

National PBIS Leadership Forum | October 4-5, 2018 | Chicago, IL

A13 - Beginning Implementation in High School: District and Building

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Key Words: High School, Tier I



Stages of 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 /Continuous Improvement	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation. Make it easier, more efficient. Embed within current practices.

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



Springfield Public Schools (Oregon)

- 12 elementary schools
- 4 middle schools
- 2 comprehensive high schools
- 3 charters/alternatives
- 16% of students with disabilities
- 66% students qualify for FRL

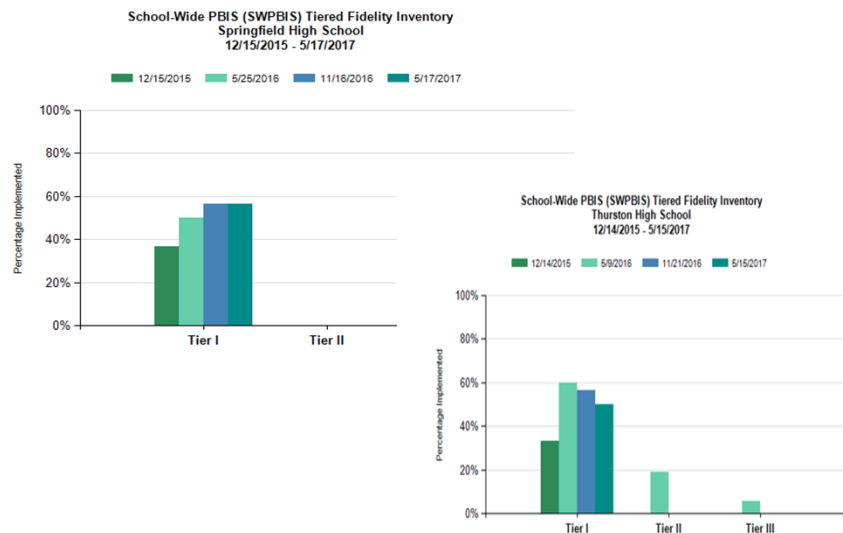


PBIS Capacity

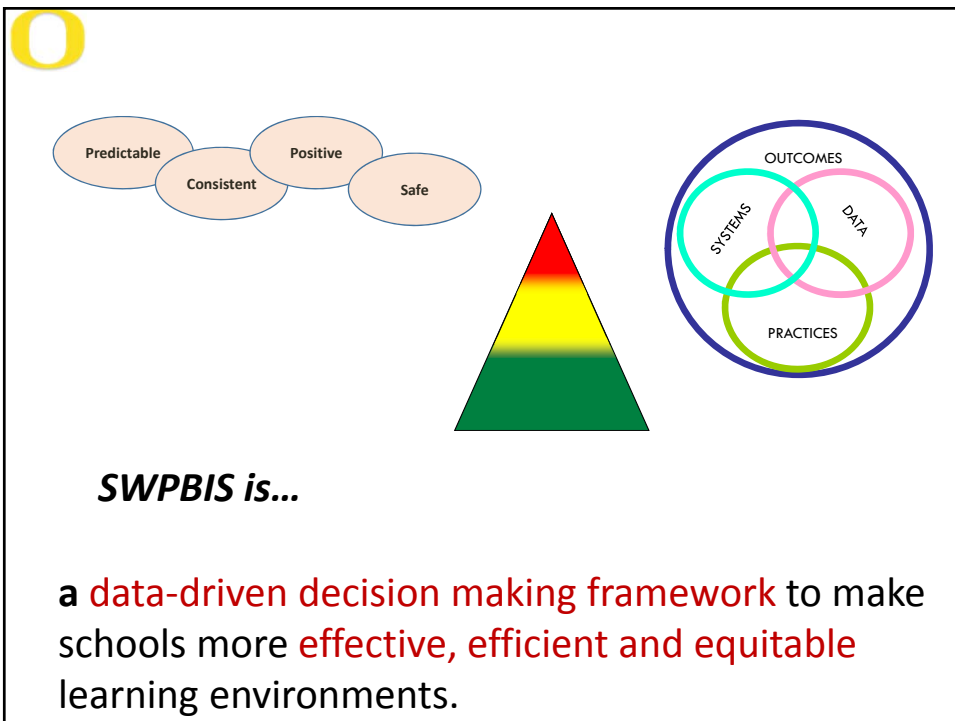
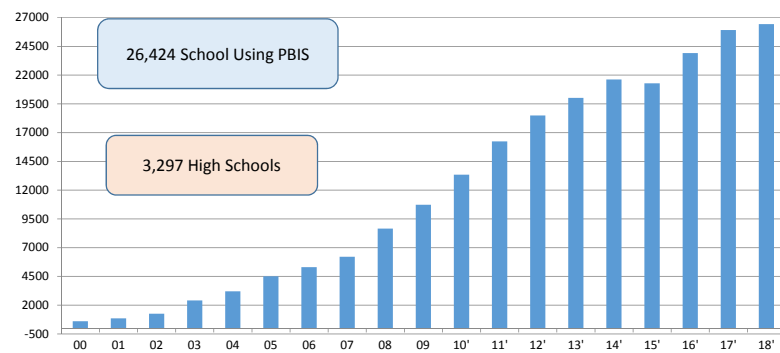
- District Leadership Team
 - 9 members that meet monthly to plan and a coordinator for district-wide implementation
- District level coaches
 - 5 Coaches totaling 2.3 FTE for 19 schools
- 2 training days per building, plus 2 half-day work days with coaching support

