



One High School's Journey to Tier 1 PBIS Development and Implementation

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IOWA CITY COMMUNITY SCHOOL DISTRICT

LIBERTY HIGH SCHOOL

Students who are suspended are significantly more likely to dropout

High School Dropout

Unemployment

Welfare

Depression or
mental health
issues

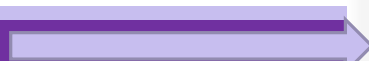
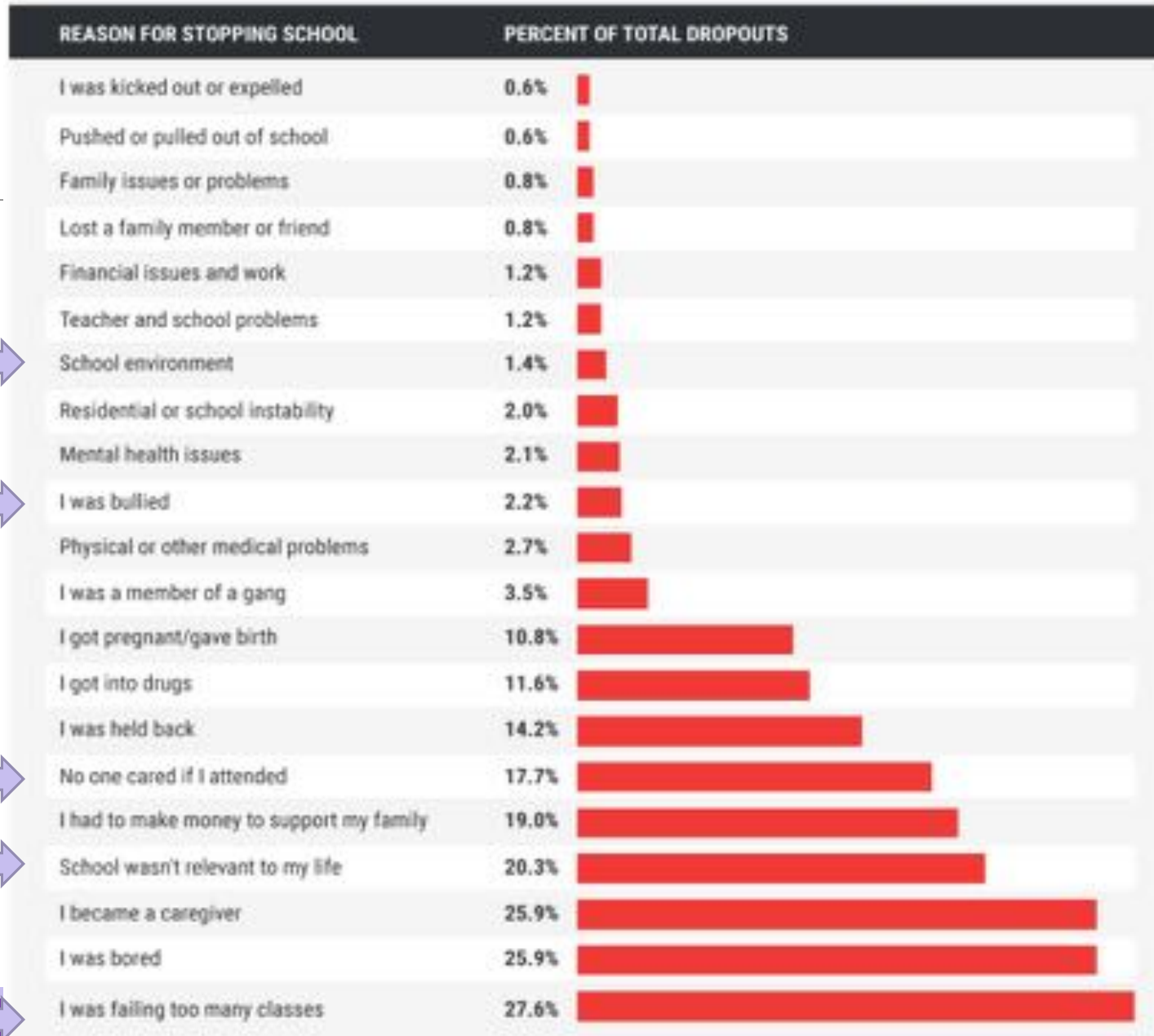
Make less
money

Serve time in jail

Criminal or Gang
Activity

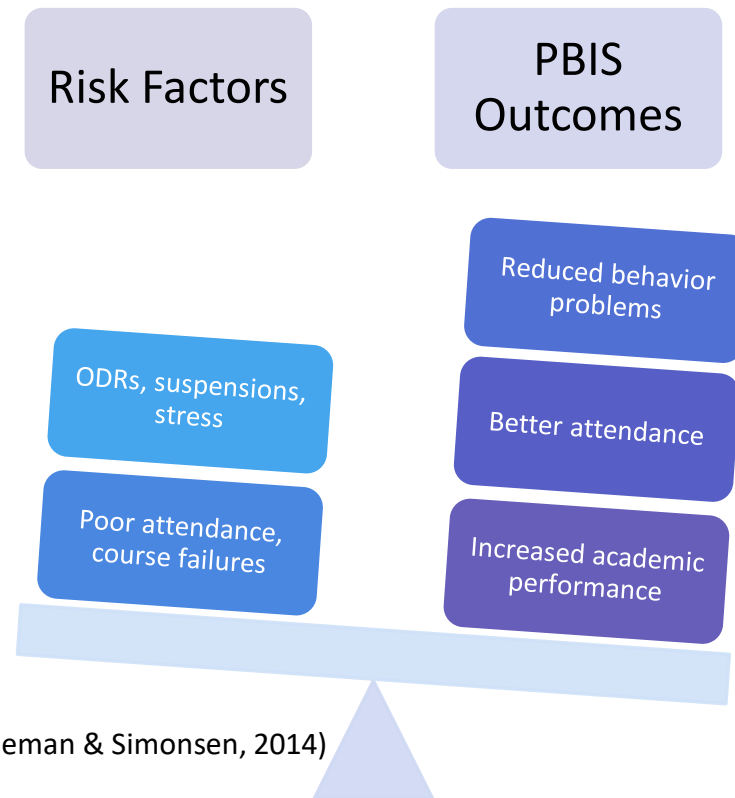
The top reasons students drop out of high school

Top 10



Can a multi-tiered framework like PBIS address some of these issues?

Documented PBIS outcomes align closely with documented risk factors for dropout



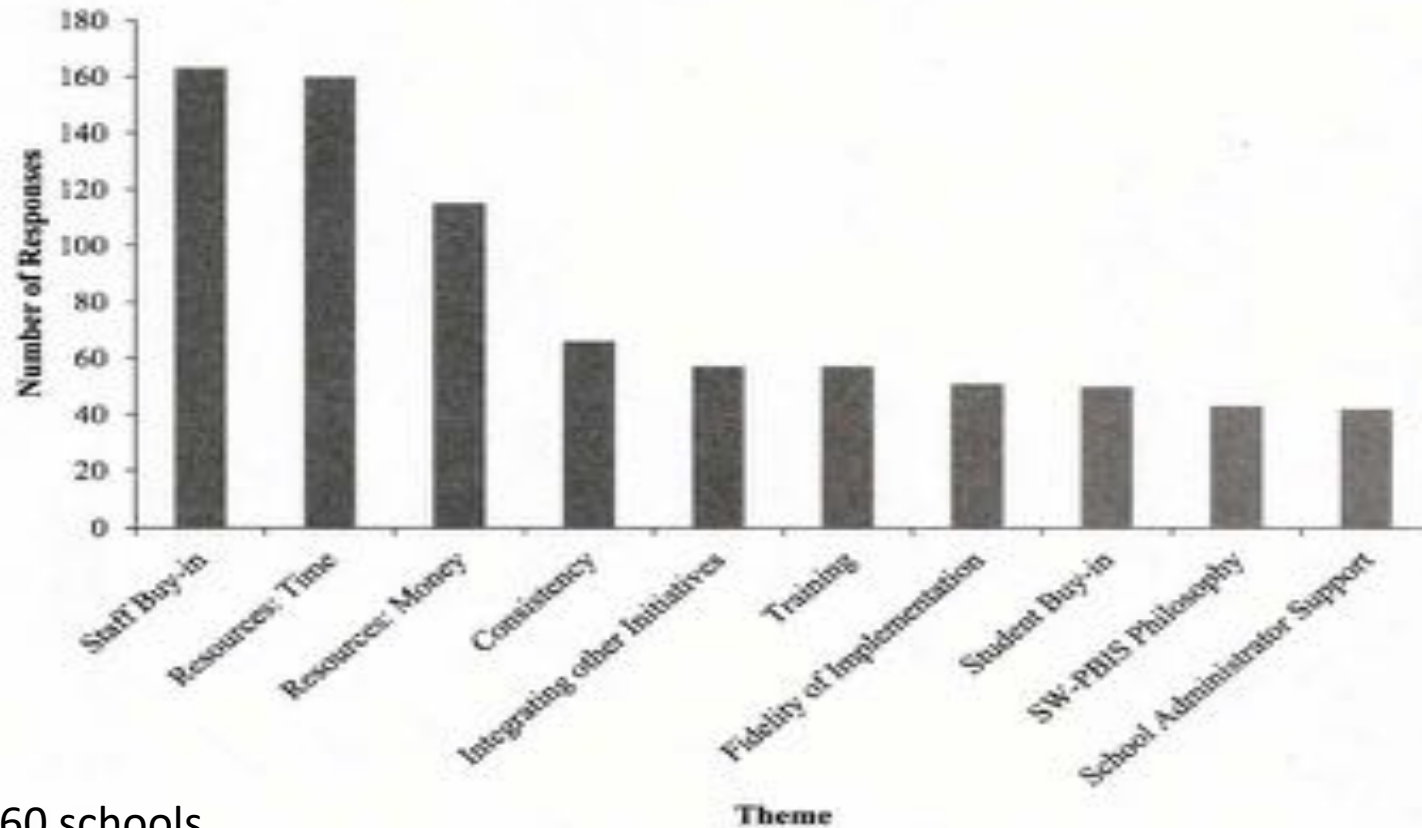
(Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2015; Freeman & Simonsen, 2014)

Iowa Social Validity Survey

(Vancel, Missall, & Bruhn, 2016)

- Surveyed (via Qualtrics) Iowa teachers on their perceptions of PBIS
 - 161 elementary, 74 middle, 96 high school teachers working at schools implementing for at least 1 year (most were much higher, with some over 12 years experience in PBIS school)
- 18 items rated on a scale of 1 to 6 (strongly disagree to strongly agree)
 - Example item: I would recommend PBIS to other teachers
 - High scores = positive perceptions of PBIS
- **High school teachers rated PBIS significantly lower than middle and elementary school teachers**
 - Teacher characteristics did not predict scores (e.g., gender, age, years of experience)

What is the most significant barrier to sustaining schoolwide PBIS?



