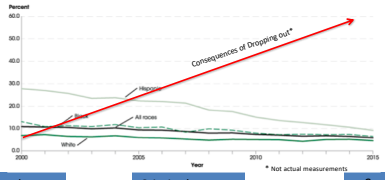
High School Dropout

Higher unemployment or underemployment

Make less money

Suffer from depression or other mental health issues

Increasing demand for educated work force



Increasing pressure on social safety net due to cuts in government spending

Federal food or medical assistance

Criminal or gang activity

Serve time in jail

Catteral, 1987; McCaul, Donaldson, Coladarci, & Davis, 1992; Swanson, & Editorial Projects in Education, 2009; ; Rumberger, 1987; Rumberger, 1983; US Department of Education; 2012 US Department of Commerce, 2011

Why PBIS in High Schools?

- High school graduation is consistently one of the best predictors of "success" for students
- Documented PBIS outcomes align closely with documented risk factors for dropout

Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2015; Freeman & Siomonsen, 2014)

Behavior

Risk Factors	PBIS Outcomes
Behavior difficulties in school and in community	Reductions in behavior incidents
Frequent discipline referrals	Increased on task behavior
Frequent suspensions or expulsion	Decrease in number of students with significant behavior difficulties
Early adult responsibility	Reductions in bully behavior
Stressful life events	Reductions in suspensions/expulsions

Attendance

Risk Factors	PBIS Outcomes
Truancy	Decreases in tardiness
Frequently tardy	Decreases in unexcused absences
High student mobility	

Academic Performance

Risk Factors	PBIS Outcomes
Poor academic achievement	Increase in academic performance
Retention	Increase in on-task behavior
Low academic engagement	Increased instructional time
Low educational expectations or attitudes about value of education	

School Level Factors

Risk Factors	PBIS Outcomes
Negative school climate	Increased school level capacity to address intensive student needs
Poor relationships between teachers and students	Increased perceptions of school safety and climate
Punitive school discipline policies	Increase use of evidence based classroom management
High percentage of students misbehaving	Perceptions of organizational health
Course offerings	
Large schools or high poverty concentration	

Citations

Dropout Risk Factors

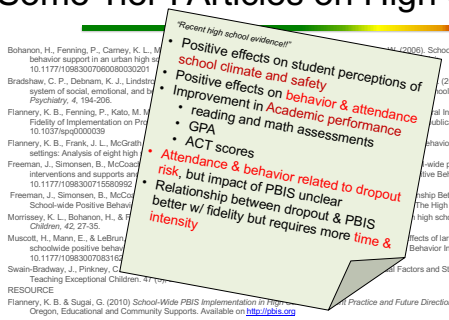
Allensworth, & Easton, 2005, 2007; Alexander, Entwisle, & Kabbani, 2001Battin-Pearson, Newcomb, Abbott, Hill, Catalano, & Hawkins, 2000; Ekstrom, et al., 1986; Gleason, & Dynarski, 2002; Goldschmidt, & Wang, 1999; Jordan, Lara, & McParland, 1994; Lehr, Johnson, Bremer, Cosio, & Thompson, 2004; Obasohan, & Kortering, 1999; Rosenthal, 1998; Rumberger, 2001; Wehlage, & Rutter, 1986

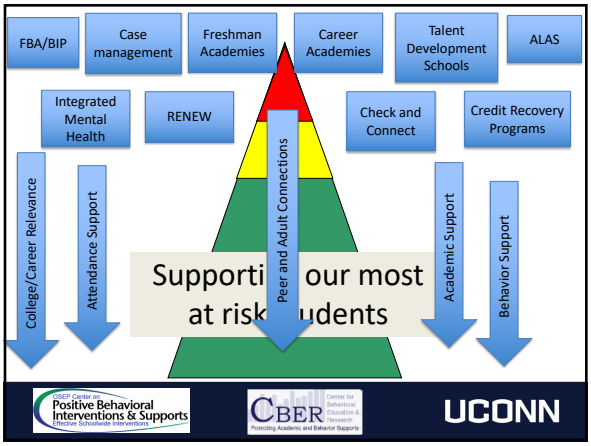
Historically, most of this research has been conducted in elementary schools

