

National PBIS Leadership Forum

| October 27-28, 2022

| Hilton Chicago

@PBISForum
#PBISForum

“5F Getting it Started in High Schools”

Presenters:

Patti Hershfeltdt, Center for Social Behavior Supports, Old Dominion University (VA); Mimi McGrath Kato, University of Oregon; Caitlin Peterson & Brian Ruehle, Anne Arundel County Public Schools (MD); Michael Calderone & Melissa Dunne, School District of Philadelphia (PA)

- Topic: High School PBIS
- Keywords: Implementation PBIS Foundations, Administrator

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



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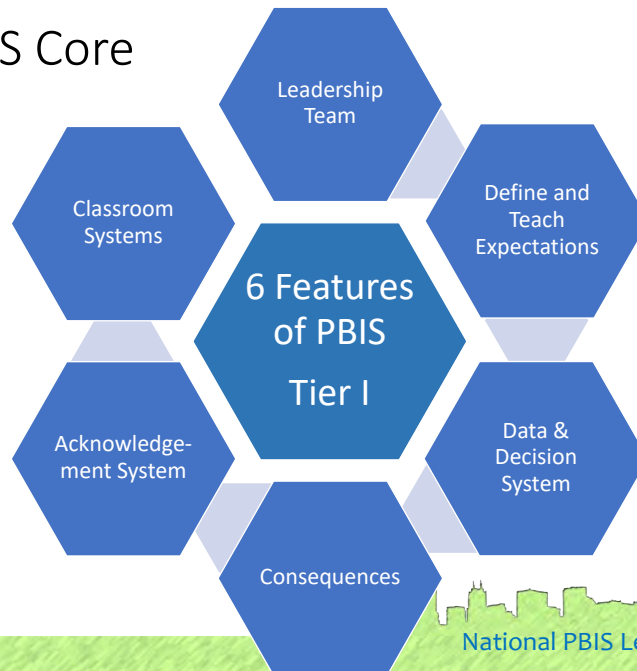
Learning Objectives

1. Explore contextual influences that impact effective
2. Review and reflect on how contextual influences and foundational systems may impact implementation
3. Learn about high school specific resources available to implementers

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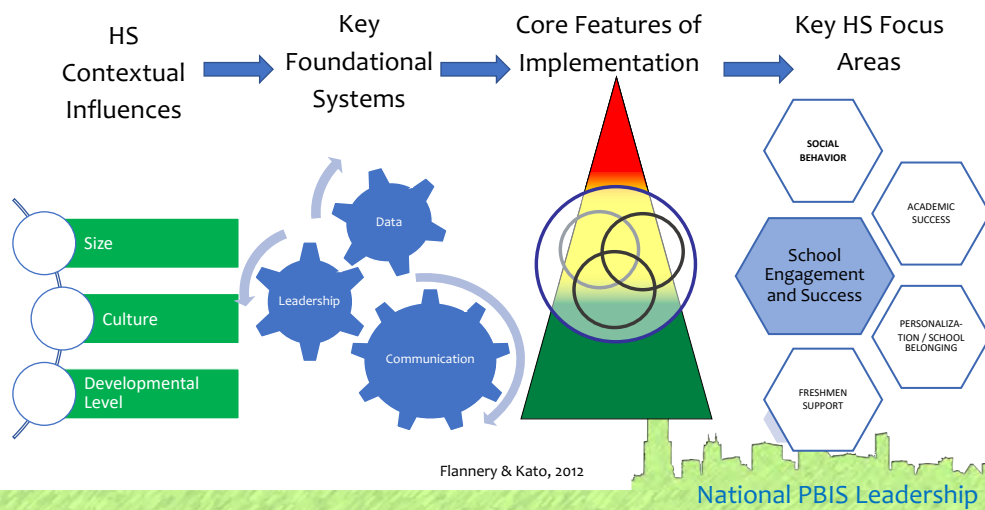
2

Tier I PBIS Core Features



3

High School Implementation of SWPBIS



4



5

Recommendations for Implementation

- Keep doing what already works
- Implement practices that are evidence based
- Always look for the smallest change that will produce the largest effect
- Define what you will STOP doing before adding something new
- Be sure you have a solid system for monitoring fidelity and outcomes



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High School Specific Resources: You are Not Alone

HIGH
SCHOOL
APBS
NETWORK

Monthly High School Think Tanks

- Purpose: Venue to discuss ideas across schools, open format and held monthly



Patti, Stephanie, Ami & Brigid will be your hosts



<https://odu.zoom.us/j/94447417667>
<https://bit.ly/369OHBq>

Padlet

- Purpose: To share ideas across tiers
- <https://padlet.com/pahershfeldt/72s5z5qfsb88t4ze>

2022-2023 SY
Same Times
3rd Friday of the
Month



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We invite you to...

