Three-tiered Frameworks in High Schools: What makes our students want to drop in?

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We All Need Support

Hang in there!

Powerpoints
Enduring Understanding: Be able to identify the components of developing an effective high school climate.

Essential Questions
• Why is it important to take your time when implementing supports?
• What are you doing while you are taking your time?
Thank you!

• Virginia's Tiered System of Support


Thank you!

• Walter Chancy, Capital High School
• Robert DoBell, Three Forks High School
• Brett Zanto, Capital High School
• Keith Hoyer, Belt High School
• Matt Porrovecchio, Big Fork High School

Taking Your Time

Question

• When I say schoolwide, tiered, systems, support what do you think of?

What NCLB/IDEA says about Prevention

• Early Intervention
• Consider if impedes
• School-wide (Program-wide)
• General education
• Incidental benefit
• Service not a place
• School-improvement
• FBA/BIP
Key Elements

- Systems – **Josh, flight, checklist**
  - Administrative Commitments, Coaching (external/internal), Representative Teams, Audit of practices, Priority

- Practices
  - Based on evidence

- Data
  - Process and impact – dropout
    - What and with whom?

Ask before you tell: Gathering Information

- See Handout: Exploring Some Other High Schools
  - What is working well?
  - Next steps?

- Any suggestions for addressing “Next Steps” – write on poster
  - add your school name

Taking Your Time: Exploration

What is unique about high schools?
Pressures of high schools – challenges and support needs

- 1,000 High Schools
- Slow down, start with systems
- Address buy-in
- Administrative team support
- Continuous PD connects high schools
- Healthy teaming
- Choose priorities
- Departments

Flannery, 2009; Flannery, Guest, and Horner, 2010

Steps
Consider Needs
Research
Sample
Sign Up

Urgency Leads to Change

- Stephen King
- *Shining and Carrie*
- *Maine Passed Law*
- That was about me..
- Reasonable dissatisfaction

Here’s Hank...

- All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy. All presenting and no play makes Hank a dull boy....

Creating change in your own life

- See handout

Flannery, Guest, and Horner, 2010

Buying a car

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

Flannery, Guest, and Horner, 2010
What do we know about implementation

• Successful systems change [Kotter, 1995]
  – Created sense of urgency
  – Core group of leaders
  – Long-term vision for change
• Implementation occurs in stages [Faran, et al., 2005]
  – Exploration
  – Installation
  – Initial Implementation

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](http://www.hankbohanon.net) (Resources tab)
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

Taking your time: Installation – Teams and Data

**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: Bad Meetings, Action Plans, Rubric

**Reflection**

- See Preliminary Team Meeting Rubric for more detailed information @
  http://www.hankbohanon.net (see Resources page)
Question

- If these were your data, how would you respond?

SET Data School 2 (year 1)

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
Combined Data Using Vlookup in Excel

http://www.act.org/explore/norms/spring8.html

See YouTube examples: http://www.youtube.com/watch?v=wH6jPVHnc9Q

Reflection

• Review “Stages for implementation”

• Given your current setting—where are you in the Exploration Phase?

• What might be some key experiences you can use to bring your staff along?

Figure 2: Three-Tier Model

Academic Systems

Tier 3 Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High intensity

Tier 2 Targeted Group Interventions
- Some students (at risk)
- High efficiency
- Rapid response

Tier 1 Core Instructional Interventions
- All students
- Preventive, proactive

Behavioral Systems

Tier 3 Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High intensity, durable procedures

Tier 2 Targeted Group Interventions
- Some students (at risk)
- High efficiency
- Rapid response

Tier 1 Core Universal Interventions
- All settings, All students
- Preventive, proactive

ACTIVITY

Designing School-Wide Systems for Student Success

A Response to Intervention Model

Gallery Walk

• See each poster, add what are you doing well in one or more area
  - Structure to learning (e.g., syllabus, routines)
  - Teaching expectations
  - Engaging content – environment
  - Acknowledging (students/staff)
  - Policies and Redirection (e.g., tardy, train staff)
Effective High School Environments

School Connectedness: Social and Emotional Learning

What are some of the important factors for later high school success for students?

