

Preparing for Acknowledgement Systems for PBIS in Secondary Schools

2017 Kansas MTSS Symposium

Hank Bohanon
hbohano@luc.edu
<http://www.hankbohanon.net>
<https://twitter.com/hbohano>
<https://www.facebook.com/hank.bohanon>

We All
Need
Support



Hang in there!



Powerpoints: Enduring Understandings

Prepare our **staff** for implementation

Help our **teams** work together

Be efficient and effective with our **time**

We need to **use data** to plan for interventions

Essential Questions

- How do you **prepare systems** to enhance the support in your environment
- How do you **organize personnel** in ways to support to enhance the support in your environment
- What are effective ways to **encourage teams** to work together efficiently and effectively?

Essential Questions

- What are effective methods to **consolidate actions** and activities
- How can teams convert **data** to a plan of action

Outline

Enduring Understanding:

- Prepare your staff
- Develop teams
- Prioritize efforts
- Organize multiple data sources

Thank you!

- Kansas Technical Assistance System Network (TASN)
- Beth Clavenna-Deane
- Brad Schwartz, TASN

Thank you!

- “Systematic Analysis and Model Development for High School Positive Behavior Support” Institute for Education Science, U.S. Department of Education, Submitted with the University of Oregon. Awarded 2007. (Q215S07001)
- “Character Education: Application of Positive Behavior Supports” to U.S. Department of Education, Safe and Drug Free Schools. Awarded 2007. (R324A070157)

Key Principles

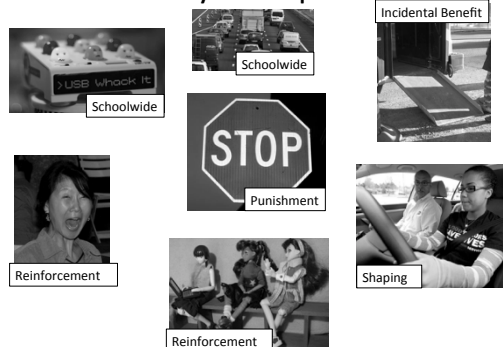
When did you get in trouble when you knew better?

MTSS: 4 Domains of School Climate

Safety	Physical Environment	Teaching and Learning	Interpersonal Relationships
<ul style="list-style-type: none"> • Behavioral Expectations • Health & Wellness Expectations • Sense of Physical Security • Sense of Social-Emotional Security 	<ul style="list-style-type: none"> • School Connectedness & Community Engagement • Physical Surrounding 	<ul style="list-style-type: none"> • Support for Learning • Social Skills Development • Student Engagement & Self-Direction 	<ul style="list-style-type: none"> • Respect for Diversity • Social Supports for Students • Leadership • Professional Relationships

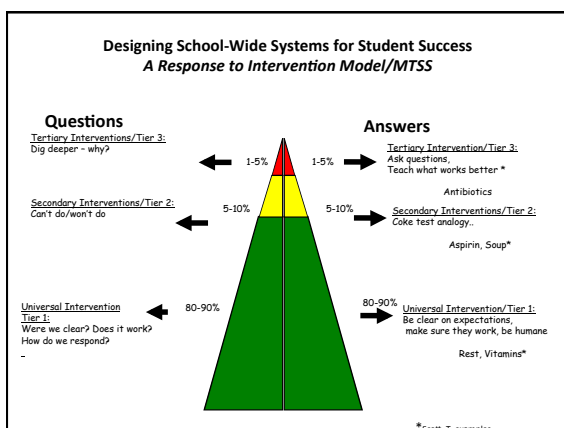
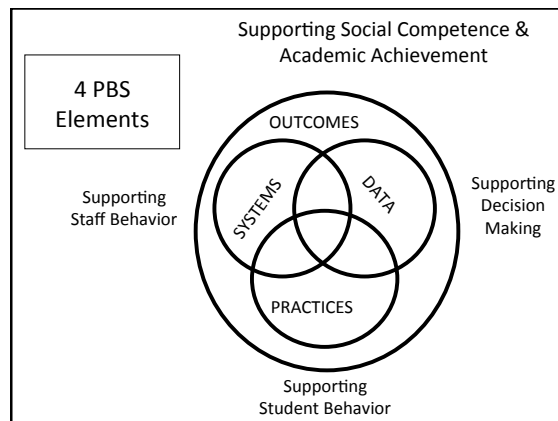
(Vermont Agency of Education, Accessed July 27, 2016)

