



1



Objectives

- Introduction to PBIS in High Schools
- Using Size, Culture and Developmental Level to plan, implement, improve and engage students
- One High School's story
- High School PBIS Resources

2



Introduction

Considerations for PBIS in High Schools

3



Do schools work better when...

Staff are willing to have mindset shifts?	Staff is on the same page?	Students know what is expected of them?	Students are told what they are doing correctly?	Students know what to expect if they do something wrong?
Students are explicitly taught?	Staff make decisions based on data - not on assumptions?	Staff models behavior and teach how to respond?	Families are engaged in their child's education?	Staff members do what they say they are doing?

4



PBIS can help!!

Leadership Team (1.1, 1.2)	Schoolwide Expectations (1.3, 1.4)	Schoolwide Expectations (1.3, 1.4)	System to Acknowledge (1.9)	Consequences for problem behaviors (1.5, 1.6)
Classroom Practices (1.8)	Data & Decision Systems (1.7, 1.10, 1.12, 1.13)	Social Emotional Learning (1.4)	Family Collaboration (1.11)	Fidelity (1.14, 1.15)

5



Three things to consider

<p>SIZE</p>	<p>CULTURE</p>	<p>DEVELOPMENTAL LEVEL</p>
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6



Size

- Number of adults who need to know about PBIS – **more departments**
- Number of students who should receive behavior instruction and acknowledgments – **more services, materials & resources**
- Acknowledgments – **for staff & students**
- Building size/layout

What do you need?

- Admin Buy-In
- Staff Buy-In
- Student Buy-in

7



Culture

- Reteach behavior skills – **PBIS aligns with school staff's beliefs and values**
- Keep students in school and in the classroom
- Punishment vs Acknowledgments
- Commitment to inclusionary practices

Working Smarter

- **Start with a scrimmage:**
 - Identify a common problem behavior
 - Define the behavior
 - What it looks like when it can be managed in the classroom
 - What it looks like when it needs to be managed by administrators
- Develop a hierarchy – step by step what happens for each offense
- Decide when a classroom-managed behavior becomes an admin-managed behavior
- Acknowledge the behavior that you want to see

8



Development Level

- Appealing Acknowledgment System – **ALL students**
- Understanding Adolescents – **Staff understand the adolescent brain**
- The Student Body – **Freshmen need to be successful at school; Seniors need to have college/career ready behaviors**

Where to start?

- School-wide
- Freshmen class, then school-wide
- Freshmen class continually until school-wide

9



How to Plan PBIS

How Size, Culture and Developmental Level impact planning.

10



Size

- Number of adults who need to know about PBIS – **Staff Voice**
- Number of students who should receive behavior instruction and acknowledgments – **ALL**
- Number of ODR vs Acknowledgments – **Plan**

The Ideal Student

- What behaviors do you want to see?
- What common characteristics and themes do you see?
- Do these characteristics and themes address your top three discipline referrals?

YOUR EXPECTATIONS

11



Culture

- Re-teach behavior skills – **The Agreement**
- Keep students in school and in the classroom – **Proactive and Preventative**
- Punishment vs Acknowledgements – **Proactive and Preventative**
- Commitment to inclusionary practices – **Guidelines for each Tier**

School-wide Matrix

The learning environment becomes **SAFE, PREDICTABLE & POSITIVE**.

Easily shared.

STILL make learning more **EFFECTIVE**.

Provides **CONSISTENCY**.

Students **SHOULD** know how to behave.

12



Development Level

- Appealing Acknowledgement System – **Student Voice**
- Understanding Adolescents – **Professional Development**
- The Student Body – **Surveys, Use class lesson plans to teach behaviors**



13



How to Implement PBIS

How Size, Culture and Developmental Level affect implementation.