PBIS Outcomes

Algozzine, & Algozzine, 2007; Barnhart, Franklin, & Alleman, 2008; Bohanon, Fenning, Carney, Minnis-Kim, Anderson-Harriss, Moroz, & Pigott, 2006; Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Caldarella, Schatzer, Gray, Young, & Young, 2011; Chitiyo, Makweche-Chitiyo, Park, Ametepee, & Chitiyo, 2011; Horner, Sugai, Smolkowski, Eber, Nakasato, Todd, & Esperanza, 2009; Johnson-Gros, Lyons, & Griffin, 2008; Lassen, Stelle, & Sailor, 2006; Lewis, Powers, Kelk, & Newcomber, 2002; Luiselli, Putnam, Handler, & Feinberg, 2005; McIntosh, Bennett, & Price, 2011; Muscott, Mann, & LeBrun, 2008; Nelson, Martella, & Marchand-Martella, 2002; Oswald, Safran, & Johanson, 2005; Ross, & Horner, 2009; Scott, & Barrett, 2004; Scott, White, Algozzine, & Algozzine, 2009; Yeung, Mooney, Barker, & Dobia, 2009

Some Tier I Articles on High School





PBIS in High Schools

- PBIS is possible in HS and we are learning about how to better support teams
- PBIS may help improve outcomes in HS and reduce risk factors for dropout
- But the solution to dropout is more than just a HS diploma it is students who are **college and career ready!**

Advanced Organizer

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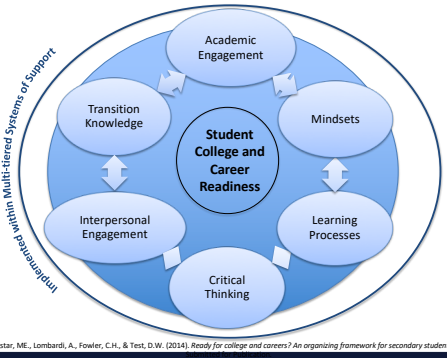
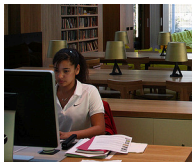


From: Morningstar, ME., Lombardi, A., Fowler, C.H., & Test, D.W. (2014). *Ready for college and careers? An organizing framework for secondary students with disabilities.*

Learning Processes

Accessing Content
- Test-taking skills
- Note-taking skills
- Time management
- Organizational skills
- Technology skills



Transition Knowledge

Early Planning
- Career interests/goals tied to interests
- Managing application & interview processes

Career Culture
- Professionalism
- Knowledge of career resources

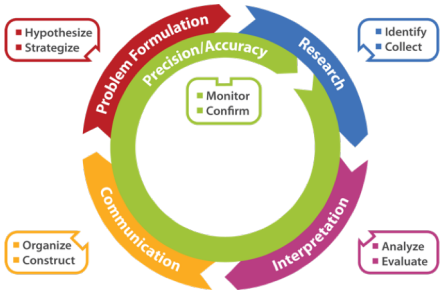
College Culture
- Campus resources
- Program of study
- Faculty expectations

Adult Roles/Responsibilities
- Financial literacy
- Accessing community resources
- Health and wellness
- Advocating supports & accommodations
- Transportation
- Independent living

Academic Engagement

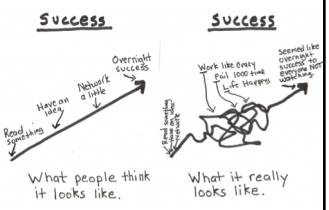
Behaviors
- Attendance
- Class participation
- Productivity
- Work habits

Critical Thinking



Mindset

- Sense of belonging
- Persistence
- Growth Mindset
- Ownership of Learning
- Self-determination



Interpersonal Engagement

With self
- Responsibility
- Adaptability

With others
- Collaboration
- Assertion
- Accountability
- Leadership
- Social awareness
- Empathy

College and Career Readiness

- **Challenges**:
  - Determining what all HS students need to be successful, while also individualizing.
  - Policies increasing urgency, accountability, consequences.
  - Measures of CCR (e.g. GPA, SAT) do not necessarily align with expectations of college instructors (Brown & Conley, 2007).
- While CCR is a priority, the delivery of services, including assessment of non-academic skills, is inconsistent or absent.