Key Principles



Activity

- While music plays, walk around
- When music stops, find partner
- Discussion
 - When did you see examples or non-examples of implementation practices? (P. 9 of Handbook)



Buying a car



- List out the steps you took last time you bought a car...

bestig.blogspot.com

Steps



Consider Needs



Research



Sample



Sign Up

Implementation

- Exploration and adoption – *buy in, urgency*
- Program installation – *team, roles*
- Initial implementation – *piloting, examples*
- Full operation – *changing staff roles (some/all)*
- Innovation – *use credibility, codifying roles*
- Sustainability – *new leaders, share with all*

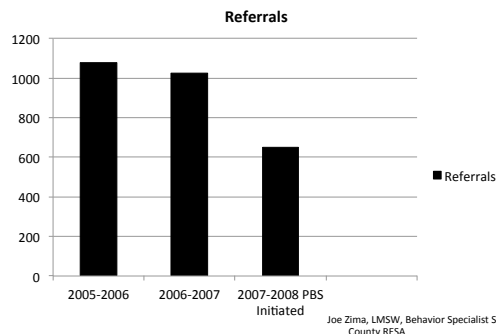
(Kotter, 1995; Blasé, Fixsen, Sims, & Ward, 2015)

Exploration Examples From 4 High Schools

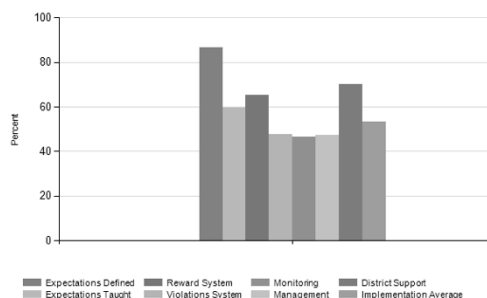
- **Communication - timeliness**
- **School climate**
- Efficient meetings
- Integration of PD
- Work with PLCs
- Define academic and behavior expectations
- Use data for decisions
- Braid initiatives
- Align administrative supports with strategies
- Students within special support needs
- **Need for increased school spirit**
- Distribute roles
- Parental involvement

See example of questions: <http://www.hankbohanon.net> (Resources tab)

Show Similar Example



SAS School-wide System Subscale School



PBS Self-Assessment Survey – www.pbis.org

Designing School-Wide Systems for Student Success A Response to Intervention Model

Academic Systems

Tertiary Interventions/Tier 3:
 *Young Leaders
 *National Honor Society: Eyes on the World
 Secondary/Tertiary-SLC teams

Secondary Interventions/Tier 2:
 Secondary/Tertiary-SLC teams
 AVID: Mentor Moms
 Credit Recovery
 After School Matters
 ELA
 Summer School/First Year Connection
 Gear-Up

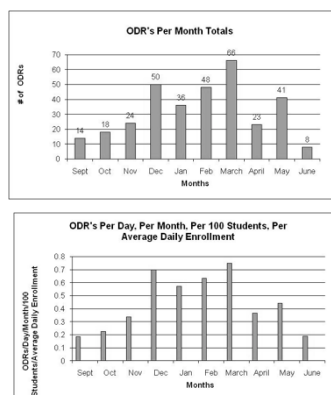
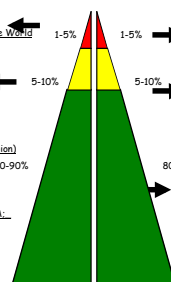
Universal Intervention/Tier 1:
 In-House Tutoring, Summer School (First Year Connection), ASPIRA, Service Learning, Attendance and Tardies, SLC PARR: First Year Seminar

Behavioral Systems

Tertiary Intervention/Tier 3:
 - Assessment based... Wraparound

Secondary Interventions/Tier 2:
 - AVID: After School Matters
 - ELA Gear-Up
 - Summer School/First Year Connection
 - In-House Tutoring- Mentor Moms

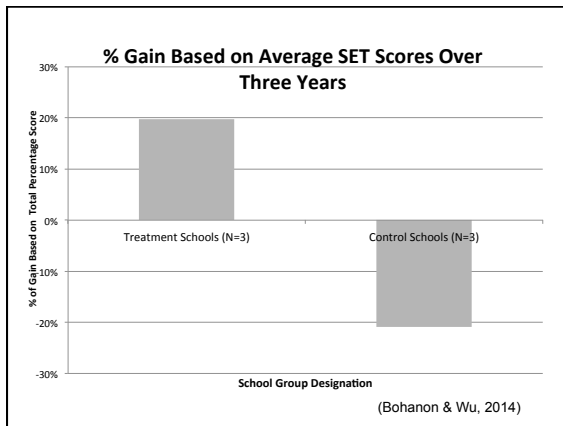
Universal Intervention/Tier 1:
 - PARR
 - Attendance and Tardies
 - Small Learning Communities (SLC)



What are our priority months for support?

