



### High School PBIS Symposium 2019

## If We Let Them, They Will Lead: Incorporating Student Voice in HS-PBIS Implementation

Patti Hershfeldt, Ed.D.  
Center for Social Behavioral Supports  
phershfeldt@midatlanticpbis.org



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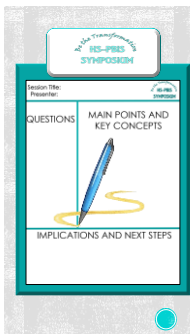
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# BEHAVIORAL EXPECTATION Authentic Engagement



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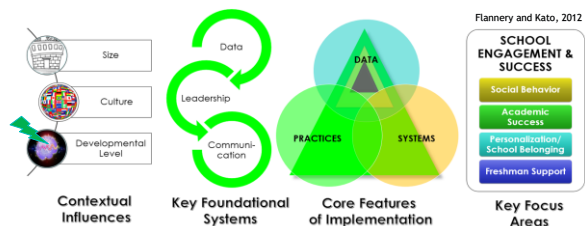
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## HS-PBIS Implementation Model

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### Benefits of authentic student voice

Goal is to increase degrees of participation



- Allows PBIS to make sense
- Help with implementation
- Marketing your efforts: let them be the face of your initiative(s)
- Voice for ALL – equity
- Developmental need
- They WILL lead! Let's help them lead in a positive productive direction
- Student engagement = civic engagement
- If we 'listen' they will come; if we don't they may not!

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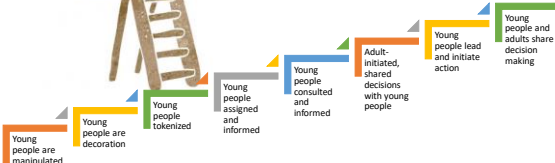
Goal is to increase degrees of participation



Hart's Ladder



Rubric for Youth Voice



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Degrees of Student Participation & Descriptions	
9	<i>Youth Initiated and Directed</i> Designed and run by youth and decisions made by youth.
8	Youth Initiated, Shared Decisions with Adults Designed and run by youth who share decisions with adults.
7	Youth and Adult Initiated and Directed Designed and run by youth and adult with shared decision making.
6	Adult Initiated, Shared Decisions with Youth Designed and run by adults who share decisions with youth.
5	Consulted and Informed Designed and run by adults who consult with youth. Youth make recommendations that are considered by adults.
4	Assigned but Informed Youth do not initiate but understand and have some sense of ownership.
3	Tokenism Symbolic representation by few. May not have genuine voice. May be asked to speak for the group they represent.
2	Decoration Adults use youth to promote or support a cause without informing the young people. Youth are not involved in design or decisions.
1	Manipulation Youth involvement is used by adults to communicate adults' messages.

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### Gauging Student Voice: Degrees of Student Participation

Activity	Where would you see this on Hart's ladder?	How could you increase the level of participation?
Students take climate survey	#2 or #3 Decoration/Tokenism	#7 Youth and Adult Initiated and Directed Have students lead an assembly sharing the data they interpreted and determined how it would best be communicated to peers

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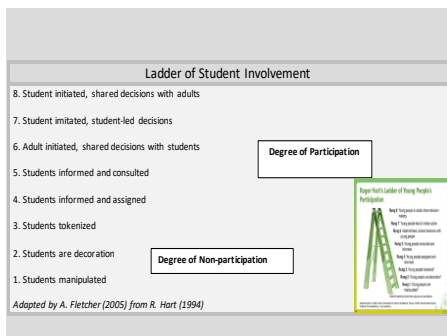
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**Whose Voice?**

- Who are you missing?  
Pick 1 'group'
- What needs to happen to change that?
- Share and report out

Alternative schools

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What can you do to broaden the 'groups' of students you engage in your PBIS initiative (or any school-wide initiative)?



ALL Students

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Seven horizontal lines for writing responses to the question about broadening student groups.

A few ideas...

- QR codes on the wall
- Focus groups
- Locker drobox
- Principal lunches by way of tickets

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Seven horizontal lines for writing responses to the question about broadening student groups.

Hagerty High School: Student Team

- Who: 24 students
  - Leadership class, with teacher references
  - SGA process across all 4 grade levels
- What: Input
  - Opinions on prizes
  - Feedback on teacher usage
  - Develop questions for panel with B. Camp on student news (teaching of SW Expectations on Morning news)
- Sample PRIDE video

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Seven horizontal lines for writing responses to the question about broadening student groups.

