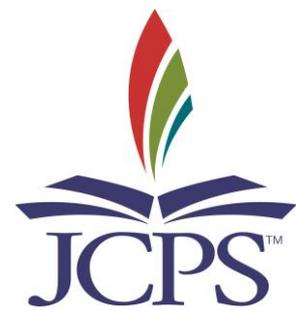


Looking at Positive Behavioral Interventions and Supports (PBIS) through the Lens of Priority Schools

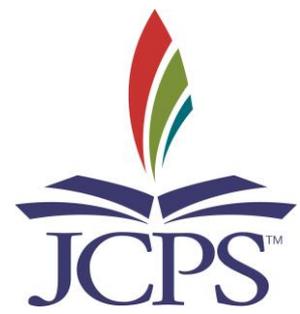
Stephen Lin, Program Evaluator
Marco Munoz, Director of Priority Schools

Jefferson Co. Public Schools
(Louisville, KY)



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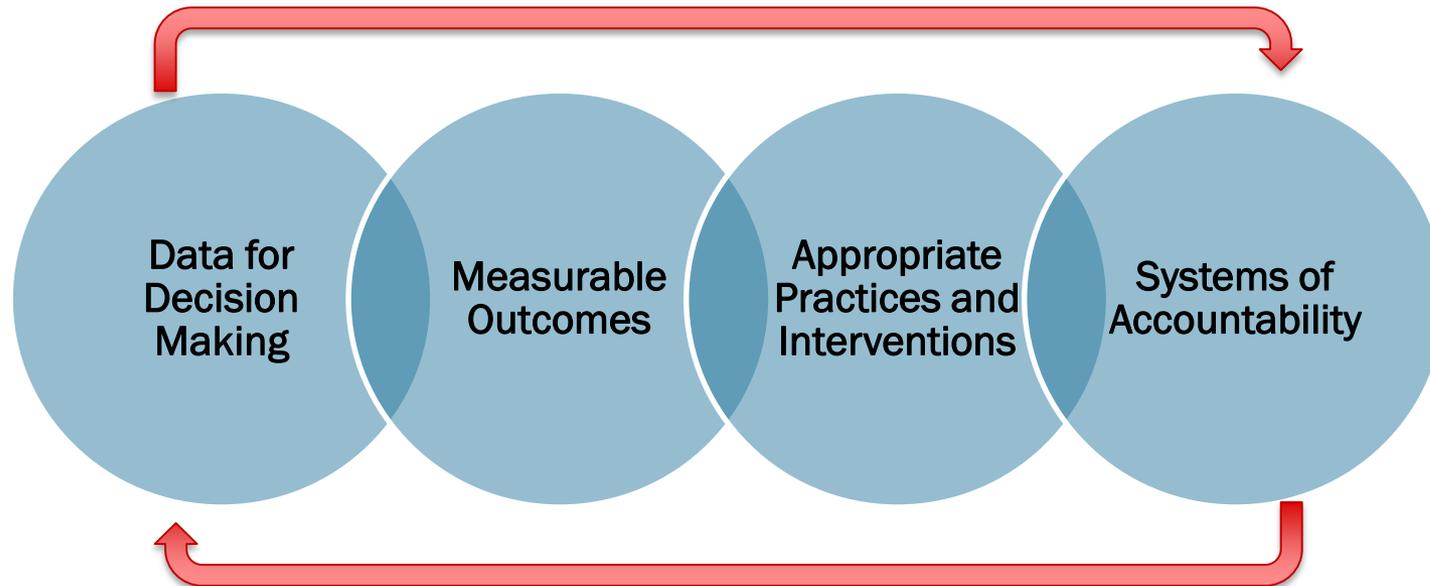
- **155 schools:**
 - 92 elementary schools (k-grade 5)
 - 26 middle schools (grades 6-8)
 - 21 high schools (grades 9-12)
 - 16 special or alternative schools (state agency; k-grade 12; ECE; early childhood; residential; alternative placement)
- **Demographics:**
 - 101,000 students (81% market share of student population in Jeff. County)
 - 45% White, 37% African American, 10% Hispanic/Latino, 8% Other
 - 62% of students eligible for free/reduced-price lunch
 - 6% of students enrolled in ESL
 - 101 Title I schools
 - 20 schools identified as Priority Schools (or have recently exited this status)



