

Fostering Care, Support and Connections at the Secondary Level

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Big Ideas

Equal Priority: Academic and Social Emotional Health

Fostering mutual care for adults and kids

SHIFT in Thinking

Discipline = Skill a

Marketing Campa

buy in



Wellbeing

Should central role of education be building and improving wellbeing ?

How would academic achievement improve if we had students, youth, educators in environments that fostered emotional health and wellbeing?

How would that impact healthcare?

Justice system, Poverty, Homelessness, Drug Use?
Unemployment?

Equal Priority

Academic Rigor



**Social Emotional
Health/ Mental
Wellness/Physical
Health**



**Organizational
Health:
Workforce**



**Close the Global
Gap and
Healthy Country**
Healthcare/economy

Vermont Joint House/Senate Resolution

(J.R.H 6) 2013

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont

commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students' academic and cognitive achievement, and

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it

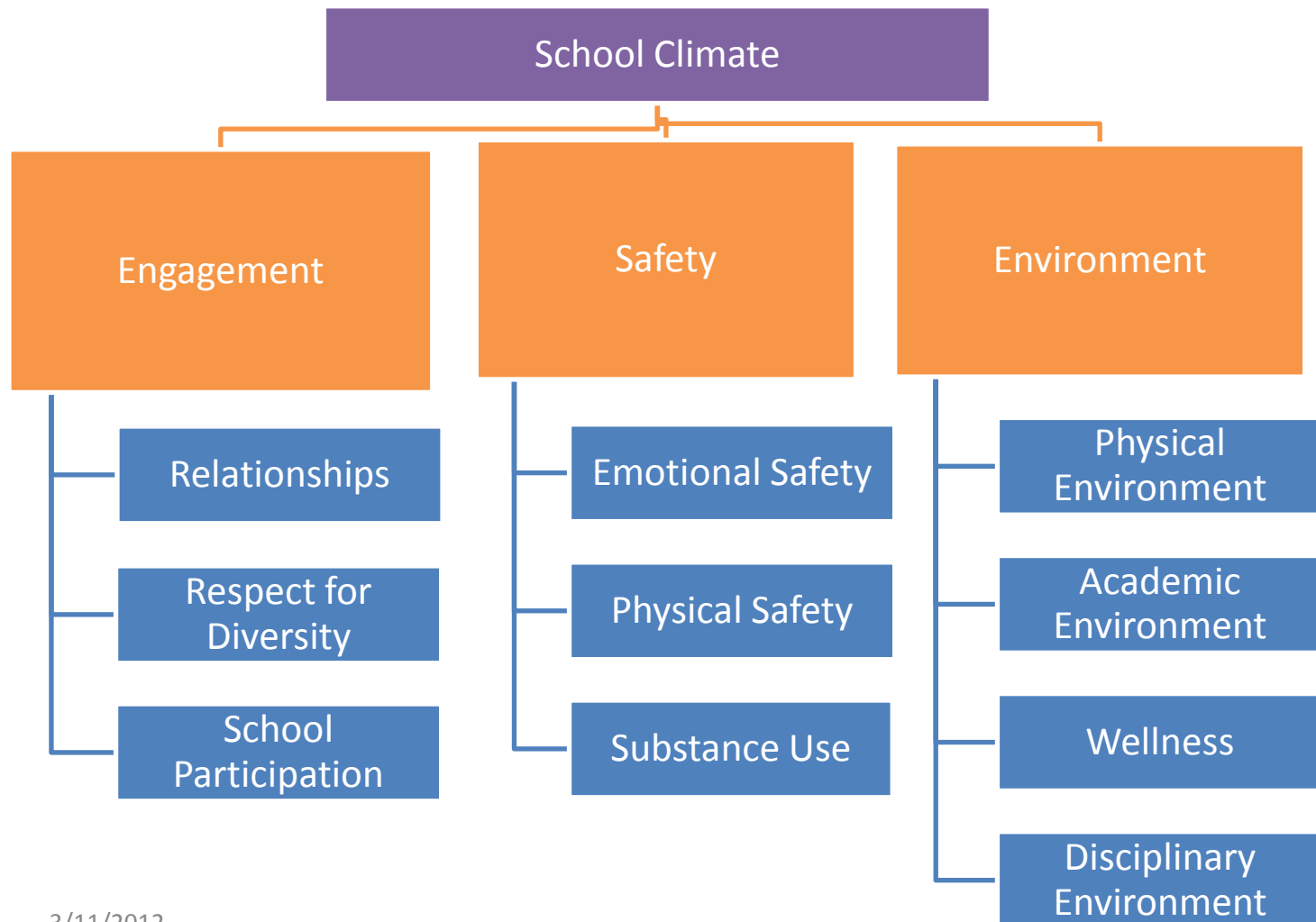
Resolved by the Senate and House of Representatives:

That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

Resolved: That the General Assembly declares Vermont to be a **state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools' practices.**

Climate and Culture

Establishing the Conditions for Learning



Every Student Succeeds Act Beyond Academic Scores

“Failing School”

“High Achieving School”

Don't mistake academic label as an indication of
“health”

EVERYONE NEEDS LIFE SKILLS

Promotion of life skills necessary to navigate social situations, school, family and work environments.

