



High School Positive Behavioral Interventions & Supports Community of Practice 2016-17

High school educators and administrators at various stages of HS-PBIS implementation coming together with a common purpose sharing experiences, refining skills and working towards a common goal

HS-COP #1
DECEMBER 8, 2016
8:30 AM TO 2:30 PM

AGENDA

- Δ School Climate: Academic Achievement & Social Behavior Competence / School Climate Survey
- Δ HS-PBIS Implementation Successes & Challenges
- Δ Student Voice and Involvement
- Δ Classroom Practices: Foundations
- Δ Tiered Fidelity Inventory: Tier 1 & Tier 2 TEAMS
 - Δ Behavior
 - Δ Reading
 - Δ Interconnecting School & Mental Health

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HS-PBIS Learning Community Model

Shared Membership

In a community, it's important that everyone feels welcome and included. If individuals don't feel accepted and valued for who they are, they are unlikely to take healthy risks and try new things. Furthermore, they are unlikely to fully contribute to the best of their ability.

*High school educators & administrators at various stages of
HS-PBIS implementation
(exploration to refinement)*

Shared Purpose

As a community, a shared mental model about why we are together as a group is important. This can be created as a motto, a mission statement, or something more symbolic like a Mandala, or a community puzzle. Each member of the community should be able to recognize the relevance behind the lesson or activity.

*coming together with a common purpose
(insuring safe, positive equitable and engaging high school campuses)*

Shared Outcomes

As a community, a common understanding of the goals and outcomes we are trying to achieve together increases our level of success. Just like in sports, if we don't know what goal to shoot for, it's hard to be successful!

*sharing experiences, refining skills and working towards a common goal
(sustainable systems, practices and data supporting positive academic, behavior
and social-emotional outcomes for ALL students).*

Morning Reflection

1. Name/District/Position
2. How long have you been implementing PBIS on your campus or in your district?
3. Where are you in the *stages of implementation*? (exploration, initial implementation, full implementation, regeneration)
4. What do you hope to achieve attending this HS-PBIS Community of Practice?
5. Why do you want to be a part of a HS-PBIS Community of Practice?

School Climate

Academic Achievement and Social Behavior Competence

Adapted from the Technical Brief; Center for Positive Behavioral Interventions and Supports¹
September 14, 2016

1. *What is school climate?*

Generally, school climate represents the shared norms, beliefs, attitudes, experiences, and behaviors that shape the nature of interactions between and among students, teachers, and administrators (Emmons et al., 1996; Johnson, Pas, & Bradshaw, 2015; La Salle, Meyers, Varjas, & Roach, 2014). A social or educational validation approach is accentuated (Gresham & Lopez, 1996; Wolf, 1978), meaning that key stakeholder perceptions are examined relative to one's expectations about experiences within a given place or organization and with a particular intervention or practice. As such, individual culture, context, and learning history influence one's perceptions, experiences, and actions (Sugai, O'Keeffe, & Fallon, 2012).

These organizational, instructional, and interpersonal expectations and experiences also set the normative parameters of social behavior within the school (Anderson, 1982; Koth, Bradshaw, & Leaf, 2008) and function as the basis for how students, educators, parents, and visitors report on the relative quality of the educational and personal culture and climate of classrooms and the school (e.g., safety, respectfulness, responsibility, community).

Perceptions of school climate are shaped by one's instructional, personal, and interpersonal experiences in classroom and nonclassroom settings. For example, in settings described as having negative climates, an observer is more likely to see and experience students engaged in antisocial and atypical student behavior and reactive punishing adult behavior. In contrast, an observer of positive climates is more likely to see students displaying setting-specific prosocial behavior and social skills and educators engaged in more preventive and constructive instructional and social support actions.

2. *Why is school climate important for all students and educators?*

Although academic achievement and classroom and school climate are often considered independently, their interactive nature and influence are overlooked (Stronge, Ward, & Grant, 2011). Positive school climate has been linked to several important outcomes including increased student self-esteem and self-concept, decreased absenteeism, risk prevention, reduced behavioral problems, and school completion (Cohen, McCabe, Michelli, & Pickeral, 2009; Lindstrom Johnson, Pas, & Bradshaw, 2015).

Over several decades, researchers, policymakers, and educators have increasingly recognized school climate as a critical component of school improvement efforts because of its effect on students' outcomes (Anderson, 1982; Bear, Gaskins, Blank, & Chen, 2011; Cohen et al., 2009; La Salle, Meyers, Varjas, & Roach, 2014; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2014).

3. How is school climate measured?

School climate data are collected using three general approaches: (a) social validation, (b) archival data, and (c) observation.

- a. *Social Validation*. Stakeholder perceptions are surveyed using descriptors that range from general (e.g., "I feel safe at school") to specific (e.g., "Teasing, harassment, and bullying behavior is a daily occurrence in my school") along a continuum of responses (e.g., strongly disagree to strongly agree). Perceptions are obtained through surveys, focus groups, and rating scales that are completed by students, family members, educators, and community members.
- b. *Archival Data*. Archival data on student and/or educator behavior are collected and stored for later examination. For students, indicators may be related to attendance, dropping out, academic records, disciplinary infractions, and/or participation in extracurricular activities. For educators, similar extant data include, for example, attendance, punctuality, illness, transfers, and activity engagement.
- c. *Observation*. Data are collected directly on what students and educators are observed doing (e.g., frequency, rate, duration, latency) within particular settings (e.g., classroom, hallways, lunchrooms, playgrounds, assemblies) or contexts (e.g., in small group, with certain individuals, doing specific academic content).

Regardless of the approach to measuring school climate, the information must be contextualized by determining (a) where and when, (b) with whom, (c) how often, (d) where and under what contexts, and (e) why (e.g., motivation, function). In addition, the cultural context of students and educators must be considered, that is, family, neighborhood, school, district, community, etc. (Fallon, O'Keeffe, & Sugai, 2012; La Salle, Meyers, Varjas, & Roach, 2014; Sugai, O'Keeffe, & Fallon, 2012). As such, school climate data can assist in considering questions related to equity, disproportionality, and cultural responsiveness and appropriateness.

4. What practices and systems are associated with the development, sustainability, and enhancement of positive school climates?

Given the above prevention-based, behavioral sciences approach, we propose priority must be given to selecting systems that improve the high fidelity and sustainable implementation of effective practices. In general, *practices* are those strategies, interventions, programs, curricula, etc. that are experienced by students, parents, and guardians to enhance their contributions to a positive school climate. *Systems* are those structural and organizational supports that are experienced by educators to insure the best selection, adaptation, and accurate and long term implementation of effective practices.

5. How does school climate relate to other social, emotional, and behavioral initiatives (e.g., bullying, disproportionality and culture, character education, school violence and safety, classroom management, reactive discipline, attendance, restorative practices)?

What students, educators, parents, guardians, and others experience within and across classroom and nonclassroom settings affects how they perceive and describe their experiences. If they see or experience bullying or victimization, aggressive acts, humiliation or embarrassment, discrimination, sadness, unsafe actions, etc., they are

more likely to perceive and report a negative school climate. If they see or experience more cooperative, helping, effective self-management, safe and caring acts, responsible behaviors, etc., they are more likely to describe these settings as having positive climates.

When social and/or behavioral challenges are experienced, initiatives, programs, and procedures are put in place to address them, for example, bullying prevention, restorative practices, character education, and life skills training. If the focus is on individual students, more specialized supports, like school mental health, special education, and clinical counseling are initiated so that intensive strategies can be provided (e.g., cognitive behavior therapy, function-based behavior intervention plans, targeted social skills instruction).

Regardless of whether the emphasis is school-wide, classroom, or individual, the responses are often independently developed and implemented, and they collectively affect our experience and perceptions of those experiences, that is, school climate (Koth, Bradshaw, & Leaf, 2008). If any one or combination of behavioral responses or practices is to have the desired effect and expected outcome, an implementation framework is needed to organize (i.e., align, eliminate, merge, sequence) how they relate to each other and how they would be implemented across all school settings for all students and staff (La Salle, Sugai, & Freeman, in preparation).

Thus, the multi-tiered framework becomes the operating continuum for sequencing, aligning, and integrating multiple behavior related practices that contribute to school climate. Examining stakeholders' perceptions of school climate serves to (a) understand how key members of the school community perceive the school environment across a number of variables including safety, interpersonal relationships, behavioral expectations, etc.; (b) inform educators about the effectiveness of school interventions; and (c) facilitate contextually relevant data-based decision making within a multi-tiered framework.

This framework generally includes three tiers: (a) Tier 1 - school-wide practices and systems for all students and educators across all classroom and school settings, (b) Tier 2 - extended Tier 1 practices and systems for students who require small group supports, and (c) Tier 3 - individualized practices and systems for students who require more intensive supports than provided at Tiers 1 and 2.

Three implementation implications are associated with a multi-tiered approach to school climate efforts:

- a. Classroom and school practices must be selected based on factors that are contributing to a negative climate and needed for developing a positive climate.
- b. Priority is given to choosing and implementing a few effective practices that are (a) clearly aligned with a documented need and achieving desired and expected outcomes, (b) sequenced in a continuum from universal to targeted, (c) doable with fidelity in specific contexts and settings, and (d) culturally and contextually appropriate for the students and staff members of the school.
- c. Systems capacity exists to support data-based decision making, practice selection, high fidelity sustainable implementation, and continuous adaptation and regeneration.

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1. What is school climate?

NEGATIVE School/Classroom CLIMATE Examples		POSITIVE School/Classroom CLIMATE Examples	
<p>STUDENTS are more likely to be seen and heard</p> <ul style="list-style-type: none"> Δ using inappropriate language Δ being verbally and/or physically aggressive Δ failing academically Δ being noncompliant or defiant behavior Δ displaying unregulated emotions Δ being late or skipping class Δ using verbal and nonverbal teasing, intimidation, & harassment Δ crying easily Δ being unresponsiveness Δ damaging property 	<p>EDUCATORS are more likely to be seen and heard</p> <ul style="list-style-type: none"> Δ giving verbal reprimands Δ removing students from instructional groups, classrooms, or school Δ withholding academic instruction Δ administering corporal punishment Δ engaging in public humiliation or blaming Δ coercing compliance Δ threatening or using physical responses Δ engaging in public humiliation Δ avoiding student engagements 	<p>STUDENTS are more likely to be seen and heard</p> <ul style="list-style-type: none"> Δ using setting appropriate language Δ following directions appropriately Δ experiencing academic success Δ handling problems and conflicts calmly and effectively Δ expressing feeling and emotions appropriately Δ asking for assistance in acceptable manner Δ playing/working cooperatively Δ listening and following along with instruction Δ solving problems and/or conflicts Δ restoring environments and relationships 	<p>EDUCATORS are more likely to be seen and heard</p> <ul style="list-style-type: none"> Δ giving positive and informative reminders Δ having more positive than negative interactions Δ teaching and reinforcing important classroom routines Δ expressing high academic and behavioral expectations of their students Δ maximizing their use of instructional time with high rates of opportunities to respond Δ modeling expected prosocial skills Δ handling problem behaviors and rule violations calmly and consistently Δ positively, actively, and continuously supervising

3. How is school climate measured?

Observation Indicators: Student Behaviors	Observation Indicators: Educator Behaviors
<ul style="list-style-type: none">Δ # teasing and harassment behaviorsΔ # positive interactions with othersΔ # minutes working/social interaction alone and/or with othersΔ # positive initiationsΔ # destructive property actsΔ # aggressive (verbal/aggressive) actsΔ # minutes to comply to requests	<ul style="list-style-type: none">Δ # reprimands or reactive responsesΔ Ratio # of positive to negative interactionsΔ # positive acknowledgements and recognitionΔ # opportunities to respondΔ # opportunities for academic successΔ # precorrection prompts

4. What practices and systems are associated with the development, sustainability, and enhancement of positive school climates?

Effective PRACTICES	Effective SUPPORTING SYSTEMS
<ul style="list-style-type: none"> Δ Effective academic instruction that provides frequent opportunities for maximum instructional engagement, active responding, and academic success on challenging content Δ Preventive, continuous, and active supervision across all academic and nonacademic contexts and settings throughout the school day Δ Explicit, culturally responsive, and active social skills instruction that is taught, practiced, and acknowledged within and across all academic and non-academic contexts and settings throughout the school day Δ High rates of positive and informative feedback for both academic and nonacademic responses within and across settings Δ Differentiated academic and behavioral supports that increase in intensity, frequency, duration, individualization based on responsiveness to intervention, learning history, and student characteristics (e.g., disability, medical/physical status) Δ Frequent reminders about expected social skills, behaviors, and routines within and across contexts and settings 	<ul style="list-style-type: none"> Δ Active participation and implementation by school leadership Δ Active participation and implementation by majority of staff (>80%). Δ Active and frequent educator modeling of expected student social skills Δ Action plan that schedules activities for a 2-3year implementation Δ Coordinated school-wide implementation by leadership team representing grade/department, non-teaching staff, behavior specialists, leadership, students, families, etc. Δ Decision-based data system addressing student responsiveness, implementation fidelity, and implementation capacity development Δ Multi-tiered framework for selection, organization, and implementation of effective practices for all students, including data decision rules, expected outcomes, and implementation supports Δ District-level supports and participation in the school-based implementation (e.g., policy, funding, personnel, priority) Δ Internal and external coaching supports to prompt, remind, and reinforce implementation action plan Δ Procedural guide for comprehensive integration and implementation of all behavior related initiatives under a school climate umbrella and within a multi-tiered framework

School Climate Survey is a survey to provide schools with an overall understanding of how secondary students perceive school climate along three dimensions: teaching and learning; relationship; and safety. High school students complete the survey during school hours using campus computers under the guidance of teachers or other appropriate school personnel. The time to complete the survey is approximately 10 minutes.

Results of the surveys can be viewed for all respondents or by grade, gender, or race/ethnicity. Reports include: Total Score, Items Score, and Subscale Score (Subscale reports are available for the School Personnel and Family surveys only). The individual responses can also be downloaded for further analysis.



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

School Climate Survey: Middle/High

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.

Demographics

What is your gender or gender identity?

- ☐ Female ☐ Male ☐ Transgender
☐ I prefer not to answer

Which of the following best describes you?

- ☐ Heterosexual (straight) ☐ Gay or Lesbian ☐ Bisexual
☐ I prefer not to answer

What is your ethnicity?

- ☐ Hispanic or Latino/a ☐ Not Hispanic or Latino/a
☐ I prefer not to answer

What is your race? (mark all that apply)

- ☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ White
☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?

- ☐ Ethnic Group: _____
☐ I prefer not to answer.

What grade are you in?

- ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ I prefer not to answer.

Survey Questions

1. I like school.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

2. I feel successful at school.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

3. I feel my school has high standards for achievement.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

4. My school sets clear rules for behavior.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

5. Teachers treat me with respect.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

6. The behaviors in my class allow the teachers to teach.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

7. Students are frequently recognized for good behavior.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

8. School is a place at which I feel safe.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

9. I know an adult at school that I can talk with if I need help.

- ☐ Strongly Disagree ☐ Somewhat Disagree ☐ Somewhat Agree ☐ Strongly Agree

High School PBIS Implementation

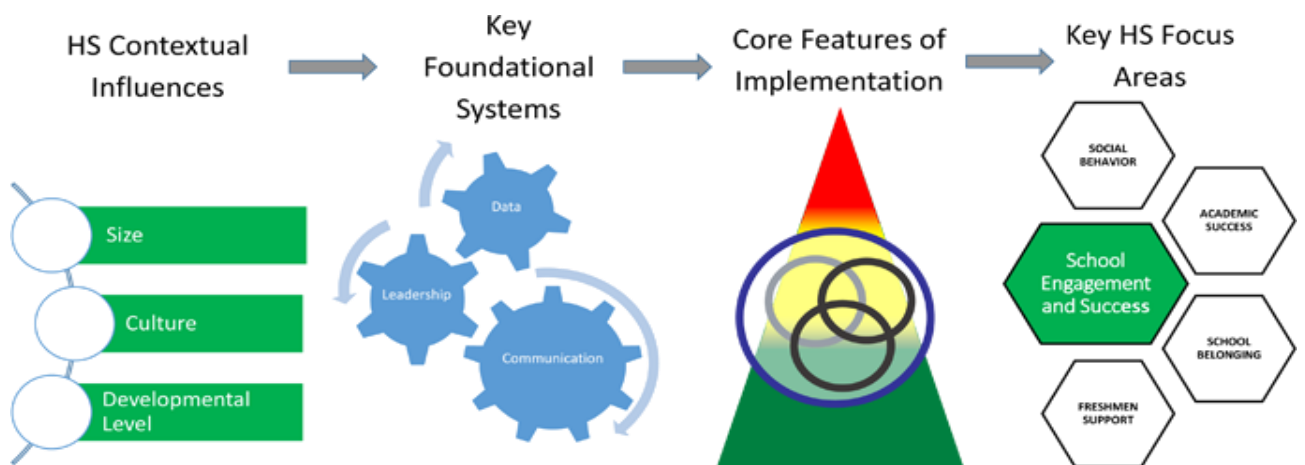
Thousands of high schools in the U.S. are engaged in implementing PBIS, but the research specific to high school implementation is still emerging. The time required to achieve adequate implementation of PBIS in high schools is consistently longer than reported for elementary and middle schools, and a growing literature base suggests that PBIS implementation at the high school level involves attention to a set of variables beyond those found in elementary and middle schools.