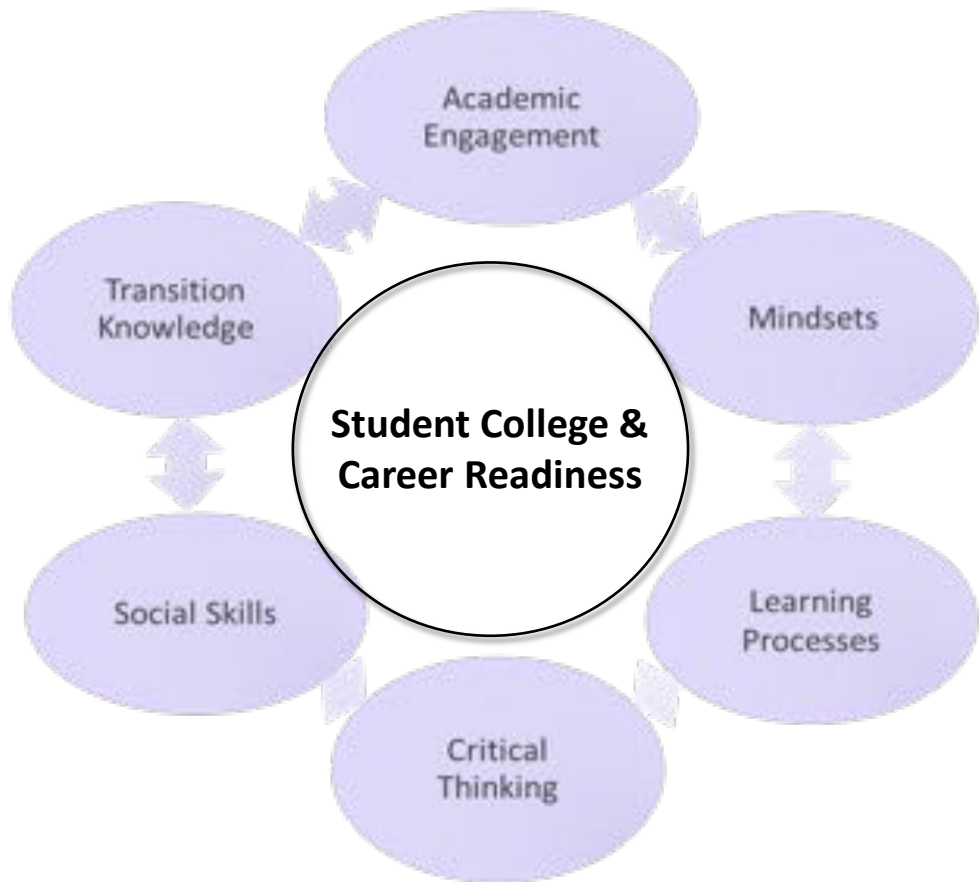
N = 860 schools

Pinkelman, McIntosh, Rasplica, Berg,
& Strickland-Cohen (2015)

Recognition Systems

- In a study of nearly 1,000 high schools, researchers found of all PBIS components, high schools scored the lowest on recognition systems (Swain-Bradway, Freeman, Nese, & Kittleman, 2018)
 - Examples:
 - Praise
 - Tickets
 - Positive office referrals

Keys to Success: Moving beyond popcorn, pencils, and prizes...



Iowa CORE Framework for 21st Century Skills

Employability	Health Literacy	Technology Literacy
Demonstrate leadership, independence, integrity, and ethical behavior	Demonstrate communication, care, & consideration for self and others to enhance overall health and safety	Exhibit leadership for digital citizenship
Work productively and collaboratively	Understand the relationship between decisions and consequences	Practice safe, legal, & responsible use of technology
Think innovatively and solve problems		
Incorporate different perspectives		
Communicate effectively		
Use positive interpersonal skills		
Use time effectively		

OUR STUDENTS



- 8.9% English Language Learners
- 10.4% Students receiving special education services
- 37.4% Low socioeconomic status students



- 17 PRESCHOOL SITES
- 20 ELEMENTARY SCHOOLS
- 3 JUNIOR HIGH SCHOOLS
- 3 HIGH SCHOOLS
- 1 ALTERNATIVE HIGH SCHOOL

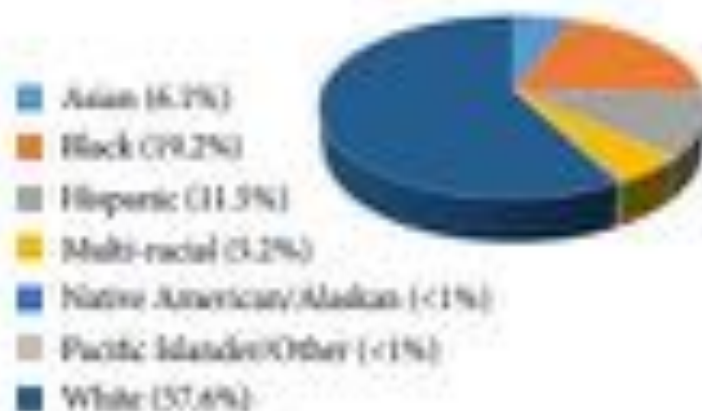
DES MOINES
CANTON RAPIDS
DAVENPORT
SOCK CITY
IOWA CITY
WATERLOO
DES MOINES
ASSETT
COUNCIL BLUFFS
WEST DES MOINES

5th
LARGEST
SCHOOL
DISTRICT
IN IOWA

DISTRICT SIZE
133
SQ. MILES



STUDENT DIVERSITY



NEARLY 80
LANGUAGES
SPOKEN

Liberty PBIS Year 1 / Year 2

YEAR 1 TRAINING & TECHNICAL SUPPORT

	Building Leadership	PBIS Lead Team	All Faculty & Staff
WHY			
HOW	X	X	
WHAT			

YEAR 2 TRAINING & TECHNICAL SUPPORT

	Building Leadership	PBIS Lead Team	All Faculty & Staff
WHY	X	X	X
HOW	X	X	X
WHAT	X	X	X

Timeline

LIBERTY UNIVERSITY
UNIVERSITY OF IOWA PBIS TRAINING & RESEARCH PROPOSAL

Months	Activities
April	<ul style="list-style-type: none"> Student Input and Satisfaction Survey (via Qualtrics) -Purpose: to gather student perceptions about current and future PBIS-related practices, safety, and connection to school -Data will be analyzed by UI and reported back to team/staff
May	<ul style="list-style-type: none"> Team Meeting -Initial meeting to explain the PD plan moving forward -Complete the TFI: data analyzed by UI and reported back to team/staff (March) -Discuss expanding team membership (e.g., minority representation, parents, students) Whole School Meeting (at least 1 hour)-faculty -Overview of PBIS -Share student survey results -Vote about moving forward (if needed) NO VOTE -Complete EBS/SAS: data will be analyzed by UI and reported back to team/staff
June	<ul style="list-style-type: none"> Day 1 Whole School Training -Establish expectations (whole group + parents/students): link to College/Career Readiness -Build matrix (small groups + parents/students): link to CCR -Determine acknowledgement system (whole group +parents/students): link to CCR -Determine discipline system (whole group) -Training Evaluation: data will be analyzed by UI and reported back to team/staff Day 2 Whole School Training -Develop teaching (e.g., posters, videos, lessons) and first day/first week rollout plan (small groups) -Develop plan for sharing student survey results -Training Evaluation: data will be analyzed by UI and reported back to team/staff
August	<ul style="list-style-type: none"> Review plan with team and whole school at in-service meetings prior to start of schoolyear Rollout schoolwide plan during the first week (all SW components) -Share student survey results with students Team Meeting -Begin data discussion (e.g., assessment schedule, decision making, etc.) -Establish meeting schedule
Sept-May	<ul style="list-style-type: none"> UI Committee -On going in data collecti -active super -Monthly on Classroom I -team/staff -work with A End of year -complete II Student logs -complete III

April 2018: Proposal, Survey students, Overview to whole staff

May 2018: Team establish BOLTS, Two 1-hour PD sessions to define expectations, trip to Lincoln

June 2018: Full day of training for whole staff (3 groups: teaching, reinforcing, discipline)

July-August 2018: Small group work on refining plan, freshman orientation, roll out first week

September to now: Monthly team meetings, on-going PD (e.g., praise), booster sessions, data analysis, TFI, school staff survey, transition to team leadership

LIBERTY UNIVERSITY
UNIVERSITY OF IOWA PBIS TRAINING & RESEARCH PROPOSAL

Research Questions	Assessment Tool/Date	Time
1. How do students perceive the school and does that change over time with PBIS implementation?	Student Input and Satisfaction Survey	April 2018, April 2019
2. What are teacher perceptions about the SW, CR, NCR, and IN systems and does that change over time with PBIS implementation?	Effective Behavior Support Self-Assessment Survey (EBS/SAS)	May 2018, May 2019
3. What are the effects of Tier 1 PBIS on student outcomes?	LHS discipline data (e.g., ODR, suspensions), LHS attendance data	2017-2018 Monthly Report, 2018-2019 Monthly Report
4. How do teachers' knowledge, self-efficacy, and perception of PBIS change over time?	Teacher self-assessment survey	May 2018, June 2018, August 2018, January 2019, May 2019
5. Is PBIS implemented with fidelity at the schoolwide and classroom levels?	TFI, Classroom observations	May 2018, May 2019, Ongoing 2018-2019
6. What are the team's and whole school's perceptions of training and coaching?	Training and Coaching Evaluation	June 2018, January 2019, May 2019

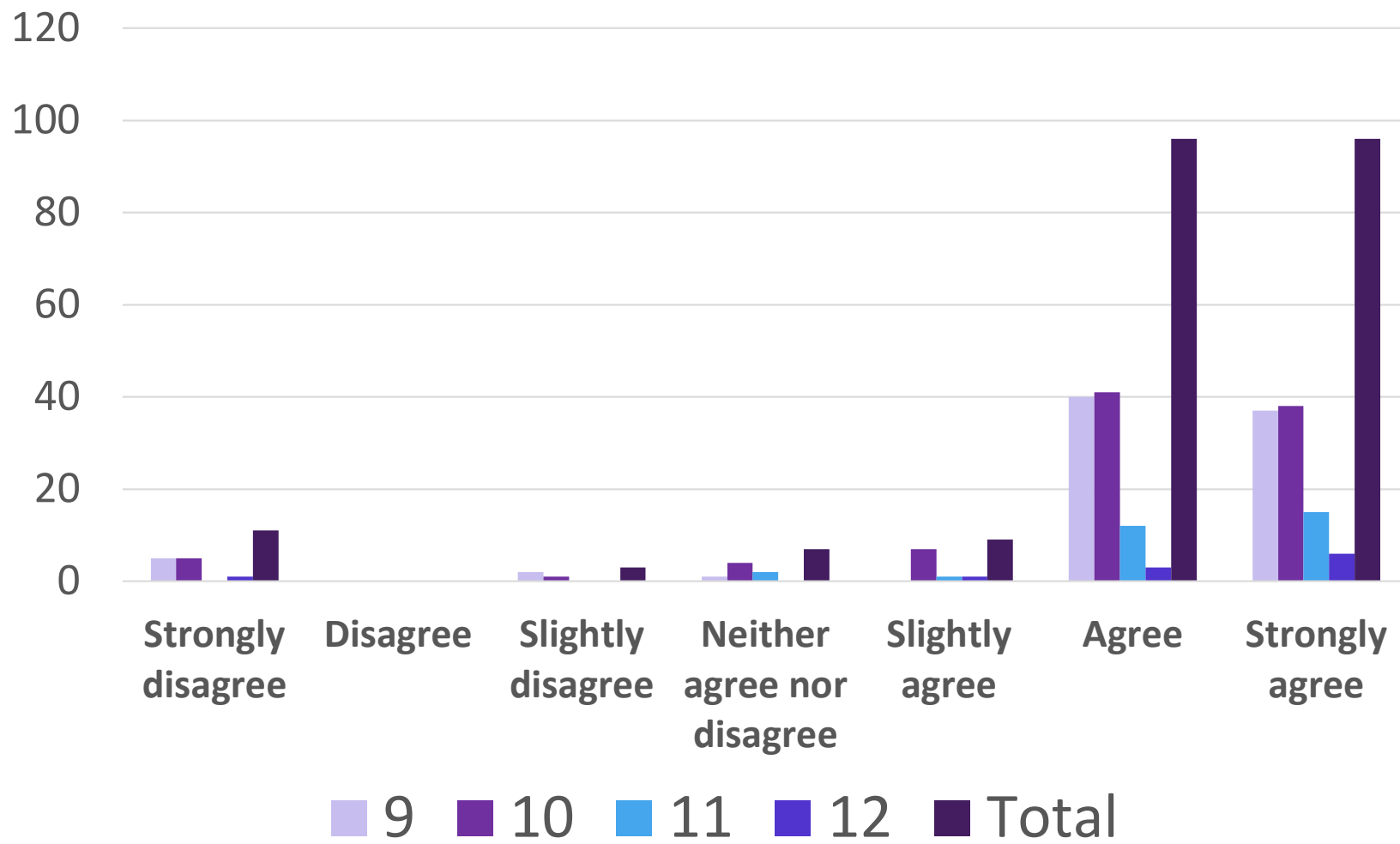
* All results of data analysis will be reported back to LHS