What skills sets do ALL students need to navigate, experience successful learning environment? (i.e managing stress, organizational skills, working in small groups)

What do we expect all students and staff to do, know, demonstrate? (clear expectations and rules by setting)

What will the criteria for success be? (targets for attendance, office referrals, classroom referrals, climate surveys, satisfaction surveys)

How will we know when we are successful? (fidelity and outcomes)

What matters in High School?

Staff buy in...focus on instruction

- ALL behavior change is an instructional process

INSTRUCTION MATTERS

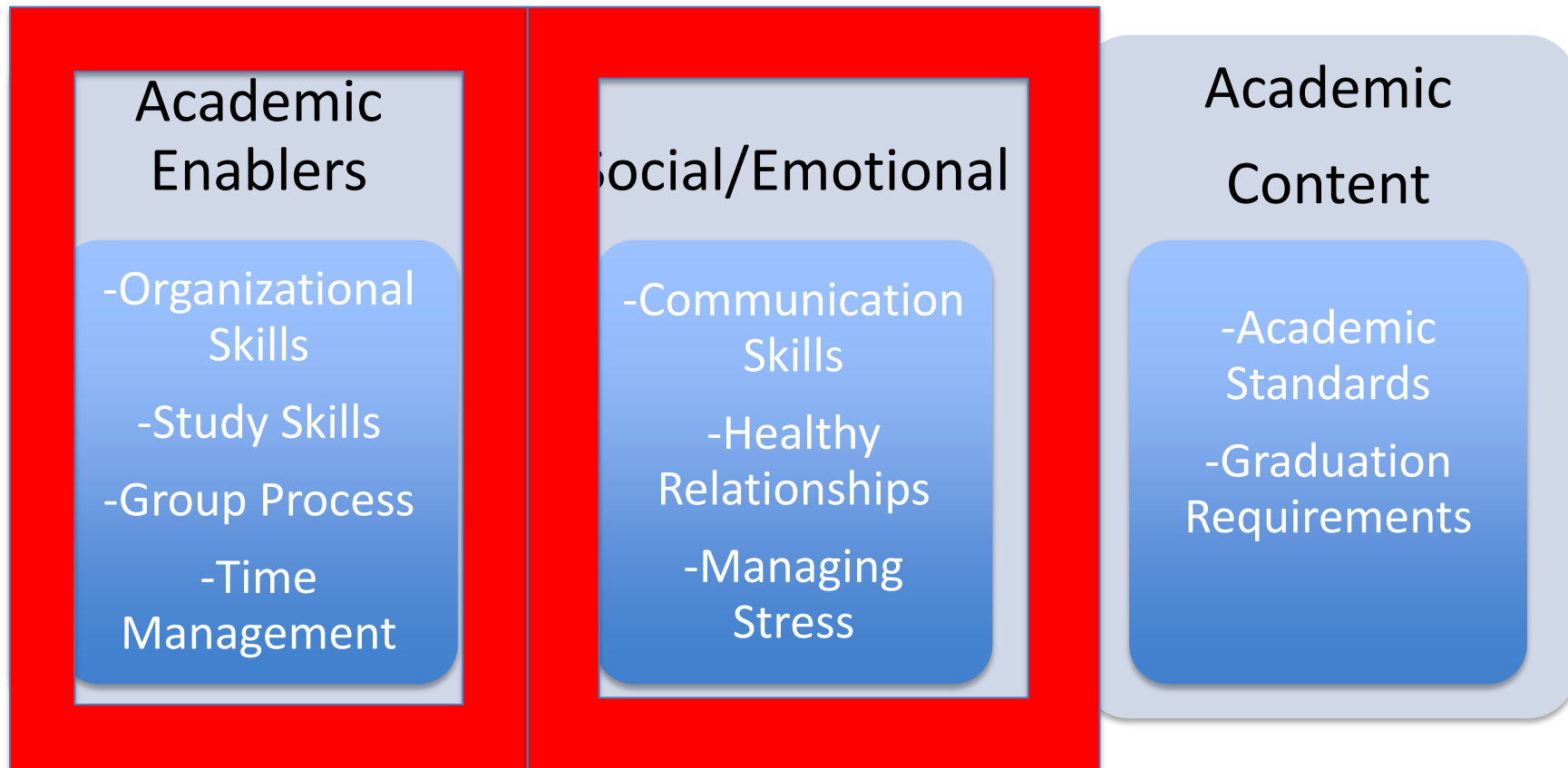
- Some things work better than others – what's the simplest way to make a difference in the success

EFFECTIVENESS and EFFICIENCY MATTERS

- Student behavior changes when adult behavior changes

ADULT BEHAVIOR MATTERS

Domains of Instruction



And...if we ask employers

“What are the skills you are looking for in a potential employee?”

So what are the skills required to succeed in college, career and life?