Recent HS-PBIS Research:

Freeman, J., Simonsen, B., McCoach, B., Sugai, G., Lombardi, A., Horner, R., (2015). *Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools*

- Δ Positive effects on behavior & attendance
- Δ Attendance & behavior related to dropout risk
- Δ Relationship between dropout & PBIS better w/ fidelity but requires more time & intensity
- Δ Improvement in reading and math assessment

In high schools, it is the **context** that has a major impact on implementation. There are three primary contextual influences in high schools that need to be taken into consideration when implementing PBIS: Size, Culture, & Developmental Level. Research has demonstrated for high schools to adapt the implementation process to these contextual influences, they must focus on key foundational systems (data, leadership, and communication), and it is through these systems that high schools can successfully implement the core PBIS features to achieve desired student outcomes (Flannery, Frank, & Kato, 2012)



Excerpt from: ***Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools***

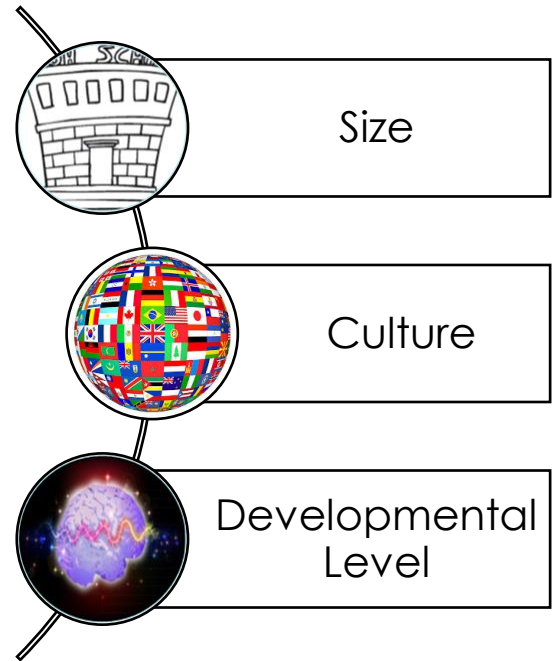
by Jennifer Freeman, PhD. , Brandi Simonsen, PhD. , D. Betsy McCoach, PhD. , George Sugai, PhD. , Allison Lombardi, PhD. , and Robert Horner, PhD.

According to the National Technical Assistance Center for Positive Behavior Interventions and Supports (PBIS TA Center), SWPBIS has been implemented nationally in more than 20,011 schools across all 50 states and Washington D.C. However, within this network, only 2,606 high schools (or 13% of schools in the database) are implementing SWPBIS. Researchers suggest the unique contextual features in high schools make the adoption of SWPBIS more complex than at lower grade levels (Flannery, Frank, Kato, Doren, & Fenning, 2013). As a result; the adoption and initial implementation process at the high school level may take longer and require adaptations in the typical framework to meet the needs of high schools (Flannery et al., 2013). For example, the larger size of most high schools can make the coordination and implementation of school-wide initiatives, data collection, and monitoring procedures more cumbersome (Bohanon-Edmonson, Flannery, Eber, & Sugai, 2004). Developmentally, students are likely to be more motivated by peer acceptance than adult influence increasing the need for student voice and input into schoolwide procedures and initiatives (Murphy, Beck, Crawford, Hodges, & McGaughy, 2001). Student independence creates additional challenges with respect to open campuses and a need for adequate supervision both in school and at extracurricular activities. In addition, high school faculty may be primarily focused on their assigned content area, making it more difficult to carve out time for social skill instruction or intervention (Bohanon, Fenning, Borgmeirer, Flannery, & Malloy, 2009). Finally, high schools may rely more heavily on zero tolerance discipline policies (Skiba & Rausch, 2006) making it more difficult to build faculty and staff support for SWPBIS (Flannery et al., 2013).

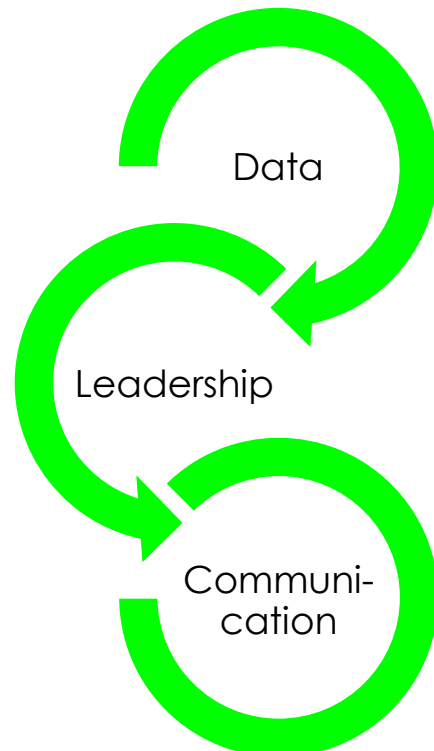
Studies that assess the effects of SWPBIS on outcomes at the high school level have been limited in scope and rigor. SWPBIS has been associated with positive outcomes in the areas of attendance, behavior, and in some cases, academics; however, much of this research has been conducted at the elementary and middle-school levels (Flannery et al., 2013). The implementation of SWPBIS at the high school level has been shown to take more time and may require some specific modifications of the SWPBIS framework to fit the unique high school context (Flannery et al., 2013). An understanding of the relationship between SWPBIS implementation and school-level outcome measures across a large sample of high schools is critical for informing and guiding implementers, policy makers, and researchers. The results from this study provide an overview of the relationship between SWPBIS and academic, attendance, and behavior outcomes in a large sample of schools. Evidence suggests positive relationships between SWPBIS implementation and outcomes in behavior and attendance confirming that despite some of the difficulties of SWPBIS implementation at the high school level, positive outcomes can be expected for schools that implement with fidelity.