Build Case with Data: Create Urgency (Kotter, 1995)

- Writing a referral is not a bad thing, it is necessary!
- We hope you have fewer reasons
- Instructional time given to referrals (20 Minutes per referral)
77,400 Minutes = 1,290 Instructional Hours



Question

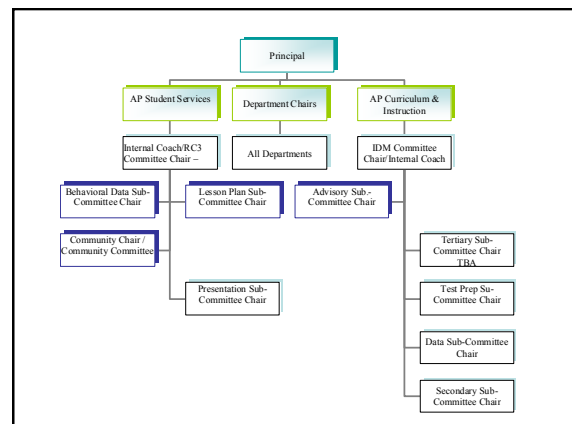
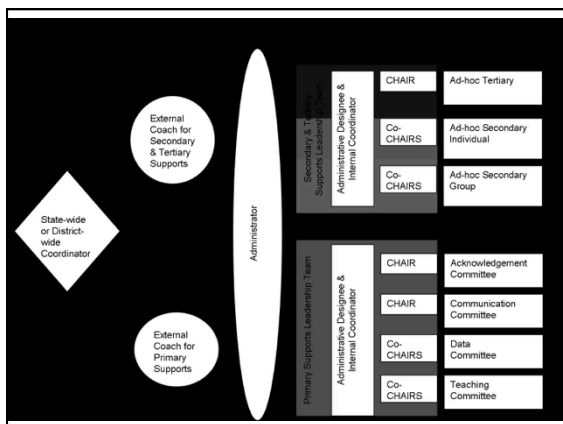
- Given these example, what are some ways you can “ask before you tell” to obtain, maintain, or increase buy-in from staff/schools?
- See page 24 of Handbook, steps 1-4