First Steps: Student Survey

Adapted from Student Input and Satisfaction Survey

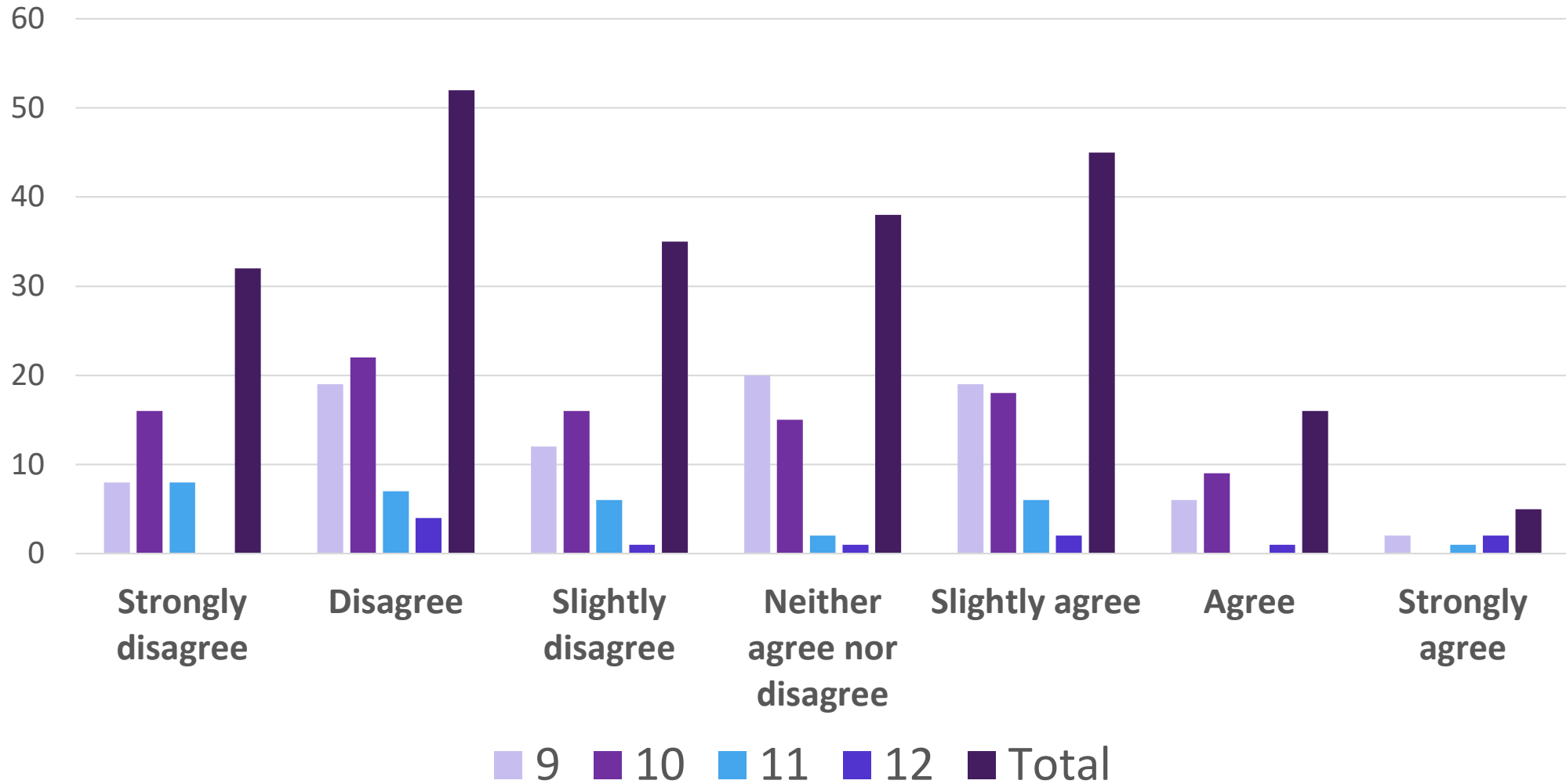
- What do kids know?
- What do kids want?
- How can we use that info to move forward?

I know how teachers and staff want me to behave at LHS.

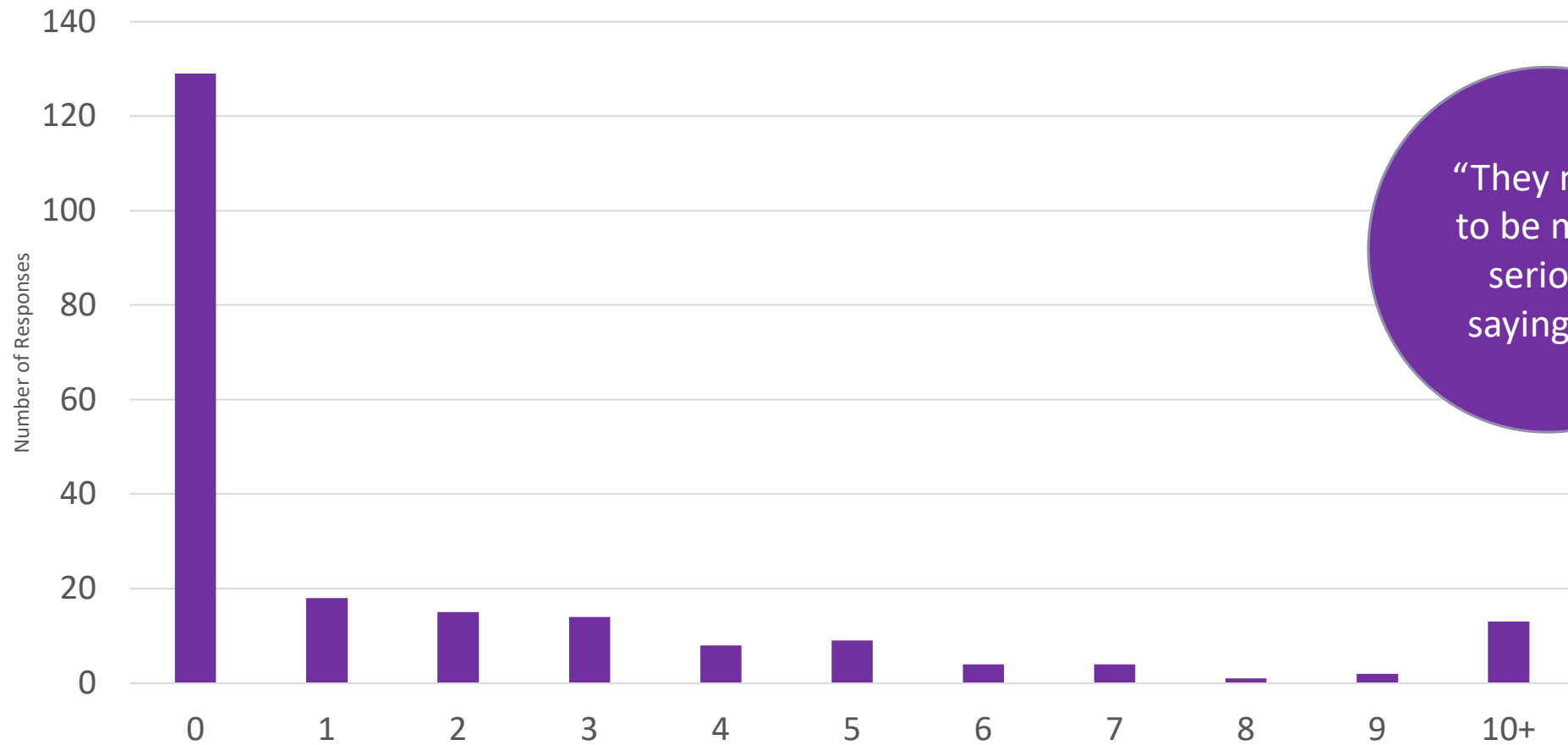


- “Just use common sense.”
- “**Be respectful.** Be nice.”
- “Secure your devices.”
- “Don’t fight.”
- “**Act with integrity.**”
- “No phones.”
- “**Be engaged.**”

Students usually follow the schoolwide expectations.

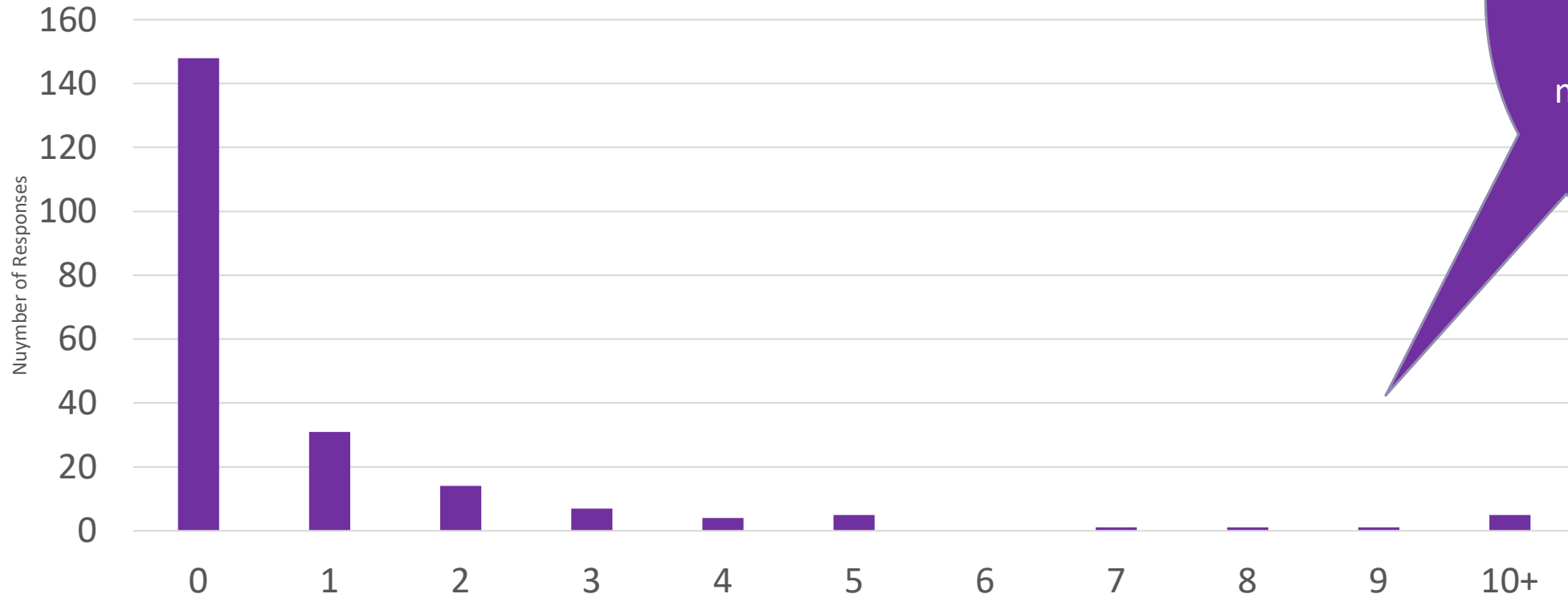


In the past week, how many times did you see teachers and staff reward or praise other students for following school expectations?



