PBIS: Sustaining and Building Capacity at the School and District Level
Opening Activity

Stop and Think:

What is PBIS?

What does PBIS look like in your building or district?
JCPS Snapshot
Jefferson County Public Schools

We are:

Dr. Katy DeFerrari
Assistant Superintendent for Culture and Climate

Dr. Naomi Brahim
Multi-Tiered Systems of Support (MTSS) Department Leader

Saundra Hensel
MTSS Behavior Supervisor
From the Office of Culture and Climate

Improving School Culture
- Pupil Personnel
- Safe Crisis Management
- Student Relations
- Social-Emotional Learning
- Bullying Prevention

Increasing Engagement
- MTSS Engagement
- MTSS Student Behavior Support
- MTSS Behavior

Fostering Relationships
- MTSS

Support
MTSS – Engagement

Goal: To increase student achievement by equipping teachers with high-yield pedagogical practices to maximize student engagement

6 MTSS Toolkits –
• Teacher Clarity
• Self-Reflection and Assessment
• Modes of Instruction
• Formative Assessment
• Classroom Systems That Support Student Behavior
• Feedback Via Engagement

MTSS - Behavior

Restorative Practices
Goal: To build healthy school communities by doing things with students rather than to students.

Positive Behavior Interventions and Supports
Goal: To set high expectations and behavioral systems to establish a climate in which appropriate behavior is the norm.

MTSS - Student Behavior Support

Team of BCBAs & a psychologist
Goal: Provide support, consultation and intervention services for students who are disrupting the educational environment due to high-level behaviors.
Multi-Tiered Systems of Support
Department Website

https://www.jefferson.kyschools.us/multi-tiered-systems-support

- Classroom Management Modules
- PBIS & RP Resources
- MTSS Engagement Toolkits
Jefferson County Public Schools

Highlights:

- 28th largest school district in U.S.
- 172 school sites
- 6 high schools on *US News and World Report*’s list of “Best U.S. High Schools”
- 41 National Merit semifinalists in 2018
- 415 National Board Certified Teachers
- According to a 2018 survey, 91% of parents report that they are satisfied with their child’s school
Jefferson County Public Schools

- **DIVERSE COMMUNITY WITH DIVERSE CHALLENGES**
  - 6% of JCPS students receive ELL services
  - 120 different languages spoken
  - Approximately 12% of JCPS students receive Special Education services
  - 6% of JCPS students are homeless
  - 62% of students receive free/reduced lunch

- **BUS RIDERSHIP**
  - 65,000 students (nearly 75%) ride the bus every day

- **MEALS**
  - JCPS provides 109,000 meals, including breakfast and lunch, every day

99,910 students (2017-18) (~81% of market share)
- 1/7 of all students in KY
- 47% White
- 37% African American
- 16% Other
School Climate – Below the Line Work

Relationships – staff with students
Relationships – staff with staff
Relationships – students with students
Relationships – district with staff

And so on…and so on…and so on!!
Activity

Stop and Think:

What does “below the line” mean to you?

What “below the line” work do you do in your school or district?
JCPS PBIS Implementation

- Began training school-based teams in 2013
- 113 out of 172 schools trained prior to 2018-19 school year
Superintendent directive that ALL schools implement PBIS