Consider the Adolescent Brain

David Dobbs: National Geographic

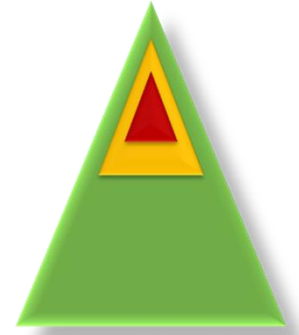
- Brain is not fully developed until age 25
 - Clumsy at first but as it develops it gets better at balancing impulse, desire, goals, self-interest, rules, ethics, and even altruism, generating behavior that is more complex more sensible.
- Frontal Lobes are not fully connected (access is slower)
 - Is that a good idea?, What is the consequence of this action?
- Nerve cells are sluggish- thin layer of myelin (white matter)
 - Think insulation for electrical wiring

Adaptive- Adolescent Story

- Teen brain is less as a rough draft than as an exquisitely sensitive, highly adaptable creature wired almost perfectly for the job of moving from the safety of home into the complicated world outside.
- Sensation seeking: the “neural buzz”- not necessarily impulsive
 - Love of novelty
 - Upside is that it increases circle of friends
- Risk Taking
 - Teens take more risks not because they don't understand the dangers but because they weigh risk versus reward differently: In situations where risk can get them something they want, they value the reward more heavily than adults do.

Why PBIS?

- **The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments for all students**



Predictable

Consistent

Positive

Safe









From Student Deficit to System Deficit

The trick is moving from one focus to systemic focus and seeing the impact that procedure/teaming structures/classroom routines have on behavior (adult and student).

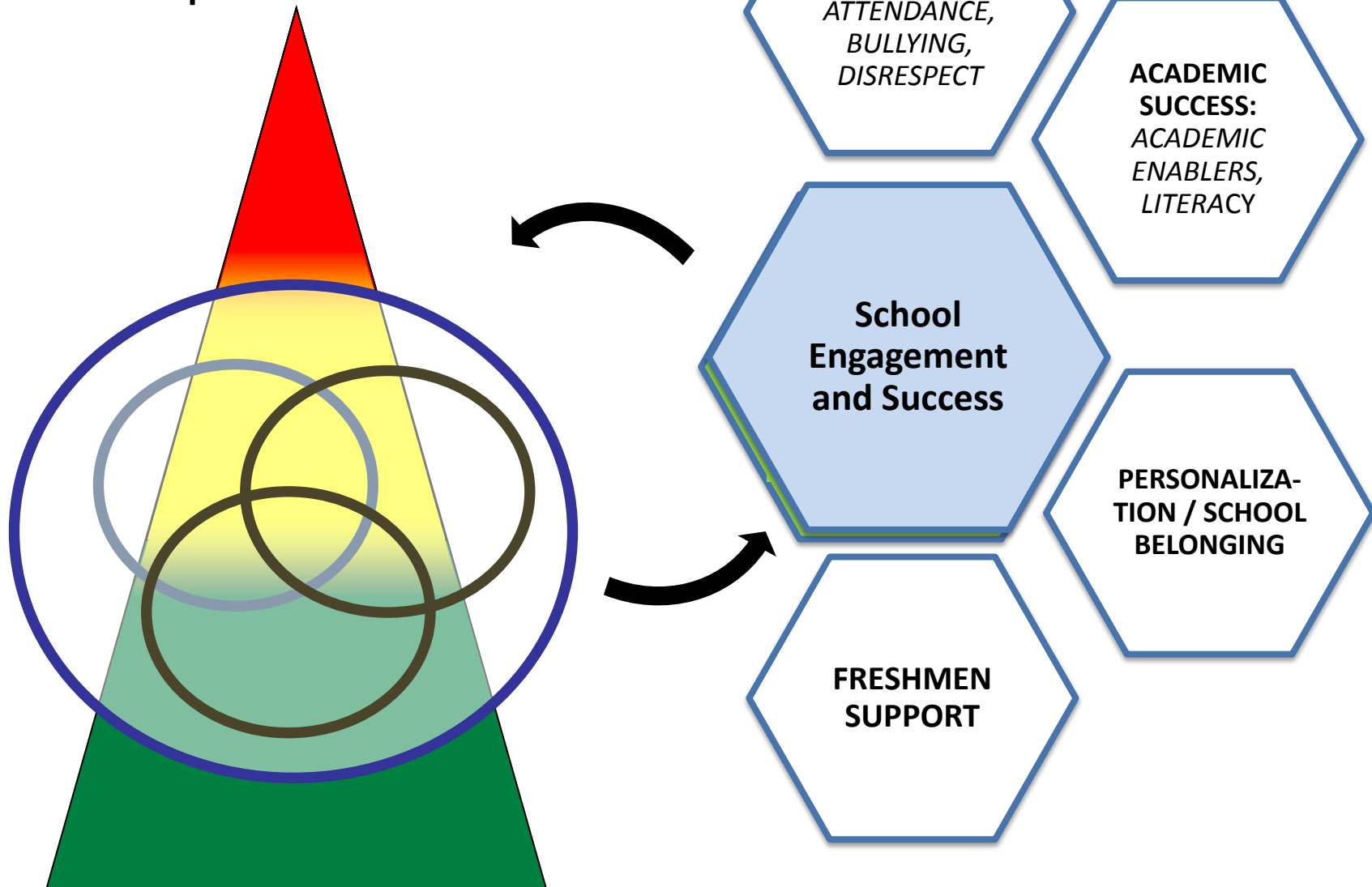
Protective Factor or Vulnerable Contexts

“Failing School”

“High Achieving School”

Don't mistake academic label as an indication of
“health”

Core Features of Implementation



Entry Activity: Fact or Fiction

- Review the statements on the Fact or Fiction sheet
- Determine which are true and which are incorrect
- If you think a statement is incorrect, try to correct it

Research indicates that students are twice as likely to fail a class in 9th grade than in any other grade.

