



High School PBIS Symposium 2018



Flexible Foundations to Strengthen Advanced Tiers



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BEHAVIORAL EXPECTATION Authentic Engagement



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OBJECTIVES

- Know what it means to be flexible with how you implement tier one
- Understand the connection between relationships and implementation at all three tiers
- Be able to explain how tier one implementation is crucial to tier two and tier three implementation

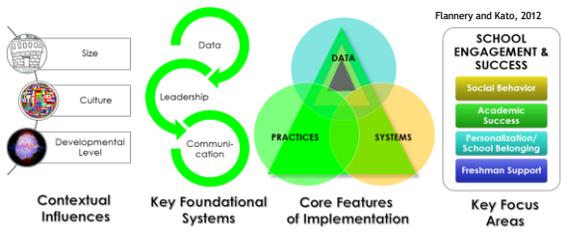


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A few things we know



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What we know...

High school teachers report that behavioral issues impact their teaching to a larger extent than their elementary colleagues (NCES, 2009).



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What we know...

PBIS implementation in high schools is related to reductions in office referrals and suspensions, increases in attendance and academic achievement, and improved overall school climate at the high school level.

(Freeman et al., 2015; Freeman, Simonsen, et al., 2016; Muscott, Mann, & LeBrun, 2008; Swain-Bradway, Pinkney, & Flannery, 2015).

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What we know...

SWPBIS has been shown to significantly reduce problem behaviors in high schools ,

but administrators, staff, and families in high schools often have a broader set of desired outcomes.



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Why do we need them “on-board” and what could that look like?



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Relationships are the foundation



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Research Based Benefits of Relationships



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- In a meta-analysis of more than 100 studies- teachers who had high-quality relationships with students had 31% fewer discipline problems, rule violations, and other related problems over a year's time than did teachers who did not (Marzano, Marzano, and Pickering 2003)
- The growing body of literature examining the nature of teacher-child interaction suggests teacher relationships make a unique contribution to children's social and cognitive development through adolescence (Resnick et al., 1997)
- A study of 1,364 children from birth through adolescence- two main findings:
 - First: high-quality teacher-child relationships predicted low levels of externalizing behaviors
 - Second: high-quality relationships acted as protective factors, helping to prevent children with high levels of internalizing behaviors in early childhood from developing trajectories of long-term internalizing behavior problems

Research Based Benefits of Relationships



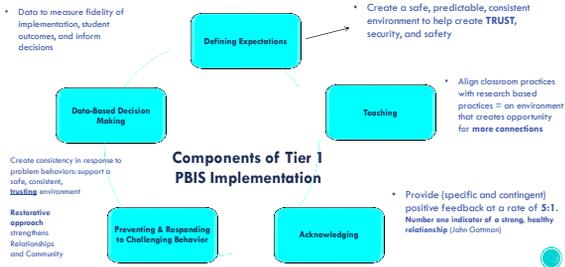
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- Research using data from the National Longitudinal Study of Adolescent Health determined that school connectedness, which included indicators such as feeling close to others at school and teachers caring about the students, was associated with lower levels of distress and suicidality, violence, tobacco, marijuana, and alcohol use, and delay sexual intercourse (Bonny et al. 2000; Resnick et al. 1997).

(PDF) Teachers as Builders of Respectful School Climates: Implications for Adolescent Drug Use Norms and Depressive Symptoms in High School. Available from:
<https://www.researchgate.net/publication/>

Implementing Tier 1 with Fidelity = Strengthening Relationships



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Turn to your shoulder partner

How do you think relationships are connected to implementation?



“popcorn” out ideas with audience

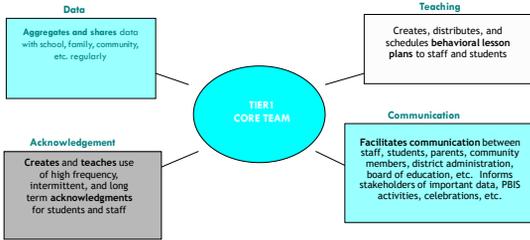
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“Getting on board” could look like...

- Team that represents staff
- Team & Staff voice
- Conversations about common expectations
- Conversations about common language
- Staff development of a t-chart
- Creation of classroom matrix
- Participating in professional development
- Use of language of matrix in classroom

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School Team Development (HS Subcommittees example)



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Turn to your shoulder partner

Share 3 examples with your shoulder partner about what "getting on-board" would look like in your school.



"popcorn" out ideas with audience

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What does it mean to be flexible to get staff on-board?



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REMINDER FLEXIBILITY with Implementation (features/framework stays the same)

- Key features are an investment in preventing negative behavior, academic and behavioral interventions at multiple levels of intensity, use of data for decision making, and organizational systems.
- There are multiple paths for achieving those features, but the basic approach always emphasizes developing a learning environment that is socially predictable, consistent, positive, and safe.

K. Brigid Flannery, Elise M. Guest, and Robert H. Horner

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CONTEXT, CONTEXT, CONTEXT

Consider Context:
Implementation in Secondary Schools
Horowitz, P., (2018)



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What does FLEXIBILITY look like?

- Sequence may differ
- Implementation without calling it PBIS
- Focus on 9th graders
- Focus meaningful data point to your staff
- Focus meaningful data point to your staff
- Find out what is taking away from instruction
- Find out what is taking support staff time
- School-wide lessons / focus on college/career readiness

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IMPACT ON TIER TWO AND TIER THREE



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Tier 2 & Tier 3 are all about dosage



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Advanced Tiers

- Relationships
- Specific feedback
- Teaching skills
- Groups
- Function
- Teaming

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Turn to your shoulder partner

What reinforced your thinking? What was a new idea/concept?



“popcorn” out with audience

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We didn't discuss today, however, important!

- Cultural competencies
- Equity
- Youth, family and community voice

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Did we meet the OBJECTIVES?

- Know what it means be flexible with how you implement tier one
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*thank
you*