B2: High School Implementation of PBIS Across the Tiers

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Objectives

• Participants will learn the three core features of PBIS implementation in high school settings as applied across the 3 tiers.

• Participants will identify at least two strategies and recommendations for implementation of PBIS in high schools through examples across data, systems, and practices.

• Participants will learn from previous experience in the field regarding common barriers, solutions, and three key recommendations.
Introduction to High School PBIS
Critical Features of PBIS

- Systems
- Equity
- Practices
- Data
- Outcomes
Prioritize equity. MTSS is for all students, families, and educators. Use the MTSS framework to differentiate supports for students and monitor to ensure equitable outcomes are observed.
Make student **growth** and **benefit** central to all decisions. Student outcomes that reflect equitable learning opportunities must be the ultimate criteria for all decisions.
Use **data** to inform decisions about which students, families, and educators need which supports, as well as whether supports should be continued, adjusted, or faded. Data should be used to ensure that all recipients experience benefit and that supports are implemented with fidelity.
Prioritize the most efficient and effective *practices*. Do a few important and relevant practices *well*. Emphasize practices that are supported by evidence, match the local culture and current context, and promote high-quality implementation across time.
Invest in **systems** to support high-fidelity implementation. Leverage existing leadership teams to guide planning and implementation, and consider effective means to support educators’ professional learning and wellness given current resources, experience, and expertise.
### Why is High School Different?

<table>
<thead>
<tr>
<th>Larger size</th>
<th>Organizational structure</th>
<th>Increased focus on academics</th>
<th>Developmental level of adolescents</th>
</tr>
</thead>
</table>
| • Physical building  
• Student population | • Administrative team, divided responsibilities  
• Teachers organized by departments  
• Makes coordination & consistency difficult | • Belief students should have self-management skills | • Increased role of peer influence  
• Decreased school engagement  
• Desire for independence and autonomy |

(Flannery & Kato, 2017; Kato, Flannery, Triplett, & Saetern, 2018; Obenchain & Taylor, 2005; Sandomierski, Martinez, & Freeman, 2018)
Universal Features
Students as stakeholders

When we learn about how students are experiencing PBIS, we can "obtain detailed feedback for increasing the effectiveness, efficiency, equity, and sustainability of those [PBIS] systems"
How can we elevate student voices within this tier 1 PBIS framework?
• Students are represented on leadership team (consider sampling a range of students and purposefully including students with disabilities)

• Students are continuously involved in PBIS implementation throughout the school year

• Students have means to provide feedback on how they would improve the school's mission statement

• Students provide feedback on which PBIS outcomes would be meaningful to them
• Students have means to **recommend changes** to expectations (e.g., modify, remove, add)
• Students **know who they can talk to** about their ideas
• There are **multiple and open pathways for students** to share their ideas with adults at school (e.g., about how the school should respond to behavioral violations)
• Students are **valued as thought partners** (e.g., when considering how to reward teachers and staff)

**How could students be more involved?**
• **Be transparent** about the rationale for giving students school climate surveys:
  
  (1) Why are they taking these surveys?
  (2) How will their survey responses be used?

• **Share the results** of these surveys with students

• **Share information** about behavior with students (e.g., how many absences happened that month for all students)

• **Obtain student input** on the kinds of whole school behavior data they would find useful to know
• Students are **included** in making the school's mission statement
• Students are **aware of and have access to** mission statement

• Students are **asked to help** with creating school- and class-wide expectations
• Student **feedback elicited** for how to define expectations across settings and within different routines
• Center students in the planning process—what would work best for them to learn these expectations?

• Students are involved in the teaching process (e.g., role play, videos, creation of materials/posters/visuals)

• Students help to decide which rewards students can get

• Students participate in deciding how the school should respond to violations

• Adults at school notice, acknowledge, and reward students for meeting the school’s expectations
What makes it hard for students to be included in these types of conversations?
What facilitators exist in your school to elevate student voice in these conversations and decisions?
Student Voice Resources & Tools

Student Focus Group Protocol

Student Feedback & Input Surveys
Advanced Tier Features
Critical Features: Systems

- Readiness
- Teaming
- Staff professional development & coaching
- Evaluation routines
- District level support/behavioral expertise

Build capacity & support sustainability
Facilitating & Limiting Factors

**Facilitating**
- District level priorities, initiatives, and personnel supported school team progress

**Limiting**
- Resources, especially personnel, are stretched
- Staff PD, communication, and ownership
- Coordination of systems and lack of procedures
3-Tiered System of Support
Necessary Conversations (Teams)