FICTION –

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FICTION

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FACT

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FACT

Students who remain on track during the 9th grade year are 30% lower than that of student who are able to stay on track during the 9th grade year.

FICTION – 59% LOWER GRAD RATE IF OFF TRACK AS FRESHMEN

- 9TH GRADE IS A CRITICAL YEAR
- ALL STUDENTS STRUGGLE
- ACADEMIC AND BEHAVIOR

top quartile of
9th grade year.

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students in the

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g test scores,

Activity References

1. Southern Regional Educational Board. (2002). *Opening doors to the future: Preparing low achieving middle grade students to succeed in high school*. Atlanta, GA: Author.
2. Allensworth, E. M., & Easton, J. Q. (2005). *The on-track indicator as a predictor of high school graduation*. Chicago, IL: Consortium on Chicago School Research. Retrieved from www.consortium-chicago.org/publications/p78.html
3. Flannery, K. B., Fenning, P., McGrath Kato, M., & Bohanon, H. (2013). A descriptive study of office disciplinary referrals in high schools. *Journal of Emotional Behavior Disorders*, 21, 138-149. doi: 10.1177/1063426611419512
4. Jerald, C. D. (2006). *Dropping out is hard to do: Issue Brief*. Center for Comprehensive School Reform and Improvement. Washington, DC. Retrieved from www.cenrforsci.org/files/CenterIssueBriefJune06.pdf
5. Allensworth, E. M., & Easton, J. Q. (2007). *What matters for staying on track and graduating in Chicago Public High Schools*. Chicago, IL: Consortium on Chicago School Research. Retrieved from http://ccsr.uchicago.edu/content/publications.php?pub_id=116

MS/HS Transition: Start Earlier

- Transition meetings with middle schools beginning early
 - Holds vertical SST teams starting in 7th grade (students w/intensive needs)
 - High school transition conversations begin earlier
 - High schools gains access to ‘specific’ middle school data for identified students
 - High school requests specific data points
- Family Screener: School Readiness

Incoming freshman report for Summer Leadership Academy

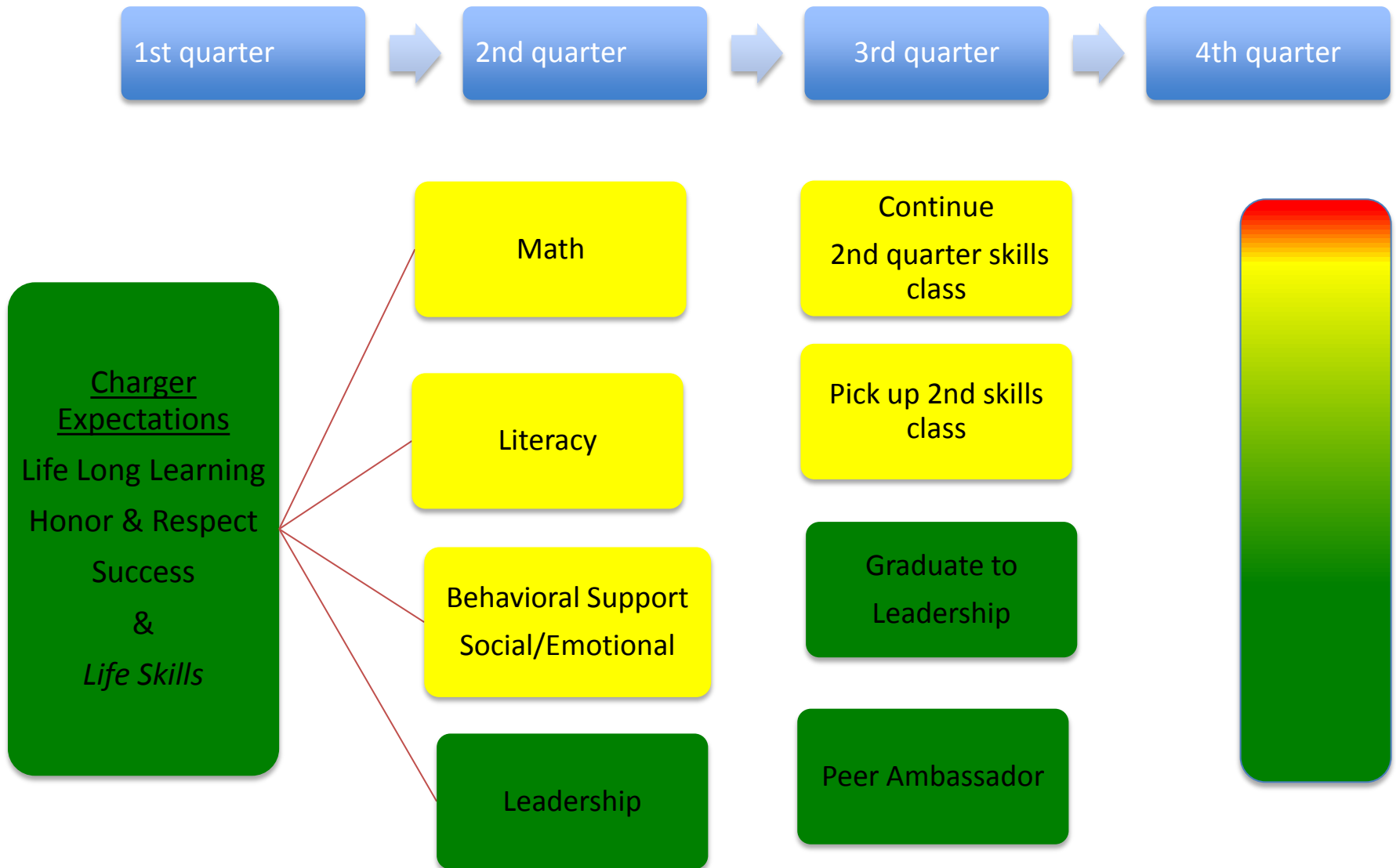
- Skills for success in high school
- Receive agendas
- Make adult connections
- Culminate with a trip to local university and community college

