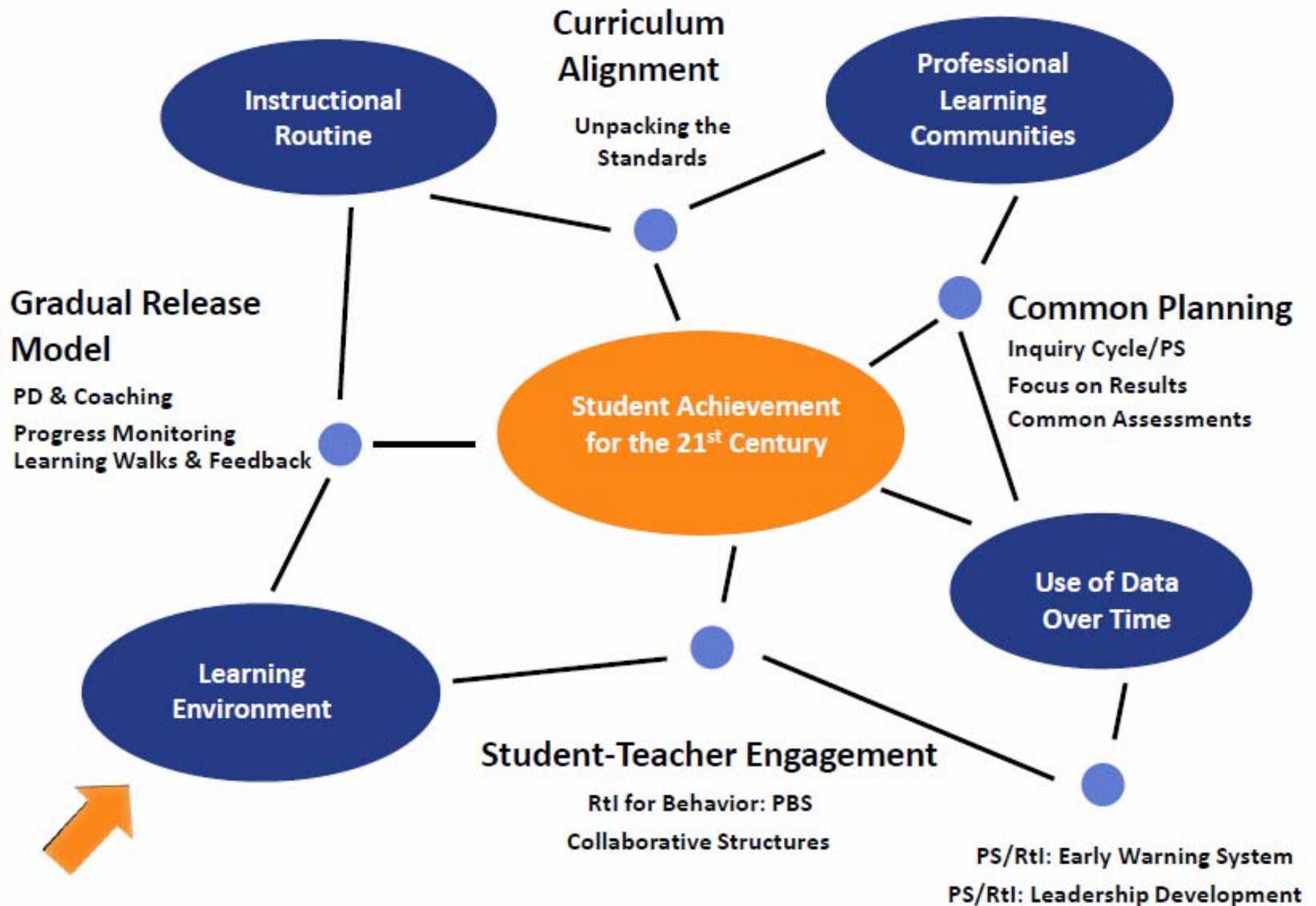


Closing the Learning Gaps in Secondary Schools: Using Multi- tiered Systems of Support to 'Get it Done'

Dr. Patti Hershfeldt
Sheppard Pratt Health System,

Goals for the day:

- ★ Implementation in high schools
 - ★ Unique features
 - ★ Available resources within a MTSS
 - ★ Resource mapping
 - ★ Data Decision Rules
 - ★ Freshman Academy
- ★ Classroom level supports and strategies
 - ★ Curricular alignment
 - ★ Embedding social/emotional skills in instruction
 - ★ Engaging and supporting students that aren't responding



Implementation in High Schools

UNIQUE FEATURES

Implementation in High Schools

- High Schools have implemented SWPBIS
 - A number of schools “struggle” during implementation
 - “Slow” to get started - Many high schools take a year or so in planning before implementing practices
- Adoption/Implementation of any initiative
 - Understand and attend to the **key features** of the initiative
 - Attend to **context** (people, environment, culture, etc.)

Contextual Influences

Size

Culture

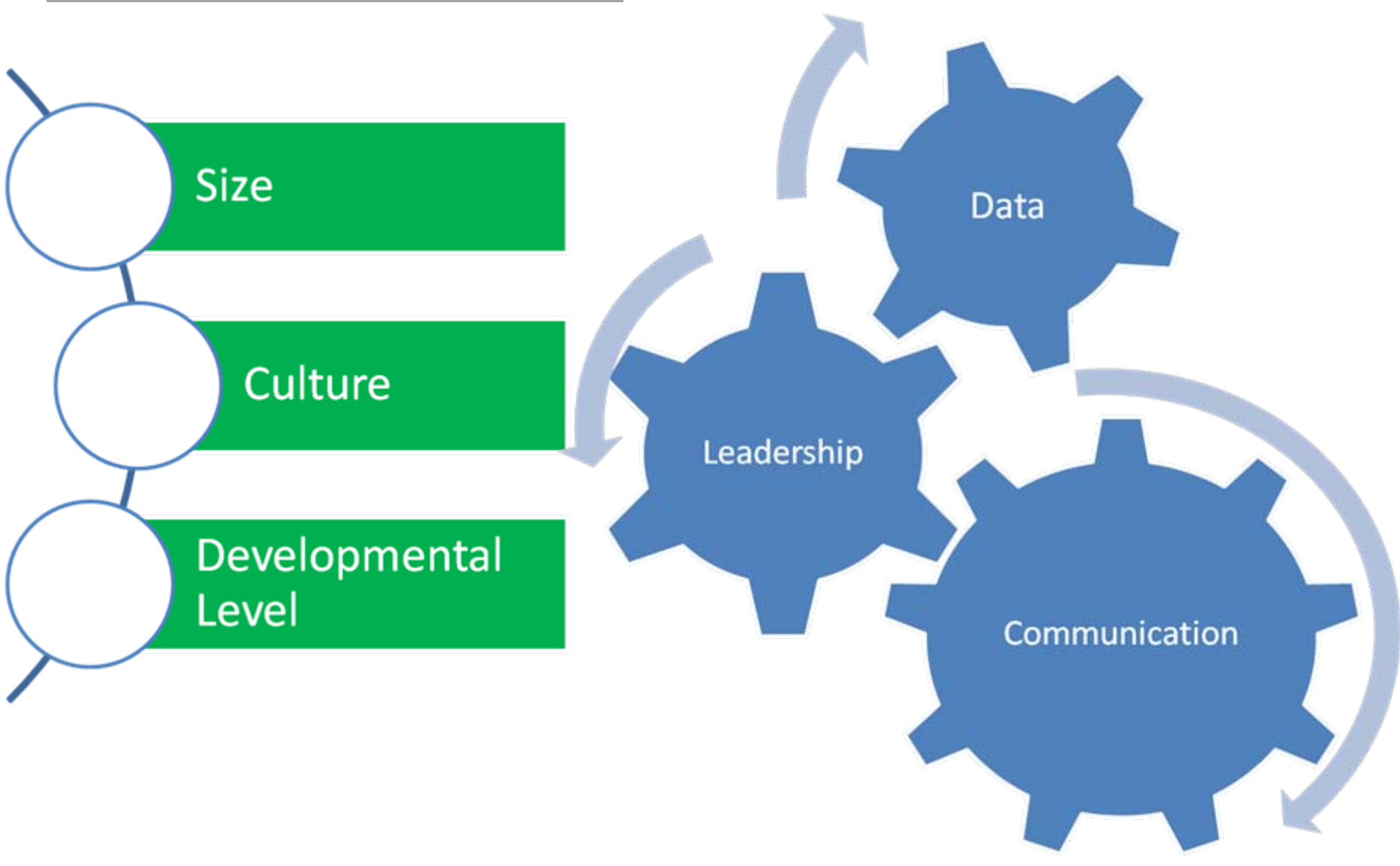
Developmental
Level

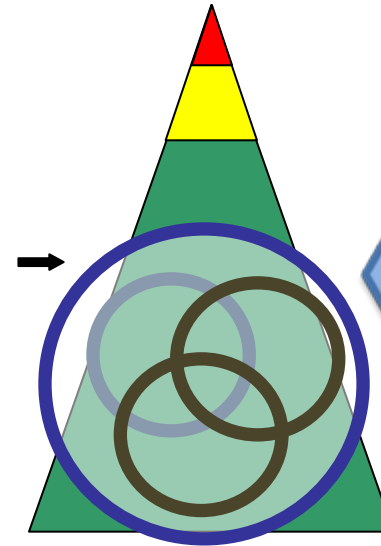
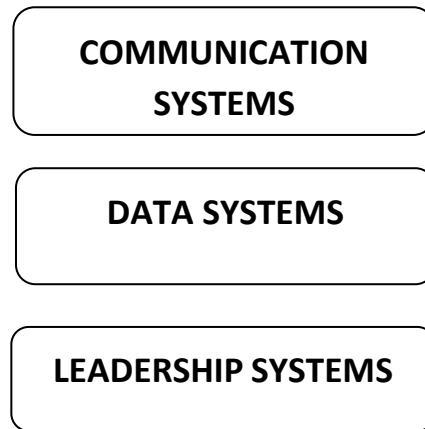
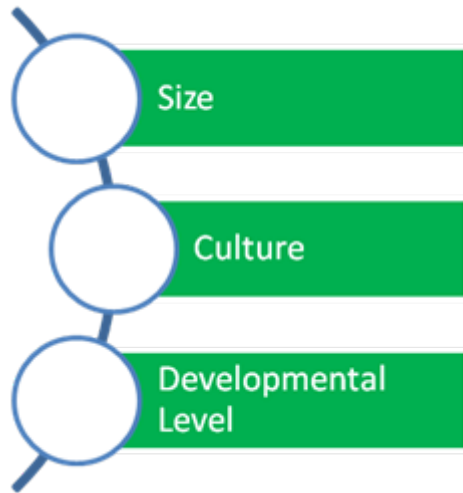
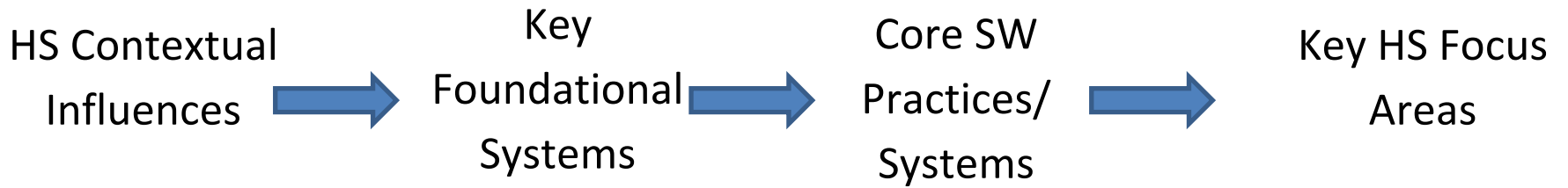
Foundational Systems

Data

Leadership

Communication





High School Implementation of SWPBIS

Flannery, B, 2012

Big Ideas

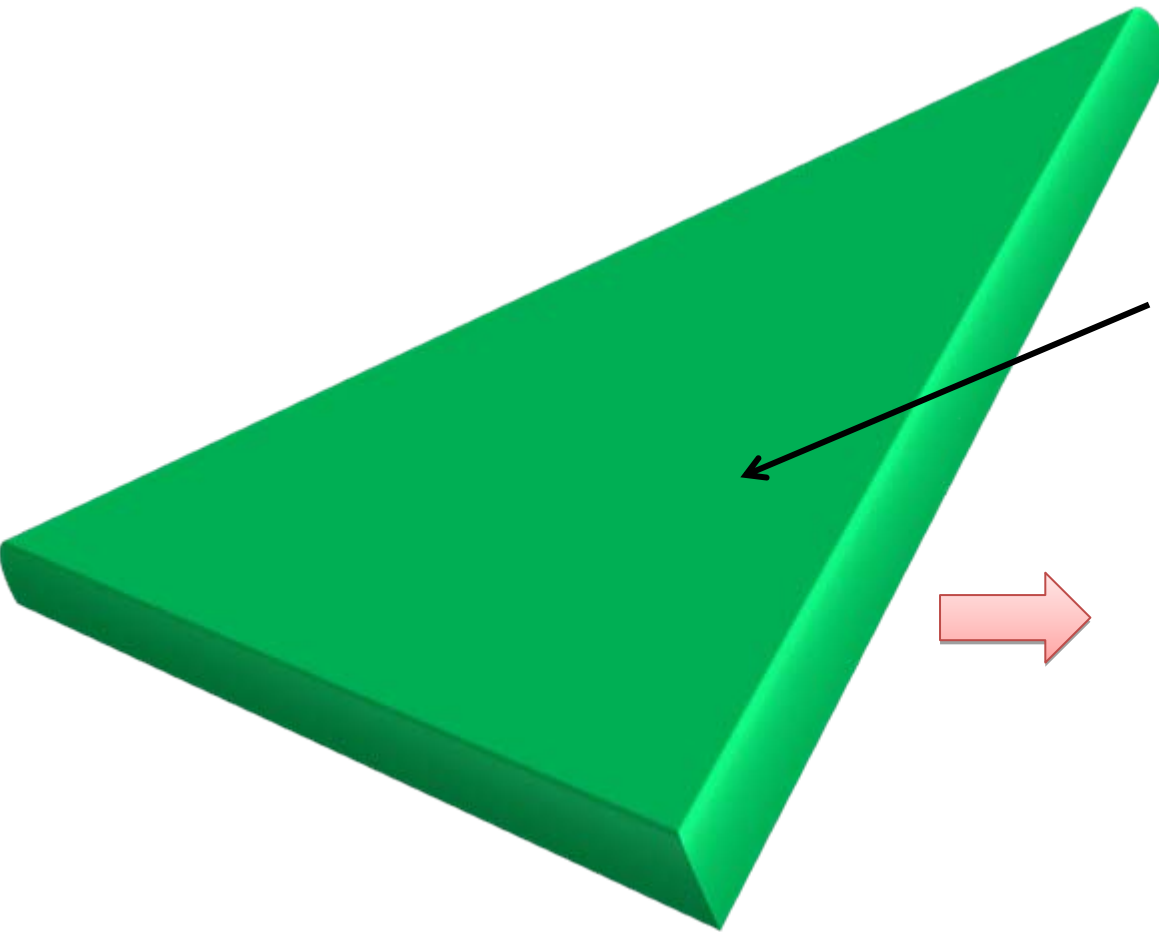
- As you begin implementation of a system or practice (or get stuck), ask yourself:
 - Did you consider impact of size, culture, developmental level of students?
 - Did we think about communication, data and leadership systems to make us successful for this system/practice?

