Consider Context and Foundational Systems When Implementing PBIS in High Schools

K. Brigid Flannery & Mimi McGrath Kato
<table>
<thead>
<tr>
<th>Contextual Variables</th>
<th>Foundational Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size</strong></td>
<td>How do we ensure that there is good representation of all staff and faculty on the leadership team? Who are the right administrative team members to be involved with PBIS implementation? Who should be the administrative representative on the Leadership Team? How do decisions get made in an efficient manner and in a way that includes the entire Administrative Team?</td>
</tr>
<tr>
<td><strong>Organizational Structure</strong></td>
<td>What role can leadership play in promoting the beliefs/values? How can leadership set the stage for how problem solving takes place or how decisions are made?</td>
</tr>
<tr>
<td><strong>Developmental Age of Students</strong></td>
<td>What authentic role do students have in the leadership of this? Have we sought student input in the design and roll out of procedures?</td>
</tr>
</tbody>
</table>

**High School Elaborations**

**TFI 1.3 Behavioral Expectations**

**TFI 1.4 Teaching Expectations**

[https://www.youtube.com/watch?v=cd1E2OHicbg](https://www.youtube.com/watch?v=cd1E2OHicbg)

**Culturally Responsive PBIS (CR-PBIS)**

**PERSONAL MATRIX**

<table>
<thead>
<tr>
<th>School-wide Expectations</th>
<th>In-school Expectations</th>
<th>At Home Expectations</th>
<th>In My Neighborhood Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Protect your friends and family</td>
<td>Don’t talk back</td>
<td>Don’t look the other way</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Treat others how you want to be treated</td>
<td>Be responsible</td>
<td>Be responsible</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Do your best, give it your all</td>
<td>Help your family get through this</td>
<td>Help your family get through this</td>
</tr>
</tbody>
</table>

**PBIS OSEP Technical Assistance Center**, Milaney Leverson, Kent Smith, Kent McIntosh, Jennifer Rose, Sarah Pinkelman (Nov. 2016)
Contextual Variables

<table>
<thead>
<tr>
<th>Size</th>
<th>How do we ensure all leadership understand and communicate to their constituents? What are the standard communication structures? Will they work to communicate with all groups of students? Staff? Community? How does the building layout impact communication for this practice/system?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Structure</td>
<td>What are the values/beliefs of our school/district/community? How do these support/hinder the practice/system? What needs to be communicated to bridge between current values/beliefs?</td>
</tr>
<tr>
<td>Developmental Age of Students</td>
<td>What role can the students play in development or implementation or problem solving? How is it best to communicate with the students?</td>
</tr>
</tbody>
</table>

High School Elaborations

TFI 1.11
Student Involvement

TFI 1.11
Staff & Community Involvement

High School Elaborations

TFI 1.12
Discipline Data

TFI 1.13
Data-based Decision Making
High School Elaborations

**TFI 1.14**
Fidelity Data

**TFI 1.15**
Annual Evaluation

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**A + B = C**

**ADULT BEHAVIORS EQUAL STUDENT CHANGE**

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**Connecting Outcomes & Fidelity**

- **Lucky**
  - Positive outcomes, low understanding of how they were achieved
  - Replication of success unlikely

- **Sustaining**
  - Positive outcomes, high understanding of how they were achieved
  - Replication of success likely

- **Losing Ground**
  - Undesired outcomes, low understanding of how they were achieved
  - Replication of failure unlikely

- **Learning**
  - Undesired outcomes, high understanding of how they were achieved
  - Replication of mistakes unlikely
## Contextual Variables

<table>
<thead>
<tr>
<th>Foundational Components</th>
<th>DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>What data will we have? Need? How will we manage the large amount of data? What are your data guidelines?</td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>What information is available to support change in beliefs? Practices?</td>
</tr>
<tr>
<td>Developmental Age of Students</td>
<td>What role can the students play in the use of data for decision making? Can students be involved to inform leadership team about current situations in the building/community that might be impacting behaviors.</td>
</tr>
</tbody>
</table>

### HS-PBIS Symposium

**School Climate & Culture: Shaping Teenager’s Social Skills**  
**March 6, 2019**  
**Irvine Hotel Marriott**

Quarterly newsletters that include updates, resources, and direct links to high school events that are open access.  
Semi-annual face to face meetings  
Fall: National Implementation Forum — Chicago, IL  
Spring: APBS Conference (Washington D.C., February 2019)  
Quarterly and CoP Webinars with topics to be identified by membership

Join the APBS Network 1 of 2 ways  
1. Registration link:  
   [https://goo.gl/forms/NSNkad1SMRGGnCR5S](https://goo.gl/forms/NSNkad1SMRGGnCR5S)  
2. Email [apbshs@usf.edu](mailto:apbshs@usf.edu)
Lessons Learned on Implementation of PBIS in High Schools

Current Trends and Future Directions

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PBIS International

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Resources

1. PBIS: The 3-Step Organizing Success
2. PBIS: Progress Monitoring Students at All Levels of Support
3. PBIS: Preparing Students for College: A Holistic School Success Using PBIS
4. PBIS: Preparing Students for College: Overview & Setting Up for Success
5. PBIS: Preparing Students for College: Strategies for Success
6. PBIS: Organizing for Success: Differentiated Classrooms for High Schools
7. PBIS: Supporting Students
8. PBIS: Schoolwide PBIS & District Initiatives
9. PBIS: 8-Step Overview & Examples for High Schools