Parent Involvement

- Three opportunities for parents to attend parent version of the Leadership Academy
- Support from local food bank, social service agencies, grants
- Targets!
 - Welcome families to the high school experience and encourage ongoing participation – debunk the myths
 - Shared the school's climate survey data
 - Shared stories from previous 'graduates' of the Summer Academy
 - High school success skills
 - Interagency supports and resources
 - Families left w/food baskets
 - Extracurricular involvement

Freshman Support Class: Lackey High School's approach

- A universal support for all students
- A highly structured time for the classroom
- Expectations are taught continuously
- Skills- based placement – according to data
- Goal setting and progress monitoring



DBDM: Activity

Mid quarter Freshman roster

Name	Grade Level	GPA last year	Behavior Referrals	8 th grade State Testing Read/Math	English Grade @ end of 4 weeks	Math Grade @ end of 4 weeks	Absences # missed/total days
Jana	9	2.2	4 ref	B/P	D	C	2/20
Yvonne	9	2.7	2 ref	B/B	D	D	5/20
Doug	9	3.1	2 ref	B/A	C	B	1/20
Tyrone	9	2.9	10 ref		A	D	8/20
Paul	9	3.4	1 ref	P/P	C	C	0/20
Tia	9	3.7	0	A/A	D	D	5/20
Megan	9	3.0	0	P/P	C	B	0/20

Enhancing the Basics for High School

The “What” and The “How”

The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not.”

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010

The “What” and The “How”

Continuously Addressing Needs

The “What”

- Social/Life Skills
 - Skills Streaming
 - Botvin Life Skills

The “How”

- Teaching Matrix
 - Anchored to SW expectations
 - Context
 - Behavior Examples
- Social Core Curriculum
 - Prompts/Pre-Corrects, Teach, Reinforce
 - Embed in ALL curriculum across settings
 - Modify and Boost based on error patterns

Which PBIS Features are Most Related to Equity?

(Tobin & Vincent, 2011)

- Examined change in Black-White Relative Risk Index for suspensions in 46 schools
- Two key predictors of decreased disproportionality:
 - **Regular use of data for decision making**
 - **Implementation of classroom SWPBIS systems**

Which features predicted decreased disproportionality?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient and orderly

Culturally Responsive PBIS Implementation

- Ensure equitable access to **praise and acknowledgment systems**
- Develop and revise school-wide systems with **active involvement** of families, students, and the community
- Use **regular student and family surveys** to assess acceptability and fit

How inviting are we for all?



Student Input & Satisfaction Survey

How Do You Feel About Your School?

We want to hear from you about what you think about school and what can be done better. You do not have to answer all of the questions if you don't want to.

We will not ask your name, so nobody will know that your answers came from you.

Please answer these questions:

Date: _____ Your Grade: _____ Your Gender: Male Female

Other/Don't know

Your Race (please pick the one that best describes you):

Your Ethnicity (pick one):

At home, does your family primarily speak a different language than English? YES / NO

Do you receive special education services? YES / NO

Please pick an answer or fill in the blanks for the following questions:

EXPECTATIONS (How your teachers want you to behave at school)

Do you know how your teachers want you to behave at school? YES / NO

What are the school-wide expectations? _____

Do you like the school expectations? YES / NO

If not, what do you think they should be? _____

Are the expectations for your behavior at school the same as they are in your home?

YES / NO

If not, what expectations are different at school? _____

Do **students** usually follow the behavior expectations at school? YES / NO

Do **teachers** usually follow the behavior expectations at school? YES / NO

If not, give an example: _____

Do teachers and staff regularly reward or praise **other students** when they follow the school expectations? YES / NO

Do teachers and staff reward or praise **you** when you follow the school expectations? YES / NO

If so, when was the last time?

