High School PBIS Symposium 2018

High School PBIS Implementation: Lessons Learned

Brigid Flannery

Be the Transformation
HS-PBIS SYMPOSIUM

February 8, 2018

Session Title:
Presenter:

QUESTIONS | MAIN POINTS AND KEY CONCEPTS

IMPLICATIONS AND NEXT STEPS

Authentic Engagement

Contextual Influences — Size, Culture, Developmental Level

Key Foundational Systems — Data, Leadership, Communication

Core Features of Implementation — DATA, PRACTICES, SYSTEMS

Key Focus Areas — SCHOOL ENGAGEMENT & SUCCESS: Social Behavior, Academic Success, Personalization/School Belonging, Freshman Support

Flannery and Kato, 2012

High School PBIS Implementation Model

Where are you in implementation

Steve Goodman

| Focus	Stage	Description
Should we do it!	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Full Implementation	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Predictable   Consistent   Positive   Safe

OUTCOMES
SYSTEMS   DATA
PRACTICES

SWPBIS Foundational Concepts …
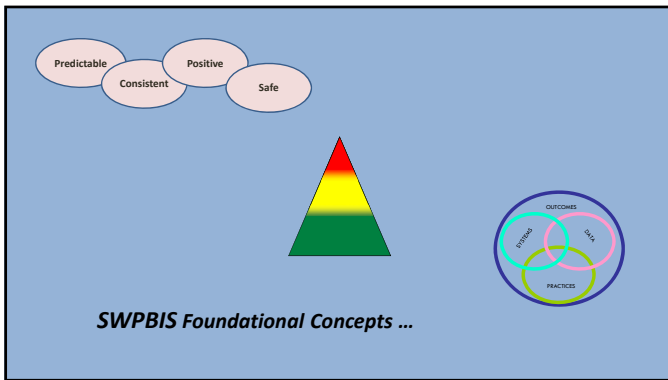
SWPBIS

a data-driven decision making framework to make schools more effective, efficient and equitable learning environments.

Predictable   Consistent   Positive   Safe
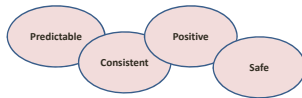
Preventive vs reactive

Staff interviews:
What are the school rules?

- No hats or hoodies!
- No cell phones or ipods
- No eating in certain hallways
- Be respectful
- Be on time
- "I don't know the rule on cell phones."
- "Well, picking up garbage is not a priority."

- "Don't cause trouble for the adults."
- "Do you mean perceived rules or in reality?"
- The handbook rules
- Academic integrity
- Don't distract others from learning
- No drugs or weapons

Student interviews:
What are the school rules?

- **No hats or hoodies**
- No PDA ("but no one follows that rule")
- Tardy rule
- "It depends on the te
- "They get mad if yourself at lunc
- **You can't eat i**
- No skipping
- No "freaking" at d
- Can't go off-campus
- **No cell phones or ipods**

- **No drugs,** tobacco, or alcohol
- "The same rules as society."
- and feet to yourself
- sponsible

hing
ts if you're sagging

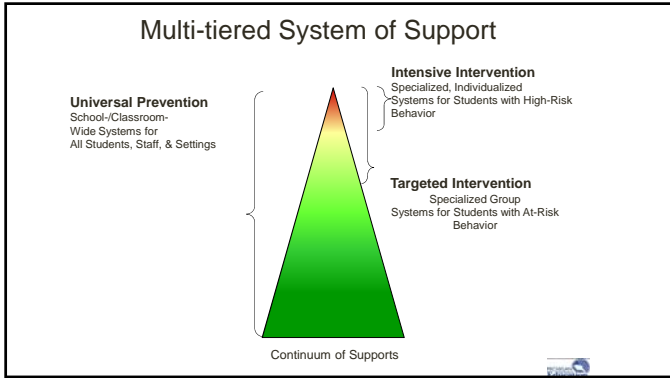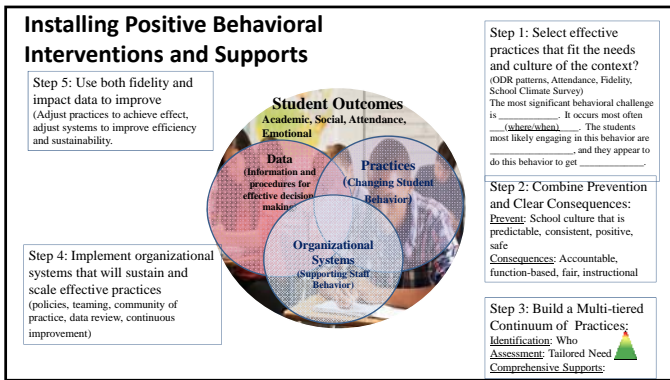**"It depends on the teacher."**