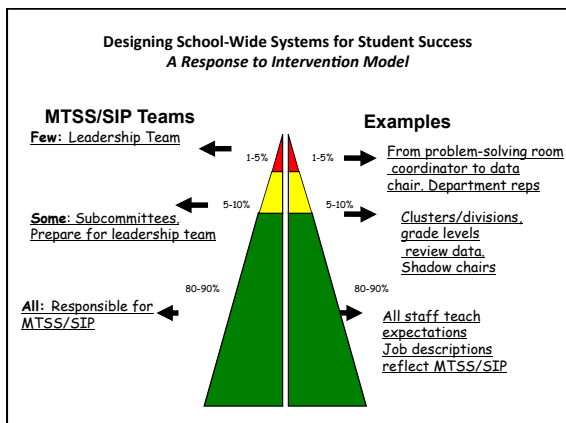
Effective teams in school settings



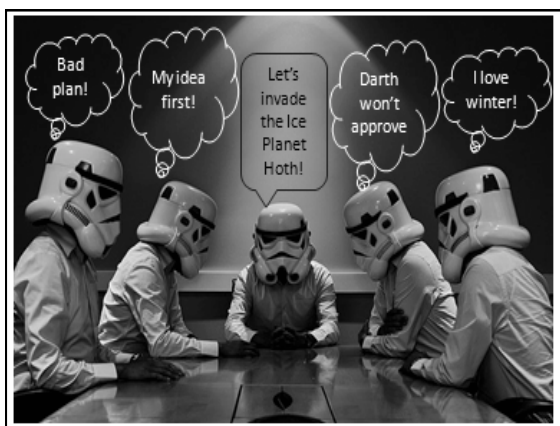
Duck video

Possible Structures for MTSS





Model Positions Document			
Building Based Staff			
School Liaison	Administrator who oversees functioning and makes administrative decision for all tiers of MTSS within the building (e.g. attends meetings, allocates resources)	10 hours a month	Sara,
Internal Coordinator (Primary Support Leader Team)	Internal staff who can lead staff, with support from the External Coach, in implementing MTSS schoolwide academics and behavior practices, run meetings and oversee sub-committees	10 hours a month	Sara
Acknowledgement CHAIR	Lead the acknowledgement of student and staff behavior for schoolwide efforts, sub-committee in planning for celebrations and reinforcement systems within the school, meet with internal coordinator 2 times a month	8 hours a month	Terry
Acknowledgement Sub-committee	Facilitate schoolwide acknowledgment activities, including design and implementation.	4 hours a month	Janet



Effective Meetings

- Scheduling and communication
- Creation and use of an agenda
- Meeting begins and ends on-time
- Keeping the meeting on track
- Action plan/delegating tasks
- Meeting Participation
- Dissemination of meeting notes

See examples: Herding Cats, Bad Meetings, Action Plans, Sample VT agenda
Rate yourself – handbook

FARR meeting guidelines	
<p>Please avoid:</p> <ul style="list-style-type: none"> • Discouraging participation of others (in and out of meetings) • Eye rolling, finger pointing, loud or aggressive tone of voice, "snapping" • Dominance of one voice when discussing an item • Sarcasm • Straying from the agenda • "Venting" or storytelling • Bringing up individual names when discussing a negative example (students or staff) • Acting as a spectator (no real participation) • Making judgmental or intimidating comments (eg. "That's a bad idea") • Allowing a disagreement to escalate or take up more than five minutes of meeting time 	<p>Please do:</p> <ul style="list-style-type: none"> • Leave each meeting with a task to do and report back on the next time • Stick to the agenda • Start and end on time • Be aware of paralanguage (facial expressions, tone of voice, etc.) and its impact on meeting climate • State any barriers or concerns respectfully, and accompany them with a suggestion for improvement • Be sure multiple voices are heard ("share the mic." And ask for input) • Limit discussion to task completion • Designate a note taker • Honor the direction of the facilitator (Grace B.) • When giving feedback, acknowledge the idea without negative adjectives, then offer an alternative

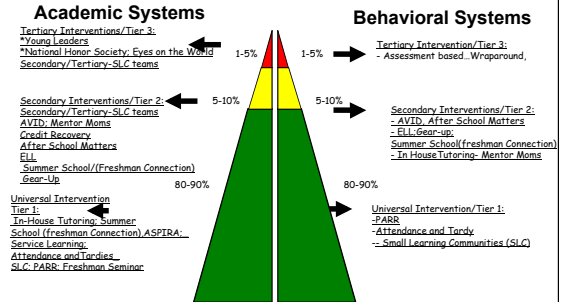
Possible Structures for MTSS

Who is/could be on your core universal team?
How do you assign roles?
How are responsibilities distributed?

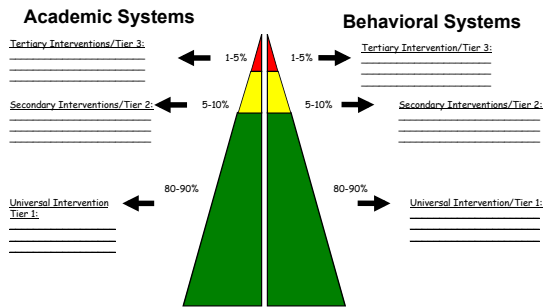
Work smarter and effective teams in school settings



Designing School-Wide Systems for Student Success A Response to Intervention Model



ACTIVITY Designing School-Wide Systems for Student Success A Response to Intervention Model



See example

Working Smarter (Sugai, 2008)

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

Working Smarter

- Complete one triangle for universal support
- If time, complete one row of the working smarter table

Preparing Data for Decisions

Video – Sales are up

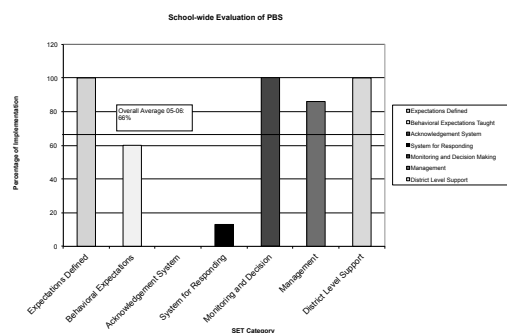
Data

- See Handout – Key ideas for schoolwide data – where are you?