	13-14	14-15	15-16	16-17	17-18
Cohort 1 5 schools	Train	Sustain			
		Train	Sustain	Sustain	Sustain
			Train	Sustain	Sustain
Cohort 2 4 schools		Train	Sustain		
			Train	Sustain	Sustain
				Train	Sustain
Cohort 3 3 schools		Train	Sustain		
		Train	Implement	Sustain	Sustain
				Train	Sustain
Cohort 4 4 schools			Train	Sustain	
				Train	Sustain
					Expand
High Schools			Explore	Train	Sustain
Systems Of Support	3 Coaches	Add 2 coaches = 5	Add time to coaches FTE (total FTE 17-18=2.3)		
	District Leadership Team Planning and Coordinating Efforts				

Closer look at SPS High School Fidelity



Schools Using PBIS by Year 2000-2018 (July)



High School is Different: The Challenges to PBIS Implementation

- **Size and Organizational Structure**

- Many adults, many students - building layout
- High staff/student ratio (1: 150)

- **Adult Roles/Expectations and Organizational Culture**

- Administrative structure
- Organization by discipline
- 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**

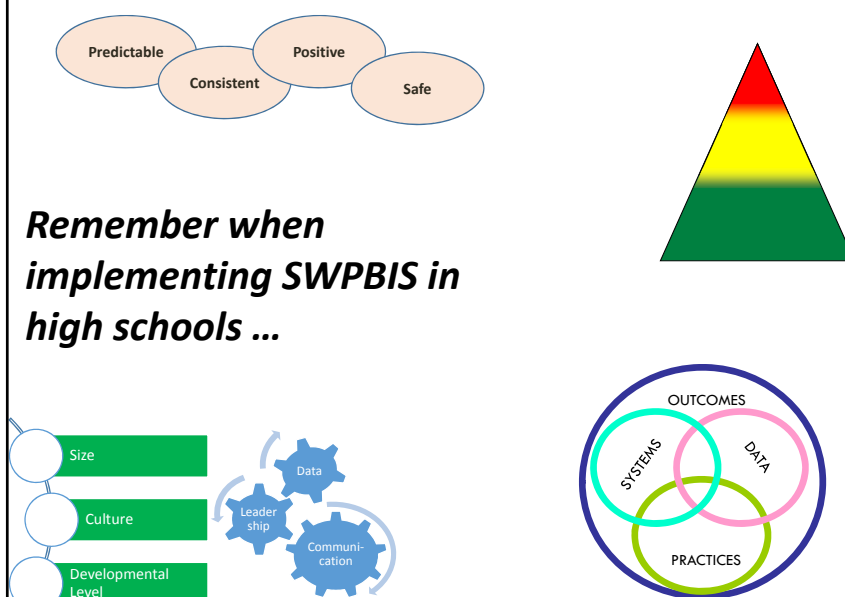
- Impulse vs planning
- Peer vs adult influence
- Emerging self-regulation and autonomy
- Ability to respond to challenges, "set-backs"
- Variability in social support
- Large variability in academic competence
- Large variability in organizational competence

Exploration Discussion:

