

High School Behavior Education Program (HS- BEP)

Jessica Swain-Bradway, Ph.D., University of Oregon


jswainbr@uoregon.edu

With contributions from :

Judy Kerner, Churchill High School, Eugene, OR

kerner@4j.lane.edu

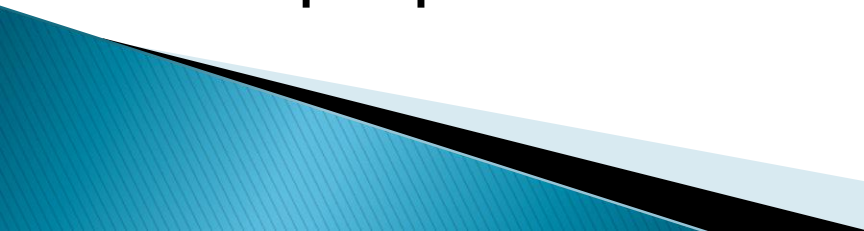
Agenda

- Entry Task
 - HS–BEP brief overview
 - WHY the HS–BEP? High school completion rates
 - Addressing the problem: the big messages from school retention literature
 - Conceptual framework: SW–PBS and school retention literature
 - Exemplar: Churchill High School, Eugene, OR
 - Data
 - Exit Activity
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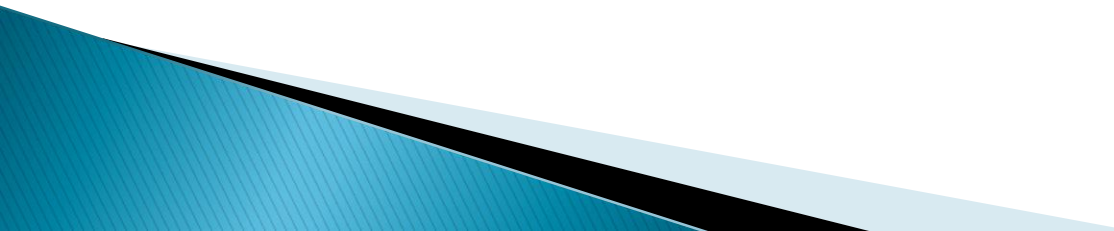
Objectives

- Attendees will:
 - Be able to summarize the basic components of the HS-BEP
 - Be able to summarize the guiding concepts of the HS-BEP,
 - Be able to describe one high school's implementation of the HS-BEP,
 - Be able to describe the trend of academic engagement for student participants in a recent HS-BEP research project .
 - Smile and enjoy themselves 😊

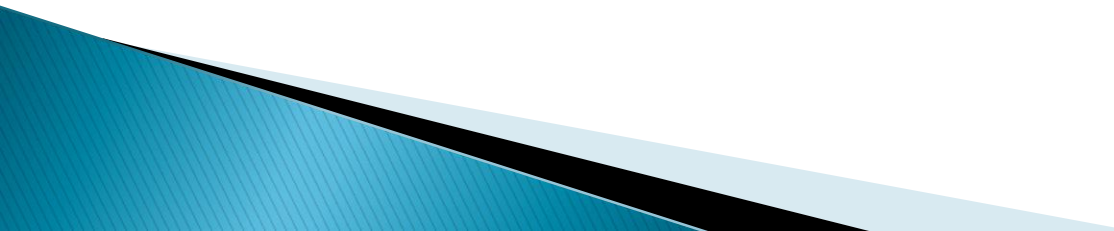
Entry Task

- On a piece of scrap paper list the 4–5 tasks you must complete on Monday when you get back to the real world.
 - Write the list so *the easiest tasks are at the bottom* and the *most difficult tasks are at the top*.
 - Circle the task at the very top of the list.
 - Write this task into your planner (You can pretend).
 - Be prepared to share with the group
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HS-BEP

- ▶ Secondary tier intervention for high school students that combines academic and social supports
 - Academic support: Explicit instruction and practices in seven foundation organizational skills and homework completion assistance.
 - Social support: Check-In Check-Out cycle.
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HS-BEP Foundation Skills

- ▶ Planner
 - ▶ Notebook
 - ▶ Graduation plan
 - ▶ Goal setting
 - ▶ Tracking progress
 - ▶ Test taking
 - ▶ Study skills
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Drop Out

- ▶ Approximately 30% of high school students fail to complete high school each year (Alliance for Excellent Education, 2007; Greene, 2002; United States Department of Education, National Center for Educational Statistics, 2007a).
- ▶ Interviews: academic failure, feeling disconnected from schools, content matter not relevant (Alliance for Excellent Education, 2008; Berktold, Geis, & Kaufman, 1998; Markow, & Scheer, 2002).