Hagerty High School: Student Team



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**Sparrow's Point High School**

<b>Punctuality</b>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>Be in seat when bell rings</li> <li>Absence on test <b>LOSES POINTS</b></li> <li><b>Beach</b></li> </ul>	<ul style="list-style-type: none"> <li>Move purposefully through hallway <b>NO</b></li> <li><b>NO</b></li> </ul>	<ul style="list-style-type: none"> <li>Be at lunch when the bell rings</li> <li>Bees required to leave early or arrive late</li> </ul>	<ul style="list-style-type: none"> <li>Move purposefully and safely to and from school</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Remember everyone is as important as you</li> <li>Embrace differences among people</li> </ul>	<ul style="list-style-type: none"> <li>Value the opinions of others</li> <li>Help others learn</li> </ul>	<ul style="list-style-type: none"> <li>Keep the hallways clean</li> <li>Walk on the right side of the hallway at a purposeful pace</li> <li>Follow school rules</li> </ul>	<ul style="list-style-type: none"> <li>Keep language appropriate</li> <li>Dispose of all trash in the appropriate place</li> </ul>	<ul style="list-style-type: none"> <li>Put litter in proper place</li> <li>No smoking, food, or drink and garbage bags at other school</li> <li>Maintain a positive and mature social media presence free of cyber bullying</li> </ul>
<b>Honesty</b>	<ul style="list-style-type: none"> <li>Do the right thing</li> <li>Do what you can to make someone else's day better</li> <li>Treat people kindly and fairly</li> </ul>	<ul style="list-style-type: none"> <li>Be academically honest always</li> <li>Do your best work with your greatest effort</li> <li>Call phones off and away</li> </ul>	<ul style="list-style-type: none"> <li>Speak at an appropriate volume</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Eat and drink in designated area</li> <li>Make healthy choices</li> <li>Recycle what you can</li> </ul>	<ul style="list-style-type: none"> <li>No horse and poker in public place</li> <li>Own responsibility</li> <li>Demonstrate good sportsmanship</li> </ul>
<b>Dependability</b>	<ul style="list-style-type: none"> <li>Follow through with your commitments</li> </ul>	<ul style="list-style-type: none"> <li>Bring necessary materials</li> <li>Submit assignments on time</li> <li>Show up on time and prepared to learn</li> </ul>	<ul style="list-style-type: none"> <li>Always carry a pass with permission to <b>leave the hallway</b></li> </ul>	<ul style="list-style-type: none"> <li>Ask for permission to leave the cafeteria</li> <li>Ask teacher for pass to <b>leave in classroom</b></li> <li>Always SPHS tags with string locks</li> </ul>	<ul style="list-style-type: none"> <li>Represent SPHS by being polite interactions with community members</li> <li>Always SPHS tags with string</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>Hold yourself to the highest personal and academic standards <b>YOU KNOW YOU CAN DO IT</b></li> <li>Believe in yourself!</li> </ul>	<ul style="list-style-type: none"> <li>Proofread and revise all written work</li> <li>Participate willingly in classroom activities and discussion</li> <li>Seek teacher assistance with commitment to improve</li> </ul>	<ul style="list-style-type: none"> <li>Conduct yourself with dignity</li> </ul>	<ul style="list-style-type: none"> <li>Display good manners among peers and staff</li> </ul>	<ul style="list-style-type: none"> <li>Extend your learning to employment, competitions, and life outside of SPHS</li> </ul>

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Sparrows Point High School

Student Feedback

- No personal space
- Dependability.. Nc
- Excellence.. Believe
- Embrace difference
- Help others learn. Encourage others
- Hallway column is Multiple st Which stuc



WHEN IS THE WORLD GOING TO REALIZE THAT WE KNOW EVERYTHING?

ill the time  
to be helped.  
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Catonsville HS Comet Leaders

- “Be your best, do your best, create the best” Character Ed curriculum facilitated in classrooms by seniors
- Rising juniors are nominated by staff and peers
- Prospective Comet leaders are approved by entire faculty (version 1)
  - Interview for position (integrating career skills)
- Students deliver the lessons while teachers serve as supports

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Data drives lessons: students reviewed SW behavior data

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Rubric One: Youth Voice in Classrooms			
Purpose	Fast Track	On Track	Side-Track
<i>Stronger Learning Connections</i>	Students & teacher partner to design, implement, evaluate classroom learning.	Teacher facilitates student-informed classroom learning.	Students graded on their engagement in learning without any input into teaching.
<i>Greater Student Authority</i>	Classes co-taught by students with teachers as mentors.	Solely student-led classes and activities across school day.	Teacher self-designs classes to promote Youth Voice.
<i>Whole School Improvement</i>	Class dedicated to engaging students throughout school improvement efforts.	Students encouraged to use out-of-school time to engage self and others in actions to change schools.	Students taught about effects of school reform without knowing how they can do anything to challenge it.