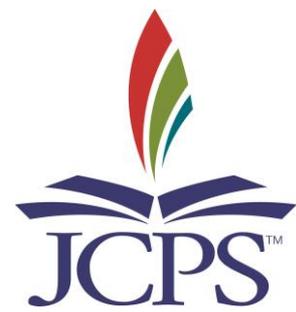
Positive Behavior Intervention and Supports (PBIS)

- A framework to promote good behavior in schools.
- In the past, school discipline has often focused on reacting to misbehavior by using such punishments as reprimands, loss of privileges, sending students to the office and out-of-school suspensions.
- Research has shown that these approaches by themselves are not effective in creating a school environment in which appropriate behavior is the norm. PBIS creates this environment through a behavior curriculum that is used by every student and staff member.

Positive Behavior Intervention and Supports (PBIS)



- PBIS is not a program, it is a framework that helps school leaders identify the best behavior strategies.



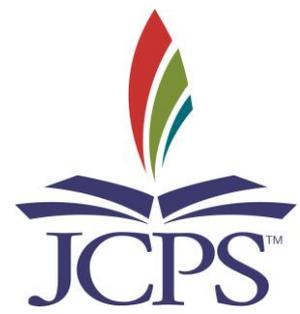
PBIS Research Review

- K-12 students spend at least 30 hours per week at school and should be able to learn and feel safe. Studies have shown that the implementation of PBIS results in a more positive school climate. (Bradshaw & Wassdorp, 2012; Sherlock Center; Vincent, Sprague, & Gau, 2013)
- Positive changes include less office disciplinary referrals and suspensions. (Bradshaw & Wassdorp, 2012; Sherlock Center; Vincent, Sprague, & Gau, 2013)
- If PBIS is implemented school-wide, with all staff contributing, the benefits (associated with fewer behavior issues) greatly increase. (Bradshaw & Wassdorp, 2012)
- PBIS does not affect racial disparities and studies have shown that the design of PBIS could not mediate these differences. (Vincent, Sprague, & Gau, 2013)

-Bradshaw, C.P. & Wassdorp, T.E. (2012). Leaf Pediatrics. 130 (5). 1136-1145. DOI: 10.1542/peds.2012-0243

-Sherlock Center on Disabilities: <http://www.uvm.edu/~cdci/best/pbswebsite/PBISImpactFlyer.pdf>

-Vincent, Claudia G; Sprague, Jeffrey R; & Gau, Jeff M. (2013). The Effectiveness of School-wide Positive Behavior Interventions and Supports for Reducing Racially Inequitable Disciplinary Exclusions in Middle Schools. K-12 Racial Disparities in School Discipline. UCLA: The Civil Rights Project / Proyecto Derechos Civiles. Retrieved from: <http://escholarship.org/uc/item/35z7c5sh>



Research Questions

Over three years, what effect does the implementation of a school-wide PBIS intervention have on:

- the number of behavior incidents?
- the number of behavior incident resolutions?

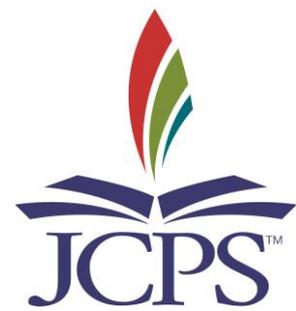
The quantitative methodology that was used is presented in the following slides, including sampling, instrumentation, and design and procedures.

