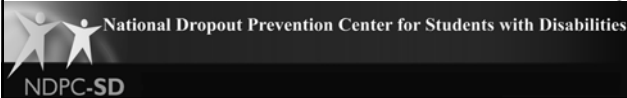


Addressing Dropout Through Positive Behavior Supports

*Urban Special Education Leadership Collaborative
Fall 2007 Meeting*

Sandra Covington Smith, PhD
Clemson University

© 2007 Clemson University - All rights reserved



Objectives

1. Provide participants with an overview of recent research on the causes and risk factors associated with dropout.
2. Provide participants with a rationale for implementing PBS to address dropout related factors, including examples and recommendations.

2



Understanding Dropout:



What Do We Know?

3

Activity 1

Discussion

- ***DO YOU AGREE?***
Schools (i.e., administrators and educators) bear some responsibility for students who dropout.
Why or Why not?

4

How Do We Influence Dropout?

Why are we responsible?

- School policies & procedures
 - Discipline, grading, standards, retention
- Structure & class assignment
 - School size, transitions, tracking
- Course content & instruction
 - Boredom, curriculum quality
- Climate & relationships
 - Alienation, negative interactions



5

Dropout Related Factors Influenced by Educators

- Focus on factors linked to dropout
 - Attendance
 - Behavior
 - Academic performance
 - Student engagement
 - Adult/peer interactions
 - Safe school environment
 - Evaluate policies and procedures regarding dropouts
- Implementation of evidence-based strategies/interventions
- Interventions must be matched to student needs

6

The Pathway to School Dropout Begins Early



- Not an isolated event
 - Elementary years, process begins
 - Elevated dropout rates reported among children who were rated as highly aggressive by their 1st grade teachers (Donninger & Shucrook, 1992).
 - Dropouts could be distinguished from graduates with 66% accuracy by the third grade using attendance data; and
 - Identification of dropouts can be accomplished with reasonable accuracy based on review of school performance (behavior, attendance, academics) during the elementary years (Barrington & Hendricks, 1989).
- Students who had repeated a grade as early as K – 4th grade were 5x more likely to drop out of school (Kaufman & Bradley, 1992).



7

Student Behaviors

Elementary School				
Discipline	Alienation	Attendance	Academic Difficulties/Course Failure	Retention
↓	↓	↓	↓	↓
Mental Health Services.				

8

Middle School Predictors of Dropout

(Balfanz & Herzog, 2005; 2006)

1. The four **strongest** predictors – determined by the end of sixth grade
 1. Poor attendance
 2. **Poor behavior**
 3. Failing math
 4. Failing English
2. Sixth graders who do not attend school regularly, receive **poor behavior marks**, or fail math or English
 - 10% chance of graduating on time
 - 20% chance of graduating a year late



9

Predictors of Dropout

(Balfanz & Herzog, 2006)

- Poor attendance
- Failed English
- **Bad behavior records**
- Failed math
- 14% graduated on-time or with one extra year
- 16% on-time graduation rate
- 17% on-time graduation rate
- 21% on-time graduation rate

10

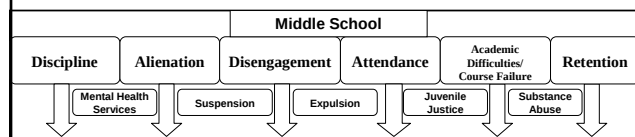
Middle School Predictors of Dropout

(Balfanz & Herzog, 2005; 2006)

3. Students who repeated middle school grades are 11 times more likely to drop out than students who had not repeated
4. A student who is retained two grades increases their risk of dropping out of high school by 90% (Roderick, 1995).
5. Transition between schools
 - Middle school/junior high school to high school

11

Student Behaviors



12

High School Predictors of Dropout

(Balfanz & Herzog, 2006)

6. Students who enter ninth grade two or more grade levels behind their peers have only a one in two chance of being promoted to the tenth grade on time
7. Ninth grade retention is the biggest predictor of dropouts
8. The biggest fall off for students is between ninth and tenth grade

13

Problem Behavior at the Secondary Level

- From a discipline perspective, students are considered responsible for their own behaviors and violations;
- Violations of behavioral standards are handled through a continuum of increasingly aversive and/or exclusionary consequences (e.g., loss of credits, suspensions, alternative programs/schools); and
- If students do not assume responsibility for changing or improving their behaviors, they are excluded from the classroom and the school administrator doles out consequences designed to eliminate problematic behavior in the classroom (Sugai, Flannery, & Bohanon-Edmonson, 2004).

