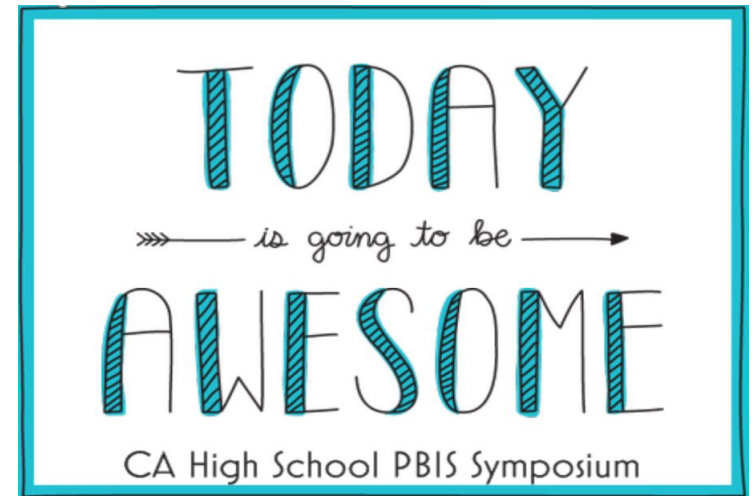


# Using Student Voice to Address Current Trends and Problems

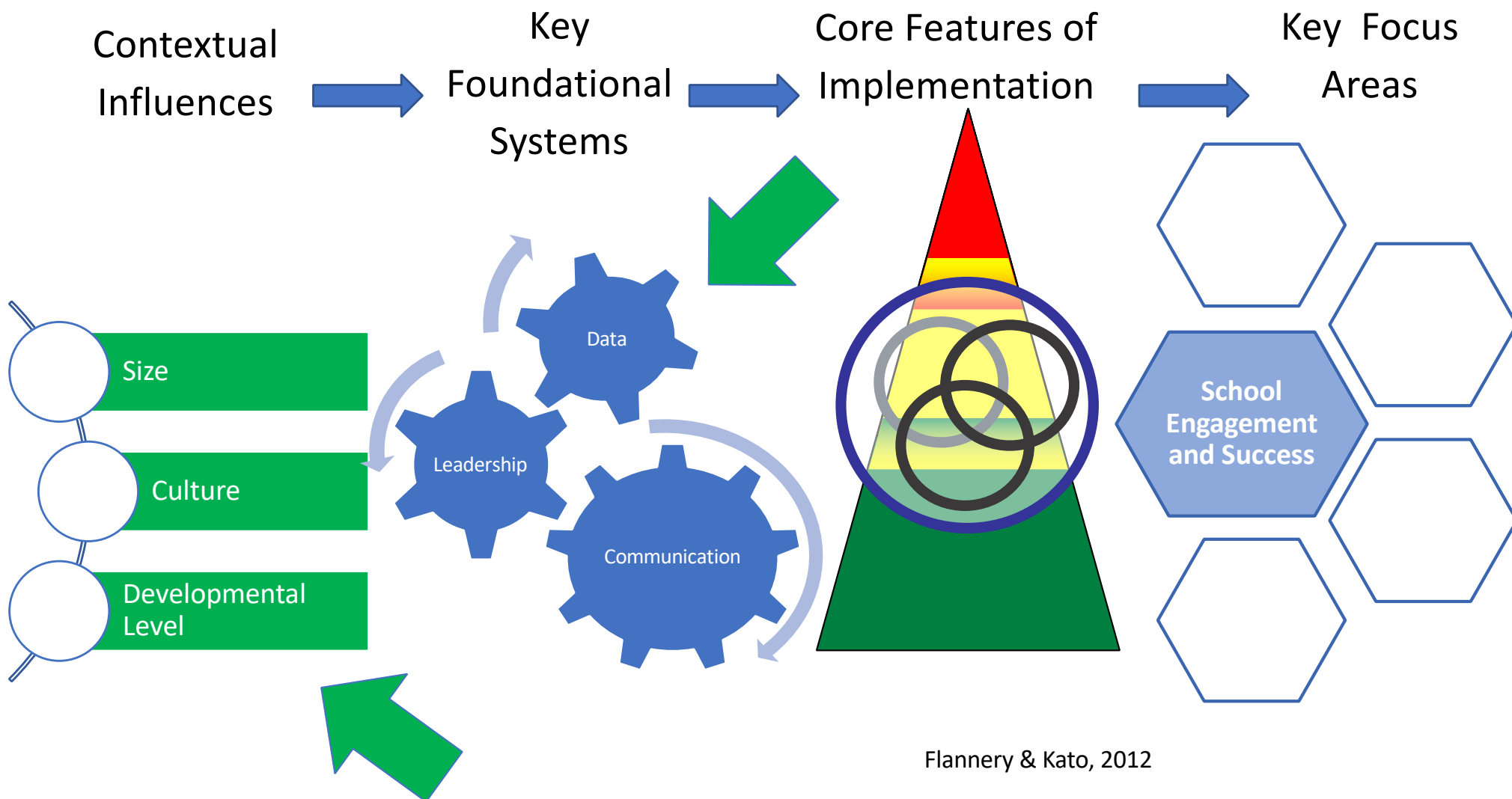
Patti Hershfeldt  
Center for Social Behavior  
Support @ ODU