Implementation in High Schools

AVAILABLE RESOURCES WITHIN A MTSS FRAMEWORK: RESOURCE MAPPING

TIER I: Core, Universal

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1. What exactly do we expect all students to learn ?
2. How will we know if and when they've learned it?
3. How you we respond when some students don't learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

TIER II: *Supplemental, Targeted*

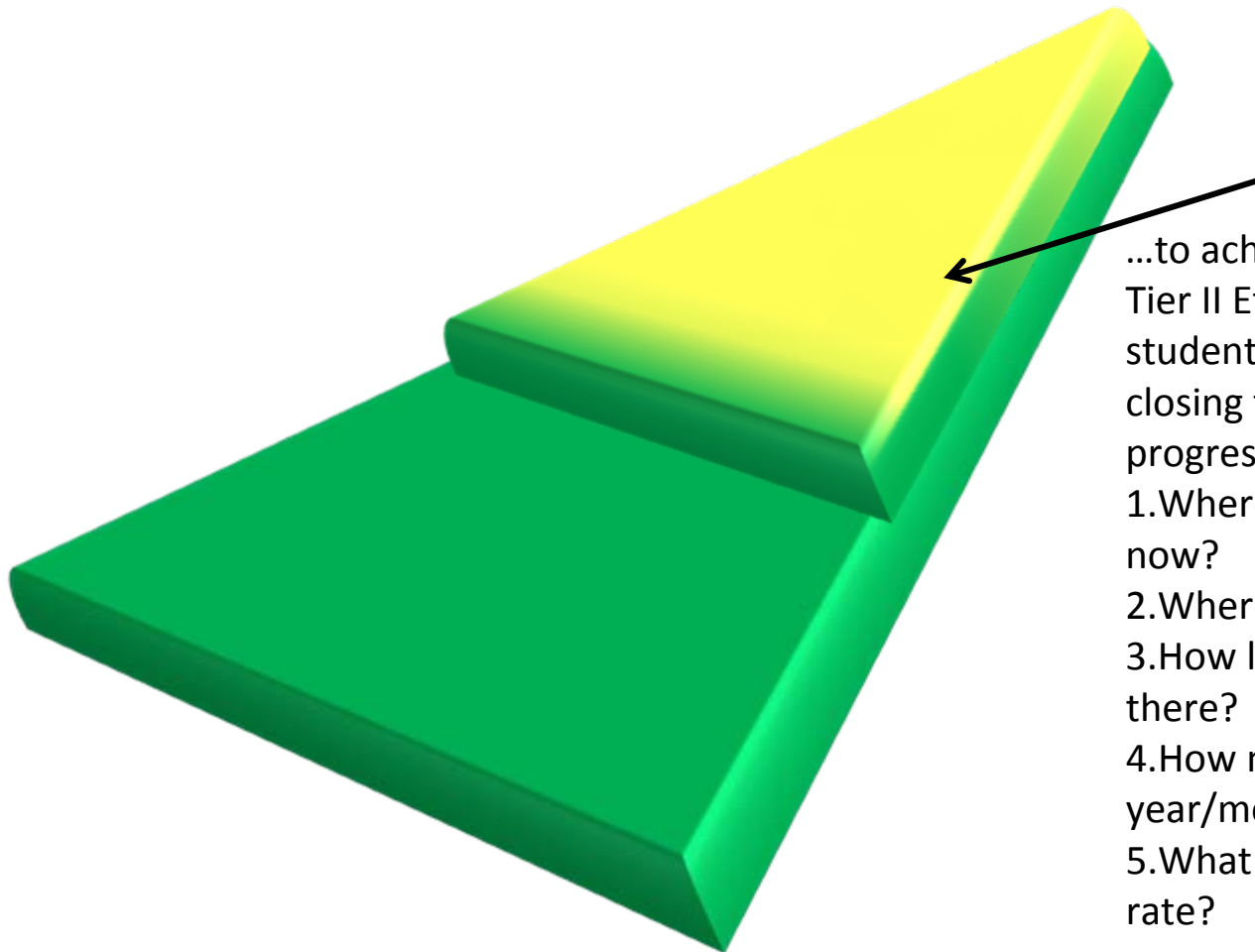
Tier II

For approx. 20% of students

Core

+

Supplemental



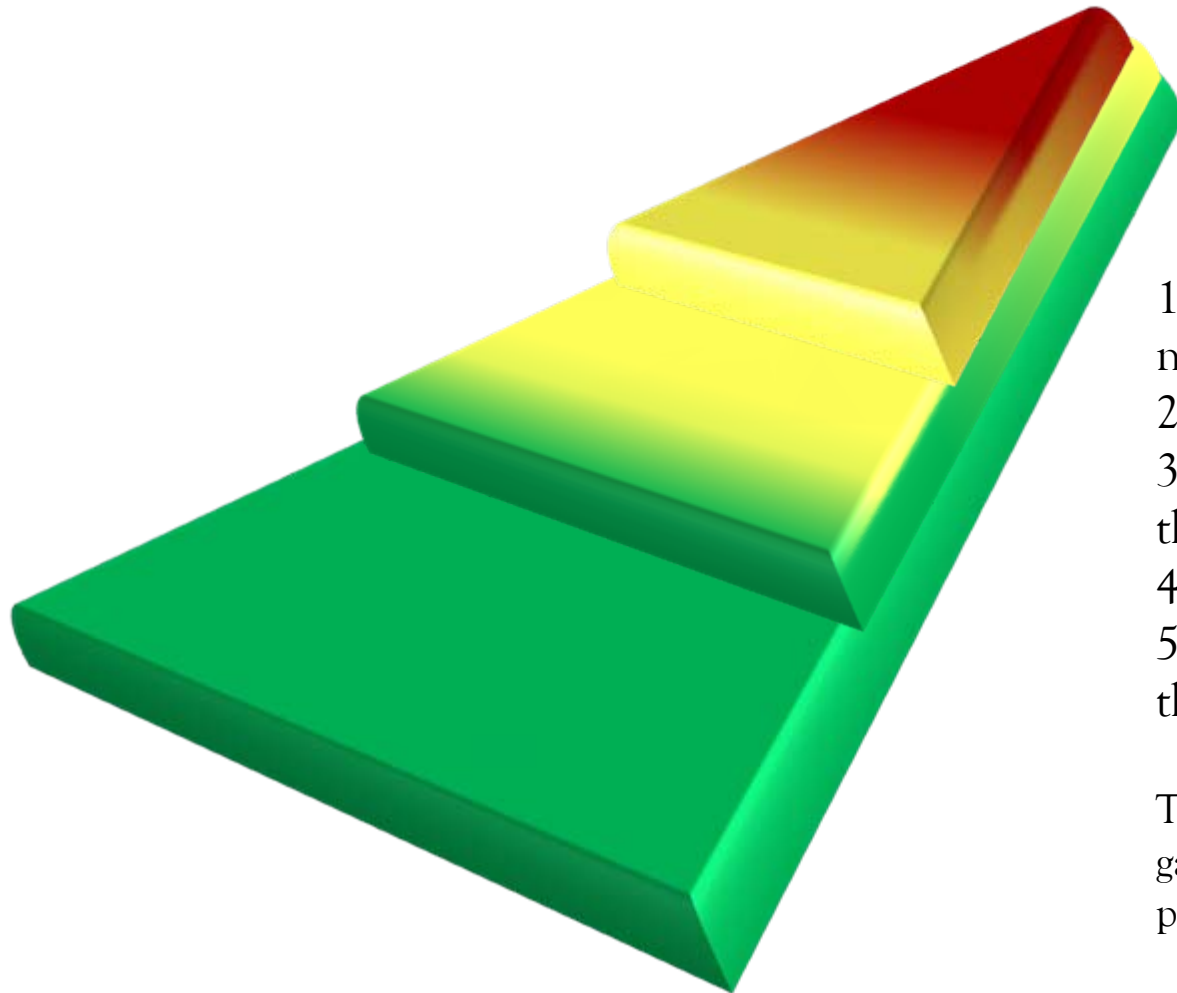
...to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?

TIER III:

Intensive, Individualized



Tier III
For Approx 5% of Students

Core

+

Supplemental

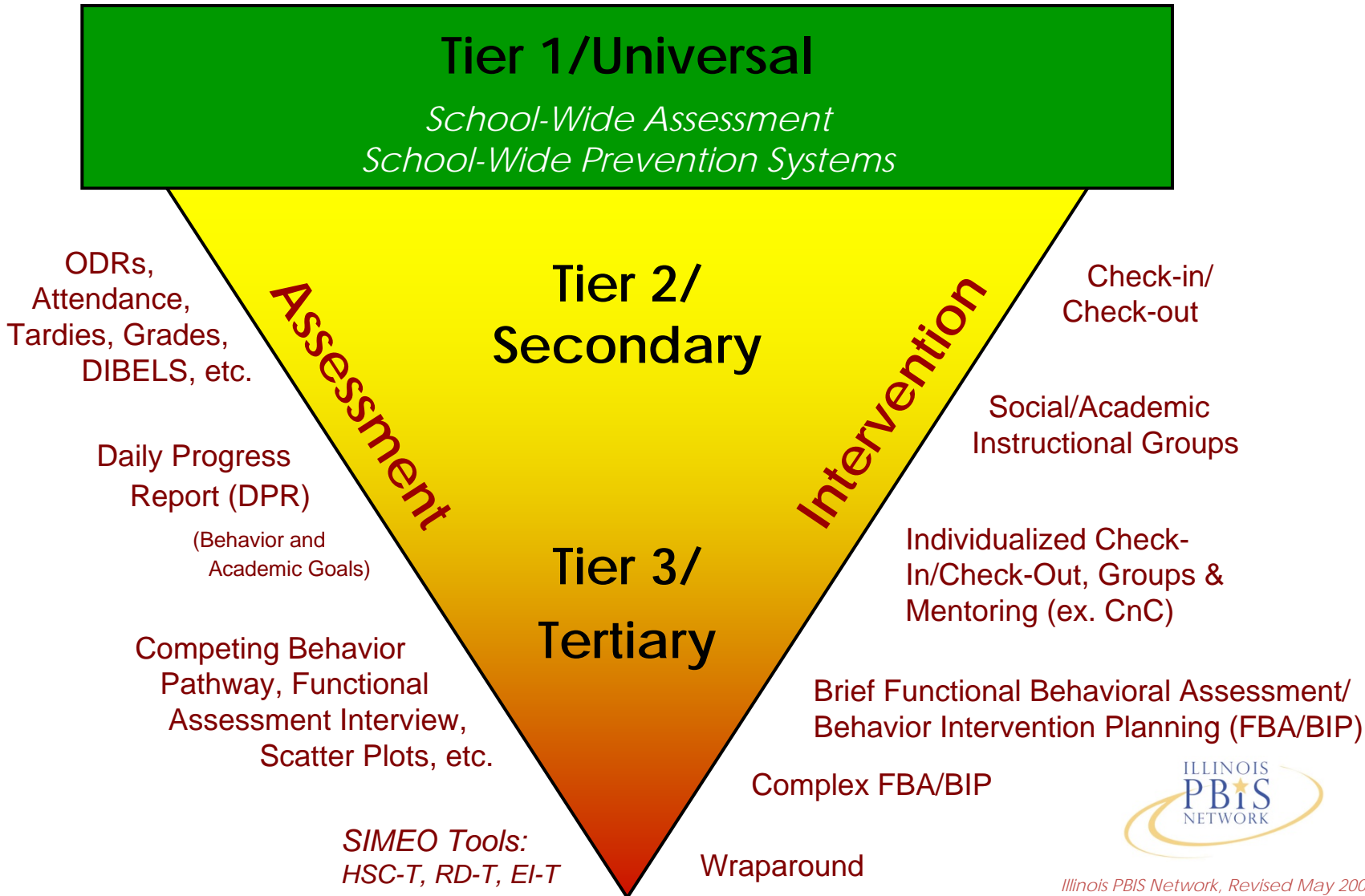
+

Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

A Response to Intervention (RtI) Application for Behavior

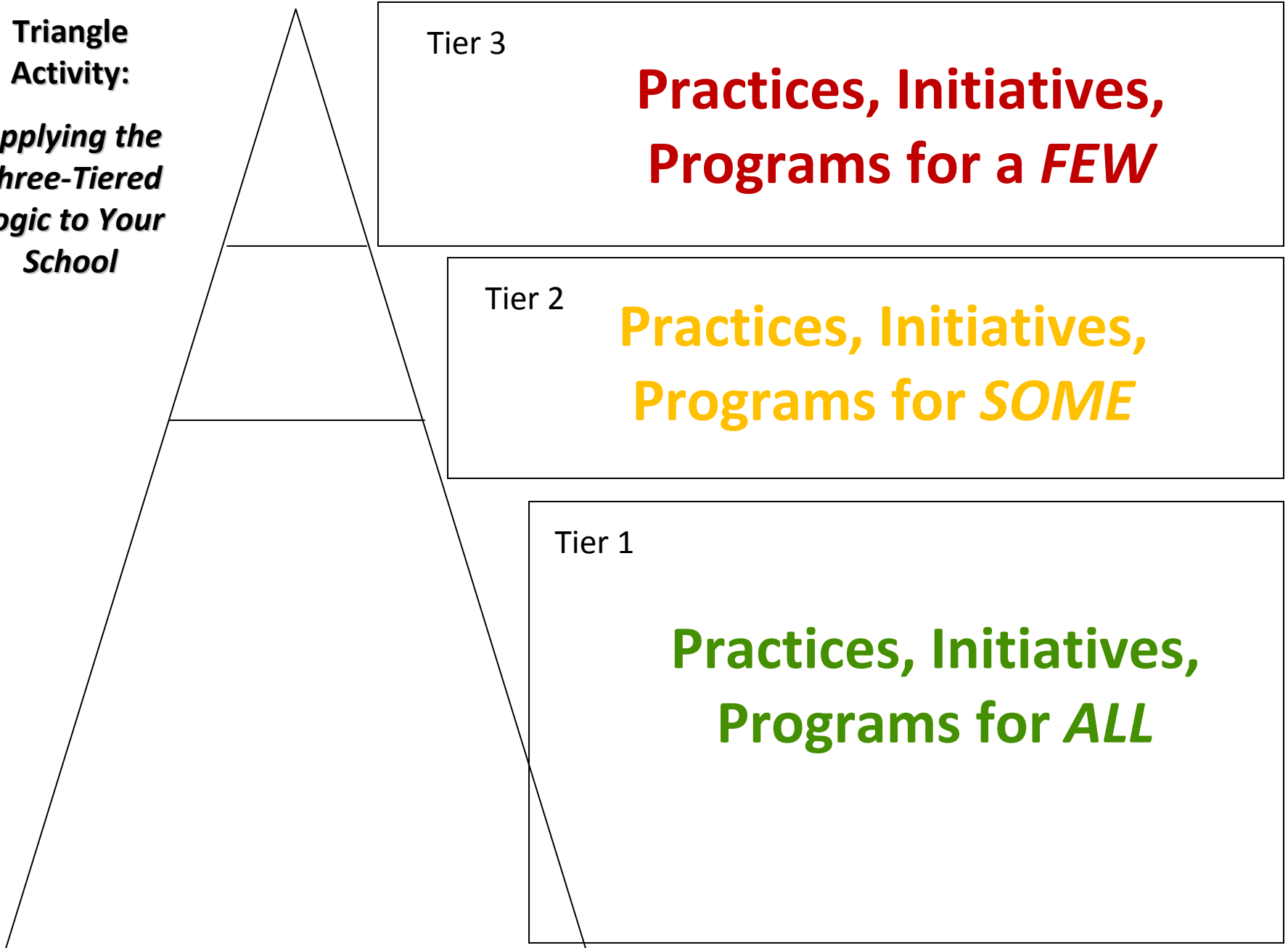


What do you already have?

- Brainstorm inventory of current practices...



**Triangle
Activity:**
*Applying the
Three-Tiered
Logic to Your
School*



What's in place for a student who is struggling w/reading or math?

ACADEMICS

TERTIARY PREVENTION

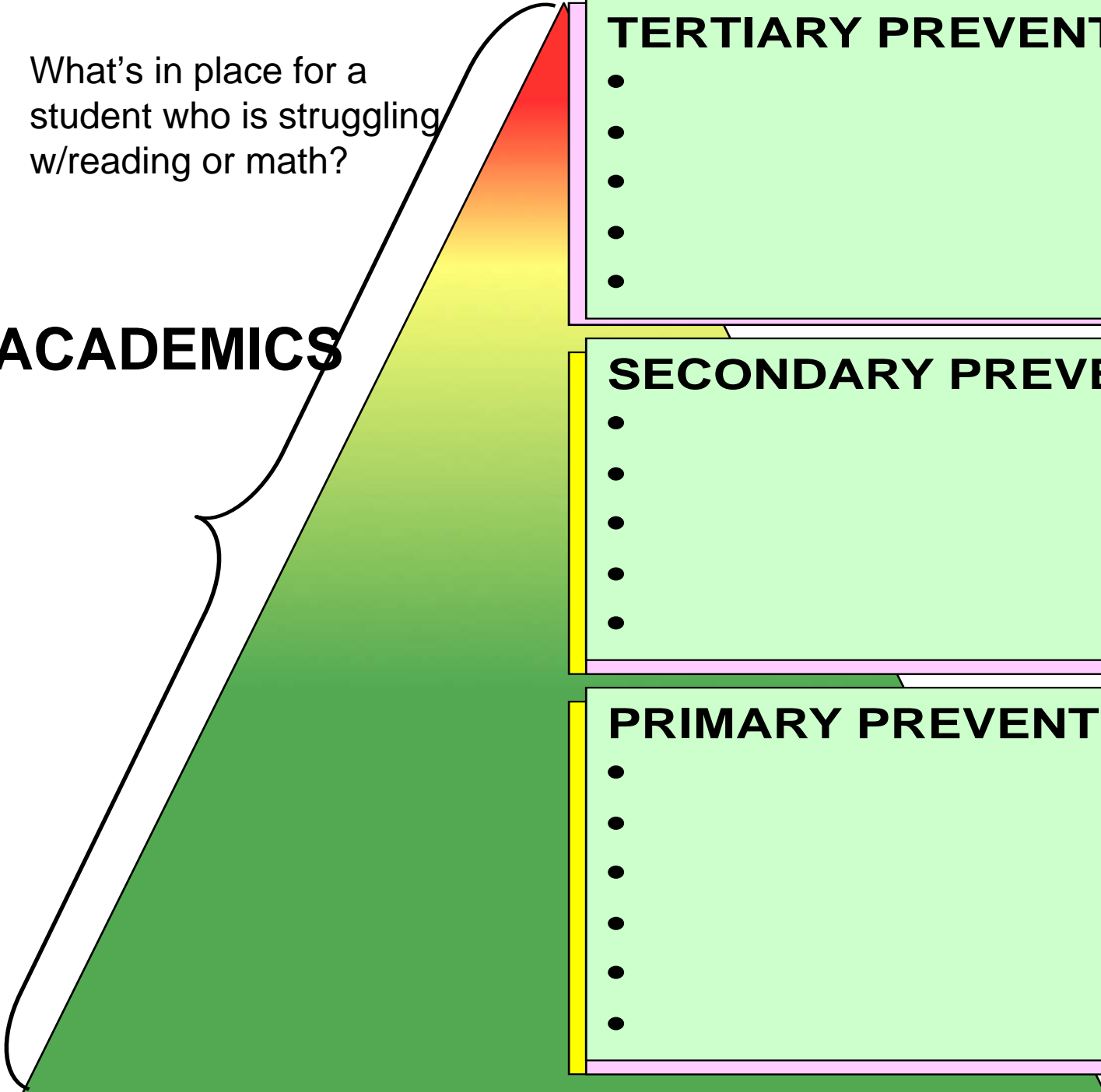
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SECONDARY PREVENTION

-
-
-
-
-

PRIMARY PREVENTION

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-



What's in place for a student who is struggling w/following the rules?

BEHAVIOR

TERTIARY PREVENTION

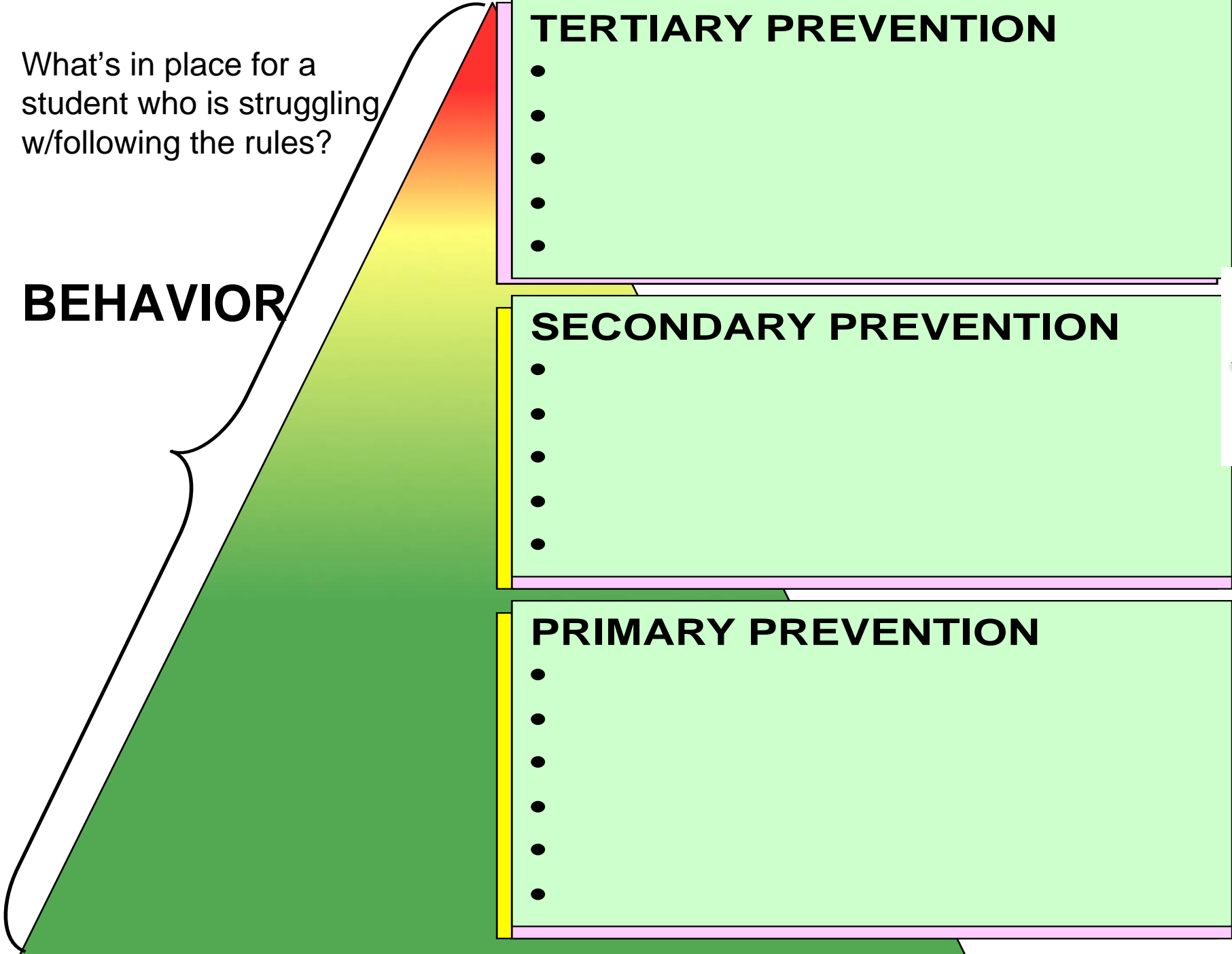
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SECONDARY PREVENTION

-
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PRIMARY PREVENTION

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Resource Mapping

- What are the **practices** in place at each tier of the triangle?
- Are they **evidence-based** practices?
- How are you measuring effectiveness of practices (**data**)?
- Who are the **service delivery teams/personnel** (e.g., Climate, School Improvement Team, Discipline)?
- Link to **outcomes**- Strategic Plan (School Improvement Plan)

WEST High School

Pyramid of Interventions and Supports

Developed 2010-2011: in collaboration with the RENEW Oversight Team, the Behavior Support Team, the Administration Team and with the help of West faculty and staff.



Level 3: Intensive Level Interventions and Supports

- RENEW
- JPPO
- FBA
- School Psychiatrist
- Outreach Coordinator

Level 2: Supplemental Interventions and Supports

- | | | |
|---------------------|----------------------------|----------------------|
| • BST Check/Connect | • GSIL | • Go Manchester |
| • ALF | • NH JAGS | • Resource Rms |
| • EBD Program | • Voc Rehab | • PASS |
| • Autism Program | • SAP (individual + group) | • Parent Involvement |

Level 1: Core/Universal Interventions and Supports

- | | | |
|-------------------------------|---------------------------------|--------------------------------|
| • Advisory | • Extended Learning Opportunity | • After school department help |
| • Peer Tutoring | • MST | • CSSR |
| • JROTC | • Guidance | • ESL, ELL |
| • Honors | • Freshmen Forum | • Library, Cafe |
| • Student Orgs, Clubs, Sports | • Climate/Culture | |

Resource Mapping: An Example

Research shows that

Categories of Service						
	Classroom Focused-Enabling (Enhancing teacher capacity for addressing concerns and fostering healthy development)	Crisis Response and Prevention	Support for Transitions	Family/Home Involvement	Specialized Assistance for Students and Families	Community Outreach and Support (including volunteers)
Targeted Intervention for those with serious and persistent problems						
Selected Options for helping early after the onset of problems						
Universal Options to enable student success and prevent problems						

A Framework is a productive way to analyze needs & gaps

Categories of Service						
	Classroom Focused-Enabling (Enhancing teacher capacity for addressing concerns and fostering healthy development)	Crisis Response and Prevention	Support for Transitions	Family/Home Involvement	Specialized Assistance for Students and Families	Community Outreach and Support (including volunteers)
Targeted Intervention for those with serious and persistent problems						
Selected Options for helping early after the onset of problems						
Universal Options to enable student success and prevent problems						