Multi-Tiered Systems of Supports

- CCR should be delivered through MTSS
  - Addresses the challenge of implementing consistent CCR practices, programs, curricula, and support
  - Allows for individual student preferences, strengths, and weaknesses.
- Tiered continuum of academic and behavior support, with:
  - data-based decision making → screening measures for placement and progress monitoring.
  - implementation of research-based instruction and intervention.
  - fidelity of implementation to ensure adherence to appropriate research-based practices

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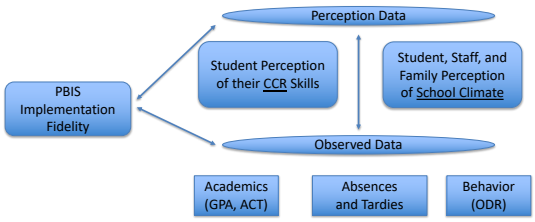
A Conceptual Model

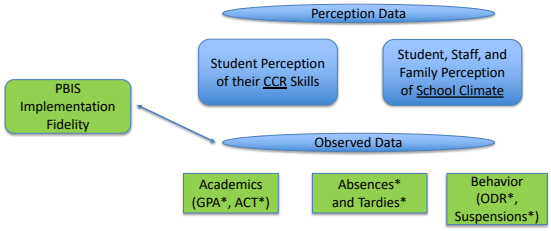


Pilot Study

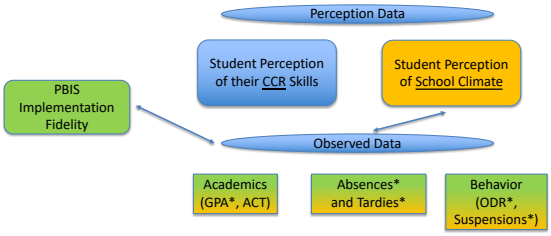
- 15 High schools
  - Average enrollment 808
  - % minority 25%
  - % Free/Reduced lunch 64%
  - % students on IEPS 22%

Freeman, Kern, Gambino, Lombardi, Kowitt, (under review).

A Conceptual Model



A Conceptual Model



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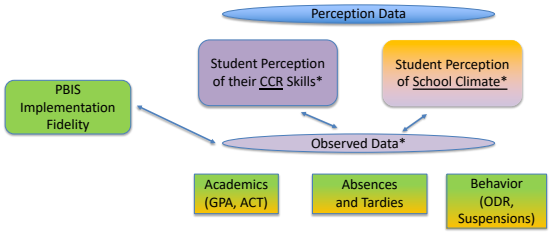

Conclusions

- PBIS directly impacts observed academic, attendance, and behavior outcomes in high schools
- School climate perceptions are also related to those same observed outcomes
- Students perceptions of their CCR are influenced by BOTH school climate and observed outcomes
- These constructs appear to be related!
- We should integrate our work using MTSS!

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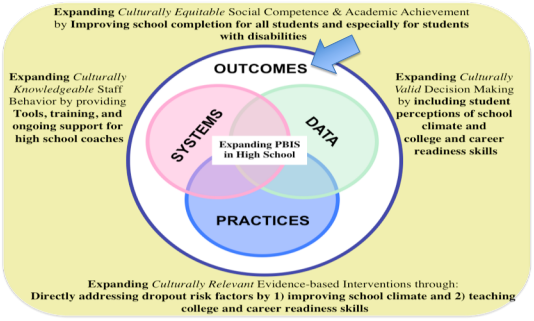
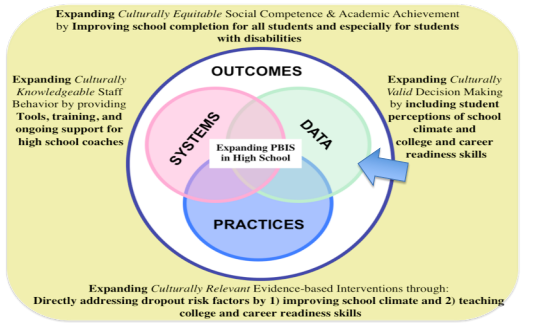


Consider Short and Long Term Outcomes

- **Long Term**
  - High school graduation is consistently one of the best predictors of "success" for students
  - College or Career Ready
- **Short Term**
  - Address risk factors related to dropout
    - Behavior
    - Attendance
    - Academics



Measure progress toward your short and long term outcomes

- Short term measures should be considered together
  - Behavior, attendance, academics
- Consider early warning systems
  - Used before school year starts, 20-30 days in, at end of each grading period and at end of year
- Monitor school climate and CCR through student/teacher report and observable variables
- USE the data you collect to guide practices!