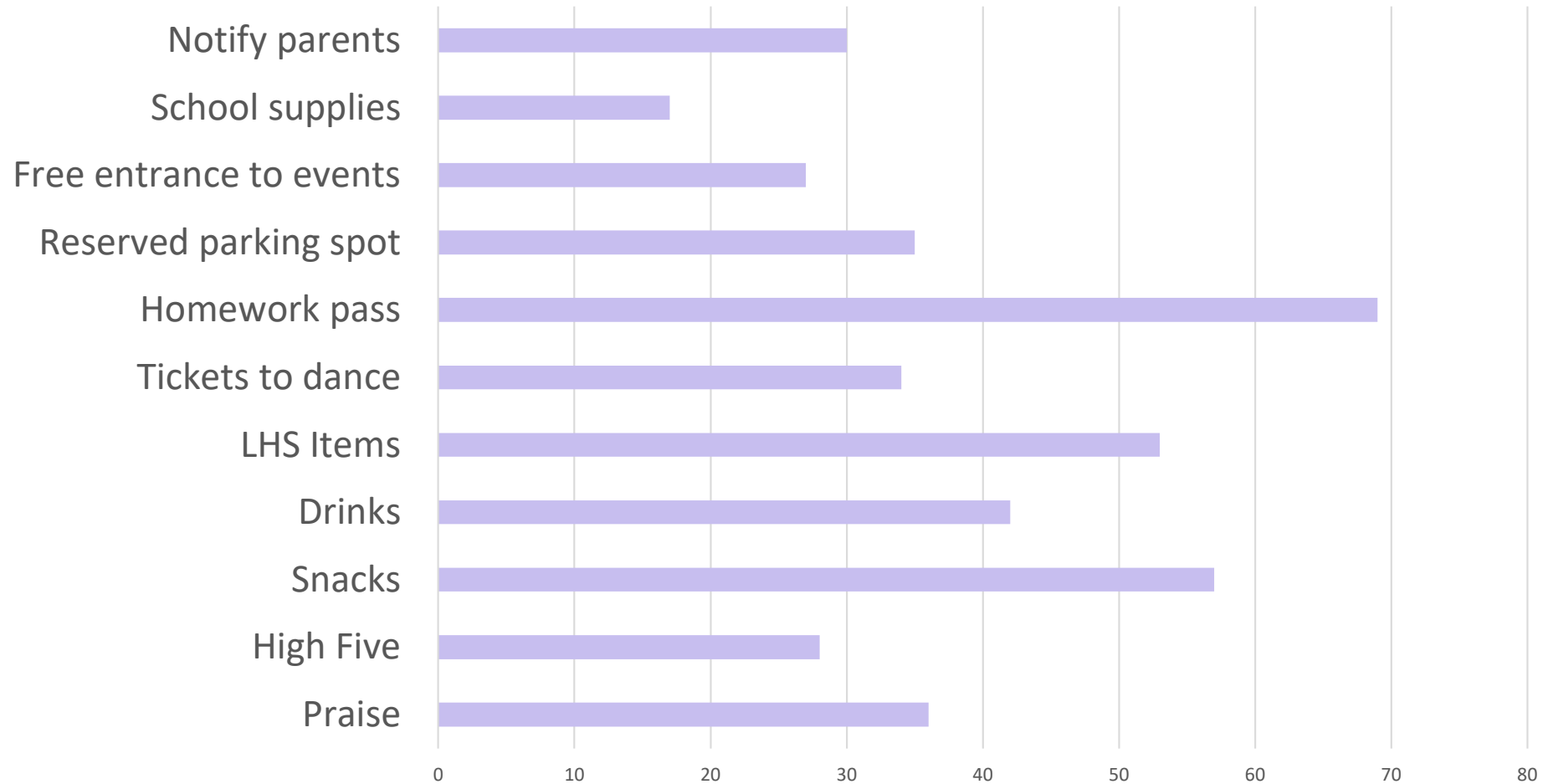
“They need to be more serious saying it.”

In the past week, how many times did teachers and staff reward or praise you for following school expectations?



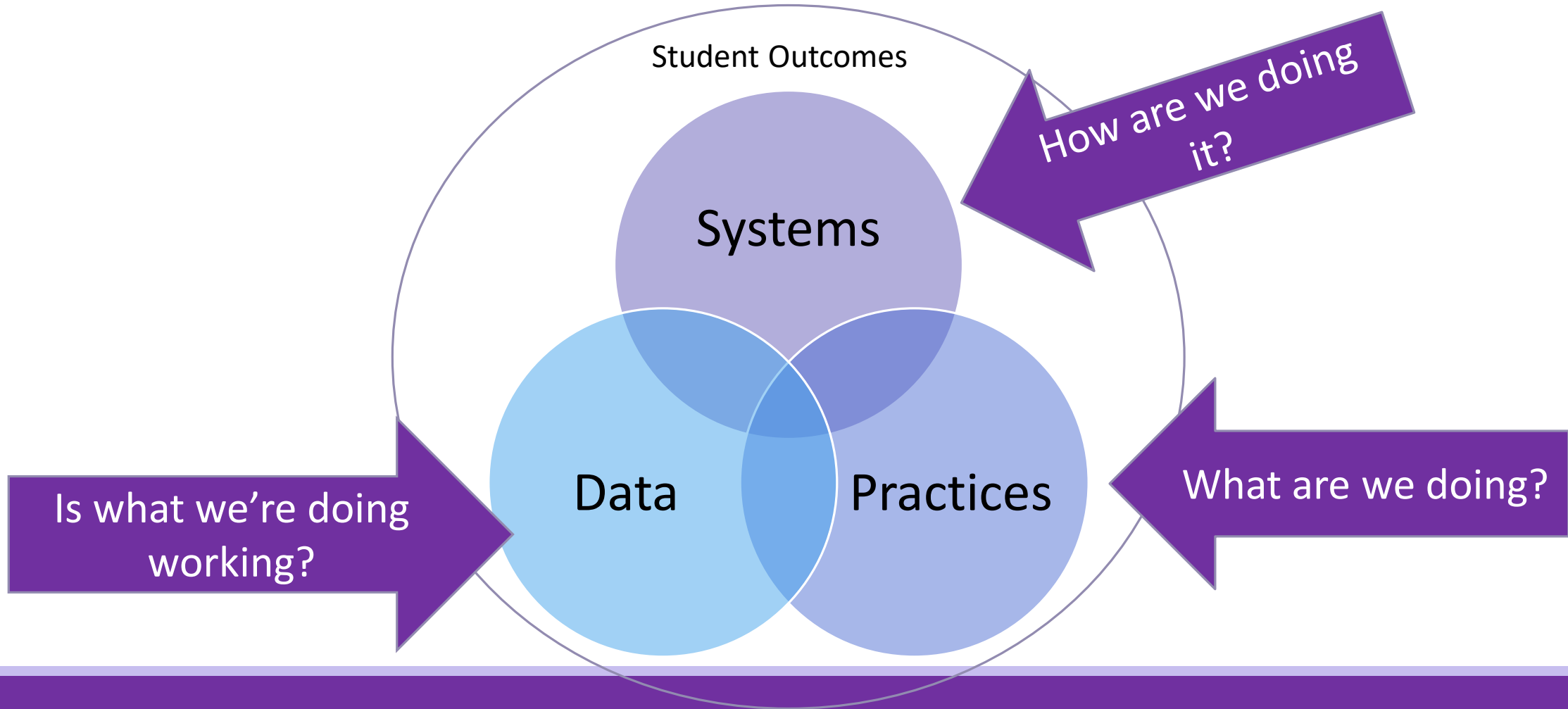
“Honestly, having a teacher just take a general interest in my existence would be nice.”

Meaningful or important acknowledgements you would like to receive for following school expectations



PBIS

A multi-tiered framework for delivering evidence-based **practices**, making **data**-driven decisions, and maintaining **systems** to support implementation to improve student **outcomes**



Systems

- Team with administrative leadership
- Communication
- Technology
- Professional Development

Practices

- Defining & teaching expectations
- Acknowledging positive behaviors
- Correcting negative behaviors
- Clear discipline plan

Data

- ODRs, suspensions
- Attendance
- Grades
- Positive referrals (e.g., post cards, online)

Outcomes

-student (e.g., CCR, graduation, citizenship)
-teacher/school (e.g., job satisfaction, school climate, mental health)

Systems

System Components- PBIS Team

- PBIS Team Year 1- Principal selected team
 - Guidance was given from GWAEA trainers
 - Attempted to have all areas represented
 - Asked for volunteers

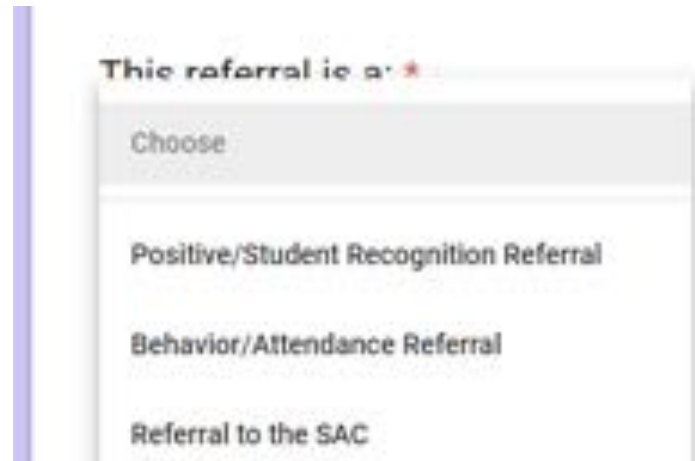
- PBIS Team Year 2- Backwards Design
 - Professional Development & Optional Professional Development
 - Looked for leaders to emerge
 - Assistant Principal selected new & improved PBIS team
 - Support from Allison Bruhn (University of Iowa)

System Components- Professional Development (New Beginnings)

- End of year one PD
 - All staff
 - Designing Behavior Matrix
- Optional PD following the end of year one
 - Finished Behavior Matrix
 - Divided into three groups
 - Discipline System- Majors vs Minors
 - Acknowledgement System- Staff and Students
 - Teaching Expectations

System Components- Technology

- Liberty HS Referral System
 - Google Forms and Sheets
 - Positive/Student Recognition Referral
 - Behavior/Attendance Referral
 - SAC Referral



This referral is a: *

Choose

- Positive/Student Recognition Referral
- Behavior/Attendance Referral
- Referral to the SAC



18-19 Liberty High Referral Form

This form is to be utilized for: Positive/Student Recognition Referrals, Behavior/Attendance Referrals, or SAC Referrals.

Your email address (colbert.justin@iowacityschools.org) will be recorded when you submit form. Not you? [Switch account](#)

* Required

Positive/Student Recognition Referral Steps

- 1) You may submit a positive referral at anytime for any student.
- 2) Once submitted, an email will be sent to the student and their guardian(s) contact reason for their positive referral.