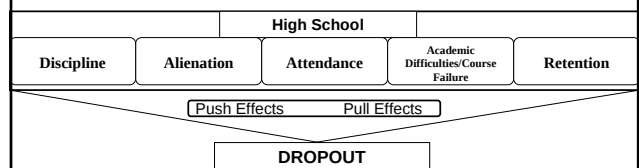
14

Discipline at the Secondary Level

- A reactive approach to behavior management is emphasized, and the assumption is that if the student decides not to improve his or her behavior then the privilege of being at school is removed.
- As a result, students who do not improve their behavior must consider other options (e.g., dropping out, alternative program, GED; Sugai, Flannery, & Bohanon-Edmonson, 2004)

15

Student Behaviors



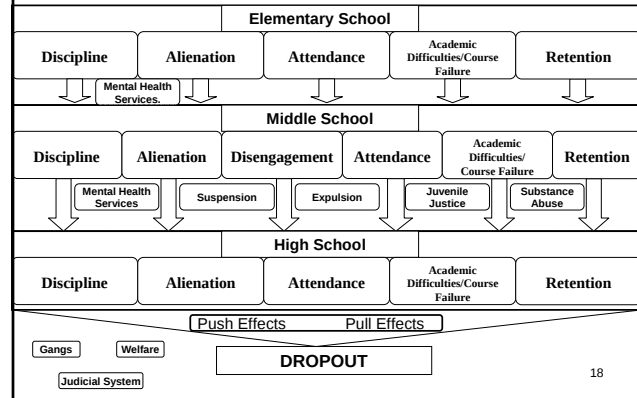
16

Discipline at the Secondary Level

- The overall goal of school disciplinary policies is to maintain an orderly environment so that teachers are better able to teach and students are better able to learn.
- Exposure to exclusionary discipline has been shown, not to improve school outcomes, but in fact to be associated with higher rates of school dropout (Sprick, Borgmeyer, Nolet, 2002).
- “Punishing” problem behaviors (without a proactive support system) is associated with increases in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out (Mayer, 1995; Mayer & Sultzer-Azaroff, 1991; Shulz & Peterson, 1995).

17

Student Behaviors



18

School Discipline

- Research findings in this area have concluded that:**
 - Some school discipline practices promote antisocial behavior.
 - Many school practices contribute to the development of antisocial behavior and the potential for violence. These factors are all amenable to change in a positive, proactive manner (Mayer, 1995; Sugai & Horner, 1994; Walker et al., 1996).

19

School Discipline

- Research findings in this area have concluded that:**
 - student disorder interrupts not only school safety, but decreases student achievement as well.
 - when misconduct is not confronted, misbehaving students are likely to infer that such behavior will be tolerated.

20

School Discipline

- **Research findings in this area have concluded that:**
 - School personnel have a long history of applying simple and unproven solutions to complex behavior problems (e.g., office discipline referrals, suspensions), rather than focusing on the administrative, teaching and management practices that either contribute to, or reduce them (Tobin, Sugai, & Martin, 2000).

21



Taking a Closer Look



Students With or At Risk for SED

22



Students With or At Risk for SED

-The behavioral characteristics and needs of students with or at risk for ED have overwhelmed the capacity of schools to effectively accommodate these students (Gresham, 2007).

23

Activity 2

Discussion

1. Do you agree or disagree with this statement?
2. Why or Why not?

24

Problem Behavior

(Elliot, Hamburg, & Williams, 1998; Hinshaw, 1992; Loeber & Farington, 1998; Parker & Asher, 1987)

• Children and youth experiencing severe social, emotional, and behavioral excesses and deficits are at risk for a number of short-term and long-term negative outcomes:

- Poor academic achievement
- **School dropout**
- Retention in grade
- Referral to mental health agencies
- Contact with the juvenile justice system
- Substance abuse
- Suspension or expulsion from school

25

Characteristics of Youth with SED

- Fail more classes
- Miss more days of school
- Have lower grades
- Retained at the same grade level
- Drop out more frequently
- Have a lower graduation rate
- Have a higher dropout rate than other students with disabilities

26

Common Characteristics

Students At Risk of Dropping Out

- Disengagement & isolation
- High absenteeism
- Academic difficulties
- Poor relationships
- Disruptive behavior
- Low self esteem
- Poor post-school outcomes