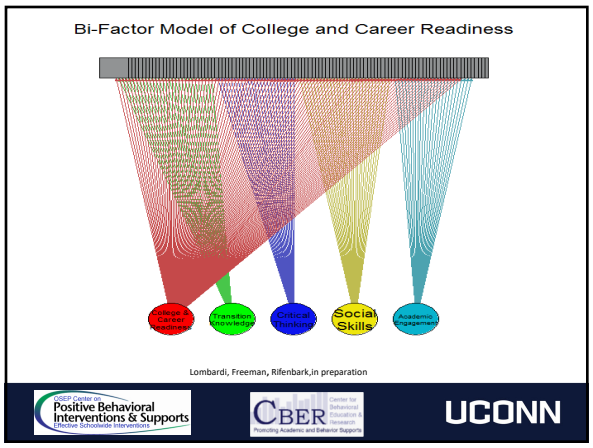
Wisconsin Risk Indicators
Use your ABCs

Attendance	• **Attendance/tardies** • **Chronic absenteeism**	• Mobility • Engagement • Participation
Behavior Social-Emotional	• **Office referrals** • **Suspensions** • Behavioral screening • Internalizing behaviors	• Developmental assets • At-risk support • Behavioral plan • Family stressors
Coursework	• **Academic screening** • **Common assessments** • **Standardized testing** • **Grades**	• **Retention** • Accelerated learning • Interventions, Title I • Head Start, Summer School

Examples of Universal Screening Measures for CCR Skills

Measure	Critical Thinking	Engagement	Mindsets	Learning Processes	Interpersonal Engagement	Transition Knowledge
Vocational Skills Self-Efficacy						X
Career Locus of Control						X
CampusReady	X			X		
GRIT scale (12-item)			X			
Georgia Brief School Climate		X	X		X	

Lombardi, Freeman, Rifenbark,in press


Bi-Factor Model of College and Career Readiness
College & Career Readiness
Transition Knowledge
Critical Thinking
Social Skills
Academic Engagement
Lombardi, Freeman, Rifenbark,in preparation
OSEP Center on Positive Behavioral Interventions & Supports
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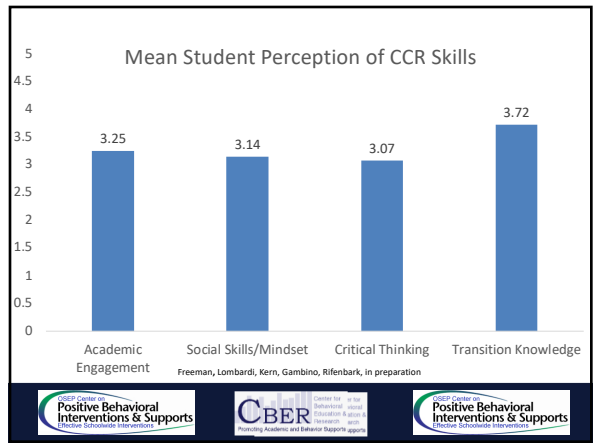
Mean Student Perception of CCR Skills
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
3.25
3.14
3.07
3.72
Academic Engagement
Social Skills/Mindset
Critical Thinking
Transition Knowledge
Freeman, Lombardi, Kern, Gambino, Rifenbark, in preparation
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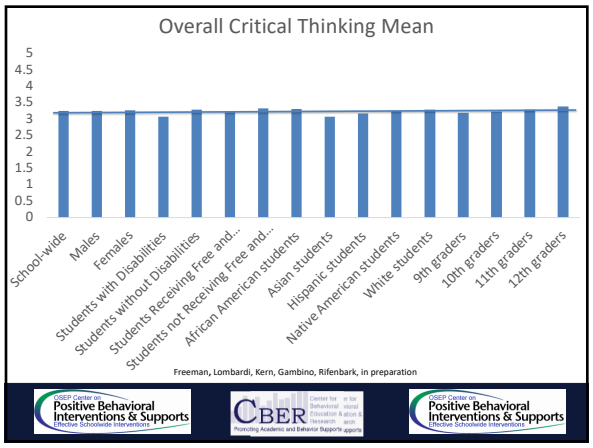
Overall Critical Thinking Mean
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
School-wide
Males
Females
Students with Disabilities
Students without Disabilities
Students Receiving Free and...
Students not Receiving Free and...
African American students
Asian students
Hispanic students
Native American students
White students
9th graders
10th graders
11th graders
12th graders
Freeman, Lombardi, Kern, Gambino, Rifenbark, in preparation
OSEP Center on Positive Behavioral Interventions & Supports
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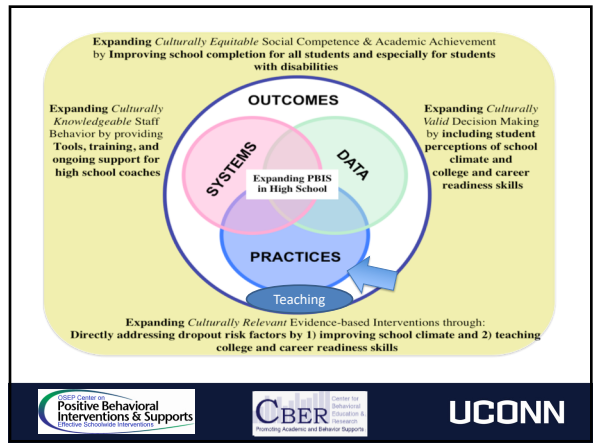
OSEP Center on Positive Behavioral Interventions & Supports


