

ESTABLISH A POSITIVE SCHOOL-WIDE SOCIAL CULTURE

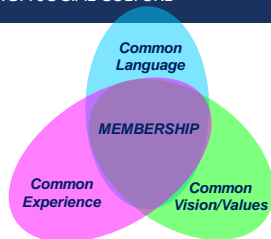


ESTABLISH A POSITIVE SCHOOL CULTURE

- Students are more likely to succeed in school if:
 - They have a **clear path to success** (both academically and socially)
 - What is expected?
 - Hathaway,2015
 - Bradshaw et al.,2009
 - Gutierrez,2016
 - They can **identify at least one adult** in the school who knows them well and is concerned about their well-being and success.
 - Miller, 2008
 - They can **identify peers** who know them well, and are concerned about their academic success.
 - Reisser-Wood,2015



ESTABLISHING A SOCIAL CULTURE



HIGH SCHOOL CAN APPEAR AS A DAUNTING & COMPLICATED PATH



DEFINE AND TEACH SCHOOL-WIDE EXPECTATIONS

How did Students participate in selection or training of these?

- Define expectations that resonate with students/families
- Include students in selection, and teaching of school-wide expectations
- Consider video options
 - <https://www.bis-district.com/DE>
 - <https://www.youtube.com/watch?v=9h1h1h1h1h1>
 - <https://www.youtube.com/watch?v=9h1h1h1h1h1>



<http://www.johnadamsyc.org/pbis-videos>



DEFINE ... DISPLAY ... REVISIT

Remember to plan for new students during the year



ASK STUDENTS

- Do you know the expectations?
- What does it look like here?
- Has anyone acknowledged you for doing things right in the past two weeks?



INVEST IN FRESHMEN



COLLECT DATA:
MONITOR THE A, B, C s
& USE INFORMATION



MONITOR FIDELITY
 ARE WE DOING WHAT WE SAID WE WOULD DO?
MONITOR STUDENT PROGRESS
 ARE STUDENTS BENEFITING?

Collect and use Data

- Why Collect and Use Data?
 - To identify problems EARLY, and intervene
 - To build solutions (efficient, effective, functional)
 - To determine if solutions are working

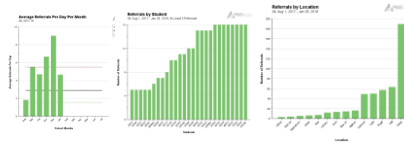


- Who needs what data... when... for what decision(s)?
 - Team
 - Teachers
 - Administration

Build "Decision Systems" rather than data systems

MONITOR STUDENT PROGRESS
 A = ATTENDANCE
 B = BEHAVIOR
 C = CLASS COMPLETION

Attendance	Behavior	Class Completion
Days present (absent) Class periods present (absent) Class periods tardy	Major office discipline referral Suspension Expulsion	Class passing (failing) Credit status for graduation
Establish Expectations Criterion for intervention Rapid feedback/response Function-based Support	Functional assessment <ul style="list-style-type: none"> What, where, when, who, why, how often Tier II, Tier III Supports	Academic supports Peer supports



QUICK CONSIDERATIONS:

- What Data are available?
 - Fidelity
 - Attendance
 - Problem Behavior
 - Class Completion
- When are the Data available and in what form?
 - Continuously?
 - Daily, Weekly, Monthly, As requested?
- Who gets the data and are the data used for decision-making?
 - Administration
 - Team
 - Faculty
 - Students

Key Messages

- Data guide effective decision-making
- Implementing PBIS requires that a team have regular access to fidelity and outcome data



USING DATA TO GUIDE DISTRICT CAPACITY

Recruit
Hire
Orientation
Evaluation

Preference will be given to applicants with demonstrated expertise and experience implementing multi-tiered academic and behavior supports.

Goals:

1. Define purpose, content, administration and use of DCA
2. Review content and scoring for each item

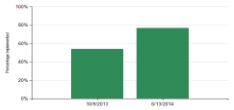
*** Anticipate 90 min process

District Capacity Assessment
Version 6.2 - August 2015

<https://youtu.be/YKFLzeybH0c>

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill

District Capacity Assessment for Training up of Evidence-based Practices
10/9/2013 - 6/13/2014



District Capacity Assessment for Scaling up of Evidence-based Practices
School District
10/9/2013 - 6/13/2014



MULTI-TIERED SUPPORT



MULTI-TIERED SYSTEMS OF SUPPORT



- A commitment to *ALL Students* requires the ability to deliver support at varying levels of support intensity.
- In high school nearly all **behavioral support is matched with academic support.**
 - Academic Seminar (Chris Pinkney... Jessica Swain-Bradway)
- Efficient use of multi-tiered support often requires alignment of PBIS with other support efforts
 - (Trauma-informed, Cognitive Behavior Support, Restorative Practices, Mental Health.)



SUMMARY

- *High Schools in California have a great deal to be proud of*
 - Graduation rates increasing
 - Drop out and suspension decreasing
 - Disproportionality by race/ethnicity is decreasing
 - PBIS is being implemented, and implemented with both fidelity and impact
- **Next Steps**
 - Better support for school leadership teams
 - Incorporating faculty and students in Tier I PBIS implementation
 - Investing in school-wide social culture
 - Collecting and using both fidelity and outcome data
 - Attendance, Behavior, Class Performance
 - Investing in multi-tiered support