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When and how can you involve students in teaching what the data says your school needs? What barriers do you see?

- Dead weeks between AP and the end of the year
- Service hours
- Media class (digital media to communicate lessons)
- English class (persuasive writing – ‘the compelling why’ from their lens
- Doesn’t require high end equipment so erase that as a barrier



how/when gets kids involved

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### Takeaways



- Student Voice is critical for making PBIS part of the fabric in high schools
- The benefits to the adults: improved school climate
- The benefits to the students: skills that transfer way beyond high school
- An opportunity to build “collaborative” relationships with students

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### STUDENT VOICE AND IMPLEMENTATION




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### Who we are?



The Kern High School District (KHSD) is the largest 9-12 only high school district in California, located at the Southern end of the San Joaquin Valley in the County of Kern/City of Bakersfield. KHSD is known as one of the largest high-school-only districts in nation with more than 40,000 students served across 18 comprehensive campuses, 5 alternative sites, and 5 program locations that include Special Education, Regional Occupation Center(s), and Adult Education.

In 2014-2015 the district began a district-wide implementation of both Cultural Responsiveness and Positive Behavior Intervention & Supports (PBIS). Following the first year of implementation, over 25% of the schools in Cohort A received recognition from the California PBIS Coalition acknowledging their efforts in implementing PBIS. This session will unpack the unique implementation strategies and/or explore examples of student voice and embedding best practices.

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### GOOD Youth Development

- Sense of Usefulness
- Sense of Belonging
- Sense of Competency
- Sense of Influence
- Protective Risk Factors and Student Voice**



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### Some examples...

- Direction and CHKS Survey
- Fish Bowls
- Student Advisor Council(s)
- Focus Groups
- Other



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# South High Rebel Advocacy Center (The RAC)



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**In preparation for the RAC opening students learn about social issues, problems and solutions. Discussions include equity vs. equality, activists vs. activism, justice vs charity, acknowledgment vs. reward vs. incentive vs. award, the PBIS model, compassion vs. empathy vs. sympathy, racism, and most importantly, building a family to support the RAC endeavor.**

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**The RAC student advocates will hear student concerns and facilitate solutions to minor discipline issues on campus. This is a Kern High School District Pilot Program. Student Trainings include: Mindfulness Restorative Practices**

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**Students are designing a logo that meets the RAC and Rebels do it R-I-G-H-T mission statement.**



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**Students practice restorative conversations daily. Students can run circle groups, and have presented to staff. Students are very excited about making difference in the South High culture and environment, and being advocates for others.**

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**STUDENT SOUNDING BOARD**

**WHEN:** Monthly

**WHO:** Cross section of student body. One student from each 3<sup>rd</sup> period class.

**WHAT:** Discuss and action plan around our topic for the month.

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## 2018-2019 Topics

### School Safety

### Sexual, Sexual Identity, Gender Harassment

### Restroom Breaks and Restroom Remodel

### Dress Code

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### SAMPLE SOUNDING BOARD: HARASSMENT

#### Define harassment with True/False statements (grade level group discussion).

#### Short response questions (grade level group discussions).

1. What type of behavior is flirting and when does it become harassment?
2. What behavior is teasing and when does it become bullying?
3. Are there particular places where harassment occurs – classroom, hallways, quad, sports areas?
4. Does our staff help you feel protected and safe? If not, what can we do to help you feel safe?
5. How can SHS help to promote a harassment free campus?

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### ACTION PLAN - April 1-5: SEE IT, STOP IT

**Monday:** Rebels Do It Right Lesson- 3<sup>rd</sup> period  
Wear **RED** for Compassion

**Tuesday:** "Speak Out" community fair during lunch. Activities will include music, and information tables at lunch. Guests include: Alliance Against Family Violence, Health Educators from Cal State University Bakersfield, Consent Club members from CSUB, and Health Educators from Bakersfield College.  
Wear **WHITE** for peace and freedom from harassment

**Wednesday:** Pledge to treat others with empathy and kindness. See harassment and stop harassment. Sign the pledge at lunch!  
Wear **NEON** to shed light on harassment

**Thursday:** Grade level assembly regarding harassment and consent.  
Wear **BLACK** to show no fear

**Friday:** Voluntary self-defense class during lunch.  
Wear **DENIM** to support the national anti-harassment movement

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# Questions



- Connie Grumling, Principal, South Bakersfield High School  
E: [connie\\_grumling@kernhigh.org](mailto:connie_grumling@kernhigh.org)
- Lisa Schimnowski, PBIS Site Coordinator/Counselor  
E: [lisa\\_schimnowski@kernhigh.org](mailto:lisa_schimnowski@kernhigh.org)
- Cy Silver, Supervising Administrator, Intervention & Supports  
E: [cy\\_silver@kernhigh.org](mailto:cy_silver@kernhigh.org)
- Brian Mendiburu, Director of Student Behavior & Supports  
E: [brian\\_mendiburu@kernhigh.org](mailto:brian_mendiburu@kernhigh.org)

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## Sustaining Youth Voice: Avoid These...