TODAY / IN THE LAST WEEK / IN THE LAST MONTH / IN THE LAST YEAR

If so, are you rewarded or praised in ways that you like? YES / NO

Common PBIS Activity: School-wide Expectations Matrix

- Clarify what is expected for students
- Create consistency among staff
- Reduce miscommunication
- Make hidden curriculum visible
- Focus on pro-social behavior

SCHOOL-WIDE BEHAVIOR EXPECTATIONS



S

afety First

- **Walk** directly to my designated area
- **Stay** in my area
- **Talk** softly
- **Keep** hands, feet, and belongings to myself

• **Wa**
des

G

uide Me

et,
s to
rivity

Cafeteria

- **Enter and exit** with a pass or my teacher
- **Throw away** my trash and tray
- **Clean** up after myself

Classroom

- **Listen**
- **Follow** directions the **first time given**
- **Ask** appropriately for help
- **Clean** up after myself
- **Follow** lab rules and procedures

W

ork
Together Respectfully

- **Respect** the space of others

- **Walk quietly** in a single, straight, and silent line so that others can continue learning and working
- Walk to the right side of the hallway

- **Conserve** supplies:
 - 2 squirts of soap
 - 2 pushes/turns on the paper towel dispenser
 - Dispose of trash in the trash can

- **Move away** from conflict or distractions
- **Ask** for help when needed
- **Be patient**
- **Stay** in line

- **Accept** feedback and discipline from staff by listening, asking questions, and following directions the first time.
- **Be ready** to learn
- **Be present** and **focused**
- **Encourage** others

A

cept
Responsibility

- **Keep** to your own business

- **Remain** quiet in **QUIET ZONES**
- **Carry** my own belongings
- **Keep** lockers locked
- **Walk** directly to my designated area

- **Flush**
- **Wash** my hands
- **Use** appropriate fixtures
- **Go**

- **Maintain** a clean space and conversation
- **Keep** food on my tray or in my mouth

- **Attend** class daily and on time
- **Clean** up after myself
- **Be prepared** for instruction with all necessary materials

G

uide Me

- Teachers will **supervise groups of students** at all times
- Teachers will ensure that they **know the location of all students**

- Teachers will **enforce safety**
- Teachers will **monitor students by being at their doors and in the hallways**

- Teachers will **stand by bathrooms** to monitor the noise and behavior from the hallway

- Teachers will **arrive on time and pick up students on time**
- Teachers will walk students directly into the cafeteria

- Teachers will **supervise groups of students** at all times
- Teachers will **be prepared for class**
 - Lesson plans posted
 - Engaged and present
 - Observable outcomes

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 		
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 		
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 		

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 	<ul style="list-style-type: none"> • Protect your friends and family • Don't talk back 	<ul style="list-style-type: none"> • Stick up for your friends • Don't back down • Look the other way
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 	<ul style="list-style-type: none"> • Do exactly what adults tell you to do • Don't stand out • Don't bring shame 	<ul style="list-style-type: none"> • Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 	<ul style="list-style-type: none"> • Help your family out first • Own your mistakes • Share credit for successes 	<ul style="list-style-type: none"> • Have each other's backs • Own your mistakes • Check in about what to do

Big Idea

We are Social Beings first and foremost!!!

- Neurobiology and Social Connectedness
- Kernels of EBP within an implementation framework....
 - Imitation to empathy – modeling behavior we want to see around us
 - Fostering mutual care

Wired for Social Interactions

We enter a world made by our parents. But we will live most of our lives, and prosper (or not) in a world run and remade by our peers. Knowing, understanding, and building relationships with them bears critically on success. Socially savvy rats or monkeys, for instance, generally get the best nesting areas or territories, the most food and water, more allies, better and fitter mates. And no species is more intricately and deeply social than humans are.

YOUTH VOICE will be critical to implement and sustain!

Strategy Guide on Fostering School Connectedness: CDC

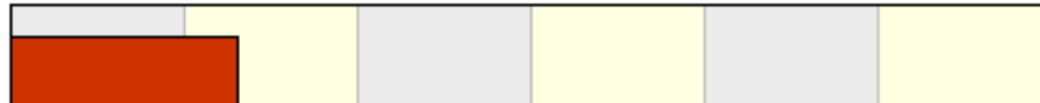
- Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement.
- Students who feel connected to their school are also more likely to 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.