Matthew Hart  
Principal, Granada High  
School  
Livermore Valley Joint Unified  
Public Schools



February 20, 2020  
Long Beach, CA

# Consider Context and Foundational Systems



Impulses vs planning

Judgment/risk taking

Operate from emotions/anger

Differentiated Instruction  
Freshmen/Sophomore drop out  
Juniors/Seniors credit accrual

Age of technology



Role in decision making

Need for autonomy



Social – Peer influence



# When We Authentically Involve Students in HS PBIS Implementation, Everyone Benefits: Stakeholder Engagement

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) **at least every 12 months**. Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.

Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months



(1.10, 1.11)

Goal is to increase degrees of participation

# Hart's Ladder



Young people are manipulated

Young people are decoration

Young people tokenized

Young people assigned and informed

Young people consulted and informed

Adult-initiated, shared decisions with young people

Young people lead and initiate action

Young people and adults share decision making

Rubric for Youth Voice

## Degrees of Student Participation & Descriptions

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

<b>Activity</b>	<b>Where would you see this on Hart's ladder?</b>	<b>How could you increase the level of participation?</b>
Students take climate survey	#2 or #3 Decoration/Tokenism	<p><b>What about student participation in...</b></p> <p><b>District Teams?</b></p> <p><b>School Board Meetings?</b></p> <p><b>How far up the ladder?</b></p> <p><b>How does policy (bylaws) shape this possibility?</b></p>

# Whose Voice?

**1. Who are you missing?**

**Pick 1 'group'**

**2. What needs to happen to change that?**

**3. Share and report out**



# Including Student Voice

TFI Sub-Scale: Team	
<b>TFI 1.1</b>	<b>Team Composition</b>
<b>TFI 1.2</b>	Team Operating Procedures

TFI Sub-Scale: Implementation	
<b>TFI 1.3</b>	<b>Behavioral Expectations</b>
<b>TFI 1.4</b>	<b>Teaching Expectations</b>
<b>TFI 1.5</b>	<b>Problem Behavior Definitions</b>
<b>TFI 1.6</b>	<b>Discipline Policies</b>
<b>TFI 1.7</b>	<b>Professional Development</b>
TFI 1.8	Classroom Procedures
<b>TFI 1.9</b>	<b>Feedback and Acknowledgement</b>
TFI 1.10	Faculty Involvement
<b>TFI 1.11</b>	<b>Student/Family/Community Involvement</b>

TFI Sub-Scale: Evaluation	
<b>TFI 1.12</b>	<b>Discipline Data</b>
<b>TFI 1.13</b>	<b>Data-based Decision Making</b>
<b>TFI 1.14</b>	<b>Fidelity Data</b>
TFI 1.15	Annual Evaluation