Drop Out

- Characteristics:
 - Academic failure (Allensworth & Easton, 2005; Balfanz, & Herzog, 2005),
 - Problem behavior (Sweeten, 2006; Tobin & Sugai, 1999),
 - History of grade retention (Allensworth et al, 2005),
 - Poor teacher relationships (Barber & Olson, 1997)
 - Low attendance (Balfanz, & Herzog, 2005; Jerald, 2006; Neild & Balfanz, 2006), and
 - Diagnosed with a disability (NTLS-2, ; Wagner, Newman, Cameto, Levine, Garza, 2006).

School Retention Literature

- ▶ **Adult feedback or interaction** (Croninger & Lee, 2001; Dynarski, 2001; Fashola & Slavin, 1998; Hayward & Tallmadge, 1995; Kerr & Legters; Lee & Burkham, 2003; McPartland, 1994; Schargle & Smink, 2001; Sinclair, Christenson, Lehr, & Anderson, 2003; Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995)
- ▶ **Increase home / school connection** (Dynarski, 2001; Fashol & Slavin, 1998; Sinclair, Christenson, Lehr, & Anderson, 2003; Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995)

School Retention Literature

- ▶ **Increase structure and predictability** (Dynarski, 2000; Fashola and Slavin, 1998; Hayward and Tallmadge, 1995; Lee and Burkham, 2003; Sinclair, Christenson, Lehr, and Anderson, 2003)
- ▶ **Both academic and social supports** (Dynarski, 2001; Fashol & Slavin, 1998; Hayward & Tallmadge, 1995; Kemple, Herlihy, & Smith, 2005; McPartland, 1994; Schargle & Smink, 2001; Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995).

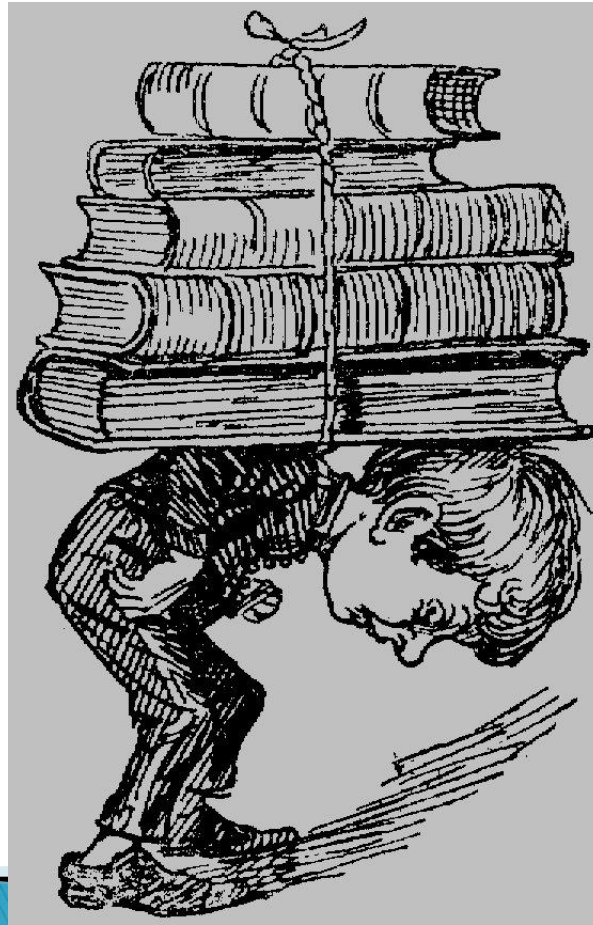
HS-BEP

- Combines school-retention and PBIS concepts:
 - Increases adult feedback and interaction,
 - Smaller class size than typical content area classroom
 - Daily in-class check in
 - Small group instruction / support within class
 - Increases home school connection,
 - CICO card home component
 - Increases structure and predictability,
 - Self-management / academic access skills
 - Increases “conversation” between content area and HS-BEP teachers
 - PBS foundations: explicit expectations, frequent reinforcement
 - Combines academic and social supports.
 - HS-BEP curriculum
 - Class organization