Compliance with KRS

Evidence-based best practice

District level resource teachers worked with Assistant Superintendents to level each school
<table>
<thead>
<tr>
<th>Level/Time</th>
<th>Audience</th>
<th>Content</th>
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</thead>
</table>
| 1 – 12 hours   | Schools who have never been trained and have significant areas of concern regarding behavior | Complete PBIS, whole-team training, including plan to present relevant PBIS elements to all staff. Training is a mixture of instruction about the elements of PBIS, as well as time for teams to work and actually create some of the documents. These elements include:  
  - Proactive Classroom Strategies  
  - Positively Stated Expectations  
  - Definitions for Major and Minor Behavior Incidents  
  - Behavior Flow Chart  
  - Data Analysis  
  - Classroom Management Plans  
  - Behavior Team |
|                | Schools who were trained at one time, but have had minimal fidelity of implementation |                                                                         |
| 2 – 12 hours   | Schools who have never been trained, who have minimal behavior concerns  | Whole-team training. 6 hours on Tier 1 behavior elements AND  
  6 hours Basic School Climate:  
  School Climate Development Model  
  Climate/Culture  
  School Connectedness  
  School Shooters  
  Circle of Courage  
  Conflict Cycle  
  Adult Responsibility & Role Modeling |
<table>
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</table>
| 3 – varies | Schools who were trained at one time, implementing with some fidelity, may not have team members who were part of original training | Re-boot, intensive assessment of each aspect of the TFI and elements of implementation using the JCPS PBIS videos:  
• The Logic of PBIS  
• Teaming  
• Predicting Student Misbehavior  
• Developing School-wide Systems  
• Teaching Behavior School-wide  
• Monitoring Behavior/Data Analysis  
• Consequences for Behavior  
• Fidelity |
| 4 – varies | Schools implementing Tier 1 with fidelity | Resource teachers will work with teams to begin Tier 2 & 3 work. Teams will be taught how to identify students needing Tier 2 & 3 supports, interventions, progress monitoring, and data analysis of interventions. |
2018-19 School Year

• Training was done during Spring and Summer 2019

• 2019-20 school year, all 165 K-12 schools will be implementing PBIS
Behavior Support Systems Model
Activity

Turn and Talk:

Is disproportionality a focus area in your district?

Does PBIS relate to disproportionality? If so, how?
JCPS Alignment Work

• Renamed/branded the department (From PBIS department to the Behavior Support Systems Department to MTSS Behavior) - Includes RP, PBIS, and Classroom Management

• Created the Behavior Support Systems Model, which aligned PBIS & RP

• Created in collaboration with Dr. Jessica Swain-Bradway, Executive Director of PBIS Northwest, and Keith Hickman, Director of Continuing Education for the International Institute for Restorative Practices (IIRP)

Behavior Support Systems Brief
<table>
<thead>
<tr>
<th>Danielson</th>
<th>PBIS</th>
<th>Restorative Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B. Demonstrate knowledge of Students</td>
<td>• Matching practice opportunities of student needs</td>
<td>• Community circles</td>
</tr>
<tr>
<td></td>
<td>• Ensuring re-teaching is part of classroom routines</td>
<td>• Welcoming circles</td>
</tr>
<tr>
<td></td>
<td>• Professional development and coaching</td>
<td>• Students “keeping” the circle</td>
</tr>
<tr>
<td>1E. Designing Coherent Instruction</td>
<td>• School and classroom expectations</td>
<td></td>
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<tr>
<td></td>
<td>• Calm re-teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Behavior problems treated like learning errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional development and coaching</td>
<td></td>
</tr>
<tr>
<td>2A. Creating an Environment of Respect &amp; Rapport</td>
<td>• School and classroom expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Calm re-teaching</td>
<td></td>
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<tr>
<td></td>
<td>• Behavior problems treated like learning errors</td>
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<tr>
<td></td>
<td>• Professional development and coaching</td>
<td></td>
</tr>
<tr>
<td>Danielson</td>
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<td>Restorative Practices</td>
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</table>
| 2D. Managing Student Behaviors | • Re-teaching & reinforcing  
• Behavioral team-based problem solving  
• Data to guide interventions  
• Professional development and coaching | • Developing relationships  
• Using informal and formal restorative questions  
• Creating a safe, welcoming climate |
| 3C. Engaging Students in Learning | • High rates of opportunities to practice  
• High rates of reinforcement to encourage participation  
• Professional development and coaching | |
| 3D. Using Assessment in Instruction | • Using data on outcomes to drive how we teach  
• Team based decision making  
• Professional development and coaching | |
RP and PBIS Alignment

