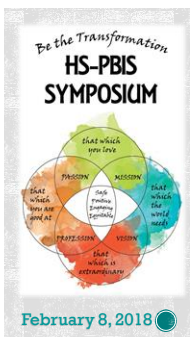
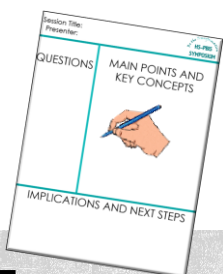


High School PBIS Symposium 2018

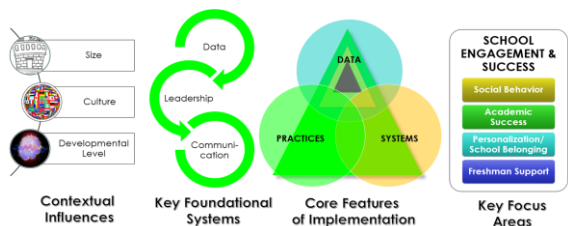
Academic Seminar

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Authentic Engagement



High School PBIS Implementation Model

Flannery and Kato, 2012



FOUNDATIONS FOR IMPLEMENTING ACADEMIC SEMINAR



TRAINING IS NECESSARY BUT INSUFFICIENT

- "Most skills needed by successful practitioners can be introduced in training but really are learned on the job with the help of a consultant/coach." (NIRN, 2015)
- Knowledge gained via training often results in little change in practice, and therefore almost no change in student outcomes.
- For best results, initial training should be followed by ongoing coaching



TRAINING OUTCOMES RELATED TO TRAINING COMPONENTS (JOYCE & SHOWERS, 2002)

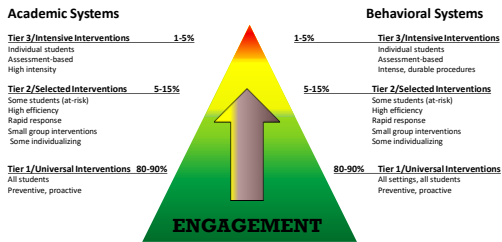
Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/Lecture	10%	5%	0%
+ Demonstration	30%	20%	0%
+ Practice	60%	60%	5%
+ Coaching/Admin Support, Data Feedback	95%	95%	95%



A FOUNDATION FOR SUCCESSFUL IMPLEMENTATION

- An established, multi-tiered system of academic and behavioral interventions and supports provides a strong foundation for the implementation of Academic Seminar.
 - Response to Intervention
 - School-Wide Positive Behavior Interventions and Supports
- At High School we should be explicitly organized around engaging students in high rates of active instructional experiences.
 - Verbal, written, kinesthetic, etc.
 - Not "sit and get"

MULTI-TIERED SYSTEM OF SUPPORTS



UNIVERSAL FOUNDATIONS

- School wide universal systems (tier 1) have the potential to set the stage for students who are:
 - Self-determined
 - Self-managers
- We have to explicitly align our language, policies, day to day practices to make that happen.

UNIVERSAL FOUNDATIONS

- Universal practices and systems:
 - Academic enablers
 - Student centered / Family Friendly
- Define expectations, provide reinforcement for demonstration of academic enabling social behaviors.
- Systems supporting student involvement
 - Ownership



UNIVERSAL FOUNDATIONS

- **Define, teach and reinforce** the social behaviors *that support* academic achievement
 - Setting goals
 - Tracking progress
 - Asking questions
 - Organization / Prioritization
- Treat *Self-Management* like a content area that happens in every classroom



CRITICAL FEATURES OF TIER II INTERVENTIONS

1. Intervention linked directly to school wide expectations and/or academic goals.
2. Intervention continuously available for student participation.
3. Intervention is implemented within 3 school days of determining the student is in need of the intervention
4. Intervention can be modified based on assessment and/or outcome data
5. Intervention includes structured prompts for what to do in relevant situations.



CRITICAL FEATURES OF TIER II INTERVENTIONS

- 6. Intervention results in students receiving positive and/or corrective feedback from staff.
- 7. Intervention includes a school-home communication exchange system at least weekly.
- 8. Orientation process and introduction to materials is provided for students as they begin the intervention
- 9. Orientation and materials provided for staff/substitutes/volunteers who have students using the intervention. Ongoing information is shared with staff
- 10. Opportunities to practice new skills are provided daily.