Attendance Referral Steps (Unexcused Absence)

System Components- Technology Cont.

- Form Mule (Google Sheets Add-on) Preview and send all
 - Emails positive referrals to student, guardian(s), and staff member
 - Easily communicate back with staff regarding behavior or attendance referrals

Number of emails formMule will attempt to send: 1
Remaining daily send quota: 1500

CC	dolson.peggy@iowacityschools.org
Subject	Liberty High School Positive Behavior Referral

Dear ██████████ and Guardian(s),

You are receiving this email because a staff member at Liberty High school wanted to positively recognize ██████████

A positive behavior referral was submitted 2/6/2019 22:44:48 by dolson.peggy@iowacityschools.org, and they included the following comments:

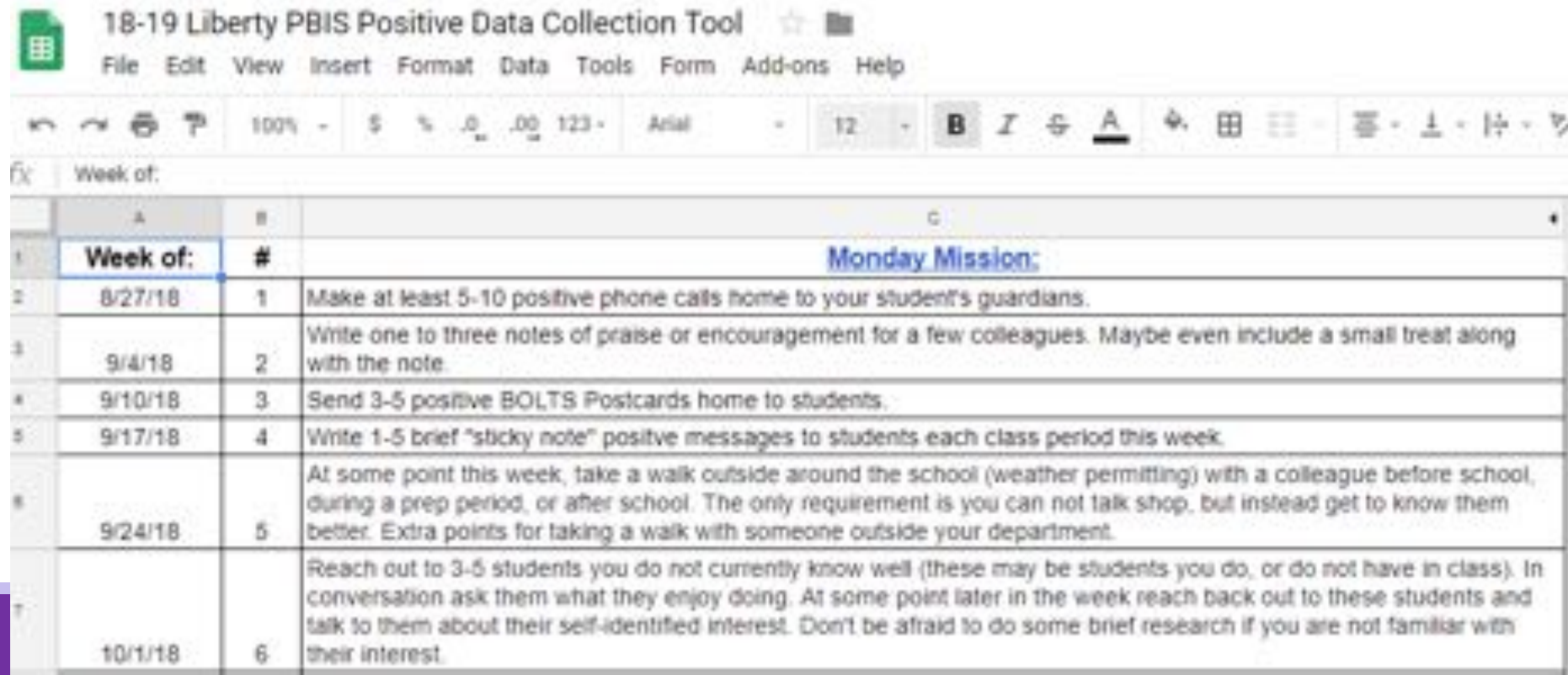
Body I am writing a positive behavior referral for this student because they...
"██████████ takes ownership of her learning. She is diligent with her written responses and participates in class activities. ██████████ shows keen insight into literature and is a strong English 9 Honors candidate."

██████████, your positive contributions at Liberty are noticed and appreciated. Keep up the good work!

Send now Edit template(s) Cancel

System Components- Technology Cont.

- Positive Data Collection
 - Tracks all Positive Referrals, BOLTS Postcards, and Mission Mondays



	A	B	C
1	Week of:	#	Monday Mission:
2	8/27/18	1	Make at least 5-10 positive phone calls home to your student's guardians.
3	9/4/18	2	Write one to three notes of praise or encouragement for a few colleagues. Maybe even include a small treat along with the note.
4	9/10/18	3	Send 3-5 positive BOLTS Postcards home to students.
5	9/17/18	4	Write 1-5 brief "sticky note" positive messages to students each class period this week.
6	9/24/18	5	At some point this week, take a walk outside around the school (weather permitting) with a colleague before school, during a prep period, or after school. The only requirement is you can not talk shop, but instead get to know them better. Extra points for taking a walk with someone outside your department.
7	10/1/18	6	Reach out to 3-5 students you do not currently know well (these may be students you do, or do not have in class). In conversation ask them what they enjoy doing. At some point later in the week reach back out to these students and talk to them about their self-identified interest. Don't be afraid to do some brief research if you are not familiar with their interest.

System Components- Communication

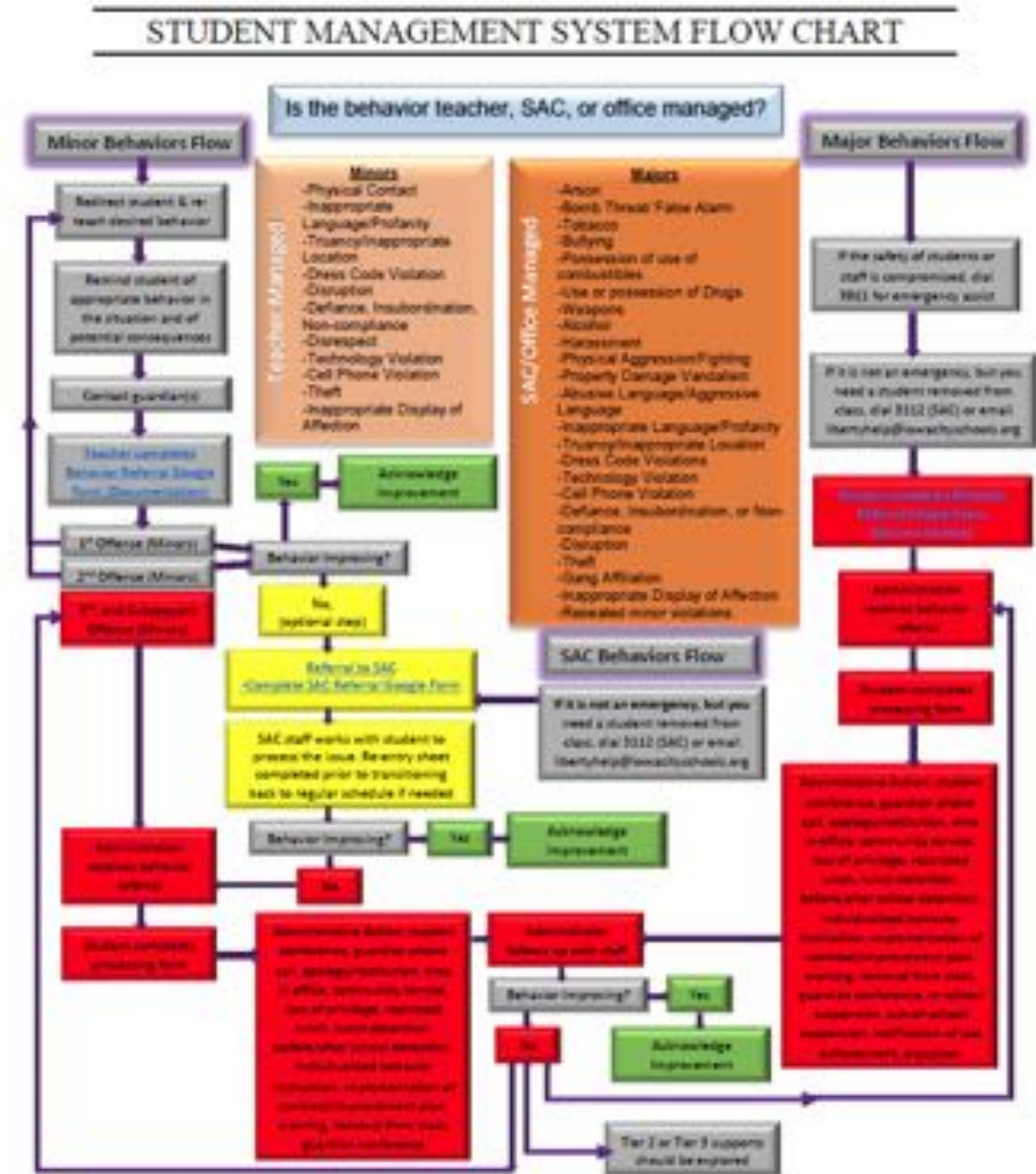
- Staff/PBIS Digital Handbook
 - Pages 9-46 (PBIS)
 - Pages 54-67 (Traditional)
- Weekly Emails
- Staff Meetings/PD
- Modeling
 - Students
 - Staff

System Components- Communication

- Handbook continued...
 - PBIS Overview
 - Tier I
 - Safety Procedures
 - Tardy/Truancy/Cell Phone Policy & Procedures
 - Recognition Systems
 - School-Wide Systems
 - Major/Minor Matix
 - Student Management System

System Components- Discipline Plan

- Student Management System
 - Majors vs Minors
 - Minor Behaviors Flow
 - Major Behaviors Flow
 - Menu of responses
 - What is the intervention?
 - Use BOLTS language
 - Restore relationships



Practice

HOW ARE WE TEACHING AND REINFORCING?

