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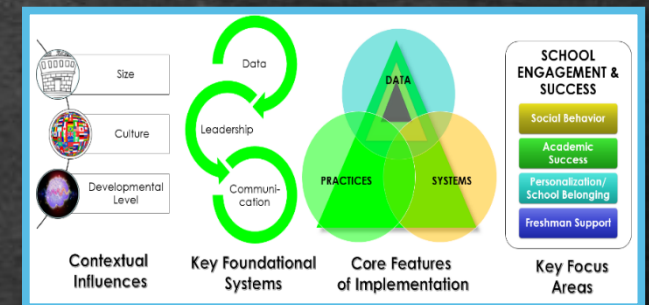


Facilitated by:



# HS-PBIS COMMUNITY OF PRACTICE

*opportunities to delve deeper into the high school PBIS implementation model and engage in collaborative conversations with multiple high school perspectives*



**OCTOBER 19, 2017**

**NOVEMBER 30, 2017**

**FEBRUARY 13, 2018**



**5 STRATEGIES TO  
BOOST BUY-IN**

**LEADING BY  
CONVENING**

**RESTORATIVE  
PRACTICES & PBIS  
ALIGNMENT**



**SELF-  
DETERMINATION  
THEORY**

**CHECK & CONNECT**

**PARENT & FAMILY  
PARTNERSHIPS**