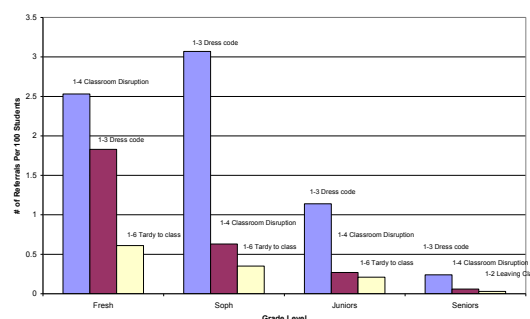
Question

- *If these were your data, how would you respond? (see workbook)*

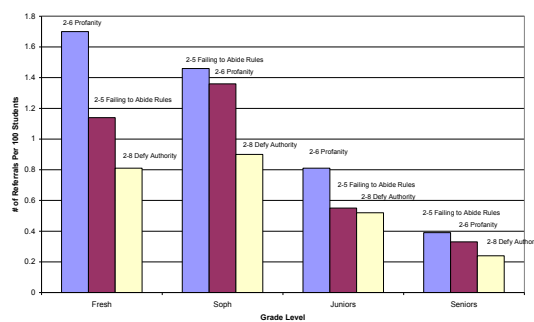
SET Data School 2 (year 1)



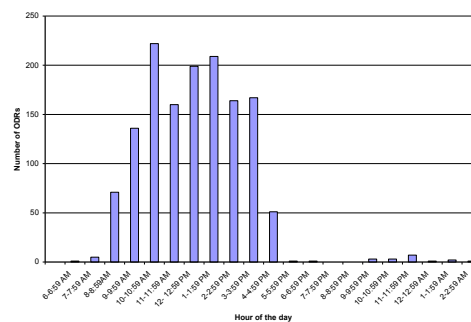
Top 3 Minor Infractions by Grade Level Per 100 Students



Top 3 Reasons for Major Referrals Per Every 100 Students



ODRs by time



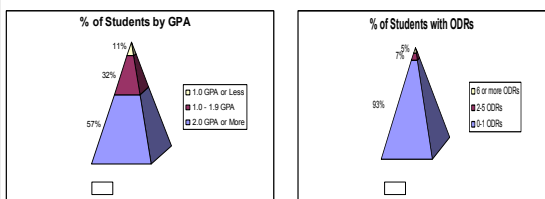
Priorities

- Teaching, Acknowledging, Redirection training for teachers of first year high school students
- Orientation for first year high school students
- Circuit training for staff during opening of school
- School store opens and training provided for staff

Factors

- Graduation
 - Passing Year 9 English, Algebra 1
National High School Center, National Center on Response to Intervention, and Center on Instruction (2010)
 - 8th-9th grade GPA and attendance > 80%
(Burke, 2015; Link: fb.me/7sCFLI2QD)
 - School Connectedness – lack of leads to
 - use substances
 - engage in violence
 - initiate sexual activity at an early age
McNeely, Nonnenmaker, & Blum (2002)

Deciding the Level of Intervention



Staff Google Document

Plus 10 Challenge

File Edit View Insert Format Data Tools Help All changes saved in Drive

	C	E	G	H	I
	FIRST NAME	Gender	First Initial/ Last name	First Initial/ Last name	First Initial/ Last name
19	KYLE	M	reeder		
20	BRIANNA	F	mwright	lbales	mgross
21	LAUREN	F	CDWYER	kschumann	
22	ANDREW	M	JLehn	mgeist	astopp
23	STEFVN	M	Insternaier	reeder	DSahak

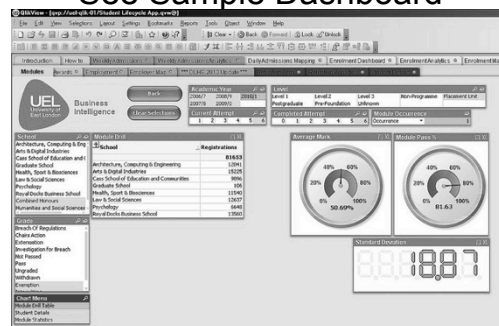
Keri Applebee, Associate Principal, Lincoln Southwest High School, NE