- Neglecting to teach youth about the issues they are supposed to be addressing, or about the possibilities they might not know about.
- Letting adult perceptions of young peoples' inability and lack of knowledge get in the way of action. Saying for youth what they can say for themselves.
- Adults assuming full authority when there is a loggerhead
- Abandoning the effort when young people have become enthusiastic and connected to the task at hand or goal in mind. Stay in the game!
- Letting adult perceptions of young peoples' inability and lack of knowledge get in the way of action.
- Rules? Program themes? Evaluation topics? Activities? Making decisions for youth without them or making decisions for young people without them while they are in the room disengages Youth Voice.

<https://frechild.org/the-end-of-youth-voice/>



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"rise above the narrow confines of our individualistic concerns to the broader concerns of all humanity,"  
Rev. Dr. Martin Luther King, Jr.

When applied to Youth Voice this means that simply encouraging or allowing young people to advocate for themselves is not enough.

We must seek to engage young people throughout our communities in issues affecting others so they can:

- see more than their own self-interest and actually becoming whole-community members
- recognize the broad influences in the lives
- identify allies throughout those different areas
- engage them in community mapping, invite community speakers, and hold field trips throughout your community



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Tiered Fidelity Inventory

- 1.1 Teams
- 1.3 Behavioral Expectations
- 1.4 Teaching Expectations
- 1.5 Problem Behaviors
- 1.6 Professional Development
- 1.9 Feedback and Acknowledgement
- 1.11 Student/Family/Community Involvement

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Small Group Discussion:  
Student Voice

1. What are you already doing to include student voice? What does the rest of the faculty/staff need to do (how can they help)?
2. What is working?
3. What needs improvement?
4. What other ideas would you like to see implemented specific to 'student voice'?

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APBS High School Network: Connecting  
High School Implementers

The purpose of the PBIS High School Network is to:

- organize resources
- coordinate networking opportunities
- facilitate a communication link among researchers and implementers involved with PBIS in high schools.

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### APBS HS Network

- Quarterly updates to include resources, news about high school events that are open access
- Semi-annual face to face meetings
  - Sept/Oct National Implementers Forum – Chicago, IL
  - Spring – APBS Conference (Miami, March 2020)
- Semi-annual webinars in addition to the CoP webinars
  - Topics to be identified by membership

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Issue # 1

Cocoa High School, FL

<https://conta.cc/2utpxKC>




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We invite you to...

- Join the APBS Network 1 of 2 ways
  1. Registration link: <https://goo.gl/forms/M6NKaqTSMKGKnCB53>
  2. Email [apbshs@usf.edu](mailto:apbshs@usf.edu)
- Like the Facebook page
  - Polls will be posted requesting input on webinar topics
- Participate in webinars and meetings
- Share with colleagues – get the good word out



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Join us on Facebook  
<https://www.facebook.com/HSNetworkAPBS/>



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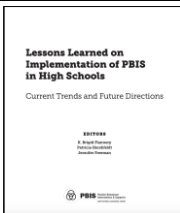
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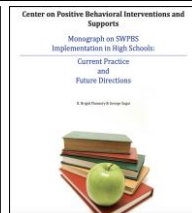
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HS Monographs



[Lessons Learned on Implementation of PBIS in HS](#)



[Current Practice and Future Direction](#)

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Resources

<http://www.pbis.org/school/high-school-pbis>



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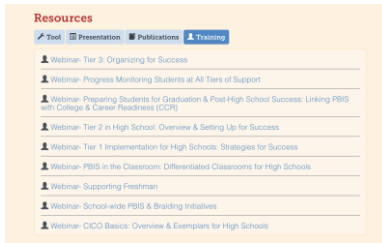
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Resources

<http://www.pbis.org/school/high-school-pbis>



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HS Network: What else?

- Moving forward, how could the APBS HS Network support your work? What would you find beneficial? Resources, tools, webinars, other ...?
- If you would you like to help out as we expand the network please tell us how? ...recruit membership, marketing, submit artifacts for newsletter/Facebook page, help with developing the newsletter.



APBS HS What else?

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How do you currently involve students? 	Capturing the Voice of All Students 
Involving Students in Teaching Expectations 	Youth Voice rubric 

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