Students With or At Risk of SED

- Tendency to develop physical symptoms or fears associated with personal or school problems
- Poor academic performance
- Inability to build or maintain interpersonal relationships
- General pervasive mood of unhappiness or depression
- Poor post-school outcomes

27

Why Students with SED Drop Out

- One-third were put on in-school suspension, suspended, or put on probation &
- 15% were either expelled or told they could not return (Schwartz, 1995).
- NLTS data suggest that 38% of students with disabilities who left school did so by dropping out.
 - 38% enrolled in HS but did not finish; 8% dropped out before entering HS; 3% "aged out"

28

Why Students Drop Out

- 51% of youth with ED (Wagner, 2005).
- 21% to 64% of students with BD (Scanlon & Meillard, 2002).
 - Tardiness/poor attendance
 - Lack of interest
 - **Disability-based difficulties/behavior problems**
 - Poor relationships with peers or adults
 - Poor/limited academic skills
 - Movement from school to school

29

Problem Behavior

- Problem behaviors coupled with academic difficulties or prior academic failure are key risk factors predictive of school dropout (Dunn, Chambers, & Rabren, 2004).
- Exclusion from class due to disciplinary action leads to lost instructional time and increased academic difficulties.
- Exclusion and punishment are the most common responses to conduct disorders in school (Sprick, Borgmeier, & Niolet, 2002).
- The repeated use of exclusionary discipline practices, such as suspension, have been identified as one of the major factors that lead to dropout (Christle, Nelson, & Jolivette, 2004; McAndrews, 2001; Skiba, 2000).

30



What the Research Tells Us



Intervention and Prevention

31

Interventions

- Strategies are focused on student engagement
- Interventions occur over time, usually months or years
- Interventions involve a family or parent component
- Interventions should be strength based and involve a variety of contexts

32

Interventions

Approaches with limited effectiveness

- Short-lived approaches
- Punishment-oriented approaches
- Approaches not focused on engaging students in school
- Approaches not focused on active participation

Effective approaches to increase school completion

- Approaches focused on engaging students
- Strength-based approaches
- Approaches matched to student needs
- Long-term approaches
- Approaches involving various contexts

33

Evidence-Based Interventions

- Adapt the way we think about discipline and behavior in schools
 - Foster functional relationships within the school environment
 - Use of evidence-based interventions
- The school environment must support appropriate social behavior
 - Behavior is functionally related to the teaching environment

34

Interventions

Practitioners and policymakers in search of empirically supported intervention strategies need to rely on studies that examine secondary indicators of dropout prevention, such as reduction in problem behavior through positive behavioral supports (Sinclair, Christenson, & Thurlow, 2005).

35

Positive Behavior Support

PBS is consistent with the IDEA, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

36

Individuals with Disabilities Act

- On June 4, 1997, amendments to the Individuals with Disabilities Act (IDEA) became law (P.L. 105-17)
 - Education of children whose behaviors violate school codes of conduct or are outside personal or interpersonal norms of acceptable social behavior
- IDEA 2004

37

Positive Behavior Support

- In the case of a child whose behavior impedes his or her learning or that of others, the child's IEP [Individualized Education Program] team must consider, when appropriate, strategies, including positive behavioral intervention strategies and supports, to address that behavior [Section 614 (d) (3) (B) (i)].

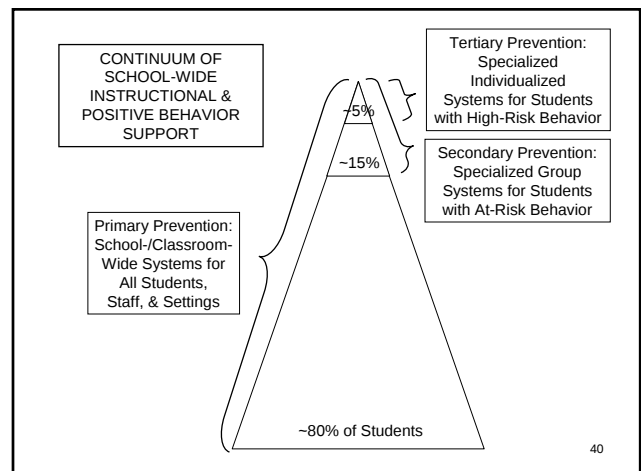
38

Positive Behavior Support

– PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

(OSEP Center on PBIS)

39



40

Levels of PBS

Adapted from *Levels and Descriptions of Behavior Support*
(George, Harrower, & Knoster, 2003; FLPBS Project, 2007)

- **School-wide/Universal** – Procedures and processes intended for all students, staff, in specific settings and across campus
- **Classroom** – Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms
- **Target Group** – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)
- **Individual Student** – Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students

41

PBS is not...