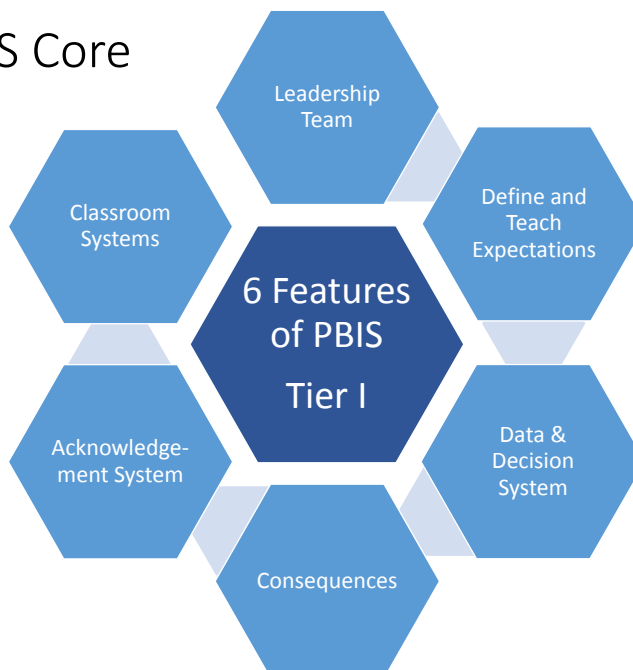
Think of one practice or system you have begun implementing and how it was impacted by these?

What advantages exist for implementation of PBIS in high schools?

***Remember when
implementing SWPBIS in
high schools ...***



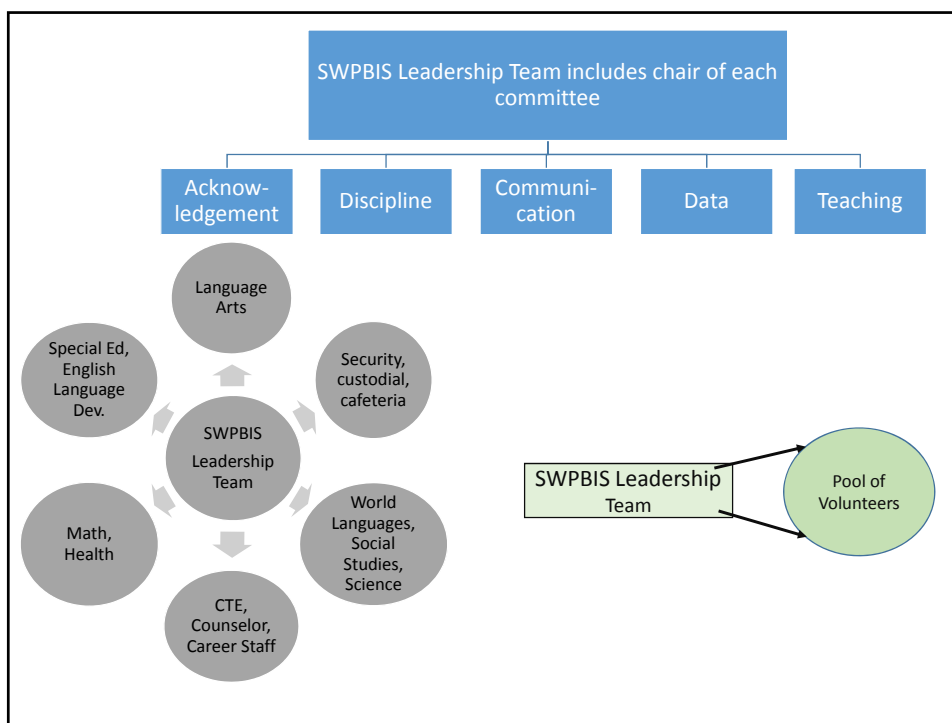
Tier I PBIS Core Features



Leadership Team

Check:
What do you have in
place now?

- ___ Team has people with multiple perspectives and skills to implement SWPBIS
 - *Representation: Targeted Recruitment, "Go to Pool"; multiple subcommittees*
 - *Facilitators: add'l planning period, common planning for co-facilitators, Supported by stipends, FTE, etc.*
- ___ Clear role for students and families
 - *Active student involvement and input*
 - *Re-engage families*
- ___ Clear line of communication and decision making between team and administration
 - *This is what we are thinking; This is what we are struggling with; Can we . . . ?*
- ___ Meetings are scheduled at predictable times and at least monthly
 - *Two 45 or one 90 minute meeting; Use common planning time*
 - *Additional Planning time : Mid year and summer planning days*
- ___ Meetings are effective for action planning and tracking progress
 - *Use agenda and distribute minutes within 3 days*
 - *If admin does not attend responds to items in the minutes within 2 days*



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Building Level Leadership Team

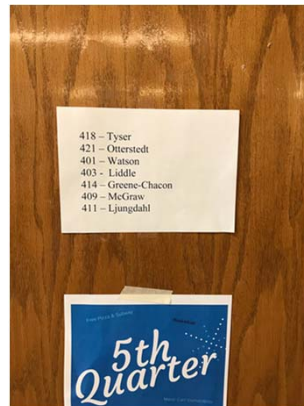
- SHS = 12 members meet monthly for 1hr 15 minutes
- THS = 9 members meet twice per month for 1 hour