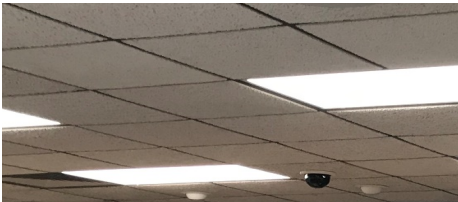


# Roanoke County Public Schools District-Wide Expectations

**Be Respectful**  
**Be Responsible**  
**Be Safe**

Dr Jessica McClung  
Assistant Superintendent





hethan

THE COUNTY PUBLIC

ActivPanel

## YOUR RESPONSIBILITIES: IDENTIFY ROLES AT YOUR TABLE. (5 MINUTES)

- Facilitator
  - Who will propose the question to the team?
  - Ensure ALL team members have shared their thoughts
    - Everyone shares and has equal time
- Recorder
  - Accurately capture team members thoughts on chart paper
- Data analyst
  - Lead the team through the questions in the data once each team member has had time to review independently
- Time keeper
  - Set your timer (on your phone?) and remind your team to focus their attention back to the larger group so we can all have time to share.

HDMI TOUCH TV USB

LINDEN DISTRICT

# Your responsibilities: Identify roles at your table. (5 minutes)

- Reporter
  - Accurately share what your group decided to report out
    - Be mindful of group discussions vs. group agreement on what can be shared with the whole group
- Liaison
  - Communicate your teams thoughts/conclusions with other teams from your school when we 'huddle' and bring the consensus back to your table
- All team members
  - Share your thoughts and provide feedback and ensure facilitator, recorder, time keeper and reporter are

# Establish Group Norms (5 minutes)

## My recommendations

- Everyone's voice matters: allow each person in your group to share their opinion during every activity
- No names, please when being interviewed

## Your teams norms (examples)

- Listen while others are speaking?
- Honor time limits?

?

Recorder list norms on chart paper

# Let's get comfortable with data: Youth Risk Behavior Survey Data (YRBS)

- Highlight your school's column for 2018 (far right)
- The number in the column represents the % of students at your school who said yes to the item)
- Compare your predictions with what the data is saying

Roanoke County YRBS Data :Middle School Percentages 2012-2018

6th graders n=214 7/8th graders n=556 Northside MIDDLE	RoaCo Middle 2012 6/7/8	Roa Co Middle 2014 6/7/8	NMS 2016 6	NMS 2016 7/8	NMS 2016 6/7/8	Roa Co Middle 2016 6/7/8	NSM 2018 6	NSM 2018 7/8	NSM 2018 6/7/8
<b>Unintentional Injury</b>									
Never/rarely wore helmet while riding bike, motorcycle, ATV	54.4	59.2	36.3	56.1	46.2	44.9	54.8	54.9	54.9
Never/rarely wore seatbelt when riding in car	9.7	8.0	5.6	6.1	5.9	4.9	5.6	7.7	6.7
Ever rode with someone drinking and driving	17.2	17.9	8.4	20.8	14.6	15.3	13.7	20.3	17.0
*Carried weapon-wording changed to last 30 days	32.7	33.8	34.1	32.1	33.1	36.1	11.1	4.1	15.6
Aware of gang activities in school	13.3	8.5	6.7	11.3	9.0	9.1	4.7	12.8	8.7
Been approached to join gang activities	8.5	5.8	3.4	7.0	5.2	5.6	5.2	9.3	7.3
In physical fight	40.8	36.6	32.6	35.7	34.2	33.6	25.5	19.3	22.1
In physical fight and needed to be treated by doctor or nurse	6.5	6.7	4.5	5.2	4.9	5.3	4.6	4.7	4.1
Afraid of being physically harmed at home	26.8	23.7	26.2	28.3	27.3	23.4	26.9	26.4	26.1
Physically harmed at home that caused scar, bruise, bleeding, broken	22.9	23.3	14.6	26.3	20.5	20.8	22.9	27.2	21.1