- Not a specific practice or curriculum...it's a general approach to preventing problem behavior
- Not limited to any particular group of students...it's for all students
- Not new...it's based on a long history of behavioral practices & effective instructional design & strategies...it's roots are in applied behavior analysis

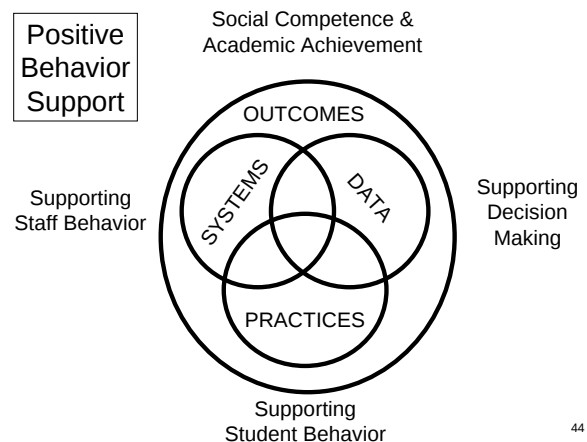
42

Positive Behavior Support

- Aims to build effective environments in which positive behavior is more effective than problem behavior
- Is a collaborative, assessment-based approach to developing effective interventions for problem behavior
- Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes

43

Positive Behavior Support



44

Systems: Supporting Staff Behavior

- Procedures for teaching behavior expectations and rules
- Procedures for reinforcing expected behavior and meeting the needs of all students
- Procedures for non-classroom settings (i.e., cafeteria, hallway, bathroom, playground, assembly, bus)
- Procedures for responding to office discipline referrals

45

Data: Supporting Decision Making

- Data-based decision making system
 - On-going data collection
 - Communicate with staff
 - Use data to inform and design behavior interventions
 - Behavioral expectations (classroom and non-classroom settings)
 - Classroom-managed behaviors and office referrals

46

Data-Based Decision-Making

- Prior to making changes within the school environment, it is important to know what needs to be changed
- Information about what is going on has to be accurate and useful for identifying problems
- Analyze problems so that interventions can be effective and efficient

47

Practices: Supporting Student Behavior

- Teaching behavior expectations
- Modeling and practicing expected behaviors
- Pre-correcting to ensure positive behaviors are displayed
- Reinforcing/acknowledging positive behaviors

48

Implementation

"Let's Take A Look"

Examples of Implementation and Outcomes

49

Iowa PBS Family Involvement

- ✓ From the inception, family voice was a significant component of the Iowa Behavioral Alliance
- ✓ An Alliance Family Team was convened
- ✓ A non-staff family member is required on local PBS Leadership Teams
- ✓ A Family Involvement Consultant was hired to work with PBS Leadership Teams



50

Family Involvement Rationale

Students with involved parents are more likely to...

- earn higher grades and test scores
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills and improved behavior
- graduate and go on to postsecondary education



51

Iowa Family Involvement Training

- ✓ Three one-hour modules on family involvement were developed
- ✓ Family involvement presented at each regional training and through on-site technical assistance visits with PBS Leadership Teams
- ✓ Support materials developed; available at www.rc4alliance.org
(Click on Parents' Corner)

52

Purposeful Youth and Community Involvement



- **Within Iowa PBS Frameworks: 4-H Extension Outreach**
- Engage youth in planning, implementation, and evaluation roles within schools' PBS frameworks through the development of PBS Youth Leadership Teams

53

The Challenge

- **Exclusion and punishment are the most common responses to conduct disorders in schools.**
 - Lane & Murakami, (1987)
 - Rose, (1988)
 - Nieto, (1999)
 - Sprick, Borgmeier, & Nolet, (2002)

54

The Challenge

Exposure to exclusionary discipline has been shown, not to improve school outcomes, but in fact to be associated with higher rates of school dropout.