Student Driven Leadership Team SHS MOB Squad (Millers on Board)



Designed to promote the school climate and advise the teachers on the PBIS team

MOB Squad 'School Improvement' Activities



- Create and Define Expectations
- Miller Mart line
- Hallway organizer-teacher/rooms/need to be upgraded
- Bathrooms (locks, mirrors, stalls, lighting, paint)



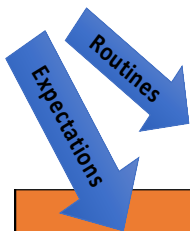

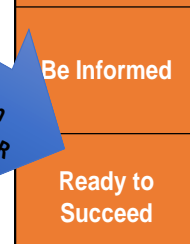
School-wide Behavioral Expectations

Check:
What do you have in
place now?

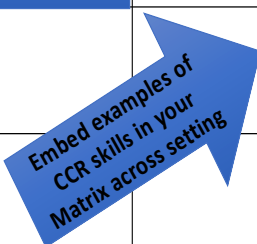
- ___ 3-5 behavioral expectations selected
 - Ensure that there is only ONE set of behavioral expectations
 - Ensure addresses academic and social behavior
- ___ *Develop routines and rules, especially in the classroom*
- ___ Teach the expectations and routines
 - Teaching matrix developed (across locations- assemblies, *athletics*, *open lunch*)
 - Plans built by all faculty & *students* for each major location, including classroom
 - Schedule defined for how to deliver the teaching plans (*student role*; *across locations*)
- ___ Follow-up activities (*e.g., 4-weeks before Winter and Spring breaks, prom, testing*)
- ___ Orientation plan for new students, substitutes and new faculty
- ___ Strategy for informing families

	Grizzly Power In	Learning Environments (Classrooms, Gym, Labs, Auditorium, and Library)	Common Areas (Hallways, Commons, Buses, Parking, Offices, Bathrooms, and Locker Rooms)	Activities/ Athletics (Assemblies, Dances, Field Trips, Sporting Events, Competitions, and Artistic Performances,)
POWER	PURPOSE	<ul style="list-style-type: none"> Set goals Explore possibilities Promote accomplishments Your work and grooming reflects your self-esteem 	<ul style="list-style-type: none"> Treat it like your own Showcase talents Stay focused, know where and why you are going 	<ul style="list-style-type: none"> Contribute support to MHS Community Seek to recognize each person's gifts Appreciate the efforts of others
	OWNERSHIP	<ul style="list-style-type: none"> Value your own work Seek motivation to learn Practice academic honesty Be on time and prepared Find opportunities for input 	<ul style="list-style-type: none"> Take responsibility for your actions Leave things cleaner than you found them Show that safety is #1 	<ul style="list-style-type: none"> Dispose of your litter Own our team or event Support our teams no matter the outcome Use your strengths
	WORK ETHIC	<ul style="list-style-type: none"> Consistently strive to give your best effort to each task Be prepared everyday Look for opportunities to learn 	<ul style="list-style-type: none"> Do your best to be on time Be patient; the halls are crowded Have pride in your surroundings and try to make them even better 	<ul style="list-style-type: none"> Recycle Pick up after yourself Represent yourself and your school well Persistence is reflected in performance
	EMPATHY	<ul style="list-style-type: none"> Value everyone's perspective Look beyond stereotypes Show appreciation of others' strengths and contributions Focus on the positives 	<ul style="list-style-type: none"> Invite others into your group Use non-offensive language Express gratitude and respect Be aware of the impact of non-verbal communication 	<ul style="list-style-type: none"> Pay attention – know what is going on Get involved, show you care Offer encouragement and support Be positive, praise others efforts Identify ways to provide assistance without expecting anything in return
	RESPECT	<ul style="list-style-type: none"> Look and listen to your teacher and other speakers Follow directions the first time Use supplies & equipment safely Be on time – meet deadlines Conform to personal electronics policies Treat yourself and others with courtesy 	<ul style="list-style-type: none"> Use appropriate voice & language Clean up after yourself Keep your locker worthy of pride Gather and step to the side to talk To the right when walking Get and use a proper ball pass 	<ul style="list-style-type: none"> Use appropriate voice & language Cheer don't boo Respectfully listen to the National Anthem Appreciate the effort of presenters Bring your Grizzly spirit Observe the proper protocol for each specific occasion