- Join the APBS Network 1 of 3 ways

1. Registration link:

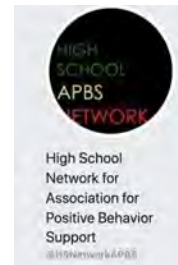
<https://goo.gl/forms/M6N KaqTSMKGKnCB53>

2. Email 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 Facilitated Discussion at the Forum and HS Network Lunch in Jacksonville @ APBS Conf.



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Join us on Facebook

<https://www.facebook.com/HSNetworkAPBS/>



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APBS HS Newsletter Links

April 2020
<https://conta.cc/2yziUZq>

2018
Issue #1
<https://conta.cc/2utpxKC>

Issue #2
<https://goo.gl/7k8ytk>

Issue #3
<https://conta.cc/2Fos0tv>

June 2020
<https://conta.cc/37ZzU8W>

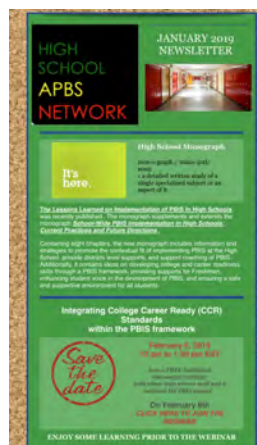
Sept 2020
<https://conta.cc/3cpSQSS>

March 2021
<https://conta.cc/3b7oras>

Sept 2021
<https://conta.cc/3hF1Rc2>

November 2021
<https://conta.cc/3crZ2s8>

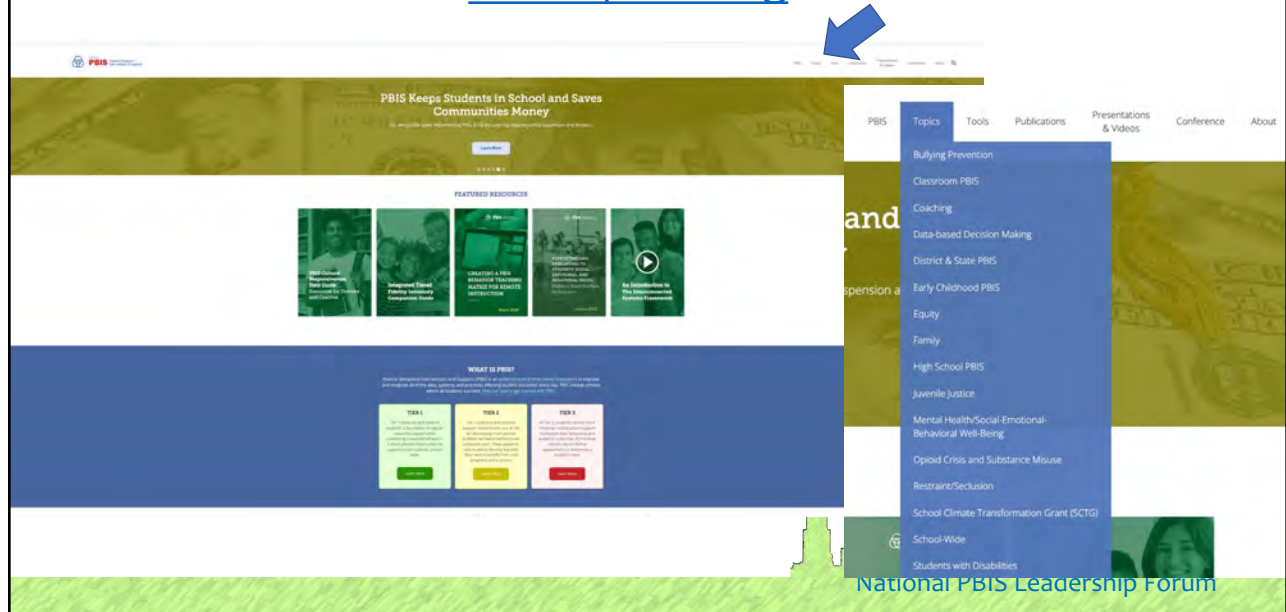
May 2022
<https://conta.cc/39YgcZF>



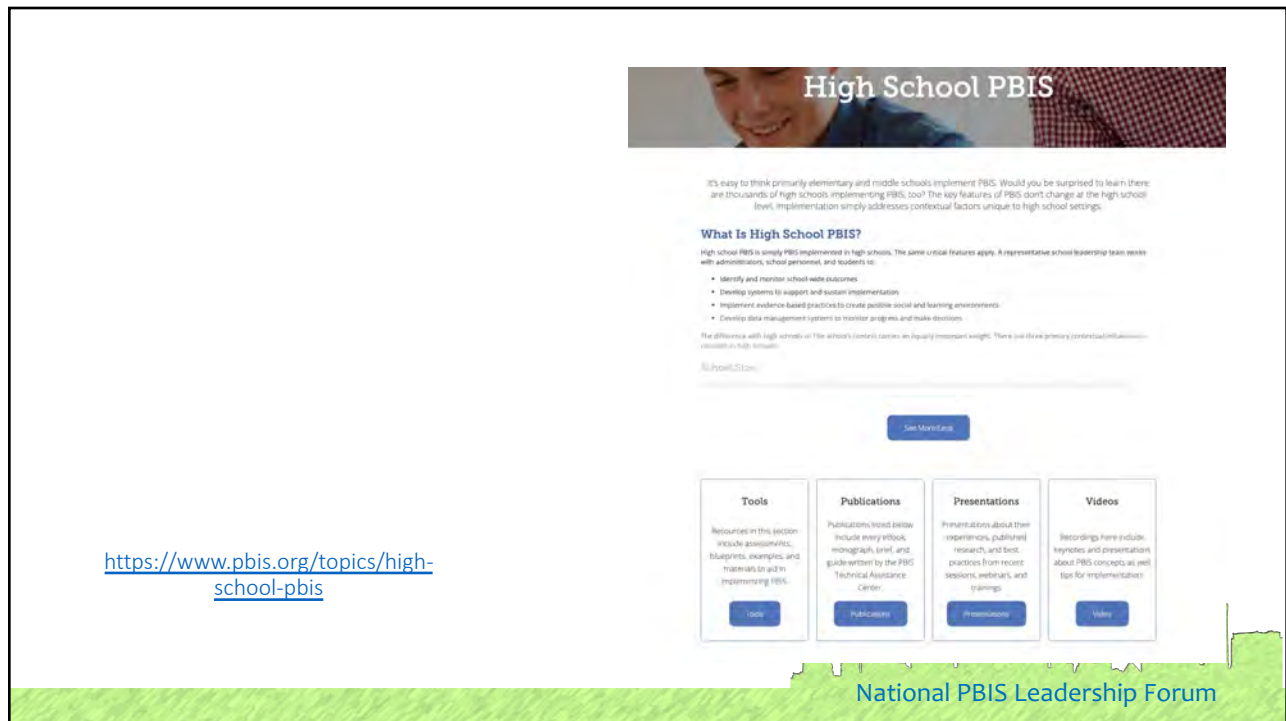
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Center on PBIS www.pbis.org



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High School Monographs

www.pbis.org

Lessons Learned on Implementation of PBIS in High Schools: Current Trends and Future Directions

This monograph was designed to provide information and strategies for emerging topics that can be used as needed by administrators, teachers and support staff to address unique needs of high schools.

Topic: High School PBIS
Published: September 5, 2018
Keywords: Academic Achievement, Implementation
Keywords: Henggeler, S. W., & Horsey, A. (2018). *Lessons learned on implementation of PBIS in high schools: Current trends and future directions*. *Journal of Emotional and Behavioral Disorders*, 26(1), 1-10.
Keywords: Academic Achievement, Implementation

Current Systems

3. District Support
4. Coaching
5. PBIS and CCR
6. Freshman Supports
7. Youth Voice
8. Safe and Supportive Environments

[Lessons Learned on Implementation of PBIS in HS: Current Trends and Future Directions](#)

Monograph on SWPBS Implementation in High Schools: Current Practice and Future Directions

The 14 Center collected a second round of high school SWPBS implementation in the summer of 2018 in Kentucky. This monograph provides a description of the current practice of SWPBS in high schools and a summary of the future directions of SWPBS in high schools. The monograph provides a description of the current practice of SWPBS in high schools and a summary of the future directions of SWPBS in high schools.