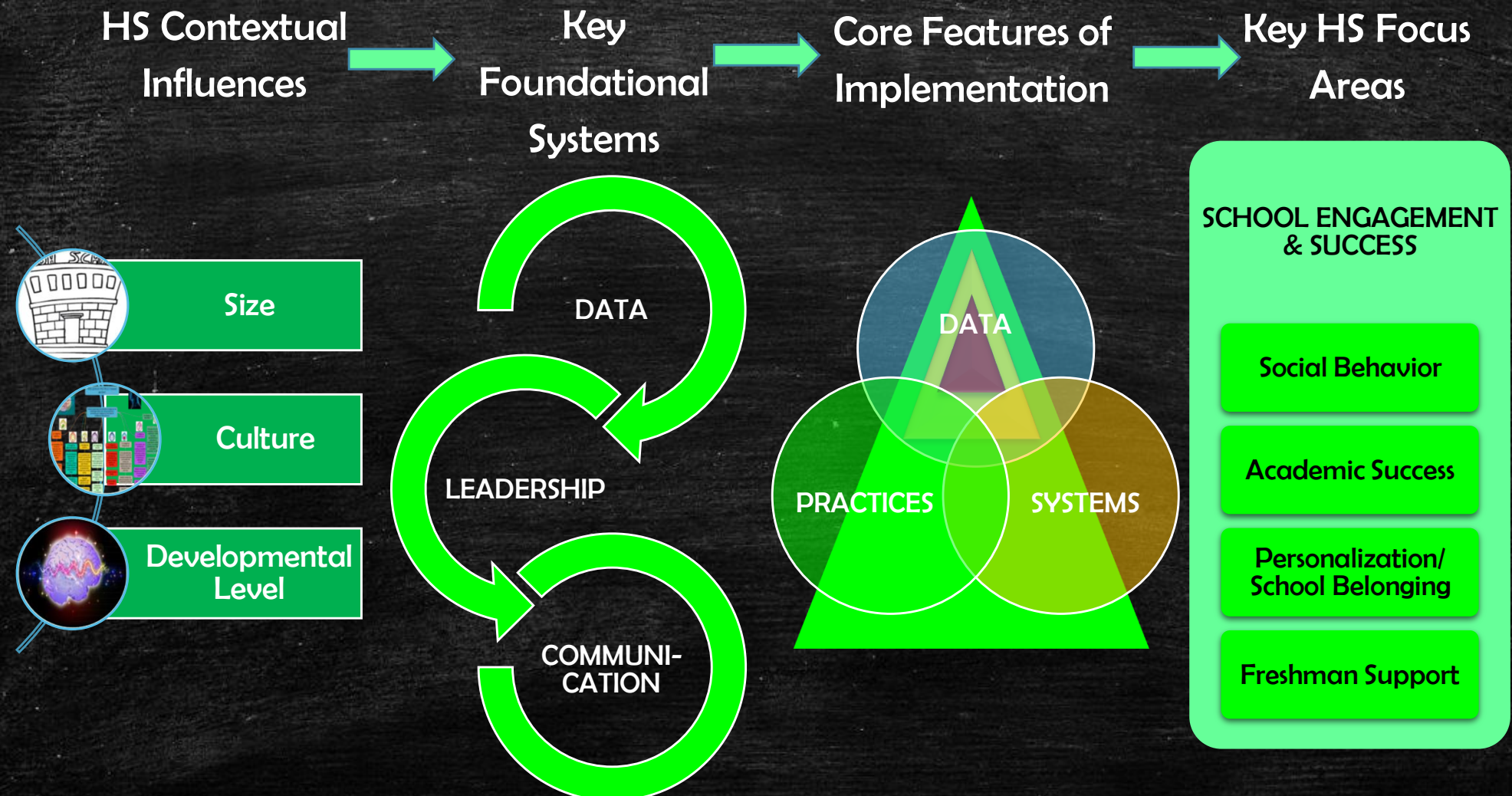


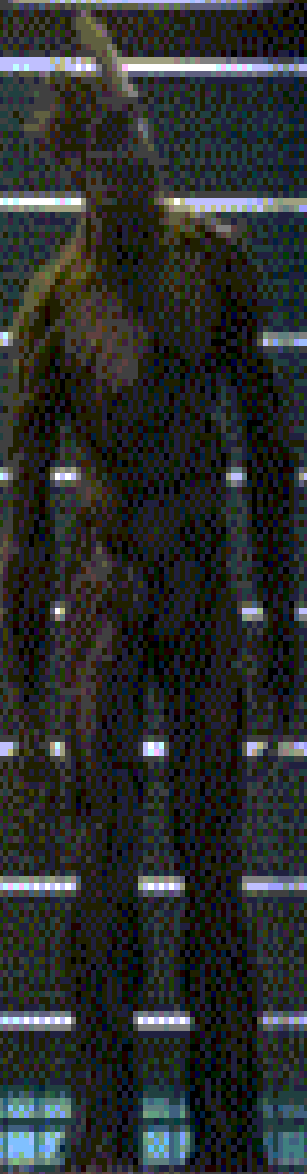
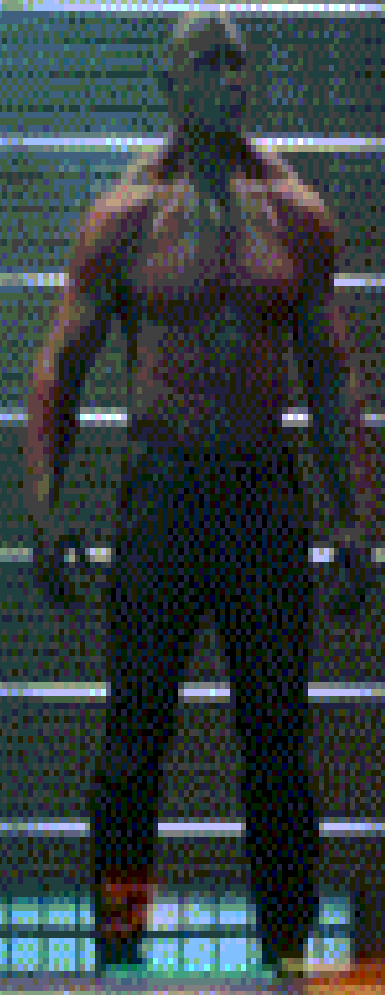
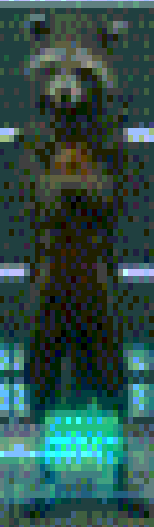
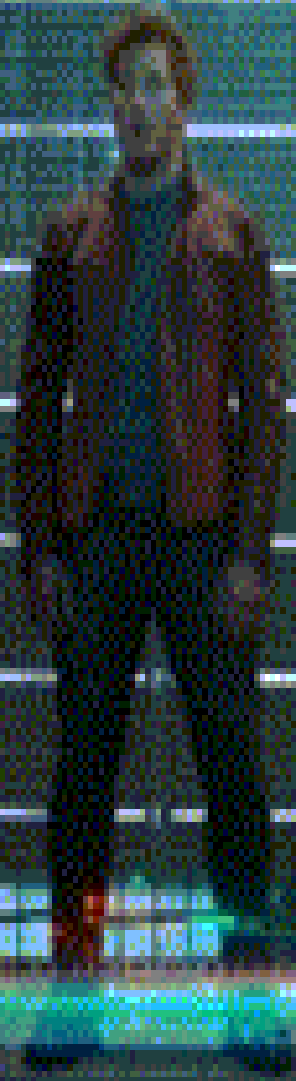
**DEBRIEFING THE  
HSPBIS  
SYMPOSIUM:**

- ▲ **FRESHMAN  
SUPPORTS**
- ▲ **ACADEMIC  
SEMINAR**
- ▲ **PREVENT TEACH  
REINFORCE -  
SECONDARY**



# HS-PBIS IMPLEMENTATION MODEL





# MORNING COFFEE

*Chit Chat*





# NOTES TO SELF

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How does our school intentionally support the development of **INTRINSIC MOTIVATION** for all of our students?

