Building the Foundation for Schoolwide PBIS in Middle and High Schools

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Agenda

➢Articulate the key features of SWPBIS

➢Adolescent Development- Context matters!

➢Non-cognitive skills: What are they and why are they important?

➢Articulating, teaching, and recognizing non-cognitive Skills

➢Case example: The Alternative School in Laconia

➢Discussion, resources

Expectations

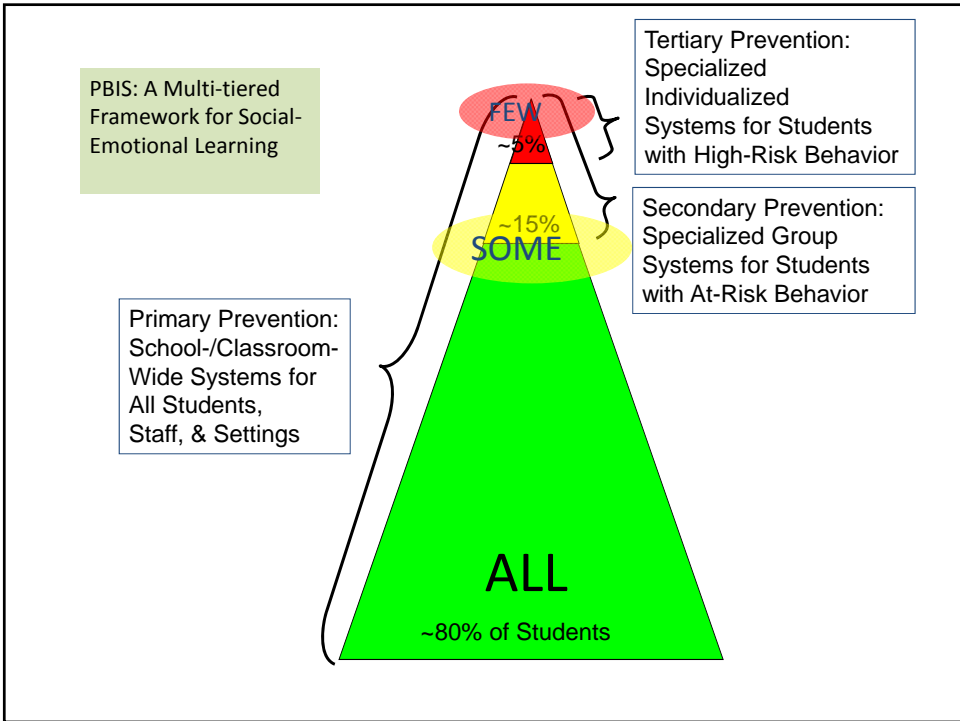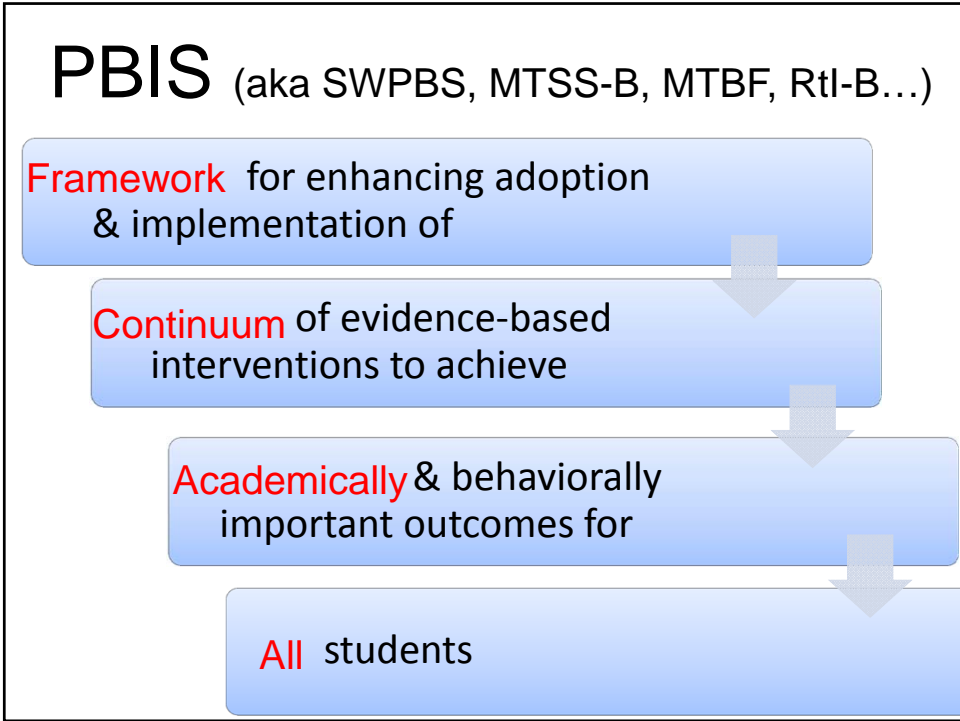|	
Be Responsible	■ Make sure you are comfortable & that your personal needs are met ■Address question/activity in group time before discussing "other" topics ■Address your attention to the topic and task ■ Ask questions
Be Respectful	■ Turn cell phones, beepers, PDA's, and pagers off or to vibrate/silent ■ Contribute to activities and conversations where possible
Be Prepared	■ Bring your learning hat, and leave other hats behind ■ Follow through on assigned tasks