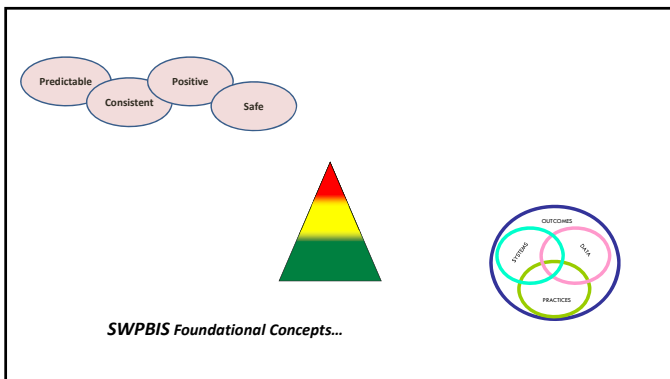## Common Language: Getting Teachers on the Same Page

- Words have meaning…What do they mean to you?

  – Discipline
  – At Risk
  – Suspension
  – Rewards
  – Office Referral
  – Tardy
  – Graduation Requirements
  – School Climate
  – Consequences

**Turn to a peer, select a word and share a definition…
now share other definitions from peers in your building**

Multi-tiered System of Support

Intensive Intervention
Specialized, Individualized
Systems for Students with High-Risk
Behavior

Universal Prevention
School-/Classroom-
Wide Systems for
All Students, Staff, & Settings

Targeted Intervention
Specialized Group
Systems for Students with At-Risk
Behavior

Continuum of Supports

Installing Positive Behavioral Interventions and Supports

Step 5: Use both fidelity and impact data to improve
(Adjust practices to achieve effect, adjust systems to improve efficiency and sustainability.)

Student Outcomes
Academic, Social, Attendance, Emotional

Data
(Information and procedures for effective decision making)

Practices
(Changing Student Behavior)

Organizational Systems
(Supporting Staff Behavior)

Step 4: Implement organizational systems that will sustain and scale effective practices
(policies, teaming, community of practice, data review, continuous improvement)

Step 1: Select effective practices that fit the needs and culture of the context?
(ODR patterns, Attendance, Fidelity, School Climate Survey)
The most significant behavioral challenge is _____. It occurs most often ____(where/when)____. The students most likely engaging in this behavior are _____, and they appear to do this behavior to get _____.

Step 2: Combine Prevention and Clear Consequences:
Prevent: School culture that is predictable, consistent, positive, safe
Consequences: Accountable, function-based, fair, instructional

Step 3: Build a Multi-tiered Continuum of Practices:
Identification: Who
Assessment: Tailored Need
Comprehensive Supports:

Predictable
Consistent
Positive
Safe

OUTCOMES
SYSTEMS
DATA
PRACTICES

SWPBIS Foundational Concepts...

