PBIS Update

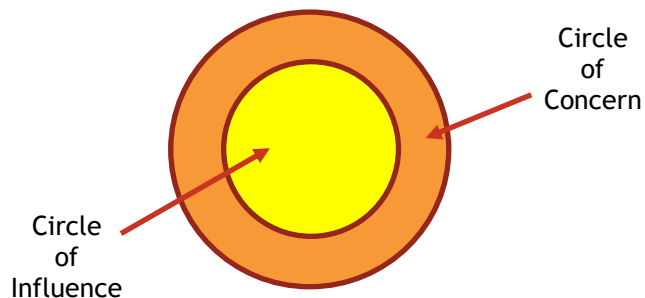## Sweetwater School District Number One
February 2019

Dropping out of school is not something that typically ensues for a student at a single point in time. A growing body of research suggests that dropping out of school is but the concluding act in the cumulative process of disengagement from the educational setting. Disengagement may begin as early as elementary school, when students fail to become involved in either the academic or the social aspects of school. Poor performance on assignments, misbehavior, failure to do homework, frequent absences and lack of participation in extracurricular activities are all signs of disengagement.

Children don't drop out of high school when they are 16, they do so in the first grade and wait 10 years to make it official.

— Bob Keeshan —

AZ QUOTES

The National Dropout Prevention Center has identified 15 Strategies that have the greatest impact on reducing school dropouts. These strategies while independent work well together and frequently overlap. All of these strategies are within our Circle of Influence and are supported by PBIS implementation. Research demonstrates that educational experiences, those within our Circle of Influence, are as important to student disengagement as any demographic factor.

Circle of Influence
Your circle of influence contains **some** of those things from your circle of concern because it's all the things you are worried about **that you can actually change.** It is the things you can influence; the problems you can do something about.

Circle of Concern

Circle of Influence

The 15 strategies were discussed at the Leadership meeting on January 16, 2019. The purpose of this newsletter is to discuss how PBIS supports the 15 strategies as well as a reduction in high school dropout rates.

What are the 15 strategies that reduce dropout rates?

- Systemic approach
- School-Community collaboration
- Safe learning environment
- Family engagement
- Early childhood education
- Early literacy development
- Mentoring/Tutoring

- Service-learning
- Alternative schooling
- After-school/Out-of-school opportunities
- Professional development
- Active learning
- Educational technology

- Individualized instruction
- Career and technical education

Although all of the above are intertwined with an effective PBIS program, several strategies in particular are tightly correlated.

1. Systemic approach - A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.
2. Safe learning environment - A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.
3. Active learning - embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.
4. Individualized instruction - Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

For additional definitions of the listed strategies please visit
http://dropoutprevention.org/effective-strategies/ - AL

How do PBIS outcomes address dropout risk factors and support the 15 strategies?

School Level Dropout Factors		Academic Performance Dropout Factors	
Risk Factor	**PBIS Outcomes**	**Risk Factor**	**PBIS Outcomes**
• Negative school climate • Poor relationships • Punitive discipline • Large school • High poverty	• Organizational health • Evidence-based classroom management • Increased school safety • Positive culture • Increased ability to address student needs	• Poor academic achievement • Retention • Low academic engagement • Low educational expectations	• Increased academic performance • Increased on-task behavior • Increased instructional time
Behavior Dropout Factors		**Attendance Dropout Factors**	
Risk Factor	**PBIS Outcomes**	**Risk Factor**	**PBIS Outcomes**
• Behavior difficulties in the school and community settings	• Reduction in behavior incidents	• Truancy • Frequent Tardies	• Decreases in tardiness

• Frequent discipline referrals • Suspensions or expulsions • Early adult responsibility • Stress/trauma	• Increased on-task behavior • Decreased number of students with behavior difficulties • Reduction in bullying behaviors • Decreased suspensions or expulsions	• High Student mobility	• Decreases in unexcused absences

How do we maximize PBIS outcomes and thereby reduce student disengagement?

The effectiveness of PBIS strategies are **maximized** when

- Strategies are implemented within a school-wide multi-tiered behavioral framework
- Classroom and school-wide expectations and systems are directly linked
- Classroom strategies are merged with effective instructional design, curriculum and delivery
- Classroom and school-wide data are utilized to guide decision making

What school-level and classroom-level supports will maximize the fidelity and benefits of PBIS implementation?
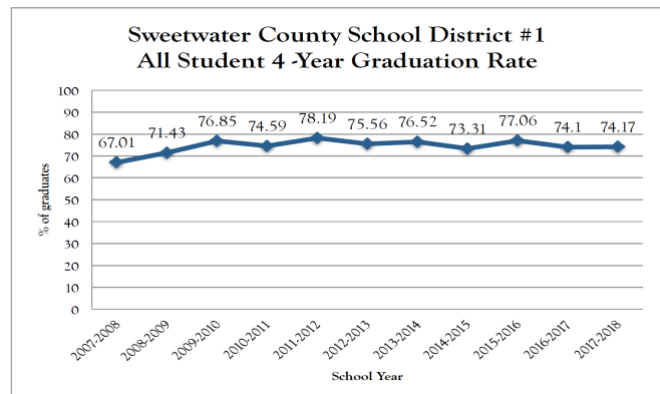
School-level Supports	Classroom-level Supports
• A multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior • The school-wide framework is guided by school-wide discipline data • Appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and implementation monitoring	• Classroom system for teaching expectations, providing acknowledgments, and managing rule violations **linked** to the school-wide framework • Classroom management decisions are based on classroom behavioral data • Effective instructional strategies implemented to the greatest extent possible • Curriculum is matched to student need and supporting data

Why focus on PBIS Tier 1 implementation?

PBIS is a K-12 system for preventing, reducing, and replacing problem behaviors by employing a three-tiered framework. PBIS is based on a problem-solving model and is grounded in differentiated instruction based on tiers of intervention derived from student need. PBIS includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Below is a quote from https://www.pbis.org/school.

> "Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective."

Sweetwater County School District #1
All Student 4-Year Graduation Rate

Implementing PBIS with fidelity K-12, is a crucial step towards ensuring a student's positive educational experience. It is a more constructive approach, at all levels, than waiting for misbehavior to occur before responding. It is a recognized approach to reducing disengagement.

What "next steps" can your school/AMP Team take as you utilize PBIS to support the 15 strategies? reduce dropout rates? increase graduation rates?

	Promptings	Your Next Steps
Data	• Monitor student risk factors early • Use data to target specific school-wide and student needs • Drill down, drill down, drill down	
Practices	• Concentrate on and monitor Tier 1 • Use evidence-based practices to prevent issues and address individual student needs	

Systems	• Build systems to ensure fidelity of implementation • Support and train staff	
Outcomes	• Set clear goals • Monitor progress	

PBIS/SWIS To Dos

1. Correct SWIS integrity errors. Please have your data entry person take care of this ASAP. They can call or email me if they have questions.

PBIS/SWIS Upcoming Events

- Dr. Lewis will be providing a training for all administrators and AMP Chairs on **May13th** in the boardroom. This training will be from 8:00 to 4:00 and address the topic of Tier 3 interventions. No IEP meetings will be scheduled on this day.

- Dr. Lewis will be providing a training for all secondary administrators and secondary AMP Chairs on **May 14th** in the PDC. This training will be from 8:00 to 4:00 and will address secondary implementation of PBIS. All secondary principals are asked to attend. No IEP meetings will be scheduled on this day.