Rules within Routines Matrix PBIS+CCR

	Cafeteria	Hallway	Bus	Classrooms
Respect		<ul style="list-style-type: none"> *Keep you locker locked *Honor others personal space 		<ul style="list-style-type: none"> *Complete assignments with a professional appearance *Have goals and a plan to achieve them
Responsibility	<ul style="list-style-type: none"> *Monitor your lunch account *Use technology productively and positively 			<ul style="list-style-type: none"> *Be attentive and ready to learn *Keep track of missed assignments and have a plan to make them up
Be Informed			<ul style="list-style-type: none"> *Know and use safety procedures *Cross at crosswalks 	<ul style="list-style-type: none"> *Use course/reading content to answer questions *Self monitor your learning by asking clarifying questions
Ready to Succeed				



Communication: PRIDE Stories



TFI: Walkthrough

- Team “walk through” at multiple times
 - At least 90% of a sample of staff can list 2/3 of the expectations
 - Taught by 50% of a sample of teachers
 - At least 70% of a sample of students can list 2/3 of the expectations



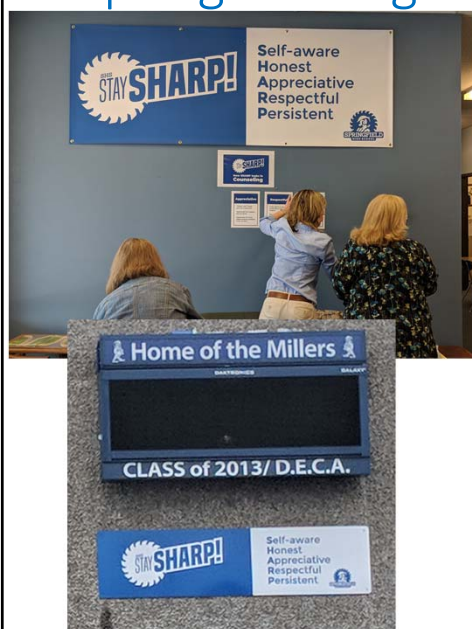
Define and Teach Expectations

- Both schools engaged in a process to revise school-wide expectations to better fit current context.

Thurston High – R.E.A.L. Colts on Campus








Springfield High



Student-generated SHARP Behavior Matrix

Miller Mart	<ul style="list-style-type: none"> +Maintain appropriate personal space +Use appropriate voice volume and language + Walk at all times + Keep doorways clear + Customers in line only 	<ul style="list-style-type: none"> +Keep your place in line and wait your turn +Return lost and found items to office + Use own money + Take responsibility for own actions + Go during appropriate times 	<ul style="list-style-type: none"> +Keep areas clean (pick up trash) +Express gratitude to custodians and other staff +Report spills or messes to staff 	<ul style="list-style-type: none"> +Use appropriate language at all times +Positively greet and associate with other students + Respect school property + Keep hands/property to self 	<ul style="list-style-type: none"> +Return to class promptly + Clean up entire spill
Hallways/ Stairways	<ul style="list-style-type: none"> +Always have a hall pass +Use appropriate doors (in/out) +Keep passing areas clear + Walk on right, at a decent pace + Appropriate PDA + Eyes up (not on phone) 	<ul style="list-style-type: none"> +Use hall passes for what they are intended + Take responsibility for own actions 	<ul style="list-style-type: none"> +Thank custodial staff for their hard work +Clean and/or report any spills + Use manners 	<ul style="list-style-type: none"> +Hands off bulletins and displays +Use appropriate language and voice volume + Hold doors open for others + Avoid distracting classes in session + Keep hall/stair path clear for others + Move to side to talk 	<ul style="list-style-type: none"> +Walk swiftly to your destination and avoid loitering

SPS Define and Teach Expectations

R.E.A.L. Colts 2017-2018 	Respect. R.E.A.L. Colts... <ul style="list-style-type: none"> • Use social media positively. • Respect differences. • Pick up after themselves. • Use respectful language. • All of the above. 	Excellence. R.E.A.L. Colts... <ul style="list-style-type: none"> • Attend class on time. • Attend class everyday. • Encourage peers to attend class. • Remind parents/guardians to excuse absences. 
Excellence. R.E.A.L. Colts... <ul style="list-style-type: none"> • Miss class 1 minute late. • Sign in before service, get a green clip. • Be in class, get green clip signed by teacher. • Students receive green clip in Student Services after class, before the end of the day, on their own time. • 17 tardies each week = Academic Recovery (check after school). 	Advocacy. R.E.A.L. Colts... <ul style="list-style-type: none"> • Speak out against bullying and harassment. • Speak with their teachers about their grades. • Report concerns to adults. • Ask for help from others. 	Leadership. R.E.A.L. Colts... <ul style="list-style-type: none"> • Create a positive environment. • Get involved on campus. • Set a good example. • Volunteer on campus and in the community. 
R.E.A.L. Colts Video 	Keep it R.E.A.L. Colts! 	