- Skiba, Peterson and Williams, 1997
- Ekstrom, Goertz, Pollack, & Rock, 1986
- Wehlage & Rutter, 1986
- Sprick, Borgmeier, Nolet, (2002)

55

School-wide Positive Behavior Support

- Four core elements are emphasized.
 - Clearly defined **outcomes**
 - Research-validated **practices**
 - Supportive administrative **systems**
 - Use of **information** for problem solving

56

Six Major Ideas

1. Build Multiple Systems of Behavior Support

- Different systems for different challenges

2. Invest in Prevention

- Build a culture of social competence
- Define, teach, monitor, and reward appropriate behavior
- Define, monitor and correct inappropriate behavior

57

Major Ideas continued . . .

3. Start with Administrative Commitment

- Top 3 Goals, Administrator on team, 80% commitment

4. Use Team-based Implementation

- No new resources (working smarter)

58

Major Ideas continued . . .

5. Adapt procedures to “fit” the context

- Implement sustainable practices and systems

6. Collect and use information for decision-making

59

Invest in Prevention: Build a Culture of Competence

- **Define** behavioral expectations
- **Teach** behavioral expectations
- **Monitor and reward** appropriate behavior
- Provide **corrective consequences** for behavioral errors.
- Information-based **problem solving**
- Do not expect school-wide efforts to affect students with chronic problem behavior.

60

Define School-wide Expectations for Social Behavior

- **Identify 3-5 Expectations**
- **Short statements**
- **Positive Statements (what to do, not what to avoid doing)**
- **Memorable**
 - **Examples:**
 - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

61

On-going Reward of Appropriate Behavior

- Every faculty and staff member acknowledges appropriate behavior.
 - **5 to 1 ratio** of positive to negative contacts
- System that makes acknowledgement easy and simple for students and staff.
- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
 - Beginning of class recognition
 - Raffles
 - Open gym
 - Social acknowledgement

62

APEX...

- A dropout prevention initiative (US DOE funding- Office of Elementary and Secondary Education)
- Centers on school-wide reform
- A combination of PBIS and RENEW (Red Zone Intervention) for High School level implementation

63

APEX...

- Implemented with 2 NH High Schools with highest dropout rates (2002-2005)
- A collaboration between:
 - the NH Department of Education,
 - the University of New Hampshire/Institute on Disability (evaluation, training, technical assistance)
 - and the Alliance for Community Supports (intensive services and supports for the most "at risk" students)
- and....associations with CEBIS (New Hampshire's PBIS Center) and Main Street Academix (Student Leadership)

64

APEX- Model Assumptions

- Schools with significantly higher-than-average dropout rates have systemic (school-wide) issues related to discipline (Rutter, 1979)
- Behavioral problems in school are associated with a likelihood of dropping out
- Students with significant emotional or behavioral challenges require individualized, community-based transition services in order to graduate

65

APEX Model

- GOAL: Increase the number/proportion of students who successfully complete high school-
- Targets:
 - Decrease the the suspension and expulsion rates by 30%
 - Reduce the dropout rate by at least 30% between 2000-01 and 2003-04 school years.
 - Increase the rate of high school completion of the most at risk students (dropouts, failing students, students in other placements) to 75%

66

APEX Model

- To address school-based systems/climate issues:
 - Positive Behavioral Interventions and Supports (PBIS) (Bohanon, et. al., 2004; Sugai & Horner, 1999)
 - Student Leadership Development
- To address issues for students most at-risk:
 - Rehabilitation for Empowerment, Natural supports, Education and Work (RENEW) (Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998; Bullis & Cheney, 1999)

67

APEX PBIS Components

1. Team Operation

- Universal ("Green" or "Leadership") Team analyzes and intervenes in school-wide systems
- Targeted ("Yellow") Team analyzes and intervenes for students at risk of failure
- Individual ("Red") RENEW Teams work with students who are not participating, have dropped out, or who have multiple systems needs (mental health, substance abuse, JJ, etc.)

68

APEX PBIS Components

2. Data-based Decision-making

- APEX staff helped schools to develop and use their discipline data
- Data was used to target problems and solutions
- Data was used for ongoing assessment of implementation

69

APEX PBIS Components

3. Emphasis on Positive Recognition

- APEX staff provided training and technical assistance to schools on positive supports strategies
- Positive behaviors were taught as part of the academic program
- Recognition and reinforcements were evaluated for effectiveness

70

APEX PBIS Components

4. Red Zone: RENEW Services

- APEX staff provided direct services to over 60 students who had dropped out or were at significant risk
- Coordinated with targeted team process
- Provided training to schools staffs (guidance, SPED, specialists) on RENEW strategies

71

APEX Student Leadership Component

- Student Teams were developed and received team building training
- Student Team:
 - conducts sampling survey
 - develops school-wide climate and culture survey
 - surveys students and faculty
 - Analyzes data
 - Presents data to Universal Team and faculty
 - Develops plan of activities for year

72

The “Red Zone” Challenge

How to work with students who may not even be attending school? RENEW was developed Based on assumptions that the developmental tasks of adolescents are:

- Dependence versus independence
- Adult roles versus childhood roles, including career, relationships, community member, etc.
- Students who are on the failure trajectory have not had the opportunity to engage in these developmental tasks

73

RENEW

- Developed to:
 - Teach and allow for experiences with self-determination/self-direction
 - Focused on school-to-career (opportunities to become competent in employment, learning, completing adult tasks)
 - Community-based: Opportunities to become a member of the community

74

RENEW: The “Red Zone” Component of the APEX Project

- For the most “at risk” students (60 per high school):
- Model components:
 - Person-centered planning
 - Individualized academic programming (creative solutions and “Real World Learning” opportunities).
 - Naturally supported employment services
 - Interagency collaboration and braided funding
 - School to Career transition articulation, including post-secondary education
 - Mentoring

75

APEX Case Example: HS1

- Annual dropout rate reduction from 16.8% to 2.6% between 2000-01 to 2004-05 school year
- Over 50% reduction in office discipline referrals in 3 years
- Reports from teachers, students and parents of improved school climate and response

76

APEX- HS 1

- High School's Targeted Team identified tardies/skips among 9th graders as the most prevalent issue:
- Solution: 9th grade mentoring system:
 - Found faculty to volunteer as mentors
 - Re-arranged schedules for mentoring periods
 - Trained and supported mentors
- Result: Skips and tardies cut in half

77

HS 1: Focus Groups

Staff: "This PBIS process has us much more organized- the atmosphere at the school is much better"

"We need to figure out how to keep this going after the grant is gone"

Students: "It's much better here now. People care about us."

Parents: "The school has really improved."
"Communication is better."

78

RENEW Data:

- Includes data collected from both high school students referred for individualized RENEW services
- Data is from the Child and Adolescent Functional Assessment Scale (CAFAS) (Hodges; 2000)
 - "Normed" instrument, used primarily in mental health, that measures functioning in several domains:
 - Home
 - School
 - Community
 - Mental health (mood, drugs/alcohol)

79

Lessons Learned

- Listen, learn, and then introduce PBS to school as part of the "big picture" (for example, "map" the current school teams)
- High Schools are different than elementary and middle schools (e.g., academic pressures, outcomes, and dropping out are acute issues)
- School-to-career emphasis is key for adolescents
- Students with the greatest challenges can live, learn and work in their home communities.
- OBTAINING AND USING DATA IS CRITICAL!
- May need "Red Zone" Planning teams in high schools.

80

Going forward....

- NH has been awarded APEX II- for 11 high schools across the state.
- Continue to work collaboratively with NH DOE to develop PBIS/RENEW capacity in high schools
- Continue to develop "Real World Learning" policies and procedures to make individualized, community-based academic programs easier for schools to provide to all students
- Work to develop strong data collection and analysis systems so we can gauge true progress and accurately identify problems

81

School Suspension Data: Outdoor

(Florida)			
School	04-05	05-06	06-07*
• Renick Center	N/A	310	76
• Palm Springs Mid.	105	103	75
• Carol City Mid.	**	**	166
• Parkway Mid.	**	593	89
• Westview Mid.	**	772	228
• Jose de Diego Mid.	107	273	230
• Ponce de Leon Mid.	**	383	109
• Howard Doolin Mid.	**	188	77

N/A Not available

*as of the third quarter

** Prior to PBS Implementation

82

School Suspension Data: Outdoor

School	04-05	05-06	06-07*
• JRE Lee Opportunity	**	901	191
• MacArthur South Sr.	**	163	35
• Naranja Elementary	**	**	24
• Leisure City K-8	**	302	158
• Campbell Dr. Mid.	469	681	299
• Homestead Mid.	**	561	213
• Redland Mid.	**	1,493	336