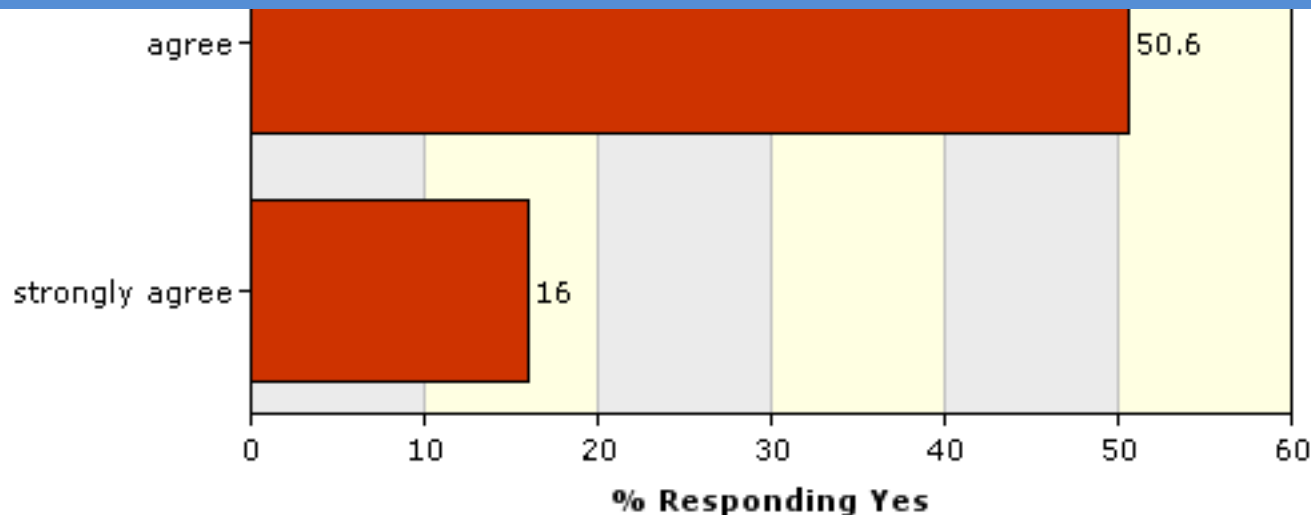
- A sample of 2,022 students (999 boys and 1,023 girls) ages 12-14 years was measured at two time points twelve months apart on school connectedness and mental health symptoms (general functioning, depression, and anxiety symptoms). After adjusting for any prior conditions that could have led to mental 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.

“I feel like I belong”



20,619 students

6,804 disagree or strongly disagree with this statement



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

Recognize and Respond

When do we kick it up a notch?

Would you notice when something was up?

Family and Community Connections

360 View: Multiple Data Points as Natural Screeners-
LOW Threshold!!

- Attendance
- Office Referral
- Suspension
- Instructional Time
- Tardy
- HW Completion
- GPA
- Credit Accrual

<u>Early Warning Indicators</u>		Course Performance in Core Subjects	GPA	Credits	NeSA	Attendance	Office Discipline Referrals	Additional Factors
<u>On-Track Indicators</u>	On-Track	Meeting all graduation requirements Cs or better in all areas	2.5 or more	Meeting credit graduation requirement for grad plan year	Level 3 or Above or concordant scores within the same school year	4% or less absences per quarter or semester	3 or less Level I and/or minor referrals	Disengagement No extra curricular involvement Substance Abuse High Mobility
	At-Risk for Off Track	Lacking 1 graduation requirement	2.0 to 2.49	Behind 1 Credits	Level 2 on NeSA	5% or more absences per quarter or semester	4 or less Level I and/or minor referrals Level II ODRs per semester	Mental health issues Free/Reduced lunch Foster/group home
	Off-Track	Lacking 2 graduation requirements Failing 1-3 classes	Less than 2.0	Behind 3 credits	Not passed both sections of 10 th grade NeSA or retakes No concordant scores	10% absences per quarter or semester	5 or more Level I and/or Level II ODRs per semester	Transient/Homeless Parent unemployment Student employment
	Highly Off-Track	Lacking 2 or more graduation requirements Currently failing 3 or more classes	Less than or equal to 1.5	Behind 4 or more credits	Not passed 10 th grade NeSA or retakes No concordant scores	15% or more absences per quarter or semester	5 or more Level II ODRs for fighting/profanity/disruption per semester	Changes in behavior/appearance More recent traumatic event
	Extremely Off-Track	Meeting no graduation requirements 2-3 Years Behind	Less than or equal to 1.0	Not meeting cohort graduation plan	Not passed 10 th grade NeSA or retakes No concordant scores	20% or more absences per quarter or semester	Established pattern of severe behavior Level II & III ODRs	Missed guidance appointments No show for yearbook picture

Shifting the Thinking

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

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

PBIS 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

Building Consistency across staff, across year!!!

Recognize and Respond

- Ever had someone see a strength or recognize a talent?
- Personal invitation to group/committee?

A Teacher Inspiration Story

Getting Engaged

- NEST: Nourishment, Enrichment, Social, Tutoring

N.E.S.T. Time

During school year 2010-2011, “NEST Time” was implemented instead of the previous 4 lunch periods.

NEST is a one hour lunch period for all students and staff. Students choose where and when they will eat lunch. Teachers have a duty for one half of NEST time and have a duty-free lunch for the other half.

Students can go to a quiet room and do their homework. They can get extra tutoring to improve their GPA. They can practice for HSAs , have their hair and nails done in the cosmetology salon, they can join one of the 86 clubs – there’s something for everyone, from Comic Book Club to Gardening to Yard Games to Sports Reporting! Students check in with teachers and are tracked with the “NEST Tracker” so that teachers, guidance and administrators can track where students are choosing to spend their time. This data is compared to assessment scores to identify students who need extra help but may not be taking advantage of tutoring sessions.

NEST stands for :

- N – Nourishment (Food! Lunch!)
- E – Extracurricular and clubs
- S – Socialization while Studying
- T – Tutoring

Getting Engaged

- NEST: Nourishment, Enrichment, Social, Tutoring
- 1st quarter- Staff meeting Survey
 - WDYSF: “Who Do You Stand For”
- Comet Leaders-Peer Leadership
- 2x10
- Video Library- Student Led

Youth Involvement: Using Technology to Engage Everyone!!

