A13 — School-wide PBIS Implementation in Rural, High Poverty Communities

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Key Words: PBIS Foundations, Coaching, Tier 1
Session Description

Telecoaching to Support Positive Behavior Interventions and Supports in Rural Schools*: Teleconsultation is an effective and more efficient replacement for in-person coaching for communities with little resources and local expertise. In this presentation we will describe a teleconsultation coaching approach to support rural, high-poverty schools in implementing universal schoolwide PBIS practices. We will describe technology usage options, coaching session components, and lessons learned after implementing this model across three school districts.
Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Rural Education

• Definition Characteristics
  – Low income
  – Long distances
  – Fewer resources
  – Access
  – Poor internet connectivity
  – Fewer schools, more grade levels
  – Limited new teachers returning to rural community (resource)
The States of Rural America
Seven out of ten states have a larger percentage of rural population than the national average.

Map shows percent of residents in each state living in rural areas or "urban clusters" of between 2,500 and 50,000.

- More than 50% rural (15 states)
- More rural than U.S. average, 28.8% (19 states)
- Less rural than average, 10% to 28.8% (13 states)
- Less than 10% rural (3 states and D.C.)

Source: U.S. Census
Where is PBIS?

Implementing PBIS in over 2,591 schools and counting!

United States State/Regional PBIS Networks

Alabama PBIS Network
Alaska Positive Behavior Interventions and Supports of Alaska (PBISAK)
California PBIS Coalition
Florida PBIS (FLAPBS)
Georgia Association for Positive Behavior Supports (GaPBIS)
Kansas Positive Kansas Communities
Maine: PBIS Maine
Midwest-Illinois PBIS
Minnesota Positive Behavior Support Network
Missouri SW-PBIS
Nevada Association for Positive Behavior Support Network
New Jersey Positive Behavior Support in Schools (NJ PBIS)
Northwest PBIS
Northwest PBIS
Pennsylvania Positive Behavior Support Network (PaPBIS)
South Carolina
Virginia Positive Behavior Support Network
West Virginia Association for Positive Behavior Support
The States of Rural America

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Source: U.S. Census
Who else struggles with access and resources?

• Any low income school or district
Let’s look at Alabama
Let’s Look at Rural Alabama

Rural Counties of Alabama 2000

New census data show more than 50% of their population living in rural areas.

Image 1: Rural Alabama Map
Image 2: Rural Scene

Image credits: Photos by John Doe
Rural Education Barriers

• Poverty (not all)
• Unemployment
• Substance use
• Highest rate of child “maltreatment”
• Common attendance issues
• Corporal punishment common
Rural Education Strengths

• *Resourcefulness
• *Pride
• Social Capital
  – Family
  – Closeness
• Faith
• *Community
Strategies for PBIS Implementation
PBIS and Integration

• School-based integration
  – Anti-bullying and suicide prevention
  – Trauma informed
  – School-based mental health
  – SEL
PBIS Integration

- Community-Based
  - After school and summer (out of school times)
  - Clinic
  - Attendance help (tardy bus, no Saturday and detention school)
  - Substance use prevention
  - Nutrition: take home meal, weekend and summer meals
EXEMPLAR: SELMA AL

- Black Belt Region
- Rural, low income
- $21,000 median household income
Selma City Schools

• 99% Black/African American
• 78% Free Reduced Lunch
• 2,600 students
• 17% proficiency in Reading
• 35% proficiency in math
• 16% proficiency in science
Edgewood Elementary School

- 369 students
- 99% Black/African American
DON'T "BEE" COUNTED OUT!

PRESENT & ON TIME EVERYDAY

September is Attendance Awareness Month
Edgewood Elementary School
Bees will be given for attendance achievement.
# BEE Expectation Matrix

**Edgewood’s “Bee”havior Hive Behavioral Matrix**

<table>
<thead>
<tr>
<th>Edgewood Elementary School</th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Restroom</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control</strong></td>
<td>Keep hands and feet to myself. Keep eyes forward. Walk in a straight line.</td>
<td>( \text{Shut} ) your seat. ( \text{Shut} ) your sneeze. ( \text{Shut} ) your talk. ( \text{Shut} ) your steps. ( \text{Shut} ) your door.</td>
<td>( \text{Flush} ) the toilet. ( \text{Clean} ) your room. ( \text{Enter} ) your stall. ( \text{Wash} ) your hands.</td>
<td>Keep hands, feet, and object to myself! ( \text{Thank} ) properly with ( \text{sex} ). ( \text{Work} ) at all times.</td>
</tr>
<tr>
<td><strong>Prepared</strong></td>
<td>Always carry a hall pass. Enter hall pass at the correct location. Follow rules and procedures for emergency.</td>
<td>Display the Pillar at Octahedron. All( )( \text{Assist} )ing( \text{as} )( \text{help} )( \text{er} ).( \text{Know} )( \text{your} )( \text{menu} )( \text{choices} ).</td>
<td>One person per stall. Follow the rules. ( \text{Stay} ) with your class.</td>
<td>Listen to directions. ( \text{Follow} ) the rules. ( \text{Respect} ) the material that is owned. ( \text{Eat} ) with ( \text{class} ).</td>
</tr>
<tr>
<td><strong>Safe</strong></td>
<td>Pick up litter! Do not open or close ( \text{CRI} ) doors. Walk at all times. Keep doors and feet to oneself.</td>
<td>( \text{Walk} ) at all times. ( \text{Listen} ) to your teacher. ( \text{Stay} ) seated.</td>
<td>( \text{Voice} ) ( \text{off} ). ( \text{Walk} ) at all times. ( \text{Refuse} ) from praying.</td>
<td>( \text{Walk} ) when exiting the building and crossing the street. ( \text{Tell} ) ( \text{and} ) ( \text{adult} ) if you are lost. ( \text{Walk} ) in the pedestrian crosswalk.</td>
</tr>
</tbody>
</table>
Teaching BEE Expectations to Teachers