#1: Defining & Teaching Expectations—The Matrix



BEHAVIORAL GUIDELINES: BOLTS MATRIX

**LIBERTY HIGH SCHOOL STUDENTS
ESTABLISH A SENSE OF**

BELONGING

- Be here
- Participate
- Be inclusive and kind

B

OWNERSHIP

- Own your effort
- Own your presence in class assigned areas
- Own your words and actions

O

LEADERSHIP

- Lead with a positive example
- Discourage and avoid drama and bullying
- Hold yourself and others accountable

L

TEAMWORK

- Help and work with anybody
- Identify problems, resolve conflict appropriately, and restore relationships
- Respect each other

T

SAFETY

- Follow safety procedures
- Keep hands and feet to yourself
- See something, say something

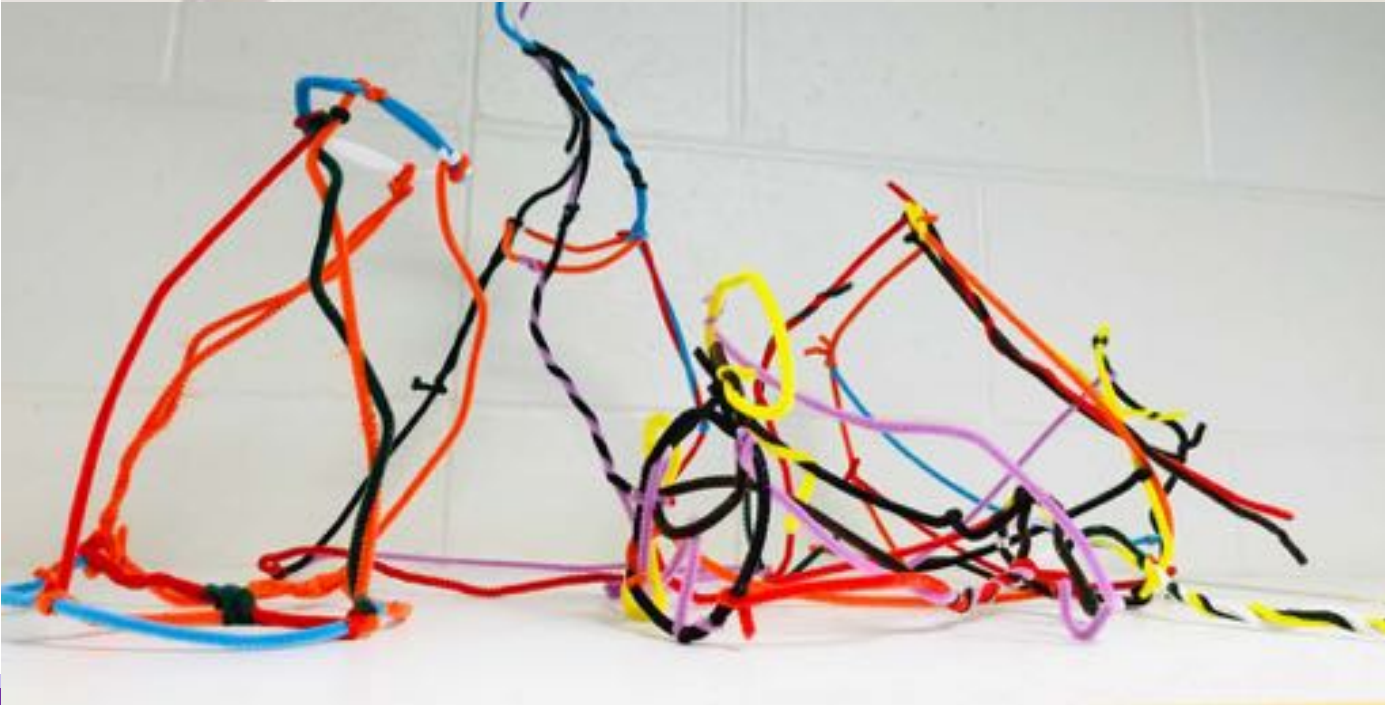
S

#1: Defining & Teaching Expectations— Rollout during Liberty Time

#1: Defining & Teaching Expectations—Booster Lessons during Liberty Time

TEAMWORK

- Help and work with anybody
- Identify problems, resolve conflict appropriately, and restore relationships
- Respect each other



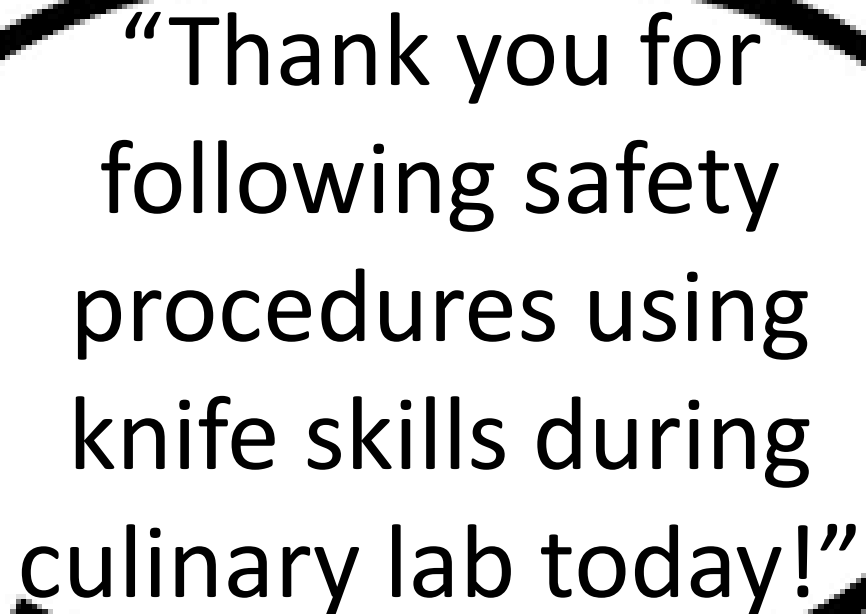
#2: “Mission Mondays”

Mission Monday: Share with 2-3 students of your choosing that you are proud of them. The reason for why you are proud can be up to you. The method of how to communicate with them is also up to you. You can tell them in person, share with them and their guardians through an [online referral](#), or share with them and their guardians by sending them a positive [BOLTS postcard](#). Here are a few examples to help you out though:

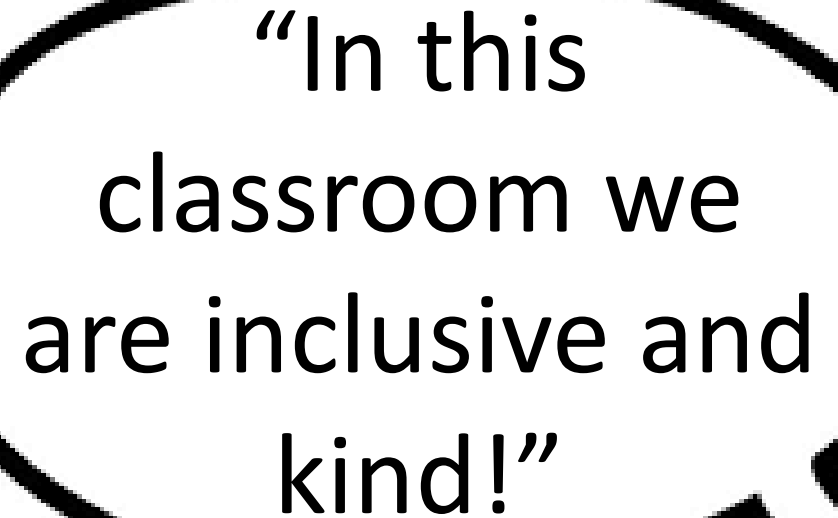
- A student did awesome on a recent assessment
- You have seen lots of growth from them
- They are a leader in your class/activity
- For an accomplishment they earned in their sport/activity
- For being inclusive and kind



#3: Reinforcing BOLTS Behaviors

A large, black-outlined speech bubble with a tail pointing towards the bottom left. It contains the text: "Thank you for following safety procedures using knife skills during culinary lab today!"

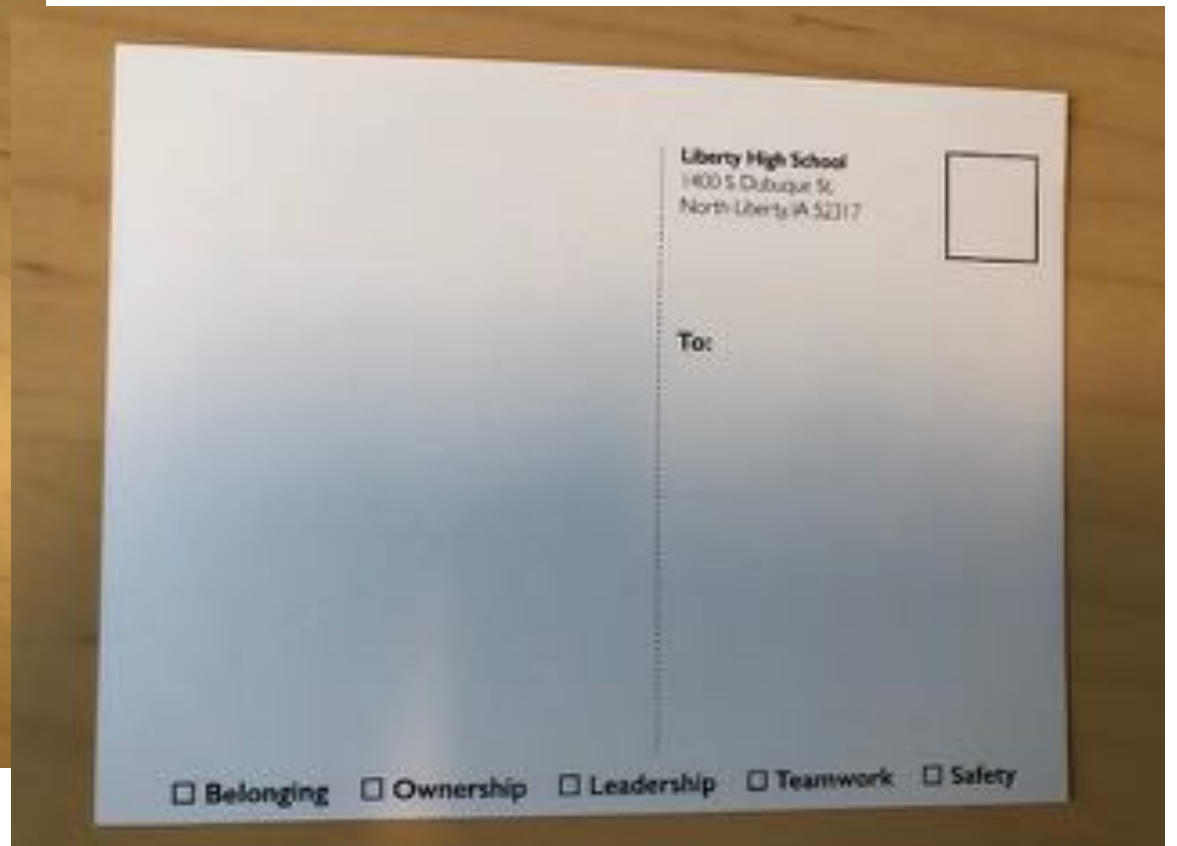
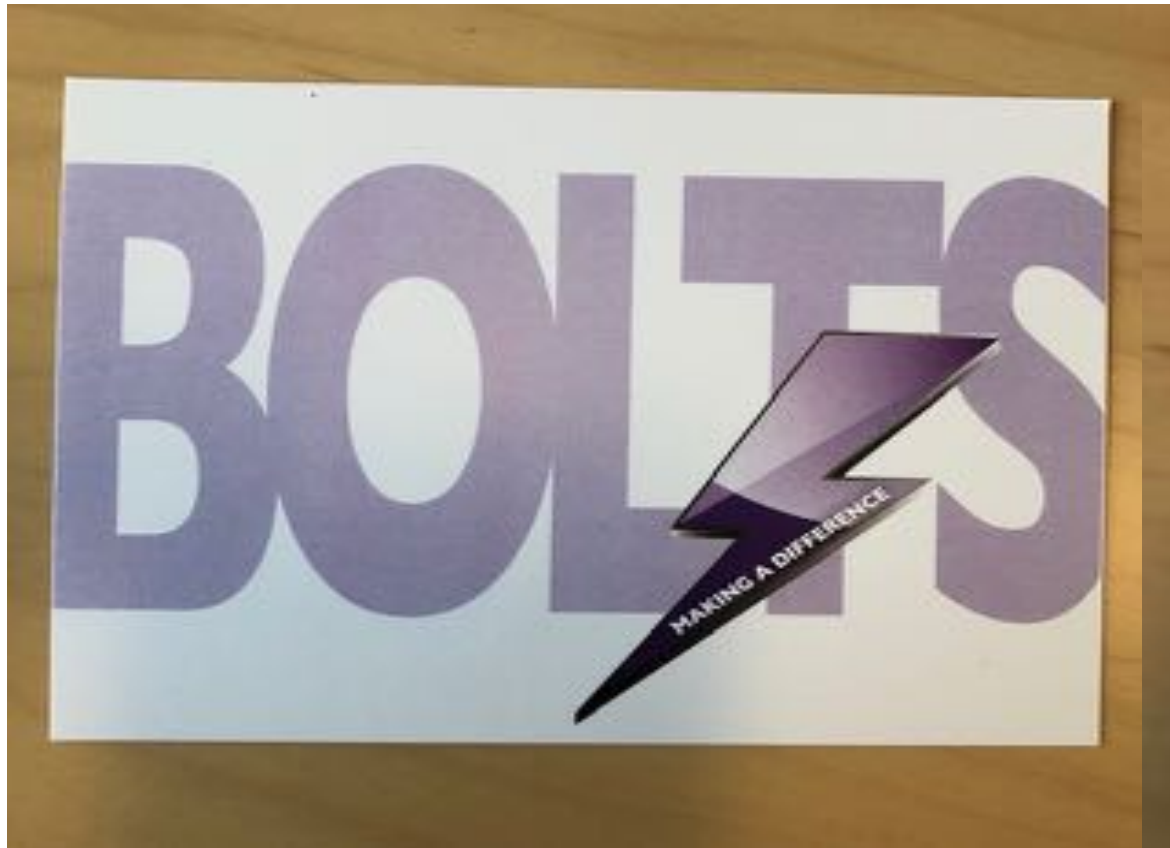
“Thank you for following safety procedures using knife skills during culinary lab today!”