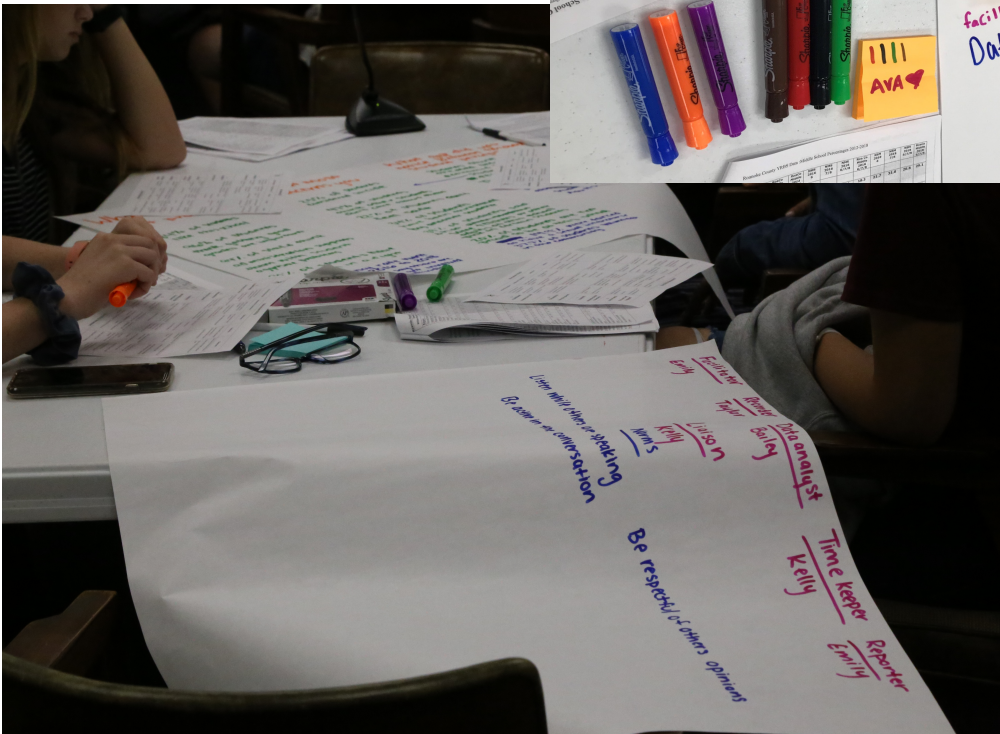
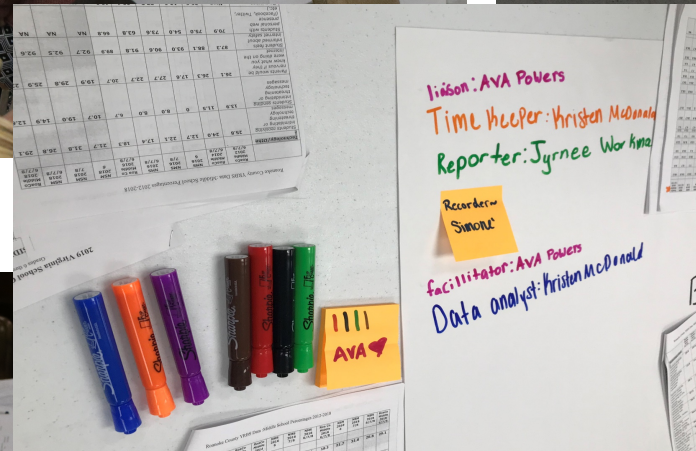
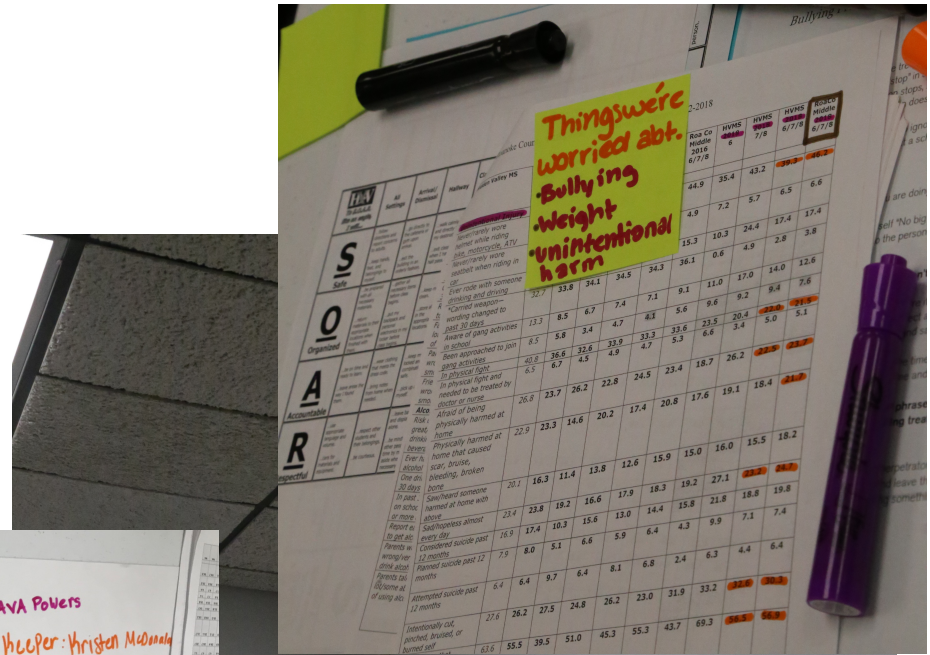
# Let's get comfortable with data: *VA School Climate Survey*