14

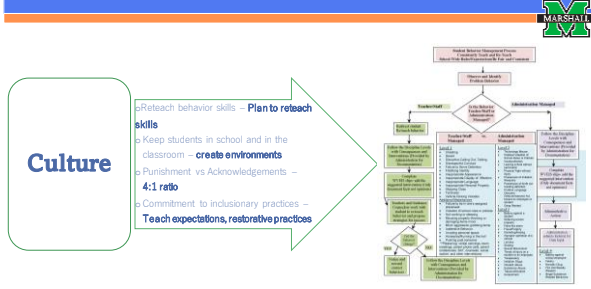


Size

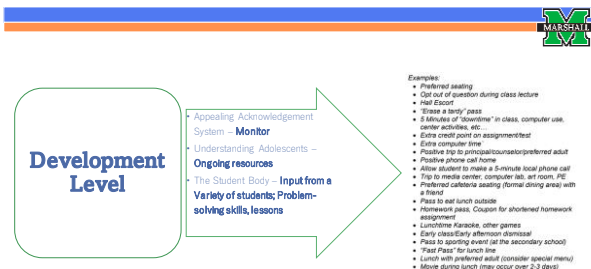
- Number of adults who need to know about PBIS – **Consistency**
- Number of students who should receive behavior instruction and acknowledgments – **Teaching expectations/behaviors**
- Number of ODR vs Acknowledgments – **Manage**



15



16



17



How to Improve PBIS

How Size, Culture and Developmental Level help improvement.

18



Size

- Number of adults who need to know about FBIS – **New staff**
- Number of students who should receive behavior instruction and acknowledgments – **Monitor**
- Number of ODR vs Acknowledgments – **Maintain 4:1**



19



Culture

- Reteach behavior skills – **Continue to monitor**
- Keep students in school and in the classroom – **ONE SIZE DOES NOT FIT ALL**
- Punishment vs Acknowledgements – **Monitor**
- Commitment to inclusionary practices – **Social emotional health, Decision rules, Progress monitoring**

Effective Classroom Procedures	<ul style="list-style-type: none"> Signals a Sense of Safety Active Supervision Consistent & Predictable Environments Structure & Routines
Well Managed Classrooms	<ul style="list-style-type: none"> Proactive Skills Building: Teaches Appropriate Behaviors & Extinguishes Unwanted Behaviors Positive Student Outcome
Strong Classroom Procedures	<ul style="list-style-type: none"> Provides Feedback & Recognition Celebrate Success Promotes Connection & Sense of Belonging Positive Classroom Climate

20



Development Level

- Appealing Acknowledgement System – **Resurvey, Reevaluate student value**
- Understanding Adolescents – **Refreshers, reminders and technical assistance**
- The Student Body – **Review data: Freshmen Academy, Graduation rates, Attendance, Grades & Behavior**



21



Student Engagement & Voice

How Size, Culture and Developmental Level can encourage student involvement.

22



Size

- Number of adults who need to know about PBIS – **Share your privilege**
- Number of students who should receive behavior instruction and acknowledgments – **ALL**, what's important to them
- Number of OOR vs Acknowledgments – **Utilizing resources to get students involved**



23



Culture

- Reteach behavior skills – **Talk to the students, Relationships**
- Keep students in school and in the classroom – **welcoming environments, activities, resources**
- Commitment to revolutionary practices – **Multiple supports & attempts to make students successful**



24



Development Level

- Appealing Acknowledgement System – ALL Students
- Understanding Adolescents – Go to the SOURCE
- The Student Body – ALL students feel represented (age, race, gender, sexual orientation, clique, socio-economic status, disabilities)



25



Wirt County High School

Their story

26




Our Story

WIRT COUNTY HIGH SCHOOL

- 290 Students
- 28 Teachers
- Year One of PBIS - Readiness Year



27



WHY PBIS?