What would our students say is the **HARDEST THING** about high school?

What is one way our school promotes **FAMILY PARTNERSHIPS**?

*Since you change people every day,  
make sure you change them for the better.*  
*-Aubrey C. Daniels*

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## **Tiered Fidelity Inventory**

### **1.9 Feedback & Acknowledgement**

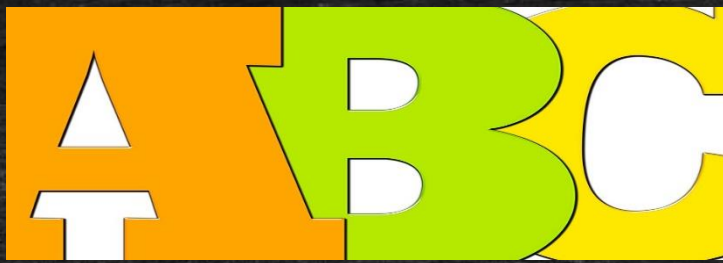
## **Main Idea**

A formal system (i.e., written set of procedures for specific behavior feedback that is:

[a] linked to school-wide expectations and  
[b] used across settings and within classrooms)

is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.

Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.



# of PBIS

## **ANTECEDENTS “PREVENT”**

Design supportive environments using antecedent strategies promoting a positive and safe school climate for ALL students

## **BEHAVIOR “TEACH”**

Teach positive expectations, self-management and socially appropriate peer interactions supporting a positive and safe school climate for ALL students.

## **CONSEQUENCES “REINFORCE”**

Provide specific performance feedback and continuum of positive reinforcements that intrinsically motivate ALL students to engage in socially appropriate behaviors.





<https://www.youtube.com/watch?v=3sRBBNkSXpY>

# What is SELF- DETERMINATION THEORY?

# RELATEDNESS (Belonging/Purpose)

- Tangibles that contribute towards a **group experience** (watching a youtube clip, playing a game, etc)
- Defining behaviour expectations as a whole school community and using shared language
- Emphasizing how performance of the positive behaviour fits in with our whole school behaviour expectations (eg The Wyndham Way)
- Creating opportunities for children to be, and feel part of the group



# Self-Determination Theory

# COMPETENCE (Skill Acquisition/Mastery)

- Encouragement not praise
- Coaching not cheerleading
- Specific feedback
- Emphasise the skill
- Specific data shared with students as well as staff (this can be individual and group)



# Self-Determination Theory

# AUTONOMY (Choice)



*\* in a developmentally and contextually appropriate way!*

- Some student voice in design of visuals
- Some student voice in the menu of tangibles
- Some individual choice in picking an option from the menu of tangibles (the merit certificate example)

# Self-Determination Theory

**AUTONOMY**

**MASTERY**

**PURPOSE**



What motivates us?

**DAN PINK**  
**DRIVE**

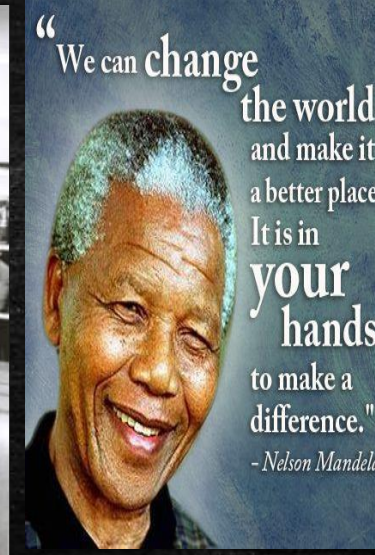


Stand Up  
Hand Up  
Pair Up



“How do we build a school-wide  
acknowledgement system that  
fosters **AUTONOMY,**  
**MASTERY AND PURPOSE?**”

No Motivation (A-Motivation)	EXTRINSIC MOTIVATION				Intrinsic Motivation
Learned helplessness, Low perceived Competence, Non-relevance. Non-intentionality	Salience of rewards/ punishments, Compliance, Reactance	Ego involvement, Focus on approval from self or others	Conscious valuing of activity, Self-endorsement of goals	Hierarchical synthesis of goals, Congruence of values with wider group	Fun, Interest, Enjoyment
<b>IMPERSONAL</b>	<b>EXTERNAL</b>	<b>SOMEWHAT EXTERNAL</b>	<b>SOMEWHAT INTERNAL</b>	<b>INTERNAL</b>	<b>INTERNAL</b>