- Notice **School: (grey)** vs State (white)
- Survey break into subscales: chunks information
  - Student Perception
    - **Student engagement**, academic expectations (pg. 4)
    - **Relationships among students, student support** (pg. 5)
    - **Disciplinary structure**, personal safety, (pg. 6)
    - Victim experiences, bullying victimization (pg. 7)
    - **Bullying by adults, prevalence of teasing and bullying** (pg. 8)
    - SRO, gang activity, and risky behaviors (pg. 9)
    - Mental health, sexual harassment (pg. 10)
  - Teacher/Staff Perception
    - **Student engagement, relationships among students** (pg 13)
    - Relationships between students and adults: Support for students, willingness to seek help (pg 14)
    - **Disciplinary Structure** (pg 16)
    - **Prevalence of teasing and bullying, bullying by adults** (pg 18)



# Respond to the data:

<p><b>What do you predict are the problem behaviors in your school?</b></p>	<p><b>What are you most proud of?</b></p>	<p><b>What most concerns you?</b></p>	<p><b>What gaps did you notice between teacher/student perception</b></p>



## What are you must proud of

84% of students like this school

96% of students think getting good grades are important

94% of staff think administration supports them with student aggressive problems

90% of students have not gotten in a fight

The pregnancy rate went down from 2016 to 2018  
91% of students say there are many chances to get involved extra-curricular activities

## What most concerns you

25% of students considered suicide

47% of students think other students don't care about them

22% of students don't feel safe

34% of students have been threatened by another student

39% of students said that ~~other student~~ some teachers or other adults at this school pick on certain students

20% of students are not proud to be at this school

~~14.9%~~ 14.9% were forced to have a sexual intercourse  
37.7% of students volunteer in the community

## What gap did you notice between teacher/student perception

Students think they being treated unfairly off of economic status

← students = 65% 35%  
teachers = 10%

The adults at this school are too strict  
students = 28%  
teachers = 1%

Would you tell school staff about being bullied  
students - 7.8%  
adults - 39.8%

Most Proud

- Bullying rates low
- Lower weapon %
- Grades are high
- High Expectations

Most Concerned

- Suicide rate is higher than state average
- Some students feel bullied by teachers