Acknowledgements

- CEBIS at SERESC, SLC, IOD: New Hampshire Multi-tiered System of Support Network

- George Sugai, Rob Horner: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (www.pbis.org)

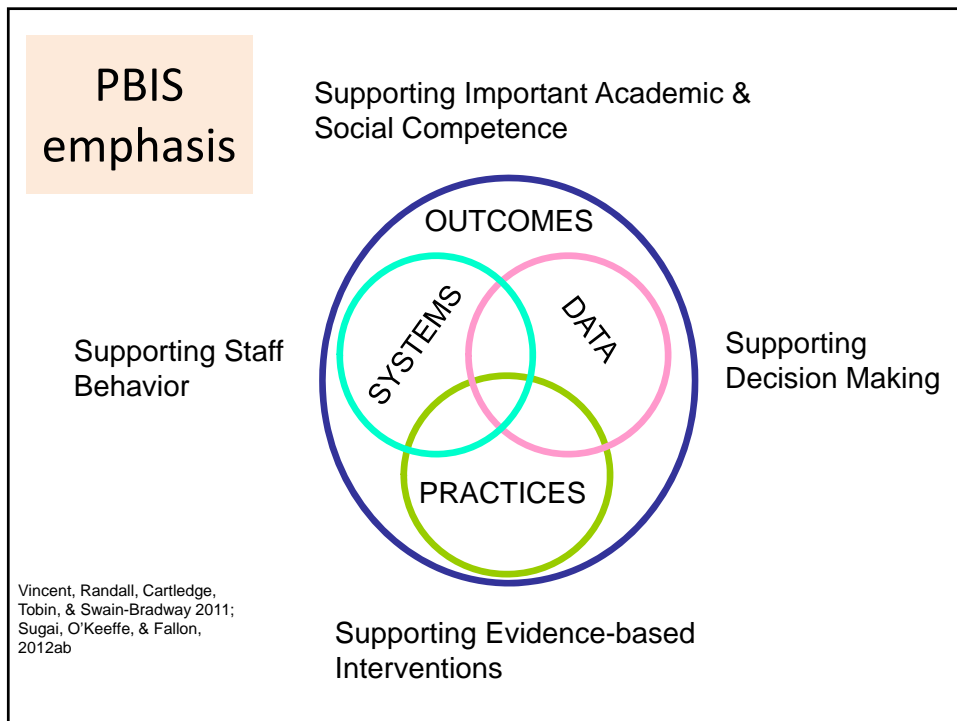- Erin Barnett, Dartmouth Trauma Interventions Research Center

PBIS is….

- A structured way to organize the learning environment so it is safe, predictable, and maximizes opportunities to learn
- A structured way to improve your school's climate and culture
- A way to teach desired behaviors
  - By structuring routines, interactions, teaching and reinforcing new skills.
- A structured way to respond to problem behaviors based on **function of behavior or needs of the child(ren)**.
- About what the adults do….

Competing, Inter-related National Goals

- Common core
- Improve literacy, math, geography, science, etc.
- Make schools safe, caring, & focused on teaching & learning
- Improve student character & citizenship
- Eliminate bullying
- Prevent drug use
- College & career readiness
- Provide a free & appropriate education for all
- Prepare viable workforce
- Affect rates of high risk, antisocial behavior
- Every Student Succeeds Act
- Etc….