Topic: High School PBIS, SWPBS
Published: March 25, 2019
Keywords: Academic Achievement, Implementation
Keywords: Henggeler, S. W., & Horsey, A. (2019). *Monograph on SWPBS Implementation in High Schools: Current Practice and Future Directions*. *Journal of Emotional and Behavioral Disorders*, 27(1), 1-10.
Keywords: Academic Achievement, Implementation

3. Establishing and Maintaining Staff Participation

4. Connecting SW PBIS to Academic Curriculum
5. Data Based Decision Making
6. Secondary and Tertiary Supports

[Current Practice and Future Direction](#)

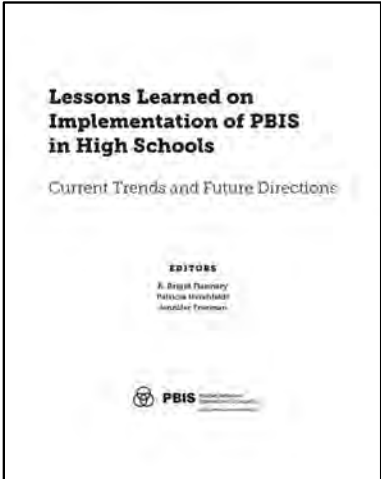
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How can you use the monographs?

Stop and discuss with your team (or jot down some notes) the following:

- How might you incorporate information into your school's prof. learning?
- What chapters might be most useful currently?



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Session 5F– “Getting PBIS Started in High Schools”

Presenters:

Caitlin Peterson and Brian Ruehle

Anne Arundel County Public Schools, Maryland

- **Topic:** High School PBIS
- **Keywords:** Climate, Community, Tier 1, Implementation, Fidelity





Culture and Community: PBIS in a Suburban Maryland High School

 Caitlin Peterson
Assistant Principal
Annapolis High School



Brian Ruehle
School Counselor -DC
Glen Burnie High School



Our Story

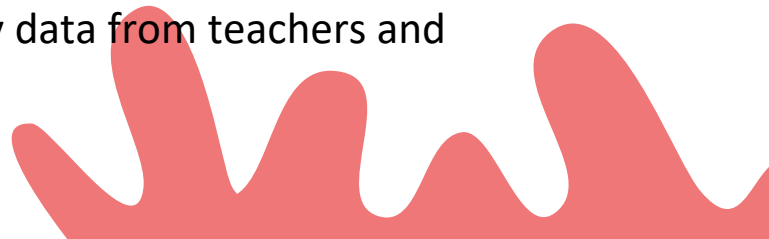
The last two years of education has seen many disruptions in student schedules, learning, and behavioral expectations. Teachers have taken on more responsibility as they balance the regular demands of student learning outcomes and testings requirements with additional technology expectations such as Learning Management Systems (LMS) manipulation and 1:1 device integration into their lesson plans. We found that implementing PBIS and MTSS schoolwide at the high school level and defining our driving behavioral values was a great way to tackle these challenges in a collaborative and data-driven manner. Our primary concerns were soliciting student and staff buy-in and creating an authentic PBIS experience for the high school level.





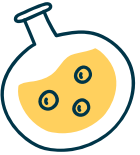
• • • How we implement PBIS at the High School Level

DESCRIPTION: Our school's improvement plan is monitored by four charter teams. As a HOPE charter lead, we focused on implementing the Multi-Tiered Systems of Supports (MTSS) framework, which includes Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), and a Regular Site Team (RST). In addition, the Hope Charter was also responsible for recognizing teachers for their outstanding efforts within the MTSS framework. Charter leads are tasked with monitoring the implementation of these behavioral goals by analyzing student behavioral data, creating walkthrough indicators, and gathering survey data from teachers and students.





Creating and Authentic Experience for Our Community



- What defines us and our community?
- What legacy do we choose to leave behind if our instruction is effective?
- What does an authentic PBIS experience look like at the high school level?
- What positive behaviors are expected of students post-pandemic that will translate after high school?