Gaps between  
teacher/student  
perception

- Students actually like school
- Students finish hw

2018 7/8

33.2 intentionally cut,  
bruised, or burned self

2016 7/8

63.9 tried smoking

Carrier  
Lay  
(English)

# Rules

# Expect

e  
afe

- Hats / Hoodies are to be off
- Personal items out of the walkways
- Sign in/out returning to

Personal items  
under desk  
(if can fit)  
or in front  
of desk

• Stay on  
Purple

- room 27
- ~~white~~ hold
- hall

- Be an active listener
- Honor Diversity
- Person to person
- Be involved in classroom activity

respect others' opinions  
(Socratic Seminars)

• Quiet  
working  
the

- please if
- all
- the

quiet  
when

Own up to  
actions  
Ex) admit when

# High School Take- Aways



# And more...

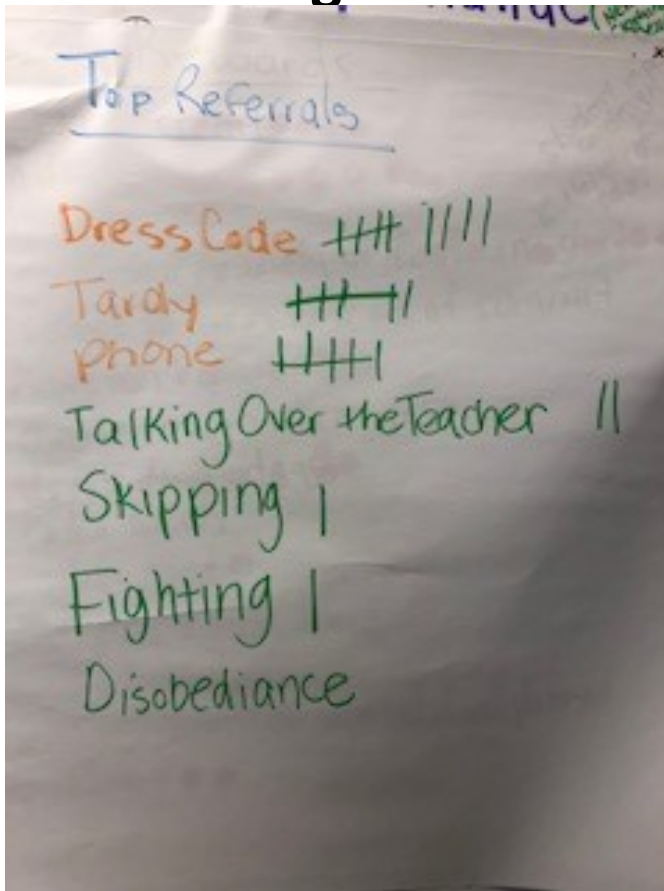
# Florida High School Example

- Day 1: focus groups
- Day 2: review



# Top 3 Referrals for Problem Behavior

## Your Thoughts?

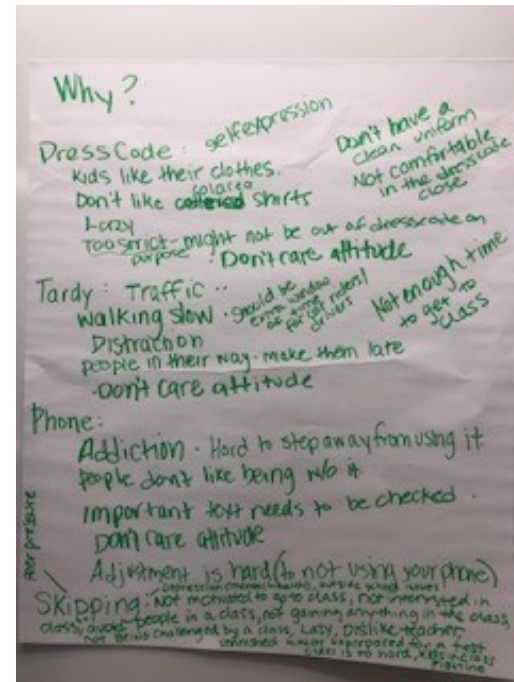


## School Data

- **Skipping**
- Dress Code
- Classroom Rules

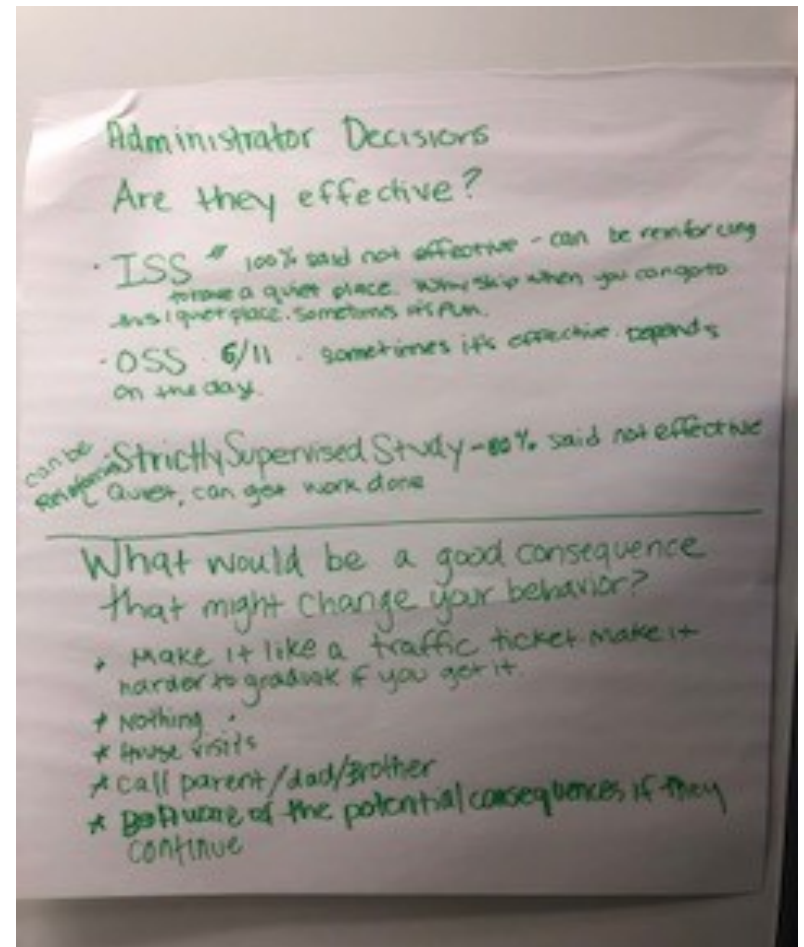
# Why? Problem Behavior

- Why are students at your school demonstrating these behaviors?



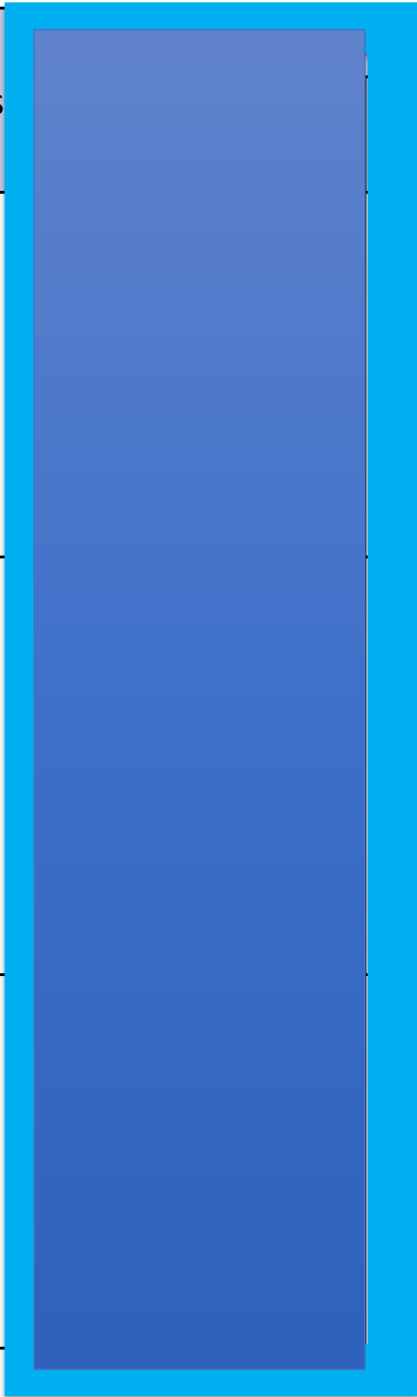
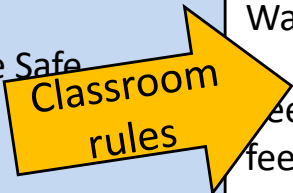
# Why? Administrative Decision