High School is Different:
The Contextual Impact in PBIS Implementation
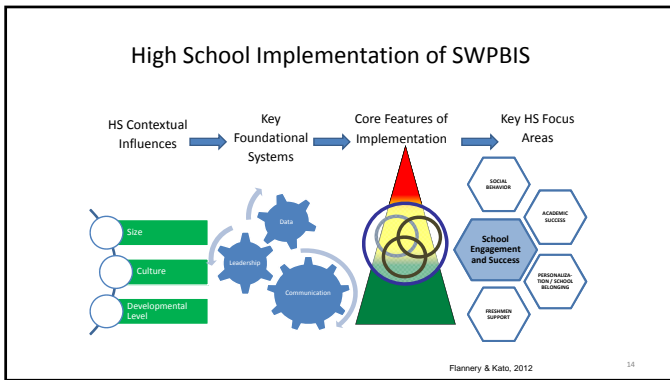
- **Size and Organizational Structure**
  - Many adults, many students - building layout
  - High staff/student ratio
  - Administrative structure
  - Organization by discipline
- **Adult Roles/ Expectations**
  - Team development, communication with faculty
  - Multiple teachers, multiple classes, open times
  - Adult role is to teach, not support
  - Expectation is that students enter with certain academic and social competence
  - There is someplace else
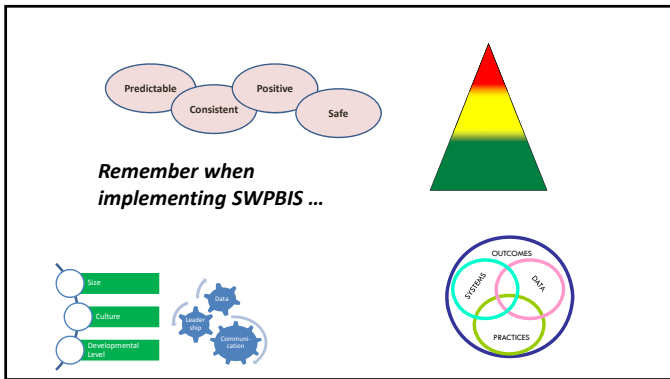 - Academic focus; discipline zero tolerance/exclusionary

- **Student Developmental Level/Academic Variability**
  - Impulse vs planning
  - Peer vs adult influence
  - Emerging self-regulation and autonomy
  - Ability to respond to challenges, "set-backs"
  - Variability in social support
  - Large variability in academic competence
  - Large variability in organizational competence

Exploration Discussion:

Think of one practice or system you have begun implementing and how it was impacted by these?

What advantages exist for implementation of PBIS in high schools?

High School Implementation of SWPBIS

HS Contextual Influences → Key Foundational Systems → Core Features of Implementation → Key HS Focus Areas

Size, Culture, Developmental Level

Data, Leadership, Communication

SOCIAL BEHAVIOR, ACADEMIC SUCCESS, School Engagement and Success, PERSONALIZATION / SCHOOL BELONGING, FRESHMEN SUPPORT

Flannery & Kato, 2012   14

Predictable, Positive, Consistent, Safe

Remember when implementing SWPBIS …

Size, Culture, Developmental Level

Data, Leadership, Communication

OUTCOMES, SYSTEMS, DATA, PRACTICES

Staff Buy in/Communication

Systems …

Team Implementation

Professional Development

DID YOU KNOW?

Data Systems

Where are the faculty and staff?

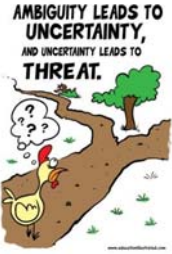You need….

- All staff to **buy-in** (or at least not sabotage)
- Majority of staff to **participate** – 80%
- Some staff to be **engaged** and ready to be **involved**
- Some staff to be actively **involved**

Ongoing Communication

AMBIGUITY LEADS TO UNCERTAINTY, AND UNCERTAINTY LEADS TO THREAT.