THINK TIME



- Please take a moment to consider the following questions:
 - What systems are already in place to support the adoption of a new, tier II support?
 - What systems need to be bolstered/created?

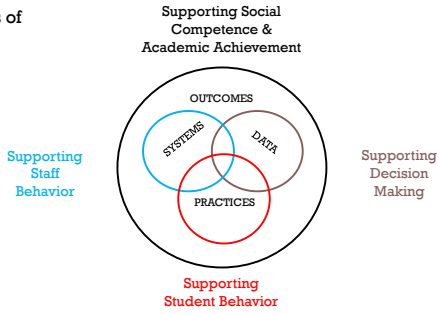




WHAT IS ACADEMIC SEMINAR?



Elements of SWPBIS



WHAT IS ACADEMIC SEMINAR?

Outcomes

- Increase self-management sufficient to document increases in assignment completion, credit accrual.

Practices

- Explicit teaching, reinforcement of self-management skills.
- Work completion supports

WHAT IS ACADEMIC SEMINAR?

Data

- Screening data (grades, attendance, teacher referrals, discipline referrals).
- Progress data (grades, attendance, assignment completion, CICO points, etc.)
- Outcome data (grades, graduation rates, etc.)

Systems

- Early Identification
- Communication
 - Amongst teachers
 - From middle school
- Academic Class
- Check-In Check Out
- Decision-making rules
- Training, FTE

WHAT IS ACADEMIC SEMINAR?

- Academic Seminar is a class designed to address work avoidance behaviors for middle and high school students at risk for poor school outcomes. The curriculum targets teaching, practicing and reinforcing organizational and self-advocacy skills, termed "academic self-management".

Swain-Bradway & Podney (2015)



CONCEPTUAL FRAMEWORK

- Kansas University Learning Strategies
 - Teaching organizational skills to students with learning disabilities results in significant gains in grades *without* re-teaching or supplementing content skills.
- Best practices in teaching tell us to:
 - Increasing scaffolding
 - Increase opportunities to practice correctly
 - Increase reinforcement of skill fluency
- PBIS tells us to:
 - Create systems of support to maximize efficiency and effectiveness



WHAT IS ACADEMIC SEMINAR?

- More complex than Check-In/Check-Out
 - May be an appropriate addition to the foundation of Check-In/Check-Out
- Additional "layer" of Tier II
 - Addresses work avoidance
- Linked to the content area classes as much as possible
 - EX: Before midterms you teach and practice studying and test taking
 - EX: Use the African Continent project due dates in planner



WHAT IS ACADEMIC SEMINAR?

- Class Functions as:
 - More Intensified Extension of Universal Tier :
 - Expectations
 - Acknowledgements
- Addition of Self-Management Skill Set
 - Explicit instruction
 - Frequent practice opportunities
 - Explicit, frequent acknowledgement for demonstration of self-management skills



WHAT ACADEMIC SEMINAR IS NOT

- It is not a solution for students in Crisis
 - Violence
 - Mental health
 - Substance abuse
 - Suicidal comments or suggestions
 - High truancy rates (more than 3 times per week)
- It is not a replacement for all other academic support classes
 - Supported work completion



WHAT ACADEMIC SEMINAR IS NOT

- It is not the solution for every student in need of additional/secondary support



WHAT IS ACADEMIC SEMINAR: STUDENT ELIGIBILITY?

- At risk for failing 1 or more content area class
- Not making sufficient progress in classes:
 - Have appropriate supports / skill level for content area classes
 - Incomplete homework, class work
- Could use additional supports organizing
 - "Black hole" back pack
 - Missing work
 - Don't know due dates, class requirements
- Find at least one adult reinforcing
 - Are not in "crisis"
- Have organizational / self-management goals in IEP



THINGS TO CONSIDER

- What is the smallest thing you can do the have the biggest impact?
- What is the ONE thing you need all high school students to do that would make a WORLD of difference in school and home?
- Improve one specific skill set that cuts across all content areas.