- “Say it a different way” -
- Project Tardy
- Rewind
- Imma Be
- Bully Prevention: Catonsville AP Psychology Class

All rally around a data point

All are student driven

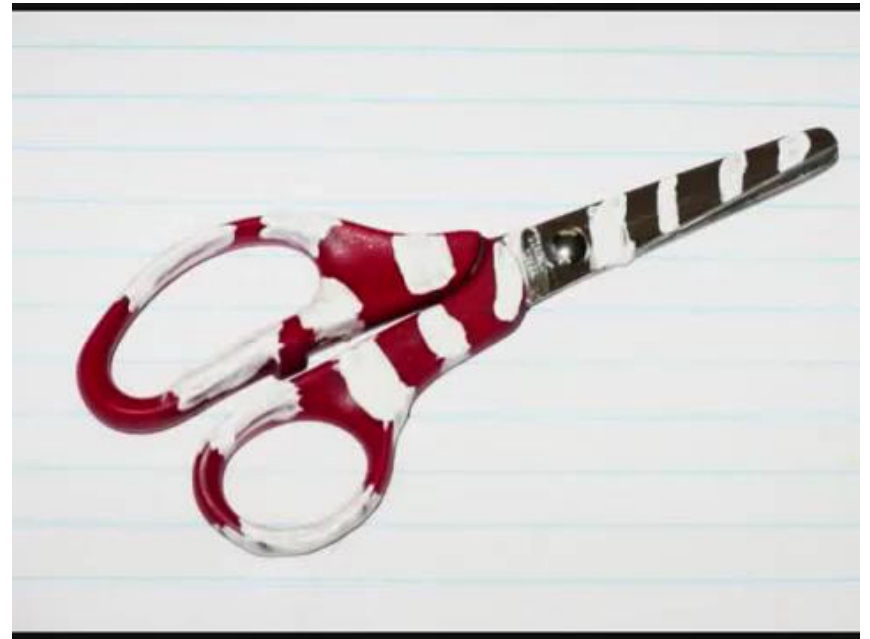
Using Instructional Videos



How is video used in our sample lesson?

Worry about the Adults too!

- Do we live in a punishing work environment ?
- How do we create systems that support staff?



Organizational Health

School Leadership promotes organizational health by nurturing the development and growth of teaching staff and including diverse partners (family, community, mental health etc)

Recognize and Respond

- For adults too
 - Self Awareness
 - Family, friends identify?
- Got Stress?
 - Teacher and Principal Evaluations
 - Common Core
 - Change in Leadership (school/district)
 - 14...really?

How do we foster care across staff?

How stressed people feel in everyday life



Get honest about issues or concerns in your building

- Administrator is key!! Establish a kind of “haven”- place that individuals can get feel safe about reporting concerns, supported by school community and empowered to be a part of the decision making process-
“Community of Practice”
 - Tools: Self Assessment, Fidelity Checks, ODRs, climate surveys, satisfaction surveys
 - Provide data summaries within a week of return – decide best approach to deliver feedback

How do you feel like you are supported?

Professional Small group across departments-
helps create close ties

Bowling Team

Administration ensuring time is allocated for PD
and support

Wellness Programs for Staff

Yoga

Walking Clubs

Core Features

- INTEGRATED APPROACH School Leadership promotes equal priority to academic press, social emotional behavior health, and academic behaviors (problem solving, study skills, organizational skills etc)
- FEW MEASURABLE GOALS School Leadership team has few clear measurable goals that are feasible, important and relevant.
- PROFESSIONAL DATA CULTURE School Leadership invites regular feedback and organizes routines for data based decision making and communication to school community.
- ORGANIZATIONAL HEALTH School Leadership promotes organizational health by nurturing the development and growth of teaching staff and including diverse partners (family, community, mental health etc)
- PERSONALIZATION OF SOCIAL AND ACADEMIC LEARNING School Leadership promote personalized learning connections through variety of extra-curricular activities and relational support for all students
- ENGAGEMENT School Leadership seeks input, involvement and feedback across school community

A Climate for Academic Success:

How School Climate Distinguishes Schools That Are
Beating the Achievement Odds (2013)

Adam Voight | Gregory Austin | Thomas Hanson

Elements of Effective School Climate

“THE WHAT”

Clear expectations

Caring relationships

Meaningful participation

Perceived school safety

School connectedness

Low violence perpetration

Low violence victimization

Low harassment and bullying

Low substance use at school

Goal & Results

- **The goal of this study is to determine what makes successful schools different from other schools.** Rather than define success in absolute terms—such as the percentage of students who are proficient on a standardized test—this study’s definition is based on whether or not a school is performing *better than predicted* given the characteristics of the students it serves. Using data from over **1,700** California public middle and high schools, **40 schools were identified that consistently performed better than predicted** on standardized tests of math and English language arts achievement. These schools were labeled “beating-the-odds” (BTO) schools
- **“The results of this study show that ‘Beating The Odds’ schools had substantially more positive levels of **school climate** than other schools”.**