**PLAN/KICK OFF CELEBRATION**

- What plans do you have for staff? The plans for the kick-off will be discussed at faculty meeting on Monday, September 10, 2018.
- The Assembly will kick off on August 22, 2018 in the cafeteria.
- When will teachers teach lessons? The teachers will begin teaching the lessons in September.
- How will students be taught? The students will be taught by classroom teachers and support staff.
Teaching BEE Expectations to Teachers

PLAN/KICK OFF CELEBRATION

- Do lesson plans need to be developed for student/group instruction? Yes.
- Mention to our parents about the kick-off on the next PTO meeting.
- How can we involve the community? The partnership will be with the local business.
# Teaching BEE Expectations to Students

<table>
<thead>
<tr>
<th>Edgewood Elementary School</th>
<th>Behavior Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the four BEE’s in the hallways.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale/Explanation for Displaying the Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are so many students, it will be easy to transition from one place to the next.</td>
</tr>
<tr>
<td>• Following the BEE’s expectation, can minimizing disruptive behaviors.</td>
</tr>
<tr>
<td>• Displaying the drills and procedures, will allow everyone to get to safety in a timely manner.</td>
</tr>
<tr>
<td>• Showing positive reinforcement can help everyone respect others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands and feet to yourself</td>
<td>Teaching others</td>
</tr>
<tr>
<td>Talk respectfully</td>
<td>Using inappropriate language.</td>
</tr>
<tr>
<td>Keep it moving</td>
<td>Hanging around the hallways talking and playing.</td>
</tr>
</tbody>
</table>

## Instructional Procedures/Activities

- Demonstrate the proper way to walk in a single file line in the hallway.
- Model how to keep hands and feet to yourself.
- Demonstrate proper mannerism.
- Act out safety drills using scenarios.

## Feedback in Natural Context

<table>
<thead>
<tr>
<th>Prompts</th>
<th>Acknowledgements</th>
<th>Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure you walk at all times.</td>
<td>DHO points</td>
<td>Verbal Warning.</td>
</tr>
<tr>
<td>Make sure you are walking on the right side at all times.</td>
<td>Treasure/prizes</td>
<td>Call Parent.</td>
</tr>
<tr>
<td>Be quiet in the hallway.</td>
<td>Star students</td>
<td>Office referral.</td>
</tr>
</tbody>
</table>
Teaching BEE Expectations to Students

- https://youtu.be/fMyARmJhJvg
Classroom Managed vs. ODR

Classroom management vs. office referral

- Tardy.
- Homework.
- Lacking Supplies.
- Inappropriate language.
- Failure to follow directions.

Classroom Management

4 KEYS to STARTING THE YEAR OFF RIGHT
Classroom Managed vs. ODR

Classroom management vs. office referral

Office Referral
- Fighting.
- Sexual Harassment.
- Weapon.
- Drugs.
- Repeated violation of minor behaviors.
## Pre PBIS Discipline

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Incidents</th>
<th>OSS</th>
<th>Alt School</th>
<th>Alt Setting</th>
<th>Expelled</th>
<th>Corporal</th>
<th>ISS</th>
</tr>
</thead>
<tbody>
<tr>
<td>S05 - Assault</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>S09 - Defiance</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>S10 - Disobedience</td>
<td>71</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>S17 - Fighting</td>
<td>32</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>0</td>
</tr>
<tr>
<td>S18 - Fire Alarm</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Abuse/Tampering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S20 - Harassment</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>S24 - Theft/Larceny</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>S26 - Profanity/Vulgarly</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>S29 - Sexual Harassment</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>S31 - Threat/Intimidation</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>S49 - Other Weapon</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Possession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S52 - Knife,Possession</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>136</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>142</td>
<td>0</td>
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</table>
# 1 Year Post PBIS Discipline

<table>
<thead>
<tr>
<th>Incident</th>
<th>Incidents</th>
<th>+/-</th>
<th>OSS</th>
<th>Alt School</th>
<th>Alt Setting</th>
<th>Expelled</th>
<th>Corporal Punishment</th>
<th>ISS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault</td>
<td>1</td>
<td>-9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Defiance</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Disobedience</td>
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<td>-57</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Fighting</td>
<td>29</td>
<td>-3</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fire Alarm</td>
<td>0</td>
<td>-1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tampering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Theft</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Profanity</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Harassment</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Threat</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other weapon</td>
<td>2</td>
<td>+1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Knife</td>
<td>0</td>
<td>-1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Other incident</td>
<td>8</td>
<td>+8</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
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<td>Unauthorized phone</td>
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<td>+1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
<td><strong>-73</strong></td>
<td><strong>35</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>


• 87%

• Areas of Improvement
  – Encourage all teachers to use proactive approaches to address behaviors
  – Increase PD for staff and have staff acknowledge positive behavior more consistently
  – Reward system consistently used by all faculty
  – Stakeholder feedback
What went well...

- Reward system
- Student engagement
- Discipline data
- Corporal punishment elimination
Areas of Improvement

• Teacher buy-in
Reflection: Rural Education Barriers

- Poverty (not all)
- Unemployment
- Substance use
- Highest rate of child “maltreatment”
- Common attendance issues
- Corporal punishment common
Reflection: Rural Education Strengths

- Resourcefulness
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  - Closeness
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Thank You!
Questions?

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