HS-BEP Curriculum – Expanded by CHS

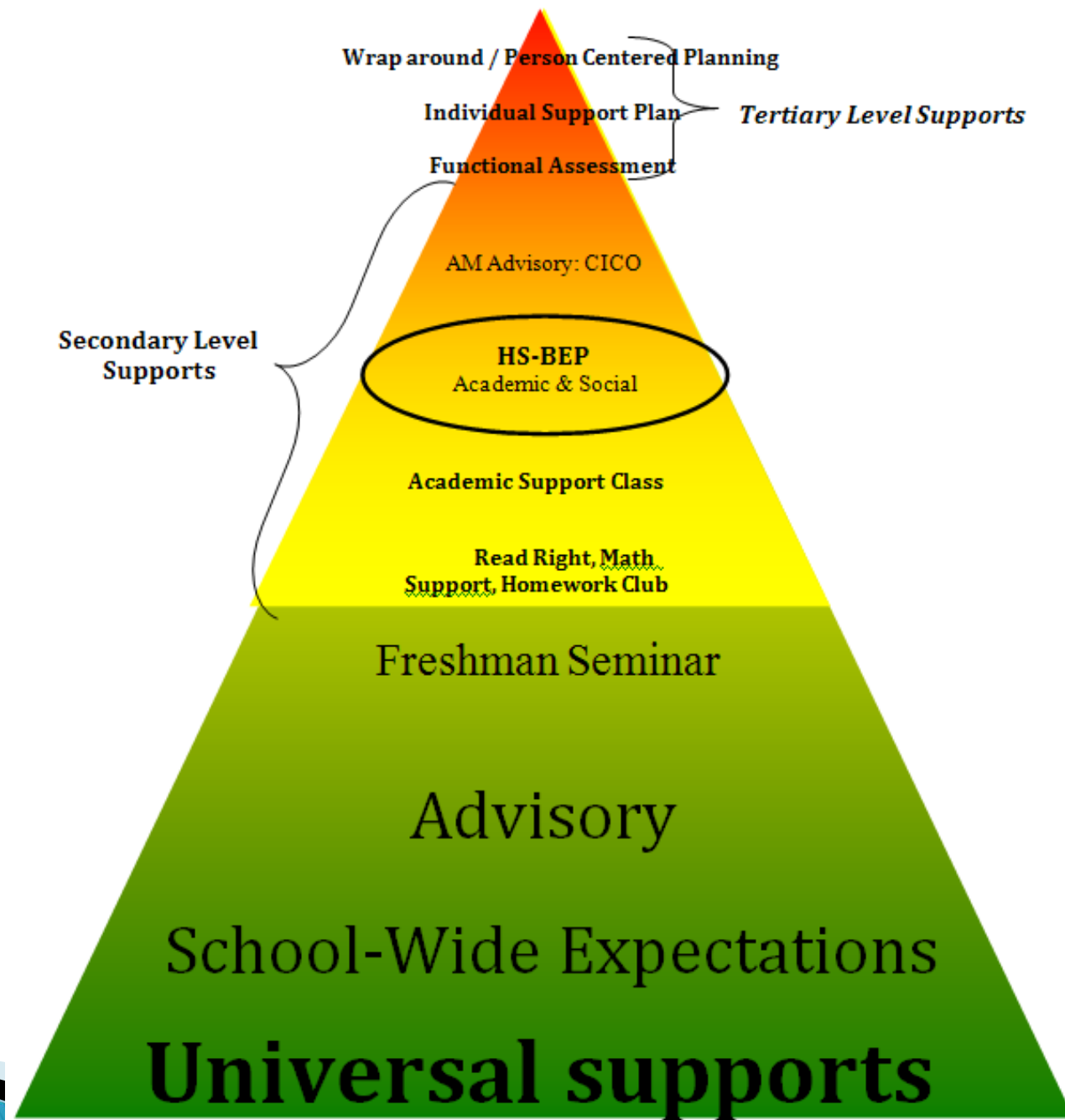
Organization	<i>Tracking Progress</i>	<i>Study Skills</i>	Social Behavior	<i>Goal Setting</i>
<i>Planner</i> 101	Assignment Feedback	Environment	Parent Letter	Ladder Project
<i>Notebook</i>	CICO Card	Test evaluation	Employer feedback	Part of Daily Entry Tasks
Schedule review	Email project	<i>Test taking tips</i>	Active listening	Mid-term review
Backpack	How to write a friendly email letter	Habit of Mind	Multiple Intelligence (self-advocacy)	Grade Improvement Contract
Notebook scavenger hunt	Grade check-in	Note-taking	Learning Styles	Evaluate your Grades
Pump Up Your Planner	Transcript Review / <i>Graduation Plan</i>	Poster Project	Habit of Mind	Progress Report Review
Homework Expectations	Academic Seminar Reflections	<i>Study Skills</i>	PRIDE poster (SW-PBS)	
	Evaluate your Grades			
	Feedback Sandwich Activity			
	Progress Report Review			

Academic Seminar



Churchill High School
Academic Support

Tiered System of Supports



Who Needs Academic Seminar?

Students who enter 9th grade with a “drop-out marker” (Jerald, 2006):

- Low attendance
- Poor classroom behavior
- Failing English
- Failing math
- ▶ Target 9th graders
- ▶ Students with and without IEPs



Basic Components

- **Academic and Support**
 - Organization
 - Study Skills
 - Homework Completion
- **Social Support**
 - Goal Setting
 - Tracking Progress



Connections between:

Students → Academic Seminar → Teachers

How Does Academic Seminar Run?