Excellence.

R.E.A.L. Colts...

- Attend class on time.
- Attend class everyday.
- Encourage peers to attend class.
- Remind parents/guardians to excuse absences.





Data-Based Decision Making

Check:
What do you have in
place now?

- ___ Team has “instantaneous” access to summarized reports
 - Graphed data
 - Problem behavior includes frequency by behavior, location, time of day and student.
- ___ Data is reviewed by Team monthly for decision making
 - Behavior & Academic Engagement
 - Use of an efficient problem solving process
- ___ Faculty are shown school-wide data regularly?
 - at least every 12 months
 - provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences)
- ___ Team uses fidelity data to gauge implementation of practices at least annually
- ___ Team conducts an evaluation of fidelity and effectiveness
 - Annually
 - Year by Year comparisons
 - Shared with key stakeholders

Data System

• What Data?

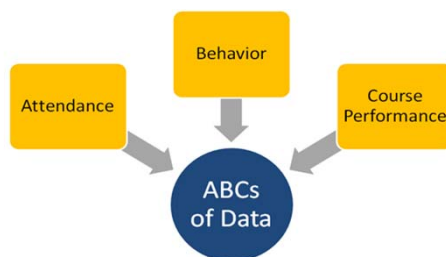
- Outcome - ABCs
- Fidelity
 - SET, TIC, BoQ, etc.
- Implementation
 - Acknowledgements
 - Surveys

• How Access Data?

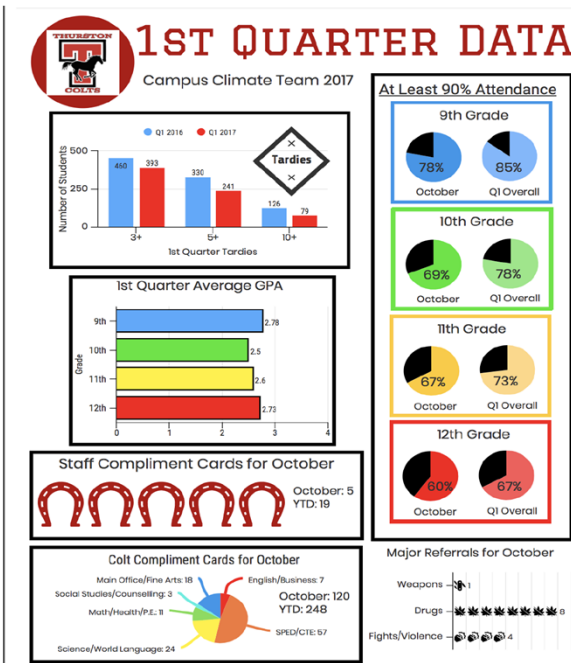
- Point person
- Start simple

• What to Do with it?

- Team Review and use for Decision Making
- Share with Staff and Students
- Action Plan: Make Decisions, Set Goals, Work toward them



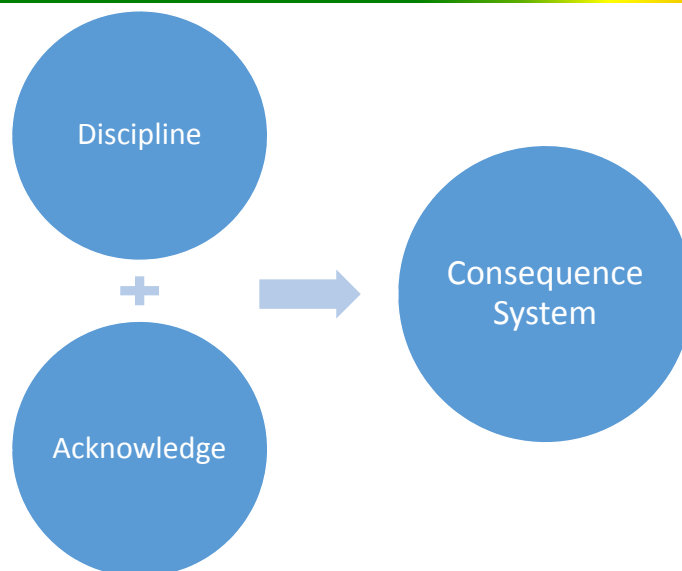
Data Decision Making



What is a consequence system?

A consequence system is a **universal set of procedures**, arranged along a **continuum**, for acknowledging students for meeting and exceeding expectations and disciplining and reteaching students for violating these expectations.

Consequence System



Discipline System

Check:
Which do we have
in place now?