Select a Framework
4/15/2013 - Hershfeldt

2003 Meade High School Sample Resource Map

Categories of Service

	Classroom Focused-Enabling (Enhancing teacher capacity for addressing concerns and fostering healthy development)	Crisis Response and Prevention	Support for Transitions	Family/Home Involvement	Specialized Assistance for Students and Families	Community Outreach and Support (including volunteers)
Targeted Intervention for those with serious and persistent problems	<ul style="list-style-type: none"> - Regular School Team – Problem Solving - Home/Hospital Teaching Services - Individual student behavioral plans or academic interventions 	<ul style="list-style-type: none"> - Individual/Group Counseling - Threat Assessments - Emotional Crisis Teaching Services - Special Education Placement Centers (ED Regional Programs) - Functional Behavior Assessment/ Behavior Intervention Plans - “Self-Help”/ Crisis Pass 		<ul style="list-style-type: none"> - Emergency food/clothing bank - Student Services Home Visits 	<ul style="list-style-type: none"> - “Warm-Line” or AAC Crisis Mobile Team 	
Selected Options for helping early after the onset of problems	<ul style="list-style-type: none"> - 504 Program - Votech Programs 	<ul style="list-style-type: none"> - Individual/Group Counseling (e.g., depression, anger management, problem solving/conflict resolution) - Functional Behavior Assessment/ Behavior Intervention Plans 	<ul style="list-style-type: none"> - Articulation with Special Education and 504 Students 	<ul style="list-style-type: none"> - Teacher/Student Services Phone Calls Home - Mandatory Parent Conferences 		<ul style="list-style-type: none"> - Communication with Fort Meade School Liaisons and Families
Universal Options to enable student success and prevent problems		<ul style="list-style-type: none"> - Access to Student Services Team (Part-Time Pupil Personnel Worker, 6 School Counselors, 1 School Psychologists, School Nurse) - School Resource Officer 	<ul style="list-style-type: none"> - College Visits - Registrar Process 	<ul style="list-style-type: none"> - Back-To-School Night - Parent Teacher Student Association (PTSA) 	<ul style="list-style-type: none"> - District Parent Workshops - Community College Parent Classes 	<ul style="list-style-type: none"> - Key Club

Meet as a group to indicate current services

2003 Meade High School Sample Resource Map

Categories of Service

	Classroom Focused-Enabling (Enhancing teacher capacity for addressing concerns and fostering healthy development)	Crisis Response and Prevention	Support for Transitions	Family/Home Involvement	Specialized Assistance for Students and Families	Community Outreach and Support (including volunteers)	
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Identify Gaps & Brainstorm New Services

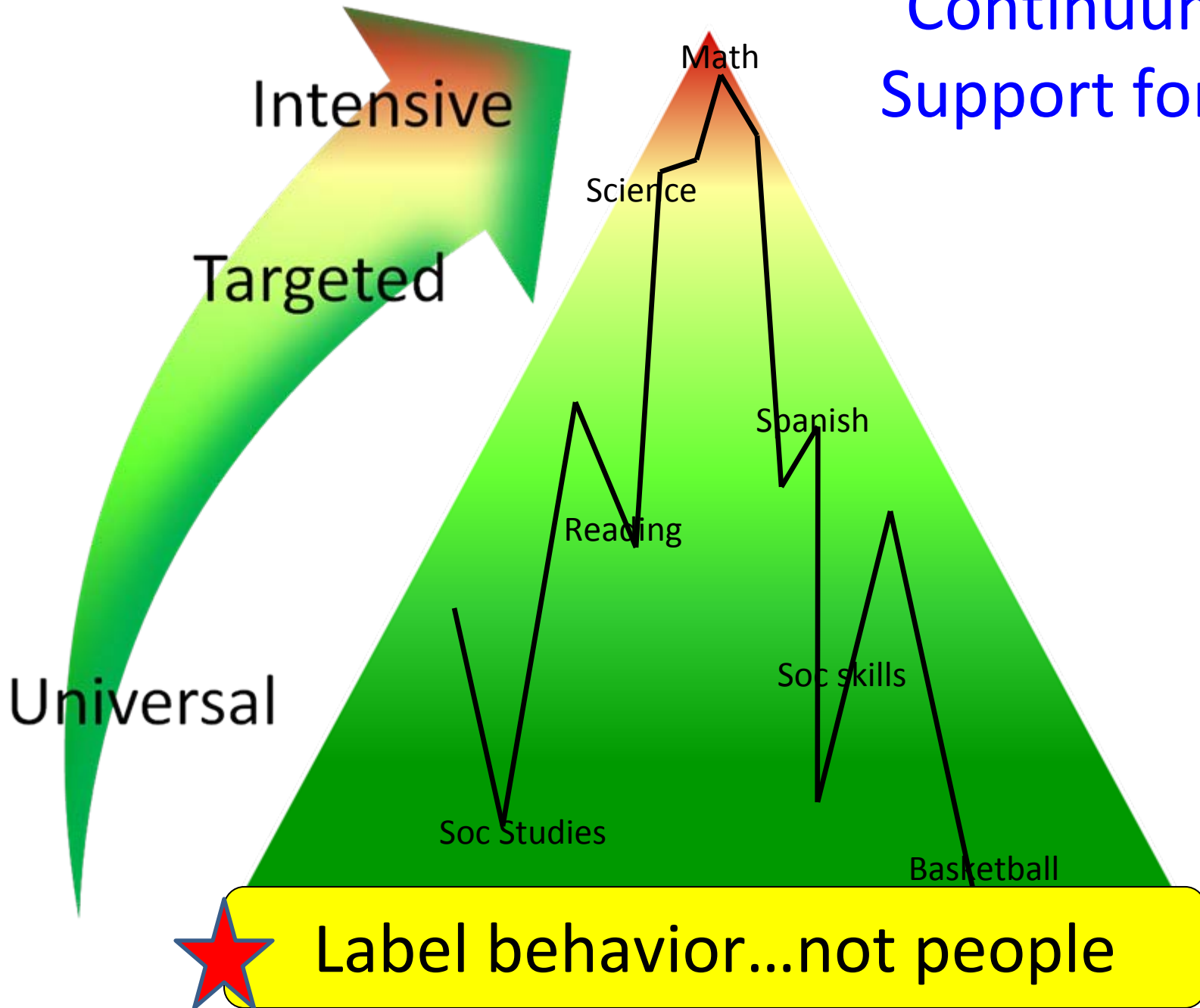
Implementation in High Schools

AVAILABLE RESOURCES WITHIN A MTSS FRAMEWORK: DATA DECISION RULES

Critical Features for Implementing Advanced Tiers of Support:

- Establish decision rules for access to the intervention
- Explore data and “look” for students in need
- Interventions are linked directly to the SW expectations and/or **academic goals**
- Interventions are always available to students
- Monitor progress of student
- Staff are trained, receive ongoing support, and are provided feedback.

Continuum of Support for ALL



Universal Screening: Instrument Selection Criteria

- ★ Screening tool meets established psychometric criteria
 - *The Standards for Educational and Psychological Testing* published by American Educational Research Association (AERA) & American Psychological Association (APA) is gold-standard for instrument selection guidelines
- ★ Identifies risk factors associated with externalizing ('acting out') and internalizing ('overly shy/withdrawn') behavioral problems, or social-emotional strengths and weaknesses
- ★ It can be administered quickly (takes less than an hour to screen an entire class)
- ★ It is cost-efficient
 - Easy to score
 - Does not require specialized training to administer
 - Can function as a progress-monitoring tool

UNIVERSAL SCREENING INSTRUMENTS ARE NOT
DIAGNOSTIC TOOLS

Establish Decision Rules for Access

Name	Grade Level	GPA last year	Behavior Referrals	Core Grades	Attendance
Jana	8	2.2	4 ref	1 D 1 F	82%
Blake	7	1.3	0	3F	88%
Toby	6	2.8	16 ref 1 S	2D 1 F	84%
Carlos	8	.7	22 S 3 S	4 F	62%
Yvonne	8	2.7	2 ref	2 D 1 F	86%
Lin	8	2.3	0	1 F	90%
Maria	6	1.9	16 ref 2 S	4 D 1 F	74%
Doug	8 +2	3.1	2 ref	1 F	81%
Tyrone	6	2.9	10 ref	2 D	89%
Sam	6	2.4	13 ref	2D 1 F	87%
Paul	7	3.4	1 ref	1 D	86%
Tia	6	3.7	0	2 C	60%

Who gets access to an intervention that integrates academic/behavioral support ? Choose 5 students.



Activity: Student List

- Are there other sources of data available?
- What else should we know about the students?
- Do any staff in building have relationship with the student?
- Consider what students are requiring the most adult resources.
- What are some possible political implications of choosing the students you chose?

Decision Making Rules: Why?

- We need to know when a student(s) requires additional support during AS?
- Decision making points will assist teachers to indicate need as it occurs
- Provides a formalized system for teachers to make decisions quickly and effectively
- Provides baseline data to measure improvement (or not).

Implementation in High Schools

AVAILABLE RESOURCES WITHIN A MTSS FRAMEWORK: FRESHMAN ACADEMY

Now that we know 'who' needs support....what can we do?

- Create opportunities for students to access help?
- Academic seminar (freshman academy) Tier 2
- Classroom Supports
 - Syllabus design
 - Curricular alignment
 - Technology
- Increasing student engagement

Why concentrate on freshman?

- First, success or failure in 9th grade greatly impacts a student's chances of graduating...a make it or break it year...”Our ability to predict dropout...increases considerably when we know how students fare during their high school transition year.”
- Ninth grade acts like a kind of quicksand...more dropouts leave during 9th grade than in any other grade. Not to say students in their first year of HS but students who haven't earned enough credits to advance beyond Freshman status.

Why concentrate on freshman?

- Certain risk factors that students bring with them into high school- being overage, reading/math scores below grade level, low 8th grade attendance, failed courses in middle school increase the odds of failing 9th grade.

A major point....

- Low attendance during the first 30 days of 9th grade is a more powerful predictor than any 8th grade factor, including test scores, age, and academic failure.

That's why we target freshman!

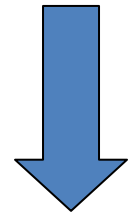
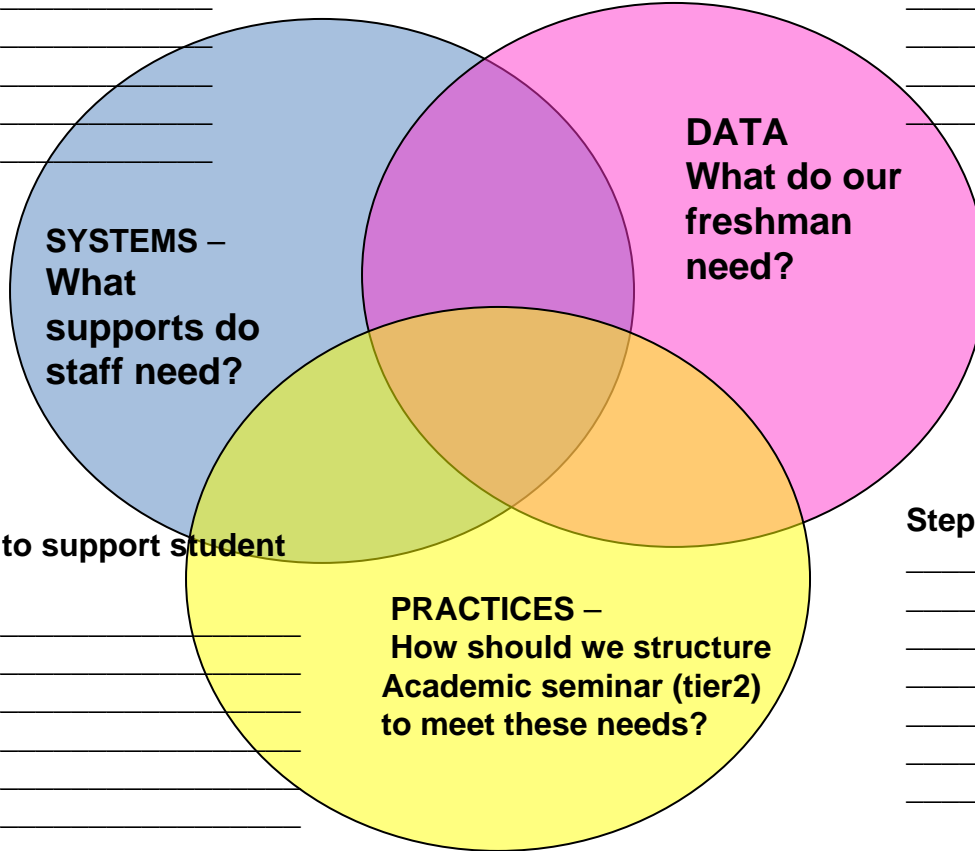
Activity

- Break into groups...
- Using the 3-circle “problem solving” model discuss and answer the questions:
 - Data: What do our students (freshman) need?
 - Practice: How do we structure (tier 2 intervention) to meet those needs for identified students?
 - Systems: What supports do staff need? What scheduling priorities need to be addressed? Is there flexibility with scheduling quarter-to-quarter?

Step 4: What will we do to support staff?



Step 1: What does the data say?



Step 3: What will we do to support student behavior?

Step 2: What is the goal?



Group Discussion

- What are we already doing as high school teachers, departments, grade level teams?
- What is working?
- What needs improvement?
- What does our data say about student needs?
- What would we like to see happen with Academic Seminar (or other intervention) ?



Charger Expectations
 Life Long Learning
 Honor & Respect
 Success &
Life Skills

Math

Literacy

Behavioral Support
 Social/Emotional

Leadership

Continue
 2nd quarter skills
 class

Pick up 2nd skills
 class

Graduate to
 Leadership

Peer Ambassador



Freshman Success

Three times over the following three weeks, ask students (can happen in any class) questions about the graduation requirements – this should happen very quickly and take only 3-5 minutes. Clarify any incorrect information and remind students to check their progress regularly and where to find the graduation requirements in full (student handbook, school website, etc.) Sample questions may include:

Sample Questions

1. How many credits do you have to earn to become a sophomore?
2. How many credits will you earn for [this, Math, History] class if you earn a C or better?
3. What is the minimum grade you can in a class to still earn credit for it?
4. How many credits do you need to graduate?
5. What else do you need to do to graduate besides earn credits for classes?

Implementation in High Schools

**CLASSROOM LEVEL SUPPORTS AND
STRATEGIES: CURRICULAR ALIGNMENT
AND ENGAGING THE LEARNER**

Shifting the Thinking

*We have not been successful requiring kids to adapt to school.
MTSS Framework allows us to adapt school to fit the needs of our kids*

From “What’s wrong with you?” to...“What happened to you?”