PBIS (aka SWPBS, MTSS-B, MTBF, RtI-B…)

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

PBIS: A Multi-tiered Framework for Social-Emotional Learning

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

FEW
~5%

~15%
SOME

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

ALL
~80% of Students

GOAL: "Big Outcome"

Common Language

Effective Organizations

Common Experience

Common Vision/Values

Quality Leadership

PBIS emphasis

Supporting Important Academic & Social Competence

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab

Adolescent Development

Among the most important changes to take place in the adolescence brain are those in the *prefrontal cortex* and *limbic system*.

Prefrontal cortex

Limbic system
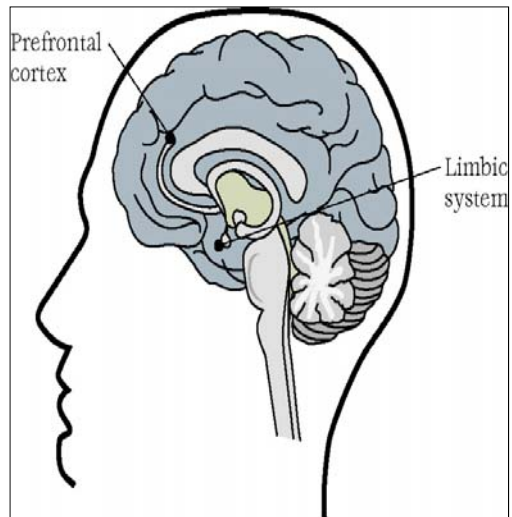
(pre) frontal development

- **Final development of executive function**
  - Planning/problem-solving
  - Impulse control
  - Seat of "sober 2nd thought"
- **Full maturation** – sometime between adolescence and early adulthood

heightened arousal

- Increased **hormone activity**
  - estrogen & testosterone
    - Sexual stimulation
    - Social status conflict
- Increased **neurotransmitter activity**
  - heightened emotional sensitivity/reactivity
    - Limbic system (norepinephrine)
  - increased risk, stimulation-seeking behaviors
    - Punishment/reward system (dopamine)
  - increased fluctuations in mood
    - Serotonin

timing of brain maturation

- Limbic system matures *early in puberty*
- Prefrontal cortex matures *several years later*

- Heightened need for reward/stimulation
  - leads to increased risk-taking, stimulation-seeking behaviors
- Higher level of emotional volatility
- Underdeveloped "sober" assessment of risks
- Increased cognitive/social demands
  - Creates cognitive overload
  - Difficulty with impulse control
- Pruning: use it or lose it

Leadership team

Procedures for on-going data-based monitoring & evaluation

Behavior purpose statement

School-Wide PBS (Tier 1)

Continuum of procedures for discouraging rule violations

Set of positive expectations & behaviors

Continuum of procedures for encouraging expected behavior

Procedures for teaching SW & classroom-wide expected behavior
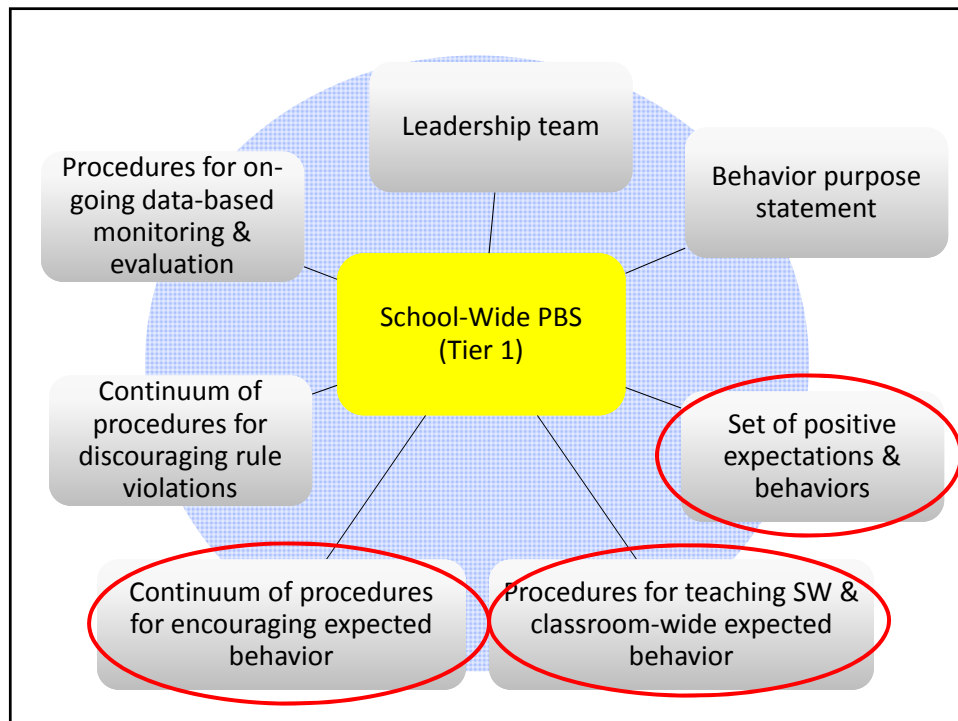
College and Career Ready