Expanding Culturally Equitable Social Competence & Academic Achievement by Improving school completion for all students and especially for students with disabilities
Expanding Culturally Knowledgeable Staff Behavior by providing Tools, training, and ongoing support for high school coaches
OUTCOMES
SYSTEMS
DATA
Expanding PBIS in High School
PRACTICES
Teaching
Expanding Culturally Valid Decision Making by including student perceptions of school climate and college and career readiness skills
Expanding Culturally Relevant Evidence-based Interventions through: Directly addressing dropout risk factors by 1) improving school climate and 2) teaching college and career readiness skills
OSEP Center on Positive Behavioral Interventions & Supports
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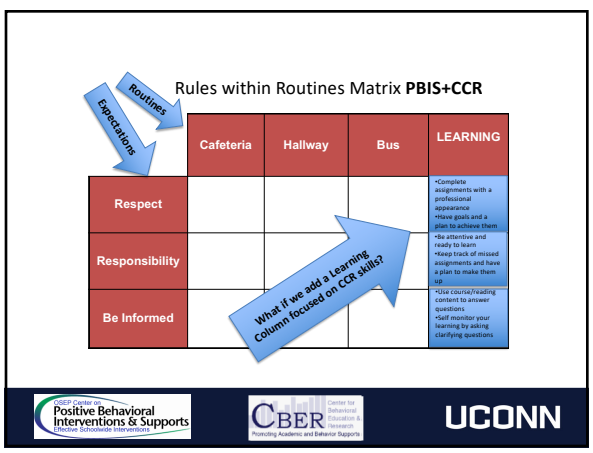
Rules within Routines Matrix PBIS+CCR
Routines
Expectations
Cafeteria
Hallway
Bus
LEARNING
Respect
Responsibility
Be Informed
•Complete assignments with a professional appearance
•Have goals and a plan to achieve them
•Be attentive and ready to learn
•Keep track of missed assignments and have a plan to make them up
•Use course/reading content to answer questions
•Self monitor your learning by asking clarifying questions
What if we add a Learning Column focused on CCR skills?
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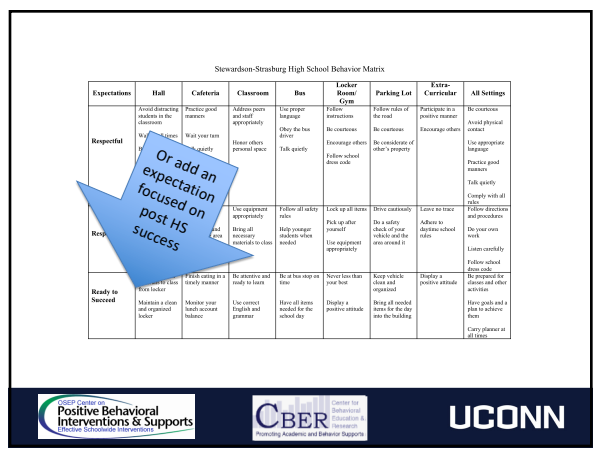
Stewardson-Strasburg High School Behavior Matrix
Expectations
Hall
Cafeteria
Classroom
Bus
Locker Room/ Gym
Parking Lot
Extra-Curricular
All Settings
Respectful
Ready to Succeed
Or add an expectation focused on post HS success
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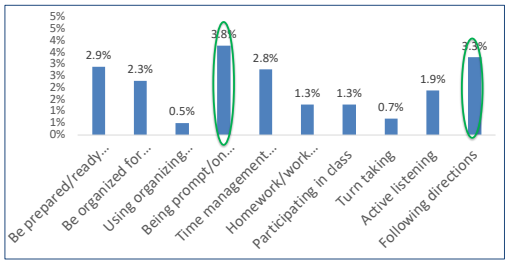
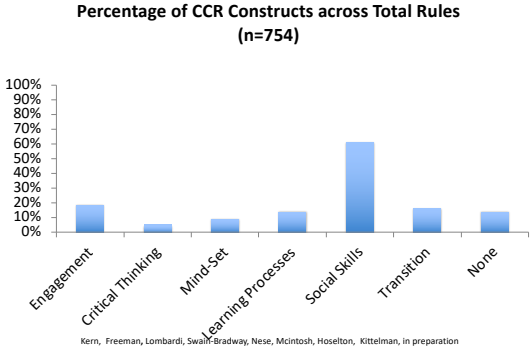