ACADEMIC SEMINAR CLASS



ACADEMIC SEMINAR CLASS: SCHEDULE

Example 45-minute Class

Entry Task	5-7 minutes
Skills Lesson	10-15 minutes
Supported Work Completion	25-30 minutes



ACADEMIC SEMINAR CLASS: SCHEDULE

- **Entry Task**
 - Orient students to the day's tasks
 - Review previously practiced skill
- **Skills Lesson**
 - Explicit instruction and practice in organizational skills
- **Supported Work Completion**
 - Application of organizational skills
 - Prioritization of work to complete
 - Work completion



ACADEMIC SEMINAR CLASS: EXAMPLE ENTRY TASKS

- List upcoming homework and when you will complete the homework.
- Give an example of the school-wide expectations that would be helpful in the "real world".
- Take 5 minutes to complete a notebook check (use the notebook check list).
- Write your most current goal. Are you making progress? Why or why not? If not, what can you today that will help you meet your goal?



ACADEMIC SEMINAR CLASS: ACADEMIC SELF-MANAGEMENT SKILLS

- Goal Setting
- Planner Use
- Notebook Organization
- Test Taking
- Studying
- Progress Monitoring



ACADEMIC SELF-MANAGEMENT: GOAL SETTING

- Goals
 - By the end of three goal setting lessons, students will independently, verbally and or in writing:
 - Identify 1-2 areas of academic and or social needs
 - Write a measurable goal(s) that includes:
 - One problem behavior clearly defined, including setting
 - Two to four ways to redirect that behavior
 - A method for self-evaluating / self-monitoring progress



ACADEMIC SELF-MANAGEMENT: PLANNER USE

- Goals
 - Students will independently, verbally and in writing:
 - Identify the three steps for planner use, verbally or in writing, 3/3 opportunities.
 - Complete 100% of the steps for planner use every Academic Seminar class period.



ACADEMIC SELF-MANAGEMENT: NOTEBOOK ORGANIZATION

- Goals
- Students will independently:
 - Write or verbally identify the main components of an organized notebook with 100% accuracy 3/3 trials.
 - Organize their notebook using the Notebook Check List.
 - Complete monthly notebook checks using the Notebook Check List.



ACADEMIC SELF-MANAGEMENT: TEST TAKING

- Goals
- Students will independently:
 - Identify the three steps to taking a test with 100% accuracy, 3/3 trials.



ACADEMIC SELF-MANAGEMENT: STUDY STRATEGIES

- Goals
- Students will independently or in pairs:
 - Locate 2-3 websites on study skills.
 - Write down and share with class 3-5 study strategies that they would be willing to use.



ACADEMIC SELF-MANAGEMENT: STUDENT SELF-MONITORING

- Goals
 - Students will independently:
 - Write and respond to 2 teacher emails over the course of the term using classroom appropriate language to (a) request assistance or (b) thank a teacher for her/his assistance.
 - Log on to school server, locate teacher pages and locate their individual grade page for each of their classes on 3/3 trials.
 - Identify 1-2 areas of strength and weaknesses as indicated by progress reports with 100% agreement with teacher on 2/2 trials each progress report period (four week period).





THINK TIME

- Please take a moment to consider the following questions:
 - Are the described skills needed by some of your students?
 - Is there enough need to justify creating/modifying an existing class?



INCREASING POSITIVE ADULT INTERACTIONS: STUDENT-GUIDED SUPPORTS

- Five skills taught using a metaphor of credits and debits.
 - Students engage in behaviors that "earn" teacher credits
 - Reinforce teachers' supportive behaviors
 - Reduction of teacher effort
 - Showing interest and/or engagement
 - Students also engage in behaviors that "spend" teacher credits
 - Late arrival
 - Request for assignment extension
 - Off-task behavior



INCREASING POSITIVE ADULT INTERACTIONS: STUDENT-GUIDED SUPPORTS

- Teacher Greeting
- Acknowledging Support
- Requesting Feedback
- Asking "Good" Questions
- Asking for Help



STUDENT-GUIDED SUPPORTS: TEACHER GREETING

- Goals
 - Upon entering class, students will gain teacher attention and provide a socially appropriate greeting
- Rationale
 - Research suggests that a teacher greeting is related to more student engagement and fewer behavior problems during the first 10-15 minutes of class
 - Intervention efforts focused solely on teachers have often been insufficient to maintain teacher greetings of all students



STUDENT-GUIDED SUPPORTS: ACKNOWLEDGING TEACHER SUPPORT

- Goals
 - Students will independently, verbally and in writing:
 - Students will identify why, when, and how to acknowledge teachers
 - Students will identify what to do and not to do when receiving help
- Examples of teacher supports
 - Handing out materials
 - Answering questions
 - Repeating instructions