- Do you think these administrative decisions change behavior?
- What suggestions do you have to make administrative decisions more impactful?



# Are we teaching students how to get help?

Warrior Way	Classroom Rules
Be Responsible	Stay on task Clean up area Apologize for mistakes
Be Respectful	Raise hand Listen to speaker Follow directions Use appropriate voice level
Be Safe	Walk quietly Keep hands and feet out of aisles



**When you feel upset ...**

Recognize what you're feeling "I feel..."

Stop and take a few deep breaths

Ask for a break if you need a moment

Express your feelings appropriately

Talk to someone if you need help

Tell an adult if your worried about your safety (or someone else's)

1-800-Suicide

# Granada High School

Matthew Hart, Principal

# Ask the students...



**Brennan Metz**

HIDDEN VALLEY MIDDLE SCHOOL - 8TH GRADE

What do you have currently, that supports social-emotional wellness of students?



---

Culture of Wellness

---

# We invite you to...

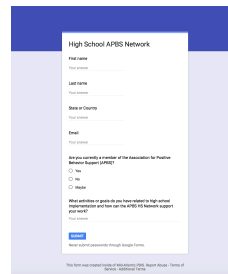
- Join the APBS Network 1 of 3 ways

1. Registration link:

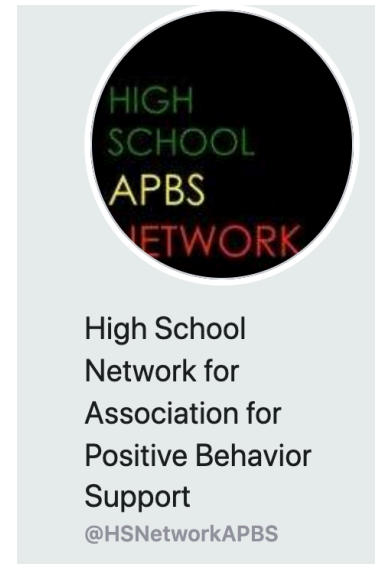
<https://goo.gl/forms/M6NKaqTSMKGKnCB53>

2. Email [apbshs@usf.edu](mailto:apbshs@usf.edu)

3. Scan



- ‘Like’ the Facebook page
  - Polls will be posted so you can request webinar topics
- Participate in webinars and meetings
- Share with colleagues & get the good word out
- Join the RDQ here at the Forum and HS Network Lunch in Miami @ APBS Conf.



High School Network for Association for Positive Behavior ...





17th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

# The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

**Miami, FL**

Hyatt Regency Miami

March 11-14, 2020

For more information, visit:  
[conference.apbs.org](https://conference.apbs.org)

APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT



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## Three Ways to Complete Evaluation:

**1) Mobile App:** click on “session evaluation” under the session description.

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**3) QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.



REFLECT the “why”

ENCOURAGE the dialogue

CELEBRATE the change

**AUTHENTIC  
ENGAGEMENT**