<table>
<thead>
<tr>
<th>informal</th>
<th>affective statements</th>
<th>affective questions</th>
<th>small impromptu conversation</th>
<th>circle</th>
<th>formal conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1: Proactive Classroom Strategies</td>
<td>Classroom based, Explicit Instruction, Calm Corrections, Praise (4:1)</td>
<td>Classroom based, Explicit Instruction, Calm Corrections, Praise (4:1)</td>
<td>More Specific, Intense Instruction and Practice through T2 supports AND Classroom Support</td>
<td>Tier 2: Referral Process</td>
<td>Tier 3: Team Problem Solving</td>
</tr>
</tbody>
</table>

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A CONTINUUM OF RESTORATIVE PRACTICES

Intensive Intervention
- Restorative Conferencing
- Re-engagement conversations following long-term suspensions
- Re-engagement circles following return from Alternative Placement or time in detention facility

Early Intervention
- Affective Questions
- Impromptu conferences
- Reactive circles

Prevention & Skill Building
- Affective Statement
- Proactive circles

~80% of Students
~15%
~5%

A CONTINUUM OF SWPBIS PRACTICES

Intensive Intervention
- Function-based support
- Wraparound support
- “Person-centered”

Early Intervention
- Check-in/Check-out
- Social Skills Curricula

Prevention & Skill Building
- Define and teach expectations
- Establish consequence system
- Collection and use of data
# A Tiered Framework for PBIS/RP/TIC Integration

<table>
<thead>
<tr>
<th>Level</th>
<th>PBIS Framework</th>
<th>Trauma-Informed Practices</th>
<th>Restorative Practices</th>
</tr>
</thead>
</table>
| Tier 1: Prevention & Skills Building | • Define/teach expectations  
• Consequence systems with emphasis on proactive reinforcement of desired behavior  
• Collection and use of data  
• Universal screening  
• Positive teacher-student relationships  
• Deliberate student motivation and engagement strategies  
• Counseling sessions for a whole class a few times a year | • School climate policies that promote safe climate  
• Safety messages, corrective relationships  
• Instruction in Social/Emotional learning, mental health literacy, and suicide prevention  
• Teach all students about the emotional brain and “flip your lid”  
• Educate all students about stress and stress-relief/calming strategies | • Restorative Principles and Paradigm  
• Proactive, systematic, school wide strategies to teach prosocial skills  
• Inclusive decision making  
• Affective language  
• Restorative dialogue impromptu conferences  
• Community building circles  
• Responsive classroom circles  
• Parent/Caregiver involvement |
# A Tiered Framework for PBIS/RP/TIC Integration

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<th>Restorative Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2: Early Intervention</td>
<td>• Check-in/Check-out</td>
<td>• Adult mentors</td>
<td>• Affective language</td>
</tr>
<tr>
<td></td>
<td>• Check &amp; Connect</td>
<td>• Small groups for Social/Emotional learning and Trauma-focused Behavior Therapy</td>
<td>• Restorative Dialogue</td>
</tr>
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<td></td>
<td>• Behavior Contracts</td>
<td>• Staff awareness of higher-risk groups</td>
<td>• Responsive Circles</td>
</tr>
<tr>
<td></td>
<td>• Target Screening</td>
<td>• Screening and referral for assessment of students having trauma-exposure</td>
<td>• Alternatives to suspension</td>
</tr>
<tr>
<td></td>
<td>• Social Skills Curricula</td>
<td>• Parent &amp; caregiver education</td>
<td>• Increased academic support</td>
</tr>
<tr>
<td></td>
<td>• Mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collection and use of small group data</td>
<td></td>
<td></td>
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</tbody>
</table>
## A Tiered Framework for PBIS/RP/TIC Integration

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</tr>
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</table>
| Tier 3: Intensive Intervention | • Functional assessment  
• Wraparound and person-centered supports  
• Personalized reward system  
• Structured breaks  
• Behavior Intervention Plan | • Wraparound and person-centered supports  
• Teach individualized relaxation techniques  
• Social Stories  
• Parent and caregiver training and support  
• Alternatives to suspension | • Formal Restorative Conferencing  
• Re-entry  
• Collaboration with community supports  
• Behavioral Intervention Support Plans  
• Formal Restorative Conferences conducted by a trained facilitator |
Ensuring Implementation Fidelity
Activity

Turn and Talk:

What challenges do you face with PBIS implementation?
Accountability – Implementation Report

PBIS Implementation Report
- Spring 2018

Team Information
Principal: 
Assistant Superintendent: 
Level: Assistant Principal
Co-Lead:

Action Plan
- Created: Yes
- Reviewed: Yes
- Updated: Bi-annually

District Support Team Member

Data Analyzed and Reviewed
- Weekly

Hot Sports Activity
- Not Completed

Administration Attends PBIS Meetings
- 100%

Problem Behavior Defined
- Created: Yes
- Shared Annually: Yes

Discipline Flow Chart
- Created: Yes
- Shared Annually: Yes

Acknowledgement System
- Created: Yes
- Shared Annually: Yes

TTH Round One
- 4-30-2019
- Score Percentage: 98.00

SAS Round One
- 11-30-2017
- Number of Responses: 28
- Survey Average: 76.00

TTH Round Two

SAS Round Two

Number of Responses: 
Survey Average: 

School Wide Expectations

Expectations Created: Yes
Number of Expectations: 3-5
Lesson Plans Created: Yes
Lesson Calendar: Teaching and re-teaching

How were lessons taught to students?
Teachers teach to students in first period, they also teach them during their grade level town hall meetings.

Common Area Expectations
Lesson Plans Created: Yes
Lesson Plans Taught: Yes
Calendar Schedule: Teaching and re-teaching
Bathrooms, Hallways, Cafeteria

How were lessons taught to students?
Teachers teach students during their first period and also during their grade level town hall meetings.

Areas of Strengths
- The team needs to do a better job at sharing data with all staff members. - The morning meetings need to continue, but they need to be intentional for the PBIS team to be in charge of instead of the Admin. - Being in charge of the actual meeting and maybe even part of the process. - The team needs to implement some professional development around proactive behavior strategies to help keep students in the classroom.

Areas of Growth

PBIS Tier 2 Implementation Report Description:
This PBIS Tier 2 Implementation Report focuses on the following core principles of the PBIS framework:

1. Effectively teach appropriate behavior to all children, identify the continuum of positive and negative discipline, and develop and implement effective behavior systems.
2. Implement effective supports and strategies for students with disabilities and those who are at risk of school failure.
3. Use data to inform decisions. The PBIS framework emphasizes the importance of data for making informed decisions about student behavior.
4. Implement evidence-based interventions. The PBIS framework emphasizes the importance of evidence-based interventions for effectively addressing student behavior.

Primary prevention is significant because it moves the traditional framework of each educational unit from reactive approaches to proactive systems change approaches. These primary prevention activities address the root causes of behavior issues and provide students with the skills and strategies they need to succeed in school.
## Accountability – Climate Walkthrough

### Scoring Guidelines

0 - not in place, 1 - insufficient, 2 - inconsistent/incomplete, 3 - proficient

<table>
<thead>
<tr>
<th>CLIMATE: The School Projects a Positive Climate for All</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate C.1 School has safe and secure practices in effect</strong></td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Evidence: Visitor entrance is regulated so that all visitors must adhere to entry procedures</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>a) Front entrance is actively monitored (e.g., intercom system and/or greeter)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>b) Visitors directed to main office, required to state purpose of visit, and directed to sign in</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>c) Visitor directed to wear visitor sticker</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Climate C.2 School has a welcoming environment</strong></td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Evidence: Visitor entrance is regulated so that all visitors must adhere to entry procedures</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>a) Welcome sign is visible upon entry</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>b) Front entrance and main office are free of clutter, trash, broken items, and graffiti</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>c) Visitor is greeted by a staff member within 10 seconds of entering the office</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>3</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Climate C.3 School establishes the expectation of a positive climate</strong></td>
<td>1.0</td>
<td>2.3</td>
<td>1.7</td>
<td>2.0</td>
<td>1.7</td>
<td>2.3</td>
<td>3.0</td>
<td>2.3</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Evidence: Behavioral expectations and student accomplishments are prominently displayed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>a) Hallways, lobby, and common areas are decorated with up-to-date student accomplishments</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>b) PBIS expectations or school motto is posted in the entry or lobby</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>c) Schoolwide expectations are posted and visible in common areas throughout the school</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Climate C.4 Students are supervised and supported by staff</strong></td>
<td>2.0</td>
<td>2.3</td>
<td>3.0</td>
<td>2.7</td>
<td>3.0</td>
<td>3.0</td>
<td>2.7</td>
<td>3.0</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Evidence: Student success is celebrated publicly while infractions are addressed privately</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>a) Students are actively supervised by staff in all public settings</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
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<tr>
<td>b) Positive to negative feedback statements observed by visitors is greater than or equal to 3:1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>c) Students receiving discipline are not on display in the main office</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Climate C.5 Students can state the schoolwide expectations</strong></td>
<td>0.0</td>
<td>0.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td></td>
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</tr>
<tr>
<td>Evidence: 85% or more of students can state the schoolwide expectations</td>
<td>0.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.0</td>
<td>3.0</td>
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<tr>
<td><strong>Climate C.6 Staff can state the schoolwide expectations</strong></td>
<td>0.0</td>
<td>0.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
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<tr>
<td>Evidence: 85% or more of staff can state the schoolwide expectations</td>
<td>0.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
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</table>