Sample

- non-priority schools (n = 22)
- priority schools (n = 20)
- schools implemented PBIS all 3 years (n = 14)
- schools did not implement PBIS for 3 years (n = 28)
- N = 42 schools

Variables

- Independent
 - Priority status (yes, no)
 - PBIS status (yes, no)
- Dependent
 - In-School Adjustment Program (full-day ISAP)
 - Suspensions
- Covariate (used for suspensions)
 - Referral Incidences
 - Tiered Fidelity Inventory (TFI) (implementation measure)



Design of Study

- The first model incorporated 3 years of ISAP data from priority schools and non-priority schools.
 - These data were combined with the number of years of PBIS implementation at each of the identified schools to assess effectiveness over the 3 years.
- The second model incorporated 3 years of suspension data from schools identified as priority and non-priority.
 - These data were combined with the number of years of PBIS implementation at each of the identified schools to assess effectiveness over the 3 years.

Analysis

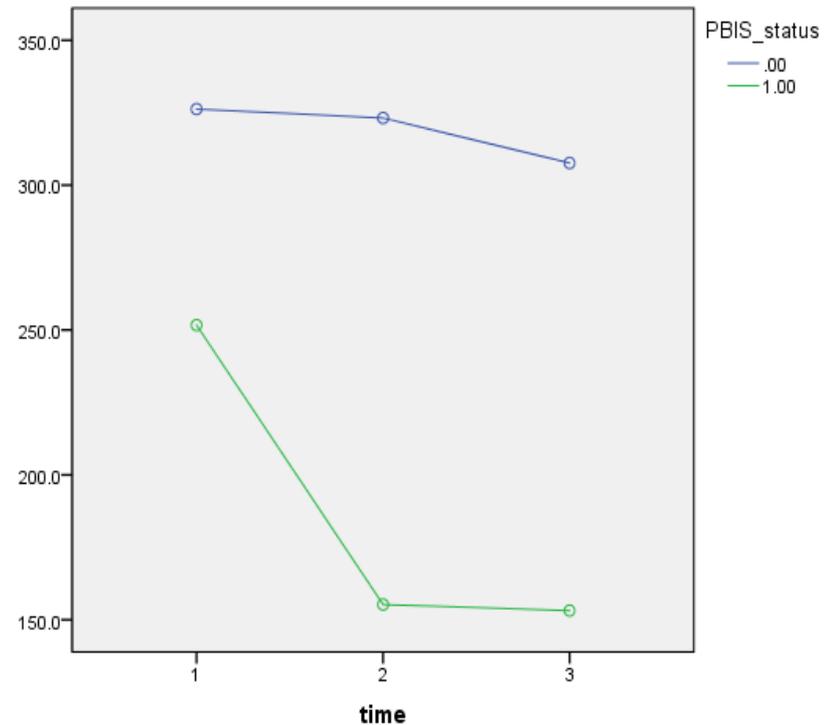
- Two separate Split-Plot, Mixed ANOVAs were used based on the between- and within-factors design.
 - Time was the repeated variable (within-variable)
 - Between-factors included priority status and PBIS status
 - Covariates
 - School size, FRL status, and diversity index were not significantly correlated with the dependent variable.
 - Number of referral incidences correlated (.33, $p < .01$) with both ISAP and Suspensions
 - Tiered Fidelity Inventory (TFI) Score correlated (-.37, $p < .05$) with Suspensions

Findings

ISAP (full day)