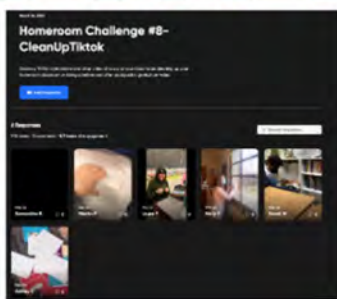


Goals of PBIS at our School

1. Define the core positive behaviors and values held by the school and community
2. Decrease negative student behaviors schoolwide
3. Increase teacher efficacy and job satisfaction
4. Create a shared sense of culture and community on



Gathering Feedback



The GOPHER Acronym was first created with PBIS leadership and our Principal Scott McGuire. We wanted to focus on creating a set of positive behavior expectations that feel authentic with our community. The original version of this was:

Gritty -Organized -Proud-
Healthy

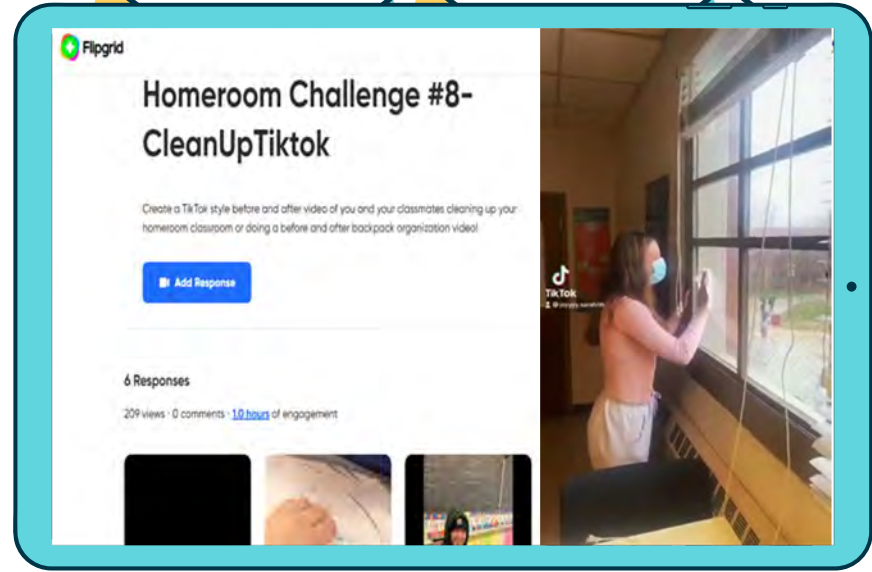
-Empathetic-Respectful

Final
version
after
feedback:



Incorporating Student Voice in the Narrative of #GopherLegacy

Homeroom Lessons create a platform for open cultural dialogue



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When your teacher is on their last bathroom pass.



Branding

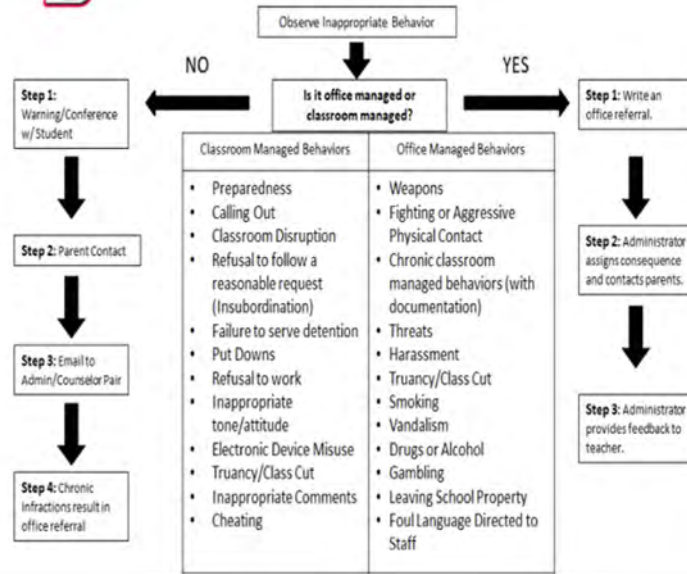
and media assets



Behavioral Management



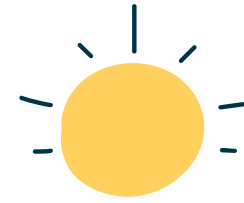
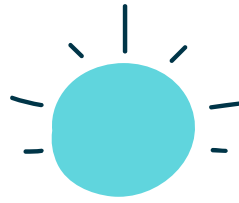
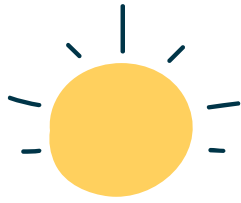
Glen Burnie High School Behavior Management Process