MTSS Implementation Framework and process allows us to ...

- Examine current condition.
- Rally around the data.
- Describe in measureable way- establish common ground and anchor to everyday teacher behaviors
- Build consistency across staff, across year!!!

Let's start by building a supportive classroom environment

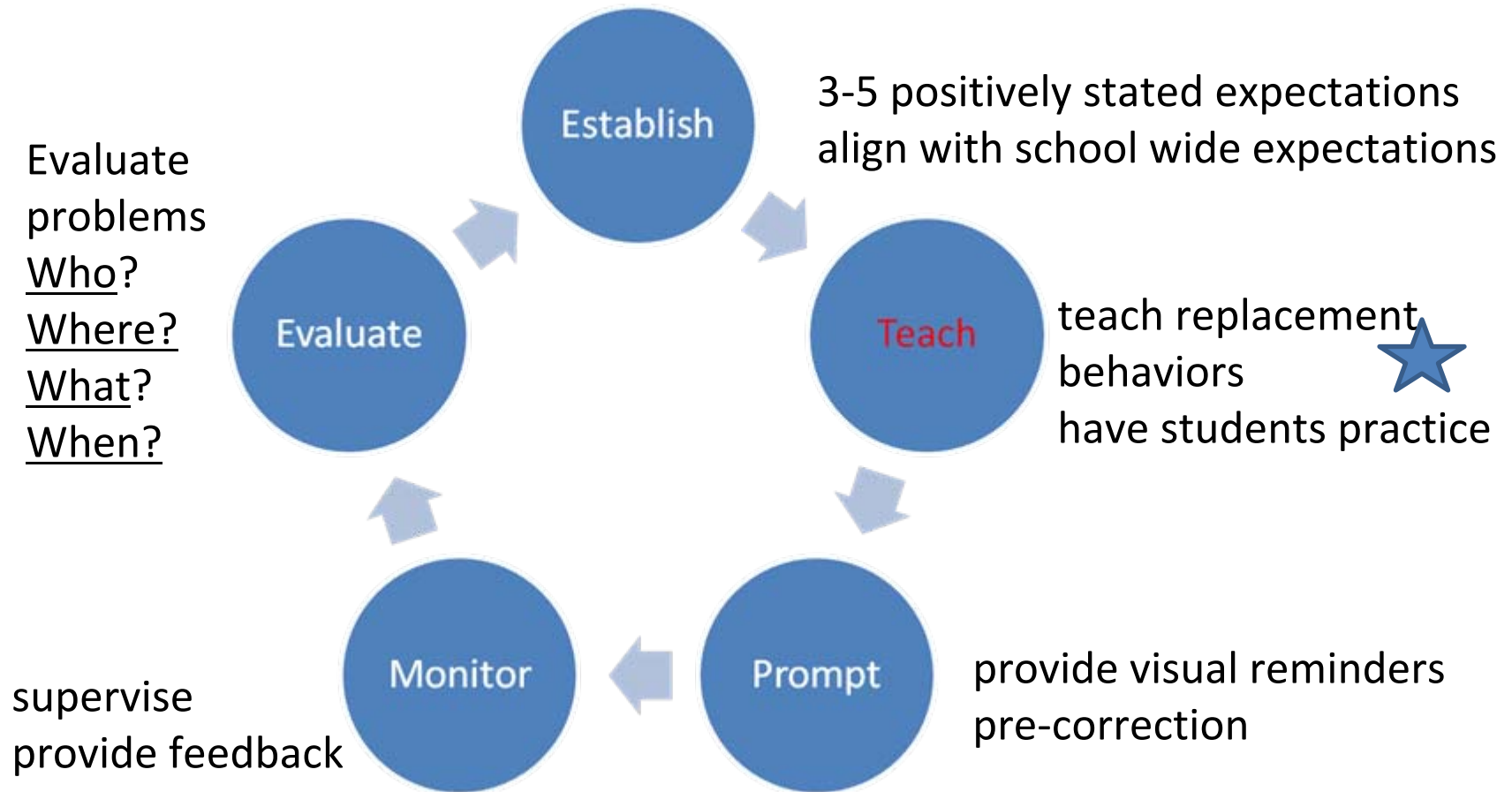
“The kids we label as bad might simply mean we have not figured out a way to reach them...”

- If you build it they will come (*and learn*)
(Kostner, 1989)

What are EB Classroom Practices?

1. Expectations & Rules : Teamwork, Respect, Responsibility (state positively)
2. Procedures & Routines
3. Continuum of Strategies to Acknowledge Appropriate Behavior
4. Continuum of Strategies to Respond to Inappropriate Behavior
5. Maximize Student Engagement
6. Academic Success & Task Difficulty
7. Activity Sequence & Offering Choice

Basic Logic

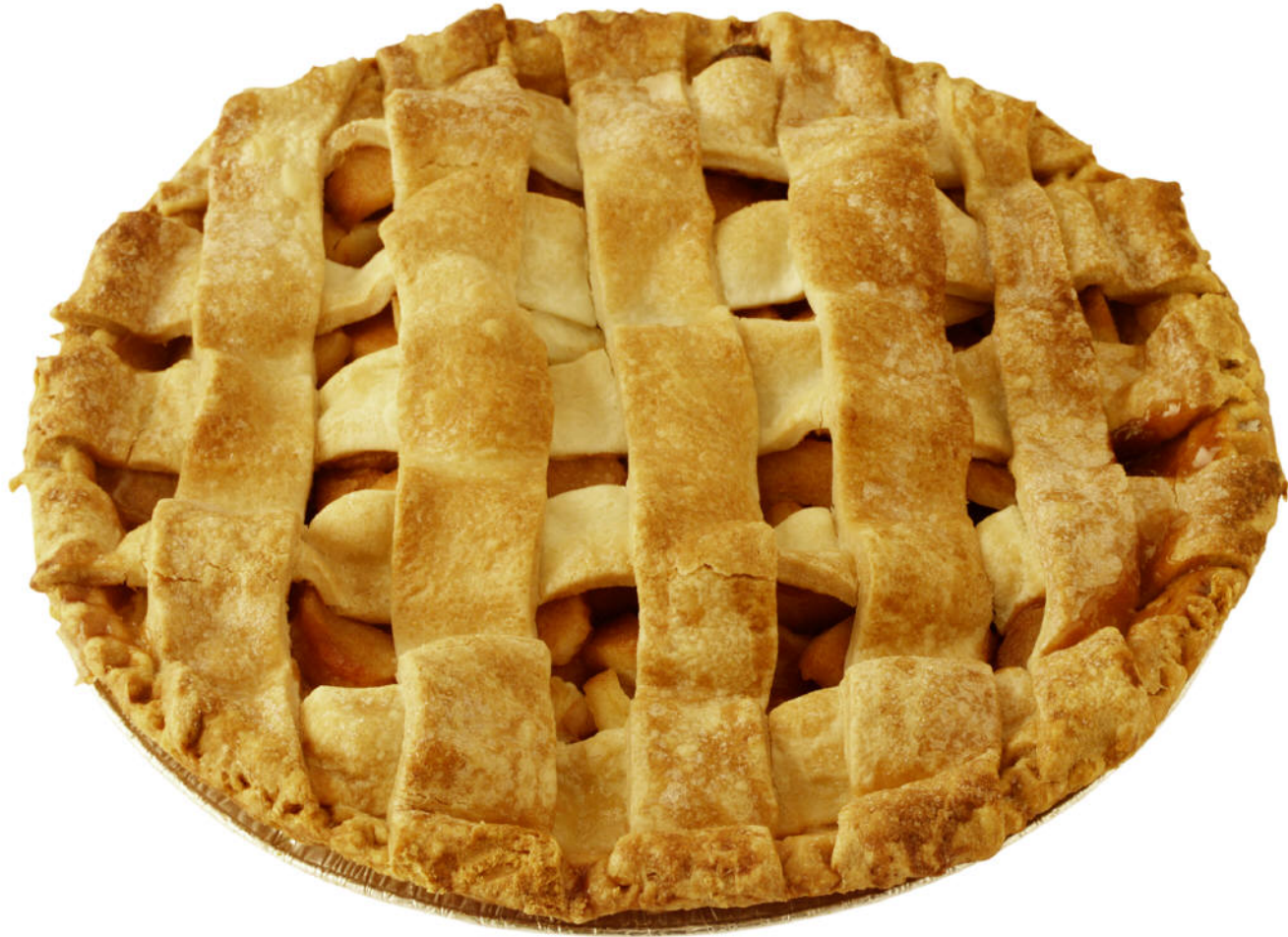


Rules, Routines, Expectations.....

Why state them positively?

- Brain research tells us to (especially important in adolescence)
- Behaviorists tell us to
- We know it works
 - Try it!

Replacement behavior...APPLE PIE





CHOCOLATE CAKE





**Teaching: Making Learning (change)
Fun**

What are EB Classroom Practices?

1. Expectations & Rules : Teamwork, Respect, Responsibility (stated positively)
2. Procedures & Routines
3. Continuum of Strategies to Acknowledge Appropriate Behavior
4. Continuum of Strategies to Respond to Inappropriate Behavior
5. Maximize Student Engagement
6. Academic Success & Task Difficulty
7. Activity Sequence & Offering Choice

Strategy Guide on Fostering School Connectedness

- Research has shown that young people who feel connected to their school are **less likely to engage in many risk behaviors**, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement.
- Students who feel connected to their school are also more likely to have **better academic achievement**, including higher grades and test scores, have **better school attendance**, and stay in school longer.

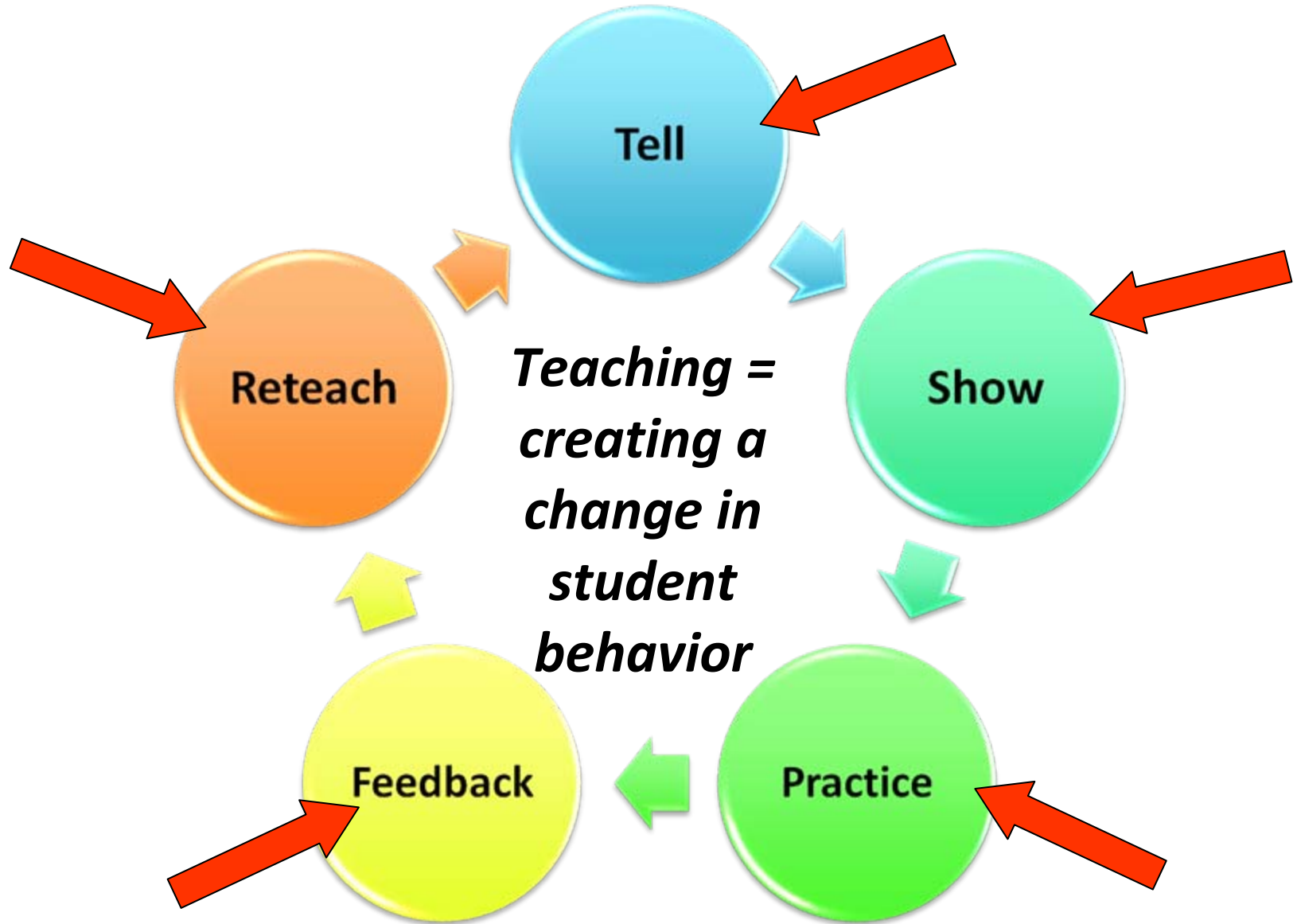
Relationships and Youth Connectedness

ESSENTIAL to children's well being.