Factors

- Graduation
  - Passing Year 9 English, Algebra 1
  - School Connectedness – lack of leads to
    - use substances
    - engage in violence
    - initiate sexual activity at an early age

School Connectedness

- Positive classroom management climates
- Participation in extracurricular activities
- Higher grades
- Attending class
- Tolerant discipline policies
- Self-Discipline (autonomy, goal setting)
- Small school sizes (weak connection)

Instructional Models and VTSS Behavior Connections

Tell me about your favorite class and teacher

Reflection

- See Handout “Supportive Environments Quiz”
- Take the quiz

McNeely, Nonnemaker, & Blum (2002)

Ferris Bueller – the non-example video?
Components of Effective Instructional Model

- Maximized Structure
- Post, teach, model reinforce expectations
- Active engagement
- Variety of ways to acknowledge
  - Including success!
- Continuum of ways to respond

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

What do you include in your course syllabi?

The Syllabus

- Goals
- Contact information
- Success Traits
- Rules/expectations
- Activities
- Grades/Status
- Procedures
- Entering
- Tardy/Absence
- Materials
- Assignments (returns)
- Due dates
- Late, missing work
- Communication
- Ending class
- Consequences
- Model projects
- Checklists

See examples – http://www.hankbohanon.net (Resources page under “Teaching” Sample first days of school for high school teacher)

Critical Source Book


Mark Shinn (http://markshinn.org)

Planning

- See example
- What connections can you make for your staff?

Teaching Expectations

High School Football?
Learning through punishment

Alignment

- Common Core (National)/SOL
  - Key areas
    - College Readiness
    - Math
    - Language arts/English
  - See http://www.hankbohanon.net
- Social and Emotional Standards (SEL)
  - Self-awareness and self-management skills
  - Social-awareness and interpersonal skills
  - Decision-making skills and responsible behaviors
  - See examples from core?

Teaching Expectations

Key Elements
- Rationale
- Negative examples
- Positive examples
- Practice/Feedback
- Evaluate

Examples
- Staff orientation meetings
- Handbooks
- Lesson plans
- Syllabus
- Posters
- Booster sessions
- Pre-correct/remind

See lesson blank? Possible Example
Teaching Story 1 or Pre-Teaching
Student example from football

Fruta Monument Example

Alignment

- Common Core (National)/SOL
  - Key areas
    - College Readiness
    - Math
    - Language arts/English
  - See http://www.hankbohanon.net
- Social and Emotional Standards (SEL)
  - Self-awareness and self-management skills
  - Social-awareness and interpersonal skills
  - Decision-making skills and responsible behaviors
  - See examples from core?

See examples from core?

Alignment

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Cafeteria</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Office</th>
<th>Auditorium</th>
<th>Buses</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Be Kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T.R.I.B.E. CLASSROOM

TRUST
- Respect
- Integrity
- Belief

RESPECT
- Respect
- Integrity
- Belief

INTEGRITY
- Respect
- Integrity
- Belief

BELIEF
- Respect
- Integrity
- Belief

EXCELLENCE
- Respect
- Integrity
- Belief

JOIN THE TRIBE

Mansfield Milton Schools, KS
Shawnee Mission North
Football Jerseys

Locker Song to Ho, Ho, Ho..

- First ones done, first ones to check out

Prepare your staff

- http://vimeo.com/14818677
- See check list in handbook, what did you see?
- 2 minutes..What does PBS look like...
- How are you teaching expectations?

Change Point Analysis: 2005-2008

Possibly the booster for students and PD for staff in Jan/Feb 2007
Planning

• How are you going to prepare your staff to teach expectations?
• What types of behavior? What times of year to teach?
• See action plan

Engagement and Opportunities to Respond

Non-example - Ferris

Instructional/Emotional Support

- Laughing with students
- Out of desk greeting
- Failure rates from 17% to 11%
- Allen, Gregory, Mikami, Lun, Hamre, & Pinata (2013)
- Ask about events
- Ask “why?”

Example

• Blues Clues?
• Schoolwide examples
  https://www.youtube.com/watch?v=y0H5XsZ1gzA
• See example, how is this teacher preventing problem behavior through engagement?
  – See steps in handout
  – https://www.youtube.com/watch?v=zxTuPVtayOl

Have a Coke!

• Can’t Do (Skill Deficit)
  – Escape
  – Avoid
• Responses
  – Teach skill
  – Priming
  – Intersperse
  – Teach escape
• Won’t Do (Acquisition)
  – Attention
  – Access to object
  – Sensory Stimulation
• Responses
  – Prompt
  – 2-10
  – Personal greeting
  – Choice/preference


Acknowledgement
Earned this bag on SW...