Communication and acknowledgement provides understanding, trust, transparency, ownership

Team Implementation
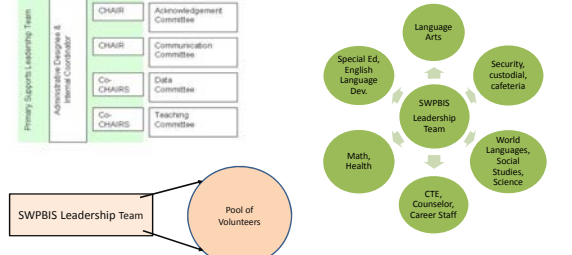
19

Outreach to make team more impactful

20

Student Voice

Developmental level makes student input critical in high schools

Expectations
- Student's review expectations for clarity Student group complete matrix for common areas

Teaching
- Upperclassmen deliver lessons
- Develop skits/videos/lessons

Acknowledge-ments
- Identify relevant and meaningful privileges/items
- Communicate with peers to generate support

Gathering Student Input: Surveys

Purpose:
1. I set and attained a specific goal this year.
2. I follow the school rules in the classroom and hallways

Ownership:
1. If I see trash, I pick it up.
2. I feel the work I do in school is important.

Work Ethic:
1. Attending class regularly is important.
2. I do just enough to get the grade I desire.

Empathy:
1. Use of profanity (swear words) at school is a problem.
2. Verbal attacks on students are common at MHS.

Respect:
1. My teachers respect me.
2. I follow staff directions without argument.
3. I am comfortable around people that are different from me.

- Likert Scale: 1-4
- 1 page or less
- Measure what you are trying to change

OSEP Center on Positive Behavioral Intervention & Support: McMinnville High School

---

Data Systems
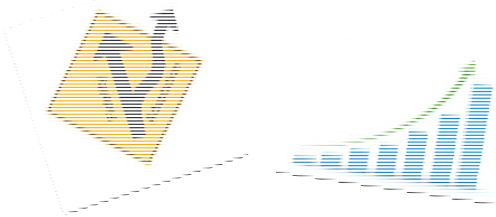
23

Outcome Data

Did it work? Are we having the desired impact?

Who has it?
Right format for decisions?
Timely manner?

Fidelity Data

Did we do what we said we were going to do?

Overall implementation and for practices

Possible ongoing professional development …

DID YOU KNOW?

- Understand the rationale for development of continuum of consequences
- Clarity of expectations and referral system
- Is referral form used as intervention or as an accountability system?
- How to immediately approach and ask student to demonstrate appropriate behavior in future
- Match the consequences and responses to student behaviors
- How to re-direct student problem behaviors to prevent escalation of student behavior
- Additional procedures based on the severity of the behavior
- Using data systems to track student behavior (referral forms).

Practices …..

Teaching Expectations

Acknowledgements

COMPLIANCE

Discipline

Teaching Expectations

- At the high school level, PBIS lessons:
  - Shift from location-centered to expectation- and situation-centered
  - Use media/assembly format to reach large audiences and be engaging and memorable
  - Have students practice, role play, and engage with concepts at a deeper level
  - Empower upperclassmen to take on leadership roles and contribute to creating materials

Size

Culture

Developmental Level

OSEP Center on Positive Behavioral Intervention & Support
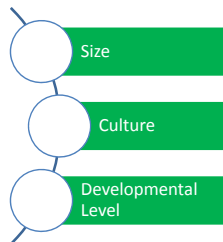
Planning your Teaching Calendar

Content	Who teaches?	When?
PBIS Intro	6th period teachers	Sept. 8, 6th period
PBIS refresh game	Leadership students	Jan 12, assembly
Integrity: Finals	All teachers, 1st period	Jan 23rd – Friday before finals start
Respect: Dressing Appropriately	2nd period teachers	April 3, 2nd period
Persistence: Finish Strong	Senior Assembly: ASB lead	May 4th