1

ADDRESSING THE NEED FOR CONSISTENT EXPECTATIONS & CONSEQUENCES

2


RECOGNIZING POSITIVE BEHAVIORS THAT TRANSLATE TO THE "REAL WORLD"

3

INCREASING BUY IN FROM TEACHERS, STUDENTS, AND PARENTS

4

IMPROVING OVERALL SCHOOL CULTURE



28




Student Involvement

- Student Council
 - Suggestions for Behavior Rubric
 - Suggestions for Rewards
 - Run our LiveSchool Store
- Student Suggestions for bigger rewards
- Developmental Guidance Classes - Class competitions for points and rewards




29



Citizenship

hide

Act of Service	Helping Others	Outstanding Kindness	Outstanding Participation	Positive Conflict Resolution

Leadership


hide

Accepting Criticism	Being a Leader in Class	Exhibiting Teamwork	Working Well with Others


Self-Management

hide

Asking For Help When Needed	Being on Task	Being on Time	Effective Use of Class Time	Notifying Teacher of Absence
Overcoming Challenges	Telling the Truth			




30




Store Items

- Leave 5 Minutes Early for GAP ★ 5
- Free Entry to Sporting Event ★ 10
- Skip DG Pass on Thursday ★ 10
- Missing Assignment Pass with Approval ★ 15
- Detention Pass with Approval ★ 20
- + New Reward




31




KEY TAKE AWAYS

- STUDENT INVOLVEMENT IN PLANNING INCREASES STUDENT PARTICIPATION IN BEHAVIOR MANAGEMENT**
- SIMPLE LEADS TO SUCCESS: FOR TEACHERS, STUDENTS, & ADMINS**
- LEVELED REWARDS INCREASE PARTICIPATION IN THE REWARD SYSTEM**
- CLEAR, CONSISTENT EXPECTATIONS ARE KEY TO THE SUCCESS OF THE SYSTEM**





32



Year 1 Data- Detention

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Disruptive/Disrespectful Conduct	4	27	15	9	7	4	8	9	9	9
Unprepared	7	11	14	4	1	6	33	3	12	4
Language/Vulgarity	4	12	3	5	8	7	7	4	3	5
Skipping	2	2	4	1	4	1	6	8	3	
Bus Violation			8		1				2	
Dress Code	1	1	4	4					1	
Tardy		4	1				1	2		
PDA	2		2		3					
Lying		1	2		1	3				
ALP Violation				2		1	1			
Damaging School Property			1	1						
Off Task				1				1		
Miscellaneous						1				
Cell Phone			1							
Grand Total	15	59	38	39	21	30	55	26	35	21

33

Year 1 Feedback



- Increased insight into student behaviors
- Increased tracking of individual student needs
- Increased student and staff buy in
- Better overall attendance and behavior
- Positive improvement to school culture



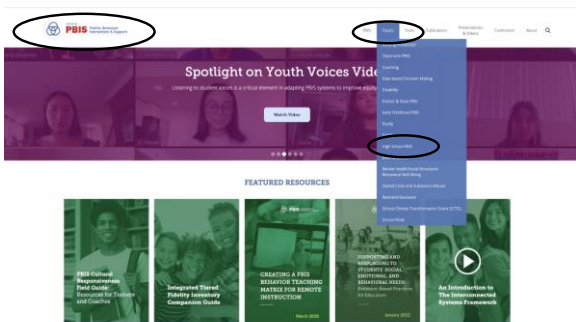
34

High School PBIS Resources

Some quick links to additional resources



35



36

High School APBS Network



What is a High School Think Tank?
 It's a time and virtual place where people who work in or with high schools can come together to talk about and think about PBIS implementation.

Participating in think tank time is free!
 You do not need to register. The Zoom link will always be: <https://zoom.us/j/919137794348>

Everyone interested in high school implementation is welcome to join. There is nothing for you to prepare, just join us for conversation.

High School Think Tank Times

- 12:30 pm - 1:30 pm EST
- 11:30 am - 12:30 pm CST
- 10:30 am - 11:30 am MST
- 9:30 am - 10:30 am PST
- 8:30 am - 9:30 am AKST
- 7:30 am - 8:30 am HST




Join APBS Network's official mailing list:

Padlet

- Purpose: To share ideas across tiers
- <https://padlet.com/sabershfeldt/72a545af888dca>



37



WV HS Cohort



Site visit - Once a year
 Zoom meetings - Every month
 Create a space for HS Admin, PBIS Team Leaders & HS Staff

Join our WV HS PBIS Mailing list:





Behavior Support Specialists

38

Evaluations



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39