Acknowledgement...

- As part of schoolwide approach, can lead to improved performance
  - Improved attendance (de Baca, Rinaldi, Billig, & Kinnison, 1991)
  - Reductions in discipline problems (Bohanon et al., 2012)
- Functional outcomes are important
  - Relevant curriculum
  - Social connection (Dunlap, Foster-Johnson, Clarke, Kern, & Childs, 1995).

Other Advantages of Praise

- Decreases in emotional exhaustion
- Higher efficacy


Video

- See examples of why this is important
  - One page document “Acknowledging Students for Good Behaviors”
  - Cool tool
  - What are you doing around acknowledgement?
  - Zappos example? See short example video 0:136; 2:17-2:32

Buzzy Buck

High Frequency
Teacher Rewards Program

2 – Soft Drink
3 – Candy Bar
5 – Preferred Parking
8 – Free Lunch
10 – No Bus Duty
15 – No Morning or Lunch Duty
20 – Extra Planning Period

System of Recognition

– “Tickets” given to students engaging in positive and appropriate behaviors
– Kids can turn in for items, save for big ticket items...all are put in a big bin for quarterly drawings
– Concessions at games, parking spots, VIP seating

Tonya Ryder, Assistant Principal
Selena Gomes, Graduation Coach / Teacher
Oberlin High School, LA

Jody Mimmack, PhD
Fruita Monument High School, CO

Intermediate
CONGRATULATIONS!!!

DIVISIONS:
Freshman div. 132 Mr. W
Sophomore div. 040 Mr. J & Ms. M
Junior div. 903 P
Senior div. 816 Mr. W

YOU WERE ONE OF THE TOP DIVISIONS OF YOUR CLASS
WITH THE LEAST NUMBER OF LOANER SHIRTS CHECKED
OUT FOR THE MONTHS OF November and December!

Be Appropriate and be in uniform; was our school wide
goal for November and December!

Thank you for your dedication to making this a
PARR-FECT and APPROPRIATE school!

We will be having a large Pizza party for you
this Thursday January 17th at 11:00am!

In the social room following finals students MUST
have their ID’s on to gain entrance to the party!

Kudos From Timber Creek

Gold and Silver ID Cards

Large Scale

A Night in Paradise…

Tonya Ryder, Assistant Principal
Selena Guzman, Graduation Coach / Teacher
Oberlin High School, LA

Chuck Hansen, Principal
Amy Palmer, Teacher
Sulphur High School, LA

1st Six Weeks Party –
A Night in Paradise…

Tonya Ryder, Assistant Principal
Selena Gomes, Graduation Coach / Teacher
Oberlin High School, LA

Teacher earns vacation

Timber Creek High School, FL, JOHN WRIGHT, PRINCIPAL

Certificate of Appreciation

Teaching Spartan of the Month

In recognition of excellence in teaching, is awarded this certificate for devotion to the students, commitment to learning, and dedication to the core values of R High School.

Date ____________________________

From Susan Barrett

Increasing use of Feedback with Behavior Specific Praise Statements

Think of a student behavior you would like to increase in your classroom. Record one behavior specific praise statement you could use.

Make a prediction: What do you think is your current ratio of specific positive feedback to negative feedback/primarads?

<table>
<thead>
<tr>
<th>Specific Positive Feedback</th>
<th>Specific Negative Feedback</th>
</tr>
</thead>
</table>

Collect Data: What is your current ratio of specific positive feedback to negative feedback/primarads?

<table>
<thead>
<tr>
<th>Specific Positive Feedback</th>
<th>Specific Negative Feedback</th>
</tr>
</thead>
</table>

Goal: What goal will you set for yourself?

<table>
<thead>
<tr>
<th>Specific Positive Feedback</th>
<th>Specific Negative Feedback</th>
</tr>
</thead>
</table>

What steps will you take to reach your goal (refer to Cool Tool for ideas)?

From Susan Barrett

Matrix

- See example
- How will you prepare your staff?
- Think through levels of acknowledgment for students and faculty.
Engagement and Opportunities to Respond

Non-example - Ferris

See Example

• Examples for student discussions
• Student-focused discussion - see example
• What are the embedded reinforcement for student “engaged” behavior?
• https://www.youtube.com/watch?v=zxTuPVtaYOI
• What connections with your current instructional model?