GLEN BURNIE HIGH SCHOOL POSITIVE BEHAVIOR INDICATORS

	BEHAVIORAL INDICATOR	BEHAVIORAL EXPECTATIONS	STRATEGIES TO PROMOTE POSITIVE BEHAVIOR
G	GENUINE	EXHIBITING SINCERITY, DETERMINATION, AND INTEGRITY TOWARD UPHOLDING THE TRUTH	<ul style="list-style-type: none"> IDENTITY (APPEARANCE—GROOM & PERSONAL HYGIENE) PROFESSIONAL APPEARANCE "OWNING THE APPEARANCE" SOBERITY (ABSTAIN) PROUD/PROUD CHIEFS WELL-ORGANIZED
O	ORGANIZED	DEMONSTRATES A HARD-WORKING, SELF-MOTIVATED, AND GOAL-ORIENTED APPROACH TO THEIR ACADEMIC PURSUITS	<ul style="list-style-type: none"> KNOWS AND MANAGES TIME EFFECTIVELY COMPLETES EVERY ASSIGNMENT NOTE-BOOK STRATEGIES
P	PASSIONATE	DISPLAYS A SENSE SCHOOL PRIDE AND SELF-CONFIDENCE BY TAKING CARE OF THEIR PHYSICAL ENVIRONMENT, PERSONAL APPEARANCE, AND LEGACY	<ul style="list-style-type: none"> PARTICIPATES IN SPORT TEAMS AND SCHOOL EVENTS PICKS UP TRASH OR PARTICIPATES IN BULKY DEBRIS PROJECTS PROFESSIONALLY DRESSING AND BEING OF SCHOOL PRIDE PRESSES FOR SUCCESS PROMOTES A POSITIVE IMAGE OF THE SCHOOL
H	HEALTHY	ACTIVELY WORKS TOWARD PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL WELLNESS	<ul style="list-style-type: none"> DRINK WATER SELF-CARE STRATEGIES COMMUNITY CHOICES BY HELPING OTHERS FEEL BETTER REFLECTIVE JOURNALING KNOWS HOW TO MANAGE STRESS EFFECTIVELY
E	EMPATHETIC	COURAGEOUSLY ADDRESSES IMPLICIT BIAS, PROMOTES FAIRNESS AND EQUITY, AND PRACTICES SOCIO-EMOTIONAL INTELLIGENCE	<ul style="list-style-type: none"> ACTIVELY LISTENING TAKING IN A DIFFERENT PERSPECTIVE STANDING AGAINST BULLYING OPENLY LISTENING HELPING AND SUPPORTING OTHERS BEING APPROPRIATE, APPROACHING, AND ASKING
R	RESPECTFUL	SOCIAL INTERACTIONS ARE MUTUALLY RESPECTFUL AND POSITIVE WITH STUDENTS AND STAFF	<ul style="list-style-type: none"> COMMUNITY CHOICES & CREATING ONE ANOTHER BY NAME BEING PROUD OF THEIR SCHOOL AND COMMUNITY PROFESSIONAL GREETINGS AND POSITIVITIES ARE CONSIDERATELY PRACTICED AND ACCEPTED

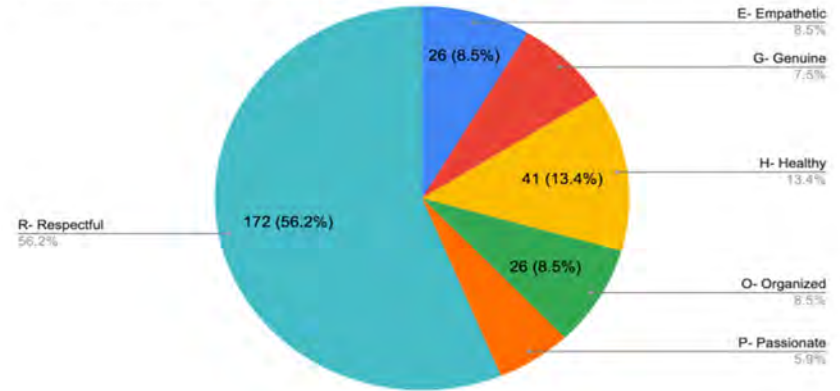
Data-informed Decision-making



DATA COLLECTION: Data used to monitor implementation will be taken from school-wide Information System (SWIS), Powerschool, and Google Form survey data.