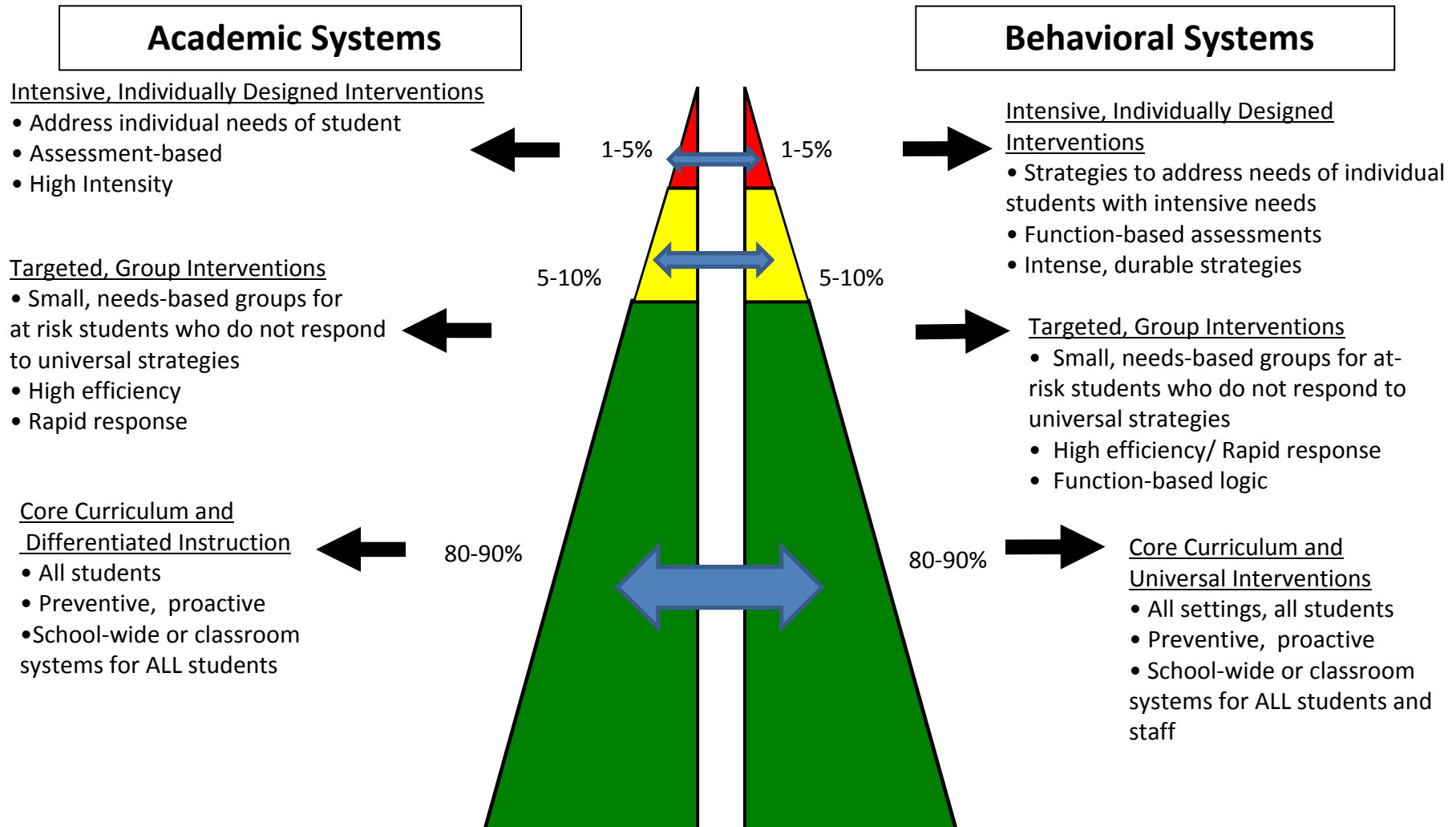
- A sample of 2,022 students (999 boys and 1,023 girls) ages 12-14 years was measured at two time points twelve months apart on school connectedness and mental health symptoms (general functioning, depression, and anxiety symptoms). After adjusting for any prior conditions that could have led to mental health problems, the authors of the study reported stronger than previous evidence of the association with school connectedness and adolescent depressive symptoms and **a predictive link between school connectedness to future mental health problems.**
- 22 Early studies suggest that there are substantial percentages of **violent youth who do not perceive themselves to be liked by classmates and who report loneliness.**

(Clin, 2006 Adol Psychology)

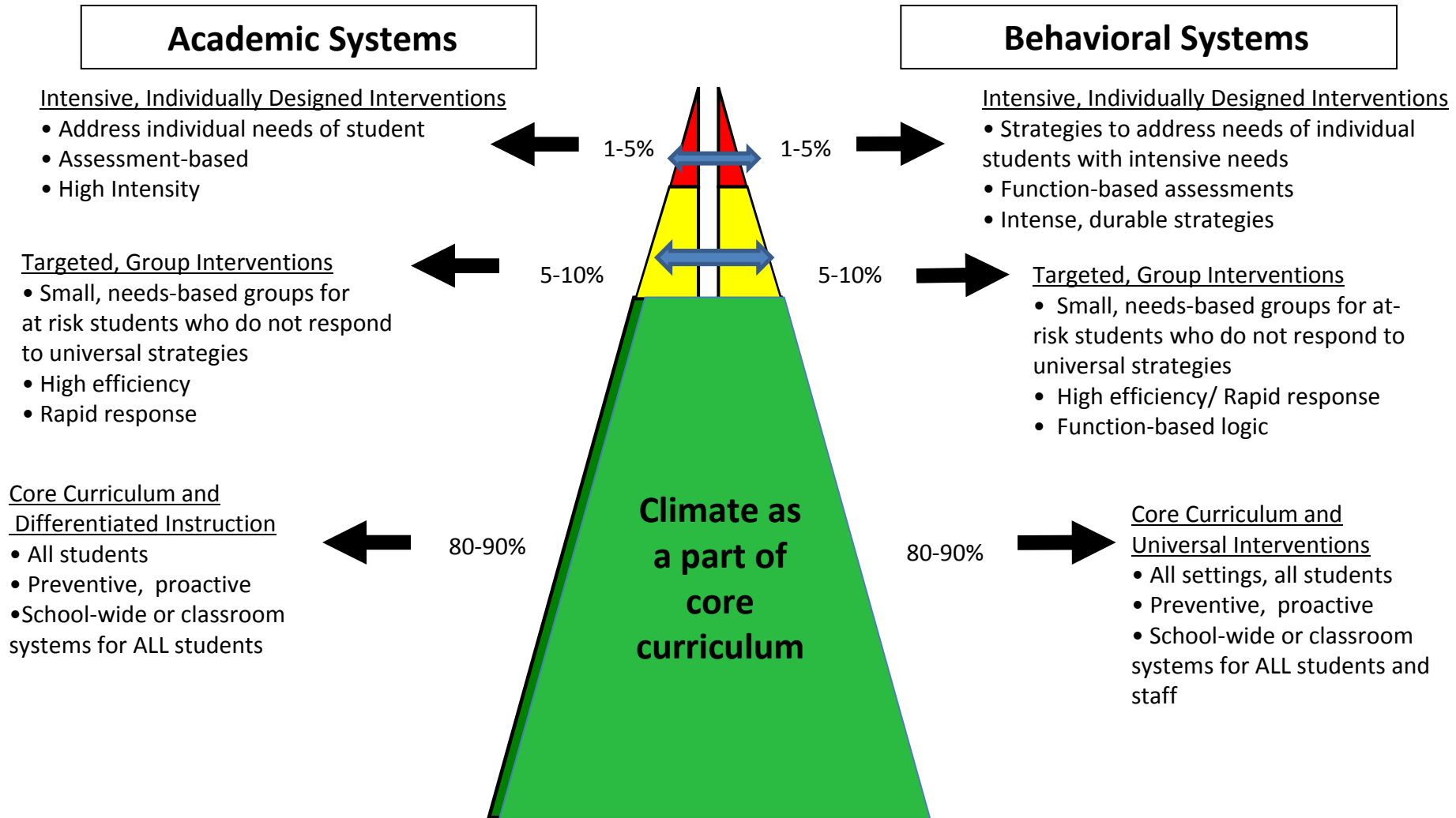
Teaching Academics & Behaviors



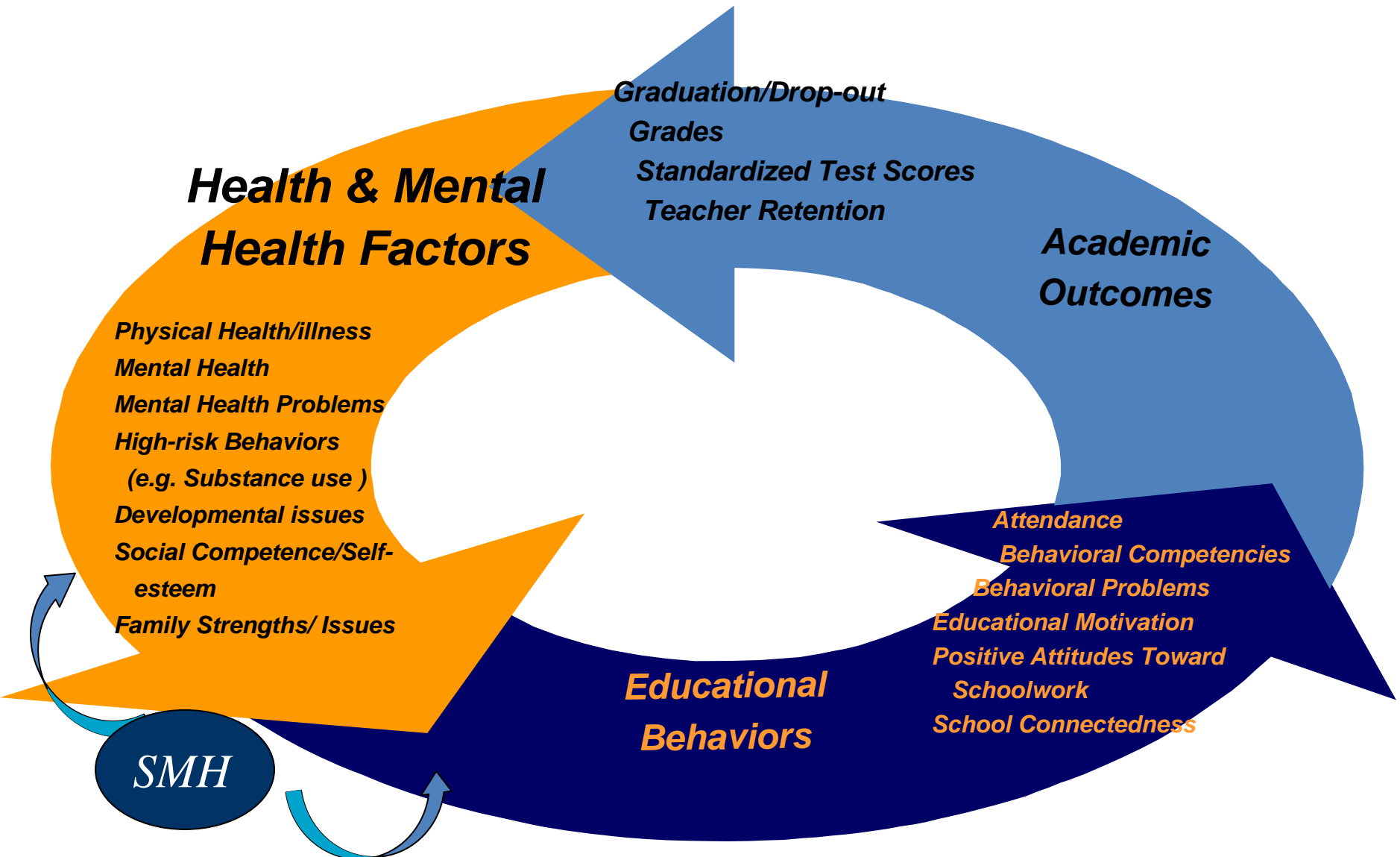
Giving Equal Priority to Academics and School Climate



Shift in Thinking about School Climate

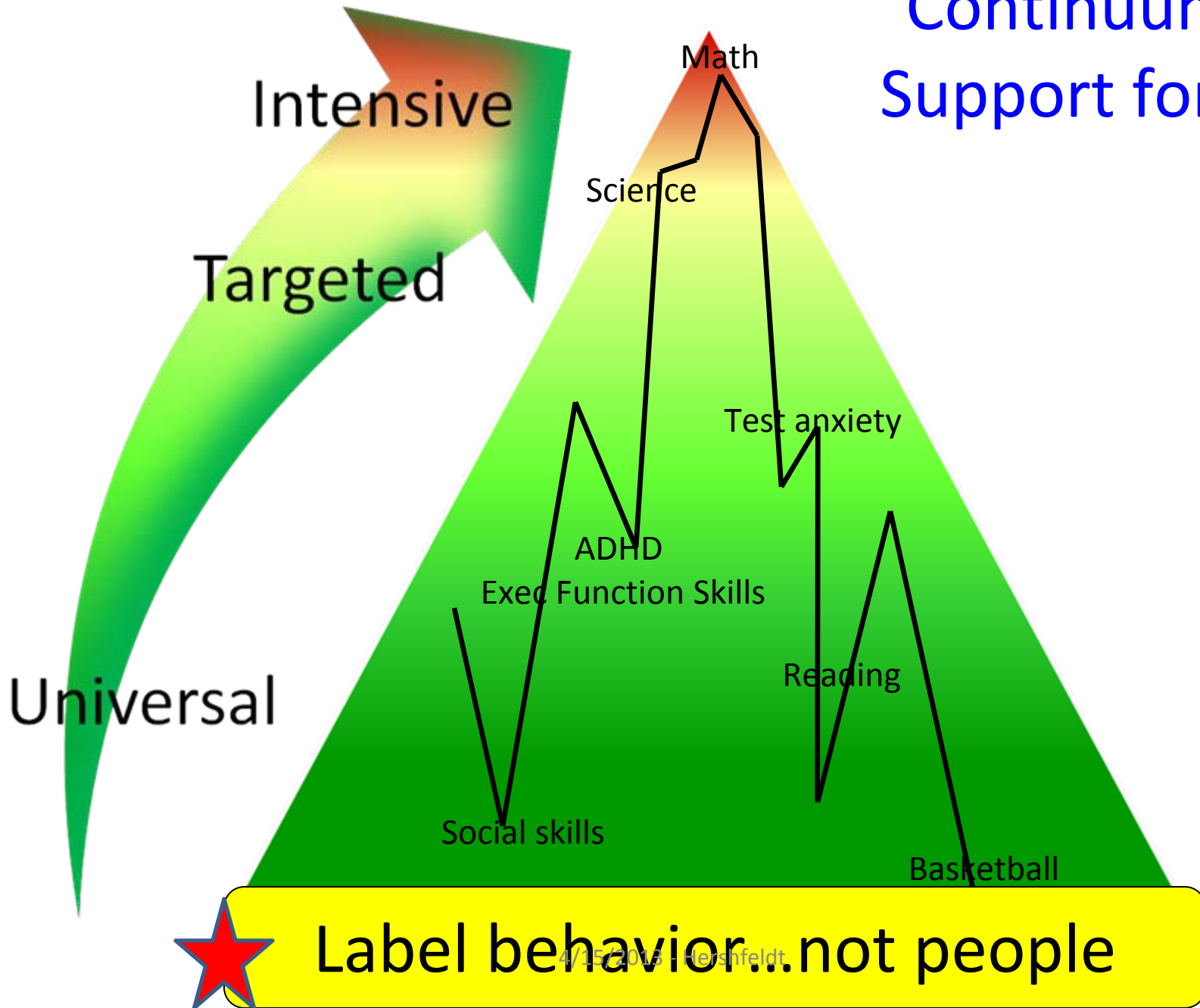


Mental health and academic outcomes



ADAPTED FROM: Geierstanger, S. P., & Amaral, G. (2004). School-Based Health Centers and Academic Performance: What is the Intersection? April 2004 Meeting Proceedings. White Paper. Washington, D.C.: National Assembly on School-Based Health Care.