High School Implementation Considerations

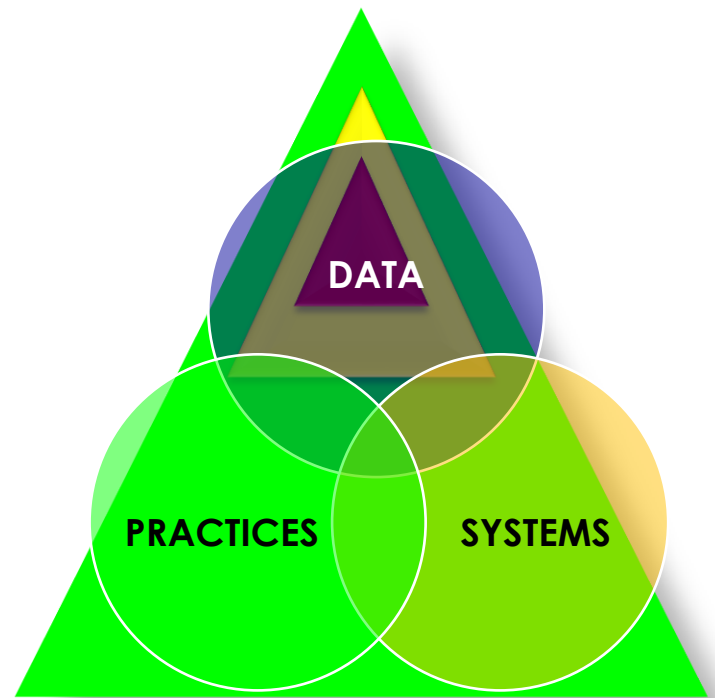
I. Contextual Influences Successes/Challenges



II. Key Foundational Systems Successes/Challenges



III. Core Features of Implementation
Successes/Challenges



IV. Key Focus Areas
Successes/Challenges





Student Voice and Involvement

Tiered Fidelity Inventory TFI 1.1 Team Composition	Tiered Fidelity Inventory TFI 1.11 Student/Family/Community Involvement
Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs, and for high schools, (5) student representation.	Stakeholders provide input on universal foundations every 12 months: Expectations Teaching expectations Consequences Acknowledgments

STUDENT VOICE

SWPBIS is something we do WITH students not to them

What is Student Voice?

Student Voice is defined as 'the way young people can work with teachers and administrators to co-create a path of reform' (Mitra, 2008, p.7) *Student Voice* creates a collaborative partnership through an exchange of ideas and feedback which support and improve practice/policies.

Including students on the implementation team is essential in secondary schools. Students understand which positive reinforcement strategies will be meaningful to other students and can anticipate which plans are likely to create positive behavioral change. Students may help leadership team members understand the subtleties of the data that indicate occurring problems on campus, thus facilitating a strategically targeted response. Students may not need to attend every meeting, especially at the beginning of the implementation process. But the committee should frequently seek their perceptions, ideas and involvement.

Why Give Students a Voice in SWPBIS Implementation?

- △ Students are being increasingly disengaged from schools and we need to give them a voice in reforms to increase engagement.
- △ For SWPBIS implementation to be successful, student input is critical in ensuring student engagement.
- △ By gathering input and involving students in SWPBIS Implementation, we move from things being "done to them" to "working with them".
- △ If SWPBIS is implemented school-wide, then we need input from ALL members of our school community and above all else STUDENTS.
- △ Giving students a voice in school priorities and reforms is an effective way to improve student outcomes.
- △ Increasing student voice in schools and seeking students' perspective helps create a shift towards a more positive school climate.
- △ Schools with a positive school culture are more effective.
- △ Emphasizing a relationship between teachers and students increases respect and positive relationships (Cook-Sather, 2006)
- △ Builds support and sustainability for initiatives (Fieldings,2001; Rudduck,2007)

STUDENT VOICE PROJECTS

With high schoolers, it's important to communicate two things

1. I care about you and want you here
2. I care about what you think and how you feel

**Getting their input and allowing them to share with you what works for them
makes everything better!**

Use Another Word

<https://www.youtube.com/watch?v=GM-nWXz1YHo>

Student Panel Workbook

<https://vimeo.com/41726928>

Goal: Obtain high school opinions and ideas about universal positive behavior support systems with the goal of increasing investment on the part of students ideally resulting in more successful outcomes.

Focus Areas:

- 1) Positive Behavioral Expectations
- 2) Teaching Expected Behaviors
- 3) Recognizing Expected Behaviors
- 4) Community Awareness

SVP Student Panel: Blake Miller

Diversity (gender, socioeconomic, ethnicity, clubs, sports, fine arts)

- 1) Characteristics (works well with others, not over committed, creative, leadership potential, not just the "good/smart/popular" kids, innovative, willing to be involved)
- 2) Nomination Application (Faculty/Student)
- 3) Surveys
 - a. Interview and create an SWPBIS Student Survey (www.surveymonkey.com or other web-based surveys) with the Student Panel for student perception and opinions.
 - b. Encourage participation for ALLL students by having all the Student Panel participate in a contest to see who could get the most friends to visit the survey and answer the questions.
 - c. Student Panel will solicit other students from their school to complete the survey. Small cards can be passed out with survey link information. All students who complete the on-line survey will be entered into a drawing for a prize.



Teaching Positive Behavioral Expectations With Student Voice

Teaching Expectations at the High School Level

Tiered Fidelity Inventory TFI 1.4: Teaching Positive Behavioral Expectations

Discipline is critical in establishing safe and positive schools in an environment conducive to learning.

A teaching approach to discipline has enduring results because new behaviors are taught and learned. Teaching acceptable social behaviors requires that behavior is functional, predictable and changeable. (Crone, & Horner, 2003)

Strengths	Concerns
<ul style="list-style-type: none"> Students are capable of using higher order reasoning skills (Formal Operations) Students can participate in the creation and execution of behavior lessons plans Teacher-friendly multi-modal materials can be utilized Facilitates student/teacher connections and relationships 	<ul style="list-style-type: none"> High School teachers are trained for specific content areas Expectation is often that young adult should have mastered behavioral skills Scheduling is based on credit completion Behavioral lessons must be developmentally and culturally appropriate
Considerations: <ol style="list-style-type: none"> SWPBIS team/subcommittee create a schedule and lesson plans that include three to five options for teacher and student activities. SWPBIS team create a system to enlist student input and/or active role in writing lesson plans. 	