Results of student survey

Hill	All of them really care for my education & are always there for extra help for class
Hill	All pushed me to do my best and connected with me on a personal level. Cared about my future.
Jacobson, N	They always made an effort to ask about sports and home life went. I also just really enjoyed their classes.
Knop	They are nice, allow me to talk to them, and help me enjoy learning
Payant	They're able to communicate with students aside from teaching, form relationships, make learning simpler
Reeder, Ryan	Because they're fun & they believe in me
Vernon	We can have conversations and we get along!
Wrinht	They make the effort to talk about things

Keri Applebee, Associate Principal, Lincoln Southwest High School, NE

See Sample Dashboard



Separate Data Sets

Student ID	HR	EXPLORE COMPOSITE	EXPLORE READING	EXPLORE MATH
40074485	A104A	13	11	14
40200777	A115B	13	13	13
40201627	A115B	15	10	17
40576144	A116D	11	11	10
44407474	A119D	7	12	9
44470554	A110D			
47141706	A111	10	10	10
47510477	A111			
47644272	A103A	11	11	11

Student ID	# of Failures
40074485	0
40200777	5
40201627	2
40576144	7
44407474	0
44470554	0
47141706	1
47510477	2
47644272	5

Student ID	# ODRs
40074485	0
40200777	1
40201627	1
40576144	0
44407474	2
44470554	7
47141706	0
47510477	1
47644272	2

Student ID	Days Absent
40074485	3
40200777	7
40201627	0
40576144	0
44407474	0
44470554	2
47141706	3
47510477	0
47644272	0

Combined Data Using VLookup

Student ID	HR	EXPLORE COMPOSITE	EXPLORE READING	EXPLORE MATH	# of Failures	# of ODRs	Days Absent	Not in Academic Data
40074485	A104A	13	11	14	0	0	3	0
40200777	A115B	13	13	13	5	1	7	0
40201627	A115B	15	10	17	2	1	0	0
40576144	A116D	11	11	10	7	0	0	0
44407474	A119D	7	12	9	0	2	0	0
44470554	A110D				0	7	2	1
47141706	A111	10	10	10	1	0	3	0
47510477	A111				2	1	0	1
47644272	A103A	11	11	11	5	2	0	0

See YouTube examples: http://www.youtube.com/watch?v=3tk_Mif7040

Integration of datasets

	Green-Continue Universal Instruction					
	Yellow-Potential Area of Concern					
	Red-Area of Concern					
	2 + Red-Need to Put Plan in Place					
	Denotes Scores more Than Two Grade Levels Above Proficient Score					
Student Name	ODR Count	Winter MAP Math Score	Quarter 2 Math Grade	Winter MAP Reading Score	Quarter 2 Reading Grade	Winter MAP Language Usage Score
	0	228	77	212	83	212
	0	231	90	225	97	222
	0	206	75	190	86	193
	0	210	88	206	87	207
	0	175	77	199	76	185
	0	235	96	229	94	231
	0	222	91	211	92	217

Northfield Middle School and High School, VT

Northfield Middle/High School, VT



- Revised master schedule
- All students could participate in *Study Island* Program

(Bohanon, Gilman, Parker, Amell, & Sortino, 2016)

Data

- Using data from the school's perspective <http://buff.ly/1Fex5hb>
- Helping teachers collect data on their teaching to improve instruction buff.ly/1G0wwYY
- Toolkit for data decision making fb.me/6z6iyxCU2
- 8th and 9th grade GPA and Attendance are predict drop out. <http://fb.me/7sCfLl2QD>
- Data dashboard – webinar and examples <http://bit.ly/2qSfzie>
- Videos about using data <http://bit.ly/2aAo1MO>

Reflection Activity

- How are you going to prepare to use data next year? (see other resources in handbook)

Resources

- State Implementation & Scaling-up of Evidence-based Practices Center
– <http://sisep.fpg.unc.edu/>
- Kotter, J. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59–67. Retrieved from <http://hbr.org/>
- http://www.hankbohanon.net/Resources_1.html