1. Standard: There is a leadership Team including staff and input form families and students
2. Standard: All students are included and supported, regardless of need or ability
3. Standard: Educators' professional development is prioritized for understanding and enacting college- and career-ready standards.

(www.achieve.org)

College and Career Ready

Indicators:
- All students engage in productive struggle to make sense of new content.
- All students engage in hard work to solve problems.
- All students are encouraged to persevere in the face of initial difficulty.
- Students get extra instructional time if they need it.

PBIS: Identify Positive SW Expectations

1. Linked to social culture of school (e.g., community, mascot).
2. Considerate of social skills and rules that already exists.
3. 3-5 in number
4. 1-3 words per expectation
5. Positively stated
6. Supportive of academic achievement
7. Comprehensive in scope (school-wide – ALL students, staff, and settings)
8. Mutually exclusive (minimal overlap)
9. Contextually/culturally appropriate (e.g., age, level, language)
10. Agreement by >80% faculty and staff
11. Communicated to stakeholders (e.g., families, community members, district administrators)
12. Included in school publications (e.g., handbook, posters, newsletters)

Building Student Success through Development of Non-Cognitive Skills

1. ACADEMIC BEHAVIORS
- Going to Class
- Doing Homework
- Organizing Materials
- Participating, Studying

2. ACADEMIC PERSEVERANCE
- Grit, Tenacity
- Delayed Gratification
- Self-Discipline
- Self-Control

Farrington, et al. (2012)

3. ACADEMIC MINDSETS

- I belong in this academic community.
- My ability and competence grow with my effort.
- I can succeed at this.
- This work has value for me.

4. LEARNING STRATEGIES

- Study Skills
- Metacognitive Strategies
- Self-Regulated Learning
- Goal-Setting

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5. **SOCIAL SKILLS**

- Interpersonal Skills,
- Empathy, Cooperation,
- Assertion, and
- Responsibility

Activity: Circle the 3-5 skills on these lists that you think are most important.
Turn to your neighbor and discuss:
1. Could you incorporate these expectations
in your classroom or school?
2. How could you teach and reinforce these skills?

How can we build non-cognitive skills?
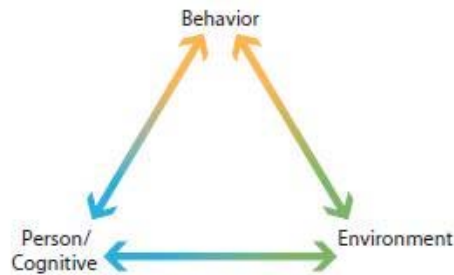
Bandura's social cognitive theory emphasizes reciprocal influences of behavior, environment, and person/cognitive factors.

In the classroom….