Universal Team
- Plans SW & class-wide supports

Targeted Systems Team
- Uses process data; determines overall intervention effectiveness

Problem Solving Team
- Standing team; uses FBA/BIP process for one youth at a time

Tertiary Systems Team
- Uses Process data; determines overall intervention effectiveness

Universal Support
- CICO
- SAIG
- Group w/ individual feature
- Brief FBA/BIP

Brief FBA/BIP

Complex FBA/BIP

WRAP

UConn NEAG School of Education
# Systems Conversations (Tiers 2 & 3)

<table>
<thead>
<tr>
<th>Composition</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Administrator</td>
<td>• Plan and deliver PD</td>
</tr>
<tr>
<td>• Intervention Coordinator(s)</td>
<td>• Define identification process</td>
</tr>
<tr>
<td>• Behavioral, Academic, and Mental Health Expertise</td>
<td>• Referral, screening, decision rules</td>
</tr>
<tr>
<td>• Data Specialist</td>
<td>• Monitor fidelity and outcomes</td>
</tr>
<tr>
<td>• Teacher Representation</td>
<td>• Students enrolled</td>
</tr>
<tr>
<td>• Family &amp; Student Representation</td>
<td>• Types of interventions</td>
</tr>
<tr>
<td></td>
<td>• Evaluate overall effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Coordination</td>
</tr>
</tbody>
</table>
# Problem Solving Conversations (Tiers 2 & 3)

## Composition
- Student/Family
- Administrator
- Applied Behavioral Expertise
- Knowledge of school & programs
- Knowledge of multi-agency & community supports

## Activities
- Engage student & family
- Identify strengths and needs
- Coordinate/develop intervention
- Coordinate data collection
- Monitor fidelity & outcomes
  - Determine progress
  - Modify as indicated
  - Transition to less intensive interventions
Coaching

Regular, ongoing support with generalizing & adapting new skills provided by someone with expertise.

- School-based
- Accurate implementation of intervention

- External coach
- Build & sustain organizational systems and operating procedures

- District or school-based
- Design, monitor & adapt interventions

- Coaching

- Systems

- Individual

- Team
Example

Creative uses of existing infrastructure:
- New position created at the district level to support implementation in schools
  - facilitate resource allocation
  - advocate for team needs
  - support consistency across schools
- Coaching built into FTE

How are resources organized at your school/district to support coaching?

School Leadership

- AT PBIS Coaches
- SWPBIS Coaches

Programs

- RISE
- RESET
- Tier 1 PBIS

Behavioral Support Coordinator

Systems
Critical Features: Data

Tier 2/Tier 3 leadership team, including staff with behavioral expertise, led by a coordinator organizes:

- **Formal process for screening & identifying students** in need of more than Tier 1 support

- **Increased precision in data collection related to implementation fidelity & progress monitoring**

- **Evaluation** of overall fidelity, outcomes, and level of use

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Facilitating & Limiting Factors

**Facilitating**
- Comfort with data systems
- Teams had fluency with reviewing, analyzing, and synthesizing data across multiple sources
- Experienced in leveraging data systems for problem solving

**Limiting**
- Lack of communication across partners
- Siloed data fluency and integration
- Lack of systems for data-based decision making
Increasing Efficiencies with Advanced Tiers Data
Decision Rules: Everyone needs to know…

- how students are identified for intervention
- how progress is monitored
- how students exit the intervention
## DECISION RULES EXAMPLE

<table>
<thead>
<tr>
<th>Measure</th>
<th>Proficient Score</th>
<th>At-Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Minors</td>
<td>0-4</td>
<td>5 or more</td>
<td>15 or more</td>
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<tr>
<td>2. Major/ODR</td>
<td>0-1</td>
<td>2 – 5</td>
<td>6 or more</td>
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<tr>
<td>3. Absences</td>
<td>&lt;5/trimester</td>
<td>5+/trimester</td>
<td>10/trimester</td>
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<tr>
<td>4. Tardy</td>
<td>&lt;4/trimester</td>
<td>4+/trimester</td>
<td>10/trimester</td>
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<tr>
<td>5. ISS</td>
<td>0-1</td>
<td>2</td>
<td>4 or more</td>
</tr>
<tr>
<td>6. OSS</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>7. Course Grades</td>
<td>2.5 or higher</td>
<td>D or F in any course</td>
<td>Ds or Fs in multiple courses</td>
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<tr>
<td>8. Reading Inventory</td>
<td>800+</td>
<td>799 or lower</td>
<td>599 or lower</td>
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<tr>
<td>9. Writing Assessment</td>
<td>3 or 4</td>
<td>2</td>
<td>NS; 1</td>
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<tr>
<td>10. Nurse (non-</td>
<td>0-1 (no pattern)</td>
<td>2 – 5 (patterns of</td>
<td>6 or more (pattern of regular</td>
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<td>medication)</td>
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<td>regular visits)</td>
<td>regular visits)</td>
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</tbody>
</table>
Method for tracking level of use & response