N/A Not available

*as of the third quarter

** Prior to PBS Implementation

83

ELEMENTARY SCHOOL

- Between Year 1 (04-05) & Year 2 (05-06) had an overall decrease of 140 office discipline referrals or 23%
- 9 student and 4 administration days regained
- Baseline Letter Grade (03-04): D
- 2nd year Implementation Letter Grade (05-06): A
- Baseline % Making Learning Gains in Reading: 55
- 2nd year % Making Learning Gains in Reading: 69
- Average # of referrals per day per month
 - 1st Year 04-05: 3.28
 - 2nd Year 05-06: 2.51

84

MIDDLE SCHOOL

- 01-02 did not track dress code infractions, 02-03 started tracking dress code infractions
- Average # of referrals per day per month
 - Baseline 01-02: 6.53
 - 4th Year 05-06: 4.83
- Percent Change in Office Discipline Referrals
 - Between Baseline & Year 4: 26% decrease
 - 19 student and 10 administration days regained!
- Maintained Letter Grade A
- Baseline % Making Learning Gains in Reading: 64
- 4 yr % Making Learning Gains in Reading: 66

85

HIGH SCHOOL

- Take into account the student population increase by 60% from 01-02 to 06-07 school year
- Dropout Rate:
 - Baseline 01-02: 3.0
 - 3rd Year 04-05: 0.4
- Baseline Letter Grade: C
- 2006 Letter Grade: B
- Baseline % Making Learning Gains in Reading: 54
- 4 yr % Making Learning Gains in Reading: 53
- Having a Positive Dean on Campus began in the 2006-2007 school year

86

Where Do We Go From Here?

- Add additional PBS school sites and coaches
 - Feeder Patterns
 - Alternative Education
- Ensure discipline data is being reviewed
- Conduct Booster Trainings at schools
- Selected schools will be trained on Secondary Level
- Infuse PBS into Response to Intervention (RTI)
- Increase parental involvement at PBS schools
- Collaborate with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD)

87

Where Do We Go From Here?

- Drop Out Prevention Initiatives:
 - Currently targeting reduction of exclusionary discipline practices moving toward initial stages of dropout prevention
 - PBS foundational strategy for dropout prevention
 - Includes teaching prosocial behaviors'
 - February 14, 2007 M-DCPS PBS Leadership Team met with NDPC-SD to begin collaboration
 - March 14, 2007 PBS Leadership Team meets to develop next years Action Plan, will include Dropout Prevention
 - Discuss pilot schools for 2007-2008
 - Target middle schools for pilot schools for dropout prevention

88

Addressing Dropout Through Positive Behavior Supports

Commonalities of evidence:

- Schools with better discipline and academic organization have more positive student outcomes
- Schools with flexible, individualized systems for learning have better outcomes

89

Seven Key Elements

- Administrative leadership/support
- School-wide buy-in/support
- Clearly defined school-wide expectations
- School-wide expectations are taught
- Behaviors (school-wide expectations) are acknowledged/rewarded
- Behavioral/learning errors are corrected – replacement behaviors are taught
- Data based decision making (information system for decision-making)

90

Our Aim

- Ineffective**
- Inefficient**
- Inconvenient**
- Irrelevant**

91



National Dropout Prevention Center for Students with Disabilities
NDPC-SD





***CONSIDER
GRADUATION AS
THE ONLY
ACCEPTABLE
OUTCOME!!***

92

 National Dropout Prevention Center for Students with Disabilities
NDPC-SD

“It is easier to build strong children than to repair broken men.”

 - Frederick Douglas

93

 National Dropout Prevention Center for Students with Disabilities
NDPC-SD

Thank You!

www.ndpc-sd.org

94

Acknowledgements & Additional Resources

- ❖ www.ndpc-sd.org
- ❖ www.pbis.org
- ❖ <http://www.abt.sliidea.org/>
- ❖ <http://www.educ.drake.edu/rc/DOP/searchdb.html>
- ❖ <http://www.fmhi.usf.edu/cfs/dares/flpbs>
- ❖ <http://www.sri.com/policy/cehs/dispolicy/nlts.html>

 National Dropout Prevention Center for Students with Disabilities
NDPC-SD

Contact Information
Sandra Covington Smith
sandras@clemson.edu
864.656.1817

NDPC-SD
 Clemson University
 209 Martin Street
 Clemson, SC 29631
 Fax: 864.656.0136
www.ndpc-sd.org

 National Dropout Prevention Center for Students with Disabilities
NDPC-SD