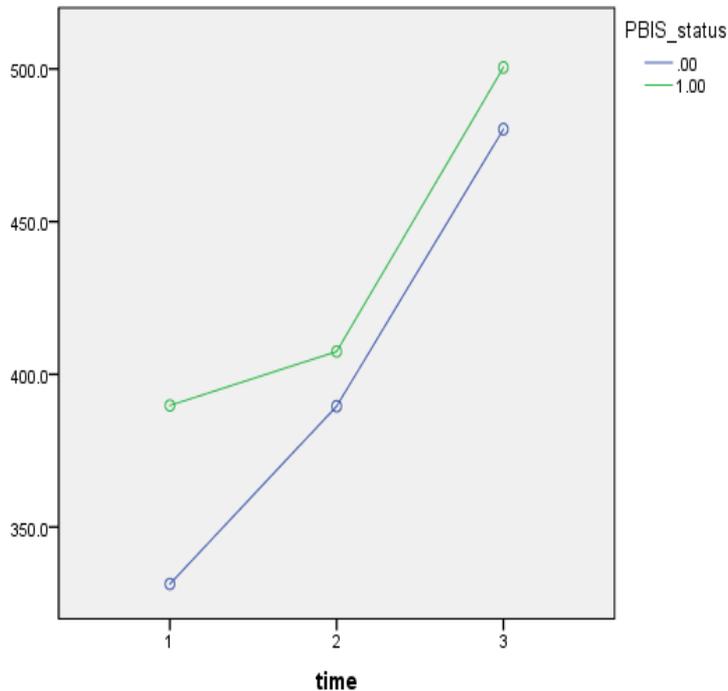
Number of Incidences: Full-Day ISAP

- PBIS schools significantly decreased the difference in the number of full-day ISAPs issued to students each year when compared to schools that did not implement PBIS.
- Statistical power=0.69
- $F(1,40)=6.35$; $p<.05$; $\eta^2=0.14$



Findings

Suspensions



Number of Incidences Resulting in Suspension

- PBIS schools did not increase at a rate larger than non-PBIS schools when considering the number of suspensions issued to students each year.
- Statistical power=0.97
- $F(1,40)=9.714$; $p=0.001$; $\eta^2=0.41$

Limitations

1. There was not a main effect significance between priority and non-priority status.
The PBIS framework is similarly serving both sets of schools.
2. TFI should be an effective covariate when considering implementation data.
Important to note differences between self-assessment vs. externally assessed on implementation fidelity.
3. The sample for analysis could have been larger, however, the researchers were identifying schools with full (3 year) implementation; having an appropriate match limited the sample size—statistical power needs to be considered.

Discussion and Recommendations

1. The findings suggest PBIS is effective in reducing exclusionary punishments (such as ISAP) for minor incidences. However, if an incident is more severe, standard suspension protocols are followed at both PBIS and non-PBIS schools.
2. As a more effective approach may be needed, a framework known as Restorative Practices (RP) should be implemented alongside PBIS and established as a model for behavior supports. For JCPS schools participating in this study, RP might get to the underlying roots or causes of misbehavior.

Restorative Practices (RP)

- **Restorative Practice is**
 - Derived from Restorative Justice
 - Based on the premise that a student's choices and behaviors affect relationships with others in their school and community
 - Evidence-based and focuses on repairing harm (i.e., physical, emotional, psychological, and financial), accountability, and community building—it is an in-depth approach to the issues
- **The core of restorative practices is building and restoring relationships**
 - When an issue arises, a mediator brings the parties together. With guidance, students begin a dialogue to understand the harm, to seek mutual solutions, and, ultimately, to heal relationships. The process empowers students with a voice and with the communication and problem-solving skills that will help them pursue appropriate solutions to future problems

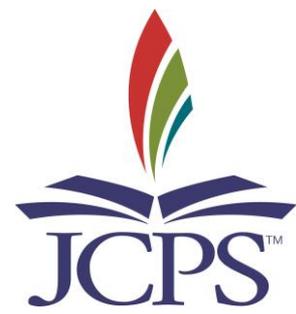
Restorative Practices (RP)

Occurrence
when a
student
breaks rules
or laws

What was the
offense and how
do we punish the
student?

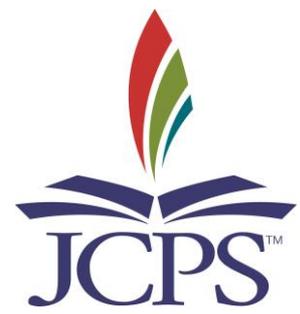
1. There was harm caused
2. How do we address the conflict appropriately?
3. Repair the harm that was caused

- District leaders have studied Restorative Practice efforts under way in Maryland and Pennsylvania, and they have collaborated with community groups to study ongoing Restorative Practice operations in Jefferson County. Principals and teachers are undergoing training to learn how Restorative Practice efforts could be expanded into schools



Pilot of RP in JCPS Priority and Transformation Schools

- Elementary Schools
 - Engelhard
 - Schacklette
- Middle Schools
 - Knight
 - Stuart
- High Schools
 - Academy at Shawnee
 - Waggener



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