

CA PBIS Conference 2018

**TIERED FIDELITY INVENTORY**

High School Elaborations

Cristy Clouse      Patti Hershfeldt, Ed.D.

CallTAC • PBIS

NEW IDEAS PBIS NETWORK

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*Consider Context and Foundational Systems When Implementing PBIS in High Schools*

K. Brigid Flannery & Mimi McGrath Kato

**Contextual Influences:** Size, Culture, Developmental Level

**Key Foundational Systems:** Data, Leadership, Communication

**Core Features of Implementation:** DATA, PRACTICES, SYSTEMS

**Key Focus Areas:** Social Behavior, Academic Success, Personalization/School Belonging, Freshman Support

**SCHOOL ENGAGEMENT & SUCCESS**

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**EARLY WARNING SYSTEM**

**TFI 1.1 Team Composition**

**TFI 1.2 Team Operating Procedures**

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Contextual Variables	Foundational Components <b>Leadership</b>
Size	<p>How do we ensure that there is good representation of all staff and faculty on the leadership team?</p> <p>Who are the right administrative team members to be involved with PBIS implementation?</p> <p>Who should be the administrative representative on the Leadership Team?</p> <p>How do decisions get made in an efficient manner and in a way that includes the entire Administrative Team?</p>
Organizational Structure	<p>What role can leadership play in promoting the beliefs/values?</p> <p>How can leadership set the stage for how problem solving takes place or how decisions are made?</p>
Developmental Age of Students	<p>What authentic role do student have in the leadership of this?</p> <p>Have we sought student in the design and roll out of procedures?</p>

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## TFI 1.3 Behavioral Expectations



### TFI 1.4 Teaching Expectations



https://www.youtube.com/watch?v=cd1E2OHicbg

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## Culturally Responsive PBIS (CR-PBIS)

PBIS Culture Implementation Field Guide: Resources for Students and Teachers  
© 2015 CASE Technical Assistance Center  
Misty Larrison, Brett Davis, Eric McArthur, Jennifer Rose, Sarah Frohman (2015, 2016)

	School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD It looks like...
PERSONAL MATRIX	<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Tell an adult if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>Protect your friends and family</li> <li>Don't talk back</li> </ul>	<ul style="list-style-type: none"> <li>Stick up for your friends</li> <li>Don't back down</li> <li>Look the other way</li> </ul>
	<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Treat others how you want to be treated</li> <li>Include others</li> <li>Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>Do exactly what adults tell you to do</li> <li>Don't stand out</li> <li>Don't bring shame</li> </ul>	<ul style="list-style-type: none"> <li>Text back within 30 seconds</li> <li>Be nice to friends/parents</li> <li>Share food</li> </ul>
	<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Do my own work</li> <li>Personal best</li> <li>Follow directions</li> <li>Clean up messes</li> </ul>	<ul style="list-style-type: none"> <li>Help your family out first</li> <li>Own your mistakes</li> <li>Share credit for successes</li> </ul>	<ul style="list-style-type: none"> <li>Have each other's backs</li> <li>Own your mistakes</li> <li>Check in about what to do</li> </ul>

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**TFI 1.5 Problem Behavior Definitions**

**TFI 1.6 Discipline Policy**

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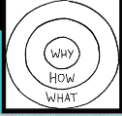
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**TFI 1.7 Professional Development**

**TFI 1.8 Classroom Procedures**

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**TFI 1.9 Acknowledgment**

**TFI 1.10 Staff Involvement**

<https://www.youtube.com/watch?v=3RBBN5XpY>

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**TFI 1.11 Student Involvement**

**TFI 1.11 Staff & Community Involvement**

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Contextual Variables	Foundational Components Communication
Size	<p><i>How do we ensure all leadership understand and communicate to their constituents? What are the standard communication structures?</i></p> <p><i>Will they work to communicate with all groups of students? Staff? Community?</i></p> <p><i>How does the building layout impact communication for this practice/system?</i></p>
Organizational Structure	<p><i>What are the values/beliefs of our school/district/community? How do these support/hinder the practice/system? What needs to be communicated to bridge between current values/beliefs?</i></p>
Developmental Age of Students	<p><i>What role can the students play in development or implementation or problem solving? How is it best to communicate with the students?</i></p>

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**TFI 1.12 Discipline Data**

**TFI 1.13 Data-based Decision Making**

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TFI 1.14  
Fidelity Data

TFI 1.15  
Annual  
Evaluation

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**A + B = C**  
**A DULT B EHAVIORS EQUAL STUDENT C HANGE**

**Outcome**

- ▲ We made impact!
- ▲ We got results!