May: Great work this year. The drop in students knowing expectation likely reflects the signs being removed from the walls for construction. (C.2 and C.3 scores are pulled from last month because of building construction beginning this month.)
Providing Support

- 18 District Resource Teachers
- Training – team training and monthly webinars
- Help schools analyze school level behavior data
- Help schools review and create action plans
## Support - Instructional Coding

- 15 minutes
- Every classroom

### Teacher Behaviors
- Teaching
- Opportunities to respond
- Directions
- Feedback
- Instructional Grouping
- Student Acknowledgement

### Student Behaviors
- Engagement
- Disruption
- Attention Seeking

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Updated Student Handbook

Student Support and Intervention Handbook
Addressing Disproportionality
Activity

Stop and Think:

What data can you use to track disproportionality?
Disproportionality Report

• 59 schools selected for one round of Instructional Coding (based on suspension disproportionality as well as additional comparison schools)

• Data used to categorize schools into needing high, medium, or low levels of district MTSS support
Suspension

- **Suspensions Predict Drop-Out**
  0 suspensions = 16% chance of drop out, 1 = 32%, 2=42%, 3=49%, and 4+=53%
  - Balfanz, Byrnes, & Hornig Fox, 2015

- **Suspension leads to grade retention, dropout, arrest, incarceration - but results stratified by race**
  - Marchbanks et al., 2015; Shollenberger, 2015; Vanderhaar, Munoz, & Petrosko, 2014

- Regardless of demographic, achievement, or system status, out-of-school suspension and expulsion are in and of themselves risk factors for a range of negative developmental outcomes
  - Skiba, Arredondo, & Williams, 2014

- **Missed instruction alone has a devastating impact on educational outcomes**
  - Losen, Sun, & Keith, 2017; Steele, 1992
Looking across grade levels, the difference in rate per minute of disruptive behavior between White and Non-White Students is .009. Yet, the difference in suspension rates is .61 (White =1.99 and Non-White =.260).

This is evidence of the larger disproportionality issue.
Climate Criteria and Suspension

At the elementary school level, 17 of 31 schools assessed met or exceeded the 80% criteria with an average of 82% across all schools. At the middle school only one school met the 80% criteria and the average across 14 schools was 50%. At the high school no schools were seen to meet the criteria, but the overall average was slightly higher than middle school at 57%.

- Statistically significant negative effect
  - schools with higher climate walkthrough scores had fewer suspensions.

- Schools one standard deviation above the mean on the climate walkthrough had 0.30 standard deviation unit smaller suspension rate.
Rates of **Group OTR** and **Positive Feedback** found to be significant predictors of both suspension (negative relationship) and academic achievement (positive relationship).