Finding more plans

- Sample Lesson plans
– <http://www.pbismaryland.org/>
– <http://www.hankbohanon.net>
- More Video Example
– <http://vimeo.com/groups/pbisvideos>

Other Supports

- Defusing Disruptive Behavior in the Classroom
– Geoff Colvin
<http://www.lookiris.com/store/K-12 Professional Development/Defusing Disruptive Behavior in the Classroom/>
- Classroom management training
– <http://pbissmissouri.org/class.html>
- The FAST Method
– <http://www.lookiris.com/store/K-12 Professional Development/The FAST Method ONLINE/>

Other Supports

- IRIS Online Modules
– <http://iris.peabody.vanderbilt.edu/resources.html>
- **Rti Action Network Article Behavior and Academics**
– <http://www.rtinetwork.org/Learn/Behavior/ar/Integrating-Behavior-and-Academic-Supports-Within-an-Rti-Framework-General-Overview>
- National Center on PBIS
– <http://www.pbis.org>
- Association of Positive Behavior Support
– <http://www.apbs.org>
- CASEL – SEL Center
– <http://casel.org/>
- Direct behavior rating
– <http://www.directbehaviorratings.com/cms/>

Summary

- Ask before you tell
- Do not train what you cannot support

References

- Bohanon, H., Hall, N., & Goodman, S. (2016). Behavioral support: Research-based program reduces discipline problems. *American School Board Journal Online*. Retrieved from <https://www.nsba.org/newsroom/american-school-board-journal/behavioral-support>
- Bohanon, H. & Wu, M. (2014). Developing buy-in for positive behavior support in secondary settings. *Preventing School Failure*, 58 (4), 1–7. doi: 10.1080/1045988X.2013.798774 http://ecommons.luc.edu/education_facpubs/17/
- Bohanon, H., Castillo, J., & Afton, M. (2015). Embedding self-determination and futures planning within a schoolwide framework. *Intervention in School and Clinic*, 50 (4), 203-209. http://ecommons.luc.edu/education_facpubs/16/
- Bohanon, H., Fenning, P., Hicks, K., Weber, S., Their, K., Akins, B., Morrissey, K., Briggs, A., Barucci, G., Hooper, L., Ivins, L., & McArdle, L. (2012). Case example of the implementation of schoolwide positive behavior support in a high school setting. *Preventing School Failure*, 56 (2), 92-103. http://ecommons.luc.edu/education_facpubs/7/
- Bohanon, H., Gilman, C., Parker, B., Amell, C., & Sorino, G. (2016 online first). Using school improvement and implementation science to integrate multi-tiered systems of support in secondary schools. *Australasia Journal of Special Education*. pp. 1–18. DOI: 10.1017/jse.2016.8. http://ecommons.luc.edu/education_facpubs/8/
- Blase, K. A., Friesen, D.L., Sims, B.J., Ward, C.S. (2015). Implementation science – changing hearts, minds, behavior, and systems to improve educational outcomes. Paper presented at the Wing Institute's Ninth Annual Summit on Evidence-Based Education, Berkeley, CA. <http://nirn.fpg.unc.edu/resources/implementation-science-changing-hearts-minds-behavior-and-systems-to-improve>

References

- Burke, A. (2015). *Early Identification of High School Graduation Outcomes in Oregon Leadership Network Schools. REL 2015-079*. Regional Educational Laboratory Northwest.
- Kotter, J. (1996). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59–67.
- McNeely, C. A., J. M. Nonnemaker, J. M., & Blum, R. W. (2002). Promoting School Connectedness: Evidence from the National Longitudinal Study of Adolescent Health. *The Journal of School Health* 72(4): 138-146.
- National High School Center, National Center on Response to Intervention, and Center on Instruction. (2010). *Tiered interventions in high schools: Using preliminary "lessons learned" to guide ongoing discussion*. Washington, DC: American Institutes for Research. <http://bit.ly/2t05a66>
- Theriault, S. B., Heppen, J., O'Cummings, M., Fryer, L., & Johnson, A. (2010). *Early warning system implementation guide*. Retrieved from <http://www.betterhighschools.org/documents/NHSCESImplementationGuide.pdf>
- Vermont Agency of Education (Accessed July 26, 2016). The 13 dimensions of school climate. Vermont Agency of Education. Retrieved from: <http://education.vermont.gov/documents/edu-school-climate-13%20Dimensions.pdf>