STEP ONE: Map It! Identify Predictable Problem Behaviors



Draw a map/blueprint of your organization/school.

Identify a location on the map where problem behaviors occur the most. On one post-it note include the following information about the identified location:

- Δ identify problem behaviors
- Δ identify when
- Δ identify who

Post notes on map location.

STEP TWO: DEFINE IT! Undesired vs. Desired T-Chart

UNDESIRED BEHAVIORS	DESIRED BEHAVIORS
Chart response from map. →	What will we teach to increase the likelihood of student success? Operationalize behaviors to teach. What do you see?  &  What do you hear?

STEP 3: MAKE IT A MATRIX *Re-classify Desired Behaviors*

SW Positive Behavioral Expectations: (Social Skills)	LOCATION: (Context)
	Operationalized Description
	Operationalized Description
	Operationalized Description

STEP 4: BRING IT TO LIFE! *Lesson Plans and Roll Out*

TELL: introducing the skill or behavior by directly telling the student the definition, the specific steps needed to correctly perform the skill and the location in which the skill will be expected
SHOW: demonstrating or modeling the expected behavior The teacher clarifies the difference between following the behavior and not following the behavior by providing positive examples and a negative example (non-example).
PRACTICE: practicing to ensure that students can accurately and appropriately demonstrate the skill steps Optimally, practice should occur in the setting(s) to effectively teach expected behaviors and procedures.
ACKNOWLEDGE: using the SW acknowledgment system to reinforce skills being taught and making connections to your SW Behavior Expectations (why)

How are we enlisting students with Tiered Fidelity Inventory TFI 1.4, Teaching Positive Behavioral Expectations at a high school level?



Building Classroom Routines with Student Voice

Classroom Procedures: Tiered Fidelity Inventory TFI 1.6

Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within **classrooms** and consistent with school-wide systems.

A routine is simply a set of sequential behaviors students (or teachers) can follow independently. Routines maximize structure and predictability in the classroom, reduce time spent on transition activities, and encourage students to self-manage their behavior. It is beneficial to establish routines for transitions and frequently occurring activities. Steps of the routine should be operationally defined action statements telling students what TO DO. Limit routines to no more than 4 or 5 steps to prevent confusion.

Students learn classroom routines through explicit teacher instruction and opportunities for practice. Teachers should reinforce students for following routines by acknowledging when students successfully follow the routine and provide corrective feedback when students make errors in following the routine. Visual aids (e.g., posters) and/or signals (e.g., key phrase, bell) may help remind students when a routine should be followed.

Agenda/ To- Do/ Today's Work Routine

The Agenda routine is a teacher routine that informs students what will occur during the class and reduces student confusion (for example, what page are we supposed to be on?) Teach students the *Agenda/To Do List/Today's Work List* will be posted in the same place each day and will list important information such as assignments, page numbers, and homework. Limit the *Agenda* to no more than 4 or 5 items so work appears manageable. No one likes long *To Do Lists*! The *Agenda* routine can also help the teacher stay on track and complete lesson objectives or collect progress monitoring data (e.g., student behavior points). It may be motivating to students to write the *Agenda* on the board for you or to check off each item on the *Agenda* as it is completed.

Entering the Classroom

Valuable instructional time can be lost due to inefficient transition to the classroom. Instead of having to repeat directions as students are entering the class or for latecomers, establish a routine for what students should do when they enter the classroom. Steps could include how to knock at the door, where to find lesson materials, where to sit, and when to begin working. A sample routine in a high school classroom may be:

Knock Appropriately- Quietly knock on the door no more than three times.

Enter Quietly- Voices and bodies are quiet when entering class.

Go to Your Assigned Seat- Walk to your seat and sit down quietly.

Begin Work- Focus on the day's lesson/assignment. Ask for help by raising your hand.

Turning In Assignments

Teach students how and where to turn in their assignments. The routine could look like:

Be sure your name is on your assignment.

Place assignment in designated location.

Return to your seat.

Assignment Tracking

Learning to get in the habit of managing assignments is an important skill for students. Consider establishing a routine at a consistent point in your lesson for students to take out their planners and record homework or upcoming tests. For example, use a Student Planner/Missing Assignment Tracking Intervention to help students complete the work necessary for their grade.

Routines Worksheet


1. List all routines implemented in your classroom.
2. Prioritize where support is needed most.
3. Start with the routine that is the highest priority.
4. Identify the desired behaviors replacing problematic behaviors. <i>What should the students DO?</i>
5. Operationally define steps (<i>See & Hear</i>) so they are clear and consider any errors students are likely to make on these routines.
6. Include STUDENT VOICE in development of routines and operationally defined steps.
7. Align routines with Schoolwide Social and Academic expectations.
8. Describe how you will teach and acknowledge routine.
<p style="text-align: center;"><u>Routine Integrity Checklist</u></p> <p>Are the steps for the routine clearly posted in the classroom?</p> <p>Are the required materials for the student to complete the routine available in the classroom? (e.g. One step of the routines is to obtain folder from counter. Is that folder available on the counter?)</p> <p>Is positive acknowledgement and feedback provided when student follow the routine(s)?</p>

Classroom Routine Matrix







Aligned Schoolwide Positive Behavioral Expectations

CLASSROOM ROUTINES	Positive Behavioral Expectation:
Agenda/To-Do's/ Today's Work Routine	
Entering the Classroom	
Turning in Assignments	
Assignment Tracking	