**Fidelity**

- ▲ We worked the plan the way it was designed.
- ▲ We gave it our best effort!

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**CONNECTING OUTCOMES & FIDELITY**

	<b>Lucky</b> Positive outcomes, low understanding of how they were achieved <i>Replication of success is unlikely</i>	<b>Sustaining</b> Positive outcomes, high understanding of how they were achieved <i>Replication of success likely</i>
<b>Outcomes</b>	<b>Losing Ground</b> Undesired outcomes, low understanding of how they were achieved <i>Replication of failure likely</i>	<b>Learning</b> Undesired outcomes, high understanding of how they were achieved <i>Replication of mistakes unlikely</i>
	<b>Fidelity</b>	

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Contextual Variables	Foundational Components <b>DATA</b>
Size	What data will we have? Need? How will we manage the large amount of data? What are your data guidelines?
Organizational Structure	What information is available to support change in beliefs? Practices?
Developmental Age of Students	What role can the students play in the use of data for decision making? Can students be involved to inform leadership team about current situations in the building/community that might be impacting behaviors.

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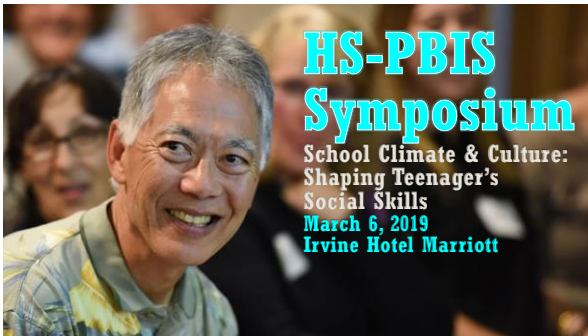
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**Quarterly newsletters** that include updates, resources, news about high school events that are open access <https://conta.cc/ZutpaK6>

**Semi-annual face to face meetings**  
Fall- National Implementers Forum - Chicago, IL  
 Spring - APBS Conference (Washington D.C., February 2019)

**Semi-annual and CoP Webinars** with topics to be identified by membership

Join the APBS Network 1 of 2 ways

1. Registration link:  
<https://goo.gl/forms/M6NKaqTSMKCKnCB33>

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

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# JOIN US ON FACEBOOK

[HTTPS://WWWFACEBOOK.COM/HSNETWORKAPBS/](https://www.facebook.com/HSNETWORKAPBS/)



High School Network for Association for Positive Behavior Support

Write something on this Page...

High School Network for Association for Positive Behavior Support (in our Feed) • Positive Behavioral Interventions and Support Practice in your school

An idea is starting in the next few weeks across the nation this is VERY exciting

Send Message

Education

Community

Write your friends to like this Page

49 friends like this

17 people follow this

10 people should know and 27 other friends like

About

Send Message

Chat (10)

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## Lessons Learned on Implementation of PBIS in High Schools

### Current Trends and Future Directions



TREND TREND TREND

DIRECTIONS DIRECTIONS

EDITORS  
K. Bridget Hanrahan  
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PBIS Positive Behavioral Interventions & Supports

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High School PBIS

Resources

Tool Presentation Publications Training

- Webinar- Tier 3: Organizing for Success
- Webinar- Progress Monitoring Students at All Tiers of Support
- Webinar- Preparing Students for Graduation & Post-High School Success: Linking PBIS with College & Career Readiness (CCR)
- Webinar- Tier 2 in High School: Overview & Setting Up for Success
- Webinar- Tier 1 Implementation for High Schools: Strategies for Success
- Webinar- PBIS in the Classroom: Differentiated Classrooms for High Schools
- Webinar- Supporting Freshman
- Webinar- School-wide PBIS & Bracing Initiatives
- Webinar- CCO Basics: Overview & Exemplars for High Schools

[HTTP://WWW.PBIS.ORG/SCHOOL/HIGH-SCHOOL-PBIS](http://www.pbis.org/school/high-school-pbis)

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