STUDENT-GUIDED SUPPORTS: REQUESTING FEEDBACK

- **Goals:**
 - Students will independently, verbally and in writing:
 - Identify why, when, and how to ask for teacher feedback.
- **Example:**
 - “Are there things that I need to worn on for class?”
 - “How did I do in class”



STUDENT-GUIDED SUPPORTS: ASKING “GOOD” QUESTIONS

- **Goals:**
 - Students will independently, verbally and in writing:
 - Describe why, when, and how to ask “good” questions.
 - Demonstrate asking two “good” questions.
- **Example:**
 1. Raise your hand
 2. Start by saying something you have learned (you may use your notes for this).
 - Example “I know Germany was in competition with Great Britain to have the strongest navy...”
 3. Finish with your (related) question
 - Example “but how did Italy compare?”



STUDENT-GUIDED SUPPORTS: ASKING FOR HELP

- **Goals:**
 - Students will independently, verbally and in writing:
 - Name and describe the three BEs of asking for help.

BE SURE	BE EARLY	BE SPECIFIC
Listen carefully to teacher instructions	Once you understand the directions:	Do not waste the teacher’s time
Read the directions completely	Think of any problems you might have with the task/assignment	State your problem (e.g I forgot how to multiply fractions).
Quietly ask a nearby student for directions	Ask for help early enough to give the teacher time to help you	Show teacher the location of the problem (e.g. Point to the area of the page where you are having trouble).
Quickly check your notebook for information (e.g. prior lessons/activities)	Complete what you can	



Weeks	Introduce: Teacher models the skill and includes multiple relevant examples and non-examples	Guided Practice: Teacher provides repeated opportunities to practice skills with close monitoring, immediate, corrective feedback and reinforcement.	Maintain: Teacher provides daily or weekly opportunities to demonstrate independence with skill (as entry / exit task, short activity). Students should be at 95% accuracy before moving from guided practice to maintain.
1-2	<ul style="list-style-type: none"> School / Class expectations Planner Greeting Support Request 	<ul style="list-style-type: none"> School / Class expectations Planner Greeting 	
3-4	<ul style="list-style-type: none"> Support Request Acknowledgement Feedback Request 	<ul style="list-style-type: none"> Planner Support Request Acknowledgement Feedback Request 	
5-6	<ul style="list-style-type: none"> Asking for Help Goal setting 	<ul style="list-style-type: none"> Planner Support Request Greeting 	<ul style="list-style-type: none"> Planner Greeting
7-8	<ul style="list-style-type: none"> Graduation plan Tracking progress: progress reports, grades, emailing teachers, action plans 	<ul style="list-style-type: none"> Feedback Request Asking for Help Acknowledgement Goal setting 	<ul style="list-style-type: none"> Planner Support Request Acknowledgement Feedback Request
9-10	<ul style="list-style-type: none"> Notebook organization Test Prep/Study strategies 	<ul style="list-style-type: none"> Asking for Help Goal Setting Graduation plan Tracking progress 	<ul style="list-style-type: none"> Planner Support Request Feedback Request Asking for Help Goal setting
11-12		<ul style="list-style-type: none"> Tracking Progress Notebook organization 	<ul style="list-style-type: none"> Planner Tracking progress

SUPPORTED WORK COMPLETION

- Goals
 - To increase the number of completed assignments
 - To improve the quality of completed assignments
 - Additional practice opportunities with key academic skills
 - High school credit accrual



HOW DO WE DO THIS?



Secondary Team Members Roles	
Member	Role
Administrator	<ul style="list-style-type: none"> Allocate resources, approve system level changes. Has working knowledge of school-wide, secondary, and tertiary systems already in place within the school.
Behavior support personnel	<ul style="list-style-type: none"> Facilitates identification of students who are not responding to universal supports. Provides suggestions for modifications: intensifying, individualizing, combining supports, fading, etc.
Academic Seminar teacher(s)	<ul style="list-style-type: none"> Teaches the Academic Seminar class. Enters progress monitoring data every 24-48 hours. Provides twice monthly summaries of students responding to the intervention, students not responding and requiring additional supports. Facilitates communication between content area teachers and the Academic Seminar team.
School counselor/Psychologist	<ul style="list-style-type: none"> Facilitates identification of students who are not responding to universal supports. Facilitates communication between content area teachers and Academic Seminar team. Facilitates communication across all three tiers of supports.
Content area teacher	<ul style="list-style-type: none"> Provide information about current instructional practices within content area classrooms.