Goal: Collect these data monthly on advanced tier interventions

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<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO) # and %</th>
<th>Social/Academic Instructional Groups # / %</th>
<th>Individualized Check-In/Check-Out, Groups &amp; Mentoring # / %</th>
<th>Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning) # / %</th>
<th>Complex FBA/BIP # / %</th>
<th>Wraparound Support # / %</th>
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<tr>
<td>Averages for year</td>
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</tbody>
</table>

Data-based Decision-rules for defining “response to intervention”: Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):  

Responding to Social/Academic Instructional Groups:
## Critical Features: Practices

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistent, standardized implementation</td>
<td>• Individualized, integrated, approach</td>
</tr>
<tr>
<td>• Continuously available</td>
<td>• Function–based</td>
</tr>
<tr>
<td>• Implemented by all school staff</td>
<td>• Implemented by student team</td>
</tr>
<tr>
<td>• Extra dose of Tier 1 supports</td>
<td>• Intensive, targeted supports</td>
</tr>
</tbody>
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**Tier 2**
- Consistent, standardized implementation
- Continuously available
- Implemented by all school staff
- Extra dose of Tier 1 supports

**Tier 3**
- Individualized, integrated, approach
- Function–based
- Implemented by student team
- Intensive, targeted supports
Tier 2 Practices: Examples

- **Integrated** behavioral and academic support
- Focus on **student goal-setting** and self-monitoring
- Consider **graduation requirements** and **attendance**
- Peer or adult **mentors**
- Focus on transition and **college and career readiness (CCR)**

![Practices]

- Check In Check Out
- Check & Connect
- The CAT Project
- Support for Students Exposed to Trauma
- Academic Seminar & Freshman Success
- LINK Mentoring Program
<table>
<thead>
<tr>
<th>Practices</th>
<th>Behaviors</th>
<th>Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief/Consultation-based FBA/BSP</td>
<td>Low intensity, high frequency, not dangerous</td>
<td>Teacher, student, school professional trained in brief FBA/BSP</td>
</tr>
<tr>
<td>Comprehensive FBA/BSP</td>
<td>Chronic high intensity or dangerous behaviors</td>
<td>Teacher, family, student, district/school support staff, rep. from community agencies, behavioral expert</td>
</tr>
<tr>
<td>Wraparound</td>
<td>Intensive needs across home, school, and community</td>
<td>All of the above</td>
</tr>
</tbody>
</table>
How is student voice currently incorporated into your Advanced Tiers practices?
Facilitating & Limiting Factors

Facilitating

• An extensive number of age-appropriate interventions & supports are available to students across academic, mental health, behavioral, and social interventions

• Interventions are innovative, creatively re-purpose staff, and often involve collaboration and partnerships with outside agencies