School-wide PBIS Tiered Fidelity Inventory-TEAMS

 Tiered Fidelity Inventory (TFI) Tier I Features	Big Idea	Interconnected Systems Framework Enhancement
<p>1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</p> <p>High School Team Authority: <i>Tier I planning team exists and has an approved mission/purpose statement indicating authority to plan and lead the implementation of schoolwide support for student success (academic and social behavior) and analyze data for continuous improvement.</i></p> <ul style="list-style-type: none"> Δ Administrative team's communication and decision making process is documented and linked to PBS team decision making process Δ PBS team has established communication and coordination with other school teams and initiatives Δ Faculty are aware of problem behaviors across campus through regular data sharing Δ Team is knowledgeable about existing resources – resource mapping, getting smarter etc. Δ Strategies and importance of student involvement/ representation Δ Use of subgroups to address the data (e.g., freshmen, on time graduation) 	<p><u>PBIS Big Idea:</u> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p><u>ISF Big Idea:</u> Community Partners, including family representatives, can provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students.</p>	<p><i>ISF leadership teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders</i></p> <p><i>Community partners' roles at Tier 1 are clearly defined through a memorandum of understanding (MOU).</i></p>

<p><u>1.2 Team Operating Procedures:</u></p> <p>Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<p><u>PBIS Big Idea:</u> Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p> <p><u>ISF Big Idea:</u> Community partners, including family/student representatives, with clearly defined roles can improve ongoing action plans for efficient and effective improvement of social/emotional health of all students.</p>	<p><i>Team review relevant community data, along with school data as they establish measurable goals that include mental health outcomes (climate data/family and student surveys).</i></p> <p><i>Teams address potential barriers (funding, policy, roles of personnel) and engage in problem solving such as review role and utilization of school and community employed clinicians (e.g time studies to determine how school and community staff time is funded, prioritized and assigned).</i></p>
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 Tiered Fidelity Inventory (TFI) Tier II Features	Big Idea	Interconnected Systems Framework Enhancement
<p>2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</p> <ul style="list-style-type: none"> ☑ Coordinator ☑ Applied behavioral expertise ☑ Administrative authority ☑ Knowledge about students ☑ Knowledge about school operations <ul style="list-style-type: none">  Tier II team does not need to be large.  A Tier II team of 2-4 people may be sufficient.  The key is to ensure the authority to make decisions exist, and the behavioral expertise is present to guide adaptations. 	<p>PBIS Big Idea: Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p>ISF Big Idea: Community partners familiar with operations of school and work can strengthen the promotion of healthy social/emotional functioning for all students.</p>	<p><i>Tier II teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.</i></p> <p><i>Tier II team includes those who have the authority to allocate resources, develop policies and commit to necessary and critical changes in how both school and community employed personnel function at the school and student level (i.e. school-based clinicians, etc.</i></p>
<p>2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p> <ul style="list-style-type: none"> ☑ Regular, monthly meetings ☑ Consistently followed meeting format ☑ Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) ☑ Participant roles are clearly defined ☑ Action plan current to the school year <ul style="list-style-type: none">  Tier II team may be part of Tier I team, but a regular meeting typically is needed to review Tier II data, and needed for new students nominated for Tier II.  Clarify with teams if and how the decision is made to transition from Tier I meeting items to Tier II meeting items. 	<p>PBIS Big Idea: Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p> <p>ISF Big Idea: The inclusion of community data can ensure that action planning is culturally relevant and considers home/school/community context of students.</p>	<p><i>Teams review community and school data to inform decisions regarding which evidence-based interventions are selected along the continuum of Tier II supports.</i></p> <p><i>Teams review role and utilization of school and community employed clinician and Community partners' roles at Tier 2 are clearly defined through a memorandum of understanding (MOU).</i></p>

Reading Tiered Fidelity Inventory (R-TFI) Secondary

Directions: The School Leadership Team completes the Reading Tiered Fidelity Inventory (R-TFI) together by using the <i>R-TFI Scoring Guide</i> to discuss each item and come to consensus on the final score for each item. Scores are recorded on this <i>Scoring Form</i> below and then entered at http://webapps.miblsimtss.org/midata .				
Tier 1 School-Wide Content Area Reading Model Features				
Tier 1: Teams				
1.1	A School Leadership Team is established to support implementation of the School-Wide Content Area Reading Model.	2	1	0
1.2	The School Leadership Team uses an effective team meeting process.	2	1	0
1.3	The School Leadership Team's work is coordinated with other school teams.	2	1	0
1.4	Department Teams are established to support the implementation of Tier 1 content area reading	2	1	0
1.5	Department Teams use an effective team meeting process.	2	1	0
Tiers 2 & 3 School-Wide Content Area Reading Model Features				
Tiers 2 & 3: Teams				
2.1	The school uses a formal procedure for selecting Content Area Reading Strategies to provide content area reading	2	1	0
2.2	An Instructional Routine is available for each content area reading strategy that has been adopted for use	2	1	0
2.3	The school has a School-wide Content Area Reading Plan.	2	1	0
2.4	Department Teams develop Instructional Plans to improve students' understanding of the content area.	2	1	0
2.5	Class-wide expectations for student behavior are established and taught.	2	1	0
2.6	Procedures are implemented for common classroom activities.	2	1	0

On a scale of 1 to 5

Evaluate how your Tier I PBIS leadership team operates based on the following categories:

Δ INTEGRATED APPROACH

School Leadership promotes equal priority to academic press, social emotional behavior health, and academic behaviors (problem solving, study skills, organizational skills etc)

1 Never	2 Somewhat	3 Sometimes	4 Mostly	5 Always

Δ FEW MEASURABLE GOALS

School Leadership team has few clear measurable goals that are feasible, important and relevant.

1 Never	2 Minimally	3 Sometimes	4 Mostly	5 Always

Δ PROFESSIONAL DATA CULTURE

School Leadership invites regular feedback and organizes routines for data based decision making and communication to school community.

1 Never	2 Minimally	3 Sometimes	4 Mostly	5 Always

Δ ORGANIZATIONAL HEALTH

School Leadership promotes organizational health by nurturing the development and growth of teaching staff and including diverse partners (family, community, mental health etc.)