Kern, Freeman, Lombardi, Swain-Bradway, Nese, Mcintosh, Hoselton, Kittelman, in preparation

43

Positive Behavioral Interventions & Supports | CBER | UCONN



Kern, Freeman, Lombardi, Swain-Bradway, Nese, Mcintosh, Hoselton, Kittelman, in preparation

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Learning Processes

- Be an active listener
- Hand in your work on time
- Protect username and password
- Use planner to write daily assignments and to stay organized
- Use time wisely for your own homework

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45

Transition Knowledge

- Monitor your lunch account
- Plan for the future
- Maintain personal hygiene
- Cross at crosswalks
- Exit safely
- Flush when finished ☺
- Have money and student ID ready
- Identify yourself when asked to do so
- Lock your locker

Positive Behavioral Interventions & Supports | CBER

46

Academic Engagement

- Actively participate in class and ask for assistance when needed
- Arrive on time and be ready to work
- Be prepared with assignments and materials
- Ask permission to use materials
- Be an active listener/participant
- Challenge yourself to produce quality work
- Complete work on time
- Keep cell phones and other electronic devices off and put it away except with teacher permission
- Take an active, positive role in classroom activities

Positive Behavioral Interventions & Supports | CBER

47

Critical Thinking

- Practice academic honesty
- Give and receive feedback respectfully
- Create authentic work
- Think critically, creatively, and collaboratively to overcome challenges
- Know the resources available
- Use the internet responsibly

Positive Behavioral Interventions & Supports | CBER

48

Mindset

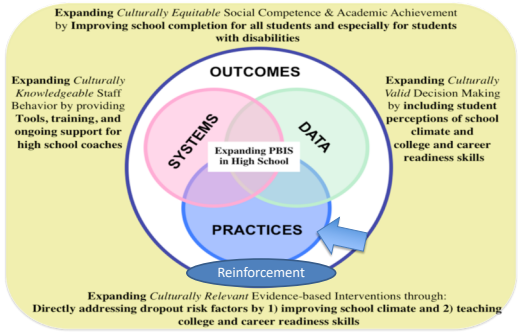
- Accept responsibility for your actions
- Ask for help
- Contributed to a positive environment
- Have a purpose and stay on task
- Support each other with praise and recognition
- Do your own best work
- Display self control
- Push yourself to achieve your best
- Communicate problems and concerns to staff
- Talk with your teachers about improving your grade
- Find resources to pass every class