- Teaching, modeling, explicit positive feedback, reinforcement

https://www.youtube.com/watch?v=YBgqun-vnHs

BERLIN HIGH SCHOOL
CONDUCT ACTION GUIDE

	Be Responsible	**H**ave Respect	**S**trive for
In the **CLASSROOM**	•Come prepared. •Be on-time—both feet must be through the classroom door by the time the bell stops ringing. •Pick up after yourself. •Respond to reasonable requests. •Complete your 'own' assignments and tasks as required.	•Be silent during announcements. •Dress appropriately (see Dress Code). •Allow others' expressions and ideas. •Use appropriate language and voice. •Honor others' property.	•Engage in learning. •Maintain a positive outlook towards school. •Model positive behavior and acknowledge it in others.
In the **HALLWAY**	•Walk to the right. •Use time for intended purpose only. •Keep the hall and floors clean.	•Honor others' personal space. •Apologize if you bump into someone. •Use appropriate language and voice. •Display affection appropriately.	•Model positive behavior and acknowledge it in others. •Help others in need.
In the **CAFETERIA**	•Be on-time. •Practice polite table manners. •Leave the floor and table clean for the next group using the facility. •Consume only your own food and drink.	•Wait your turn in line. •Keep your hands, feet and food to yourself. •Use "please" and "thank you". •Use appropriate language and voice.	•Eat lunch with someone who is eating alone. •Model positive behavior and acknowledge it in others. •Compliment the kitchen staff.
In **ASSEMBLIES/ EVENTS**	•Participate appropriately. •Come and go in an orderly fashion. •Pick up after yourself. •Sit with your class during school assemblies.	•Help create an environment where everyone can enjoy the activity. •Treat visitors kindly. •Use appropriate language and voice.	•Encourage others to enjoy the presentation or event. •Model positive behavior and acknowledge it in others.

revised: 9/27/07

Acknowledging SW Expectations: Rationale

- To learn, humans require regular & frequent feedback on their actions
- Humans experience frequent feedback from others, self, & environment
  - Planned/unplanned
  - Desirable/undesirable
- W/o formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors

8/9/2016

You've Got to Accentuate the Positive

Since schools began, effective teachers have understood that the way to success begins with a set of common values, clear definitions of what they expect from students, an effective approach to teaching those expectations right from the beginning of school, and a heavy dose of positive relationship building.

2 Minute Turn, Talk, Share

- Turn to the Person Sitting Next to You and talk for 2 Minutes: Review the previous statement. What parts to you strongly agree with? Are there any that you disagree with? How does this relate to adolescent development?
- Voluntary Share with Session Participants

Review: Positive Cultures Happen When…

- Students move through our school and they find:

  - the **rules** are the same,

  - the **cues** are the same and

  - the **consequences** are the same

  We have all felt the repercussions of this not being the practice in our schools

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2014

RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate

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Interventions and Supp
effectiveness trial. *Archives of Pedia*

Social Skills Self-assessment

Decision	SWPBS Feature	Action
Yes ? No	1. Do most (80%) of our staff agree that "non-cognitive" skill expectations can be taught?	
Yes ? No	2. Do we have plan for teaching school-wide non-cognitive skill expectations?	
Yes ? No	3. Do we teach school-wide social and non-cognitive expectations in our classrooms?	
Yes ? No	4. Do we teach school-wide social and non-cognitive skill expectations throughout the day?	
Yes ? No	5. Are we using data to monitor the above?	
Yes ? No	6. Is our team monitoring & coordinating implementation of above?	

Laconia Alternative School

Quick Background

    21 yrs./6 districts

    18 yrs. have been in Alternative settings

    Year 7 into this adventure

    Introduced to... The Daily Grade

        Much of this was the *gestalt*

Year 10 I get recruited by LHS

This is Where We Jump Ahead 10 yrs.

- You hate this part right?
  - 10 years of thought process omitted
  - All the graphs that show our amazing end results
  - Highlights
    - Fumbled with a focus
    - Waxed and waned based on leadership
    - We got our foothold and began to make progress
    - In 11 years two things have stayed constant
      - Product vs. Process
      - The 5 Skills

Look at Product and Process

Product vs. Process

Product: skilled student ➡ curriculum…

Knowledgeable Student

Process: student ➡ curriculum of skills…

Skilled Student

What happens to the student if you remove the skill component?

- Welcome to The Alt
- What We Found/Already Knew
- That our students lacked skills
- Our core needed to be process oriented
- Isolate universal skills that could be applied to every setting
- That our skill were not academic based, but student based
- So here's the down and dirty 2 step process
- Step one – ask a question.

The First Question

What skills do you want your student to have?
    This will usually start *Grand…*

    "I want them to care about their education"

How you get to that is you beat part two of this question into the ground
        over and over and over again……

"What does that look like?"

Let's Run That

We're in a meeting and…

- "I want my student to be prepared for class."

The Five Skills

- We asked a very simple question…
- "What do our students need to know in order to transition back to their sending schools?"

- What follows is our model of the 5 Skills.