- ___ Formal discipline policy and logic
- ___ Clear definitions for problem behaviors
- ___ Guidelines for responding to problem behaviors
 - Incident referral form with relevant information
 - One-page flowchart outlining staff-managed vs. office-managed behaviors
 - Matrix to clarify warning, minor... expected behaviors
 - Clarification of subjective or major/minor items (e.g., disruptive, disrespect, tardy)
- ___ Professional development plan for orienting all staff and students to the discipline system
- ___ Data-based decision making practices using discipline data
 - Consistency of implementation by staff (Tally by teacher names, Teacher distribution quota)
 - Rate of problem behavior (Tally by grade, ethnicity, subject, etc.)
- ___ School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches

TFI: Walk Through

- Team “walk through” at multiple times
 - At least 90% of a sample of staff can list 2/3 of the expectations
 - Taught by 50% of a sample of teachers
 - At least 70% of a sample of students can list 2/3 of the expectations

<i>Warning/Re-teach</i>	<i>Minor Offense</i>	<i>Major Offense</i>	<i>Expected Behaviors</i>
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 <ul style="list-style-type: none"> • 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	Behavior that stops the learning in class; defiant repetition of behavior following correction	Cooperative behaviors <ul style="list-style-type: none"> • Turn taking • Contributing appropriately to class discussions and activities • Cell phones off & away during

Behavioral Examples	
Classroom-managed (minor)	Office Managed (major)
<p><i>Involve opportunities for teachable moments and minimizing interruption to instruction</i></p> <ul style="list-style-type: none"> • tardiness • running in hallway • missing materials • gum chewing • wearing hat • incomplete classroom assignments, etc. • disrespect • disruption • defiance 	<p><i>Involve school and student physical and emotional safety</i></p> <ul style="list-style-type: none"> • physical fights • property damage • drugs, tobacco • weapons • leaving the school grounds without permission • chronic behaviors not responding to teacher intervention • disrespect • disruption • defiance

What about these examples? ³⁷

Acknowledgement System	
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> Check: Which do we have in place now? </div>	
<p>___ Guidelines for organizing and communicating about acknowledgement system for staff and students</p> <ul style="list-style-type: none"> • Linked to SW expectations • Includes all students across all settings (consider off campus; differentiate across grades) • Determine the criteria and frequency ...layered: daily, weekly, monthly, quarterly, etc. • Group, individual, competition... drawings, large events • Age appropriate acknowledgements – social, tangible, things need,... • Consider BOTH students and staff 	
<p>___ Professional development plan for orienting all staff and students to the acknowledgement system</p> <ul style="list-style-type: none"> • Document systems and practices 	
<p>___ Data-based decision making practices using acknowledgement data</p> <ul style="list-style-type: none"> • Rate receive acknowledgements (Tally by grade, ethnicity, subject, etc.) • Selection of acknowledgements (what selected; what left over) • Consistency of implementation by staff (Tally by teacher names, Teacher distribution quota) • Examine fidelity of implementation 	

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

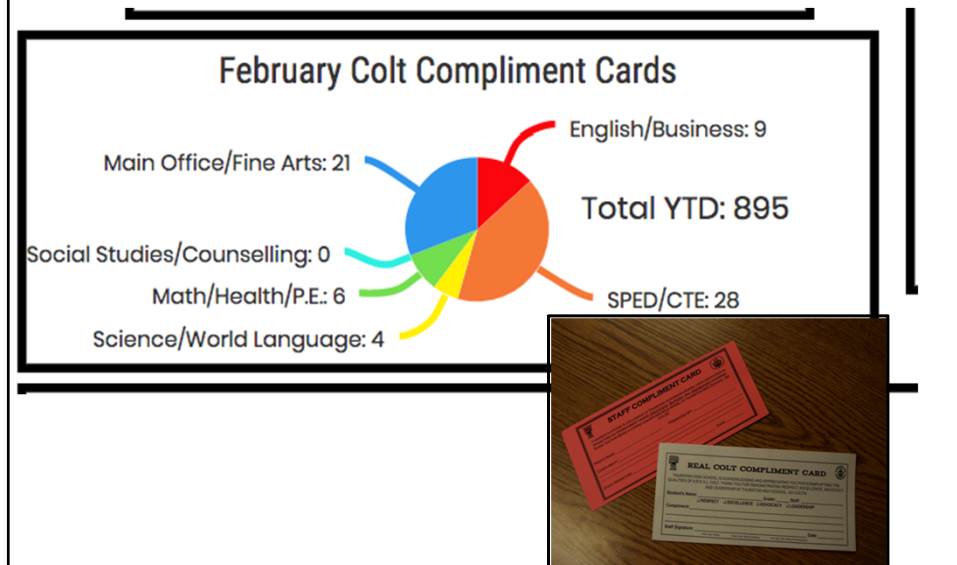
- Money for yearbook, graduation (tangible)
- Special parking privileges (privilege)
- Fast pass at lunch (privilege)
- Recognition at an assembly (social recognition)
- Breakfast bars for attendance benchmark (group; tangible)
- Reserved seating at play (privilege)
- Celebrations (tangible)