- Staff choice on decision of charter team
- Pre/Post data collection of student understanding of the GOPHER PBIS Initiative
- Homeroom attendance data collection
- Anecdotal staff data collection (Family Reunion and Homeroom Satisfaction)
- Discipline Data collection monthly through SWIS Data collection and Powerschool
- Implementation Phases Inventory (IPI) Self assessment

Which indicator do you believe is the most important in creating a positive school climate? (Student Survey Results 2.4.22)



HOMEROOM CHALLENGES AS A DATA-INFORMED PROCESS



Homeroom Challenge Tasks					
G GENUINE	1 O ORGANIZED	9 P PASSIONATE	2 H HEALTHY	3 E EMPATHETIC	R RESPECTFUL
<ul style="list-style-type: none"> Community Circle GBHS Review Video Write a school song Dinner Table Talks 	<ul style="list-style-type: none"> Creating a due date calendar Homeroom escape room AVID Binder Check Submit screenshots of organized Google Drive Practice sending an email Gopher Book Passports 	<ul style="list-style-type: none"> School Colors Competition Create a poster that demonstrates school pride Marine Challenge Gopher Gear Challenge Polar Bear Plunge Registrations Spirit Week Participation 	<ul style="list-style-type: none"> Walk, jog, or yoga Pushup Contest Stay Hydrated-Water Tracking Submit a healthy recipe or health tip of the week No phones challenge for homeroom Coloring book Create a brain break demonstration video 	<ul style="list-style-type: none"> "Build up others" exercise Write an anonymous compliment to a classmate or teacher Food/Clothes Drive 	<ul style="list-style-type: none"> Area Beautification Who can collect the most trash throughout the school day Attendance Challenges Tardies Be nice notes (acknowledge someone!)



GOPHER BLOCK- INTERVENTION PERIOD MONITORING



Topics of Discussion

Stadium Incentive

Academic Block Incentives

Barcode Scanners

Student Feedback Survey

COME ON IN! MY GOPHER BLOCK IS OPEN!



MY ROOM CAPACITY IS: _____

SORRY! MY GOPHER BLOCK IS CLOSED!
WE HAVE REACHED THIS ROOM'S CAPACITY.

PLEASE FIND ANOTHER OPEN LOCATION.



MY ROOM CAPACITY IS: _____





Thanks!

Brian Ruehle-
bruehle@aacps.org

Caitlin Peterson-
cepeterson@aacps.org

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Twitter!



Frankford High School

Philadelphia, PA



2 dead, 9 people wounded in Philadelphia shootings, including a quadruple shooting in Frankford

Four people were shot on the 5300 block of Charles Street in Frankford on Friday evening, and a 6-year-old boy was grazed by a bullet in North Philadelphia in the afternoon.

Frankford High School Student Shot 3 Times On Way To School, Police Say



NEW YORK TIMES
Two Men Shot While Driving In Frankford
Both Victims In Stable Condition Right Now
6:02 42°
03
3 CRAFTING

2 Shot While Driving In Frankford, Police Say

City police are investigating after they say two men were shot while driving in their vehicle this morning.

JAN 11, 2017



Philadelphia Police: 18-Year-Old Woman Shot In Face In Frankford

The shooting occurred just before 8 a.m. on the 1500 block of Pratt Street.

JAN 10

Philadelphia Police: Suspect Arrested After Double Shooting Inside Frankford...

The shooting occurred just after 7:30 p.m. on the 1500 block of Arrott Street inside a neighborhood market.

JAN 23



- 1 in 71 people in the 19124 zip code will be the victim of violent crime
- 2nd busiest Police District in the City of Philadelphia

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The Philadelphia Inquirer

EDUCATION

'You guys are unicorns,' Ya Fav Trashman tells Philly high school grad

Frankford High School's new lab aims to prepare students for solar energy jobs

The educational tool will provide the foundational training necessary for entering an expanding workforce

NEWS

A federal college-access program, available at five Philly schools, to expand to Frankford High with \$5 million

