HIGH SCHOOL APBS
THE FIRST FIFTEEN MINUTES

It is a FRAMEWORK

Context Matters
ARE ANY OF THESE IMPORTANT TO YOU?

- Have a voice in what is valued at work
- Clear expectations of you and your work
- Understanding what those expectations look like in different settings
- Paid for your work and sometimes a ‘thanks for taking care of xxx’
- There should be a way that your boss encourages you
- There should be a way that your boss addresses challenges
- There should be equity and a sense of belonging at work
- Work in an organization where data is a piece of the puzzle
IT’S A FRAMEWORK
There are numerous examples of high schools have successfully implemented SWPBIS and have seen positive outcomes (FLPBIS, 2021; Swain-Bradway, Freeman, Kittelman, & Nese, 2018).
When implemented with fidelity, high school PBIS is associated with reductions in...

- office discipline referrals
- frequency of tardy behavior
- in- and out-of-school suspensions
When implemented with fidelity, associated with an increase in...

- in attendance
- improved student perceptions of school climate
- improved student perceptions of school safety
PARTICULARLY IMPORTANT IN HIGH SCHOOLS

...because they are conceptually and descriptively related to reducing dropout risk.[1][2][3]
IS THERE ONE OF THESE...

- DATA to make decisions
- Evidence based PRACTICES to support youth
- Systems in place so grown ups can do their jobs
Components of Tier 1 Implementation

- Data-Based Decision-Making
- Teaming & Leadership
- Vision & Expectations
- Define Rules (examples) and Routines
- Preventing & Responding to Inappropriate Behavior
- System for Feedback & Acknowledging
- System for Teaching

Core Enhancements in Integrated System:
- Enhance beyond behaviors to include social-emotional competencies
- Engage families and youth
- Expanded data sources to ensure support for both students with externalizing and internalizing needs
IT IS TRUE

- Implementation of School-wide PBIS is currently being implemented in more elementary schools than high schools (FLPBIS, 2021; Vermont PBIS 2021).
What is a Framework?

“...is a system of rules that are used to govern a process or decision.

They help ensure that the output of decisions or processes is consistent, of a high standard, and aligned with an organization’s principles, values, and goals.”
WITHOUT A FRAMEWORK

LET’S THROW JELL-O ON THE WALL!

AND SEE WHAT STICKS!
CONTEXT MATTERS
High School Implementation of SWPBIS

HS Contextual Influences → Key Foundational Systems → Core Features of Implementation → Key HS Focus Areas

- Size
- Culture
- Developmental Level

Data → Leadership → Communication

School Engagement and Success
- Social Behavior
- Academic Success
- Personalization/School Belonging
- Freshmen Support

Flannery & Kato, 2012
Large number of students

Large building - campus

Large number of faculty/staff

Multiple administrators - team

Multiple resources - people

Departments/Divisions

Multiple resources - course options

Multiple resources - student supports

Size
Language/Communication

Pedagogical approach – teach content

Culture

There is some place else

Philosophy about Discipline

Focus on “public” & high stakes outcomes
Developmental Level

- Impulses vs planning
- Social – Peer influence
- Judgment/risk taking
- Role in decision making
- Operate from emotions/anger
- Age of technology
- Need for autonomy

EWS – Freshmen/Sophomore drop out
Contextual Influences

- Size
  - Team representation, schedules
  - Administrative role
  - Coordination with other leadership entities

- Developmental Level
  - Types of data
  - Amount of data
  - Access to data

Foundational Systems

- Data
  - Leadership
  - Communication

- Who – Students, Staff, Administration
- What – Language, Message
- How – Traditional
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Leadership → Data → Communication

School Engagement and Success

Flannery & Kato, 2012
FOCUS ON WHAT MATTERS

• Attendance
• Behavior
• Course Performance
• Climate

TO YOUTH
TO FAMILIES
TO TEACHERS
TO COMMUNITY MEMBERS
Setting up Section Two

- There are also recommendations and resources created by the Center on PBIS specific to the implementation of SWPBIS in high schools (Flannery, K. B., Sugai, G., 2009; Flannery, K. B., Hershfeldt, P., & Freeman J., 2018).

- Despite research and resources available, high schools still struggle with starting, maintaining, and sustaining implementation.
Do you have time to throw Jello?
Mark your calendar now
for the 2023 National PBIS Leadership Forum!

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.

Registration opens in May!

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS