

2019 NEPBIS Leadership Forum

Defusing High School Student Fights Through Tier 1 and 2 Innovations



Presentation Objectives

- Share ***how*** a 1,700+ student school created and implemented a MTSS approach to address and decrease incidents of student fighting.
- Provide ***the logistics*** of implementing new preventive and responsive initiatives related to decreasing student fighting.

WELCOME! and please...	Considerations Shared	Tools and Models Shared
Be Engaged	Use Padlet (or your hand) to let presenters know your questions.	Use Padlet to list additional related and recommended tools and models.
Be Reflective	Determine what makes sense for your context.	Share what has worked for your context (or hasn't).
Be Strategic	Identify who you want to talk to about this presentation on Monday.	Employ the handouts to support your note-taking.

Padlet Information

<https://padlet.com/mpell2/dq9m0eo8lpk>



Questions for Presenters
&
Related Methods/
Tools to Share with Others

Presentation Overview

- **The CONTEXT**
 - DE-PBS Project and School Climate Transformation Grant
 - Dover High School
- **The INNOVATIONS at Tier 1 and 2**
 - The Why, The What, The How
 - The DATA
- **Additional RESOURCES**
- **Q & A Time**



The DE-PBS Project serves as a technical assistance center for the Delaware DOE to actualize the vision to create safe and caring learning environments that promote the social-emotional and academic development of all children.

The statewide initiative is designed to build the knowledge and skills of Delaware educators in the concepts and evidence-based practices of Positive Behavior Support (PBS) as a Multi-tiered System of Support (MTSS).



Tier 1 Foundation

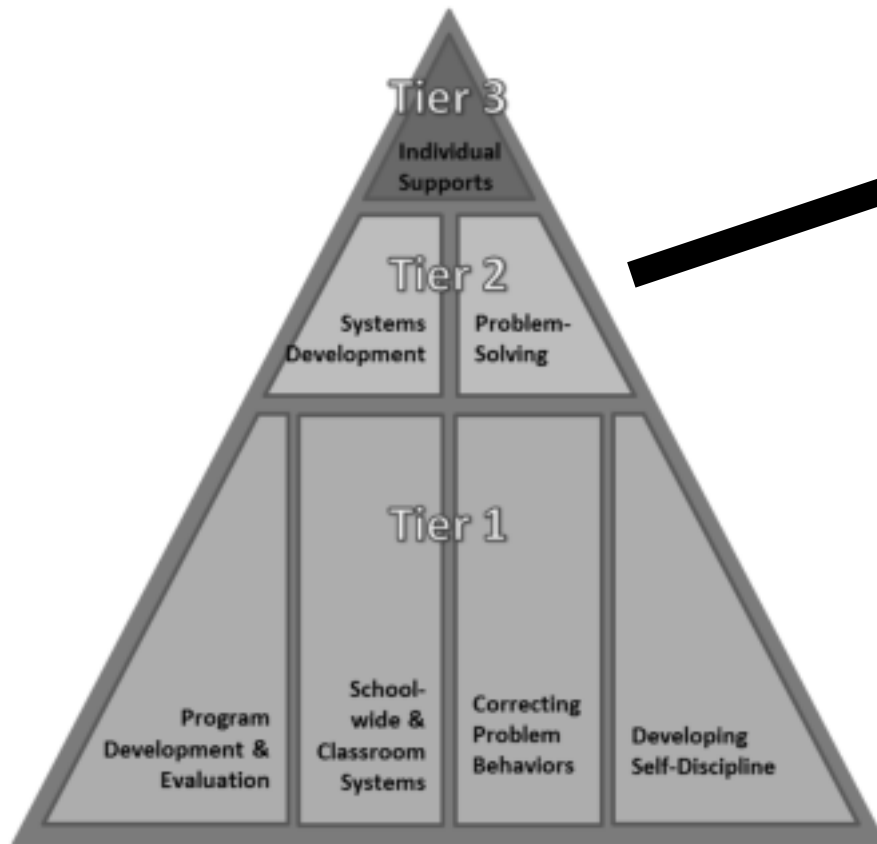
School-wide PBS Tier 1: Program Development & Evaluation	Prevention: Implementing Schoolwide & Classroom Systems
Correcting Problem Behavior	Developing Self Discipline

The CASEL SEL Model

<https://casel.org/what-is-sel/>



Tier 2 Foundation



**Systems
Development
&
Problem-Solving
Conversations**

Guiding Document:
Tiered Fidelity Inventory
(TFI)

School Climate Transformation Grant:

Delaware School Climate and Student Success

- 5 year grant
- 4 years of one-to-one coaching at Tier 1, 2, 3 level for school and district personnel
- Additional professional development opportunities and support and funds



Dover High MTSS Innovations

Between March 2017-August 2017:

Tier 1 Team Members and Tier 2/3 Team Members met to:

- determine new Tier 1 Schoolwide SEL programming
- shape a new Tier 2/3 “reintegration from fighting” program

Since August 2017:

**It takes
time!**

Both teams have worked to:

- support each other in the implementation of both interventions
- maintain programming fidelity
- continue cross-tier collaboration & discussions

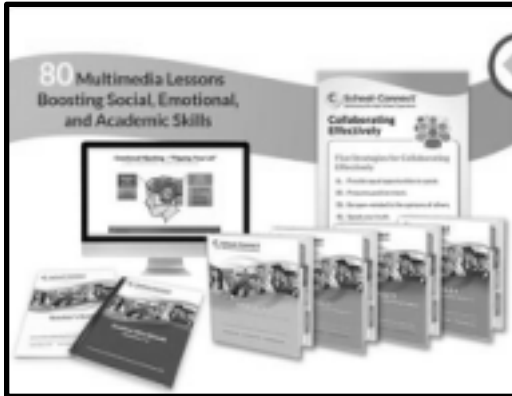
Between March 2017-August 2017: School-In-Session Conversations

- **Tier 1 team looked at data and talked**
 - although small, fighting was impacting climate
 - student-student relationships were a concern
 - a need for research-based character education
- **Tier 1 approached Tier 2 for All Tiers collaboration**
 - What evidence-based secondary SEL can help?

Between March 2017-August 2017: Summer Conversations

- **All Tiers Detective Work and Discussions**
 - SEL research via rubric use
 - **Big Take-Aways:**
 - = **1 focus area for Tier 1: School Connect**
goal: map of priorities/lessons
 - = **1 focus area for Tier 2: Reintegration**
goal: find the root cause and prevent from happening it again
(decrease the 5 day penalty using a process)





And then it all began!

Big Questions the All Tiers Group Kept in Mind

- *How?*
- *Who?*
- *When?*

The
Reintegration
Process
is Born!

Between Fall 2017: Back-to-School Activities

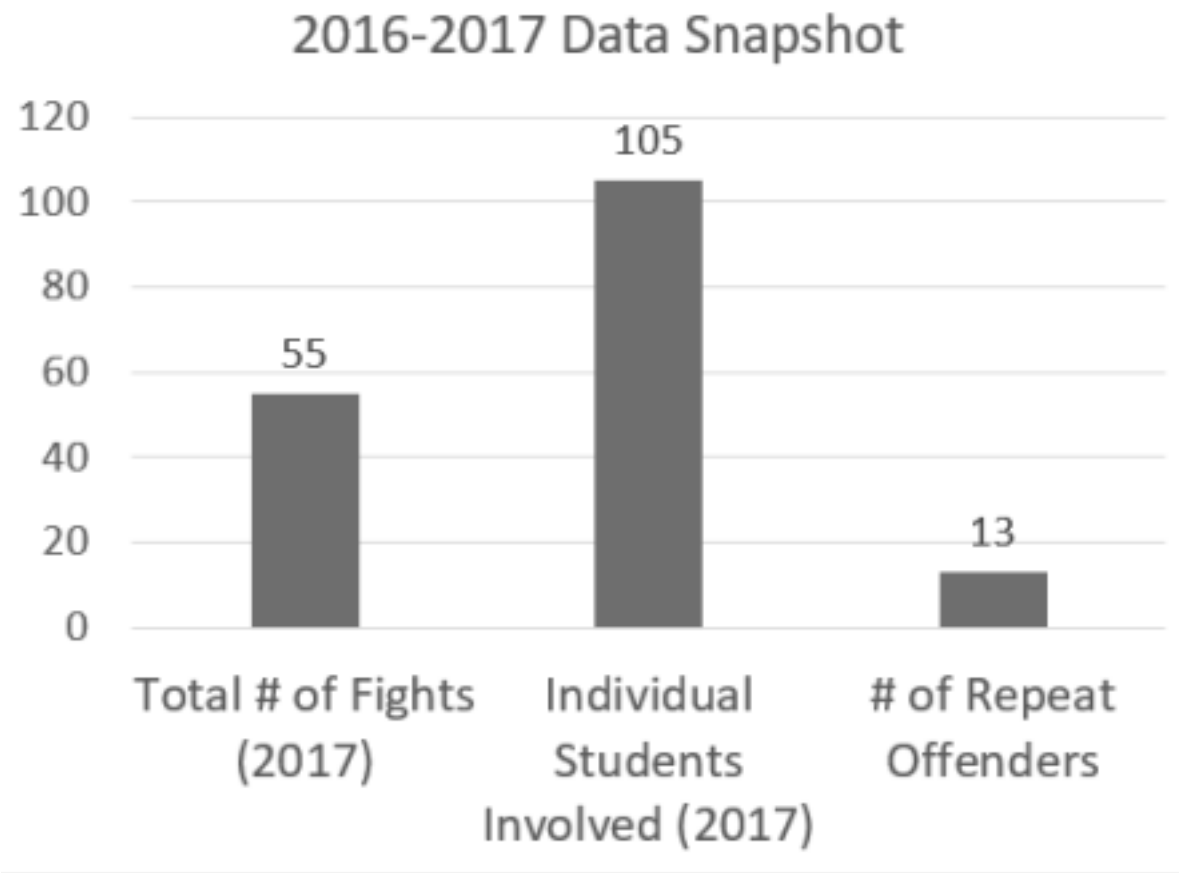
- **MTSS Roll-Out - Faculty Presentations/Discussions**
 - **Tier 1:** SW implementation of School Connect via advisory
 - **Tier 2:** Reintegration for select fighting incidents



Administrative Perspective: Supporting This Work

- Resource allocation
 - Ensuring the “right people” were connected to the process
 - Research based curriculum: School Connect
- Flexibility with our School Success Guide Standards
- Autonomy to our teacher leaders
- Recognizing this is not always appropriate (typically because it was unsupported by parents)

Baseline Data



The Top 5 Offenses

- ➔ Skipping Class
- ➔ Safety Violation
- ➔ Disruption
- ➔ Leaving assigned area
- ➔ Fighting

TEAM LEADER VIDEOS

2017-18 School Year: The Logistics

Tier 1 Implementation - How? Who? When?

Tier 2/3 Implementation - How? Who? When?

The Tools

The Timelines

2017-18 School Year

Tier 1 Implementation - How? Who? When?

- Analyzed the School Connect curriculum for best lessons based on recommendations from UDel, Dr. Pell
- Reviewed calendar dates for Senator Up! (advisory classes)
- aligned selected lessons
- published on the PBS webpage (DHS website)
- rolled out to staff during faculty meetings (twice) and had PD
- coordinated with librarian for book tracking through Destiny Discover
- provided access to class sets for advisory teachers
- coordinated pre-printed materials for all lessons (delivered every week to teacher boxes)

2017-18 School Year

Tier 2/3 Implementation

- Rolled out to staff at start of 2017-18 school year through staff meetings, PBS breakout sessions, Tier II meetings
- Tier II leads and ISS Coordinator met at start of school year to review and select appropriate School Connect Lessons, created a Reintegration Form, Student Reflection Sheet, Google Doc Tracking Form, and process for “What Happens After a Fight”
- Reintegrations are completed the day they return to school - some may return a day early to complete the process
- Reintegrations are assigned based on staff availability

The Tools

Tier I and II leaders work together as each team creates their plans for implementation - the overall purpose is to make sure each plan supports the other and improves building climate

The Plan is Simple!

How often school personnel will meet to discuss and implement the plan. The plan is simple and easy to follow. The plan is designed to be used by all school personnel. The plan is designed to be used by all school personnel. The plan is designed to be used by all school personnel.

Category	Item	Frequency	Responsible	Notes
SCHOOL CONNECT CURRICULUM	1. School Connect Curriculum	Weekly	Principal	
	2. School Connect Curriculum	Weekly	Principal	
	3. School Connect Curriculum	Weekly	Principal	
	4. School Connect Curriculum	Weekly	Principal	
SCHOOL CLIMATE	5. School Climate	Weekly	Principal	
	6. School Climate	Weekly	Principal	
	7. School Climate	Weekly	Principal	
	8. School Climate	Weekly	Principal	
SCHOOL SAFETY	9. School Safety	Weekly	Principal	
	10. School Safety	Weekly	Principal	
	11. School Safety	Weekly	Principal	
	12. School Safety	Weekly	Principal	

RESPECTFUL ACCOUNTABLE PROGRESSIVE

Tier I - Senator Up! (Advisory)

- Created a schedule for School Connect Curriculum

DHS Early Reintegration from Suspension Form 2017-18

Student Name: _____ Student ID: _____

PART 1: Early Reintegration Plan agreed to by _____ Date of Meeting: _____

PART 2: ASSESSMENT & RECOMMENDATION

Student's Current Year Discipline: _____

of Referrals: _____ # Days of In-School Suspension: _____ # Days of Out of School Suspension: _____

Additional Student Information	Yes	No	Start Date	Notes/Comments
U.R. and/or SOL				
Behavior slips				
Tier I or Tier II Intervention				
Active Truancy Court				
Other Programs (Wellness, etc.)				

PART 3: PRIOR TO REINTEGRATION The following people were present at the GUARDIAN/ADMIN meeting:

Role/Title	Printed Name	Signed Name
Parent/Guardian		
Student		
Administrator		
Counselor		
SD Coordinator		
Other		

PART 3: ACTIONS

Date(s) & Time(s)	Participant(s)	Facilitator(s)	Tasks to be Completed	Completed?
9-11-17				Yes No

Tier II - Reintegration Process

- The goal is to decrease days of OSS while providing students with the skills to avoid fighting in the future while promoting a positive school climate

Name _____ Date _____

DHS Early Reintegration from Suspension 2018-19

Incident Reflection and Next Steps

1. What happened?
2. What was your role in the conflict/incident?
3. What could you have done differently?
4. What is your plan moving forward?
5. Do you think/feel that the situation is resolved? Why?

Summer 2017


Tier I - Senator Up! (Advisory)

- Created a schedule for School Connect Curriculum

<p>THE PURPOSE OF SENATOR UP! Dover High School (DHS) guides overall student development in Senator Up!, a quarter-credit, half-hour advisory class. Advisors foster character development and Senator Pride in a safe, supportive learning environment. Through a research-based program called School-Connect™, DHS advisors encourage students to develop and practice social skills. Additionally, while progressing through each grade-level, DHS students reflect and set personal and professional goals, in preparation for life after high school.</p>									
<p>ADVISORS SUPPORT CHARACTER DEVELOPMENT DURING SENATOR UP! CLASS AND SHOW UNDERSTANDING ANYTIME, SO THAT A STUDENT IS POSITIVELY CONNECTED TO AT LEAST ONE SAFE ADULT.</p>									
Senator Up! Weeks		45-minute School-Connect™ Lessons by Grade-Level							
		9th		10th		11th		12th	
NEW! Senator Up! allows single advisory lesson delivery over two days , to encourage broader discussion.	Aug 27&29	3.5	Female Myths	2.1	Teen Brain	3.1	Relationships	4.1	Life after HS
	Sep 11&13	3.6	Male Myths	2.2	Emotions	3.2	Perspective	4.2	Life Goals
	Sep 25& 27	1.6	Planners	2.3	Think Power	3.3	Empathy	4.3	Self-Motivation
		9th		10th		11th		12th	
	Oct 1&3	1.7	Community	2.4	De-escalate	3.4	Diversity	4.4	College Apps
	Oct 16&18	1.8	Getting Along	2.5	Defuse Anger	3.7	Introverts	4.6	Stress
	Nov 13&15	1.9	Digital Zombie	2.6	Stress	3.8	Conflict	4.7	Mindfulness

Summer 2017 Tier II - Reintegration Process

- The goal is to decrease days of OSS while providing students with the skills to avoid fighting in the future while promoting a positive school climate



DHS Early Reintegration from Suspension Form 2017-18

Student Name: _____ Student ID: _____

PART I. Early Reintegration Plan agreed to by _____

PART 2. ASSESSMENT & RECOMMENDATION Date of Meeting: _____

A. Student's Current Year Discipline:

# of Referrals =	# Days of In School Suspension =	# Days of Out of School Suspension =
------------------	----------------------------------	--------------------------------------

Additional Student Information	Yes	No	Start Date	Notes/Comments
I.E.P. and/or 504				
Behavior Plan				
Tier II or Tier III Intervention				
Active Truancy Court				
Other Programs (Wellness, etc.)				

B. PRIOR TO REINTEGRATION. The following people were present at the GUARDIAN/ADMIN meeting:

Title/Role	Printed Name	Signed Name
Parent/Guardian		
Student		
Administrator		
Counselor		
ISS Coordinator		
Other:		

PART 3. ACTIONS Reintegration Plan

Date(s) & Time(s)	Participant(s)	Facilitator(s)	Tasks to Be Completed	Completed?
9-21-17				Yes No

Summer 2017 Tier II - Reintegration Process

- The goal is to decrease days of OSS while providing students with the skills to avoid fighting in the future while promoting a positive school climate

Name _____	Date _____
<u>DHS Early Reintegration from Suspension 2018-19</u>	
Incident Reflection and Next Steps	
<hr/>	
1. What happened?	
2. What was your role in the conflict/incident?	
3. What could you have done differently?	
4. What is your plan moving forward?	
5. Do you think/feel that the situation is resolved? Why?	



How did it look in practice with students, family and staffing?

Reintegration *Anticipated/Sample* Timeline

Monday 18th	Tuesday 19th	Wednesday 20th	Thursday 21st	Friday 22nd
		<p>Fight occurs during lunch between Student A and Student B.</p> <p>First fight for both students; both receive 3 days OSS.</p> <p>Both parties and parents review and sign Reintegration Agreement form prior to leaving school grounds.</p>	<p>Parents are contacted again to reinsure all parents agree to Reintegration Process and will bring students to school 1 day early.</p> <p>Students are not to ride the bus - must be brought to school via own transportation.</p>	
Monday 25th	Tuesday 26th	Wednesday 27th	Thursday 28th	Friday 29th
<p>Both students return to school 1 day early from OSS to complete Reintegration and missed coursework due to suspension.</p> <p>Reintegration Process is completed and students are permitted to return to classes.</p>				

Reintegration *Actual* Timeline

Monday 18th	Tuesday 19th	Wednesday 20th	Thursday 21st	Friday 22nd
		<p>Fight occurs during lunch between Student A and Student B.</p> <p>First fight for both students; both receive 3 days OSS.</p> <p>One student is permitted to walk home the other is picked up by emergency contact.</p>	<p>Parents are contacted again to discuss the Reintegration Process. Neither party can be reached and messages are not returned. Paperwork is mailed home (includes Reintegration Information).</p>	<p>Parents are contacted again to discuss the Reintegration Process. Only parent of Student B is reached.</p>
Monday 25th	Tuesday 26th	Wednesday 27th	Thursday 28th	Friday 29th
<p>Student B returns a day early (parent was contacted); student A is still on suspension. Student B completes Reflection Piece of Reintegration only and returns to classes.</p>	<p>Student A returns to school. Both students complete Reintegration Process and return to classes.</p>			

Case Studies:

What did it look like on the ground
for students?



Student Example # 1

See handout

Name <u>STUDENT A</u>		Date <u>M/D/Y</u>
DHS Early Reintegration from Suspension 2017-18		
Incident Reflection and Next Steps		
1. What happened?	After 1st period, waiting by the line around the room watch out for and we	
2. What was your role in the conflict/incident?	Fighter	
3. What could you have done differently?	walked away and avoided the situation.	
4. What is your plan moving forward?	Focusing on my school work.	
5. Do you think/feel that the situation is resolved? Why?	Yes, there wasn't a big issue, after this.	

Student Example # 2

See handout

1. What happened?

Soon as **STUDENT B** got on the bus she gave me a dirty look, but I didn't pay it any mind until my sister bff said something. We got into school and came out of breakfast **STUDENT B** said to me "Hello hey dont you wanna fight my sister" and was like yeah and took my shoes so the officer grabbed me and she started coming after me trying to swing so I went and

4. What is your plan moving forward?

Ignoring whatever they gotta say to me.

5. Do you think/feel that the situation is resolved? Why?

Na, because **STUDENT B** still has smart stuff to say to me and my sister and **STUDENT C** still posting on social media. ~~and~~



Video Excerpt

Mr. Johnston and Students

*Delaware Parent
Information Center*



What does the numeric data seem to tell us about the reintegration intervention?

2017-18 School Year	<ul style="list-style-type: none">- First Reintegration (Sept. 13, 2017)- What we learned from the process
------------------------	---



- # of repeat offenders = 3
- # of repeat fights = 0
- staff climate change with regards to returning students
- word of the Reintegration Process spreading amongst students

On-going Tier I and II
communication and support
via meetings and mid-year
check ins!
(CRUCIAL is an
understatement!)

2017-18 School Year	<ul style="list-style-type: none">- First Reintegration (Sept. 13, 2017)- What we learned from the process
------------------------	---



On-going Tier I and II
communication and support
via meetings and mid-year
check ins!
(CRUCIAL is an
understatement!)

- amount of time the Reintegration Process takes
- scheduling and supporting reintegrations
- location(s) for reintegrations
- maintaining fidelity with regards to each pair/group
- COMMUNICATION

Summer 2018	<ul style="list-style-type: none"> ● Data and systems review ● Review implementation of School-Connect curriculum
2018-19 School Year	<ul style="list-style-type: none"> ● Our data so far and what it tells us ● Summer work and next steps ● Tier I and II Goals for 2019-2020 school year

	# Students Referred	# Students Completed	9th	10th	11th	12th
Q1	23 (12 M) (11 F)	22	14	3	4	2
Q2	26 (13 M) (13 F)	26	16	2	5	3
Q3	47 (34 M) (13 F)	44	29	11	2	5

*Q3
spike
needs
Tier 1
proactivity*



Where are we now and which directions might we (and you!) be heading?

Where we are now

Current conversations among the adults...

- MTSS (All Team) Communication
- Careful about Fidelity (Including Follow-Up)
- Flexible Schedule at All Times
- Be Seen As Neutral Ally
- Two People at All Times and Strong Working Relationships
- Significant Background in Behavior and Interventions
- Knowledge About Existing Interventions in School
- Positive Relationships with Staff in the Building

Additional Administrative Reflections...

- Self-Reflection
 - How can we be more proactive versus reactive?
- Stay Supportive and Engaged
 - Gathering more support for our co-leads
 - How do we maintain fidelity without causing burnout?
- Streamlined
 - How do we support this at our middle grades?

Existing Supportive Tools...

- School Climate Surveying
- The HEXAGON Tool
- CASEL Program Guide for Secondary Schools
- Delaware PBS Project and PBIS.org

Existing Supportive Tools...

<https://www.pbis.org/Common/Cms/files/pbisresources/NIRN-Education-TheHexagonTool.pdf>

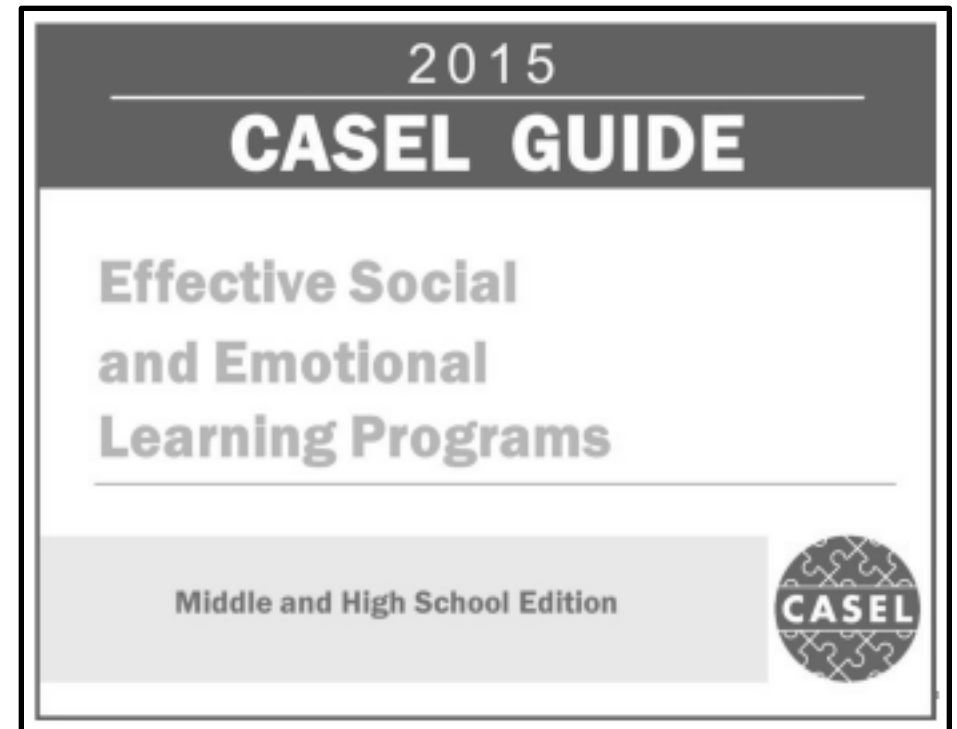
The Hexagon Tool

Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.


See the Active Implementation Hub Resource Library
<http://implementation.fpg.unc.edu>


EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



<http://secondaryguide.casel.org/casel-secondary-guide.pdf>

Delaware PBS Project *delawarepbs.org*

**UNIVERSITY of DELAWARE**
College of Education & Human Development



Delaware Positive Behavior Support Project

Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

[Home](#) [Online Modules](#) [Recognition](#) [Cadre Corner](#) [Presentations](#) [Forms & Tools](#) [School Climate](#) [Social Skills](#) [IEP](#) [MTSS](#)

Quick Links

- Contact Us
- PD Calendar
- Resources

Latest DE-PBS Updates

- 2018-2019 DORT Templates
- DE-PBS Key Feature Evaluation Q&A
- DE-PBS Overview Presentation
- DE-PBS Phase Recognition
- MTSS Overview Presentation
- New IEP Training Module (2019)
- PD Calendar

Secondary Forum

This half-day interactive forum for secondary schools within the DE-PBS Project gives secondary school personnel the chance to explore how DE-PBS might work in their school.

Presentations

Secondary Forum Presentation 2019	Secondary Forum Presentation 2016
Secondary Forum Presentation 2018	Secondary Forum Presentation 2014

February 2019 Secondary Forum Materials and Handouts

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Search Our Site


General Resources

- Delaware Key Features
- History of DE-PBS






March 2019

M	T	W	T	F	S	S
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PBIS.org

**PBIS** Positive Behavioral Interventions & Supports
SWP Technical Assistance Center

SCHOOLFAMILYCOMMUNITYTRAININGRESEARCHEVALUATION



High School PBIS

 school

Bully Prevention

SWPBIS for Beginners

PBIS FAQs

PBIS in the Classroom

Classroom PBIS Practices

Systems to Support

Classroom PBIS Data

Tier 1 Supports

Tier 1 FAQs

Tier 1 Case Examples

Tier 2 Supports

Tier 2 FAQs

Tier 3 Supports

What is Tier 3 PBIS

Organizational Systems

Student-Level Systems

School-Level Systems

District/Region/State Systems

Professional Development

Current Tier3 FAQs

District Level

PBIS and the Law

Reauthorized FBA

School Mental Health


Interconnected Systems

Children Support



High School PBIS

Thousands of high schools in the U.S. are engaged in implementing PBIS, but the research specific to high school implementation is still emerging. The time required to achieve adequate implementation of PBIS in high schools is consistently longer than that reported for elementary and middle schools, and a growing literature base suggests that PBIS implementation at the high school level involves attention to a set of variables beyond those found in elementary and middle schools.

It has been demonstrated that the **key features of SWPBIS** used in elementary and middle school implementation are of equal importance to high school implementation (Flannery, Frank, Doren, Kato, & Fenning, 2013). At all school levels, this implementation framework includes a representative school leadership team that works with the staff, students and administrators to: (1) identify and monitor schoolwide outcomes; (2) develop systems to support implementation and sustainability; (3) implement evidence based practices to increase a positive social climate and learning environment; and (4) develop data management systems to monitor progress and make effective data based decisions based on the school context.



In high schools, it is instead the **context** that has a major impact on high school implementation. There are three primary contextual influences in high schools that need to be taken into consideration when implementing PBIS in high schools: Size, Culture, & Developmental Level. Research has demonstrated that for high schools to adapt the implementation process to these contextual influences, they must focus on key foundational systems (data, leadership, and communication), and that it is through these systems that high schools can successfully implement the core PBIS features to achieve desired student outcomes (Flannery, Frank, & Kato, 2012).

 Tweet  Share

Thank You!

Questions & Answers

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