[https://www.youtube.com/watch?time\\_continue=3&v=1yuQq5VPZmg](https://www.youtube.com/watch?time_continue=3&v=1yuQq5VPZmg)

[https://www.youtube.com/watch?time\\_continue=2&v=aCdRv76qLfl](https://www.youtube.com/watch?time_continue=2&v=aCdRv76qLfl)

How can we facilitate the motivational  
shift in our students from

**EXTERNAL REGULATION**

("I'm doing this because Miss says I have to")

to **INTERNAL REGULATION**

("I choose to do this")





How can we design an encouragement system  
to facilitate internal regulation by increasing

**RELATEDNESS**

**COMPETENCE**

**AUTONOMY**

in our design of

encouragement/ acknowledgement/ tangibles



# POSITIVE TEACHER-STUDENT INTERACTIONS

**PRAISE  
STATEMENTS**

EXAMPLE/NON-EXAMPLE

**CORRECTIVE  
STATEMENTS**

EXAMPLE/NON-EXAMPLE

**NEGATIVE  
STATEMENTS**

EXAMPLE/NON-EXAMPLE

# ENCOURAGEMENT

Praise	Encouragement Guidelines
<ul style="list-style-type: none"><li>• To express favorable judgment of</li><li>• An expression of approval</li></ul> <p><b>Examples:</b></p> <p><i>Good girl/boy</i></p> <p><i>Good job</i></p> <p><i>I like your work</i></p> <p><i>I'm proud of you</i></p>	<ol style="list-style-type: none"><li>1. Is specific and detailed feedback</li><li>2. Is contingent upon desired behaviour</li><li>3. Is used in an instructional manner</li><li>4. Focuses on effort and improvement</li><li>5. Is not judgmental and invites students to evaluate their own efforts and achievements.</li><li>6. Avoids competition and comparison between students</li><li>7. Focuses on contribution</li><li>8. Is generally given in private</li></ol>

# STRETCH BREAK



Please be  
back at  
10:30.



Hmm.

It's tart, but savory.



<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

- 1. Who cares about this issue and why?*
- 2. What work is already underway separately?*
- 3. What shared work could unite us?*
- 4. How can we deepen our connections?*

**FOUR SIMPLE QUESTIONS**

[https://www.youtube.com/watch?v=EvQC\\_s9mY4k](https://www.youtube.com/watch?v=EvQC_s9mY4k)

What would our  
students say is the  
**HARDEST THING**  
about high school?

# CHECK & CONNECT

<https://www.youtube.com/watch?v=3-AFbDLn9c>







**CHECK &  
CONNECT**

## The Power of Caring □ In A Student's Life

For over 25 years, Check & Connect (C&C) mentors have helped keep thousands of students on track toward graduation. C&C is the only dropout prevention intervention listed on the IES What Works Clearinghouse found to have positive effects on staying in school.





<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

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**FOUR SIMPLE QUESTIONS**

*“Raising the next generation is a shared responsibility. When families, communities, and schools work together, students are more successful and the entire community benefits.”*

U.S. Department of  
Education

*Sharing Responsibility to Impact  
Student Achievement and Success*



Parents | Educators | Students | Communities

According to [DropOutPrevention.org](https://DropOutPrevention.org), studies show that with more family engagement:



- ▲ There is greater student achievement.
- ▲ Student attendance is higher.
- ▲ Graduation rates are higher.
- ▲ Alcohol abuse is lower.
- ▲ Students from diverse backgrounds and who are farthest behind benefit.

# Google Surveys

What is one way our school  
promotes

**FAMILY PARTNERSHIPS?**

# ENHANCING FAMILY ENGAGEMENT WITH PBIS IN HIGH SCHOOL



family  
engagement

- ▲ Critical Features of Family Engagement
- ▲ Tier I Systems for Family Engagement
- ▲ Outcomes
- ▲ Data
- ▲ Practices
- ▲ Systems

# REFLECTION CIRCLES



Renewed perspective  
New perspective  
Connection  
Insight  
Implication



**Rob Horner, Ph.D.**

Director of the Technical Assistance  
Center on Positive Behavioral  
Interventions and Supports  
(TA Center on PBIS)

# HSPBIS Symposium

**Successful HS-PBIS**

**Implementation:**

**Multi-tiered Behavioral  
Framework Considerations**

**February 8, 2018**

**Register @ [www.pbiscaltac.org](http://www.pbiscaltac.org)**