TFI Walk Through

- Team “walk through” multiple times by team
 - Used by at least 90% of a sample of staff
 - Used by 50% of a sample of students




Consequence: Acknowledgement



Consequence: Acknowledgement

- SHS student of the month
- Every teacher chooses a student, each month.
- PBIS team gave certificates to every teacher to just fill in name.



Classroom System

Check:
Which do we have
in place now?

_____ Establish Tier I features in all classrooms consistent with SW expectations

- School-wide expectations
- Routines
- Acknowledgements
- In-class continuum of discipline consequences

_____ Support implementation of classroom PBIS practices that may

- Decrease disruption/increase instructional time
- effectively implemented with all students in a classroom
- intensified to support small groups or a few individual students

_____ Professional development plan for orienting all staff to expectations re: classrooms and classroom practices

<https://www.pbis.org/school/pbis-in-the-classroom>

Consistency: It's about the adults

what do
YOU
expect

?

what do
YOU
teach

?

Classroom routines		Routines				
		Lectures	In Class Partner/Group Work	Quizzes/Tests	Attendance	Assignments
Expectations	Be Respectful	<ul style="list-style-type: none">-Use language that promotes understanding and acceptance of all points of view-Use person first language when describing individuals with disabilities-Quiet thumbs and fingers (turn off cell phones, social networking sites, and all other non-course related electronics)	<ul style="list-style-type: none">-Listen to the viewpoints of all group members-Use appropriate language (e.g. person first, culturally respectful, etc.)	<ul style="list-style-type: none">-Maintain a quiet environment during and after assessments-Ethically complete assessments (e.g. eyes on your own assessment, notes put away, etc.)	<ul style="list-style-type: none">-Be early/on time for class-When entering late/leaving early be as quiet as possible	<ul style="list-style-type: none">-Produce assignments with a professional appearance-For group assignments, all members will contribute to assignment completion
	Be Responsible	<ul style="list-style-type: none">-Be prepared to take notes & take notes throughout lectures/activities-Actively participate in lectures by volunteering answers, attending to content, and completing in class assignments/activities	<ul style="list-style-type: none">-Stay on topic-All members actively participate and contribute-Be ready to discuss group conclusions/creations post-activity	<ul style="list-style-type: none">-Complete all assessment questions/activities to the best of your ability-Ask questions on confusing content prior to assessments-If you will be missing an assessment, make arrangements with instructors <u>prior</u> to the assessment time	<ul style="list-style-type: none">-Attend class regularly (always is preferred)-If you will be missing a class, please email instructors prior to that class and reschedule assessments/assignment turn-in prior to missed classes	<ul style="list-style-type: none">-Complete all written assignments according to HuskyCT guidelines-Submit all assignments on time-Submit original work and maintain academic integrity
	Be Informed	<ul style="list-style-type: none">-Complete all assigned reading prior to class-Self-monitor your learning by asking questions.	<ul style="list-style-type: none">-Know what is expected of you/the group during the activity-Use course content and readings to help you/the group complete work-Ask group members for assistance/clarification first, then ask instructors	<ul style="list-style-type: none">-Know when assessments are scheduled and be present-Review in-class content and course readings to prepare for assessments-Ask clarifying questions during assessments as needed	<ul style="list-style-type: none">-If you miss a class, contact a peer for content missed (e.g. notes, assignments, etc.)-Utilize university weather advisory/emails from instructors to monitor class cancellations	<ul style="list-style-type: none">-Read & follow all assignments/rubrics carefully to make sure fully completed work is submitted-Ask clarifying questions and make appropriate adjustments prior to assignment submission



Classroom - SHS

- Each teacher was asked to create a classroom specific SHARP matrix and post it in their classroom.
- Building admin gave them time to work on it during a staff meeting with samples and support from the instructional coach
- Instructional Coach –
 - 2017-18 Focus: support with new teachers (31% new teachers over last 3 years). Observations of positive : negative interactions, helped teacher create and teach classroom expectations based on routines
 - 2018-19 Focus: support veteran teachers with classroom routines/expectations, particularly with independent work time

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Please Complete the Session
Evaluation
to Tell Us What You Thought of This
Session



Beginning Implementation in High School: District and Building

Complete evaluations

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Complete evaluations