Interpersonal Engagement

- Treat each other kindly
- Use appropriate language (with peers, staff)
- Honor others personal space /3-second hugs
- Handle conflict appropriately
- Be courteous
- Accept differences
- Use an appropriate voice level
- Follow and respond appropriately to directions
- Be a role model
- Be kind to yourself others and property
- Be polite to others
- Communicate respectfully
- Listen while others are speaking
- Dress appropriately for the activity
- Acknowledge adult directions in a positive manor

Teaching CCR with PBIS

- In what ways are you already teaching CCR skills in your school?
- Are there ways you can expand what you are doing to include knowledge, skills, and habits?
- Are there ways you can expand what you are doing to include ALL students?



Reinforcement Basics

- When a person gets something desirable following a **behavior**, that behavior is **strengthened and more likely to occur** again
- Examples
  - if a student is removed from the classroom after refusing to do a difficult assignment, the student will likely act up later when he does not want to (or cannot) complete work
  - if a student is given verbal praise for persisting with a difficult assignment, the student is likely to persist on later difficult assignments

Considerations for the Effective Use of Rewards

- Provide reinforcement consistent with the students phase of learning (e.g., more reinforcement when a skill is new)
- Provide reinforcement in a manner that is considerate of the student's developmental and cultural characteristics and learning history
- Be Specific!

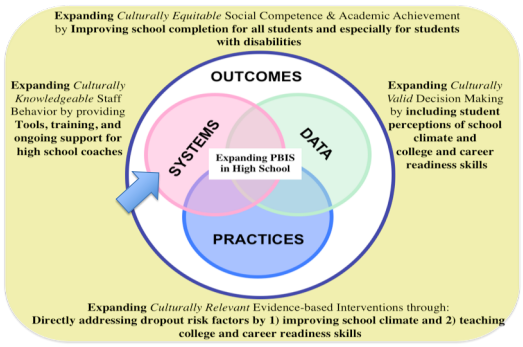
Acknowledgement Systems for Older Students?

- Adolescents typically have a heightened flight or fight response and may perceive neutral interactions as threatening
- Adolescents typically need a more intense experience to recognize it as rewarding
- Adolescents need acknowledgement that is:
  - Frequent and immediately following the expected behavior
  - Varied
  - Specific
  - Genuine & Meaningful

(Blakemore et al., 2007; Sprague, 2008)

Reinforcing CCR with PBIS

- In what ways are you already reinforcing CCR skills in your school?
- Are there ways you can expand what you are doing to include knowledge, skills, and habits?
- Are there ways you can expand what you are doing to include ALL students?



Key Systems for HS

- Securing staff buy in
- Support teachers – changing habits is HARD even when you want to!
- Work smarter not harder

Staff Buy-In

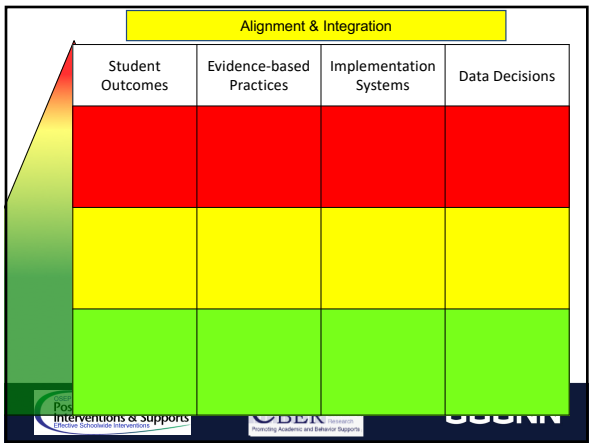
Supporting Teachers

- Embedded (effective) Professional Development
  - Explicit training
  - Coaching/Prompting
  - Performance Feedback
- Staff Recognition
  - Sincere
  - Share Improvement

Do teachers know what skills to teach?

Do teachers know how to teach CCR?

Are teachers reinforced for teaching and reinforcing CCR?



Thinking about your school initiatives …

	Academic engagement	Mindsets	Learning processes	Critical Thinking	Interpersonal Engagement	Transition Competencies
Tier 1 ALL						
Tier 2 SOME						
Tier 3 FEW						

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Systems to Support Staff with CCR

- In what ways are you already providing effective PD to your staff on CCR?
- In what ways are you already providing reinforcement to your staff on CCR?
- Are there ways you can expand what you are doing to include knowledge, skills, and habits?
- Are there ways you can expand what you are
- doing to include ALL staff?