Instructional/Emotional Support

Failure rates from 12% to 11%

Laughing with students

Out of desk greeting

Allen, Gregory, Mikami, Lun, Hamre, & Pirola (2013)

Ask about events

Ask “why”?

Redirection

JcPenny’s does this very well

How some mom’s handle the pressure video – Whitney Young

Teacher vs. Dean vs. Attendance-Managed Behavior

Teacher Managed Behavior

Attendance to class:
• Teacher reports on TISP, ACT

Teacher Managed Behavior

Behavior to be logged by machine:
• Classroom teaching
• Attendance
• Enrolled
• Retained
• Missing homework
• Not prepared for class
• Arguing

Dean Managed Behavior

Cheating/Plagiarism

Note:
Attendance data must be collected if the behavior is considered serious and the student needs to be enrolled in a program. If the behavior is mixed, it may be excluded due to a negative goal. If the behavior is so serious that it results in expulsion, it becomes a matter for the court. They start as a violation and end up as a charge.

Dean & Attendance Office Managed Behavior

Note: All attendance issues are either outside the school or considered serious. Issues that need to be reported are:

Attendance Issues:
• Cheating
• Excessive tardiness to class
• School attendance
• IEP/504 issues

Generally, all attendance matters are handled by the attendance office. Issues can include

Dean Office

- Registration issues
- Expelled
- Suspended
- Vandalism
- Fighting
- Drug Violations
- McKinney Homelessness
- Sexual Harassment

How McClatchy Students Video, Dean?
What is all of this tardy business?

Definition of ON TIME:
Student is 100% through the threshold of the classroom before the second bell rings.

INAPPROPRIATE entrance to class:

Appropriate way to enter the classroom:
See article about hallways @ http://hankbohanon.net on publications page

Support Staff: Preventing and Responding

• Teach skills for prevention
  – Good classroom instruction
  – Non-classroom settings
• Teach skills for redirection
  – Classroom
  – Non-classroom settings
• See Handout “Professional Development on Redirection”

SWIS OFFICE REFERRAL DEFINITIONS

<table>
<thead>
<tr>
<th>Problem Behavior - Teacher Referral</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate Verbal/Language</td>
<td>Low-intensity instances of inappropriate language or verbal messages that include swearing or use of words in an inappropriate way</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Nonverbal, but inappropriate physical contact</td>
</tr>
<tr>
<td>Defiance/Distract/Non-compliance</td>
<td>Brief or low-intensity failure to respond to adult requests, including bringing food or drink other than an allowed water into the classroom environment</td>
</tr>
<tr>
<td>Disruption</td>
<td>Low-intensity, but inappropriate disruption</td>
</tr>
<tr>
<td>Tardiness</td>
<td>Late to any class – Students should additionally always check in at the office when they are late to school. However, this should be handled by the teacher</td>
</tr>
<tr>
<td>Other</td>
<td>Any other minor problem behavior that do not fit within the above categories</td>
</tr>
</tbody>
</table>

Videos

• Michael Kennedy
  • http://vimeo.com/14818677
    – See What does PBIS Look Like? – Opening, Redirection examples 6.12 mins

Strategies


Classroom Management

Addressing Tardies

- Start on Time!
- Randy Sprick

Where are you?

- Complete
  - Classroom management self-assessment

Practice

- See the example provided
- Narrator, two students, and teacher
- Describe one or two ways you could use climate strategies to help this teacher?

Resources

- State Implementation & Scaling-up of Evidence-based Practices Center
  - http://sisep.fpg.unc.edu/
- http://www.hankbohanon.net/Resources_1.html

Videos

- Michael Kennedy
  - http://vimeo.com/channels/129830
  - Fruita Monument
  - Consistent
- Scott’s Pride
  - https://sites.google.com/a/ddouglas.k12.or.us/scotspride/
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
• Classroom management training
  – http://pbismissouri.org/class.html
• The FAST Method

Other Supports

• IRIS Online Modules
  – http://iris.peabody.vanderbilt.edu/resources.html
• RtI Action Network Article Behavior and Academics
• National Center on PBIS
  – http://www.pbis.org
• Association of Positive Behavior Support
  – http://www.apbs.org
• CASEL – SEL Center
  – http://casel.org/