Limiting

• Almost standardized interventions

• Siloed implementation

• Limited staff knowledge and/or training

• Challenges with generalization of skills

• Strict graduation requirements
## Targeted Intervention Organizer

<table>
<thead>
<tr>
<th>Targeted Intervention</th>
<th>Description</th>
<th>Coordinator</th>
<th>Entry Criteria</th>
<th>Exit Criteria</th>
<th>Data Collected/Monitored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Behavioral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Emotional</td>
<td></td>
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<tr>
<td>New Student</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Tier</td>
<td>Intervention</td>
<td>Purpose/Need</td>
<td>Evidence Based</td>
<td>Coordinator</td>
<td>Entry Criteria</td>
</tr>
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<td>------</td>
<td>--------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Social Emotional Behavioral Skills Curriculum</td>
<td>Increase social emotional behavioral instructional time</td>
<td>Yes</td>
<td>School Counselor</td>
<td>None- all students</td>
</tr>
<tr>
<td>2</td>
<td>Check In, Check Out</td>
<td>Low level behavioral needs</td>
<td>Yes</td>
<td>Resource Officer</td>
<td>1 suspension, 2 major ODRs, 5 nurses visits in 2 weeks</td>
</tr>
<tr>
<td></td>
<td>Trauma Informed Evidence Based Group</td>
<td>Prevent fight, flight, freeze response and teach coping skills</td>
<td>Yes</td>
<td>Community Clinician</td>
<td>Teacher or family referral</td>
</tr>
<tr>
<td>3</td>
<td>Brief FBA/BIP</td>
<td>Low intensity, high frequency behaviors that are NOT dangerous</td>
<td>Yes</td>
<td>Instructional Coach</td>
<td>5 minor ODRs across 1-2 routines in one week</td>
</tr>
<tr>
<td></td>
<td>Comprehensive FBA/BIP</td>
<td>Chronic high intensity or dangerous behaviors</td>
<td>Yes</td>
<td>BCBA</td>
<td>Dangerous or high intensity behavior that occurs across settings</td>
</tr>
<tr>
<td></td>
<td>Wraparound</td>
<td>Students with intensive needs across home-school-community</td>
<td>Yes</td>
<td>School Social Worker &amp; Community Clinician</td>
<td>No response to two Tier 2 interventions At risk for change in placement</td>
</tr>
</tbody>
</table>

Items in red are flagged for conversation and action planning.
**Examples of Diverse Interventions**

**Tier 2 Intervention Inventory from one high school:**

- Academic Support Team
- Credit Recovery
- BRYT – for school avoidant
- Job Readiness groups
- Fuller Hospital groups
- Individual counseling
- Partial Hospitalization Programs
  - NHS tutoring
  - Transition Program
  - Academic Enrichment
- ACRE – for 1\textsuperscript{st} generation college bound
  - + 8 more!

### Tier 2 Interventions at AHS

<table>
<thead>
<tr>
<th>Intervention description</th>
<th>Student entry criteria</th>
<th>How students are referred</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Support Team (AST)</strong></td>
<td>Middle school teams identify rising ninth grade students at risk for drop out based on attendance, academics, and conduct (need to detail data-based decision making process). Students are enrolled in a shared humanities class for grades 9 &amp; 10, and followed for grades 11 &amp; 12.</td>
<td>8th grade teams refer to AST team for consideration</td>
<td>Social Studies teacher: English teacher: Dean: Adjustment counselor:</td>
</tr>
<tr>
<td><strong>Credit Recovery</strong></td>
<td>Student who has failed a class with a 49% or higher Students are notified of eligibility for credit recovery on their report card</td>
<td>Guidance counselors review options and give students paperwork about the program and options for payment Students (or parents of) who would like to do credit recovery reach out to their guidance counselor</td>
<td>Guidance counselor Credit Recovery Coordinator</td>
</tr>
<tr>
<td><strong>Partial Hospitalization Programs</strong></td>
<td>Timeframe during school year: Need to add this Summer Credit Recovery is 3 weeks 8am-12pm (two hour classes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Enrichment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACRE</strong> – for 1\textsuperscript{st} generation college bound</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tier 3 Resources & Tools

Advanced Tiers Interventions Tracking Tool

Targeted Interventions Assessment Tool

Functional Assessment Checklist (FACTS) for Students
Lessons Learned
Lessons Learned

1. Invest in a strong Tier 1 foundation
   • Complete Tier 1 of the TFI annually
   • Ensure communication between teams
   • Acknowledge Tier 1 successes
   • Invest in building & sustaining Tier 1 foundations (e.g., resources)
   • Involve students in development and implementation

Tier 1 is the foundation!
Lessons Learned

2. Connect with a community of practice
   - Support and networking
   - Opportunities to share ideas & resources, celebrate progress, brainstorm, problem-solve
Lessons Learned

3. Align academic, social, emotional, behavioral, and mental health efforts
   • Complete an inventory of all existing Tier 1, 2 & 3 interventions
   • Develop routines for reviewing these data together
   • Communicate objective of tiered framework early & often
   • Inform staff of Tier 2 & 3 systems
Resources

• Advanced Tiers in High School: Lessons Learned from Initial Implementation
• Tier 2 Data, Systems & Practices
• CICO in High Schools

• For more information on the PBIS High School Network through APBS: https://www.apbs.org/networks#PBIS-High-School
• To join the Northeast PBIS High School Networking Calls: https://nepbis.org/communities-of-practice-cop/
Questions?

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