**Consider Context:**

*Implementation in Secondary Schools*

*Hershfeldt, P.,(2018)*

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| **SIZE:** *Have you considered size in terms of…* | |
| **SCHOOL** | **DISTRICT** |
| * The number of adults who need to know the current status of the PBIS Initiative (data updates, practices, acknowledgments/disciplinary actions) and the tasks they are expected to complete (deliver acknowledgement/corrective feedback, remain consistent with discipline policy and practices, teach SW behavior lessons) * The number of resources available for increasing student engagement /outcomes and how can those be incorporated into the PBIS initiative? (clubs, academic supports, sports, extra-curricular) * The number of departments? Administrators on the leadership team? Department chairs? * Quantity of materials/acknowledgements/resources for staff and students? * The number of students who should be receiving behavioral instruction and acknowledgement for desired behavior (all means all). How are you monitoring that? * How does the size or layout of the building make a difference? * Quantity of ODR/Acknowledgment tickets and how to manage that (FTE/resources) e.g., data (1-2 ODR from 700 students each week = 700-1400 ODRs to be entered); acknowledgement tickets should represent 4:1 (e.g. 4 acknowledgments for every 1 ODR). Of course, acknowledgments do not have to be tangible. * Have you considered including the additional services that are available for HS students (e.g., career center, mental wellness providers, security staff, workforce development, …) | * The number of adults who need to know the current status of the PBIS Initiative. Your audience includes multiple stakeholders both within district leadership as well as the local community, key decision makers at the state, political/law makers. * The number of initiatives available for increasing student engagement /outcomes (alignment) and how can those be incorporated into the PBIS initiative? * The number of schools (comprehensive, magnet, alternative...) in your district? Administrators on the leadership team? Consider organizational structures in your district and who needs to be participating in district-level PBIS leadership/implementation team * Resource allocation. Is it equitable between schools? Funding, FTE…. |
| Alignment: [PBIS Alignment Brief](http://www.pbis.org/blueprintguidestools/technical-guide) (listed under PBIS Technical Briefs)  Blueprint: [Blueprint and Self Assessment](http://www.pbis.org/blueprintguidestools/blueprint/implementation-blueprint)  Maryland calculator: [PBIS Maryland](http://www.pbismaryland.org/) (left column, Cost/Benefit Calculator) | |
| **Discussion Questions**  **Objective:** “What stood out for you?”  **Reflective:** “How does this reflect your experience?”  **Interpretive**: “What implications does this have with regards to implementation?”  **Decisional**: “What do we need to explore further?” | |

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| **CULTURE:** *Have you considered culture in terms of the philosophy of the adults?* | |
| **SCHOOL** | **DISTRICT** |
| * How does PBIS align with the beliefs and values of the staff/faculty/students? (We teach academic skills (math, English, foreign language…not behavior) – teacher centered and content driven. * When students don’t understand or demonstrate mastery of an academic skill we re-teach the skill.  Is there agreement we should be doing this for behavior? (as a profession or in your school) * Can we figure out how to ‘keep students in school’ or ‘in my classroom’ as opposed to finding them another location. Can we create an environment in which students are comfortable asking for help (academic and social emotional)? Recognizing one size will not fit all. * Is acknowledging behaviors an acceptable mechanism for changing undesirable behavior? Is punishment used more frequently than acknowledgement? | * Is the district committee committed to using inclusionary practices (teaching expectations, social emotional health, restorative practices) rather than primarily exclusionary options (suspension and expulsion)? * Will the district incorporate guidelines for supports available to students at each tier (MTSS) that incorporate data for decision making (progress monitoring of students, of intervention effectiveness)? * Are there policies that prevent removal of a student without multiple attempts to support student success? (cost of expulsion) * Can HR incorporate questions into the interview of new hires that identify individuals who support this philosophy? |
| Economic impact of expulsion [Economic Impact](https://www.pbis.org/evaluation/evaluation-briefs/economic-costs) | |
| **DISCUSSION QUESTIONS**  **Objective:** “What stood out for you?”  **Reflective:** “How does this reflect your experience?”  **Interpretive**: “What implications does this have with regards to implementation?”  **Decisional**: “What do we need to explore further?” | |

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| **DEVELOPMENTAL LEVEL:** *Have you considered the variance in developmental level of the adolescents in your school?* | |
| **SCHOOL** | **DISTRICT** |
| * How are students being involved in the components of the PBIS initiative? Does your acknowledgment system appeal to ALL students? Is it valued by all? How do you know? Did you have a student voice and the influence of peers in development and implementation? * Youth voice: adolescents developmentally have a drive to be a part of decision making, is this opportunity available to the students in your building? Can it be taught as civic engagement? * Does your staff have a basic understanding of adolescent brain functioning? Impulse vs. planning, Emotional response driven vs logical problem solving, judgment vs risk taking, need for autonomy * Have you considered what a Freshmen needs (success in school) vs a Senior needs (college/career ready behaviors)? | * Are there opportunities to engage students at the district level?   + Present to Board of Education or a student representative   + Generate publications for county-wide newsletter   + Serve on boards outside of the district as representatives of the school(s) (local management boards, Chamber of Commerce, law enforcement meetings/trainings) * How can you ensure that ALL students have representation? (ages, race, gender, creed, sexual orientation, cliques, various SES, disability) |
| Adolescent Brain Research resources: [The Adolescent Brain NIM/NIH](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2475802/)  [Adolescent Brain: unicef office of research](https://www.unicef-irc.org/adolescent-brain) | |
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