OSEP Center on Positive Behavioral Intervention & Support

… it goes beyond schoolwide

what do
YOU **?**
expect

what do
YOU **?**
teach

Consequence System: Discipline and Acknowledge

Discipline + Acknowledge → Consequence System
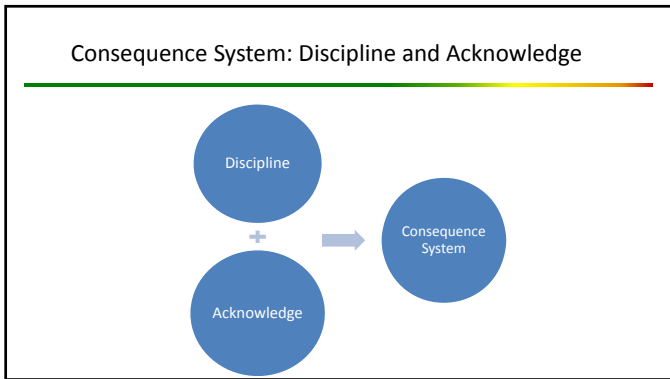
Discipline

31

Behavioral Examples

Classroom-managed (minor)	Office Managed (major)
Involve opportunities for teachable moments and minimizing interruption to instruction • tardiness • running in hallway • missing materials • gum chewing • wearing hat • incomplete classroom assignments, etc. • disrespect • disruption • defiance • skip/tardy	*Involve school and student physical and emotional safety* • physical fights • property damage • drugs, tobacco • weapons • leaving the school grounds without permission • chronic behaviors not responding to teacher intervention • disrespect • disruption • defiance • skip/tardy

What about these examples?

Behavior Grid

Warning/Re-teach	Minor Offense	Major Offense	Expected Behaviors
Teacher handled, no documentation required, teacher discretion for consequences and personal documentation	Teacher handled, referral form completed, teacher assigns own or building consequence (building consequence examples: lunch or after school detention, time in office, community service, etc.)	Referral form completed. Administrator assigns consequence (with teacher input). Administrator communicates to teacher about situation.	
LANGUAGE			
Offensive remarks or gestures in a casual manner inappropriate sexual connotations; putdowns to a particular subgroup	Repeated pattern of any inappropriate language	Swearing used to harass, intimidate, show defiance, create an unsafe climate	Language that is socially appropriate • I am frustrated. • I don't like that. • I hate it when that happens. • That's different.
DISRUPTION			
Noise making; talk-outs/side-talk; attention-getting behaviors (silly answers, class clowning, etc.); bugging others	Repeated pattern of any disruptive behaviors; misuse of cell phone/electronic devices in class [Phones and electronic devices to be confiscated and taken to office]	Behavior that stops the learning in class; defiant repetition of behavior following correction	Cooperative behaviors • Turn taking • Contributing appropriately to class discussions and activities • Cell phones off & away during instructional time

Acknowledgements

34

You already have methods to recognize some students

- Honor roll acknowledgement breakfast
- Athletic award assemblies
- PA announcements
- Newsletters home
- Teacher to student kudos

The list goes on…….

Expand to recognize all behavior and all students!

Acknowledgement Systems for Older Students

- At all levels need acknowledgements that are:
  - Frequent… Varied… Meaningful … Specific & genuine
  - As soon after the expected behavior is displayed as possible
  - ensures all students have access to acknowledgements **and** prompts adults to engage in this critical practice.

- Adolescents typically
  - have a heightened flight or fight response and may perceive neutral interactions as threatening (Blakemore et al., 2007).
  - need a more intense experience to recognize it as rewarding (Sprague, 2008)

- TFI walkthrough tells you if working… students been acknowledged – teachers/staff have acknowledged

Acknowledgements

Staff

- Special parking spot (tangible)
- Recognition at faculty meetings (social recognition)
- Administrator covers a class (privilege)
- Boosters donated schoolwear (shirts, lanyards) (tangible)
- Gift cards to local restaurants (tangible)
- Massage (parent masseuse donate)(tangible)
- Delivery of lunch (tangible)

Students

- Money for yearbook, graduation (tangible)
- Special parking privileges (privilege)
- Fast pass at lunch (privilege)
- Recognition at an assembly (social recognition)
- Breakfast bars for attendance benchmark (group; tangible)
- Reserved seating at play (privilege)
- Celebrations (tangible)

Acknowledgment Systems in High Schools

Design structures and mechanisms for regular recognition of positive behaviors, events, and activities of the school