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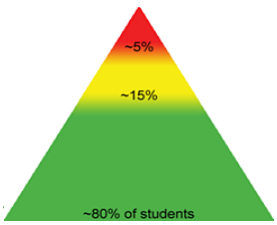
If < 70-80% of your students are not successful with Tier 1 supports – you need to intensify Tier 1



If you build it they will come!

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Tier 2 Readiness Guide

Is Tier 1 implemented with fidelity across ***all*** settings and effective in your school?

Are Tier 1 school-wide data consistently collected, reviewed, and used for decision-making?

Has the sc ation?

Is a plan in pl impler of Tier 2 es?

Has a Tier 2 Behavi ning, guide and

See full readiness guide for examples of specific data sources for each question and a team self assessment and action planning guide

pbis.org (tier 2 systems readiness guide)

Has the district committed to supporting Tier 2 implementation?

Does the school-wide discipline data system support Tier 2 information?

Is a plan in place to identify possible Tier 2 intervention/s for implementation?

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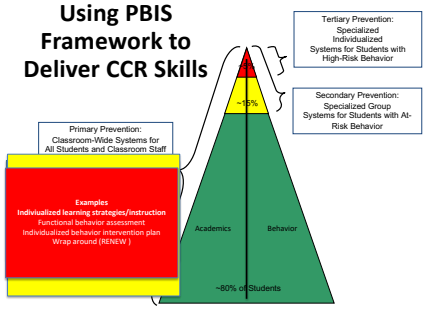
Potential Resources for Intensifying Supports

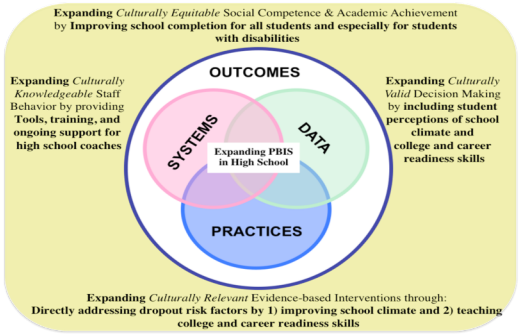
Resource	Citation(s) and/or website	CCR objective covered
EnvisionIT	Izzo, Yurick, Nagaraja, and Novak (2010) Website: http://nisonger.osu.edu/specialed-transition/envisionit	Academic Engagement, Learning Processes, Interpersonal Engagement, Transition Competencies
Post-school Achievement Through Higher Skills (PATHS)	Lindstrom, Doren, Post, and Lombardi (2013)	Mindset, Interpersonal Engagement, Transition Competencies
Working At Gaining Employment Skills (WAGES)	Johnson, Bullis, Benz, and Hollenbeck, (2004)	Critical Thinking, Interpersonal Engagement, Transition Competencies

Potential Resources for Intensifying Supports

Resource	Citation(s) and/or website	CCR objective covered
Check and Connect	Sinclair, Christenson, and Thurlow (2005) Website: http://checkandconnect.org	Academic Engagement, Mindset, Learning Processes, Interpersonal Engagement
Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW)	Malloy (2013) Website: http://www.iod.unh.edu/Projects/renew/renew_main.aspx	Mindset, Interpersonal Engagement, Transition Competencies
The Self-Determined Model of Instruction	Wehmeyer, Palmer, Agran, Mithaug, and Martin (2000) Website: http://www.beachcenter.org	Mindset, Transition Competencies
ThinkReady	Conley, Lombardi, Seburn, and McGaughy (2009) Website: https://collegereadyinfo.epiconline.org/thinkready/	Academic Engagement, Critical Thinking

Using PBIS Framework to Deliver CCR Skills





Conclusions

- Improving student graduation rates and their CCR is critical!
- The PBIS framework provides a foundation and a way to organize this work
- PBIS implementation, School climate, and CCR appear to be closely related- so our implementation should be as well
- Consider outcomes, data, practices, and systems when expanding PBIS implementation to include CCR skills

Thank you and Questions

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