### Instructional Variables Predicting Suspension Rate

<table>
<thead>
<tr>
<th>Parameter</th>
<th>beta coefficient</th>
<th>s.e.</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Feedback</td>
<td>-0.169</td>
<td>0.073</td>
<td>-2.312*</td>
<td>0.030</td>
</tr>
<tr>
<td>Grp. OTR</td>
<td>0.130</td>
<td>0.051</td>
<td>2.556*</td>
<td>0.018</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01, ***p < .000. Overall, there were 32 elementary schools. F-statistic: 2.341 on 8 and 23 DF, p = 0.053, Adjusted R2 = 0.257

### Instructional Clusters Predicting Percentage of Students Proficient in Elem Reading and Math

<table>
<thead>
<tr>
<th>Parameter</th>
<th>beta coefficient</th>
<th>s.e.</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Cluster</td>
<td>0.308</td>
<td>0.093</td>
<td>3.325**</td>
<td>0.003</td>
</tr>
</tbody>
</table>

All covariates mean centered. *p < .05, **p < .01, ***p < .000. Overall, there were 32 elementary schools. F-statistic: 34.54 on 4 and 27 DF, p = 0.000, Adjusted R2 = 0.812
Big Ideas

• Students behave in the same way regardless of ethnicity or poverty
• The majority of JCPS schools in this evaluation are disproportional in regard to both ethnicity (mainly Black students) and disability (ECE)
• ECE and Non-White combination is highly predictive of suspension
• Risk ratios must compare ethnicities to White rather than all others in order to see true disproportionality
• The classroom is by far the most likely location of a suspension offense – and that is the same across ethnicities
Big Ideas

- Teachers at all levels use engagement and positive feedback at comparatively low rates.
- Higher rates of OTR and positive feedback are associated with higher achievement and lower suspensions (significantly so at elementary level).
- Teachers do not engage students in common areas and are far more negative than positive with their feedback.
- Few schools are implementing climate indicators to fidelity but fidelity does predict lower suspensions.
Disproportionality Support

- MTSS Staff tiered all 59 schools based on JCPS Norms or CIBRS Norms
- Created high, medium, and low categories of schools
MTSS Staff worked to create 7 Areas of Focus:

- Acknowledgement
- Active Supervision
- Feedback
- Goal Setting
- Instructional Techniques
- Opportunities to Respond
- Teacher Clarity
Within each Area of Focus, a menu of training options and fidelity data measures/tools were created.

The training options are based on PBIS, RP, and the district-created MTSS Engagement Toolkits (high-yield instructional strategies).
## Disproportionality Areas of Focus and Training Options

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Acknowledgement</th>
<th>Active Supervision</th>
<th>Feedback</th>
<th>Goal Setting</th>
<th>Instructional Techniques</th>
<th>Opportunities to Respond</th>
<th>Teacher Clarity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attention Signals</td>
<td>Room Arrangement</td>
<td>Instructional Feedback Part A - Framing Questions to Elicit Powerful Feedback</td>
<td>Overview of Student Self-reflection and Assessment</td>
<td>Organization of Instruction Part A – Instructional Grouping</td>
<td>Opportunities to Respond Part A</td>
<td>Crafting Learning Intentions</td>
</tr>
<tr>
<td>Training Options</td>
<td>Behavior Specific Praise</td>
<td>Moving, Scanning, and Interacting</td>
<td>Instructional Feedback Part B - Questioning Techniques to Improve the Quality of Feedback</td>
<td>Student Conferences: Sharing data with individual students; action planning with students</td>
<td>Organization of Instruction Part B – Instructional Time</td>
<td>Opportunities to Respond Part B</td>
<td>Crafting Success Criteria</td>
</tr>
<tr>
<td></td>
<td>Affective Statements</td>
<td>Appropriate Responses to Re-engage Students</td>
<td>Feedback as a Result of Engagement</td>
<td>Student Reflection</td>
<td>Reciprocal Teaching Part A</td>
<td>Classroom Discussion</td>
<td>Classroom Expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Positive vs. Corrective vs. Negative Feedback</td>
<td>Progress Monitoring</td>
<td>Reciprocal Teaching Part B</td>
<td>Cooperative Learning Overview</td>
<td>Routines and Procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strategies to Increase Positive Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Part A** - Instructional Grouping
- **Part B** - Instructional Time
- **Overview** - Overview of Student Self-reflection and Assessment
- **Instructional Techniques** - Instructional Feedback
- **Opportunities to Respond** - Opportunities to Respond Part A
- **Teacher Clarity** - Crafting Learning Intentions
For each training, there is a fidelity measure

Training 3: Classroom Expectations

Fidelity Measure: YES/NO checklist used during 6 minute time observation to determine if classroom expectations are posted, referred to and followed.