Continuum of Support for ALL



Label behavior...not people

Supports we can give them....

- Improve instruction and access to supports for struggling students
- Build a school climate that fosters academics and social emotional well-being
- Improve communications between parents and schools
- Make curricula engaging, relevant and connect school to work

Universal Design for Learning



What is the essential shift educators need to make to ensure all learners achieve college and career readiness?

Focus on the Learners

<http://www.youtube.com/watch?v=aaSZqgr2eUM&feature=youtu.be>

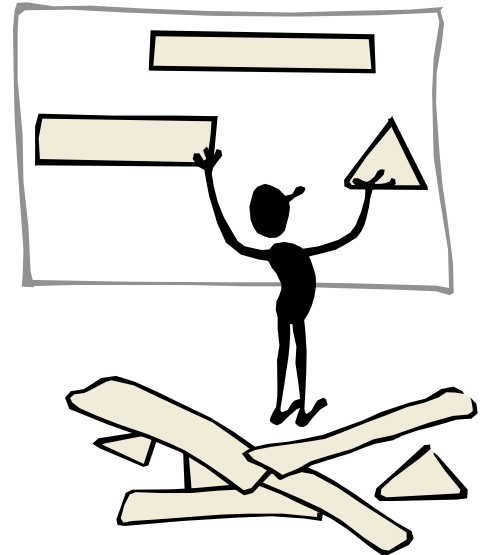
Connecting Brain Research and UDL

The What of Learning	The How of Learning	The Why of Learning
<p>We know from brain research the learner processes knowledge through</p> <p>Recognition Network:</p> <p>The Big Idea, Enduring Learning</p> <p>UDL suggests: Multiple and Flexible Means of Presenting what is to be Learned:</p> <p>Representation</p>	<p>We know from brain research the learner processes knowledge through</p> <p>Strategic Network:</p> <p>Planning for Action</p> <p>UDL suggests: Multiple and Flexible Means of Demonstrating what was Learned:</p> <p>Expression</p>	<p>We know from brain research the learner processes knowledge through</p> <p>Affective Networks:</p> <p>Connecting Emotionally, Evaluating Patterns, Providing Purpose</p> <p>UDL suggests: Multiple and Flexible means of Engaging the learner in what is to be Learned:</p> <p>Engagement</p>

School Climate

With your teams, discuss:
“What is necessary in order for all of these shifts to occur in your classrooms?”

Be prepared to share



UDL Wheel

Each school team has a UDL Wheel

You may also access the wheel electronically:

<http://udlwheel.mdonlinegrants.org/>

Climate and Core Curriculum

For academic success, every classroom must have a climate that features ...

- Active Participation
- Student Self-Advocacy
- Academic Risk Taking
- Cooperative Group Work

Activity: guiding questions

- What skills are necessary for students to demonstrate these behaviors in class?
- What resources/practices do you currently have in place at your school that teach these skills? Are these resources/practices taught universally or are they used as a targeted intervention?
- What shifts need to take place for these skills to be taught to all students as an integrated part of the curriculum?
- What additional resources do you need?
- What supports do you need to put into place to help teachers with this shift?

Techniques for maximizing academic engagement during instruction

- Provide ample opportunities to respond
- Two minute pause
- Literacy circles (book clubs)
 - Think-write or draw
- Outcome starter sentence
- Repackage it!
- What else? **How do you capture their attention?**

Response Cards Increase Opportunities to Respond

- Link to Dr. Terry Scott's videos
- <http://louisville.edu/education/abri/training.html>





Cool Tool: Engagement through Providing Multiple Opportunities to Respond Benchmarks of Quality

Practice: Multiple Opportunities to Respond

Research: The research supports the use of providing multiple opportunities to respond to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback
(Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)
- Improved Reading Performance:
 - increased percentage of reading responses,
 - mastery of reading words,
 - rates of words read correctly and
 - decreased rates of words read incorrectly (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997).
- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time
- Improved Math Performance:
 - percentage of problems calculated correctly per minutes,
 - number of problems completed and correct responses. (Carnine, 1976; Skinner, Smith & McLean, 1994)

What is it?

- An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006).
- A teacher behavior that prompts or solicits a student response (verbal, written, gesture) (Simonsen, Myers, & DeLuca, 2010).

Examples of Opportunities to Respond

Antecedent	Behavior	Consequence
<i>Teacher provides:</i> Verbal Questions Prompts Cues	<i>Student Responses:</i> Written Choral Verbal Motor	<i>Teacher Provides:</i> Specific, Positive Feedback
<i>Teacher says, “When I give the signal everyone answer this question: What is 5 times 6?” Teacher waits a few seconds and gives signal.</i>	<i>Students chorally respond, “30” Repeat 3 times.</i>	<i>Teacher says, “Yes! The correct answer is 30.” Teacher ignores error responses, gives correct response. Asks same question again.</i>

Practice

- Make a list of routines and procedures that would help create predictability and structure in a classroom (Consider problem areas or problem times...often a well designed routine can smooth things out)
- Determine desired outcome
- Decide how students need to complete the task
- Consider what errors students are likely to make

Observation and Feedback

<i>Date:</i>		
Strategy: Providing Multiple Opportunities for Students to Respond	Frequency	Comments
Number of instructional questions, statements or gestures made by the teacher seeking an academic response.		
Rate of Academic Engagement. Record “+” symbol for on-task/ engaged behavior and “-” for off-task behavior		
Measureable Goal:		

Student Engagement

- How do you define it? ACTIVITY
- Common themes?
- Student engagement linked directly to
 - Attendance
 - Relationships with an adult

School Connectedness

- Poor attendance
- Low educational expectations
- Lack of effort
- Low commitment to school
- No extracurricular participation

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Getting Them Engaged

- NEST: Nourishment, Enrichment, Social, Tutoring
- WDYSF: “Who Do You Stand For”
- Comet Leaders
- 2x10 -
- Video Library- Student Led

How will you find kids who feel like they don't belong?

- Activity/Club/Sports Fair
- Personal Invitation
- Recruit, Recruit, Recruit!!!
- Organize teams to review data, build structure to determine data decision rules
 - School level
 - Student level
- Relationships with Students, Families and Communities

Gathering Facts about our Learners

What are Students':

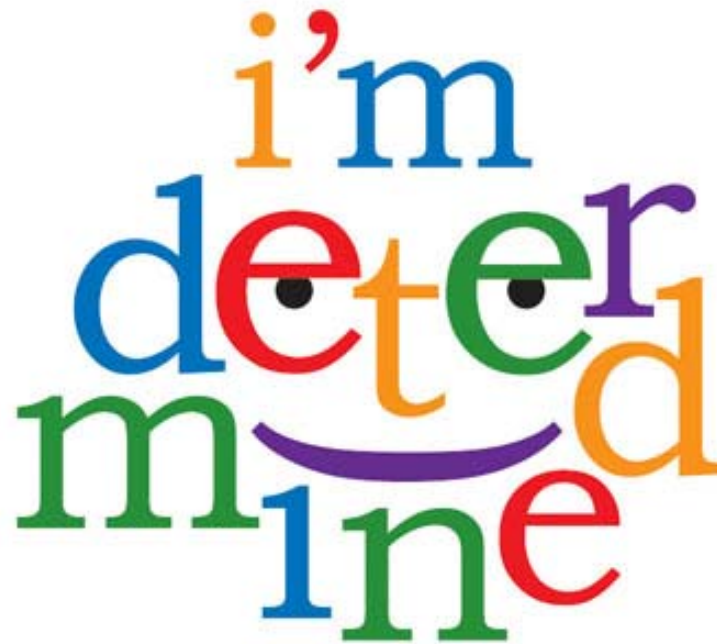
- Learning Preferences?
 - Auditory, visual, kinesthetic, tactile
 - Group or individual work
- Interests?
- Previous academic record?
- Disability specific information?
- English Language Learner?



Self-Determination and PBIS: Keeping Kids in School

Teresa Cogar
&
John McNaught

Virginia Department
of Education



www.imdetermined.org

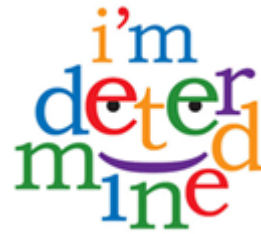
What if.....?

- We could EASILY have a little information about each of our students that might help us with supporting..
 - Behavior
 - Academic success
 - Student engagement
 - and so on

1 pagers



Name: John McNaught
Address: Rabbits Foot Rd
Hinton, VA
DOB: 01-07-75



You're Invited
Date: 08-04-09 Time: 10:00 am

Interests

- Animals
- Cooking
- Outdoors



I Want You to Know

- I don't like timelines
- I work hard
- I play hard

Learning Preferences

- I like to have new concepts modeled
- Enjoy working in groups
- I often get the "big" picture and have to work to note the details

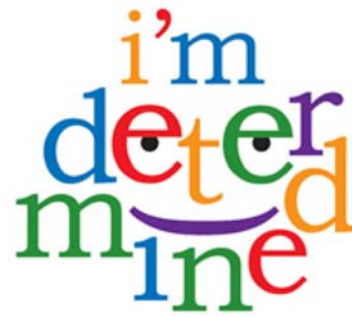
Accommodations that Work

- Extended time
- Help from my friends
- Working with people with different learning styles



Name: Nicholas Wayne Silvey
Address: Glade Hill, VA

Date: November, 2012



My Strengths

- English
- Social Studies
- Learning
- Writing Poetry

My Preferences

- A good foundation to grow from
- A lack of disturbance
- A constant and perfect schedule



My Interests

- Writing poetry on the spot
- Dreaming of a better world
- Making a better world
- Music

My Needs

- Printed notes
- Visual/Audible Learning
- A structured environment
- Predictability-knowing what is coming next

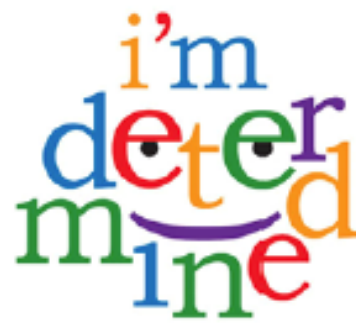


Name: Justin George

Address:

DOB:

Date:

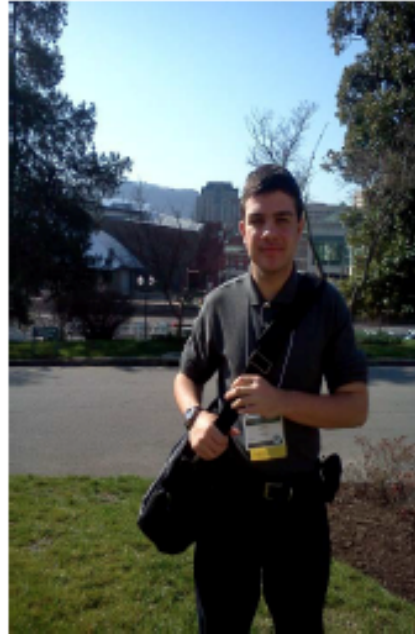


My Strengths

- Advocacy/public speaking
- Enjoy listening to peer advocates
- History
- Reading/computer skills
- Working towards independence
- Passion for what I do at Im Determined and YLF
- Keep trying

My Preferences

- Study with someone
- Write down notes
- Have clear expectations of me
- Allegories
- Minimal distractions.



My Interests

- Amateur Radio and emergency communications groups.
- Weather/skywarn
- Being outside
- Computers
- Social Media
- Kings Dominion/Busch Gardens
- Beach/ pool
- Spending time with family

My Needs

- Notes
- Extra time on tests
- Hands on and visual (IE, watching the teachers do an example)





Hey I'm Robert. I'm 14 no I'm just joking. I'm really 12. Have great time reading this.

I have an IEP because ... I have anger issues I need to control it and not get angry over little things and not get frustrated.

My Interests:

I like to play star wars games and draw

Ways to learn best:

Skip some problems and go to next one until I can get it.
Read the question first then read the story.

My favorite classes:

L.A because I love The word ladder
P.E because I like to play games

My plans for the future:

Go to Virginia Tech college.
Be a game designer .
Buy my own house.
Start a basic job before I be a game designer.

My hardest classes:

Math because division and multiplication have a lot of thinking
Social studies because all the writing and highlighting.