A large, black-outlined speech bubble with a tail pointing towards the bottom right. It contains the text: "In this classroom we are inclusive and kind!"

“In this classroom we are inclusive and kind!”

Compliments & Corrections

#3: Reinforcing BOLTS Behaviors



#4: "Treat-a-B.O.L.T."



Chocolate (no nuts or peanut butter), Handwritten note, Gift card, Smile.

coffee, cherry coke, Kit Kats, sour cream & onion chips
Gift cards - Chipotle, Starbucks, Target, Marshalls

Lindt Lindor chocolate or any other kinds, Teavana teas, Liberty swag, coffee mugs, Gift cards - coffee shops

Snickers, Hershey's, Diet Dr. Pepper, pizza, donuts, cookies, anything St. Louis Cardinals, Hawkeye, or Liberty related
Gift cards - Amazon, Hy-vee, Subway

Coffee, dark chocolate, any food - not picky :)

Jamón flavored Ruffles (very hard to come by), Lays sour cream and onion chips, jelly beans/gummy bears, coffee, sushi, junior mints, really just about anything!!!

Peanut butter and Chocolate, Payday candy bars, starbuck gift cards, donuts, grape soda, coffee, handwritten notes

Coffee, dark chocolate, pizza

Coffee, flowers, handwritten notes



#5: Positive Teacher Referral

#6: Student & Staff Personal Slides



DANIEL LEKIN

Interests

- Teaching Emergent Bilinguals!
- Scandinavian culture

Did you know...

... that Daniel taught ELL in Saudi Arabia and New York City?!

#7: Administrative Walk-Throughs



Positive B.O.L.T.S.
feedback via email!



Non-evaluative!



Interact with students or
observe from a distance!

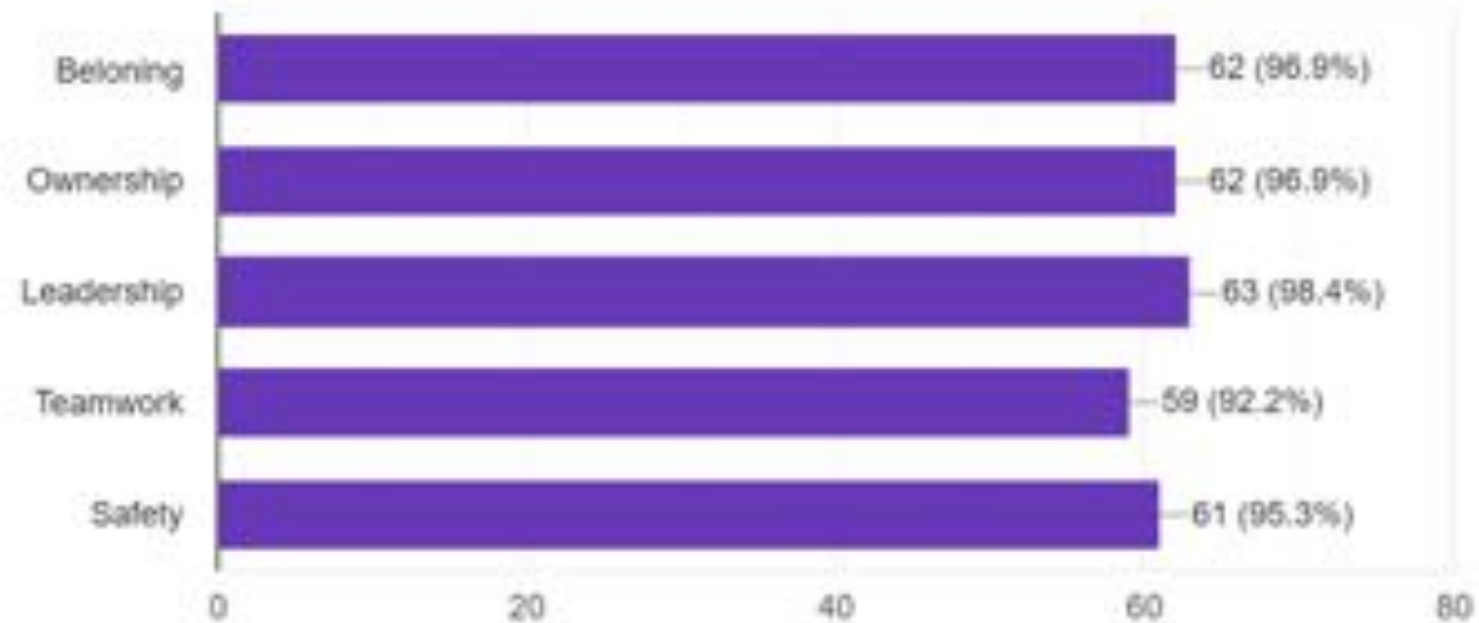


Snapshot of day-to-
day teaching; always
find the good!

#8: B.O.L.T.S.-in-Action Survey!

My teacher demonstrates all of the following BOLTS matrix characteristics in this classroom- check all that apply.

64 responses



My teacher demonstrates Ownership in this classroom- check all that apply. *

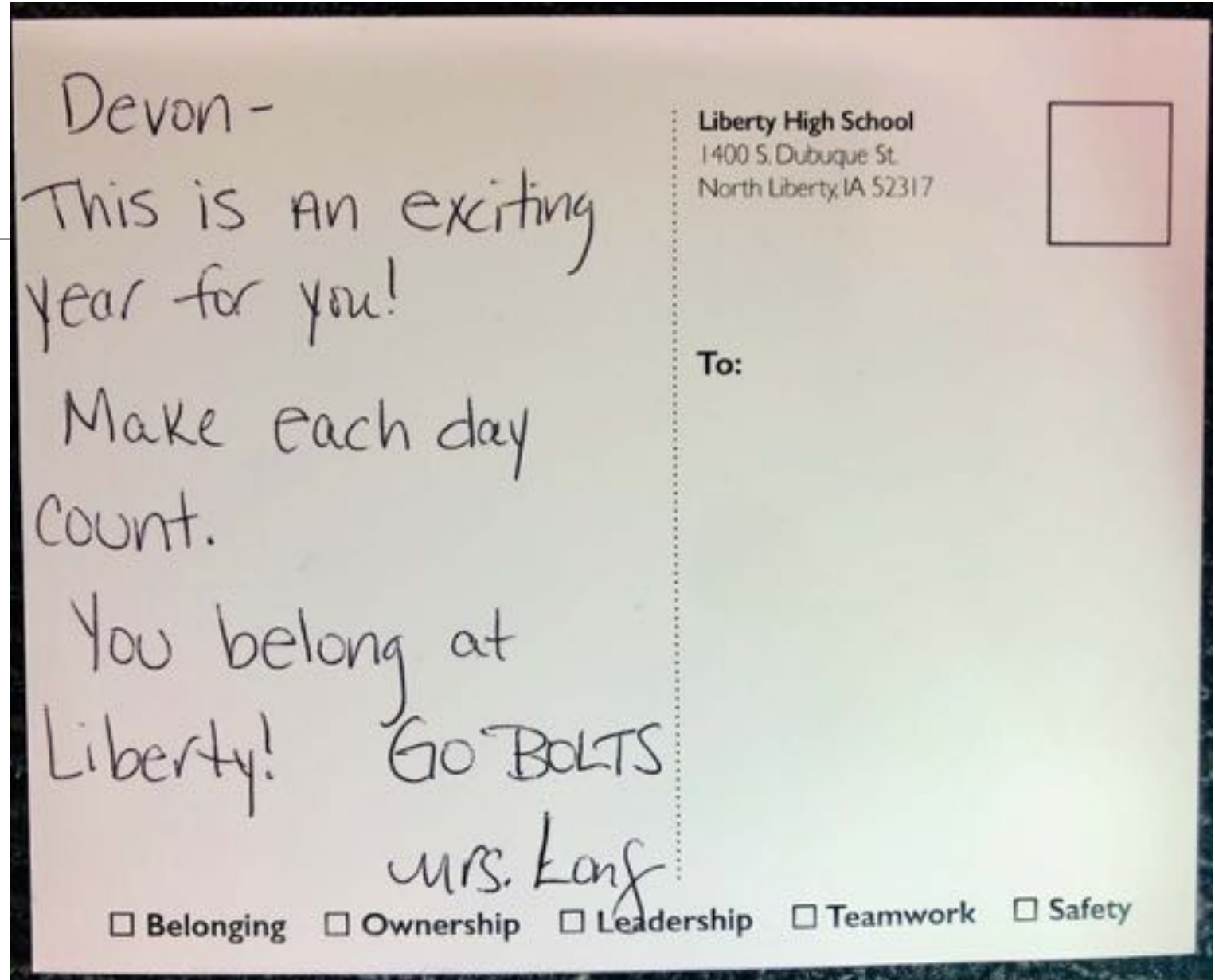
- Owning my effort in class
- Own my presence
- Own my words and actions

How have I specifically demonstrated Ownership to you in my class. *

Long answer text

#9: P.B.I.S. “Pick-Me-Up”!

#10: Parent Postcards for Everybody



Data

IS OUR PLAN WORKING?