- *Staff-Student* – Develop ways to identify, communicate and publicly recognize excellence

- *Staff-Staff* – Create and promote opportunities for staff/admin to recognize and appreciate other staff

- *School-Student* – Attendance, grades, behavior, state assessment, improvement, etc. (i.e. Attendance Campaign)

- *Student-Staff* – Create ways for students to share appreciation of staff

---

	Notable Deeds	Cave Buddies	Student of the Month	Good News Postcards	ABS Movie night	PRIDE Qualities	Teacher of the Year	PRIDE Expectations	Weekly Tardy Raffle	Friday Pick-me Up
Description	Certificates presented to students / staff in class by admin or to staff members at staff meetings. Anyone can fill out a nomination form.	Stuffed cavemen presented to staff members at staff meetings by peers. Each recipient chooses the next recipient. 4 are passed on each month.	Students receive a certificate and a free pizza lunch with the principal. Each teacher selects two students per month	Staff members write notes to parents or students that are mailed home. Postcards are available for staff use.	Students get free admission to a movie afternoon at school. Includes popcorn or ice cream sundaes.	Each staff member is given 10 tickets per month to give to students. Tickets good for entry in a raffle of the student's choice. Different quality each month	Students vote for the teacher who has had the biggest impact on their lives. Top 5 teachers are presented with awards at the end of the year assembly.	Admin. randomly selecting students to recite the expectations. If they can they get a HOINOR T-shirt	4 classes are randomly selected. 1 student in each class is randomly selected until a student is found with no tardies for the previous week. Winners get $5 from admin. during 3rd period.	Each Friday an admin. randomly selects a teacher who has been faithful with a given task for that week. Teacher gets coffee beverage of his or her choice during class.
By whom / to whom	Staff to , staff & students Students to Students, & staff	Staff to staff	Staff to students	Staff to students/ parents	Staff to students	Staff to students	Students to staff	Administration to Students	Administration to Students	Administration to Staff
Coordin ates?	Joy	Chan	Albert	JoAnna	Chan	Joy	Kirk (with help from Student Leadership)	Sven	Sven	Deb
Cost	Printing costs for awards	Cave Buddies already purchased	$6 / month	Printing plus postage	$50 / month	$150 /month	Plaques paid for by Student Leadership	$15 /month ($5 per student)	$20/week	$2 week
Frequency	On-going for students, presented monthly for staff	Monthly	Monthly	On-going	Quarterly	Monthly	Yearly	Weekly	Weekly	Weekly
Desired Behavior	Catch-all for positive behavior	•Above and beyond on the job •Completing extra tasks •Helping others •Good attitude •Excelling in his or her field	Up to teacher discretion • Most improved • Best behavior • Highest grade • Good attitude • Hardest worker	Up to teacher discretion • Most improved • Best behavior • Highest grade • Good attitude • Hardest worker	Academic success in the classroom No D's or F's	PRIDE Qualities: Perseverance Respect Integrity Discipline Excellence	Rapport with Students Positive relationships	Knowledge of PRIDE qualities	On-time to all classes	Changes each month • Assignments online • Grade books updated • Attendance taken regularly

GPHS 2009

In Summary: Keep in mind

- Consider **buy-in** participate, engage, involve
- Be sure to **outreach** for feedback and representation
- **Student voice** is foundational
- **Teach and reteach** – more than schoolwide – don't forget **classroom**
- Gather **outcome and fidelity** data
- Attend to **systems and practices**
- Attend to unique **professional development** needs

40

Recommendations for Implementation

- Keep doing what already works
- Implement practices that are evidenced based
- Always look for the smallest change that will produce the largest effect
- Do not add something new without also defining what you will stop doing to make the addition possible
- Be sure you have a solid system for monitoring fidelity and outcomes

41

Contacts

- Brigid Flannery brigidf@uoregon.edu

- Mimi McGrath Kato mmkato@uoregon.edu

- Facebook page: https://www.facebook.com/HSNetworkAPBS/

- Website: https://www.pbis.org/school/high-school-pbis

42