HOW DO WE IMPLEMENT?

- Hold onto the core features:
 - Intense teaching of academic self-management
 - Logically link self-management with the REAL work they have to do every day
 - Aligned with SW expectations and acknowledgements
 - Match intensity of intervention with intensity of need
 - Use data to get kids in, monitor and get kids out
 - Add a layer (CICO, mentoring, Check-N-Connect) as needed
 - NOT the kitchen sink



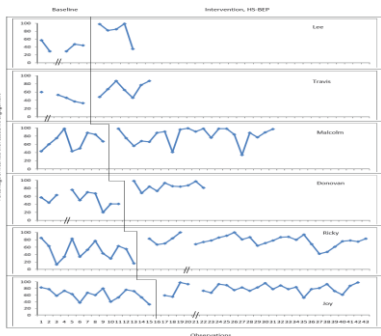
HOW ARE SCHOOLS IMPLEMENTING?

- Identify the students
 - Who can you grab?
 - Quick math: what is 10% of your student population?
- Create the schedule for offering the class
 - How many sections do you need?
 - How do fit within the master schedule?
- "Taking over" a class that is not working well
 - Study hall
 - Advisory
- Identifying a qualified teacher(s)

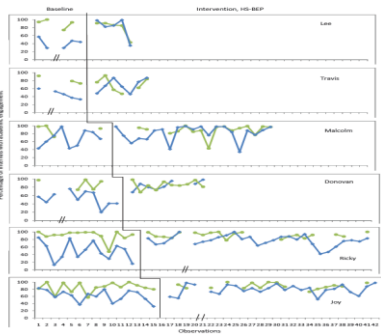
HOW ARE SCHOOLS IMPLEMENTING?

1. Downloading and looking over the curriculum:
 - Does it fit your population?
 - What do you need to add?
2. AVOID adding more: smallest thing to make the biggest difference
3. Kids who need math help, still need math help.
 1. Can you layer?
 2. Can you prioritize and transition?
 3. Can you add someone with math expertise to a section of AcSem to provide help during homework time.
4. NOT re-teaching alone, but using the organizational skills to help kids get organized to be successful in math THEN providing extra content support.

ACADEMIC ENGAGEMENT DATA PARTICIPANTS



ACADEMIC ENGAGEMENT DATA COMPONENTS



Request for Support	Phase	
	Baseline	Post-Instruction
Aaron	N = 6	N = 16
Total (% of observations)	0 (0%)	6 (19%)
Bobby	N = 7	N = 17
Total (% of observations)	0 (0%)	2 (6%)
Carl	N = 10	N = 10
Total (% of observations)	4 (30%)	2 (20%)
David	N = 13	N = 8
Total (% of observations)	7 (38%)	8 (50%)
Elvin	N = 22	N = 5
Total (% of observations)	21 (32%)	5 (40%)

Request for Feedback	Phase	
	Baseline	Post-Instruction
Aaron	N = 3	N = 11
Total (% of observations)	0 (0%)	6 (55%)
Bobby	N = 6	N = 13
Total (% of observations)	0 (0%)	7 (54%)
Carl	N = 3	N = 8
Total (% of observations)	0 (0%)	7 (88%)
David	N = 7	N = 6
Total (% of observations)	0 (0%)	3 (50%)
Elvin	N = 10	N = 4
Total (% of observations)	0 (0%)	4 (100%)

Teacher Feedback	Phase	
	Baseline	Post-Instruction
Aaron	N = 3	N = 11
Conditional probability	NO	100%
Bobby	N = 6	N = 13
Conditional probability	NO	100%
Carl	N = 3	N = 8
Conditional probability	NO	100%
David	N = 7	N = 6
Conditional probability	NO	100%
Elvin	N = 10	N = 4
Conditional probability	NO	100%

STUDENT TESTIMONIALS

(BERARBOU SCHOOL IN WISCONSIN)

"I'm really glad I got to be in this class because it has helped me so much with my work and getting help on the subjects that I don't really understand."

"I'm very thankful I'm able to have this class and I'd love to have it every year to help me graduate."

"It helped me be organized and remember my things I need to get done and helped me bring my grades up to passing."



THANK YOU AND Q & A

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• **With thanks to:**

• Jessica Swain-Bradway, Midwest PBIS Network
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• You may find the Academic Seminar curriculum at www.pbis.org
• Search "Academic Seminar"