- Block Schedule: 85 minutes every other day
- Half HS–BEP Curriculum direct instruction/
Half homework completion
- Teachers using Best Practices in Special Education
- School wide PBS strong in the classroom

A typical day might look like.....



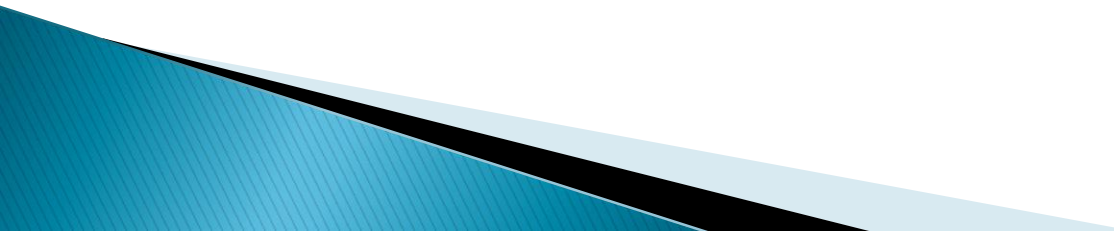
September 2, 2009

Today's goals: 1. Demonstrate active listening
 2. Complete at least 1 missing

assignments

- **D.E.T. / Warm-up:** *Write a story recounting what you did this morning up to get prepared for school, starting with the moment your eyes opened and ending when the first bell rang. Be descriptive*
- **Lecture with note taking:** *How to be an active listener*
- **Practice and Evaluate:** *Tell the story of your morning to a partner, then evaluate their listening skills*
- **Planner Popcorn**
- **Set homework goal**
- **Homework**
- **Exit write:** *Name an active listening skill that comes easily to you, and one you need to work hard at*

Goals of Academic Seminar

- Students set goals and actively monitor their own behavior.
 - Students learn about and practice accessing school resources.
 - Students learn and are reinforced for “teacher-pleasing” academic and social behaviors.
 - Students identify their personal pitfalls and strategize how to avoid them.
 - Students experience a taste of success and feel supported!
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Organization

- ▶ **Planner**
 1. Pump up your planner
 2. Planner Popcorn
 3. Calendars in our classroom
 4. Poster Project

- ▶ **Notebook Organization**
 1. Notebook Checks
 2. Positive Examples
 3. Providing supplies



“....go to a calendar in the room and write 3 due dates into your planner....”

The image shows a green-bordered calendar titled "DEVOIRS QUOTIDIENS" (Daily Assignments). The calendar is organized into a grid with days of the week as columns and dates as rows. Handwritten notes in red ink are present in the first two rows. The third row contains dates from 22 to 28. The fourth row contains dates from 29 to 31. The fifth row contains dates from 1 to 4. The month "JANVIER" is written vertically on the left side.

	lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
	Bienvenue à Français						
	Ne parlez pas quand le prof parle. Merci!!						
	22	23	24	25	26	27	28
	Class syllabus	Vocab 5-1 Hw: 10 sentences	Grammar Notes 5-1 Hw: Memorize "Prendre"				
	29	30	31	1	2	3	4
mois JANVIER							

Students hard at work...



Finishing Art homework...



Tutoring and Homework Completion

- ▶ Text Books in Academic Seminar
- ▶ Clear work expectations, reflected in participation grade
- ▶ Communication with teachers (grade print-outs, hand-outs)
- ▶ Tutors (whenever possible)
- ▶ “No Homework?”



No Homework? You can....

- ▶ Do EXTRA CREDIT or MISSING ASSIGNMENTS!!!
- ▶ Study for a Test
- ▶ Check your GRADES online (*write them into your planner*).
- ▶ Check Calendars and students in the same class as you for assignments / projects / upcoming tests (*write into your planner*).
- ▶ Review information you learned in classes today (*re-read notes, review handouts, chapter in book, etc.*).
- ▶ Check Binders, backpack and books for unfinished work.
- ▶ Check the Big White Binder for your class schedule and grade reports, and consider if there is work to do in any class. (*ex: {...to self, in head..} “OK, so I have French 1st period, and I **could** study my numbers and colors, I guess. Then I have algebra, and I have just 3 problems that I didn’t finish in class. Forgot about those. I’ll do that.”*).
- ▶ Make FLASHCARDS to memorize terms, vocabulary, etc. (great for Foreign Language, Science, English, Social Studies, sometimes Math).
- ▶ Work on an Anchor Project for extra-credit in Academic Seminar.
- ▶ Do an enrichment activity from the black crate

It is not an option to NOT work. If you must be working, it is always best to work on something that will benefit YOU and your GRADES...

Extreme Focus!



Using flashcards for vocabulary



Students → Academic Seminar → Teachers

- **Teacher Communication**

- 1) Grade print-outs / progress reports
- 2) Assignment calendars
- 3) Classroom handouts in Academic Seminar
- 4) Notebook that tracks student progress
- 5) CICO
- 6) Academic Seminar class lists out



Connections



- Students communicate with teachers using:
 - 1) Emails**
 - 2) CICO**
- Academic Seminar connects with home support system and with teachers

Measuring Outcomes

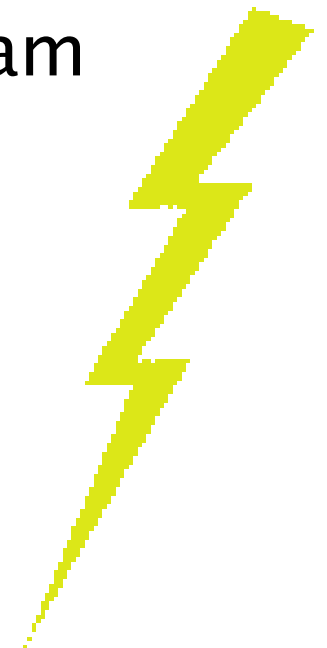
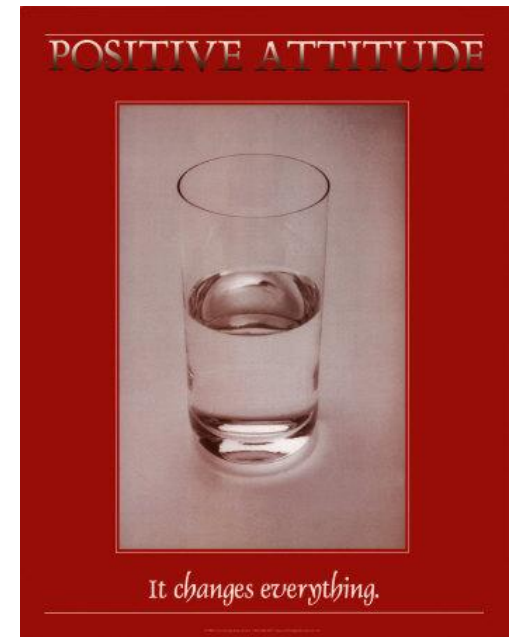
- ▶ Gauging climate through student behavior
- ▶ Pre and post surveys completed by students
- ▶ Academic Seminar grades
- ▶ Grades in other classes
- ▶ Teacher feedback
- ▶ SWIS and CICO data



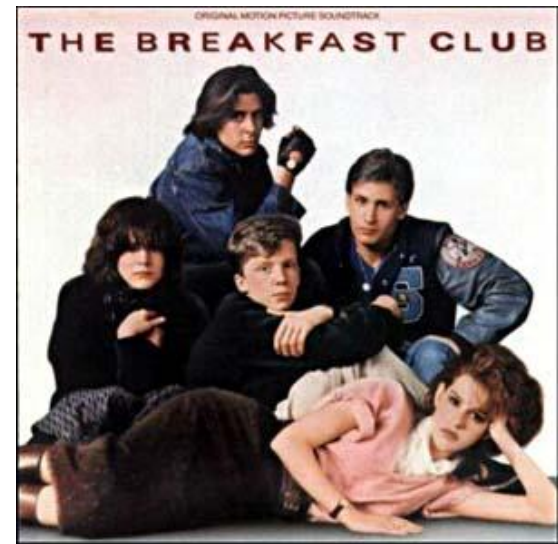


Key Components

- Communication with 9–10 Teachers
- Personalization
- Positive approach
- Having the support of Administrative Team
- Data for decision making
- On site Professional Development
- Collaborating with other educational programs



Challenges We Ran into...



- Scheduling
- Lots of students in the yellow zone in one class
- Identifying students for the program
- Tracking assignments
- Changes in program
- Students at various levels / different needs
- Finding consistent, trained tutors

Recent Changes...

- ▶ Last year:
 - CICO embedded in Academic Seminar
 - 1 section of Academic Seminar with CICO for students identified as having increased social behavior needs
- ▶ This spring semester:
 - CICO as separate class
 - Students dual enrolled in Academic Seminar and CICO class (AM Advisory)

AM Advisory

- ▶ “Step up” in supports from Academic Seminar
- ▶ Check-In Check Out period
 - Zero period
 - 20 minutes prior to 1st period
- ▶ Check in with coordinator
 - Check planner
 - Review goal(s)
 - Follow up on missing assignments

Check-in Check-out (CICO)

✓ Check-in / Check-out Student name: _____ Supervisor name: _____

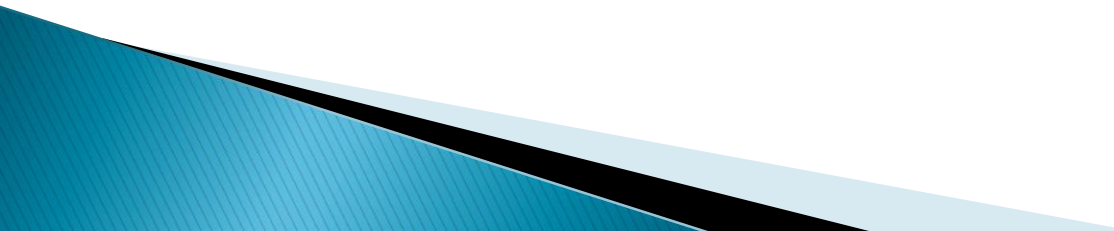
Date		<u>P</u> erseverance	<u>R</u> espect	<u>I</u> ntegrity	<u>D</u> iscipline	<u>E</u> xcellence	Initials	POSITIVE Comments
Red 1	Teacher name	* Keep trying * Finish your work * Work the whole time * Stay positive	* Treat self and others with care * Clean up/Help out * Talk when appropriate	* Stand up for what's right * Do your own work * Practice honesty	* Be on time * Bring all required materials * Do your homework	* Do your best work * Think outside the box * Set goals and strive to meet them		
	Class name	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	Point Total	
Date		<u>P</u> erseverance	<u>R</u> espect	<u>I</u> ntegrity	<u>D</u> iscipline	<u>E</u> xcellence	Initials	POSITIVE Comments
Red 2	Teacher name	* Keep trying * Finish your work * Work the whole time * Stay positive	* Treat self and others with care * Clean up/Help out * Talk when appropriate	* Stand up for what's right * Do your own work * Practice honesty	* Be on time * Bring all required materials * Do your homework	* Do your best work * Think outside the box * Set goals and strive to meet them		
	Class name	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	Point Total	
Date		<u>P</u> erseverance	<u>R</u> espect	<u>I</u> ntegrity	<u>D</u> iscipline	<u>E</u> xcellence	Initials	POSITIVE Comments
Red 3	Teacher name	* Keep trying * Finish your work * Work the whole time * Stay positive	* Treat self and others with care * Clean up/Help out * Talk when appropriate	* Stand up for what's right * Do your own work * Practice honesty	* Be on time * Bring all required materials * Do your homework	* Do your best work * Think outside the box * Set goals and strive to meet them		
	Class name	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	Point Total	
Date		<u>P</u> erseverance	<u>R</u> espect	<u>I</u> ntegrity	<u>D</u> iscipline	<u>E</u> xcellence	Initials	POSITIVE Comments
Red 4	Teacher name	* Keep trying * Finish your work * Work the whole time * Stay positive	* Treat self and others with care * Clean up/Help out * Talk when appropriate	* Stand up for what's right * Do your own work * Practice honesty	* Be on time * Bring all required materials * Do your homework	* Do your best work * Think outside the box * Set goals and strive to meet them		
	Class name	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	Point Total	

Teacher Directions
 1) Please rate the student's behavior in each PRIDE category by circling a number, (0 is low, 2 is high).
 2) Next, sign your initials and leave a **positive** comment about the student's behavior for the day.

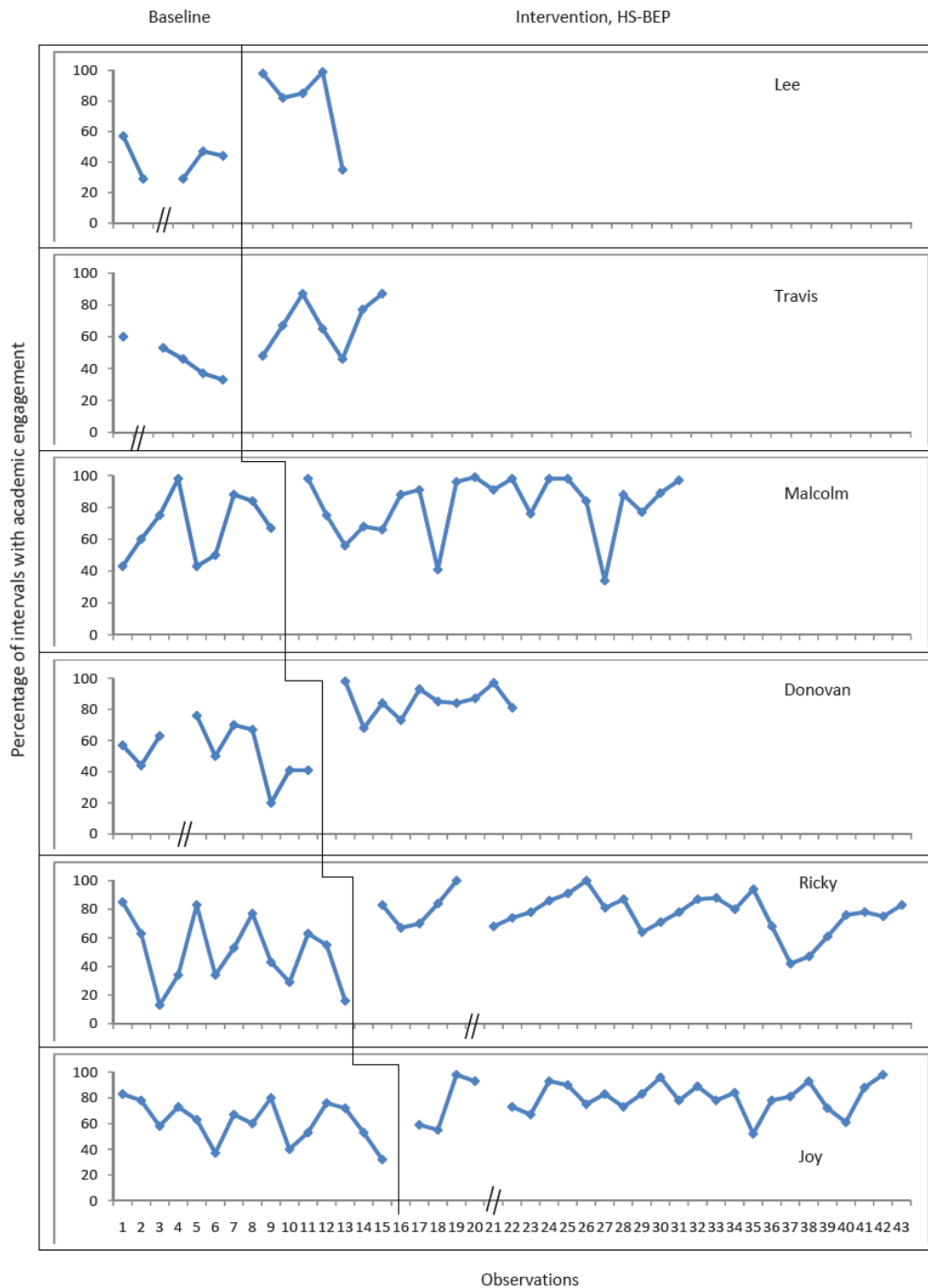
Student Directions
 1) Please list the dates, your classes, and teachers in the spaces provided.
 2) Circle a PRIDE goal for each class for the day.
 3) Bring your PRIDE card to every class and have each teacher fill it out and return it to you.
 4) Add up your point totals at the end of the day, get your parent/guardian to sign it and return the card to your supervisor.

Parent/Guardian Signature: _____ +2 Combined Point Total

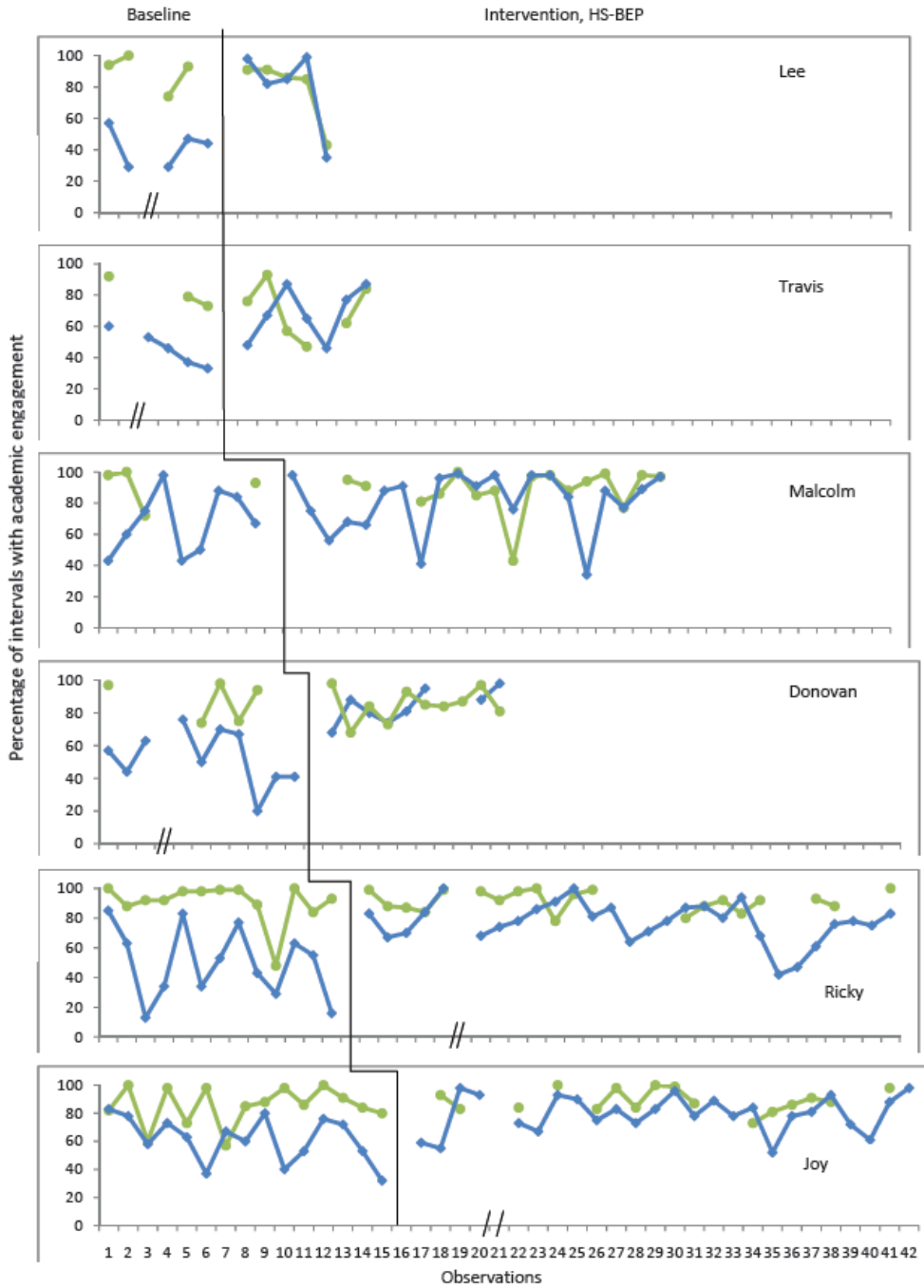
Data from 2008–2009 School Year

- ▶ CICO Embedded in Academic Seminar class
 - ▶ Routines in Academic Seminar mimic CICO cycle:
 - Individual check-ins with teacher during each class
 - Review of student goals
 - Adult follow-up on academic tasks
- 

Academic Engagement Data, Participants

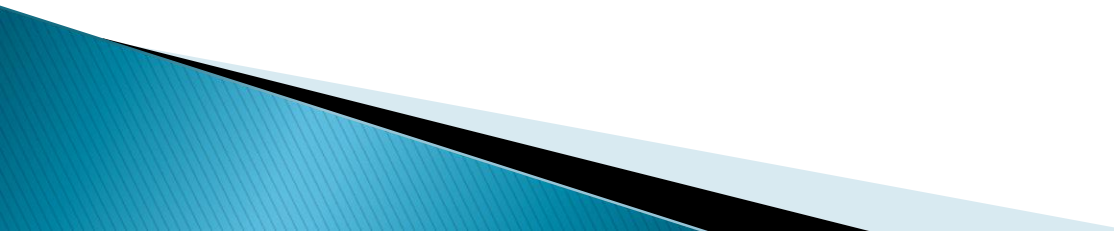


Academic Engagement Data, Composites



Participant	Class	Assignments completed			
		Pre-Intervention		Intervention	
Lee	Science	70%	13/43	NA	
Travis	English	17%	5/30	44%	7/16
Malcolm	History	60%	27/45	56%	10/18
	English	54%	19/35	67%	8/12
	Science	77%	33/43	NA	
Donovan	Health	70%	21/30	50%	4/8
	Algebra	55%	50/91	100%	7/7
Ricky	English	21%	7/34	45%	4/9
	History	80%	12/15	67%	4/6
	Science	64%	27/42	63%	17/27
Joy	English	64%	19/30	87%	14/16
	Algebra	54%	19/35	21%	3/14
	Biology	50%	8/17	83%	5/6

Take Home Messages

- ▶ “Shrink” the triangle:
 - Increase structure, positive adult interaction, opportunities to practices skills correctly
 - ▶ Utilize the messages from school retention literature:
 - increase credit accrual.
 - ▶ Build on existing systems within the school.
 - ▶ Have patience!
- 

Thank You!

Jessica Swain-Bradway
jswainbr@uoregon.edu

Exit Task: Sum it up!



- Take 5 minutes to:
1. Write 2-3 new things you learned today.
 2. Turn to the person next to you and share.
 3. Be prepared to share with the entire group.