1 Never	2 Minimally	3 Sometimes	4 Mostly	5 Always

Δ PERSONALIZATION OF SOCIAL AND ACADEMIC LEARNING

School Leadership promote personalized learning connections through variety of extra-curricular activities and relational support for all students

1 Never	2 Minimally	3 Sometimes	4 Mostly	5 Always

Δ ENGAGEMENT

School Leadership seeks input, involvement and feedback across school community

1 Never	2 Minimally	3 Sometimes	4 Mostly	5 Always

2017

HS-PBIS Symposium

A PBIS exploration, capacity building
and planning opportunity for
HS-PBIS Leadership Teams.

KEYNOTE SPEAKERS

Kent McIntosh, Ph.D.

National Technical Assistance Center on PBIS

***“Understanding and Addressing
Implicit Bias in High School Discipline”***

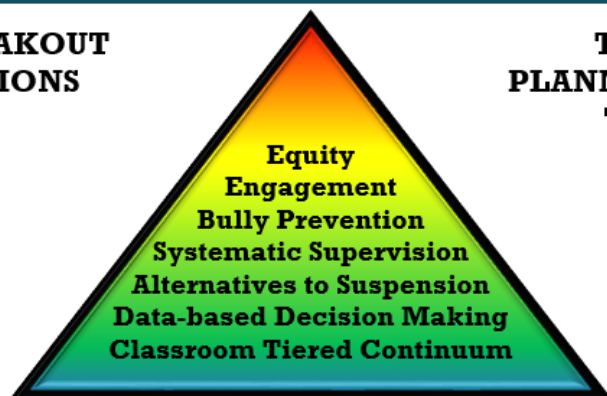
Reesha Adamson, Ph.D.

Center on Adolescent Research in Schools

Missouri State University

***“Lessons Learned: Creating and
Maintaining Evidence-based Practices
within the Classroom and
Across School Environments”***

BREAKOUT SESSIONS



TEAM PLANNING TIME



**Positive Behavioral
Interventions & Supports**

February 9, 2017

8:00 a.m. to 4:00 p.m.

**Newport Beach
Marriott Hotel & Spa
Newport Beach, CA**



**Register on-line @
www.pbiscaltac.org**

\$215

10.15.16 thru 12.16.16

\$250

12.17.16 thru 2.3.17

FEBRUARY 15, 2017

COP #2 DEBRIEFING THE CA HS-PBIS SYMPOSIUM

- Equity
- Engagement
- Bully Prevention
- Systematic Supervision and De-Escalation Strategies
- Alternative to Suspension

Breakout Sessions

Culturally Responsive PBIS Systems & Practices in High School Settings

Dr. Kent McIntosh, National TA Center on PBIS, University of Oregon

At its core, PBIS is a framework for implementing practices that fit the values and needs of students, families, and staff. In this session, participants will learn how to deeply embed principles of cultural responsiveness into their PBIS systems. The presenter will share new resources for enhancing equity from the National Center on PBIS.

Implementing a Tiered Continuum within the High School Classroom

Dr. Reesha Adamson, Center on Adolescent Research in Schools, Missouri State University

School safety and discipline along with improving academic achievement continue to be a national priority. Effective classroom management is associated with improved appropriate behavior, which in turn, provides opportunity for classroom instruction. Yet, many teachers enter the field inadequately equipped or with limited skills for managing challenging behavior. To address this, many schools implement a multi-tiered approach for academic and behavioral instruction and intervention. The same concept, a tiered continuum of supports, can be applied within individual classrooms.

Increasing Engagement for Challenging High School Students

Dr. Reesha Adamson, Center on Adolescent Research in Schools, Missouri State University

Increasing student engagement within the classroom can be a challenging task for teachers and other professionals. The use of academic instructional techniques including increasing student engagement has been demonstrated to improve positive student behaviors and decrease disruptions. This presentation will focus on the use of innovative classroom practices which can increase student engagement within the classroom. Strategies presented will range from low-tech to high-tech with a focus on practicality for any environment and all age levels of students.

An Instructional Alternative to Out-of-School Suspensions: ISLA

Dr. Rhonda Nese, National TA Center on PBIS, University of Oregon

Suspensions are commonly used in schools as a method intended to teach students certain behaviors are not acceptable and to improve school safety. However, research has shown out-of-school suspensions are ineffective for changing student behaviors because they do not typically include academic or behavioral instruction for students. In this session, the presenter will share an alternative to out-of-school suspension that has promise for preventing further problem behaviors and subsequent removals from instruction.

Bully Prevention for Secondary Schools within PBIS: Expect Respect

Dr. Rhonda Nese, National TA Center on PBIS, University of Oregon

This session will highlight the critical components of Expect Respect, a secondary level bullying prevention program, as well as findings from research on the program. Examples from schools implementing Expect Respect will highlight how student ownership and involvement with intervention delivery can increase the likelihood of bullying prevention success, and increase buy-in across the school and community.

Purposeful Problem Solving High School Teams

Cristy Clouse, CalTAC-PBIS and Dr. Virginia Joseph, Tustin USD

This interactive session will explore a research-validated process supporting "problem-solving teams" focused on addressing student academic and behavior challenges. Participants will experience the six-step process of the Team Initiated Problem Solving model through a group simulation. Data reflecting *Critical Warning Indicators* (attendance, behavior, coursework), correlated with student disengagement and drop out, will be utilized.

Responding to Problem Behavior with Systematic Supervision

Ed Nacua, Chief of Security Services, Desert Sands Unified School District and Barbara Kelley, CalTAC-PBIS

Systematic Supervision is an evidence-based, positive and preventive approach to intervening when situations become tense and most often end with students being removed from class and/or school. This approach can prevent situations from escalating when used by non-classroom personnel and supports the de-escalating tactics used by school police and school resource officers. *Positive response tactics* will be presented as an alternative approach to keeping everyone safe and students in school. Together, these strategies promote positive social climates on our high school campuses.