Data Components

- Suspensions (in/out)
- Expulsions
- Majors/Minors
- Positive Referrals
- Positive Postcards
- Total Unexcused Absences
- Total Ds & Fs
- Total Honor Roll (3.5 and above)

**Liberty High School
Assessment Schedule**

Measure	Aug	Sept	Oct	Nov	1 st Tri	Dec	Jan	Feb	2 nd Tri	Mar	Apr	May	3 rd Tri
School Demographics													
Total (school and by grade level), race, special ed, ELL	X	X	X	X	X	X	X	X	X	X	X	X	X
Student Outcome Measures - Academic													
D & F	X	X	X	X	X	X	X	X	X	X	X	X	X
Honor Roll (3.5+)					X				X				X
Student Outcome Measures - Behavior													
Majors	X	X	X	X	X	X	X	X	X	X	X	X	X
Minors	X	X	X	X	X	X	X	X	X	X	X	X	X
Suspensions	X	X	X	X	X	X	X	X	X	X	X	X	X
Expulsions	X	X	X	X	X	X	X	X	X	X	X	X	X
Positive Referrals	X	X	X	X	X	X	X	X	X	X	X	X	X
Post Cards Home	X	X	X	X	X	X	X	X	X	X	X	X	X
Attendance (unexcused absences, unexcused tardies)	X	X	X	X	X	X	X	X	X	X	X	X	X
Program Evaluation Measures													
Student Survey													X
Talent/Fidelity Inventory (TFI)					X								X
Effective Behavior Support Self-Assessment Survey (SAS)													X

From: Lane, K. L., Menzies, H., Bruhn, A., & Crnabori, M. (2011). *Research-based practices for preventing and responding to behavior problems: Effective, practical strategies that work*. New York, N.Y.: Guilford Press

Positive Online Referrals/Postcards (2/10/19)

- Student Population: 930 Students
- Positive Online Referrals: 749
- Positive Postcards: 618
- **Combined Total: 1,367**

ODRs and Suspensions (2/10/19)

Staff Behavior Referrals

- 1st Offense Minors: 169
- 2nd Offense Minors: 44
- 3rd Offense Minors or Majors: 28

Suspensions:

- Out-of-School: 25
- In-School: 3
- Expulsions: 0
- Long-Term Suspensions: 0

1,367 Positive Behaviors vs. 269 Negative Behaviors

5 times as much positive!

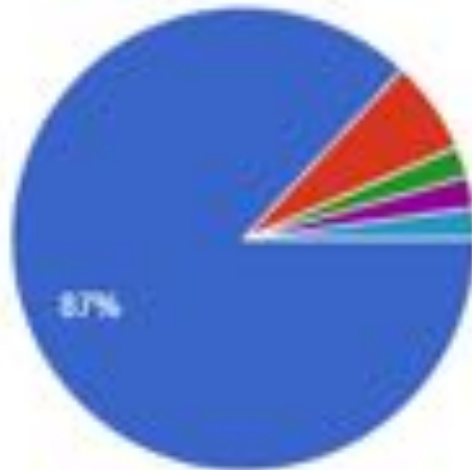
We added 200 students, and yet...

First Trimester	2017-2018 N = 743	2018-2019 N = 944	Percent Change
Suspensions	39	17	66% decrease
Total number of Ds & Fs	548	528	24% decrease

PBIS & Building Climate Staff Perception Survey

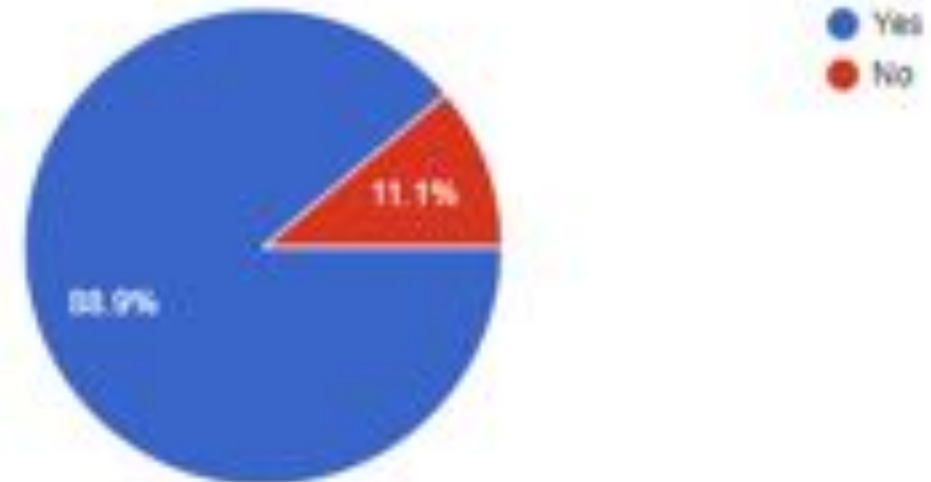
In comparison to last school year, has the school climate improved, stayed the same, or worsened?

45 responses

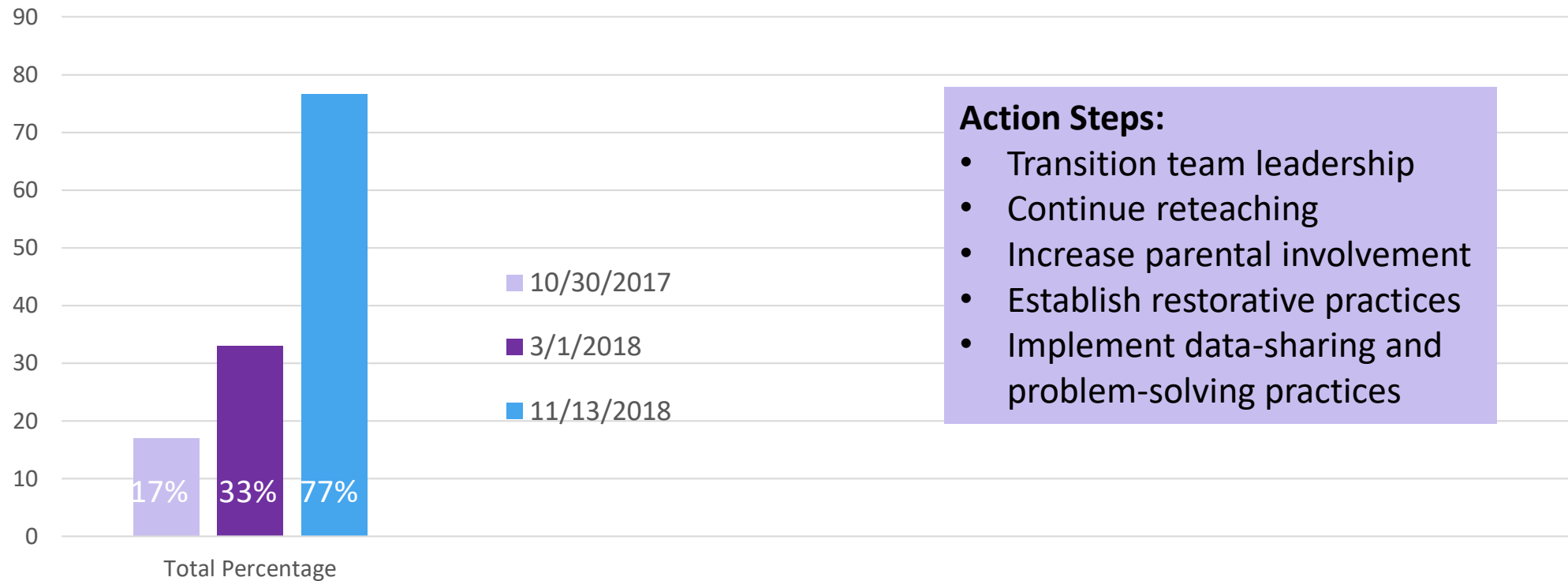


Do you incorporate the BOLTS language into your classroom/space?

63 responses



Tier 1 of Tiered Fidelity Inventory (TFI)

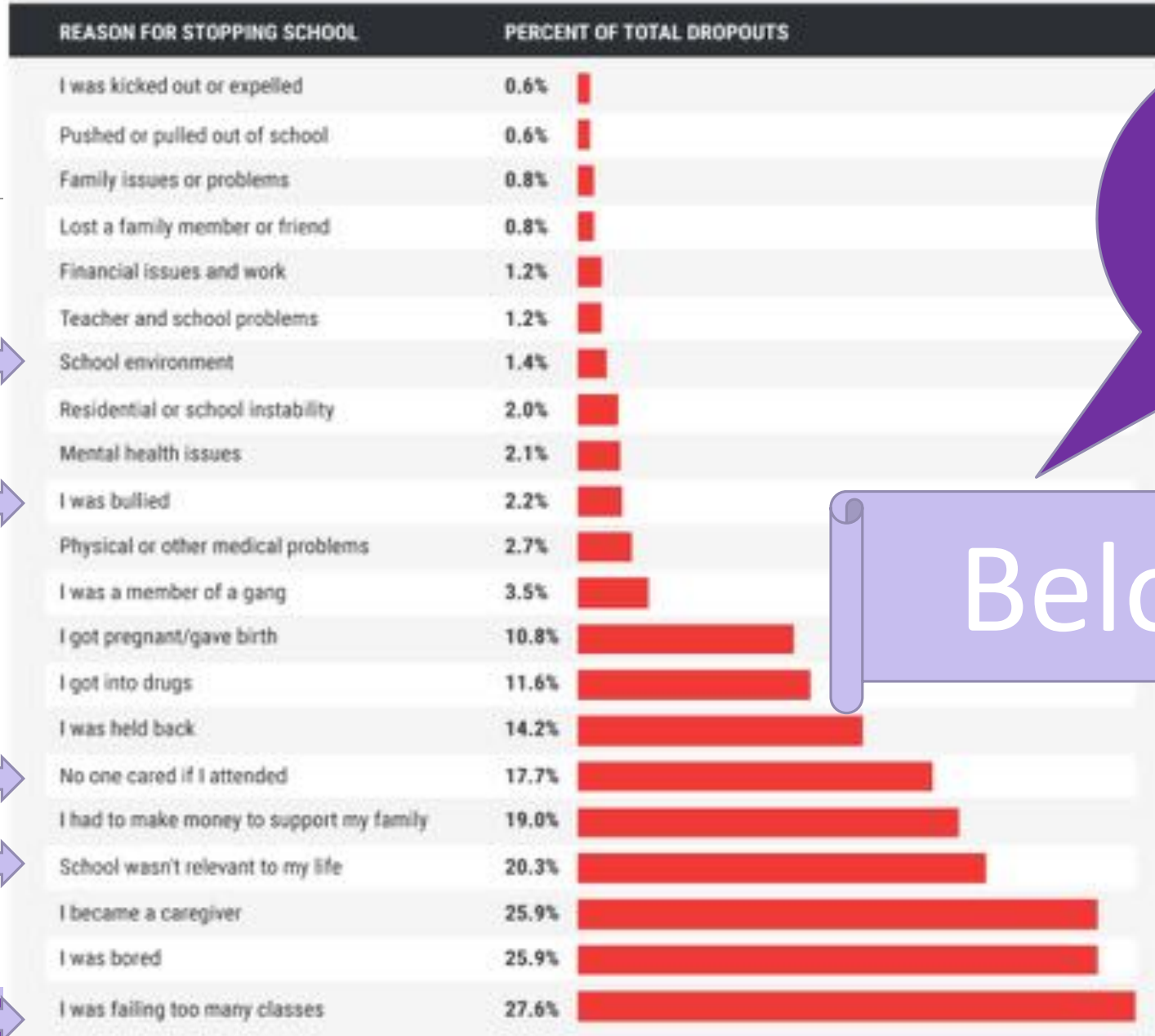


Keys to Successful Training & Implementation

- 1) Student input
- 2) Strong administrative leadership who were “in the arena”
- 3) Site visit to Lincoln, NE
- 4) Whole-staff participation—giving teachers a voice and customizing to the school’s values
- 5) Dedicated PD time



The top reasons students drop out of high school



Top 10



“Honestly, having a teacher just take a general interest in my existence would be nice.”

Belonging

Time for Questions

UNIVERSITY OF IOWA

Allison Bruhn

Allison-bruhn@uiowa.edu

IOWA CITY COMMUNITY SCHOOLS

Justin Colbert (Liberty High School)

Colbert.justin@iowacityschools.org

Lora Daily (ICCSD)

Daily.lora@iowacityschools.org