<table>
<thead>
<tr>
<th>Tool:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are classroom expectations posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does teacher refer to the expectations when redirecting students</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>How many times does the teacher refer to the expectations?</td>
<td>(Tally)</td>
<td></td>
</tr>
<tr>
<td>How many times does the teacher redirect students?</td>
<td>(Tally)</td>
<td></td>
</tr>
<tr>
<td>Students are observed following classroom expectations</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>
MTSS team created an individualized disproportionality training plan for each of the 59 schools.

- High support schools will receive mandatory targeted trainings based on their highest data points.
- Medium support schools will get recommendations of trainings to add to their PD plans.
- Low support schools get to choose from the menu.
Disproportionality Plan – School X

Level of Support: Low  Medium  High

Criteria: Criteria: Low = 0-2 red and/or orange indicators; Medium = 3-4 red and/or orange indicators; High = 5 or more red and/or orange indicators

<table>
<thead>
<tr>
<th>School</th>
<th>Suspension Rate</th>
<th>White/Black Ratio</th>
<th>Excess/Excess Ratio</th>
<th>PRS Fidelity</th>
<th>Stay/Stop Ratio</th>
<th>Group</th>
<th>Individual</th>
<th>0/4 Task</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCPS</td>
<td>0.43</td>
<td>3.94</td>
<td>2.02</td>
<td>58%</td>
<td>3.8/1</td>
<td>0.42</td>
<td>0.08</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>CBEVS</td>
<td>2.3</td>
<td>2</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School X</td>
<td>3.4</td>
<td>1.5</td>
<td>1.81</td>
<td>50%</td>
<td>2.1</td>
<td>0.11</td>
<td>0.09</td>
<td>5</td>
<td>47</td>
</tr>
</tbody>
</table>

Additional Data Considerations:

Area of Focus #1: Feedback

Training: Positive vs Corrective vs Negative Feedback

Description: Participants will learn the different types of behavior feedback focusing on positive, negative, and corrective. Explicit examples of each type will be discussed, and participants will have the opportunity to practice through scenarios.

Fidelity: Measure: Counted number of Positive, Negative, and Corrective Feedback statements from adults to students in a classroom during a 6-minute time observation.

Task: tally sheet to count total interactions

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Positive
- Praise
- Appreciation
- **"I'm glad you're here today!"**
- **"It's great that you keep trying – that's a difficult problem."**

Corrective
- Neutral redirection of behavior or attention
- **"Make sure you're on page six."**

Negative
- Sarcasm
- Raised voice
- Intimidating
- **"What are you doing?!"**
- **"Stop that."**

Total
- Total
- Total
- Total
Disproportionality Support Implementation

- August-September: schools schedule trainings, fidelity measures (baseline data), 1 training
- October-November: 2 trainings, analysis of baseline data
- December: 1 training, fidelity measures
- January: analysis of fidelity measures
- February-March: classroom modeling/coaching
- April: fidelity measures
- May-June: analysis of data, revise/create plan for next year
Implementation Goals

• Implementation move from systems to classroom
• Create a system to measure classroom implementation of PBIS
• Scaffold skills and implementation
• Connect fidelity of implementation to decrease in disproportionality
• Provide Asst. Superintendents with a way to hold principals accountable in implementation fidelity
• “Smaller bites” to avoid initiative overload
Closing Activity

Stop and Think:

What are you doing to:
- implement PBIS with fidelity?
- monitor and support PBIS implementation?
- address disproportionality?
Closing Activity

Respond on an Index Card

What can you take from this presentation to implement in your school or district?
Questions?
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