		Essential
1. Responsibility for Own Education		
	Is present and willing to engage	
		Is present and arrives on time
		Materials are organized and easily accessible
		Follows reasonable requests and asks for help when necessary
2. Academic Performance in Class		
	Contributes to class in a positive way that promotes learning	
		Follows the given instructions and begins assignment in a timely fashion
		Remains actively engaged for the duration of the class
		Allows others to do their work
3. Productivity		
	Engages in classwork assignments during class time	
		Meets teacher's expectations on assignments
		Completes assignments
		Uses Study Hall effectively
4. Community Contribution		
	Participates positively in our community	
		Uses appropriate resources to minimize conflict
		Uses socially appropriate language and conversational topics
		Engages positively in community activities
5. Conflict Resolution		
	Follows conflict resolution protocol	
		Cools-off and/or identifies the conflict
		Participates respectfully in processing, resulting in a equitable resolution
		Re-engages in the learning process

The Second Question

- ***Can you teach those skills***…

  and really what we are saying is can you ***measure the progress*** of those teaching efforts.

The million dollar question is…

  How?

ANSWER IS

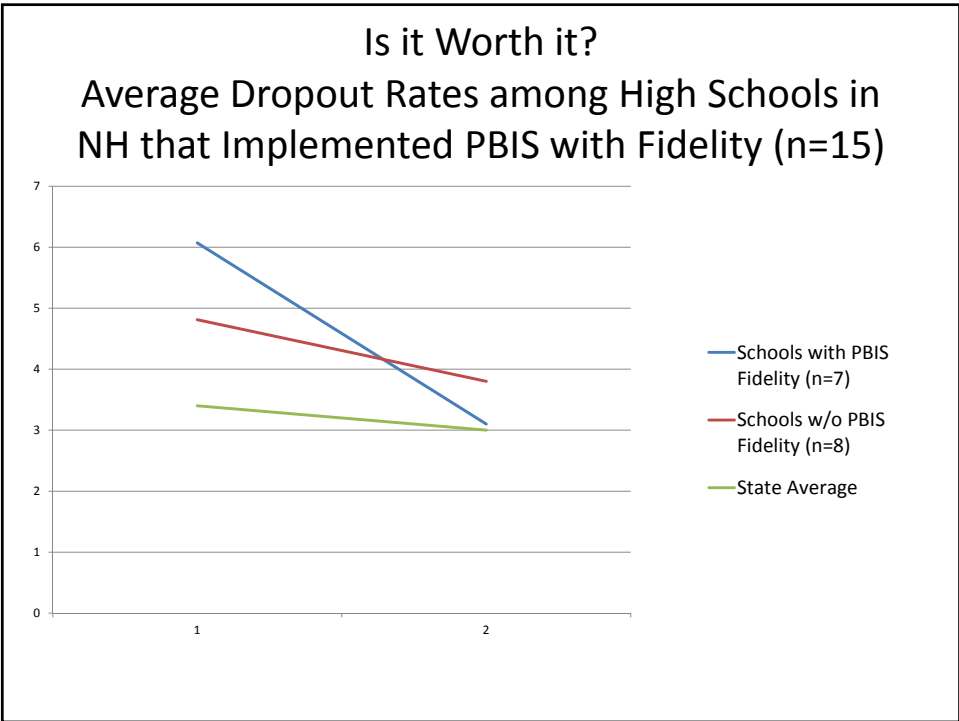## You Already Know!

How do I teach this

Responsibility for Own Education

Is present and willing to engage
Is present and arrives on time
Materials are organized and easily accessible
Follows reasonable requests and asks for help when necessary

Start simple... Remember this is geared towards ALL students

- Compliment those in class on time
- Model what coming to class on time looks like
- Bring the bell system to a cognitive level by verbalizing what the bells mean.
- Show what to bring to class for materials/ask students to hold up what they need (use this later when skill is solidifying)
- Set the organization up in class for them
- Have fun with the "wrong way" with students help
- Discuss what the likelihood of having every answer every time in every situation.
- Link asking for help with any other aspect they are comfortable asking a question to get a need met (i.e. bathroom, drink, etc.).
- Complement those who ask questions. Use phrases like "An excellent question" then connect it to other students.

Look at the Handout

Is it Worth it?
Average Dropout Rates among High Schools in NH that Implemented PBIS with Fidelity (n=15)

Legend:
- Schools with PBIS Fidelity (n=7)
- Schools w/o PBIS Fidelity (n=8)
- State Average

PBIS Support

- UNH Institute on Disability: www.unh.edu

- Center for Effective Behavior Interventions
  and Supports (CEBIS) at SERESC:
  www.**nhcebis**.seresc.net/

- Strafford Learning Center:
  www.**straffordlearningcenter**.org/

Thank you!

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