Name:
Address:
DOB:



Date:

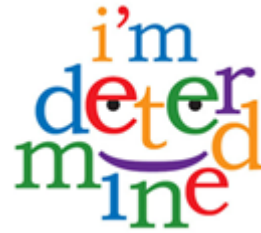
My Strengths

My Interests

My Preferences

My Needs

Name:
Address:
Phone:
DOB:



You're Invited To:
Date:
Time:
With:

What Got Me to DLC

Courses I'm Working On

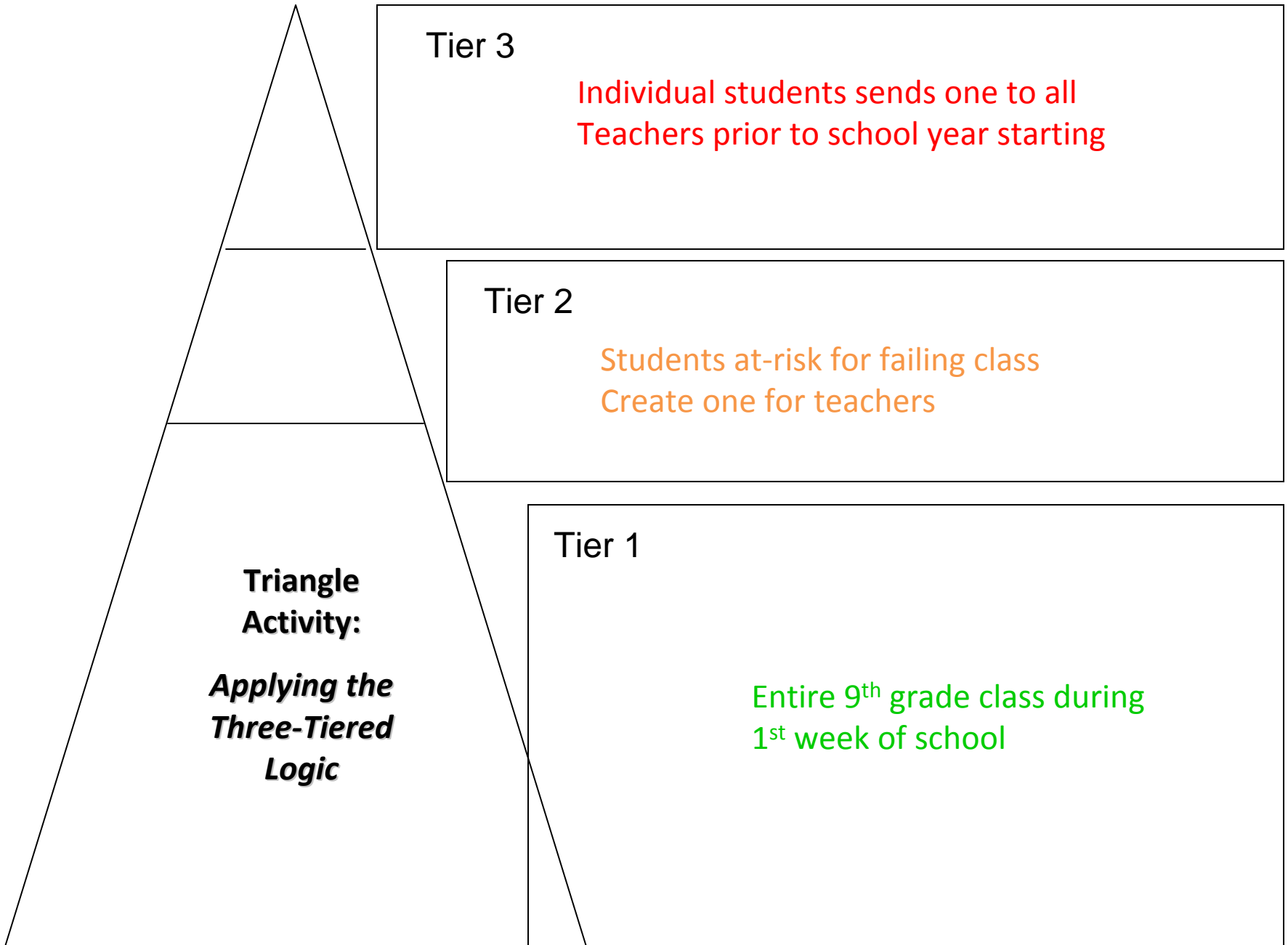
Changes I'd Like to Make

Goals I Want to Achieve

My Hobbies/ Interests

What Helps Me Work





Good Day Plan





My Good Day Plan

Good Day

Now

Action

Support

What happens on a Good Day?

Does it happen now?

What needs to happen to make it a Good Day?

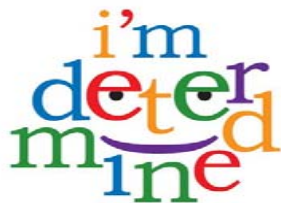
Who can help me?

❖

❖

❖

❖



My Good Day Plan

Good Day

Now

Action

Support

What happens on a Good Day?

Does it happen now?

What needs to happen to make it a Good Day?

Who can help me?

- ❖ Wake up with a great cup of coffee
- ❖ Get to classes on time
- ❖ No homework

- ❖ Get homework done

- ❖ Go to bed on time

- ❖ No :(
- ❖ Sometimes
- ❖ Rarely....

- ❖ Most of the time

- ❖ Not often

- ❖ I need to get up a little earlier to make it
- ❖ Need to set a alarm on my phone with the bell schedule
- ❖ My teachers need to assign no homework 😊

- ❖ I need to make it a priority when I first get home to get it done

- ❖ I need to get everything I want done before bedtime

- ❖ Myself

- ❖ Myself and friends
- ❖ MY TEACHERS!

- ❖ Myself

- ❖ Myself

i'm
deter
mine

My Good Day Plan

Action







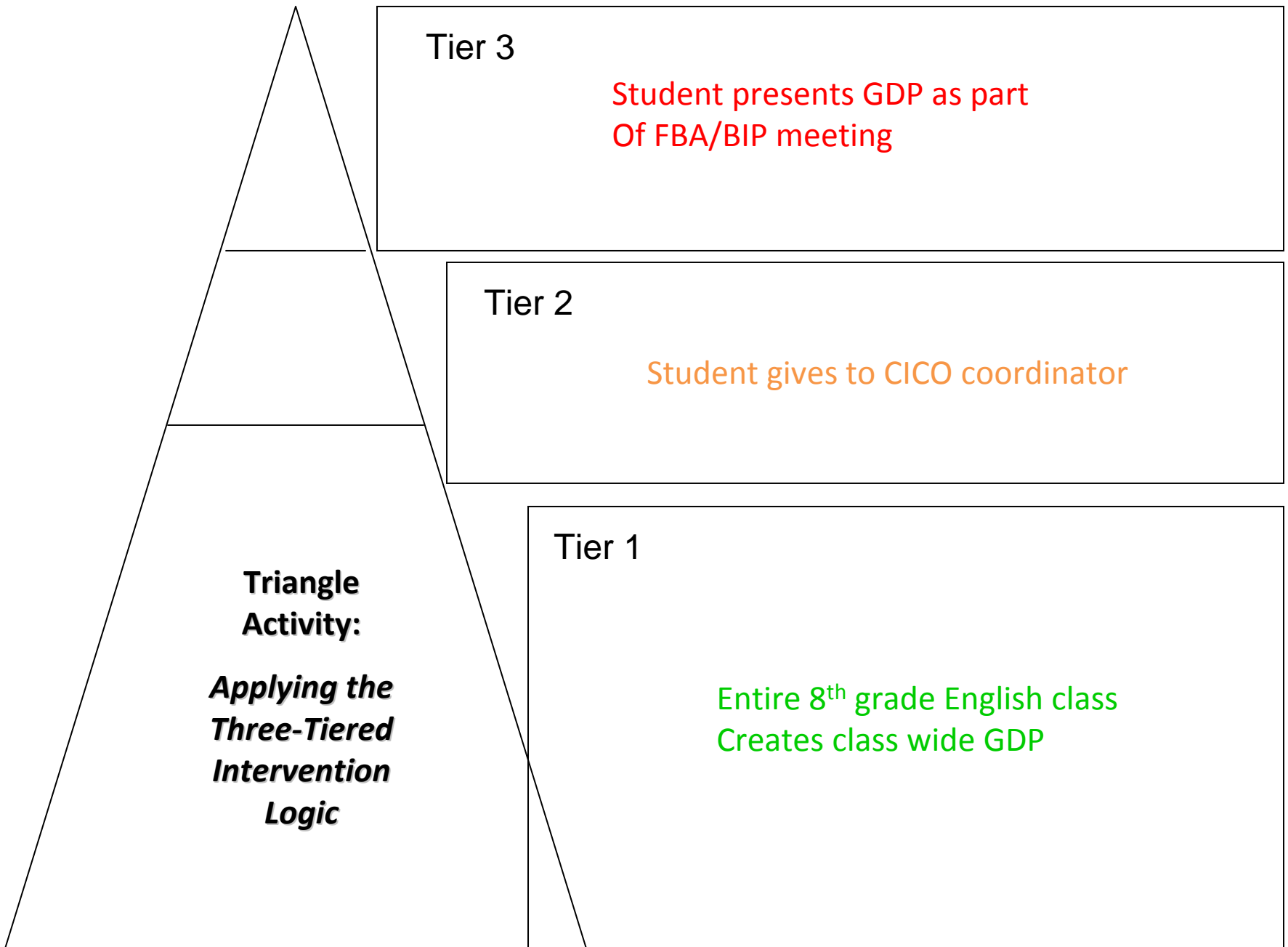




- ❖ Hot cocoa every morning before school: once in awhile
- ❖ Head phones to listen to calm music on bus ride to school – not happening now
- ❖ Greeted at bus drop-off by class buddy – not happening now
- ❖ Morning task list – tried earlier in year and dropped

- ❖ Hot cocoa packet and mug by the microwave each night before bed
- ❖ Purchase headphones
- ❖ Talk with classroom teacher
- ❖ Reformat checklist – add graphics; hang on bulletin board near door

- ❖ Mom 
- ❖ Mom 
- ❖ Case manager
- ❖ Classroom teacher



Core Components

AKA Common Core Skills

(combination of skills, knowledge & beliefs)

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting & attainment
- Internal locus of control
- Positive attributes of efficacy and outcomes expectancy
- Self-Observation
- Self-Evaluation
- Self-Reinforcement
- Self-Instruction
- Self-Advocacy & Leadership
- Self-Awareness
- Self-Knowledge

We need to develop ALL of these skills

The messages we need to share...

- Utilize student strengths rather than focus on deficits
- A relationship with **1** adult can improve
 - Student engagement (attendance...)
 - Academic performance
 - Satisfaction w/school
- Promote self care with the adults
 - Model that to students

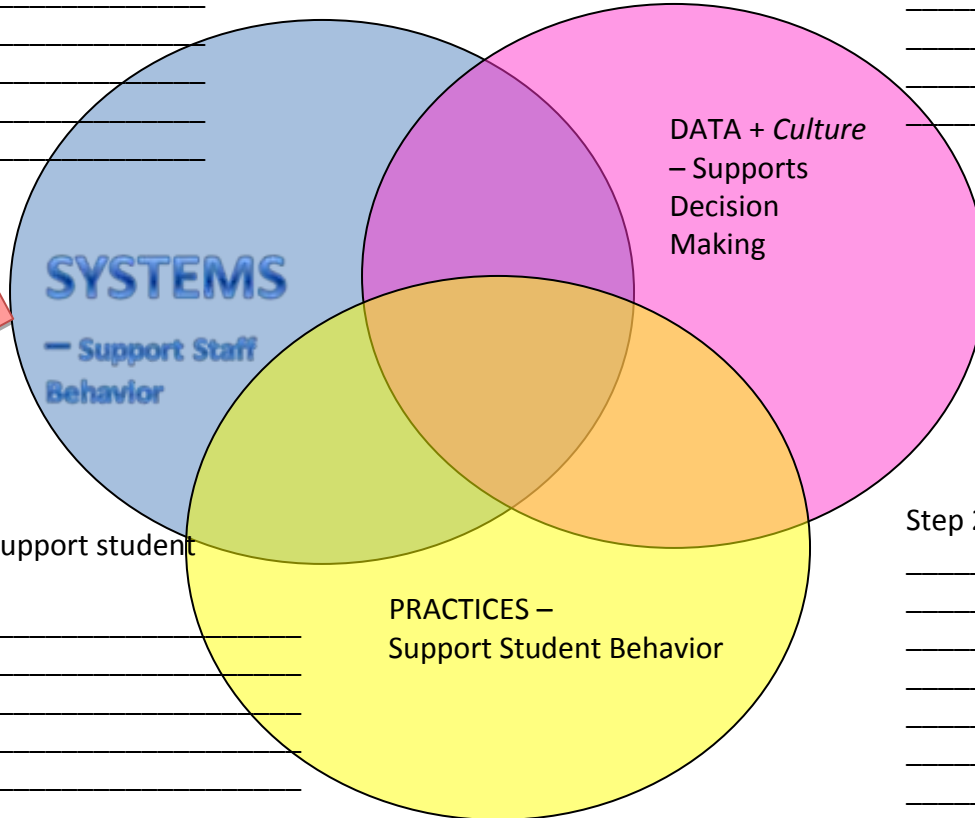
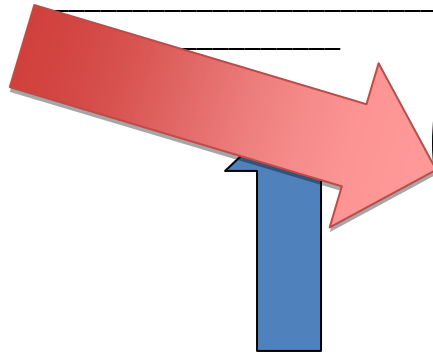
PBIS “3-Circles” Problem-Solving Worksheet

Targeted Problem: _____



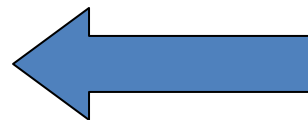
Step 1: What does the data say?

Step 4: What will we do to support staff?



Step 2: What is the goal?

Step 3: What will we do to support student behavior?



Building classrooms systems: to close the gaps...

Action Steps to take in...

... the next 2 weeks...

- 1.
- 2.

... the 2013-2014 school year

- 1.
- 2.

over the next 2-3 years (long term plan)

- 1.
- 2.

You never know when a memory is
being made.... Judy Wood

- Teacher acknowledgement (video)

Closing Thoughts