NEWS

Mayor Kenney's community school proceeds

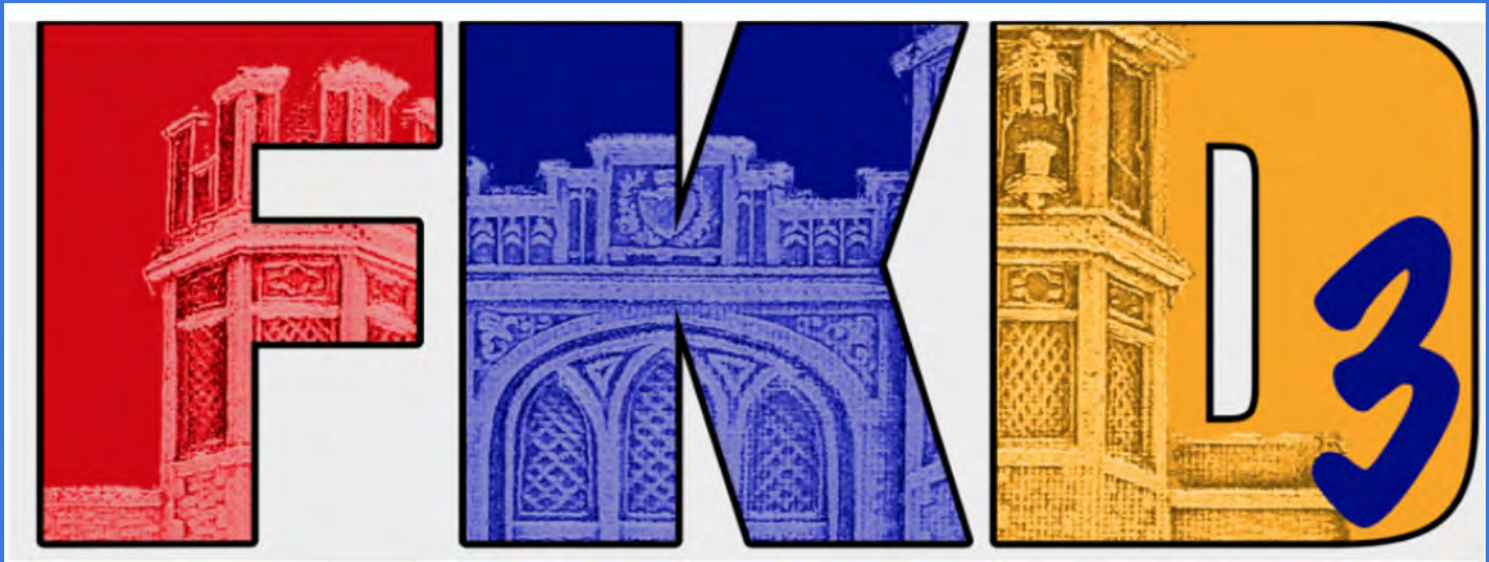
Each community school gets more for 20 community schools for the 2

New drone program takes flight at Frankford High School in Northeast Philadelphia

	Number of Students	Percent*
Total Enrollment	906	-
Male	552	60.93%
Female	354	39.07%
Race: African American	392	43.27%
Race: Latino	419	46.25%
Race: White	45	4.97%
Race: Other/Multicultural	42	4.64%
Race: Asian	5	0.55%
Race: American Indian	2	0.22%
LEP	208	22.96%
Special Education	-	-

Our PBIS Journey

- Began in 2017
 - Used paper slips for acknowledgement
 - Had t-shirts for prizes
- Official PBIS certification (year 2 of 3 year process)
 - PBIS Rewards App
 - School store
 - Clothing
 - Snacks
 - Gift cards



* Focused * Knowledgeable * Determined

Staff Training & Buy-in

- Staff has minimum daily point goal
- Whole staff trained prior to students beginning
- Staff point distribution monitored weekly
- Top point distributor named monthly for parking spot
- Staff earns points and can cash-in in the “Teacher Store”



Student Kick-off & Buy-in

- Orientation week, all students learn about program
- Posters in every area of building
- Stream on hallway TVs
- Bulletin boards post all upcoming events



Pioneer Days

- **Monthly Student v Staff events**
 - **Dodgeball- September kick-off whole school**
 - **95% attendance requirement October-June**



Pioneer Days



"If you can dodge my class, you can dodge a ball"



Responsiveness

- **Change of wording from Expectations to Norms**
 - **Director of Equity and Inclusion on PBIS team**
- **Focus on inclusivity of all students**
 - **English/Spanish posters/presentations**
 - **Student PBIS team**
 - **Representative from every grade level, ESOL and Low Incidence**
- **Social Emotional Learning monthly themed lessons and assemblies**



Data & Overall Implementation

- **Skewed Data due to pandemic**
 - **2019/2020 first “full year” Pioneer Day and implementation**
 - **Left school March 13th**
 - **2020-2021 Full virtual year**
 - **2021-2022 No Pioneer Days or School activities due to COVID protocols**
 - **2022-2023 Full implementation began on the 1st day of school!**



Please Complete this Session's Evaluation

10/28/22

5F – Getting PBIS Started in High Schools

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

Evaluations are **anonymous!** We send reminder emails to all participants.



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